

**CADR**

**Report on  
Sample Checking of Data  
of  
District Information System for Education (DISE)  
in  
Jhansi and Aligarh Districts of U.P.  
2010-11**

*Sponsored*  
*by*  
**State Project Directorate  
Sarva Shiksha Abhiyan  
(Uttar Pradesh)**

**CENTRE OF ADVANCED DEVELOPMENT RESEARCH  
56-A, CHANDGANJ GARDEN,  
LUCKNOW - 226 024**

# C O N T E N T S

	<b>Page No.</b>
Preface	i
List of Tables	v
<b>Chapter-1 : Introduction</b>	<b>1-3</b>
1.1 Background	1
1.2 District Information System for Education (DISE)	2
1.3 Sample Checking of DISE Data	2
1.4 The present report	3
<b>Chapter-2 : Objectives and Sampling Plan</b>	<b>4-5</b>
2.1 Objectives	4
2.2 The sample	4
2.3 Instrument used	5
2.4 Method of analysis	5
<b>Chapter-3 : Extent of variation in sample and DISE Data</b>	<b>6-11</b>
3.1 Comparison of data of school particulars	6
3.2 Enrollment of children in primary and upper primary schools	8
3.3 Number of disabled children in primary and upper primary schools	10
3.4 Number of repeaters	10
3.5 Number of classrooms in schools	11
<b>Chapter-4 : School records and other facilities</b>	<b>12-13</b>
4.1 Ability of head teachers who could provide required information	12
4.2 Mid-day meals in schools	13
4.3 Quality of meals	13
<b>Chapter-5 : Presence of teachers and students on the day of visit</b>	<b>14-15</b>
5.1 Number of teachers in position and present	14
5.2 Enrollment and attendance of children in schools	14
<b>Chapter-6 : Basic facilities in schools</b>	<b>16-18</b>
6.1 Boundary wall	16
6.2 Other facilities	16
6.2.1 Playground	16
6.2.2 Toilets for girls	17
6.2.3 Electricity in schools	17
6.2.4 Availability of drinking water facilities	18

6.2.5	Tat Patties and furniture for seating of children	18
<b>Chapter-7 : Training for filling of the DISE format</b>		19
7.1	Beneficiaries of training	19
7.2	Place of training	19
7.3	Content of training	19
7.4	Infrastructure available for filling of the DISE format	19
7.5	Some shortcomings observed	19
<b>Chapter-8 : Major findings and recommendations</b>		20-21
8.1	School particulars	20
8.2	Need for sample checking	21
<b><u>Annexure</u></b>		
Annexure-1	DISE data format	
Annexure-2	Block-wise number of total schools and sampled schools	
Annexure-3	Block-wise list of sampled schools	
Annexure-4	Instrument used	

## LIST OF TABLES

<b>Table No.</b>		<b>Page No.</b>
2.1	Number of Sampled Schools	4
2.2	Sampled schools under various management	4
3.1	Number of Schools where DISE data matched with Survey data	7
3.2	Enrollment in primary classes	8
3.3	Enrollment in upper primary classes	9
3.4	Number of disabled children enrolled in primary and upper primary schools	10
3.5	Number of repeaters in primary and upper primary schools	10
3.6	Classrooms in sampled schools	11
4.1	Percentages of head teachers who could provide required information	12
4.2	Details of MDM in PS and UPS of schools under education deptt.	13
5.1	Number of teachers in position and present on day of visit	14
5.2	Number of children enrolled and present in primary and upper primary classes in primary, upper primary and primary with upper primary schools	15
6.1	Percentage of Schools having boundary walls during 2010-11	16
6.2	Percentage of Schools having play ground	16
6.3	Percentage of Schools having toilet facilities during 2010-11	17
6.4	Percentage of Schools where electric facility was available	17
6.5	Percentage of Schools having various drinking water facilities	18
6.6	Percentage of Schools having furniture and tat patties for seating	18

## **Preface**

For the last several decades, particularly after the adoption of our Constitution in 1950, universalisation of elementary education has attracted the attention of the educational planners and administrators. The National Policy on Education 1986 and 1992 gave very high priority to the achievement of goal of universal elementary education (UEE). Education of children in 6-14 years age group has been made the fundamental right through the 86<sup>th</sup> constitutional Amendment Act. In consequence of these developments, and based on the lessons learnt from the implementation of various programmes in the area of elementary education, Government launched the programme of Sarva Shiksha Abhiyan (SSA) in the year 2000-01. The main goals of SSA are (i) to keep all children in the age group of 6-14 years in schools, (ii) to ensure that all children in the age group of 6-11 years complete primary education and (iii) to ensure universal retention of children in the age group of 6-14 years in schools.

The goals of SSA are really very high and call for gigantic efforts from governments, educational planners, and administrators at various levels and people in general. In order to ensure proper planning and implementation of this programme, need for collecting basic information on a comprehensive scale has been recognised and consequently educational statistics are being collected by the states. In order to ensure such statistics acceptable by the planners and agencies responsible for implementation of educational programmes, enough safeguard of checking these statistics at various level of NPRC/BRC/BSA and even at the regional and at the state level have been provided. Notwithstanding of these safeguards, these statistics were found with high degree of errors in aggregation and other types of errors. It was, therefore, felt that the educational statistics being collected through District Information System for Education (DISE) as available at the school level should be compared with those available at the State level by conducting sample surveys in some districts through external reputed organisations.

Accordingly, Centre of Advanced Development Research, Lucknow was entrusted to conduct this analysis in Jhansi and Alighrah districts of Uttar Pradesh.

We are grateful to the State Project Director (SSA) Uttar Pradesh who had taken great deal of interest in providing help to us for carrying out this analysis in these two districts of the state. We gratefully acknowledge the support of Sri D.B. Sharma, Additional Project Director of SSA and their other professionals, particularly Sri Abhinav Sinha, who have been very helpful to us for providing lot of information available at the project office in this endeavour.

I am obliged to my senior colleague, Sri M.L Sharma, Officer On Special Duty, who has been associated with this analysis right from beginning to end. Sarvashri S.P.S. Chauhan, Research Officer, Sandeep Tewari, Manoj Kumar Srivastava, S.K. Shukla, Vijay Kumar, and D.K. Pandey Junior Research Associates also deserve our thanks. Sri Ram Shanker who has processed the whole matter on computer also deserves our thanks.

May, 2011  
Lucknow.

**B. N. Tyagi**  
Executive Director,  
Centre of Advanced Development Research

# **Chapter-1**

## **Introduction**

### **1.1 Background:**

1.1 According to census of India, total population of the country was 361 million during 1951 which increased to 1210 million during 2011. The country has been characterized by a very low rate of literacy. Only 18.33 percent persons (27.16 percent males and 8.86 percent females) were literate during 1951. Even during 2011, i.e. after 60 years of independence the literacy rate was only 74.04 percent (82.14 percent for male and 65.46 percent for female). Thus at this rate, it may take another 40 years or so to attain 100 percent literacy. This is too long a period to wait for. Accordingly, massive efforts have been undertaken to achieve the target of 100 percent literacy in as short period as possible. Kerala has achieved about 94 percent literacy rate (96.02 percent for male and 91.98 percent for female) but literacy rates of U.P. as well as that of JK, Rajasthan and Bihar have not crossed the level of 70 percent even during 2011. Not only this, literacy rate of females in U.P. during 2011 was only 59.26. Several programmes for improving the level of people had been undertaken. Sarva Shiksha Abhiyan was launched in the country during 2001 for bringing all the children in schools and ensuring universal retention. Thus the goal of Sarva Shiksha Abhiyan is to ensure that all the children get a minimum of eight years schooling.

1.2 The role of education in improving the choice and quality of lives, enhancing social and economic productivity and initiating the process of empowerment and redistribution of resources has been well recognized. India is committed to provide "free and compulsory education for all children until they complete the age of 14 year and achieve Universalization of Elementary Education (UEE) and Millennium Development Goal (MDG) with substantial improvement in the quality of the lives of its citizens.

1.3 As Sarva Shiksha Abhiyan is a significant step towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time bound integrated approach, effective and efficient information system is essential for its successful implementation. As a matter of fact, at the inception of the first District Primary Education Programme (DPEP) in 1994 (which was later subsumed into SSA), it was realized that a sound information base for planning and monitoring of various interventions was a non-negotiable requirement of such a programme.

1.4 The educational statistics collected by the states were found not only inadequate to meet the growing needs of the decentralized planning but were also characterized by inordinate delays, full of aggregative errors and were not amenable to validation and reliability tests. Since school statistics formed the core of educational statistics, it was rightly recognized that major reforms in school statistics both in terms of their scope and coverage as well as availability and use have to be carried out. Accordingly, National Institute of Educational Planning and Administration (NIEPA) took up this issue and accepted the responsibility for designing and implementing such a system for elementary education and thus the district information system for education came into operation.

### **1.2 District Information System for Education (DISE):**

1.5 The task of developing a school based statistical system was initiated by NIEPA during 1995. The district was selected as a nodal point for collection and computerization of school level data. Accordingly, a software named as District Information System for Education (DISE) was developed and released during the middle of 1995.

1.6 The first major review of DISE was undertaken during 1997-98 and was further followed by an extensive review during 2000-01 resulting in DISE-2001. The scope of this version (DISE-2001) was also extended to cover the information upto elementary level covering eight years of schooling.

1.7 The flow of data plays very important role in information system. Under DISE-2001, the basic data is collected at the school level in the prescribed format (Annexure-1). It is to be verified by the Block Education officer/Block Resource Coordinator for its completeness and accuracy and delivered to the Education Management Information System (EMIS) in-charge in the District Project office where it is entered into computer. The responsibility for checking the consistency of data vests with the District Project office. The validated data is stored at the district level and made available to the State Project office where it is aggregated at the State Level.

### **1.3 Sample Checking of DISE Data:**

1.8 In order to verify the accuracy of DISE data, it was considered desirable to get the DISE data checked on sample basis by an external agency every year. Accordingly, Centre of Advanced Development Research (CADR) was commissioned by the State Project Office, Sarva Shiksha Abhiyan to undertake the five percent sample checking of DISE data for the year 2010-11 in two districts of Jhansi and Aligarh.

#### **1.4 The present report:**

1.9 The present report relates to the districts Jhansi and Aligarh. This is divided into 8 Chapters. Chapter 1 gives brief introduction and methodology. Sampling plan is given in Chapter 2, Chapter 3 presents extent of variation in sampled and DISE data. Chapter 4 presents the results relating to various school records and Chapters 5 gives the presence of teachers and students on the day of visit. Chapter 6 presents basic facilities in sampled schools. Chapter 7 presents the training for filling the DISE format and last Chapter 8 presents major findings and recommendations.

**Chapter-2**  
**Objectives and Sampling Plan**

**2.1 Objectives**

- 2.1 The two main objectives for undertaking sample-checking of DISE data were
1. To verify the accuracy of the DISE data being collected and
  2. To identify the gaps/weaknesses and suggest appropriate remedial measures for strengthening the system.

**2.2 The Sample**

2.2 For selecting the sample for checking the data collected under DISE, a simple random sample of about 5 percent schools from each block/urban area in these districts was selected as given in Table 2.1

**Table 2.1 Number of sampled schools**

Sl.No.	Particulars	Districts		
		Jhansi	Aligarh	Both the districts
1.	Total number of schools	2329	3031	5360
2.	Number of sampled schools	116	152	268
	(i) PS only	67	105	172
	(ii) UPS only	43	42	85
	(iii) PS+UPS	6	5	11

*Source:- State Project Directorate, Lucknow*

2.3 Out of these 268 schools 216 (80.6 percent) schools were under the education department and the remaining 52 schools (19.4 percent) were under private management. (Table 2.2)

**Table 2.2 Sampled schools under various management.**

Sl.No.	Particulars	Districts		
		Jhansi	Aligarh	Both the districts
1.	Education Department	93	123	216
2.	Private	23	29	52
<b>Total</b>		<b>116</b>	<b>152</b>	<b>268</b>

2.4 Block-wise total number of schools and number of sampled schools are given in Annexure -2. The names of the sampled schools in these two districts are given in Annexure-3.

2.5 Having selected the sample of 268 schools, basic data of these schools was collected by our research investigators and then compared with the data already available with the SPD under DISE formats.

### **2.3 Instrument Used:**

2.6 For purpose of sample checking, a data collection format (Annexure-4) was developed. With the help of this format, all information relating to sampled 268 schools was collected by the research investigators of the Centre of Advanced Development Research.

2.7 Besides collecting the key information for verifying the accuracy of DISE school level data, the sample checking format also contained a qualitative assessment of the implementation of various aspects of imparting education in schools viz. quality of training provided, receipt of School Summary Report, supervision by the CRC Coordinator, etc. In addition, it also captured the actual attendance of students and teachers on the day of visit as well as working of Mid-Day Meal (MDM) programme. All these information have also been collected and analysed.

### **2.4 Method of Analysis:**

2.8 A comparison of DISE and sample data pertaining to various aspects (variables) has been done and discussed in Chapter 3. Apart from comparative analysis of sample and DISE data, other aspects of working of schools have also been studied and presented in this report.

## **Chapter-3**

### **Extent of variation in sample and DISE data**

3.1 DISE formats for all the 268 sampled schools as given in annexure-1 were available and these formats were provided by SPD to the Centre for comparison. Data available in the DISE formats and collected by our research investigators pertain to the following aspects:

- (a) School particulars relating to type, category, school management, lowest and highest class and year of establishment.
- (b) Enrolment of children,
- (c) Number of Disabled children,
- (d) Number of repeaters, and
- (e) Number of classrooms in schools.

3.2 Besides the above aspects, as already stated in para 2.6 of Chapter 2, some vital information about the working of sampled schools like response of Head teachers in providing the requisite information to the investigators, maintenance of various registers and records, report cards, punctuality of teachers, availability of photo copy of the DISE/DCF, display board, mid-day meal etc. as specified in the format at Annexure 4 was also collected and analysed.

### **3.1 Comparison of data of school particulars:**

3.3 DISE formats were available in respect of all the 268 sampled schools. The data given in these formats have been matched with survey data in respect of following particulars in these two districts:-

- (i) Schools type, i.e. only for boys, only for girls or coeducational,
- (ii) School category i.e. only primary (1), primary with upper primary (2), primary with upper primary and secondary or higher secondary (3), upper primary only (4), upper primary with secondary or higher secondary (5)
- (iii) Lowest class,
- (iv) Highest class,
- (v) Year of establishment of school,
- (vi) School Management Government departments i.e. education department, tribal welfare department, local body, private aided, private unaided, other, Central school, unrecognized, recognized madarsa, unrecognized madarsa.

3.4 The result of matching the survey data with DISE data relating to school particulars are given in Table 3.1

**Table 3.1 Number of schools where DISE data matched with survey data**

Particulars	Jhansi		Aligarh		Both the districts	
	Available in DISE format		Available in DISE format		Available in DISE format	
	and matched with survey data	did not match with survey data	and matched with survey data	did not match with survey data	and matched with survey data	did not match with survey data
1	2	3	4	5	6	7
(i) School Type	116	0	151	1	267	1
(ii) School Category	116	0	149	3	265	3
(iii) Lowest Class	116	0	152	0	268	0
(iv) Highest Class	116	0	151	1	267	1
(v) Establishment Year	111	5	127	25	238	30
(vi) School Management	115	1	145	7	260	8

3.5 The following main conclusions emerge from the data presented in Table 3.1:-

(a) **Schools Type:** - This information collected by our research team tallied with that given in DISE papers in respect of 267 schools out of 268 schools. In the case of one school- in Aligarh district, DISE papers instead of denoting this to be coeducational denoted as girls school on account of the schools being named as basis kanya pathsala no.-21 although both boys and girls were enrolled in the school.

(b) **School Category:** - As given in para 3.3 (ii), DISE papers should have recorded only one out of the five categories. But three schools in Aligarh district have shown that these were primary schools with higher secondary classes, although they had given class VI to VIII enrolment. This is due to lack of understanding or carelessness of the teachers of these schools. Of these three schools two were private unaided schools and one under education department. Such schools need much thorough scrutiny of their DISE papers.

(c) **Highest Class:-** The information about the highest class was available in respect of all the 268 sampled schools and there was complete matching of the survey data with the DISE data except one school.

(d) **Establishment year:-** The sampled and DISE data did not match in respect of 5 schools in Jhansi district and 25 schools of Aligarh district. The reason was that these schools were first started in a private building and their own building was constructed later on. Sample data gave the year in which the classes started even in private building and that year was taken to be the year of establishment. But the DISE format gave the year of construction of its own building.

(e) **Management of Schools:-** This information did not tally with the survey data in respect of one school in Jhansi district and 7 schools in Aligarh district. These were private unaided schools. But in DISE format these were classed as under privateaided/other.

### 3.2 **Enrollment of Children in Primary and upper primary schools**

#### (a) **Primary Schools:**

3.6 In these 268 sampled schools, there were 172 primary schools only, and 85 upper primary schools with only classes VI, VII and VIII. There were another 11 schools in the sample having classes VI, VII and VIII along with primary classes. Thus for primary schools, the sampled schools were 183 (172+11) and for upper primary schools there were 96 upper primary schools.

3.7 The DISE and survey data gave the following status of enrollment in 183 schools which had primary classes (Table 3.2)

**Table 3.2: Enrollment in Primary Classes(183 Schools)**

Particulars	Jhansi		Aligarh		Both the districts	
	As per sample survey	As per DISE data	As per sample survey	As per DISE data	As per sample survey	As per DISE data
1	2	3	4	5	6	7
Boys	4827	4838	6418	6387	11245	11225
Girls	4461	4456	6669	6649	11130	11105
<b>Total</b>	<b>9288</b>	<b>9294</b>	<b>13087</b>	<b>13036</b>	<b>22375</b>	<b>22330</b>

3.8 In these sampled 183 primary schools, there was a very nominal difference in the number of boys and girls as per sampled data and DISE data. The difference is too small to merit any comment. In these two districts, the variation was 16 (11 boys and 5 girls) in Jhansi district and 51 (31 boys and 20 girls) in Aligarh district. In percentage term, these variations are negligible.

**(b) Upper Primary Schools**

3.9 In these districts, there were 96 upper primary schools. In these 96 schools, there were 69 schools under the management of government and remaining 27 schools were under private management. Of these 96 upper primary schools 85 UPS were such as had class VI to VIII only and the remaining 11 had classes of primary level also. The number of boys and girls enrolled in these 96 schools as per sample survey and DISE data are presented in Table 3.3.

**Table 3.3: Enrollment in Upper Primary Classes (96 Schools)**

Particulars	Jhansi		Aligarh		Both the districts	
	As per sample survey	As per DISE data	As per sample survey	As per DISE data	As per sample survey	As per DISE data
1	2	3	4	5	6	7
Boys	2907	2917	2428	2428	5335	5345
Girls	2669	2689	2104	2101	4773	4790
<b>Total</b>	<b>5576</b>	<b>5606</b>	<b>4532</b>	<b>4529</b>	<b>10108</b>	<b>10135</b>

3.10 It is evident from the data presented in Table 3.3 that there is variation of 30 children in enrolment in the schools of Jhansi district. In the case of Aligarh district, the variation is of three children only.

**3.3 Number of disabled children in primary and upper primary schools**

3.11 Along with the data relating to total number of children enrolled, information regarding the number of disabled children is also being collected through DISE. Accordingly the information was also collected through sampled checking for 183 schools of primary classes and 96 schools of upper primary classes. It is evident from Table 3.4 that there was small variation in the enrollment of disabled children in primary schools. No variation was observed in case of upper primary schools in both the districts.

**Table 3.4: Number of disabled children enrolled in primary and upper primary schools**

Particulars	Jhansi		Aligarh		Both the districts	
	As per sample data	As per DISE data	As per sample data	As per DISE data	As per sample data	As per DISE data
1	2	3	4	5	6	7
<b>Primary schools (183)</b>						
Boys	32	32	40	40	72	72
Girls	19	18	27	25	46	43
Total	51	50	67	65	118	115
<b>Upper primary schools (96)</b>						
Boys	17	17	4	4	21	21
Girls	10	10	8	8	18	18
Total	27	27	12	12	39	39

### 3.4 Number of Repeaters

3.12 The information regarding repeater children was collected through sample survey and compared with DISE data. The number of children who retained in the same class as per sample checking was 206 for primary classes and 54 for upper primary classes. The corresponding data of DISE was 203 for primary classes and 56 for upper primary classes. The difference is very small and does not deserve any comment.

**Table 3.5: Number of repeaters in primary and upper primary schools**

Particulars	Jhansi		Aligarh		Both the districts	
	As per sample data	As per DISE data	As per sample data	As per DISE data	As per sample data	As per DISE data
1	2	3	4	5	6	7
<b>Primary schools (183)</b>						
Boys	30	30	72	71	102	101
Girls	33	33	71	69	104	102
Total	63	63	143	140	206	203
<b>Upper primary schools (96)</b>						
Boys	17	17	2	6	19	23
Girls	22	22	13	11	35	33
Total	39	39	15	17	54	56

### 3.5 Number of Classrooms in schools

3.13 Information relating to number of classrooms in respect of each of the sampled primary and upper primary schools was collected through sample survey and matched with the corresponding DISE data. For this purpose, primary schools with only primary classes (I to V) and upper primary schools with only upper primary classes (VI to VIII) and primary with upper primary Classes (I to VIII) were considered. The number of such primary schools was 172, for upper primary schools this number was 85 and for primary with upper primary schools the number was 11.

3.14 The results of matching the sample data with DISE data are given in Table 3.6

**Table:3.6 Classrooms in sampled schools**

Districts								
Jhansi			Aligarh			Both the districts		
Only primary schools (67)	Only upper primary schools (43)	Primary with upper primary school (6)	Only primary schools (105)	Only upper primary schools (42)	Primary with upper primary school (5)	Only primary schools (172)	Only upper primary schools (85)	Primary with upper primary school (11)
<b>1. Number of classrooms as per survey</b>								
267	161	46	462	161	28	729	322	74
<b>2. Number of classrooms as per DISE Format</b>								
272	158	45	392	156	28	664	314	73
<b>3. Variation</b>								
5	3	1	70	5	0	65	8	1

3.15 It would be seen from the data presented in Table 3.6 that there was variation of 65 classrooms in case of primary schools, 8 classrooms in the case of upper primary schools and one classrooms in the case of primary with upper primary schools in these two districts taken together.

## Chapter-4

### School Records and other facilities

#### **4.1 Ability of head teachers who could provide required information**

4.1 As indicated in Chapter 2, some vital information about the working of schools were also collected. Almost all the head teachers responded very well in providing these basic information. The percentages of head teachers of the sampled schools who provided basic information relating to various aspects of schools is given in Table 4.1.

**Table 4.1 Percentages of Head teachers who could provide required information:**

Sl. No.	Type of information provided	Percentage of Head teachers					
		Primary schools		Upper primary schools		PS+UPS	
		Jhansi	Aligarh	Jhansi	Aligarh	Jhansi	Aligarh
1	Enrollment and pass percentage	100.0	100.0	100.0	100.0	100.0	100.0
2	Ability to give information of enrollment & other details from a single register	31.3	7.7	41.9	4.8	16.7	0.0
3	Proper filling up of attendance register	100.0	100.0	100.0	100.0	100.0	100.0
4	Head master keeping year end summary details of children	97.0	100.0	100.0	100.0	100.0	100.0
5	Key information on display boards	29.9	18.1	37.2	23.8	33.3	0.0
6	Availability of schools report card	79.1	0.0	62.8	0.0	33.3	0.0
7	Availability of photo copy of DISE data	58.2	21.0	62.8	26.2	50.0	60.0

4.2 It would be evident from Table 4.1 that information relating to enrolment was provided to our research team by all the head teachers. Similarly situation relating to the attendance register was also extremely good:

4.3 However, situation relating to keeping a single register containing all information was far from satisfactory, particularly in Aligarh district. No school report card was available in Aligarh district.

## 4.2 Mid-day meals in schools

4.4 Each and every primary and upper primary school under the management of education department, local bodies or any other government department is required to provide mid-day meal to the students. However, on the day of visit, out of 216 schools under education department, sampled in these two districts, MDM was served in the 215 schools. However MDM was not served according to menu in 6 schools. (Table 4.2)

**Table 4.2 Details of MDM in PS and UPS of Schools Under Education deptt.**

Sl. No.	Particulars	Number of Schools								
		Jhanshi			Aligarh			Both the districts		
		PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
1	Number of sampled schools under education deptt.	56	37	93	91	32	123	147	69	216
2	Number of schools in which MDM served on the day of visit	56 (100.0)	37 (100.0)	93 (100.0)	90 (98.9)	32 (100.0)	122 (99.2)	146 (99.3)	69 (100.0)	215 (99.5)
3	Number of schools in which MDM served as per menu.	55 (98.2)	37 (100.0)	92 (98.9)	86 (95.5)	31 (96.9)	117 (95.9)	141 (96.7)	68 (98.5)	209 (97.2)
4	Number of schools in which students were satisfied with quality of MDM	53 (94.6)	37 (100.0)	90 (96.8)	89 (98.9)	31 (96.9)	120 (98.4)	142 (97.3)	68 (98.5)	210 (97.7)
5	Schools with kitchen	46 (82.1)	27 (73.0)	73 (78.5)	71 (78.0)	17 (53.0)	88 (71.5)	117 (79.6)	44 (63.8)	161 (74.5)

*Note:-Figures within parenthesis denote percentage*

4.5 It would also be evident that out of 216 sampled schools, Kitchens were available only in 161 (74.5) schools

## 4.3 Quality of Meals

4.6 Quality of meals was reported by students to be satisfactory in 97.7 percent schools of these two districts.

## Chapter-5

### Presence of teachers and students on the day of visit

#### **5.1 Number of teachers in position and present:-**

5.1 In addition to collecting information which were comparable with the DISE data, information relating to the number of teachers and children present in each of 268 sampled schools was also collected. Number of teachers in position and present in these 268 schools sampled for the present study are presented in Table 5.1

**Table 5.1 Number of teachers in position and present on the day of visit**

Sl. No.	Category of schools	Jhansi		Aligarh		Both the districts	
		Total number of teachers in position	Total number of teachers present on day of visit	Total number of teachers in position	Total number of teachers present on day of visit	Total number of teachers in position	Total number of teachers present on day of visit
1	PS Only	244*	227 (93.0)	371*	294 (79.2)	615*	521 (84.7)
2	UPS Only	117	107 (91.5)	167	140 (83.8)	284	247 (87.0)
3	PS + UPS	56	55 (98.2)	39	35 (89.7)	95	90 (94.7)

Note:-1. \*Teachers denote regular teachers and para teachers

2. Figures within parenthesis denote percentage

5.2 It would be evident from Table 5.1 that the percentages of teachers including para teachers who were present on the date of visit in primary schools only in Jhansi and Aligarh districts were 93.0 and 79.2 respectively. Taking two districts together, the percentage of teachers present in primary schools only was 84.7. In the case of upper primary schools only, the percentages of teachers present were 91.5 in Jhansi, and 83.8 in Aligarh.

#### **5.2 Enrollment and attendance of children in schools:**

5.3 Total number of children enrolled in the primary schools only in these two districts was 20231 – 10017 boys and 10214 girls. The children present on the day of visit was 11217 (55.4 percent) – 5604 boys (55.90 percent) and 5613 (55.0 percent) girls. In the case of upper primary schools 9021 children were enrolled but the number of children present was 5637 (62.5 percent)

**Table 5.2: Number of children enrolled and present in primary and upper primary classes in primary, upper primary and primary with upper primary schools**

Category of schools	Gender	Jhansi		Aligarh		Both the districts	
		Total no. of children enrolled	Total no. of Children present on the day of visit	Total no of children enrolled	Total no. of Children present on the day of visit	Total no of children enrolled	Total no. of Children present on the day of visit
PS Only	Boys	4084	2107 (51.6)	5933	3797 (58.9)	10017	5604 (55.9)
	Girls	3936	2000 (50.8)	6278	3613 (57.6)	10214	5613 (55.0)
	Total	8020	4107 (51.2)	12211	7110 (58.2)	20231	11217 (55.4)
UPS Only	Boys	2468	1323 (53.6)	2213	1573 (71.1)	4681	2896 (61.9)
	Girls	2431	1402 (57.7)	1909	1339 (70.1)	4340	2741 (63.2)
	Total	4899	2725 (55.6)	4122	2912 (70.6)	9021	5637 (62.5)
PS+UPS	Boys	1183	961 (81.2)	648	536 (82.7)	1831	1497 (81.8)
	Girls	726	590 (81.3)	517	416 (80.5)	1243	1006 (80.9)
	Total	1909	1551 (81.2)	1165	952 (81.7)	3074	2503 (81.4)

*Note: - Figures within parenthesis denote percentage.*

## Chapter-6

### Basic facilities in schools

6.1 In addition to adequate space for teaching, a school needs a boundary wall for safety of children and school property, a playground, toilets and electricity. Position of the 268 sampled schools (172 primary schools only, 85 upper primary schools only and 11 PS+UPS) in regard to these facilities is discussed in the subsequent paragraphs.

#### **6.1 Boundary wall:**

6.2 To ensure safety of children from outside elements, a boundary wall has been considered desirable. However, even during 2010-11, all the schools did not have the boundary walls-even of barbed wire or hedges. The percentage of schools having boundary walls of various types are given in Table 6.1

**Table 6.1 Percentage of schools having boundary walls during 2010-11**

Sl. No.	Particulars	Districts								
		Jhansi			Aligarh			Both the district		
		Primary Schools	Upper primary schools	PS + UPS	Primary Schools	Upper primary schools	PS + UPS	Primary Schools	Upper primary schools	PS + UPS
1	No boundary wall	38.8	41.9	33.3	34.3	45.2	0.0	36.1	43.5	18.2
2	Pucca boundary wall	59.7	41.9	66.7	57.1	47.6	100.0	58.1	44.7	81.8
3	Pucca but broken	0.0	9.3	0.0	6.7	2.4	0.0	4.1	5.9	0.0
4	Partially built boundary wall	1.5	2.3	0.0	1.9	4.8	0.0	1.7	3.5	0.0
5	Barbed wire fencing	0.0	4.6	0.0	0.0	0.0	0.0	0.0	2.4	0.0

6.3 It would be seen from Table 6.1 that 36.1 percent primary schools and 43.5 percent upper primary schools in these two districts did not have a boundary wall. The percentage of schools having pucca boundary was 58.1 in primary and 44.7 in upper primary schools.

#### **6.2 Other facilities:**

##### **6.2.1 Playground:**

6.4 Percentage of schools having playground is presented in Table 6.2 from which it is seen that about 65.1 percent primary schools and 74.1 percent upper primary schools had play-ground.

**Table 6.2 Percentage of schools having playground:**

Category of Schools	Districts		
	Jhansi	Aligarh	Both the districts
Primary Schools only	53.7	72.4	65.1
Upper Primary School only	69.8	78.6	74.1
PS +UPS	50.0	100.0	72.7

### 6.2.2 Toilets facilities:

6.5 All the primary schools are coeducational and boys and girls get education together. All these schools should have separate toilet facilities for girls. Separate toilet facilities are required in each of upper primary school also. However, few schools did not have this facility. The percentage of schools having separate toilets for girls and boys and common toilets and percentage of in use toilets among them is presented in Table 6.3.

**Table 6.3 Percentage of schools having toilet facilities during 2010-11**

Sl. No.	Particulars	Districts								
		Jhansi			Aligarh			Both the districts		
		PS Only	UPS Only	PS +UPS	PS Only	UPS Only	PS +UPS	PS Only	UPS Only	PS +UPS
1	<b>Percentage of schools in which toilets were available</b>									
	(i) Separate toilets for girls	86.6	90.7	83.3	92.4	95.2	80.0	90.1	92.9	81.8
	(ii) Separate toilets for boys	83.6	88.4	83.3	91.4	97.6	80.0	88.4	92.9	81.8
	(iii) Common toilests	29.9	30.2	50.0	24.8	21.4	40.0	43.8	25.9	45.4
2	<b>Percentage of schools in which toilets were in use</b>									
	(i) Separate toilets for girls	93.1	82.1	100.0	89.7	97.6	80.0	91.0	91.1	100.0
	(ii) Separate toilets for boys	83.9	81.6	100.0	87.5	97.5	80.0	86.2	88.6	100.0
	(iii) Common toilests	85.0	92.3	100.0	80.8	21.4	40.0	82.6	94.4	100.0

### 6.2.3 Electricity in schools

6.6 Electric facility was not available in most of the schools (Table 6.4). Schools in Jhansi were a little better as about 58.2 percent primary schools and 53.5 percent upper primary schools had this facility.

**Table 6.4 Percentage of schools where electric facility was available**

Category of Schools	Districts		
	Jhansi	Aligarh	Both the districts
Primary Schools only	58.2	27.6	39.5
Upper Primary School only	53.5	35.7	44.7
PS +UPS	100.0	60.0	81.8

#### 6.2.4 Availability of drinking water facilities:

6.7 Hand pumps were available in most of schools. There were 2 (1.2 percent) primary schools in these two districts and 3 (3.6 percent) upper primary schools without drinking water facilities. Children of such schools take drinking water from nearby hand pumps/wells (Table 6.5)

**Table 6.5 Percentage of schools having various drinking water facilities**

Sl. No.	Particulars	Districts								
		Jhansi			Aligarh			Both the districts		
		PS Only	UPS Only	PS +UPS	PS Only	UPS Only	PS +UPS	PS Only	UPS Only	PS +UPS
(i)	Hand pump	84.6	87.8	50.0	100.0	97.6	60.0	93.0	90.6	54.5
(ii)	Well	1.6	4.9	0.0	0.0	0.0	0.0	0.6	2.3	0.0
(iii)	Tape water	9.2	2.4	50.0	0.0	0.0	40.0	3.5	1.2	27.3
(iv)	Other	4.6	4.9	0.0	0.0	0.0	0.0	1.7	2.3	0.0

#### 6.2.5 Tat Patties and furniture for seating of children:

6.8 Tat patties were being used by students in most of the schools. However, in Jhansi district, wooden furniture was available in 83.7 percent Upper primary schools.

**Table 6.6 Percentage of schools having furniture and tat patties for seating**

Particulars	Districts								
	Jhansi			Aligarh			Both the districts		
	PS Only	UPS Only	PS +UPS	PS Only	UPS Only	PS +UPS	PS Only	UPS Only	PS +UPS
Percentage of schools with:-									
(i) Furniture for all students	9.0	58.1	66.7	3.8	45.2	60.0	5.8	51.8	63.6
(ii) Furniture for some students	2.9	25.6	33.3	4.8	2.4	40.0	4.1	14.1	36.4
(iii) only tat patties	88.1	16.3	0.0	91.4	52.4	0.0	90.1	34.1	0.0

## **Chapter-7**

### **Training for filling the DISE format**

#### **7.1 Beneficiaries of training:**

7.1 All coordinators of BRC/NPRC were imparted training in these two districts for filling the DISE format. This training was organised at UERC in Jhansi and in Aligarh at Lodha BRC by the district level MIS incharge / computer operators.

#### **7.2 Place of training:**

7.2 In these two districts, training to the headmasters/principals of the schools was imparted at the Block Resource Centre (BRC) by the coordinators of NPRC/BRC/EMIS incharge/computer operator.

#### **7.3 Content of training:**

7.3 During these trainings, DISE formats were given to all the coordinators/headmasters/principals and all the participants were directed to fill these formats carefully.

#### **7.4 Infrastructure available for filling of the DISE format:**

7.4 Three computers were available at the district level in Jhansi and two in Aligarh. One EMIS incharge along with one computer operator were in position in Jhansi and Aligarh district.

#### **7.5 Some shortcomings observed:**

7.5 During the sample checking survey, our research investigators observed the following shortcomings in the training:-

- Most of the teachers found DISE format too large and complicated and most of them emphasized the need for simplifying the present format.
- Blocks provided against various items should be a little bigger so that code number can be written very legibly.
- Only original data should be sought through DISE. All cross-tabulation data can easily be obtained at the district level through computer.

## **Chapter-8**

### **Major findings and Recommendations**

8.1 For purposes of checking the information being supplied to the State Project Director (SPD) through DISE, two districts viz Jhansi and Aligarh were selected and entrusted to the Centre of Advanced Development Research, Lucknow. In these two districts, there were 5360 schools (2329 schools in Jhansi and 3031 schools in Aligarh district). A random sample of about 5% schools (116 in Jhansi, and 152 in Aligarh district) was selected and basic data relating to these schools in a format given by SPD was collected and then compared with the data already available with SPD in the DISE format. Besides collecting comparable data, some additional information relating to functioning of these schools was also collected. Based on the analysis of the sample data and DISE data made available to the Centre after our field work was over, the major findings of five percent checking and auxiliary information collected in respect of these 268 schools are given below:

#### **8.1 School particulars:**

##### **(i) Type of schools**

8.2 Out of 268 sampled schools, there was complete matching in respect of 267 sample schools as regards type of schools was concerned. Even in the case one school where school type differed, there appears to be slight negligence on the part of the headmaster, NPRC and BRC officials and even at the BSA level. The head teachers of this school categorised the schools for girls only whereas this was coeducational. Had any official at NPRC/BRC or even BSA level taken a little more care, such mistake could have been detected and corrected. This needs thorough scrutiny at NPRC/BRC level.

##### **(ii) Establishment year**

8.3 Establishment year is a little bit more complicated. Some head-teachers had taken it to be the year of starting the lowest class in any building. Some had understood it to be the year of starting construction of their own building and some had assumed this to be the year when classes started running in their own building. This needs classification and elaboration in the DISE format itself and scrutiny at the NPRC/BRC level. This also indicate that the training programme conducted at various level is not of desirable standard.

**(iii) Enrolment of children**

8.4 There is very close matching in the enrolment figures given in the DISE format and collected through sample survey.

**8.2 Need for sample checking:**

8.5 Sample checking has established that although DISE data of schools have matched very closely with sample data, this should not cause a sense of complacency. May be this is due to sample checking that school officials are now a little more vigilant and careful in providing information in DISE format. A system like DISE needs regular inbuilt sub-system of checking by an external agency.

May  
2011

# 5 % Sample Checking of DISE Data of District Mirzapur, Chandauli & Kaushambi



R  
E  
P  
O  
R  
T

By  
S. K. Pant

*Submitted to*  
**State Project Directorate**  
**Vidya Bhawan, Nishatganj**  
**Lucknow**



**G. B. Pant Social Science Institute**

Allahabad – 211 019

Phone: (0532) 2569214, 2569206, Fax: (0532) 2569207

E-mail: [mail@gbpssi.org.in](mailto:mail@gbpssi.org.in)

URL : [www.gbpssi.nic.in](http://www.gbpssi.nic.in)



## Contents

---

---

	<b>Particulars</b>	<b>Page Nos.</b>
	List of Tables	ii – iii
	List of Figures	iv
	Research Team	v
	Acknowledgement	vi
	Executive Summary	vii – x
Chapter-1	Introduction	1 – 4
Chapter-2	Methodology	5 – 7
Chapter-3	Validation Analysis	8 – 17
Chapter-4	Availability and Conditions of School Records	18 – 24
Chapter-5	Training of Programme Functionaries	25 – 28
Chapter-6	Composition of VEC and Pattern of Supervision of schools	29 – 34
Chapter-7	Availability of Teachers and Students on Validation Day	35 – 44
Chapter-8	Major Findings & Recommendations	45 – 50
Annexure I	Block-wise list of Sample Schools	51 – 58
Annexure II	Instruments used	59 – 66

---

## List of Tables

	<b>Particulars</b>	<b>Page Nos.</b>
Table-2.1	Distribution of Schools on the basis of Category of the School and School Management	6
Table-3.1	District wise availability of DISE Data for sample Schools	8
Table-3.2	Comparative Analysis of Data Regarding Information on School Particulars	9
Table-3.3	Comparative Analysis of Data Regarding Information on Ownership and Type of Building	11
Table-3.4	Macro Level Variation in the Primary Level Enrolment figures generated through the DISE and Sample Checking Data	12
Table-3.5	Macro Level Variation in the Upper Primary Level Enrolment figures generated through the DISE and Sample Checking Data	13
Table-3.6	Macro Level Variation in the Disabled Student Enrolment figures generated through the DISE and Sample Checking Data	15
Table-3.7	Macro Level Variation in the 'Repeaters' Enrolment figures generated through the DISE and Sample Checking Data	16
Table-3.8	Comparative analysis of number of Teachers in Position	17
Table-4.1	District wise Initial Reaction of Principals / Head Teachers	18
Table-4.2	Principal/Head Teachers response in Providing the information	20
Table-4.3	District wise Ready availability of Records	21
Table-4.4	District wise Physical Condition of School records	22
Table-4.5	Up – to - date Maintenance of school Records	24
Table-5.1	School where Principal / Head Teacher had received Training on DISE	25
Table-5.2	School who had Received the previous years School Summary Report	27

Contd...

<b>Particulars</b>		<b>Page Nos.</b>
Table-6.1	Details of VEC Members in Sample Schools	30
Table-6.2	Details of Female VEC Members in Sample Schools	31
Table-6.3	Details of SC VEC Members in Sample Schools	32
Table-6.4	Details of VEC Meetings Held in Sample Schools in Last Three Months	33
Table-6.5	School Visited at least Once in Last three Months by their NPRC Coordinator	34
Table-7.1	School category wise (based on teachers strength) analysis of no. of teacher absent on day of our visits	35
Table-7.2	Comparative analysis of Teachers Absenteeism in Government and Private Schools	36
Table-7.3	Category wise analysis of Attendance in Primary Classes on the day of our visit	37
Table-7.4	District/School Category-wise Analysis of attendance in primary classes	39
Table-7.5	District wise proportion of schools where attendance in primary classes was observed to be 75% or more	40
Table-7.6	Category-wise Analysis of attendance in Upper Primary classes on the day of our visit	41
Table-7.7	District wise Analysis of attendance in upper primary classes on the day of our visit	42
Table-7.8	District wise proportion of schools where attendance in upper primary classes was observed to be 75% or more	43

## List of Figures

---

---

	<b>Particulars</b>	<b>Page Nos.</b>
Figure-3.1	Proportion of schools where DISE data regarding school particulars matches with the survey data	10
Figure-3.2	Comparison of primary level enrollment figures generated through the DISE and sample survey data	12
Figure-3.3	Comparison of upper primary level enrollment figures generated through the DISE and sample survey data	14
Figure- 6.1	Percentage of total VEC members in Sample Schools	30
Figure- 7.1	Category-wise analysis of attendance in primary classes on the day of our visit	38
Figure- 7.2	Category-wise analysis of attendance in upper primary classes on the day of our visit	41

---

---

# RESEARCH TEAM

---

---

**Project Director**

Prof. S. K. Pant

**Sr. Research Assistant**

D. N. Mishra

**Sr. Research Assistant**

Devanuj Tripathi

***Research Investigators***

P. K. Malviya

## Acknowledgement

---

Planning, in the modern time, has assumed a far more significance than it used to have earlier. In an effort to speed up the growth, no nation, howsoever small or big, can afford to commit mistake in planning and get away with it because a single mistake, no matter how trivial by nature, could not only push back the nation back on the development path but may also herald unforeseen disastrous consequences which may take unprecedented amount of time and resources to put back the derailed economy once again into the higher trajectory of growth.

The success of planning, these days, not only depends upon the availability of infrastructure and its efficiency in executing the plans but also on the latest up-date and current status of data on resources. Obsolete, out dated and irrelevant data on resources not only make the planning highly superficial and ritualistic but also an unrealistic one. Hence, there is a need for accurate, updated and precise set of data to make the planning relevant, appealing and useful.

Thus, realising the need, relevance and importance of data, the government created District Information System for Education (DISE) at the district level in 1995. DISE, since its inception, has undergone extensive reviews and modifications that has not only enlarged its coverage and scope but has also made it more competible to the needs and requirements of the situations. DISE now collects a comprehensive set of information from elementary schooling upto the upper primary levels.

Likewise, validation is no longer seen as a fault finding apparatus of criticism, but an effective and useful ploy or a safeguard device that helps in updating the data and also in identifying the gaps and loopholes in the planning process. Acknowledging its importance and potential, the government has now made it mandatory to get all the records periodically validated on sample basis before finalising them.

The ensuing exercise is a validation of DISE data for Mirzapur, Chandauli and Kaushambi districts. The analysis has been made on the basis of five percent sample check of schools selected on random basis.

I take this opportunity to thank the state Project Director, Lucknow for assigning the study to us. I also take this opportunity to thank Mr. D. B. Sharma, Additional State Project Director, all other personnels from State Project Office, Lucknow for providing necessary and relevant statistics. Likewise thanks are due to Mr. Dinesh Kumar Yadav, the BSA, Mirzapur, Mr. Arshad Ali, EMIS Incharge, Mirzapur, Mr. O.P. Tripathi, the BSA, Chandauli, Mr. Rama Shankar Yadav, EMIS Incharge, Chandauli and Raja Bhanu Pratap Singh, the BSA, Kaushambi, Mr. Arvind Kumar, EMIS Incharge, Kaushambi and all personnels from Mirzapur, Chandauli and Kaushambi districts for extending their help time and again and also sharing their experiences with the validating team. Let me also acknowledge that without their support, it would not have been possible for me to complete this daunting task.

I would like to thank Professor Pradeep Bhargava, the Director of the Institute for extending all facilities of the Institute and encouraging me all through the course of the study. Finally I also thank my project staff consisting of Mr. Diva Nath Mishra, Mr. Devanuj Tewari and Mr. Padma Kant Malviya for their dedication and hard work.

**S. K. Pant**

## **Executive Summary**

---

The sample checking of DISE data was carried out on the basis of five percent school, randomly selected from Mirzapur, Chandauli and Kaushambi districts. The hard copy of the list was provided to G. B. Pant Social Science Institute, Allahabad by the State Project Office, Lucknow. However, adequate care has been taken to include all types of schools, that are operational, in these three districts in the sample.

### **(A) The Sample**

- The sample consists of a total of 298 schools of which 130, accounting to about 44 percent were located in Mirzapur district, another 85, accounting to over 28 percent were located in Chandauli district and remaining 83, accounting to about 28 percent were located in Kaushambi district respectively.
- The sample contained an over-whelming proportion of primary schools (about 67 percent), while the proportion of upper primary schools was reported to be about 33 percent.
- Similarly an overwhelmingly proportion of schools (about 82 percent) were being managed by the education department, while the proportion of private schools was reported to be over 18 percent respectively.

### **(B) The DISE Data**

- It has been found that, in the majority of cases, the DISE data matched with sample survey data on a large number of parameters pertaining to school information, nature and pattern of ownership of building etc.
- However, in the few indicators like the establishment year of the school, number of class room, the variation between DISE and sample survey data has also been observed.
- However, where ever the variation was observed, it was not found to be large or significant.

### **(C) The Enrolment Data**

- High level of compatibility between DISE data with sample survey data was observed, however, in a fewer cases, where variation existed between the two sets of data, it was found to be quite marginal, both at the primary as well as at the upper primary levels.

**(D) The Data on Disability of children**

- High level of compatibility of DISE data with sample survey data was observed in case of disable students both at the primary and upper primary level.
- However, in a fewer cases, where variation existed between the two sets of information, it was not found to be quite insignificant.

**(E) The Repeaters Data**

- High level of consistency and compatibility was observed between DISE and sample survey data on repeaters, at the primary level.
- In the smaller proportion of cases where the variation between the two sets of information was found at the upper primary level, the variation was highly insignificant.

**(F) The Teacher's Position**

- The compatibility level between the DISE and sample survey data was not observed to be of a high order, however it was also found that the level of variation between the two sets of data was quite marginal.

**(G) The Initial Reaction Data**

- Overwhelming proportion of Principal/Head Teacher's response was quite positive and the teacher's of schools managed by education department appreciated most closely followed by the teachers of the schools run by private institutions.

**(H) The Records Available Data**

- The performance of schools managed by education department in the matter of availability of records was one of the best, followed by school managed by privately.

**(I) The Physical Conditions of Records**

- The physical condition of the records, in a sizeable proportion of school, was observed to be good however in quite a small proportion of them, the condition cannot be stated to be good.
- The performance of the schools managed by education department was the best.

**(J) The Up to Date Maintenance Data**

- Similarly, the performance of schools in maintaining up to date school records could be called to be high.
- Likewise, it can also be stated that the best performance in maintaining up to date records came from the schools managed by education department followed by privately managed schools.

**(K) The Training of Functionaries Data**

- The overall proportion of schools where the Principal/Head Teachers had received training at DISE could be called to be high.
- There were quite a substantial proportion of schools where the training of Principal and Associated Staff has not taken up.
- While the best performance came from the schools managed by education department, the schools run by private institutions performed very poorly.

**(L) The Supervision & monitoring Data**

- The overall level of schools being supervised or monitored could be called to be high. The level of supervision is also less due to the fact that a significant proportion of private schools have remained un-supervised.
- The best performance came from the schools managed by education department while those managed by private institutions performed very disappointingly.

**(M) The Awareness Regarding Composition of VEC**

- The composition of VECs shows an over-whelming proportion of VECs of five members.
- Almost all of the sampled government schools, the VECs were reported to be having one or more female members.
- In a large proportion of the schools, the VECs had one or more member belonging to the Scheduled Castes.
- The level of the frequency of VEC meeting in the schools could be called to be high as in about 64 percent of the schools; the meeting was either held once or more during the last three month.

**(N) The Availability of teachers and students Data or Validation Day**

- Quite a sizeable proportion of schools have appropriate number of teachers, however the functioning suffered on account of incidence of absenteeism.
- The overall level of student presence was not very high as hardly 52 percent of the students were present on the validation day at the primary level, however, its proportion is also about 52 percent at upper primary level.

### 1.1 Education & Relevance of DISE Data

Among all the modern variables of development, education is, perhaps, one of the most uniformly acceptable inputs for triggering off social engineering. Education, on account of its highly pervasive nature, transgresses influences and moulds the human capabilities from very low levels to unprecedented heights, from being an unknown unproductive class to becoming a highly competitive unit and from being a raw and uncultivated piece to transforming into a highly refined value added product.

However, the tryst with education has been a mixed one. It could be summarized to be a saga of success and failures, triumphs and disappointments and integration and marginalization. Success, triumphs and integration being achieved largely in the field of enhancement in the number of schools, number of teachers, physical infrastructure, enrolment levels, and above all the overall literacy levels, while the disappointments, failures and marginalisations being experienced in the form of high drop-out rates both at the primary and secondary levels, dilution in the quality of education, increasing marginalisation of the disadvantaged section and females.

The decades of planning has also succeeded in erecting/ creating the basic infrastructure from the grass root levels to the national levels which not only facilitates the flow and dissemination of information from top to down and vice-versa, on one hand, but also helps in the execution and monitoring of the programme, on the other.

In the modern era of planning, the success of any plan depends, to a large extent, not only on the availability of information about the resources but also on their accuracy and current status. Obsolete, out dated and irrelevant data or information not only thwarts the growth prospects but also makes the planning irrelevant and highly superficial which, if allowed to continue, perpetuates and promotes complacency, frustration and failure, which no government affords to withstand.

Validation of the data, therefore, holds an important and crucial place in the overall modern planning set up. It, thus, provides an opportunity for critically scrutinizing, modifying and up-dating the records thereby ensuring a solid base for making a realistic and feasible plan.

## **1.2 Data Collection Pattern**

Realising the need for qualitative and reliable data and accepting the fact that prevailing system of information gathering about education had completely lost its credibility, earnest efforts were made to revamp the system with the launch of first District Primary Education Programme (DPEP) in 1994. The data produced by the States under the aegis of Ministry of Human Resource Development (MHRD), New Delhi were highly aggregative in nature and were not amenable to validation and reliability tests. Besides this they also suffered from time lag. All these inconsistencies made the educational planning not only difficult but highly unrealistic.

Concerned over the poor quality of data, the government initiated measures to introduce major reforms in school statistics so as to improve its scope and coverage. Accordingly, National Institute for Educational Planning and Administration (NIEPA) New Delhi was requested to accept this challenging and daunting task.

Thus, NIEPA, in 1995, developed a statistical software system that was in tune with the spirit of DPEP which subsequently underwent extensive reviews and upgradation to encompass the features of SSA in 2001.

## **1.3 District Information System for Education (DISE)**

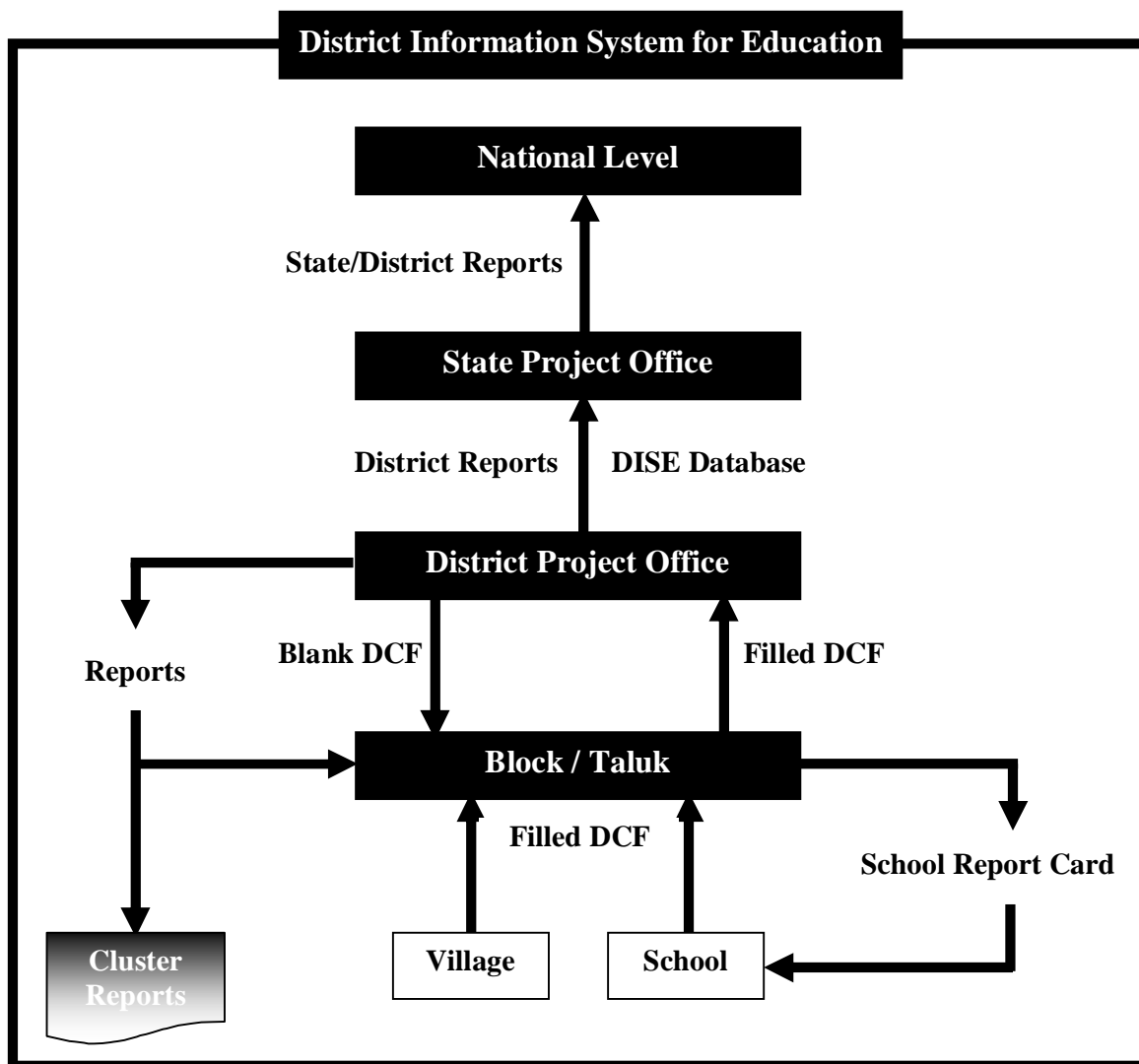
The District Information System for Education (DISE) is basically a statistical software developed by the National Institute for Educational Planning and Administration (NIEPA), New Delhi in the year 1995. It is a comprehensive package that facilitates collection of school level information/data and its subsequent computerisation. The nodal point for collection of data is done at the level of district.

The DISE, since its inception, has undergone extensive reviews and modified accordingly. With the advent of Sarva Siksha Abhiyan (SSA) in 2001, the scope of its latest version named as DISE 2001 has further been extended to cover the information up to the elementary level of education. Thus, DISE now collects the information from elementary schools up to upper-primary level in a very concrete and comprehensive way.

In DISE, the flow of information/data plays a very crucial and significant role. The basic data is collected at the school level in the prescribed formats. It is then subsequently verified and checked by the Block Education Officer or Block Resource coordinator for its accuracy and completeness and passed on to the Educational Management Information System (EMIS) In charge at the District Project Office

where it is fed into the computer. However, the responsibility for checking the consistency of data ultimately rests with the District Project Office.

The validated data, thus collected, is subsequently stored at the district level and is made available to the State Project Office where it is aggregated and collated with the help of another software called DISE which has been specifically designed for not only the analysis at the state level but also monitoring and tracking the progress of key performance indicators. The basic mechanism of the working of DISE could be summarised in the following flow diagram:



#### **1.4 Sample Checking of DISE Data**

Though adequate precaution and care is taken for preserving the consistency and accuracy of DISE data, however, provision has also been made to verify the accuracy of it on sample basis to be selected by some external agency, with requisite competency, every year. Further, it has also been resolved by the central government that no DISE data would receive attention at the national level without undergoing a sample check.

In compliance to the above mandate, the State Project Office (SPO), Education for All, Lucknow invited project proposals from different organizations on September 06, 2010. Accordingly, a proposal was submitted on September 28, 2010. After scrutiny, the SPO office sent the terms of references (TOR) to all selected agencies and after signing of TOR on January 06, 2011, the Institute received the first installment of grant on January 15, 2010.

**2.1 The Design**

The validation exercise has been carried out on the basis of guideline proposed in the joint meeting held at Lucknow between the officials of the State Project Directorate, Lucknow and the officials of the monitoring institutions. The salient features of the proposed meeting could be summarised as:

- (a) It was decided that the sample would contain five per cent of the EMIS school data.
- (b) Care would be taken to select all kinds of schools viz. education department, board office, aided, unaided, etc.
- (c) The sample selection of the schools would be based on the block-wise list provided by the State Project office in advance to the monitoring institutions.
- (d) The selection of the sample school would be made on the basis of random selection that includes both urban and rural areas.
- (e) The State Project office, would also provide data capturing form (DCF) to the monitoring institution identical to the one used by the teachers of the sample schools so that comparison could be made on similar parameter, and
- (e) The school data would pertain to the year 2010-11.

Further, it was resolved that the validation exercise would focus on the following points:

- (a) What type of training has been imparted to the Principal of the schools regarding filling of the school statistical forms.
- (b) Strengthening up of Management of Information System (Infrastructure).
- (c) Appropriate use of EMIS data at every level.
- (d) Availability of DISE data/ Block Report Card at the Block Resource Centres.
- (e) Whether DISE data is being used for AWP & B planning or not?
- (f) Organisation of workshops regarding EMIS data.
- (g) Availablity of computer hardware and software personnel at the district level, and
- (h) To suggest measures to improve and enhance the quality of data collection, data entry and accuracy of data.

## 2.2 Methodology

The study, therefore, follows the guidelines for selecting the sample schools on the basis of the list provided by the State Project Office, Lucknow.

It could be seen that the district of Mirzapur had a total of 2591 schools of which 130 schools have been selected, district Chandauli had a total of 1693 schools of which 85 schools have been selected and district Kaushambi had a total of 1652 schools of which 83 schools (constituting about 5 per cent of the each total) were randomly selected for the validation study.

The perusal of the list of schools shows that, on the basis of management, education department overwhelmingly dominated the show with over 81 percent share followed by private institutions with over 18 percent share respectively.

The other details of the methodology has been summarised below:

**Table 2.1**  
**Distribution of Schools on the basis of Category of the School and School Management**

Districts	Primary School			Upper Primary School			Total		
	Govt.	Private	Total	Govt.	Private	Total	Govt.	Private	Total
Mirzapur	1431 (74)	388 (17)	1819 (91)	495 (27)	277 (12)	772 (39)	1926 (101)	665 (29)	2591 (130)
Chandauli	981 (51)	150 (05)	1131 (56)	468 (24)	94 (05)	562 (29)	1449 (75)	244 (10)	1693 (85)
Kaushambi	884 (44)	153 (08)	1037 (52)	465 (23)	150 (08)	615 (31)	1349 (67)	303 (16)	1652 (83)
<b>Grand Total</b>	<b>3296</b> <b>(169)</b>	<b>691</b> <b>(30)</b>	<b>3987</b> <b>(199)</b>	<b>1428</b> <b>(74)</b>	<b>521</b> <b>(25)</b>	<b>1949</b> <b>(99)</b>	<b>4724</b> <b>(243)</b>	<b>1212</b> <b>(55)</b>	<b>5936</b> <b>(298)</b>

**Note** : Figures in the bracket denote the number of sample schools.

**Source** : List of schools provided by the State Project Office, Lucknow.

### Highlights

- Over 77 percent of the total sample schools in Mirzapur and over 88 percent of the total sample schools in Chandauli district were being managed by the education department while its share was worked out to be about 81 percent in Kaushambi district.
- Over 22 percent of the remaining schools in Mirzapur and about 12 percent of the schools in Chandauli district were being managed by private management while its share was worked out to be over 19 percent in Kaushambi district.
- About 67 percent of the total schools in the sample were primary with the share of Mirzapur, Chandauli and Kaushambi being about 70 percent, 66 percent and 63 percent respectively.
- About 33 percent of the schools in the sample were upper primary with Mirzapur contributing 30 percent, Chandauli contributing over 34 percent and Kaushambi over 37 percent.

## Assessment

It could be stated that the two organizations that overwhelmingly dominated the distribution of schools were that of the education department and private un-aided management institutions.

### 2.3 The Instruments Used

The main instrument used for capturing the sample data was the data capturing format (DCF) provided by the State Project Office, Lucknow along with the set of guidelines.

Besides this, through physical verification, other key information regarding qualitative assessment of implementation of DISE mechanism, quality of training provided, receipt of school summary report, information regarding the frequency of supervision by the CRC coordinators etc. were also obtained. Further, the actual attendance of students and that of the teachers was also recorded on the day of the visit to sample school.

### 2.4 The Analysis

The validation exercise of school data has been done on the basis of data provided by the State Project Office, Lucknow of the sample school with the data collected by monitoring institution on cross-sectional basis.

The analysis has been classified, broadly in the following three categories:

- (a) The proportion of School which were incomplete in nature i.e. the information in the DISE format was not filled or were left blank,
- (b) The proportion of school in which the DISE information did not match with the information provided by monitoring institutions, and
- (c) The proportion of schools in which the concerned information of DISE data matched with the information provided by monitoring institutions.

## Chapter - 3

### Validation Analysis

#### 3.1 Availability Pattern of DISE Data in Sample Schools

The analysis of DISE data was attempted by the monitoring institution (MI) on the basis of selection of sample schools. Prior to the commencement of field work, the State Project Office, Lucknow had called a meeting of all monitoring institutions to discuss the modalities and other logistics besides allocating the sample districts. The monitoring institutions were provided the hard copy of the document containing the following information:

- (i) District's name
- (ii) Block's name
- (iii) Village's name
- (iv) School's name, and
- (v) Location of School

Further, it was found that information on the aforesaid mentioned heads had been cent percent processed. The detail information of DISE data has been summarised below :

**Table 3.1**  
**District-wise availability of DISE Data for sample Schools**

Sl.No.	Name of District	No. of Sampled Schools	School for which data was found available in the DISE Data	
			Schools	Percentage
	1	2	3	4
1	Mirzapur	130	130	100.0
2	Chandauli	85	85	100.0
3	Kaushambi	83	83	100.0
	<b>Total</b>	<b>298</b>	<b>298</b>	<b>100.0</b>

Source : Data provided by SPO Lucknow.

The study of distribution of sample schools in the district shows that DISE data was available in all the 298 schools.

#### Highlights

- Cent percent record of the sample schools was found available in the DISE data.

#### Assessment

Availability of school data in cent percent of the schools is a positive sign that helps in making a fair assessment and also helps in making the planning effective.

### 3.2 Information on school particulars

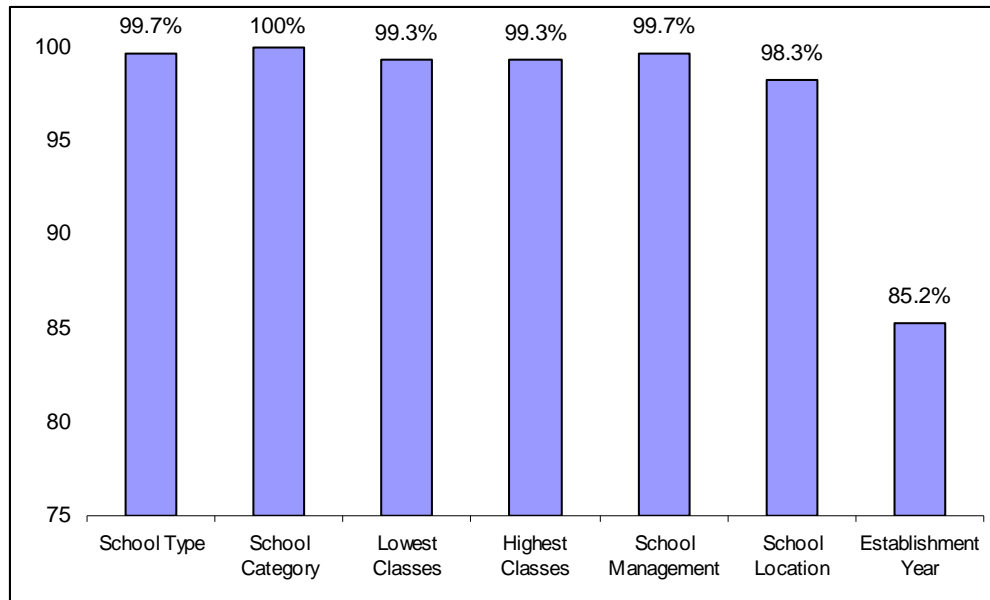
According to the guideline the schools should contain all necessary information as maintained in the manuals, in the records which should be made available for validation. Thus, the validation exercise was carried on the following parameters viz. school type, school category, lowest classes, highest classes, school management, school location and their year of establishment. It could be seen that except for the year of establishment, the availability of data for other parameters was consistently high. The details of the analysis have been summarized below :

**Table 3.2**  
**Comparative Analysis of Data Regarding Information on School Particulars**

Information Collected	Sample Size (N)	Not filled/ Not available in DISE Data		Available in DISE Data but does not match with Survey		Available in DISE Data and match with Survey	
		No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8
School Type	298	-	-	01	0.3	297	99.7
School Category	298	-	-	-	-	298	100.0
Lowest Classes	298	02	0.7	-	-	296	99.3
Highest Classes	298	02	0.7	-	-	296	99.3
School Management	298	-	-	01	0.3	297	99.7
School Location	298	02	0.7	03	1.0	293	98.3
Establishment Year	298	04	1.3	40	13.4	254	85.2

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi and Data provided by SPO, Lucknow.

**Figure-3.1**  
**Proportion of Schools where DISE Data regarding School Particulars Matches with the Survey Data**



### Highlights

- In over 99 percent of the schools, the DISE data matched with sample survey data in providing school type information.
- In cent percent of the cases, the DISE data matched with sample survey data in providing information on school category.
- In over 99 percent cases, the DISE data matched with sample survey data on information regarding both of the lowest classes and highest classes.
- In over 99 percent cases, the DISE data matched with sample survey data on information regarding school management.
- In over 98 percent cases, the DISE data matched with sample survey data on information regarding school location.
- In about 85 percent cases, the DISE data matched with sample survey data on information regarding establishment year.

### Assessment

It could be said that except for information on establishment year, the level of matching of DISE data with sample survey data on other educational parameters was of a very high order, which is a welcome and encouraging sign.

The guidelines classifies the nature of ownership into three distinct classes viz. as private, or rented or Government while the type of school buildings have been identified as Pucca, Partially Pucca and Kuccha. The study of sample schools shows that the information on the ownership head, type of building and on the number of class rooms were available in cent percent of the school records. The detail analysis has been presented below :

**Table 3.3**  
**Comparative Analysis of Data Regarding Information on Ownership and Type of Building**

Information Collected	Sample Size (N)	Not filled/ Not available in DISE Data		Available in DISE Data but does not match with Survey		Available in DISE Data and match with Survey	
		No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8
Ownership	298	-	-	-	-	298	100.0
Type of Building	298	-	-	15	5.0	283	95.0
No. of Class Room	298	04	1.3	14	4.7	280	94.0

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi and Data provided by SPO, Lucknow.

### Highlights

- In cent percent cases, the DISE data matched with sample survey data regarding information on ownership of the building.
- In 95 percent cases, the DISE data matched with sample survey data on information regarding type of buildings of the schools.
- In about 94 percent cases, the DISE data matched with sample survey data on information regarding number of class rooms in the schools.

### Assessment

It could be said that information for nature of ownership, type of school building and number of class rooms in the school, the level of DISE data matching with sample survey data was observed to be of a very high order, which is a positive sign of development.

### 3.4 Pattern of Enrolment level at Primary Level

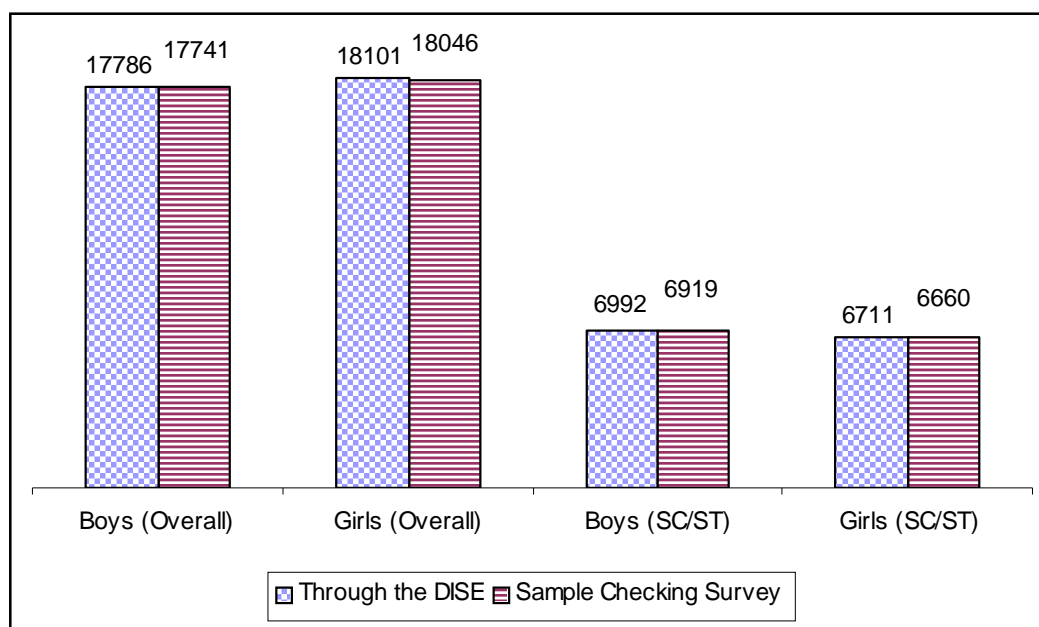
According to the guidelines, the enrolment should contain the enrolment figure of all types of students viz. SC, ST and also children with disabilities. The study of enrollment pattern shows that though the variation level at overall level was quite marginal. The detail category wise analysis has been summarised below :

**Table 3.4**  
**Macro Level Variation in the Primary Level Enrolment figures generated through the DISE and Sample Checking Data**

Category	For the 199 sample schools having Primary classes showing Complete and consistent DISE Data		Variation (%)
	As generated through the DISE	As found during sample checking Survey	
1	2	3	4
Boys (Overall)	17786	17741	0.3
Girls (Overall)	18101	18046	0.3
Boys (SC/ST)	6992	6919	1.0
Girls (SC/ST)	6711	6660	0.8

**Source :** Column 2 : Data provided by SPO, Lucknow.  
Column 3 : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

**Fig. 3.2**  
**Comparison of Primary Level Enrollment figures generated through the DISE and Sample Survey Data**



## Highlights

- Variation of less than one percent was found between the DISE data and sample survey data on information regarding boys (overall variation).
- Variation of less than one percent was observed between the DISE data and sample survey data on girl's overall enrollment.
- Variation of one percent was observed between DISE and sample survey data on boys (SC) enrollment.
- Variation of less than one percent was found between DISE and sample survey data on girls (SC) enrollment.

## Assessment

The variation between DISE and sample survey data at the primary level enrollment figures was found to be quite marginal and insignificant.

### 3.5 Pattern of Enrolment levels at Upper Primary Schools

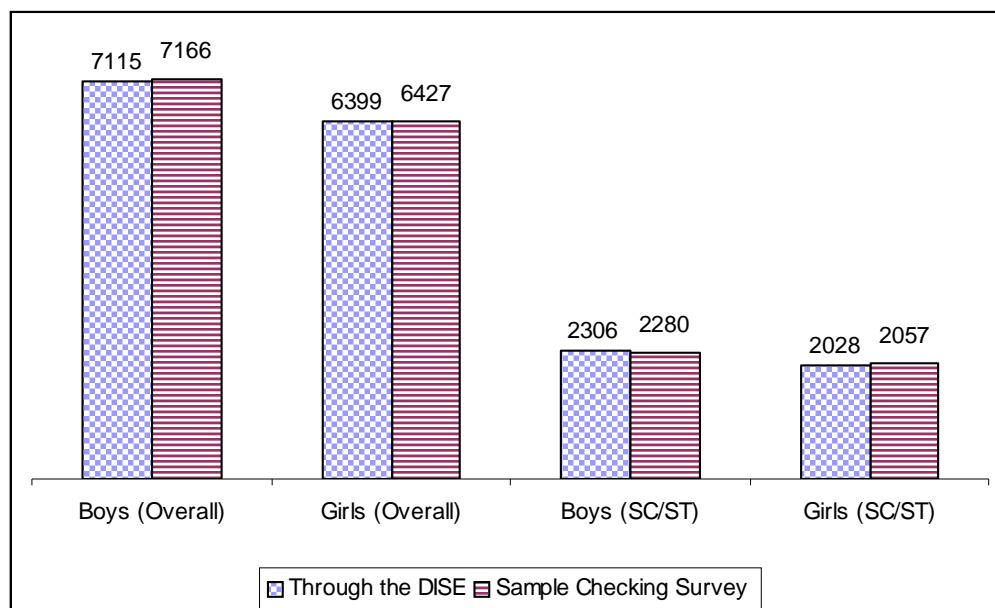
The study of enrolment pattern of students at sample schools shows that at the overall levels, the variation in the DISE and sample data was between 1 percent and 2 percent. The detail analysis of the consistency of DISE with sample data has been summarized below :

**Table 3.5**  
**Macro Level Variation in the Upper Primary Level Enrolment figures generated through the DISE and Sample Checking Data**

Category	For the 99 sample schools having Upper Primary classes showing Complete and consistent DISE Data		Variation (%)
	As generated through the DISE	As found during sample checking Survey	
1	2	3	4
Boys (Overall)	7115	7166	0.7
Girls (Overall)	6399	6427	0.4
Boys (SC/ST)	2306	2280	1.1
Girls (SC/ST)	2028	2057	1.4

**Source :** Column 2 : Data provided by SPO, Lucknow.  
Column 3 : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

**Fig. 3.3**  
**Comparison of Upper Primary Level Enrollment figures generated through the DISE and Sample Survey Data**



**Highlights**

- Less than one percent of variation was found between DISE data and sample survey data on boys (overall) enrollment.
- Less than one percent of variation was found between DISE data and sample survey data on girls (overall) enrollment.
- About one percent of variation was found between DISE data and sample survey data on boys (SC) enrollment.
- Less than 2 percent of variation was found between DISE data and sample survey data on girls (SC) enrollment.

**Assessment**

The variation between DISE and sample survey data at the upper primary level enrollment figures was found to be quite marginal.

### 3.6 Pattern of children with Disability

According to the guidelines, the school should have records of the children with any form of disability. The study of disability pattern among the children in sample school has also been attempted, at both the Primary and Upper Primary levels. The analysis shows that the variation was quite marginal at both the Primary and Upper Primary levels. The detailed analysis has been summarized below :

**Table 3.6**  
**Macro Level Variation in the Disabled Student Enrolment figures generated through the DISE and Sample Checking Data**

Category	No. of Schools having Primary or Upper Primary Classes (N)	As generated through the DISE	As found during sample checking Survey	Variation (%)
1		2	3	4
<b>Primary Level</b>				
Disabled Boys	199	70	73	4.1
Disabled Girls	199	60	57	5.0
<b>Upper Primary Level</b>				
Disabled Boys	99	30	31	3.2
Disabled Girls	99	21	23	8.7

Source : Column 2 : Data provided by SPO, Lucknow.  
Column 3 : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

#### Highlights

- About 4 percent of variation was found between DISE data and sample survey data on boy's disability at primary level.
- About 5 percent of variation was found between DISE data and sample survey data on girl's child disability at primary level.
- Less than 4 percent of variation was found between DISE data and sample survey data on disability of boys at the upper primary level.
- Less than 9 percent of variation was found between DISE data and sample survey data on disability of girls at the upper primary level.

#### Assessment

It could be said that except for the disabled girls at the upper primary level, the variation between DISE and sample survey data at both the primary and upper primary level was quite marginal.

### 3.9 Repeaters Pattern

The guidelines clearly states that repeaters has been identified as one who has been enrolled in the same class for more than one year on account of unsatisfactory performance. Thus, a student readmitted to the same class on account of not attending classes for a major part of the year should not be treated as a repeater. The study of repeaters in the sample schools shows that the data for repeating students had a higher variation at Upper Primary level as compared to the ones at Primary level. The detail analysis of data on repeaters has been given below :

**Table 3.7**  
**Macro Level Variation in the ‘Repeaters’ Enrolment figures generated through the DISE and Sample Checking Data**

Category	No. of Schools having Primary or Upper Primary Classes (N)	As generated through the DISE	As found during sample checking Survey	Variation (%)
1		2	3	4
<b>Primary Level</b>				
Repeaters Boys	199	38	41	7.3
Repeaters Girls	199	41	43	4.7
<b>Upper Primary Level</b>				
Repeaters Boys	99	18	27	33.3
Repeaters Girls	99	15	21	28.6

**Source :** Column 2 : Data provided by SPO, Lucknow.  
Column 3 : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

#### Highlights

- About 7 percent of variation was found between DISE data and sample survey data on boys who are repeaters at the primary level.
- Less than 5 percent of variation was found between DISE data and sample survey data on girls who are repeaters at the primary level.
- About 33 percent of variation was found between DISE data and sample survey data on boys who are repeaters at the upper primary level.
- Over 28 percent of variation was found between DISE data and sample survey data on girls who are repeaters at the upper primary level.

#### Assessment

It could be stated that, in quite a few proportion of schools, at the upper primary level, the variation between DISE and sample survey data was not significant which cannot be taken to be a good thing. Thus, there is a need to address the issue of inconsistency through appropriate strategies, like strengthening the supervision and monitoring, periodically updating the records etc.

### 3.10 Data Regarding Teachers in Position:

The role of teachers in school management and planning holds a crucial and significant place. The Sarva Siksha Abhiyan has also highlighted the pivotal role of teachers in the school level activities. The study of teacher's position, thus, has a significant bearing in accessing the performance of schools. A detail analysis of teacher's position in various types of sample schools has been presented below :

**Table 3.8**  
**Comparative analysis of number of Teachers in Position**

School Category	No. of Sample Schools having primary/upper primary classes for which DISE Data was found consistant (n)	Schools where the number of Teacher was found to be matching in the DISE and Sample Survey Data	
		No.	%
1	2	3	4
All School Combined	298	171	57.4
Government Schools	243	155	63.8
Private Schools	55	16	29.1

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi & Data provided by SPO, Lucknow.

#### Highlights

- In about 64 percent of government schools, data regarding the number of teachers in position was found to be matching with the survey data.
- In case of private schools, for over 29 percent of the schools, the two sets of data matched with each other.
- The overall proportion of schools where the DISE data was found to be matching with the survey data was over 57 percent.

#### Assessment

It could be stated that though the compatibility level of DISE data and sample survey data was not of a high order, however, it was also found that, where ever mismatch in the records occurred, the level of variation was not quite significant. These inconsistencies needs to be addressed through appropriate intervention strategies.

## Chapter - 4

### Availability and Conditions of School Records

#### 4.1 Pattern of Initial Reaction of Principal/Head Teachers

Validation exercise may not be taken as a fault finding exercise, or a ploy or measure to criticise the school management for performing poorly. On the other hand, it provides an opportunity to look into the areas that are vulnerable or that require special attention. Validation, in other words, is to be taken as a teachers/management gesture that also looks into the problems that the teacher's encounter in the course of performing their duties. How this has been perceived by school management has also studied? The analysis of response of Principal/Head Teachers shows that data on response was found to be quite positive in a sizeable section of sample schools. The district-wise detail of the responses has been summarised below :

**Table 4.1**  
**District wise Initial Reaction of Principals / Head Teachers**

District / Category	Total No. of Schools Covered	Schools where the initial reaction was found to be quite positive	
	No.	No.	%
1	2	3	4
Over all School	298	290	97.3
<i>District wise analysis</i>			
Mirzapur	130	128	98.5
Chandauli	85	82	96.5
Kaushambi	83	80	96.4
<i>School Management wise analysis</i>			
Run by Education Department	243	242	99.6
Private School	55	48	87.3

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

## Highlights

- In over 97 percent of the sample schools, the initial reaction of the teachers was found to be quite positive.
- In over 98 percent of the schools in Mirzapur district, the initial reaction of principal or head teachers was found to be quite positive, while in Chandauli and Kaushambi districts, the initial reaction of principal or head teachers found to be quite positive was observed both in over 96 percent schools.
- In over 99 percent of the schools run by education department, the initial reaction of principal/head teachers was found to be quite positive, while this ratio in the privately managed schools was also about 87 percent.

## Assessment

The initial positive response shown by an overwhelmingly large proportion of teachers of the sample schools demonstrates that the move has made a positive impact. However, there were quite a few schools that have failed to understand the spirit of more and therefore they need to be sensitized and motivated through appropriate intervention strategies.

### 4.2 Response Providing Information Pattern

The availability of data regarding their Principal/Head teacher's response with the schools is perceived to be an indicator of efficient management. It is interesting to see how the sample schools have managed the data on responses. The study shows that the overall data on responses was quite high. The detail district-wise analysis of the record keeping by sample schools has been summarised below :

**Table 4.2**  
**Principal / Head Teachers response in Providing the information**

District / Category	Total No. of Schools Covered	Schools where the Response found to be quite positive	
	No.	No.	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Over all School	298	288	96.6
<i>District wise analysis</i>			
Mirzapur	130	125	96.2
Chandauli	85	82	96.5
Kaushambi	83	81	97.6
<i>School Management wise analysis</i>			
Run by Education Department	243	243	100.0
Private School	55	45	81.8

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

### Highlights

- In over 96 percent of the sample schools, the response of the Principal/Head Teachers was found to be quite positive.
- In about 96 percent of the schools in Mirzapur district, the response of the Principal/Head Teachers was found to be quite positive.
- In over 96 percent of the schools in Chandauli district, the response of the Principal/Head Teachers was found to be quite positive.
- In over 97 percent of the schools in Kaushambi district, the response of the Principal/Head Teachers was found to be quite positive.
- In cent percent of the schools run by education department, the response of the Principal/Head Teachers was found to be quite positive.
- In about 82 percent of the schools run by private management, the response of the Principal/Head Teachers was found to be quite positive.

### Assessment

The overall level of the response in the sample schools has been quite high, which spells good for the programme. However, there were still quite a few schools run by private management who have yet not understood the spirit of such endeavours and therefore, needs to be sensitized and motivated.

### 4.3 Records Availability Pattern

The study of record keeping pattern also reflects the status of efficient management. If the records are easily available then it should be identified as a sign of efficient management and if they are not, then it may be termed as poorly managed. The study of availability of records in the sample schools shows that by and large a sizeable proportion of schools have records available with them and this trend was more pronounced among the schools run by government department followed by schools managed by private management. The detailed district-wise analysis of records by sample schools has been summarised below :

**Table 4.3**  
**District wise Ready availability of Records**

District / Category	Total No. of Schools Covered	Schools where the records where made readily available	
	No.	No.	%
1	2	3	4
Over all School	298	280	94.0
<i>District wise analysis</i>			
Mirzapur	130	122	93.8
Chandauli	85	80	94.1
Kaushambi	83	78	94.0
<i>School Management wise analysis</i>			
Run by Education Department	243	236	97.1
Private School	55	44	80.0

Source : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

### Highlights

- In 94 percent of the sample schools, the school records were readily available.
- In about 94 percent of the schools in Mirzapur district, the school records were readily available.
- In over 94 percent of the schools in Chandauli district, the school records were readily available.
- In 94 percent of the schools in Kaushambi district, the school records were readily available.
- In over 97 percent of the schools run by government department, the records were readily made available.
- In 80 percent of the schools run by private institutions, the records were made readily available.

## Assessment

The proportion of schools where information was readily provided by Principals/Head Teachers, was noted to be lowest among those run by private institutions and highest among those run by government department. However, it was found that in some schools run by private institutions, the records were provided by simply counting verbally and not communicated through written documents, a practice that needs to be curbed. Hence, there is a need for documenting the records.

### 4.4 Physical Conditions of School Records

In the upkeep of records, the physical condition assumes an important dimension. If the records are kept in poor or torn conditions, the chances of their losing pages or missing vital information looms large while if the records are kept in a good shape or conditions, their chances of lasting are exceptionally high. Moreover, they provide vital statistics which facilitates planning related activities. The study of records maintained by sample schools shows that in a majority of schools, the records were kept in good conditions however in remaining proportion of schools, they were not kept in good conditions. The over all level of records maintained by Education department could be called to be of a high order.

**Table 4.4**  
**District wise Physical Condition of School records**

District / Category	Total No. of Schools Covered	Schools where Physical condition of school records was observed to be good	
	No.	No.	%
1	2	3	4
Over all School	298	260	87.2
<i>District wise analysis</i>			
Mirzapur	130	124	95.4
Chandauli	85	67	78.8
Kaushambi	83	69	83.1
<i>School Management wise analysis</i>			
Run by Education Department	243	220	90.5
Private School	55	40	72.7

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

## Highlights

- In over 87 percent of the sample schools, the physical condition of the school records was found to be good.
- In over 95 percent of the schools in Mirzapur district, the physical condition of the school records was found to be good.
- In about 79 percent of the schools in Chandauli district, the physical condition of the school records was found to be good.
- In about 83 percent of the schools in Kaushambi district, the physical condition of the school records was found to be good.
- Further, the school category-wise analysis reveals that in over 90 percent of the schools run by education department, the physical condition of records was found to be good.
- However, here again the physical condition of about 73 percent of the schools was observed to be good among those run by private institutions.

## Assessment

Though in a large proportion of schools, the physical conditions of the school records was found to be good, however, in quite a few proportion of schools, the physical condition of records was also not observed to be good. It was also found that in some schools, caste of the students was not correctly recorded/mentioned before the names of the students, whereas in others, the records were not kept in the school premises, instead were kept at the residence of the in-charge. This was a wrong practice that was being followed among them and needs to be checked and subsequently corrected.

### 4.5 Up-to-date Maintenance of Records

The study of up to date maintenance of school records by the sample schools does not provide an encouraging sign. This trend, if allowed to persist, may spell disaster for the programme and therefore needs to be tackled effectively. The analysis also shows that in the matter of updating the maintenance records the sample schools managed by other government department fared poorly, while the situation was marginally better in schools managed by Education department followed by private institutions. The detailed district-wise analysis has been presented below :

**Table 4.5**  
**Up – to - date Maintenance of school Records**

District / Category	Total No. of Schools Covered	Schools where records were found to be up to date	
	No.	No.	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Over all School	298	225	75.5
<i>District wise analysis</i>			
Mirzapur	130	108	83.1
Chandauli	85	61	71.8
Kaushambi	83	56	67.5
<i>School Management wise analysis</i>			
Run by Education Department	243	191	78.6
Private School	55	34	61.8

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

### Highlights

- In over 75 percent of the sample schools, the school records were found to be updated.
- In over 83 percent of the schools in Mirzapur district, the records were found to be updated.
- In about 72 percent of the schools in Chandauli district, the records were found to be updated.
- In over 67 percent of the schools in Kaushambi district, the records were found to be updated.
- The school management analysis shows that in over 78 percent of schools run by Education department, the records were found to be maintained up-to-date.
- The percentage of schools where the records were maintained up-to-date was about 62 percent in case of schools run by private institutions.

### Assessment

The study shows that in an overwhelmingly large proportion of schools, the records were found to be updated, however, in quite a few proportion of schools, the updation of records was not observed to be good. This was not a correct practice that was being followed among them and thus needs to be checked.

## Chapter - 5

### Training of Programme Functionaries

#### 5.1 Training of Principal/ Head teacher on DISE

The training of programme functionaries for filling up the DISE format is an integral and important aspect of DISE data collection process. In the absence of training not only the quality of data suffers but many a times wrongful and inappropriate information is collected which jeopardises the entire process of planning. The study of training of Principals/Head teachers of the sample schools shows that though a sizeable proportion of school Principals/Head teachers have received training however there still are quite a few proportion of Principal/Head teacher, who have not been trained for filling up of DISE format. Further, it was also observed that the Principal/ Head teacher of Private schools were in shred in training and according to the BSA sources, the Private school's teachers do not respond to their training notices. It was also revealed to the survey team that the training lacks orientation and quality as such is being performed on perfunctory basis which neither the trainee understand nor appreciate. Hence, there is an urgent need to strengthen the training module so that the quality of teachers and data also enhances. One way could be to invite experienced personnel both from Government, Private or NGO sectors, who have requisite experience. The other detail of training has been presented below :

**Table 5.1**  
**School where Principal / Head Teacher had received Training on DISE**

District / Category	Total No. of Schools Covered	Schools where the Principal/Head teacher had received training on DISE	
	No.	No.	%
1	2	3	4
Over all School	298	224	75.2
<i>District wise analysis</i>			
Mirzapur	130	98	75.4
Chandauli	85	60	70.6
Kaushambi	83	66	79.5
<i>School Management wise analysis</i>			
Run by Education Department	243	220	90.5
Private School	55	04	7.3

Source : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

## Highlights

- In over 75 percent of the sample schools, the Principals/Head Teachers has received the training on DISE.

### District wise analysis

- In over 75 percent of the schools in Mirzapur district, the Principal or Head Teachers has received the training on DISE.
- In over 70 percent of the schools in Chandauli, the Principals or Head Teachers has received the training on DISE.
- In over 79 percent of the schools in Kaushambi district, the Principals or Head Teachers has received the training on DISE.

### School Management wise analysis

- In over 90 percent of the schools run by Education department, the Principals/Head Teacher had received the training on DISE.
- In only about 7 percent of the schools run by private institutions, the Principals/Head Teacher had received the training on DISE.

## Assessment

It could be stated that the level of trained Principal or Head Teacher of the schools run by Education department was high. However, the quality of DISE data can only be enhanced if all the teachers are provided training both of the schools run by Education department and private management. Hence, there is a need for providing training to the teachers of all management.

## 5.2 Pattern of Receipt of School Summary Report

School summary report holds an important place in the overall evaluation of schools. On the basis of summary report the NPRC grades the schools. The grading is done on the basis of assessing the level of infrastructural facilities of the schools as well as their teacher's assessment. These reports are then sent back to the respective schools that helps them to identify their weakness and take necessary remedial measures. The study of receipt pattern of school report cards shows that its overall level has been quite low in case of school managed by private institutions which does not spells good for the overall development of schools. Further, the analysis shows that quite a few schools managed by private institutions had received the summary reports while its level in schools managed by education department was reported to be high.

**Table 5.2**  
**School who had Received the previous years School Summary Report**

District / Category	Total No. of Schools Covered	Schools who reported having received this report	
	No.	No.	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Over all School	298	228	76.5
<i>District wise analysis</i>			
Mirzapur	130	101	77.7
Chandauli	85	74	87.1
Kaushambi	83	53	63.9
<i>School Management wise analysis</i>			
Run by Education Department	243	220	90.5
Private School	55	08	14.5

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

### Highlights

- The overall proportion of schools who have received school summary report was over 76 percent.

#### **District wise Analysis**

- In Mirzapur district, about 78 percent of the schools have received the school summary report of previous year.
- Over 87 percent of the schools in Chandauli have received the school summary report of the previous year.
- About 64 percent of the schools in Kaushambi district have received the school summary report of the previous year.

#### **School Management wise Analysis**

- In over 90 percent of the schools run by Education Department, the summary was reported to have been received.
- On the other hand, in hardly about 15 percent of the schools run by Private Management, the summary was reported to have been received.

### Assessment

The analysis provides a higher proportion of schools managed by Education department who have received previous year's school report card. However, quite a few proportion of schools managed by private institution have received school report card of the previous year. Hence, there is a need for providing school report card to all the schools managed by private institutions.

### **5.3 Suggestions for Improving the Quality of Reporting**

In the course of conducting the validation exercise, the survey team also solicited views from the Principal/Head Teachers on improving and enhancing the quality of reporting. Some of them have been presented below.

- (a) The coverage of training has so far excluded the Principal/Head Teachers of the sample private schools. The subsequent talks with the concerned parties reported contradictions from both side and both blaming each other. Hence, there was a need to follow a transparent policy that encourages participation of teachers from all types of schools.
- (b) It was also observed that the DISE format has been too long and a bit complicated which teachers of non-training stature found difficult to follow. Hence it was suggested that there was an urgent need to simplify the present form's format there by making it user friendly.
- (c) The study also brought to the fore that a sizeable proportion of sample schools managed by private institutions had not received feed back on the filled in formats submitted by them. This obstructed the to and fro flow of information which spelt well for neither the teachers nor the government. Hence there is a need for strengthening of feed back mechanism which would enhance the quality of DISE data and also help the teachers to identify the weakness and work on them.

## **Chapter - 6**

### **Composition of VEC and Pattern of Supervision of schools**

---

#### **6.1 Composition of Village Education Committees**

The role of village education committees (VECs) in the Sarva Siksha Abhiyan (SSA) framework has been of utmost importance. They are supposed to be grass root institutions assigned with the task of ensuring community level participation. They are also assigned with the task of planning and supervision of government schools located in their villages. The VECs have been constituted throughout the state to facilitate smooth and transparent functioning of schools.

An attempt has also been made to study the nature of composition of VECs and also study the frequency of meetings held by them during the last three months prior to the validation exercise. Accordingly, the data with respect to VECs was obtained from sample schools which has subsequently been analysed. The results have been summarised below.

According to the instruction manuals, the composition of VEC should be as follows:

<b>President (Gram Sabha Pradhan)</b>
↓
<b>Member Secretary</b> - Head Master of the School/Senior most Head Master of the Gram Sabha Schools, in case if there are more than one school in the Gram Sabha.
↓
<b>Members</b> - Three guardians of the students (with atleast one female member) of the school to be nominated by ABSA.

Further, there is also a provision of accommodating some more members in the VEC subject to fulfillment of the above criteria.

#### **6.2 Composition of VEC by Schools**

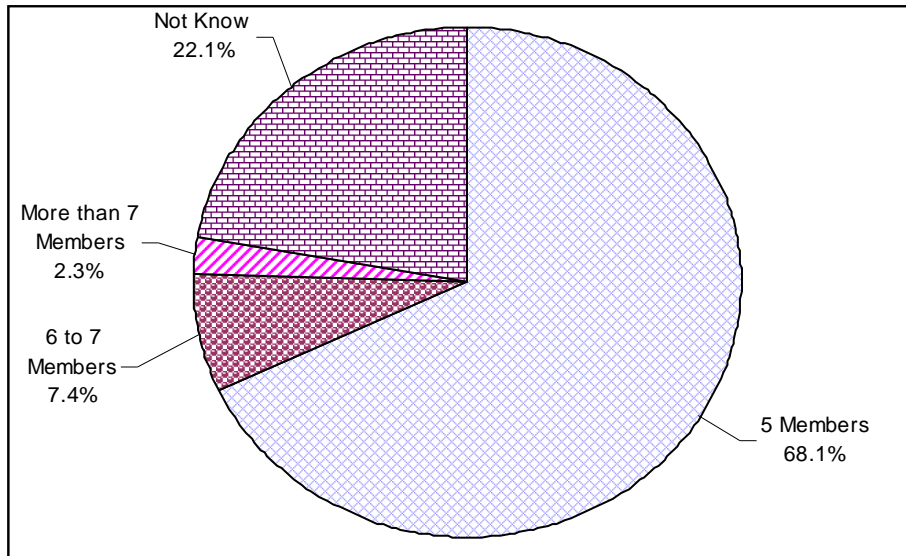
VEC has an important role to play in the working of schools and they could also be held accountable in case of schools non performance. The composition of VECs shows an over-whelming proportion of VECs of five members. The details have been summarised below:

**Table 6.1**  
**Details of VEC Members in Sample Schools**

No. of Members	Number of Schools	%
5 Members	203	68.1
6 to 7 Members	22	7.4
More than 7 Members	07	2.3
Not Know*	66	22.1
<b>Total Sample School</b>	<b>298</b>	<b>100.0</b>

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.  
**Note\* :** Include all the private schools.

**Figure-6.1**  
**Percent of Total VEC Members in Sample Schools**



**Highlights**

- In over 68 percent of the schools, the number of members in their VEC was 5.
- About 22 percent of the schools, which were mostly the private one, the teachers had no idea of the size of VEC.
- Another in about 10 percent of the schools, the teachers reported the total number of members in their VEC to be 6 or more.

**Assessment**

It could be stated that a large proportion of schools managed by Government department were reported to be having 5 members in their VEC, and in a few proportion of schools, the VEC members was more than 6.

### 6.3 Composition of Female VEC Members

One the question of gender-wise composition of VEC's, the guidelines stipulates that all the VECs have a minimum of one female member. The study shows that in about 30 percent of the schools, at least one member is female while in another 48 percent of the schools, VEC have more than one female member:

**Table 6.2**  
**Details of Female VEC Members in Sample Schools**

No. of Members	Number of Schools	%
Only 1 Member	89	29.9
More than 1 Member	143	48.0
Not Know*	66	22.1
<b>Total Sample School</b>	<b>298</b>	<b>100.0</b>

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

**Note\* :** Include all the private schools.

### Highlights

- In about 30 percent of the schools, the VECs were reported to be having only one female member.
- In 48 percent of the schools, the VECs were reported to be having more than one female member.

### Assessment

It could be stated that in majority of the schools managed by Government department, the composition of atleast one female member was performed which is a positive sign that helps in making the planning effective.

### 6.4 Composition of SC VEC Members

Likewise, on the caste wise configuration, the guidelines also gives preference to members of Scheduled Castes and accordingly should have atleast one member belonging to the Scheduled Castes. The analysis shows that in over 75 percent of the schools, VECs have one or more SC member's representation.

**Table 6.3**  
**Details of SC VEC Members in Sample Schools**

No. of Members	Number of Schools	%
Only 1 Member	115	38.6
More than 1 Member	109	36.6
No any SC Member	08	2.7
Not Know*	66	22.1
<b>Total Sample School</b>	<b>298</b>	<b>100.0</b>

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

**Note\* :** Include all the private schools.

### Highlights

- In over 38 percent of the schools, the VECs had only one member belonging to the Scheduled Castes.
- In another over 36 percent of the schools, the VECs had more than one member belonging to the Scheduled Castes.
- In only about 3 percent of the schools, the VECs had no member belonging to the Scheduled Castes.

### Assessment

Though, a majority of schools favoured representation of SC's in VEC, however there were also a few proportion of schools were ignorant of such provision, which could be a cause for concern and needs to be addressed on priority basis.

### 6.5 Frequency of VEC Meetings held in the last three months

The analysis of the frequency of VEC meetings does not show an encouraging sign as in about fourteen percent of cases, no meetings had been held while in over thirty six percent cases, the VEC had met about once or twice and in another about twenty eight percent cases, it had also met three times or more.

**Table 6.4**  
**Details of VEC Meetings Held in Sample Schools in Last Three Months**

Meetings Held	Number	%
1 to 2	108	36.2
3 & above	83	27.9
None	41	13.8
Not Know*	66	22.1
<b>Total Sample School</b>	<b>298</b>	<b>100.0</b>

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

**Note\* :** Include all the private schools.

### Highlights

- In about 28 percent of the school, the VECs were reported to have held three and above meetings during the last three months prior to the survey.
- However, in about 14 percent of the schools, the teachers asserted that it had not met even once during the last 3 months.
- In over 36 percent of the total schools, the VECs were reported to have held one or two meetings during the last three months prior to the survey.

### Assessment

Though the VEC meetings have been convened in a sizeable proportion (over 64 percent) of sample schools, however, in a few proportion (about 14 percent) of the schools, it has not been convened even once, which is a major cause of concern and needs to be addressed on priority.

### 6.6 NPRC Coordinators' visit during the last three months

The NPRC Coordinator has a significant and vital role to play in the overall supervision and monitoring mechanism set up. He is supposed to be a vital link that conjoins the upper strata or district/block level mechanism with grass root functionaries, facilitates to and fro flow of reformation and helps in identifying the weaker links. The higher visits of NPRC spell better and efficient management of schools. The profile of NPRCs visit to sample schools shows that over seventy eight percent of them had been visited by NPRCs. It was also observed that the frequency of NPRC visit in schools run by Private management was quite low. The other details are summarised below :

**Table 6.5**  
**School Visited at least Once in Last three Months by their NPRC Coordinator**

District / Category	Total No. of Schools Covered	Schools who reported to have been visited at least once	
	No.	No.	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Over all School	298	233	78.2
<i>District wise analysis</i>			
Mirzapur	130	95	73.1
Chandauli	85	68	80.0
Kaushambi	83	70	84.3
<i>School Management wise analysis</i>			
Run by Education Department	243	221	90.9
Private School	55	12	21.8

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

### Highlights

- Over 78 percent of the schools had been visited by the NPRCs during the last three months.

#### **District wise Analysis**

- Over 73 percent of the schools of Mirzapur district have been visited by NPRCs during the last three months.
- 80 percent of the schools of Chandauli district have been visited by NPRCs during the last three months.
- Another over 84 percent of the schools of Kaushambi have been visited by NPRCs during the last three months.

#### **School Management wise Analysis**

- About 91 percent of the schools, run by the Education department have been visited by NPRC.
- Only about 22 percent of the schools, run by private management have been visited by NPRC.

### Assessment

It could be seen that though NPRC has been visiting in majority of the schools, however, it was also found that quite a sizeable proportion of the schools have also remained un-visited so far. It was also observed that the frequency of visits by NPRC Coordinators at the schools run by education department were reported to higher than the ones run by private managements. Hence, efforts needs to be made to enhance the frequency of supervision in the schools, through appropriate intervention strategies.

## **Chapter -7**

### **Availability of Teachers and Students on Validation Day**

#### **7.1 Number of Teachers: Present Vs. In Position**

Teachers' strength holds an important place in projecting the performance of schools. The schools that have adequate number of teachers and who visit them regularly put up better performance than those schools who suffer from under staffing and with high rate of absenteeism. An attempt has also been made to study this aspect also and accordingly by asking about the total strength of teachers posted in the sample school and also observing and recording their presence, an attempt was made to study the presence of teachers on the validation day.

The study shows that about thirty nine percent of the sample schools suffered from the incidence of absentees on of one kind or the other and this incidence was more conspicuous in those schools having 3 teachers or more.

**Table 7.1**  
**School category wise (based on teachers strength) analysis of no. of teacher absent on day of our visits**

<b>School category according to the no. of teachers in position</b>	<b>Total no. such school visited</b>	<b>Classification of schools according to the no. of teachers found absent on the day of our visits</b>		
		<b>No absent</b>	<b>Only one</b>	<b>&gt; 1</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
School having 1-2 teachers	58	44	14	-
School having 3-5 teachers	210	119	66	25
School having $\geq 6$ teachers	30	19	06	05
<b>Total Sample</b>	<b>298</b>	<b>182</b>	<b>86</b>	<b>30</b>

*Source* : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

## Highlights

- Over 19 percent of the sample schools have one to two teachers.
- Over 70 percent of the schools were having 3 to 5 teachers.
- About 10 percent of the schools were having 6 teachers or more.
- In about 61 percent of the schools, no incidence of absenteeism has been found on the day of visit by validating team.
- In about 29 percent of the schools, one teacher was found to be absent on the day of visit by validating team.
- In about 10 percent of the schools, more than one teacher have been found to be absent on the day of visit by validating team.

## Assessment

Though in a major proportion of schools have appropriate number of teachers, however, incidence of absenteeism on part of teachers also needs to be checked as it affects the overall performance level of the schools.

### 7.2 Comparative Analysis of Teachers' Attendance in Private Vs. Government Schools

It is generally presumed that the schools managed by private institutions are, by and large, better managed than the government managed schools. Largely, because of their relative smaller size which they manage efficiently. The study of pattern of absenteeism in both kinds of schools viz. government and private shows that rate of absenteeism has been quite substantial in government schools than the one observed in private schools.

**Table 7.2**  
**Comparative analysis of Teachers Absenteeism in Government and Private Schools**

School Category	Total no. of school visited	School where all the teacher reported to be in position where found present	
		No.	%
1	2	3	4
Government Schools	243	140	57.6
Private Schools	55	42	76.4
<b>Total Sample</b>	<b>298</b>	<b>182</b>	<b>61.1</b>

Source : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

## Highlights

- In over 61 percent of the sample schools, all the teachers were found to be present on the day of validation.
- The percentage of government schools where all the teachers in position were found present on the day of visit was reported to be over 57 percent.
- The percentage of private schools where all the teachers were found to be present on the day of visit was over 76 percent.

## Assessment

Though, the proportion of schools, where all the teachers in position were found to be present on the day of visit was high, however, in the remaining proportion of which, whose volume was also significantly large, incidence of teacher's being absent was also found. Moreover, the absenteeism was more pronounced in private schools. Hence, there is a need to motivate and sensitize teachers through appropriate interventions to maintain their regularity in schools and curtail the habit of remaining absent from school.

### 7.3 Attendance Pattern Observed at the Primary Levels

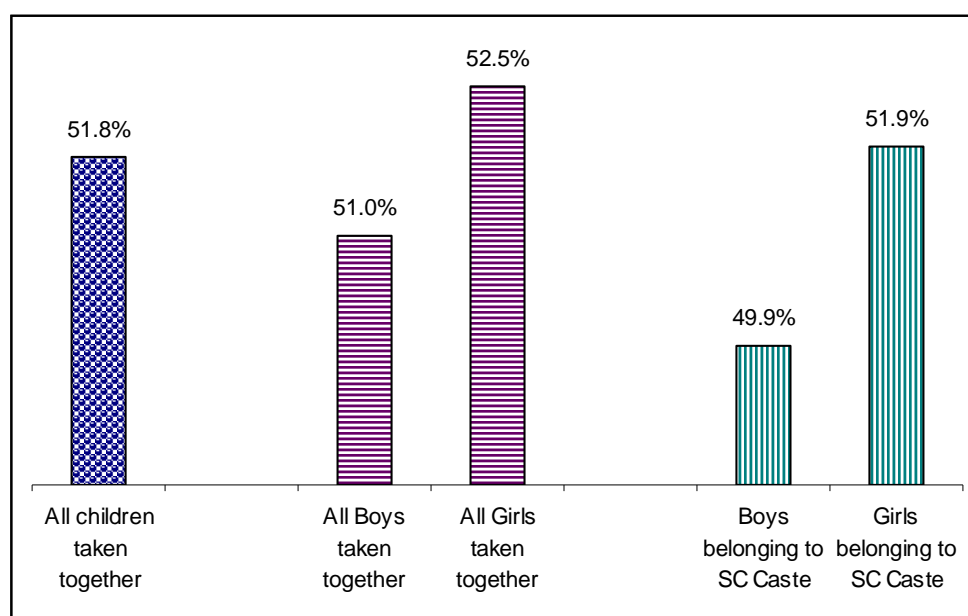
Another factor that has a strong bearing on the performance of schools is the level of regular attendance of students. It is presumed that higher the level of attendance, the better will be the performance of schools and vice-versa. The analysis of level of attendance shows that these schools also suffered from high rate of absenteeism from the students side as well. The detail caste and gender wise analysis of the attendance of students in the sample schools has been summarised below :

**Table 7.3**  
**Category wise analysis of Attendance in Primary Classes on the day of our visit**

Category	Number Enrolled	Attendance on the day of visit	
		No.	%
1	2	3	4
All children taken together	35262	18255	51.8
All Boys taken together	17500	8933	51.0
All Girls taken together	17762	9322	52.5
Boys belonging to SC Caste	6830	3410	49.9
Girls belonging to SC Caste	6565	3404	51.9

Source : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

**Figure-7.1**  
**Category-wise Analysis of Attendance in Primary Classes on the Day of our Visit**



**Highlights**

- The percentage of children (taken together) in primary classes present on the day of visit was found to be about 52 percent.
- The percentage of boys (overall) present on the day of visit was found to be 51 percent and in case of girls it was over 52 percent.
- The attendance level of children (boys and girls) belonging to SC was reported to about 50 and about 52 percent respectively on the day of visit.

**Assessment**

The sample schools have also been affected by the high incidence of absenteeism from children and that cuts various across various caste and gender groups. Hence, efforts needs to be made to motivate the parents and children about the importance of maintaining regular attendance in schools, through appropriate intervention strategies.

#### 7.4 District and School wise Attendance Pattern

The inter district and school management wise analysis of attendance of students in the sample schools shows that there has been a marked variation at the district levels. The other details have been presented below :

**Table-7.4**  
**District / School Category-wise Analysis of attendance in Primary Classes**

District / Category	Total Number Enrolled	Attendance on the day of Visit	
	No.	No.	%
1	2	3	4
<b>Over all School</b>	<b>35262</b>	<b>18255</b>	<b>51.8</b>
<i>District wise analysis</i>			
Mirzapur	15981	8099	50.7
Chandauli	9961	5487	55.1
Kaushambi	9320	4669	50.1
<i>School Management wise analysis</i>			
Government Schools	29284	15174	51.8
Private Schools	5978	3081	51.5

Source : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

#### Highlights

- The overall level of attendance in the school was reported to be about 52 percent.
- In Mirzapur district, the overall level of attendance of students in the school was reported to be over 50 percent.
- In Chandauli district, the overall level of attendance of students in the school was reported to be over 55 percent.
- In Kaushambi district, the overall level of attendance of students in the school was reported to be over 50 percent.
- The overall level of attendance of students in privately managed schools was over 51 percent, while in government schools, it was also about 52 percent.

#### Assessment

It could be said that the average level of attendance of students in the sample schools was not of a high level. Hence, efforts need to be made to encourage, motivate and sensitize the parents and children about the importance of attending the schools on regular basis through appropriate intervention strategies.

## 7.5 Schools Having Higher Attendance in Primary Level

In the course of studying the level and pattern of students in the sample schools, attempt has also been made to identify schools that have recorded attendance of over seventy five per cent at the primary schools. The study shows that only nine percent of the sample schools had this attendance level. The details have been presented below :

**Table-7.5**  
**District wise proportion of schools where attendance in primary classes was observed to be 75% or more**

District / Category	Total Schools (n)	Schools where attendance was >75% on survey day	
	No.	No.	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Over all School</b>	<b>199</b>	<b>18</b>	<b>9.0</b>
<i>District wise analysis</i>			
Mirzapur	91	11	12.1
Chandauli	56	06	10.7
Kaushambi	52	01	1.9

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

### Highlights

- In 9 percent of the sample schools, the level of attendance of students was observed to be 75 percent or over.
- In over 12 percent of the schools in Mirzapur, the student's attendance level was reported to be 75 percent or over.
- In over 10 percent of the schools in Chandauli, the student's attendance level was reported to be 75 percent or over.
- In only about 2 percent of the schools in Kaushambi, the student's attendance level was reported to be 75 percent or over.

### Assessment

The study shows that the proportion of schools recording attendance level of 75 percent or over was not high. Hence, there is a need to motivate the parents, students, teachers and all associated with school activities to regularly come to school. If needed, professional help should also be sought.

## 7.6 Attendance Pattern at Upper Primary Level

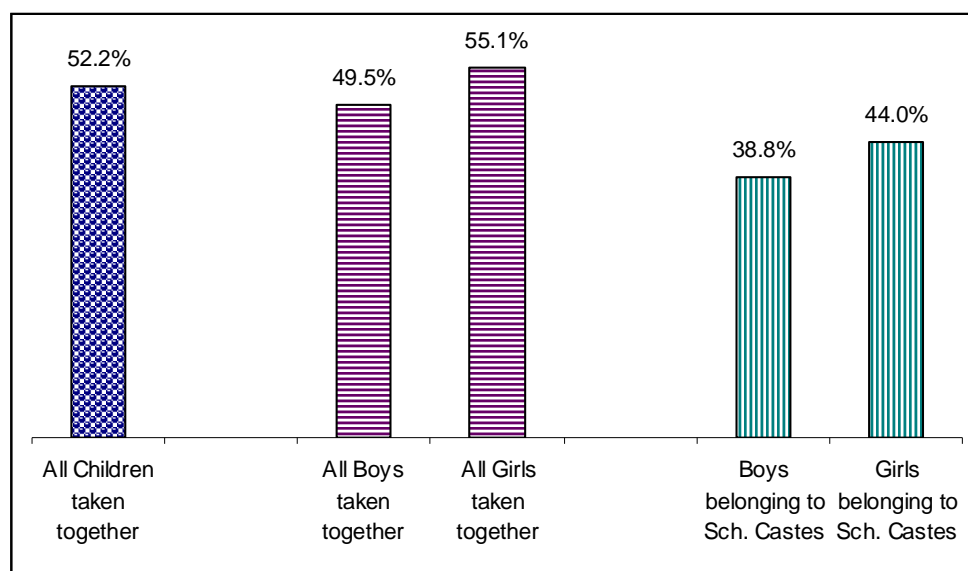
To study the attendance pattern at the upper primary level similar exercise was carried out. It was observed that these sample schools also suffered from incidence of absenteeism, though with wide ranging variations between and within the groups. The other details have been given below :

**Table-7.6**  
**Category-wise Analysis of attendance in Upper Primary classes on the day of our visit**

Category	Number Enrolled	Attendance on the day of Visit	
		No.	%
1	2	3	4
All Children taken together	13270	6923	52.2
All Boys taken together	6949	3440	49.5
All Girls taken together	6321	3483	55.1
Boys belonging to Sch. Castes	2251	874	38.8
Girls belonging to Sch. Castes	2043	899	44.0

Source : Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

**Figure-7.2**  
**Category-wise Analysis of Attendance in Upper Primary Classes on the Day of our Visit**



## Highlights

- The percentage of children (taken together) in Upper Primary classes present on the day of visit was found to be over 52 percent.
- The percentage of boys (overall) present on the day of visit was found to be only over 49 percent and in case of girls it was over 55 percent.
- The attendance level of children (boys and girls) belonging to SC was reported to about 39 and 44 percent respectively on the day of visit.

## Assessment

The profile of attendance of students does not provide an encouraging sight. Hence, there is a need to motivate them, through suitable and appropriate social intervention strategies that encourage them to regular attend the classes in the school.

### 7.7 Attendance Pattern at Inter-District Levels

The variation in attendance was not only confined at the inter-gender or inter class levels but also with in the district. The analysis shows that there has been variation in the level of upper primary classes. The details of attendance have been summarised below :

**Table-7.7**  
**District-wise Analysis of attendance in upper primary classes on the day of our visit**

District / Category	Total Number Enrolled	Attendance on the day of Visit	
	No.	No.	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Over all School</b>	<b>13270</b>	<b>6923</b>	<b>52.2</b>
<i>District wise analysis</i>			
Mirzapur	6967	4012	57.6
Chandauli	3456	1949	56.4
Kaushambi	2847	962	33.8
<i>School Management wise analysis</i>			
Government Schools	7728	4061	52.5
Private Schools	5542	2862	51.6

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

## Highlights

- The overall level of attendance of students at the sample schools was found to be over 52 percent.
- Over 57 percent of the students were found to be present in the school in Mirzapur on the day of visit.
- Over 56 percent of the students in the schools were found to be present in Chandauli on the day of visit.
- Only about 34 percent of the students in the schools were found to be present in Kaushambi district on the day of visit.
- The overall level of attendance of students in the government management schools was found to be over 52 percent.
- Over 51 percent of the students in private schools were found to be present on the day of visit.

## Assessment

It could be stated that the schools were suffering from incidence of absenteeism in both the schools managed by Government and Private institutions. Further, of the three districts, the attendance level in Kaushambi district was abysmally low. It is therefore suggested that there was a need to sensitize and motivate the students, teachers and parents to attend the school on regular and sustained basis.

### 7.8 Schools Having Higher Attendance in Upper Primary Level

The validation exercise also identified schools that recorded attendance level of over seventy five percent. The study shows that only over ten percent of sample schools had recorded higher attendance. The other details have been presented below :

**Table-7.8**  
**District wise proportion of schools where attendance in upper primary classes was observed to be 75% or more**

District / Category	Total Schools (n)	Schools where attendance was >75% on survey day	
	No.	No.	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Over all School</b>	<b>99</b>	<b>10</b>	<b>10.1</b>
<i>District wise analysis</i>			
Mirzapur	39	05	12.8
Chandauli	29	02	6.9
Kaushambi	31	03	9.7

**Source :** Field Survey 2011, Mirzapur, Chandauli & Kaushambi.

### **Highlights**

- In over 10 percent of the sample schools, the attendance of the students was 75 percent or more on the date of survey.
- In about 13 percent of the schools in Mirzapur, the attendance level of the students was found to 75 percent or more on the date of survey.
- In only about 7 percent of the schools in Chandauli, the attendance level of the students was found to be 75 percent or more on the date of survey.
- In about 10 percent of the schools in Kaushambi, the attendance level of the students was found to be 75 percent or more on the date of survey.

### **Assessment**

The study shows that the proportion of schools recording attendance level of 75 percent or over was not high. Hence, there is a need to motivate the parents, students, teachers and all associated with school activities to regularly come to school. It is further argued that if needed, the help of some professional organization with requisite experience may also be taken.

## **Chapter - 8**

### **Major Findings & Recommendations**

---

The validation of DISE data has clearly shown that it suffers from many inconsistencies and in majority of the cases, they were not of any significance. It is felt that there was need to address them, on priority basis, so as to make them consistent and relevant. In the ensuing chapter an attempt has been made to summarize the major findings and also present the suggestions that strengthen and relivenate the system.

#### **8.1 About Universe**

- The three districts assigned to the institute were Mirzapur, Chandauli and Kaushambi districts respectively.
- The total number of schools were 5936 of which about 44 percent were located in Mirzapur district, over 28 percent were located in Chandauli district and the remaining about 28 percent were located in Kaushambi district.
- About 67 percent of the school in the universe were up to the Primary level and about 33 percent were up to the level of Upper Primary level. respectively.

#### **8.2 About Sample**

- The study follows the guideline stipulated by the sponsoring agency and selects only 5 percent of the total number of school.
- Thus, the total number of schools that were subjected to validation were 298 of which about 44 percent (130) were located in Mirzapur, about 28 percent (85) were located in Chandauli and remaining about 28 percent (83) were in Kaushambi.

#### **8.3 About DISE data**

- The DISE data was provided for all the 298 sample schools selected for validation exercise.
- In the majority of the schools, the sample data matched with DISE data on parameters pertaining to information on school particulars, however in the remaining schools where the two sets of data differed, the level of variation generally, was not found to be significant.
- This discrepancy was found to be more pronounced in parameter like the establishment year of the school.

#### **8.4 On Nature & Pattern of Ownership of Building**

- On parameters like the ownership of buildings, the compatibility of DISE data and sample survey data was found to be of a very high order.
- However, on information regarding type of building and number of class rooms in the sample schools, the level of compatibility between the two sets of Data was found to be also of a high order.
- However, it could be stated that the level of variation between DISE and sample survey data was quite marginal.

#### **8.5 On Enrolment Data**

- The enrolment data of students has been analysed at Primary schools level as well as Upper Primary levels.
- It could be seen that DISE data matched with sample survey data in majority of parameters and the variation, thus observed in a very smaller proportion of schools, was of quite marginal nature.

#### **8.6 Data on Disability**

- The data on disability of children has been analysed at primary as well as upper primary levels shows that there has been a high level of compatibility between the DISE and sample survey data on the overall situation of disabled student.
- However, where ever the mismatched occurred, it was found to be quite marginal.

#### **8.7 Data on Repeaters**

- In the large proportion of upper primary schools where the DISE Data did not match with sample survey data, though the level of variation between the two was quite marginal.

#### **8.8 On Teachers Position**

- Though the proportion of schools where DISE data matched with sample survey data on teacher's position was not of a very high order, however it was also found that government schools were relatively better placed than private schools.
- In the remaining schools, the DISE data mismatched with sample survey data, the level of variation was quite marginal.

### **8.9 On Initial Reactions of Principal/Head teachers**

- The overall level of schools, the initial reaction of Principal/Head Teachers was found to be quite positive and of a high order (over 97 percent).
- The performance of schools managed by education departments was by far better than of privately managed schools.

### **8.10 On Records Availability Pattern**

- The overall performance of schools found to be quite positive and of a very high order (94 percent), where the records were made readily available.
- The performance of schools managed by education departments was by far much better than of privately managed one.

### **8.11 On Physical conditions of Records**

- In a majority of the sample schools (over 87 percent), the physical condition of school records was found to be good.
- The schools of Mirzapur district were marginally better placed than the schools of Chandauli and Kaushambi districts.
- The record keeping was much better in the schools managed by education department than the one managed by private institutions.

### **8.12 On up to date maintenance of Records.**

- The overall performance of schools found to be quite positive in over 75 percent of the sample schools, where the records were found updated.
- The performance of the schools of Mirzapur district was better than the schools of Chandauli and Kaushambi districts.
- The performance of schools managed by education department was much better than private schools.

### **8.13 On Training of Principal / Head Teachers**

- In a majority of the sample schools (over 75 percent), the Principal / Head teachers received training at DISE.
- The performance of the schools of Kaushambi was relatively better than the schools of Mirzapur and Chandauli districts.
- Likewise the performance of schools managed by education department was quite high, while the performance of schools managed by private management was highly disappointing.

#### **8.14 On Receipt of School Report Card**

- In a majority of the sample schools (over 76 percent), the Principal / Head teachers received the school report card.
- The performance of schools in Chandauli district was relatively better than the schools of Mirzapur and Kaushambi districts.
- The availability of School Report Cards of schools managed by education department was quite high, while the performance of schools managed by private was highly dis-satisfactory.

#### **8.15 Awareness on composition of VECs**

- Though a majority of the schools reported to have composition of VECs, however, about 22 percent of the schools, which were mostly the private one, the teachers had no idea of the composition of VEC.

#### **8.16 Views on SC/ST Membership in VEC**

- In a majority of schools, the members reported to have composition of SC members in VECs, further in over 36 percent of the schools, the VECs had more than one member belonging to the Scheduled Castes.

#### **8.17 Frequency of VEC Meetings in the last three month**

- In about fourteen percent of the sample schools, the teachers asserted that VECs had not met even once during the last 3 months. However, in the remaining schools it was being regularly held. A situation that needs to be addressed on priority.

#### **8.18 Supervision Mechanism**

- The supervision mechanism also needs to be tuned up as quite a substantial proportion of schools managed by private institutions have remained unsupervised by NPRC coordinators.

#### **8.19 Absenteeism Pattern**

##### **About Teachers**

- Though in about 61 percent of the schools, no incidence of absenteeism has been reported, however in the remaining about 39 percent schools, incidence of absenteeism have been found though the magnitude of absenteeism have varied according to the type of schools.
- The incidence of absenteeism was found to be more pronounced in private schools.

### **About Students**

- About half of the students were found to be absent on the day of validation.
- The incidence of absenteeism was more pronounced among the boy students at the upper primary level.
- The incidence of absenteeism among the students appeared to be more in the schools of Kaushambi district.

### **8.20 Suggestions**

On the basis of the analysis of DISE data, supplemented with the interactions and observations of the survey team it is being increasingly realised that in order to tackle the problem of this magnitude, a multi-pronged strategy needs to be devised that addresses the problems at multiple-levels.

The study also shows that the quality of data suffers from many accounts. Further, it also shows that the variation in DISE data and sample survey data has accrued not because of the flaw in the system but largely on account of channels or mode through which it is being gathered. Thus, on the basis of analysis, the analysis comes up with the following suggestion :

#### **(A) Strengthening of the training aspect**

Training forms a crucial and important segment of any programme. Repeated and periodic training, on sustained basis not only helps channelising the routes but also motivates the programme functionaries that ultimately helps in improving the quality of data. The study also shows that many of the problems with regards to filling up of the DCF form could have been taken care off by toning up the training mechanism. The study shows that quite a substantial proportion of Principal/Head Teachers have not received training for filling up of DISE format and this is true for teachers of the schools managed by private institutions. It has strongly been felt that many of the inconsistencies that have arisen have largely been on account of teacher's untrained status, therefore it is recommended that.

- The training of teachers needs to be organised periodically and on sustained basis so as to equip and acquaint the teachers about the latest happening in their field.
- There is also a need for taking the training on a more serious mode. So far, the interaction with teachers revealed that the training has been of a perfunctory nature which invariably fails to capture the attention of teachers. Hence, it has been strongly felt that help of some professional body, with requisite experience, be taken to perform the task at least for some initial stages.

**(B) Strengthening of the Supervision Monitoring mechanism**

- Supervision and monitoring mechanism has been an important and significant part of SSA. It not only helps in identifying the weaker aspects or areas but also provides vital information about the status of on going programme to the higher up concern authorities. The study clearly shows that monitoring and supervision aspect for the schools managed by private intitutions has been one of the weaker links and needs to be strengthened.
- Many of the irregularities, in-consistencies and other related issues could be effectively tackled if the monitoring and supervision aspect is adequately strengthened. The study also shows that the pattern of supervision for different types of schools has not been uniform and the schools managed by privately were least monitored. Hence, efforts need to be made to evolve a policy that gives adequate weightage to the monitoring and supervision of all types of schools. This will go a long way to improve, enhance and make relevant quality DISE data with exceptionally high level of compatibility with sample survey data.

**(C) Other observations**

- The study shows that the schools also suffered on account of incidence of understaffing, this loads the teachers with more multiple assignments which ultimately affects their performance and likewise, the quality of data. Many a times, it was also observed that teachers of the schools were attached to BRC and that really accentuated the problem of teachers shortage. Hence efforts need to be made to fill up vacant position in the school on priority basis.
- It has also been found that the teachers who have been made the BRC or NPRC, their frequency of visit was quite low because of their pre occupation with their nascent job responsibilities.
- It has also been realised that there is an urgent need to simplify the DISE format as it was too long and complicated that the teachers were not able to pursue. Regular training to the teachers helps in overcoming the problem.
- Similarly, the monitoring and supervision aspect of the schools by NPRC's also need to be strengthened and streamlined. It has been observed that mostly the instructions were given orally and were not properly recorded that also affected the quality of data.
- For assessing the performance of the repeaters, the Ministry has categorically classified them in their guidelines. However, the DISE data do not make any such distinction thereby invariably fails to capture genuine cases and that affects the quality of data. It is therefore suggested that in the filling up DISE format, due care be taken to identify such cases very clearly.

**Annexure - I****Block-wise List of Sample Schools****Block wise List of Sample Schools : District - Mirzapur**

S.No.	School code	Block Name :	School Name	School Category
1	500301	CHHANBAY	P.S. DANGHAR	Primary
2	502101	CHHANBAY	P.S. DERAWA-1	Primary
3	502301	CHHANBAY	P.S. GAJI PUR	Primary
4	504601	CHHANBAY	P.S. MOHAN PUR	Primary
5	507102	CHHANBAY	P.S. HARGHAR-2	Primary
6	509501	CHHANBAY	P.S. CHADAICHA	Primary
7	511704	CHHANBAY	P.S. PANDEY BASTI	Primary
8	505902	CHHANBAY	M.P.BHUVNAISHWARI VIDHYAPEETH	Primary
9	516301	CHHANBAY	DEEP N. BIND H S MURAJPUR	Primary
10	503002	CHHANBAY	U.P.S. GODSAR	Upper Primary only
11	510302	CHHANBAY	U.P.S. NIFARA	Upper Primary only
12	507106	CHHANBAY	PD. CHINTAMANI DUBEY U.P.S.	Upper Primary only
13	512903	CHHANBAY	B.D. U.P.S.	Upper Primary only
14	200101	HALIA	P.S.AHUGEE KALA	Primary
15	201601	HALIA	P.S.TEETA	Primary
16	203201	HALIA	P.S.RATAIH	Primary
17	204801	HALIA	P.S.MAHESH PUR	Primary
18	206203	HALIA	P.S. DHEDHI	Primary
19	208101	HALIA	P.S.KOTHI DHAUKAL SINGH	Primary
20	210201	HALIA	P.S.BAILAHEE	Primary
21	211803	HALIA	P.S. BAKULA JOR	Primary
22	213502	HALIA	P.S. DEVARI	Primary
23	204202	HALIA	M.P.JAIDURGA SIKCHHAN SANSTHAN	Primary
24	207502	HALIA	U P S KANOKHAR	Upper Primary only
25	212302	HALIA	U P S DIGHIA	Upper Primary only
26	206304	HALIA	G K HS BARAUNDHA	Upper Primary only
27	801601	JAMALPUR	P.S.RAIRU PUR	Primary
28	803401	JAMALPUR	P.S.SEMRA	Primary
29	805001	JAMALPUR	P.S.DAWAK	Primary
30	806901	JAMALPUR	P.S.DHALVAS PUR	Primary
31	808601	JAMALPUR	P.S.DAULTA BAD	Primary
32	810401	JAMALPUR	P.S.MADAR PUR	Primary
33	812101	JAMALPUR	P.S. HUSEN PUR	Primary
34	816701	JAMALPUR	P.S. MANIKPUR	Primary
35	803402	JAMALPUR	SHISHU SHIXA NIKETAN SEMARA	Primary
36	800703	JAMALPUR	U.P.S. SARASA	Upper Primary only
37	805702	JAMALPUR	U P S SAHIJANI KALA	Upper Primary only

Contd...

S.No.	School code	Block Name :	School Name	School Category
38	809602	JAMALPUR	U.P.SRUTHIHAR	Upper Primary only
39	808304	JAMALPUR	PANCHAETI RAJ S.S. BHUELI KHAS	Upper Primary only
40	701901	KONE	P.S.PUJAGEER	Primary
41	703701	KONE	P.S.SEMARA 1	Primary
42	706301	KONE	P.S. MADAN PATTI	Primary
43	702103	KONE	VIVEKANAND GRAMIN VIKAS S.S.	Primary
44	702402	KONE	U.P.S. NAVERIA	Upper Primary only
45	301901	LALGANJ	P.S. JAMUHARA	Primary
46	304001	LALGANJ	P.S. KATAI	Primary
47	305901	LALGANJ	P.S. NEVADHIYA	Primary
48	307901	LALGANJ	P.S. TENDUA KALA	Primary
49	314401	LALGANJ	P.S. GHOPAPUR	Primary
50	305303	LALGANJ	KRISNA TRIVENI P S LALGANJ	Primary
51	304502	LALGANJ	U.P.S. SONBARASA	Upper Primary only
52	313802	LALGANJ	U.P.S. CHAFALA	Upper Primary only
53	305306	LALGANJ	KRISNA TRIVENI U P S LALGANJ	Upper Primary only
54	1001701	MAJHAWA	P.S. RAM CHANDARPUR	Primary
55	1002202	MAJHAWA	P.S. BHAI SA-2	Primary
56	1003601	MAJHAWA	P.S. NIGATPUR	Primary
57	1005401	MAJHAWA	P.S. JAMUAA-2	Primary
58	1006109	MAJHAWA	"MAKTAV ISLAMIA	Primary
59	1003103	MAJHAWA	U.P.S. GODHANA (KANYA)	Upper Primary only
60	1006112	MAJHAWA	U.P.S. KACHHAWAN	Upper Primary only
61	1002105	MAJHAWA	B. KRISNA A.U P S SAGRA KARSAR	Upper Primary only
62	1101401	MARIHAN	P.S.GOPAL PUR	Primary
63	1103003	MARIHAN	P.S. MARIHAN KHAS	Primary
64	1104801	MARIHAN	P.S.SIRSEE GAWAN	Primary
65	1106301	MARIHAN	P.S.KORAWA PANDEY	Primary
66	1108501	MARIHAN	P.S. DARHIYA	Primary
67	1100503	MARIHAN	VINDHYAYVASINI PS DEEPNAGAR	Primary
68	1102403	MARIHAN	KANYA U.P. JAMUAI	Upper Primary only
69	1105602	MARIHAN	U P S BANAKI	Upper Primary only
70	1109901	MARIHAN	U.P.S.PATEHARA KHAS	Upper Primary only
71	1400301	NAGAR	P.S.KARAN PUR	Primary
72	1402301	NAGAR	P.S.MAIVALEE 1	Primary
73	1404101	NAGAR	P.S.SIRSEE BAGHAIL	Primary
74	1406001	NAGAR	P.S.NUAW	Primary
75	1407801	NAGAR	P.S. CHHITPUR	Primary
76	1409601	NAGAR	P.S.DUBARA PAHADI	Primary
77	1411402	NAGAR	P.S.DHANIPATTI	Primary
78	1410703	NAGAR	KAMLA SHISHU NIKETAN BARKACHHA	Primary
79	1407502	NAGAR	U.P.NEVARIA GHAT	Upper Primary only
80	1412301	NAGAR	U P S ARGAJA PANDEY	Upper Primary only
81	1408802	NAGAR	JANTA HIGH SCHOOL GURUSANDEE	Upper Primary only
82	1304806	NAGAR PALIKA	P.S.TARAKAPUR NAGARPALIKA	Primary

Contd...

S.No.	School code	Block Name :	School Name	School Category
83	1301002	NAGAR PALIKA	M.P.AADARSH VIDHYA MANDIR	Primary
84	1301901	NAGAR PALIKA	P.S.MAHAVEER SWAMY PRA.PATH.	Primary
85	1302801	NAGAR PALIKA	P.S.PANDIT MADAN MOHAN MALVIYA	Primary
86	1303603	NAGAR PALIKA	"GULAB DAIE	Primary
87	1304805	NAGAR PALIKA	SARASWATI VIDYA MANDIR TARKAPU	Primary
88	1306001	NAGAR PALIKA	"SWAMI VIVEKA NAND	Primary
89	1307702	NAGAR PALIKA	SUN RISE P.S.V. TAKAUR	Primary
90	1310001	NAGAR PALIKA	SHARADA VIDHYA MANDIR CHUNAR	Primary
91	1301807	NAGAR PALIKA	U.P.RATANGANJ	Upper Primary only
92	1300209	NAGAR PALIKA	SHRI VINDHYAVASHINI SANSKRIT	Upper Primary only
93	1302503	NAGAR PALIKA	BAGESHWARI VIKAS BAL NIKETAN	Upper Primary only
94	1304703	NAGAR PALIKA	AMAR BVM UPS DANGAHAR	Upper Primary only
95	1307601	NAGAR PALIKA	KANYA J.H.S. NAGAR POLIKA CHUN	Upper Primary only
96	900102	NARAYANPUR	P.S. KHAIRUDDINPUR	Primary
97	901701	NARAYANPUR	P.S. MEERPUR	Primary
98	903501	NARAYANPUR	P.S. RAMRAIPUR	Primary
99	905401	NARAYANPUR	P.S. JAGNNATH PUR	Primary
100	907301	NARAYANPUR	P.S. GAURA	Primary
101	909201	NARAYANPUR	P.S. BARJEEVAN PUR	Primary
102	911101	NARAYANPUR	P.S. NEEBEE DEWARIYA	Primary
103	913301	NARAYANPUR	P.S. BAHRAM GANJ	Primary
104	907903	NARAYANPUR	SARDAR BALLABH B PATEL PS	Primary
105	907602	NARAYANPUR	U.P.S. KADWAN	Upper Primary only
106	913503	NARAYANPUR	U.P.S. CHUNAR	Upper Primary only
107	907104	NARAYANPUR	R.K.U.M. COLLAGE KOLANA	Upper Primary only
108	402101	PAHARI	P.S.CHANDLEVA	Primary
109	403702	PAHARI	P.S.SHIV GHAR 2	Primary
110	405801	PAHARI	P.S.SIKREE	Primary
111	409101	PAHARI	P.S. USRAHWA	Primary
112	401002	PAHARI	U P S VIROHIYA	Upper Primary only
113	405502	PAHARI	U.P.S. KANAURA	Upper Primary only
114	404405	PAHARI	SMT DURGAWATI RSP JHS	Upper Primary only
115	603801	RAJGARH	P.S.BARGAWAN	Primary
116	604201	RAJGARH	P.S. LAHAURA	Primary
117	605301	RAJGARH	P.S. JAUGHAR	Primary
118	607101	RAJGARH	P.S. CHHILAHYA	Primary
119	608701	RAJGARH	P.S. KHORA DEEH	Primary
120	610701	RAJGARH	P.S. BHITI	Primary
121	612701	RAJGARH	P.S. DHANAWAL	Primary
122	614201	RAJGARH	P.S. KUNDRUF	Primary
123	614503	RAJGARH	GURUKUL ASHRAM PRAGYAKUNJ	Primary
124	607002	RAJGARH	U.P.S.NUAOV	Upper Primary only
125	614402	RAJGARH	U.P.S. DARHIYA	Upper Primary only
126	610502	RAJGARH	SRI BRIJRAJ A I C CHAUKHARA	Upper Primary only
127	100101	SEEKHAR	P.S. AA LA SULTANPUR	Primary
128	102101	SEEKHAR	P.S. MISIRPUR	Primary
129	104101	SEEKHAR	P.S. POORANPATTI	Primary
130	102802	SEEKHAR	U.P.S. SHILPI	Upper Primary only

**Block wise list of sample Schools : District - Chandauli**

S.N.	Blocks	School Code	School Name	Village Name
1	Barahani	0706701	PS TELAHARA	TELAHRA
2	Barahani	0700301	PS BARANGA	BARANGA
3	Barahani	0702801	PS JEWARI	JEWARI
4	Barahani	0712701	PS GORAKHA	GORKHA
5	Barahani	0707401	PS MOHANBHITTI	MOHAN BHITTI
6	Barahani	0700802	GAYATRI PS SAIYADRAJA	SAYADRAJA
7	Barahani	702402	UPS NEWADA	NEWADA
8	Barahani	708002	UPS DERHAGAWA	DEDHGAWA
9	Barahani	707102	UPS KASAWAD	KASAWAD
10	Barahani	700803	RAM KRISNA I.C. SAIYADRAJA	SAYADRAJA
11	Chahaniya	0313201	PS SARFUDEENPUR	SARFUDEENPUR
12	Chahaniya	0306201	PS KANVAR	KAWAR
13	Chahaniya	0310101	PS BHUPAULI	BHUPOLI
14	Chahaniya	0312101	PS BADGAWA	BADGAWA
15	Chahaniya	0301401	PS HUDHUDIPUR	HUBHUDIPUR
16	Chahaniya	0306801	PS SADHAN - I	SADHAN
17	Chahaniya	0315702	M.P.S.N.A.M JHS DARIYAPUR	DARIYAPUR
18	Chahaniya	307702	UPS SAMOODPUR	SAMUDPUR
19	Chahaniya	302102	UPS SHERPUR SARAIYA	SARPUR SARYA
20	Chahaniya	315601	MPUS PARSURAMPUR	PARASU RAM PUR
21	Chakiya	0200301	PS BIYASAD	BIYASAD
22	Chakiya	0225901	P.S. DADHAUNA	DADHONA
23	Chakiya	0203301	PS GAYGHAT	GAYGHAT
24	Chakiya	0205301	PS CHITODI	CHITODI
25	Chakiya	0223601	P.S.RAGHUNATH	RAGHUNATHPUR
26	Chakiya	0201901	PS. SITAPUR	SITAPUR
27	Chakiya	210201	UPS.GAYGHAT	GAYGHAT
28	Chakiya	206502	UPS DOREHOO	DIREHOO
29	Chakiya	206802	UPS GARALA	GARLA 1
30	Chandauli	0106401	PS NAUGARAHA	NOGARHA
31	Chandauli	0107201	PS MUSTAFAPUR	MUSTHAFAPUR
32	Chandauli	0101001	PS PARASI KHURD	PARASI KHURDA
33	Chandauli	0102701	PS SULTANIPUR - I	SULTANPUR 1
34	Chandauli	0103901	PS SOHADVAR	SOHADVAR
35	Chandauli	0118801	SRIY.C.P.V. HARUPUR	HARUPUR
36	Chandauli	105102	UPS HALUAA	HALUAA
37	Chandauli	103902	UPS SOHADVAR	SOHADVAR
38	Dhanapur	0509501	PS.BAYANPUR	BAYANPUR
39	Dhanapur	0506701	PS.MADHOPUR	MADHOPUR
40	Dhanapur	0504701	PS AMADPUR 2	AMADAPUR 2
41	Dhanapur	0508801	PS.ASHOKNAGAR	ASHOKNAGAR
42	Dhanapur	0517301	P.S. KHARKHOLI	KHARKHOLI

Contd...

S.N.	Blocks	School Code	School Name	Village Name
43	Dhanapur	0504001	PS GAJENDARPUR	GAJENDARPUR
44	Dhanapur	0506003	KISAN PV.AHIKORA	AHIKORA
45	Dhanapur	504502	U.P.S. NAGAWA	NAGAWA
46	Dhanapur	511202	UPS JAMURKHA	JAMURKHA
47	Dhanapur	501401	UPS. JANOLI	JANOLI
48	Mughalsarai (Nagar Chhetra)	1000401	PS KALI MAHAL	KALI MAHAL V.NO.11
49	Mughalsarai (Nagar Chhetra)	1001201	R M PS M SARAYAN	RELVE SETELMENT (MUGAL SARAY)
50	Mughalsarai (Nagar Chhetra)	1000101	KUS PURBI BAJAR V.NO.23	PURBI BAJAR VARD NO. 23
51	Nawgrah	0907401	P.S HORILA	HORILA
52	Nawgrah	0902501	PS HARIYABADH	HARIYABADH
53	Nawgrah	0902902	P.S. VISHESARPUR MUSAHAR BASTI	VISHESARPUR
54	Nawgrah	0904401	PS JANAKPUR	JANAKPUR
55	Nawgrah	0901301	PS NAWGRH 1	NAWGRAH
56	Nawgrah	907101	UPS KESAR	KESAR
57	Nawgrah	907301	UPS.GANGAPUR	GANGAPUR
58	Niyamatabad	0813401	P.S.NATHUPUR	NATHUPUR
59	Niyamatabad	0808901	PS.CHHITAMPUR	CHHITAMPUR
60	Niyamatabad	0805601	PS. REMAA	REMAA
61	Niyamatabad	0810101	PS.KATESAR 2	KATESAR 2
62	Niyamatabad	0802601	P.S. SAHAJOR	SAHAJOR
63	Niyamatabad	0809704	P.V.M.E.MADARSA ULUM.DIHAVA	DIHWA
64	Niyamatabad	0805702	MAHA M.VIDYA MANDIR LAKHAPUR	PACHOKHAR 1
65	Niyamatabad	807201	UPS.DULAHIPUR 2	DULAHIPUR 2
66	Niyamatabad	804803	KUPS. ALI NAGAR	ALI NAGAR 4
67	Niyamatabad	809601	UPS.LEDUWA	LEDUWA
68	Niyamatabad	810809	N.J.J.H.S.DHARNA	MANAS NAGAR
69	Sakaldiha	0404601	PS BHATHAWAR	BATHAVAR
70	Sakaldiha	0403401	PSRANEPUR	RANEPUR
71	Sakaldiha	0406201	PS.SARESAR	SARESAR
72	Sakaldiha	0402801	PS SAREHUA	SAREHUA
73	Sakaldiha	0413901	P.S. HARIHARPUR	HARIHARPUR
74	Sakaldiha	0409402	S.RADHA KRISHNA P.S. FESUDA	FESUDA
75	Sakaldiha	411405	U.P.S.SARAI PAKAWAN	ALAHIIYA (NEW KOT)
76	Sakaldiha	407702	U.P.S. REVSA KHAS	REVSA KANLA
77	Sakaldiha	415401	UPS REVASA MATIGAW	REVASA MATIGAW
78	Sakaldiha	400402	T.S.H.S.S.NONAR TULASI ASHARM	NONAR
79	Shahabganj	0604401	PS.DEHARI KANLA	DEHARI KANLA
80	Shahabganj	0601201	PS.BARAGAW	BARAGAW
81	Shahabganj	0606701	PS.BEN	BEN
82	Shahabganj	0607101	PS.GANDHI NAGAR	GANDHINAGAR
83	Shahabganj	0600201	PS.LATAW	LATAW
84	Shahabganj	602302	UPS GHODSARI	GHODSARI
85	Shahabganj	606802	UPS. SULTANPUR	SULTANPUR

**Block wise List of Sample Schools : District – Kaushambi**

SN	Block	School Code	School Name	School Management
1	CHAYAL	701201	P.S. FARIDPUR SULEM	Department of Education
2	CHAYAL	701901	PS. HARDUA	Department of Education
3	CHAYAL	701003	AMER DEEP P.S. NAWAPUR	Pvt. Unaided
4	CHAYAL	701417	U.P.S. PIPARHAI	Department of Education
5	CHAYAL	703506	SRI R.J. PATEL U.P.S. GUNGWA KA BAG	Pvt. Aided
6	KADA	802801	P.S. DEVI GANJ I	Department of Education
7	KADA	802901	P.S. MARDANPUR VERJEE	Department of Education
8	KADA	804701	P.S. UCHARWAN	Department of Education
9	KADA	810601	P.S. CHAKK KORIO PANCH HAJARI	Department of Education
10	KADA	802601	P.S. NONMAY	Department of Education
11	KADA	808801	P.S.RASHID MAI	Department of Education
12	KADA	800402	U. P.S. SAYARA MITHEPUR	Department of Education
13	KADA	804902	U. P.S. GAUSH PUR NAWAWA	Department of Education
14	KADA	802903	U.P.S. JAFARPUR	Department of Education
15	KADA	803003	U.P.S. SULTANPUR KHAWAJA KADAK	Department of Education
16	KUSHAMBI	207801	P.S. CHA PURAWA	Department of Education
17	KUSHAMBI	209501	P.S. KOSAMA KHIRAJ	Department of Education
18	KUSHAMBI	207901	P.S. SODHIYA	Department of Education
19	KUSHAMBI	208103	P.S. BHIKHA GARG KA PURA	Department of Education
20	KUSHAMBI	202701	P.S. JUGARAJ PUR I	Department of Education
21	KUSHAMBI	215801	P.S. NOHAI	Department of Education
22	KUSHAMBI	215601	P.S.MULAYAM PUR	Department of Education
23	KUSHAMBI	206103	JANTA P.S. RAMPUR RUKSWARA	Pvt. Unaided
24	KUSHAMBI	216702	U.P.S. AHIRAN KI DADI	Department of Education
25	KUSHAMBI	215702	U.P.S. ICHHU KA PURA	Department of Education
26	KUSHAMBI	208402	U.P.S. RASULPUR BADHNAWA	Department of Education
27	KUSHAMBI	217002	U.P.S. BADA TALAB	Department of Education
28	KUSHAMBI	205401	RADHEY SHYAM SINGH JHS	Pvt. Unaided
29	MANJHANPUR	101301	P.S. DEVARA I	Department of Education
30	MANJHANPUR	102101	P.S. NEWARI	Department of Education
31	MANJHANPUR	103001	P.S. VANDHAVA RAJVAR	Department of Education
32	MANJHANPUR	102901	P.S. GOBAR SHAHAI	Department of Education
33	MANJHANPUR	106403	P.S. SAHABANPUR	Department of Education
34	MANJHANPUR	108001	P.S.SIRCHAN PUR	Department of Education
35	MANJHANPUR	108605	MADARSA AJIJA CHUK HINGUI	Others
36	MANJHANPUR	106302	KASTURBA P.S. AMINPUR SAVARO	Pvt. Unaided
37	MANJHANPUR	106702	U. P.S. KOTARI PASCHIM	Department of Education

Contd...

SN	Block	School Code	School Name	School Management
38	MANJHANPUR	105802	U.P.S. JAMDUHA	Department of Education
39	MANJHANPUR	109001	U.P.S.BHAILA MAKHDOOMPUR	Department of Education
40	MANJHANPUR	105403	J.SINGH U.P.S. FAZIPUR ASADAHA	Pvt. Unaided
41	MURATGANJ	602701	P.S. CHUCKMAHPUR PANDEY MAU	Department of Education
42	MURATGANJ	606901	P.S. PANNOI	Department of Education
43	MURATGANJ	602001	P.S. BADA GAWAN	Department of Education
44	MURATGANJ	601501	P.S. PAKSARAI	Department of Education
45	MURATGANJ	608501	P.S.UMAR PUR	Department of Education
46	MURATGANJ	605903	SARSAWATI SHIKHSHA NIKITEN P.S.	Pvt. Aided
47	MURATGANJ	604602	U. P.S. PARSARA	Department of Education
48	MURATGANJ	606002	U.P.S.UJIHINI KHALSA	Department of Education
49	MURATGANJ	607601	CHATRAPATI SHIVAJEE M.PMS.	Pvt. Unaided
50	NEWADA	403701	P.S. BASUHAR	Department of Education
51	NEWADA	400602	P.S. HASIMPUR KINAR	Department of Education
52	NEWADA	405501	P.S. MISHRAPUR DAHIYA	Department of Education
53	NEWADA	405101	P.S. SIKANDARPUR AIMA	Department of Education
54	NEWADA	409401	P.S.RUSAHAI	Department of Education
55	NEWADA	403005	MADARSA ANWAROOL ULUM	Pvt. Unaided
56	NEWADA	402701	U.P.S. HASANPUR	Department of Education
57	NEWADA	408202	U.P.S. SARAY YUSUF	Department of Education
58	NEWADA	402602	U.P.S.VIRNER	Department of Education
59	NEWADA	401505	SRI BRABHMCHARI I C TILHAPURMOD	Pvt. Aided
60	NEWADA	409201	URMILA JHS BENIRAM KATARA	Pvt. Unaided
61	SARSAWAN	507301	P.S. POTNIHA KA PURA	Department of Education
62	SARSAWAN	504902	P.S. PURAB SHARIRA II	Department of Education
63	SARSAWAN	508701	P.S. BHAGWAT PUR	Department of Education
64	SARSAWAN	510301	P.S. KULOULI	Department of Education
65	SARSAWAN	509201	P.S.DANPUR	Department of Education
66	SARSAWAN	506002	R.S.R.B.SINGH P.S. AMINA	Pvt. Unaided
67	SARSAWAN	511401	U.P.S. BAIRAGIPUR	Department of Education
68	SARSAWAN	508202	U.P.S. MAHEWAGHAT	Department of Education
69	SARSAWAN	509502	U.P.S.UMRAWA	Department of Education
70	SARSAWAN	504904	L.NAYAK J.P.U.P.S. P.SHARIRA	Pvt. Unaided
71	SIRATHU	308901	P.S. BHADAWAN	Department of Education
72	SIRATHU	309401	P.S. JHANDA PUR	Department of Education
73	SIRATHU	304201	P.S. MALAK PINIARI	Department of Education
74	SIRATHU	309802	P.S. SIRATHU II	Department of Education
75	SIRATHU	302801	P.S. ANETHA	Department of Education
76	SIRATHU	300203	P.S. KODAR	Department of Education

Contd...

<b>SN</b>	<b>Block</b>	<b>School Code</b>	<b>School Name</b>	<b>School Management</b>
77	SIRATHU	304701	P.S. TENGAI	Department of Education
78	SIRATHU	311201	P.S.NAUDHIA KARENTHI	Department of Education
79	SIRATHU	311002	NAVEEN ADERSH SHIK.NI. SIRATHU	Pvt. Unaided
80	SIRATHU	307703	U.P.S. KASIYA	Department of Education
81	SIRATHU	303102	U.P.S. RAGHUNATHPUR	Department of Education
82	SIRATHU	305702	U.P.S.TULSIPUR	Department of Education
83	SIRATHU	307602	J. PHULE J.H.S.FAKIRBUX KA PUR	Pvt. Unaided

***Report on  
5% Sample Checking of DISE Data  
In  
Sitapur and Moradabad Districts***

***Submitted to:***



***State Project Directorate***

***Uttar Pradesh***

***By***

***B.K. Bajpai  
Fahimuddin***

**Giri Institute of Development Studies  
Aliganj, Lucknow 226 024**

**May 2011**

## **PREFACE**

Development of a sound information system is critical for successful monitoring and implementation of any program particularly in social sector. Therefore, design of a School Information System was accorded priority from the very beginning of the District Primary Education Programme (DPEP) in 1994. As a result of this, the District Information System for Education (DISE) was developed by the National University of Education Planning and Administration (NUEPA), New Delhi.

DISE has completely eliminated the time lag in educational statistics. At the national level, time lag in educational data reduced to less than one year from the earlier 7-8 years. Gap between collection and dissemination of data stands reduced dramatically. Time lag with in the state is reduced to a few months.

In order to maintain the accuracy in DISE data, states have to engage the independent agencies such as monitoring institutions identified for the sample checking of data. It is to be ensured by agency that schools located both in rural and urban areas are selected as well as sample drawn includes all type of schools across different school management.

The institute has prepared the present report with all necessary requirements to make this a useful document for related government departments. The report has verified the accuracy of DISE data collected from the two districts namely Sitapur and Moradabad of Uttar Pradesh and also identified the gaps and shortcomings to adopt corrective measures for strengthening the system.

We are immensely grateful to Shri K. Ram Mohan Rao, IAS, SPD, Uttar Pradesh for assigning this task to our institute. We are thankful to Shri D. B. Sharma, Additional Project Director, SPD office and Shri Abhinav Shinha Senior Professional for providing all co-operation and help for the successful completion of the study. We are also thankful to Shri. Sanjay Singh of the SPD office for providing all cooperation and help in procuring the required information and documents used for conducting the study.

The credit of successful accomplishment of the task goes to the director of the institute, Prof. A.K. Singh who has provided the research insight and support during the conduct of the study. We express our sincere and deep sense of gratitude to him.

Our thanks are due to the members of research team consisting of Sachin Mohan Verma, Sandeep Singh, D.D. Mishra, Ajmat Ali Khan, Surendra Yadav, Deeni Ram Verma and Nitin for the arduous task of data collection. Ms. Shivi Rai handled the computerization and tabulation of the data. .

Last but not the least; we are also thankful to Mr. K.K. Verma for efficient handling of typing work and to Mr. R.S. Bisht for maintaining the official records.

**Dr. B.K. Bajapi**  
**Dr. Fahimuddin**

**May, 2011**

# CONTENT

Preface		i.
List of Content		ii - iii
List of table		iv - vi
<b>CHAPTER- I - SAMPLE CHECKING OF DISE DATA</b>		
1.1	Introduction	1
1.2	Main Features of DISE:	3
1.3	Major Outcomes of DISE Efforts	4
1.4	DISE: Coverage & Type of Data	5
1.5	Sample Checking of DISE Data	7
1.6(A)	Methodology	8
1.6.1	Sample Selection	8
1.6(B)	Tools for Sample checking	9
1.6(C)	Analysis of Data	10
<b>CHAPTER –II - LOCATION OF SCHOOLS AND OTHER DETAILS</b>		
2.1	DISE Data of Sample Schools	11
2.2	Type of Schools	12
2.3	Category of Schools	12
2.4	Management-wise Number of Schools	12
2.5	Residential Schools	13
2.6	Status of School Building	13
2.7	ICDS Centers in Schools	14
2.8	Teaching Staff in Primary Schools	15
2.9	Teaching Staff in Upper Primary Schools	16
2.10	Work Experience of Primary Head Teachers, Assistant Teachers and Shiksha Mitras	17
2.11	Work Experience of Head Teachers/Assistant Teachers of Upper Primary Schools	19
2.12	Qualification of Head, Assistant Teachers and Shikha Mitras in Primary Schools	20
2.13	Qualification of Head and Assistant Teachers in Upper Primary Schools	21
2.14	Teachers Training	23
2.15	Education of Teachers in main Subjects	25
2.16	Inspection of Schools	29
2.17	Schools Covered under NPEGEL	30

2.18	Right to Education and Trainings	30
2.19	Implementation of CCE	31
2.20	Utilization of Grants in Primary Schools	31
<b>CHAPTER -III - STATUS AND UTILIZATION OF INFRASTRUCTURAL FACILITIES IN SAMPLE SCHOOLS OF SITAPUR AND MORADABAD DISTRICTS</b>		
3.1	Availability of Electricity, Toilet and Boundary Walls	36
3.2	Use of Electricity and Toilets in Sample Schools	37
3.3	Availability of Furniture, Drinking Water and Almirahs	38
3.4	Use of Furniture for Teachers and Students and Drinking Water	38
3.5	Availability of Black Board, Computer, Library and Play Ground	39
3.6	Use of Black Board, Computer, Library and Play Ground	39
3.7	Status of Health Facilities for Students and coverage under NPEGEL, Ramp and TLM	40
3.8	Status of Mid-Day Meal (MDM) in the Schools	40
3.9	Status of Kitchen Sheds in the Schools	41
3.10	Status of Kitchen Sheds in the Schools	41
3.11	One Time Grant for Purchase of Utensils under MDM	42
<b>CHAPTER- IV - ENROLLMENT, ATTENDENCE AND EXAMINATION OF CHILDREN IN SAMPLE SCHOOLS OF SITAPUR AND MORADABAD DISTRICTS</b>		
4.1	Enrollment in Primary Schools of Sitapur District (2009-10)	43
4.2	Enrollment in Primary Classes of Moradabad District: 2010-11	45
4.3	Enrollment in Upper Primary Schools of Sitapur District (2010-11)	47
4.4	Enrollment in Upper Primary Schools of Moradabad District (2009-10)	50
4.5	Scholarship to Students in Primary Schools of Sitapur and Moradabad Districts	52
4.6	Scholarship to Students in Upper Primary Schools of Sitapur and Moradabad Districts	53
4.7	Free Uniform to Students in Primary Schools of Sitapur and Moradabad Districts	54
4.8	Incentive of Free Bags to Girl Students in Primary Schools of Sitapur and Moradabad Districts	54
4.9	Incentive of Free Text Books in Primary Schools of Sitapur and Moradabad Districts	55
4.10	Incentive of Free Text Books in Upper Primary Schools	56
4.11	Number of Disabled Children in Primary Schools of Sitapur District	56
4.12(A)	Number of Disabled Children in Primary Schools of Moradabad District	57
4.12(B)	Number of Disabled Children in Upper Primary Schools of Sitapur District	58

4.13	Number of Disabled Children in Upper Primary Schools of Moradabad District	58
<b>CHAPTER V - INVESTIGATOR'S OBSERVATIONS ABOUT VARIOUS ASPECTS OF SCHOOLS</b>		
5.1	Information regarding School Visits	60
5.2	Reaction of Principals/ Head Teachers towards the Investigation	60
5.3	Response of the Principals/Head teachers in providing the Information	61
5.4	Availability of Records	61
5.5	Enrollment Details	62
5.6	Information Regarding Attendance Register	62
5.7	Year End Summary and Report Card	62
5.8	Teachers Presence in the Schools	63
5.9	Problems Faced by the Investigators	63
5.10	Provision of Mid-day Meal in the Schools	64
5.11	Seating Arrangement for the Children	64
5.12	EMIS Data Processing, Infrastructure and Training	65

## LIST OF TABLES

Sl. No.	Titles	Page No.
1.1	District/ Category wise Sample Schools in Rural Area	9
1.2	District/ Category wise Sample Schools in Urban Area	9
1.3	District-wise Sample Schools	9
2.1	District-wise availability of DISE data for Sample Schools	11
2.2	School Location and Establishment Year	11
2.3	Type of Schools in Sample Districts	12
2.4	Category of Sample Schools According to Classes	12
2.5	Management-wise Schools in Sample Districts	13
2.6	Information about Residential/Day Schools	13
2.7	Status of School Building	13
2.8	ICDS Centers Running in Sample Schools	14
2.9	Teachers and their Attendance in Primary Schools: Sitapur District	15
2.10	Teachers and their Attendance in Primary Schools: Moradabad District	16
2.11	Teachers and their Attendance in Upper Primary Schools: Sitapur	16
2.12	Teachers and their Attendance in Upper Primary Schools: Moradabad District	17
2.13	Work Experience of Head / In Charge Teachers: Primary Schools	17
2.14	Work Experience of Assistant Teachers: Primary Schools	18
2.15	Work Experience of Shikha Mitra: Primary Schools	18
2.16	Work Experience of Head/In Charge Teachers: Upper Primary School	19
2.17	Work Experience of Assistant Teachers: Upper Primary Schools	20
2.18	Qualification of Head / In Charge Teachers: Primary Schools	20
2.19	Highest Qualification of Assistant Teachers: Primary Schools	21
2.20	Highest Qualification of Shiksha Mitra: Primary Schools	21
2.21	Highest Qualification of Head / In Charge Teachers: Upper Primary Schools	22
2.22	Highest Qualification of Assistant Teachers: Upper Primary Schools	22
2.23	Average Days of in-Service Trainings Received by Head/In charge Teachers in Last Academic Year: Primary Schools	23
2.24	Average Days of in-Service Trainings Received by Assistant Teachers in Last Academic Year: Primary Schools	23
2.25	Average Days in Service Trainings Received by Shiksha Mitras in Last Academic Year: Primary Schools	24

2.26	Average Days of in-Service Trainings Received by Head/Teachers in Last Academic Year: Upper Primary Schools	24
2.27	Average Days of in-Service Trainings Received by Assistant Teachers Last Academic Year: Upper Primary Schools	25
2.28	Education of Head Teachers in Main Subjects in Primary Schools of District Moradabad	25
2.29	Education of Assistant Teachers in Primary Schools of District Moradabad	26
2.30	Education of Shiksha Mitras in Main Subjects in Primary Schools of District Moradabad	26
2.31	Education of Head/In Charge Teachers in Main Subjects in Upper Primary Schools of District Moradabad	27
2.32	Education of Assistant Teachers in Main Subjects of Upper Primary Schools in District Moradabad	27
2.33	Education of Head/In Charge Teachers in Main Subjects of Primary Schools of District Sitapur	27
2.34	Education of Assistant Teachers in Main Subjects of Primary Schools of District Sitapur	28
2.35	Education of Shiksha Mitras in Main Subjects of Primary Schools of District Sitapur	28
2.36	Education of Head/In Charge Teachers in Main Subjects of Upper Primary Schools of District Sitapur	28
2.37	Education of Assistant Teachers in Main Subjects of Upper Primary Schools of District Sitapur	29
2.38	Inspection of Schools in Last Academic Year	29
2.39	Schools Covered under NPEGEL Program	30
2.40	Right to Education and Detail of Trainings in District Sitapur	31
2.41	Right to Education and Detail of Training in District Moradabad	31
2.42	Continuous and comprehensive Evaluation (CCE) Method Implemented in the Schools	31
2.43	Utilization of Grants in Primary Schools of Moradabad District: 2009-10	32
2.44	Utilization of Grants in Upper Primary Schools of Moradabad District: 2008-09	33
2.45	Utilization of Grants in Primary Schools of Sitapur District:2008-09	34
2.46	Utilization of Grants in Upper Primary Schools of Sitapur District: 2008-09	35
3.1	Electricity, Toilet and Condition of Boundary Wall in Sample Schools	37
3.2	Use of Electricity and Toilets in Sample Schools	37
3.3	Availability of Furniture for Teachers and Students and Drinking Water in the Schools	38
3.4	Use of Furniture for Teachers and Students and Drinking Water	38
3.5	Availability of Black Board, Computer, Library and Play Ground	39
3.6	Status of Use of Black Board, Computer, Library and Play Ground	39
3.7	Status of Health Facilities for Students and covered under NPEGEL,	40

	Ramp and TLM	
3.8	Status of Mid- Day Meal (MDM) Facility in the Schools	41
3.9	Status of Kitchen Sheds in the Schools	41
3.10	Arrangement of Food Availability under MDM in the Schools	42
3.11	One Time Grant for Purchase of Utensils under MDM	42
4.1	Children Enrolled in the Academic Year 2010-11 in Primary Schools of Sitapur District	44
4.2	Children Enrolled in the Academic Year 2010-11 in Primary Schools of Moradabad District	47
4.3	Children Enrolled in the Academic Year 2009-10 in Upper Primary Schools of Sitapur District	49
4.4	Children Enrolled in the Academic Year 2010-11 in Upper Primary School of Moradabad District	51
4.5	Incentives of Scholarship in the Academic Year 2009-10: Primary Schools of Sitapur and Moradabad Districts	52
4.6	Incentive of Scholarship in the Academic Year 2009-10 in Upper Primary Schools of Sitapur and Moradabad Districts	53
4.7	Incentive of Free Uniform for Girls in the Academic Year 2009-10 in Primary Schools of Sitapur and Moradabad Districts	54
4.8	Incentive of Free Bags for Girls in the Academic Year 2009-10 in Upper Primary Schools of Sitapur and Moradabad Districts	55
4.9	Incentive of Free Text Books in the Academic Year 2009-10 in Primary Schools of Sitapur and Moradabad Districts	55
4.10	Incentive of Free Text Books in the Academic Year 2008-09 in Upper Primary Schools of Sitapur and Moradabad Districts	56
4.11	Details of Disabled Children in Primary Schools of Sitapur District	56
4.12	Details of Disabled Children in Primary Schools of Moradabad District	57
4.13	Details of Disabled Children in Upper Primary School of Sitapur District	58
4.14	Details of Disabled Children in Upper Primary Schools of Moradabad District	59
5.1	Information regarding the Visit to the Sample Schools	60
5.2	Attitude of the Principals/Head Teachers toward the Investigation	61
5.3	Information regarding Enrollment	62
5.4	Information regarding Attendance Register	62
5.5	Information regarding year end summery	63
5.6	Teachers Presence in the Schools and Problems faced by the Investigators	63
5.7	Information regarding Mid-day Meal	64
5.8	Information Regarding Seating Arrangement in Schools	65

## CHAPTER- I

### SAMPLE CHECKING OF DISE DATA

#### 1.1 Introduction :

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

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

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

At the time of initiating District Primary Education Programme (DPEP) in 1994, it was felt that a sound information system is essential for successful monitoring and implementation of the programme. It was expressed that DPEP, with a focus on decentralized planning, required up-to-date and reliable school level information. The MHRD in 1994, as a part of the DPEP national endeavor, decided to design and develop a school based computerized information system, the main responsibility for which was entrusted to National University of Educational Planning and Administration (NUEPA), New Delhi.

In this background, a pilot project for revitalization of educational statistics in India was initiated at NUEPA during 1995 with financial assistance from UNICEF. The project was to examine issues related to identification of data needs, processes and procedures for data collection, developing a framework for data flows and computerization, and facilitating the use of educational indicators in planning, management, monitoring and evaluation.

In tune with the spirit of the DPEP, district was selected as a nodal point for collection, computerization, analysis and use of school level data. The first version (dbase) of the software, named as 'District Information System for Education' (DISE) was released by NUEPA during the middle of 1995. The district level professionals were assisted and trained in the establishment of EMIS units. The first major review of the DISE software was undertaken during 1997-98 (Power Builder/SQL Anywhere). The software was later redesigned in 2001 in the light of requirements of the SSA (PowerBuilder/Oracle). Not only the coverage of DISE was extended to non-DPEP states but it was also extended from primary to the entire elementary level of education. DISE is under revision and the revised version has the following additional variables:

- Schools by Type of Boundary Wall.
- Schools by Source of Drinking Water.
- Furniture for Teachers and Students and Availability of Kitchen Sheds in the Schools.
- Enrolment by Minority students.
- Distribution of Children by Multiple Disabilities.
- Examination Results of SC and ST Students etc.
- Efforts are being made to develop DISE as complete user friendly menu-driven software. Some of the features that are being incorporated in the modified software are:
  - Complete flexibility will be provided to users to add 'n' number of state and district-specific supplementary variables in the Data-Capture Format and generate reports at all desired levels.
  - To improve the consistency of data, efforts are being made to highlight schools that reported inconsistent data.

- Export data to popular formats such as Excel, Text etc. will be made available.
- Users will be able to make data entry at Block level and then merge the data into single district level database by using the new improved DISE 2001 Export Utility Software etc.

## **1.2 Main Features of DISE:**

The main features of DISE 2001 are briefly presented below:

- The system covers eight years of schooling in all primary, upper primary and primary/upper primary sections of the secondary and higher secondary schools.
- The concepts and definitions of educational variables involved therein have been standardized at the national level and are uniformly followed by all districts and states.
- Manual aggregation of data at different levels is completely replaced by computerized data entry and report generation system.
- It provides time-series data at school, village, cluster, block and district levels.
- The system defines core data on school location, management, rural urban, enrolment, buildings, equipment, teachers, incentives, medium of instruction, children with disabilities, examination results and student flows.
- Detailed data on individual teachers, para-teachers and community teachers and their profile, including data on in- service training received is collected and made available.
- It eliminates the chances of data manipulation at various levels. The school remains responsible for correctness of the data supplied. States need to ensure correctness of the data supplied on five per cent sample basis.
- The states/districts have flexibility of adding supplementary variables depending upon their specific requirements on year-to-year basis. No additional software for computerization and analysis of state/district specific data is required.
- The states/districts can develop their own large database using 'designer' module and integrate a variety of school/cluster/block level data with it. The software

handles multiple databases at various levels and provides tools of data analysis and presentation.

- A large number of standardized reports on school related variables and performance indicators aggregated at the cluster, block and district levels are generated by the software.
- DISE ensures two-way flow of information. School summary report for each school is generated for sharing with the school and members of Village Education Committee.
- It provides an easy-to-use dynamic graphic facility to enhance the presentation of various types of graphs and data.
- DISE presents multi-user and modular system of software design for better management and security of databases.
- It responds to pre-defined queries on standard aspects, like school list, list of villages without primary and upper primary schools, single-teacher schools, schools without buildings, schools with high PTR, etc.
- It helps user defined dynamic query on hundreds of variables.
- It provides facilities for basic statistical analysis, including generation of new variables and their analysis.
- The reports can be shared across a large number of users without full software installation.
- Data can be exported to many other formats for statistical and other analyses by users.

### **1.3 Major Outcomes of DISE Efforts:**

- Through the concerted efforts, MIS Unit is now operational both at the district and state levels and is equipped with necessary hardware and software.
- The DISE software is now operational in 581 districts of 29 States & UTs of the country and is providing vital information for policy formulation and preparation of district elementary education plans.
- DISE has completely eliminated time-lag in educational statistics. At the national level, time-lag in educational data is reduced to less than one year from the earlier

7-8 years. Gap between collection and dissemination of data stands reduced dramatically. Time-lag within the state is reduced to few months.

- DISE has also eliminated data gaps as comprehensive information is now available on all aspects of universal elementary education across the country.
- It is for the first time that a time-series data is made available at the school level. The trend analysis of DISE data helps in identifying major block and district specific issues for being used in developing perspective and annual plans.
- For the first time, a District Report Card on elementary education is being released annually as part of DISE dissemination activities, which contains time-series and cross-sectional data on more than four hundred variables at the district level. State Report Cards have also been developed and are being disseminated for the last four years. The Analytical report containing detailed analysis of DISE data is also being published annually. Efforts will be made to develop Country Report Card once all the States & UTs get covered under DISE.
- Official website of DISE (<http://dpepmis.org>) has been developed and is being updated frequently. District Report Cards and raw data in case of each of the district covered under DISE are uploaded. Data-Capture Formats, software patches etc. are also made available to users. Analytical reports are also made available on the Internet. Efforts are being made to make available School Report Cards in case of all one million plus schools through the internet.
- As an online help to users, DISE group of users is formed on the Internet, which is very active. Users post problems of common interest to group for their solutions.
- UNICEF has decided to support studies based on the DISE data. At the international level, to create awareness about DISE and type of data it generates, presentations were recently made at the Oxford and Cambridge Universities (UK). Through concerted efforts, it is hoped that demand for DISE data will be generated in years that follow.

#### **1.4 DISE: Coverage & Type of Data :**

Total 604 districts across 35 States and UTs have been covered under DISE during 2005-06. Information on the following key variables has been made available over a period of time at school, cluster, block, district, state and National levels.

- a. Data on number of blocks, CRC's, villages and schools in case of all the States.
- b. Key data on elementary education in terms of the number of schools, enrolment, and teachers, classified by school category and school management (also in respect of a few variables in case of rural/urban areas).
- c. Grade-wise and level-wise enrolment in each State.
- d. Examination results for the previous academic session for the terminal classes at primary and upper primary levels of education.
- e. Classrooms, categorized into good condition, requiring minor and major repairs by school category.
- f. Number of schools by category and by type of buildings.
- g. Sex-wise enrolment of children with disabilities at primary and upper primary levels.
- h. Gender and caste distribution of regular and para-teachers and the proportion of teachers undergoing in-service teachers training during the previous year.
- i. Distribution of regular and para-teachers by educational and professional qualifications and by school category.
- j. Enrolment by medium of instruction and by school category.
- k. Sex-wise number of students benefited by various incentive schemes at primary and upper primary levels.
- l. Performance indicators in terms of school category; ratio of primary to upper primary schools/sections; enrolment distribution: total, Scheduled Castes and Scheduled Tribes, percentage of female enrolment; gender-parity index; classrooms; single-teacher schools; schools with attached pre-primary classes; percentage of under-age & over-age children in primary and upper primary classes; apparent survival rate (up to Grade V), dropout rate, retention rate, and transition rate from primary to upper primary level.
- m. Quality indicators according to category of schools, teacher-pupil ratio; availability of female teachers; schools without female teachers; blackboard and building; percentage of schools received and utilized school development and TLM grant;

students classroom ratio; availability of drinking water, common toilet and girl's toilet in school etc.

### **1.5 Sample Checking of DISE Data:**

It is mandatory for all the States and UTs to check the DISE data on sample basis. The previous scheme of drawing sample for checking of DISE data is now slightly revised and the same will be applicable from the year 2006-07 onwards. Each state has to draw a sample of 10 per cent of districts with a minimum of at least 2 districts for random checking of data. Within each sample district schools from 5 per cent from each block is required to be selected. The State Project Director will draw a sample of districts. The districts may be selected in such a fashion so that they represent the entire population i.e. the State. Special Focus Districts, district having literacy rate below and above the state level etc. may be the possible criteria to draw sample.

It is mandatory for states to engage independent agencies such as monitoring institutions identified for state in sample checking of data. Actual sample of schools will be drawn by the agency entrusted the task of data checking. While drawing school sample, it should be ensured that schools located both in rural and urban areas are selected as well as the sample drawn should also include all types of schools across school managements. Due consideration should also be given to schools pre-dominantly located in SC, ST and minority areas.

It is advisable that filled-in school formats should be provided to agency only after completion of field work. The district and states are not required to modify the filled-in formats on the basis of outcome of the sample checking of the data. The office of the SPD will make all necessary arrangement for smooth conduct of the sample checking of data. The agency entrusted the task of sample checking of data would be required to submit detailed report which should be discussed with the state authorities. They should also comment on coverage of schools in the district.

The agency entrusted the task of sample checking of data is also required to summarize their filed observations regarding training of Head Master in filling up of DISE formats, infrastructure in the district MIS Unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of

HW and SW and computer professionals for the MIS Unit, etc. They may also provide their suggestions for improving the quality of DISE data. It is mandatory for state to submit the final report of the sample checking of data to the national level authorities. It is suggested that the sample checking of data be undertaken sometime in the month of October or immediately after completion of data collection.

For the sample checking of DISE data from sample districts, Giri Institute of Development Studies was commissioned by the State Project Office, Sarva Shiksha Abhiyaan, U.P to undertake the sample checking of DISE data (2010-11) for two districts namely Sitapur and Moradabad of Uttar Pradesh. Giri Institute of Development Studies is an autonomous body of ICSSR. It undertakes high level research and evaluation studies of different International, National and State level government and independent organizations. The Institute is also a nodal agency to undertake Evaluation Study of SSA in Uttar Pradesh, selected by Ministry of Human Resource Development, Government of India, New Delhi.

#### **1.6 (A) Methodology :**

The objective of sample checking exercise has been to verify the accuracy of the DISE data which has been collected from the related districts of the State and also to identify the gaps and shortcomings to adopt corrective measures for strengthening the system.

##### **1.6.1 Sample Selection:**

The study covers two districts of Uttar Pradesh for the DISE data checking. Within each sample district, five per cent schools from each block have been selected as has been suggested by the Government of India/NUEPA.

As per revised guidelines of Government of India, the sampling is to be done from each block of the sample districts. In view of this, from the complete list of schools of each block of each district, 5 per cent schools were chosen through the systematic random sampling technique. The location of blocks was spread over Rural and Urban areas in each of two districts.

The selection of sample Primary and Upper Primary schools was further made according to their existing proportion in a particular block of each district. These sample schools were further divided according to the type of schools like schools of education department, private unaided, private aided. This division for sample selection was further based on proportionate sampling. The district-wise number of schools along with the sample schools in each category is presented in Tables- 1.1, 1.2 and 1.3.

**Table-1.1 District/ Category wise Sample Schools in Rural Area**

District Name	No. of Blocks	Education Deptt.		Manyata Prapt		Total	
		PS	UPS	PS	UPS	PS	UPS
<b>Sitapur</b>							
Total No of Schools	15	2480	760	340	300	2820	1060
%		(87.94)	(71.69)	(12.05)	(28.3)	(100.0)	(100.0)
Sample No of schools		124	38	17	15	141	53
%		(87.94)	(71.69)	(12.05)	(28.3)	(100.0)	(100.0)
<b>Moradabad</b>							
Total No of Schools	13	1680	760	800	520	2480	1280
%		(68.29)	(58.46)	(32.52)	(40.0)	(100.0)	(100.0)
Sample No of schools		84	38	40	26	124	64
%		(68.29)	(58.46)	(32.52)	(40.0)	(100.0)	(100.0)

**Table-1.2 District/ Category wise Sample Schools in Urban Area**

District Name	No. of Blocks	Education Deptt.		Manyata Prapt		Total	
		PS	UPS	PS	UPS	PS	UPS
<b>Sitapur</b>							
Total No of Schools	4	80	40	120	80	200	120
%		(40.0)	(33.33)	(60.0)	(66.66)	(100.0)	(100.0)
Sample No of schools		4	2	6	4	10	6
%		(40.0)	(33.33)	(60.0)	(66.66)	(100.0)	(100.0)
<b>Moradabad</b>							
Total No of Schools	2	160	20	320	140	480	160
%		(33.33)	(12.5)	(66.66)	(87.5)	(100.0)	(100.0)
Sample No of schools		8	1	16	7	24	8
%		(33.33)	(12.5)	(66.66)	(87.5)	(100.0)	(100.0)

**Table-1.3 District-wise Sample Schools**

District Name	Rural			Urban			Total		
	PS	UPS	TOTAL	PS	UPS	TOTAL	PS	UPS	TOTAL
<b>Sitapur</b>									
Total No of Schools	2820	1060	3880	200	120	320	3020	1180	4200
%	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
Sample No of schools	141	53	194	10	6	16	151	59	210
%	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)
<b>Moradabad</b>									
Total No of Schools	2480	1280	3760	480	160	640	2960	1440	4400
%	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
Sample No of schools	124	64	188	24	8	32	148	72	220
%	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)	(5.00)

**1.6(B) Tools for Sample checking:**

The task of sample schools checking was undertaken on data collection format which was prepared in consultation and subsequent approval from State Project Office, SSA, Uttar Pradesh. The information collected for the project is based on the same. The copy of format is presented in Annexure-I. Apart from collecting the key information for ascertaining the accuracy of DISE school level data, the format also contained a qualitative assessment of the whole system engaged for disseminating the primary

education including the actual attendance of students as well as teachers during the year and on the day of the team visit.

**1.6(C) Analysis of Data:**

The data available through DISE and sample checking format on different aspects was put for comparative analysis in a tabular format. The variations were measured in absolute as well as percentage terms. The variation in collected data has been relating to the non-availability of data, non existing data, wrong information i.e. mismatch with the sample checking data.

Apart for this, some more data has been analyzed to take care of Quality aspect of the school teachers' performance.

## CHAPTER –II

### LOCATION OF SCHOOLS AND OTHER DETAILS

#### 2.1 DISE Data of Sample Schools:

Following the norms of sampling for filling up the prescribed data collection formats in two districts of Uttar Pradesh, we have visited 430 sample schools in the districts of Sitapur and Moradabad. The subsequent comparison with the DISE data provided by State Project Office revealed that schools for which survey was conducted, the DISE data was also made available. Table 2.1 showed that all the 430 sample schools located in two districts, i.e., Sitapur and Moradabad were matching with the DISE schedule.

**Table-2.1 District-wise availability of DISE data for Sample Schools**

District	No. of sample schools	Schools for which data was found available in the DISE schedule	
		Number	Percentage
Sitapur	210	210	100
Moradabad	220	220	100
Total	430	430	100

Source: Field Survey and DISE data.

The verification of information relating to schools in rural and urban locations and year of establishment indicated small variation between two sets of information only in case of year of establishment of schools. In Table-2.2, negligible variation is evident in Sitapur district as compared with the Moradabad district. Though in case of Moradabad district, variation between DISE and survey data is around 3 per cent.

**Table-2.2 School Location and Establishment Year**

District	Particular	School location		Establishment Year				Total
		Rural	Urban	Less than 2 year (2008-09 to 2006-07)	2Years to5 years (2005- 06 to 2003-04)	5Years to 10 years (2002- 03 to1998-99)	10 Years + (Before1997-08)	
Sitapur	Survey	194	16	18	17	21	154	210
	DISE	194	16	18	16	22	154	210
	Variation	-	-	-	-1 (-6.25)	1 (4.54)	-	-
Moradabad	Survey	188	32	37	32	42	109	220
	DISE	188	32	37	31	43	109	220
	Variation	-	-	-	-1 (3.23)	1 ( 2.33)	-	-

Source: Field Survey and DISE data

## 2.2 Type of Schools:

There are three categories of Primary schools i.e., schools for boys, girls and schools with co-education. There was no variation between the DISE data and survey data with regard to the number of schools for boys and for girls and also in case of co-education schools in sample districts as evident in Table-2.3.

**Table-2.3: Type of Schools in Sample Districts**

District	Particular	School For Boys	School For Girls	Co-education	Total
Sitapur	Survey	2	1	207	210
	DISE	2	1	207	210
	Variation	-	-	-	-
Moradabad	Survey	1	6	213	220
	DISE	1	6	213	220
	Variation	-	-	-	-

Source: Field Survey and DISE data

## 2.3 Category of Schools:

The information relating to the number of sample schools according to classes in three categories as primary, primary with upper primary and upper primary has been shown in Table- 2.4. In both the districts of Sitapur and Moradabad there is no variation in survey data from the DISE data in case of different classes of primary and upper primary schools.

**Table-2.4 Category of Sample Schools According to Classes**

District	Particular	Class						Total
		1- 3	1 – 4	1 -5	1-8	6-7	6-8	
Sitapur	Survey	-	-	153	6	-	51	210
	DISE	-	-	153	6	-	51	210
	Variation	-	-	-	-	-	-	-
Moradabad	Survey	-	-	147	11	-	60	220
	DISE	-	-	147	11	-	60	220
	Variation	-	-	-	-	-	-	-

Source: Field Survey and DISE data

## 2.4 Management-wise Number of Schools :

The management wise classification of primary schools as presented in DISE data has not shown any variation in numbers in each category while comparing it with our survey data in both the sample districts of the study as presented in Table-2.5.

**Table-2.5 Management-wise Schools in Sample Districts**

Particular		Sitapur			Moradabad		
		Survey	DISE	Variation	Survey	DISE	Variation
School Management	Managed by Education Department	162	162	-	131	131	-
	Private Unaided	36	36	-	83	83	-
	Private aided	4	4	-	-	-	-
	Total Sample Schools	210	210	-	220	220	--

Source: Field Survey and DISE data

**2.5 Residential Schools:**

No residential school was found in the survey of sampled districts which conforms with the DISE data. Table-2.6 shows that there were no variations in the schools buildings used as part of Shift School, as sample school building were not used as a part of shift schools in Sitapur and Moradabad districts.

**Table-2.6 Information about Residential/Day Schools**

District	Particular	Residential School		If Yes					School Building used as apart of shift school		Total
		Yes	No	Ashram (Govt.)	Non Ashram (Govt.)	Private	Others	Not Applicable	Yes	No	
Sitapur	Survey	-	210	-	-	-	-	-	-	210	210
	DISE	-	210	-	-	-	-	-	-	210	210
	Variation	-	-	-	-	-	-	-	-	-	-
Moradabad	Survey	1	219	1	-	-	-	-	-	219	220
	DISE	1	219	1	-	-	-	-	-	219	220
	Variation	-	-	-	-	-	-	-	-	-	-

Source: Field Survey and DISE data.

**2.6 Status of School Building:**

Classification of school buildings as per their ownership showed highest location of primary schools in government buildings in both the districts. This is confirmed through DISE as well as survey data. But there are little variations in the number of schools located in private and rented buildings in each district (Table-2.7).

**Table-2.7 Status of School Building**

Particular		Sitapur			Moradabad		
		Survey	DISE	Variation	Survey	DISE	Variation
Status of School Building	Private	41	40	-1 (2.5)	84	85	-1 (1.18)
	Rented	4	4	-	16	17	1 (5.89)
	Government	162	162	-	120	120	-
	Govt. School in rent free	3	3	-	1	1	-
Type of School Building	Pucca	206	207	1 (0.48)	216	217	1 (0.46)
	Partially pucca	-	-	-	3	3	-
	Kuccha	3	3	-	2	2	-
	No Building	1	1	-	-	-	-

Source: Field Survey and DISE data

The information on number of schools having pucca, partially pucca or kutcha buildings presented in above table showed nominal variation between the DISE and survey data. Such variation is of 0.48 percent is case of partially pucca school buildings in Sitapur district and a variation of 0.46 percent is found in Moradabad district. No variation was recorded in case of number of pucca schools buildings in both the districts. There was one primary school found running without building in village Laliyaput, block of Khairabd in Sitapur district.

## 2.7 ICDS Centers in Schools:

The field survey of the sample primary schools revealed that ICDS Centers were running in more than 51 percent primary schools in Sitapur and 43 percent in the primary schools of Moradabad district as per DISE data. A variation in the number of schools running ICDS Centers was also found between DISE and Survey data to the tune of around 3 per cent in Sitapur district and around 21 per cent in Moradabad district. In both the districts, average number of schools running ICDS Centers was found to be lesser in the survey data as against what has been reported in the DISE data.

Similar variation was found between DISE and Survey data on enrolled children in ICDS Centers as evident in Table-2.8. The survey data found around than 3 per cent more children enrolled than the DISE data in Sitapur district while 5 per cent less enrollment of children was found in survey data as against the DISE data in Moradabad district. The DISE data did not report the presence of enrolled children in ICDS centers in both the district but our survey found that only 30 per cent of the enrolled children in Sitapur as well as in Moradabad districts were found to be present on the day of visit of our research team to the sample schools.

**Table-2.8 ICDS Centers Running in Sample Schools**

District	Particular	No. of ICDS Center	Total no. of Enrolled Students	Total no. of Students Present
Sitapur (No.)	Survey (Average / School )	75	72	21 (30%)
	DISE(Average / School )	77	70	NA
	Variation(Average / School )	2 (+2.59)	-2 (-2.85)	-
Moradabad (No.)	Survey(Average / School )	50	76	23 (30%)
	DISE(Average / School )	63	80	NA
	Variation(Average / School )	13 (+20.64)	4 (+5.00)	-

Source: Field Survey and DISE data

## 2.8 Teaching Staff in Primary Schools:

Information regarding number of teachers and their classification in different categories i.e. headmasters, in-charge teachers, assistant teachers, shiksha mitras and males or females did not show any variation between the survey data and the information provided in DISE in the primary schools of both the districts (Table-2.9). It became evident that around 3 per cent of male head teachers, 8 per cent of male assistant teachers and 6 per cent of male shiksha mitras were found to be absent on the day of visit of our research team. No female teacher was absent except 8 per cent of them in Sitapur district. The table also presents sanctioned and working number of non teaching staff and Cooks for MDM.

**Table-2.9 Teachers and their Attendance in Primary Schools: Sitapur District**

Particulars		No. of Sanctioned Teachers	No. of Teachers Working in the Schools		No. of Teachers found present on the Day of Visit		Percentage of Absentees	
			M	F	M	F	M	F
Head Master/ In charge Teacher	Survey	145	91	22	88	22	3.30	-
	DISE	145	91	22	-	-	-	-
	Variation	-	-	-	-	-	-	-
Assistant Teacher	Survey	435	163	108	150	100	7.97	7.40
	DISE	435	163	108	-	-	-	-
	Variation	-	-	-	-	-	-	-
Shiksha Mitra	Survey	161	82	73	77	73	6.10	-
	DISE	161	82	73	-	-	-	-
	Variation	-	-	-	-	-	-	-
Non Teaching Staff		4	4	-	4	-	-	-
Cooks for MDM		215	3	210	3	210	-	-

Source: Field Survey and DISE data

The above information in this respect has been presented in Table-2.10 for the district of Moradabad. As in earlier case, there is no variation between the survey and DISE data for number of sanctioned teachers (Headmaster/ in charge teacher), assistant teacher and Shiksha Mitras. For non teaching staff, DISE data was not available. However there was a gap between sanctioned number of MDM cooks and persons for lavatories and the actual number of these workers in sample primary schools of Moradabad. The absentee teachers were higher in the district. Around 20 per cent of male head teachers and 17 per cent of female head teachers were absent on the day of our visit. It also became

evident that 3 to 5 per cent of assistant teachers who included males and females were absent. 2 per cent of female shiksha mitras were also absent.

**Table 2.10 Teachers and their Attendance in Primary Schools: Moradabad District**

Particulars		No. of Sanctioned Teachers	No. of Teachers Working in the Schools		No. of Teachers found present on the Day of Visit		Percentage of Absentees	
			M	F	M	F	M	F
Head Master/ In charge Teacher	Survey	145	60	41	48	34	20.00	17.08
	DISE	145	60	41	48	34	-	-
	Variation	-	-	-	-	-	-	-
Assistant Teacher	Survey	411	163	152	158	145	3.06	4.60
	DISE	411	163	152	158	100	-	-
	Variation	-	-	-	-	-	-	-
Shiksha Mitra	Survey	211	89	107	89	105	-	2
	DISE	211	89	107	89	105	-	1.87
	Variation	-	-	-	-	-	-	-
Non Teaching Staff		113	91	18	91	18	-	-
Cooks for MDM		327	51	270	51	270	-	-
Person for Lavatories		-	-	-	-	-	-	-

Source: Field Survey and DISE data.

### 2.9 Teaching Staff in Upper Primary Schools:

In case of upper primary schools of Sitapur district, the number of head master/ in charge teachers and assistant teachers was available in DISE data. Negligible variation was found in case of number of sanctioned teachers, number of teachers working in schools, teachers found present on the day of survey and absentee teachers (Table-2.11). In upper primary schools, 3 per cent of male assistant teachers and 9 per cent of non-teaching staff were absent in the district on the day of our visit.

**Table 2.11 Teachers and their Attendance in Upper Primary Schools: Sitapur**

Particulars		No. of Sanctioned Teachers	No. of Teachers Working in the Schools		No. of Teachers found present on the Day of Visit		Percentage of Absentees	
			M	F	M	F	M	F
Head Master/ In charge Teacher	Survey	71	55	7	55	7	-	-
	DISE	72	56	7	-	-	-	-
	Variation	1(1.38)	1(1.78)	-	-	-	-	-
Assistant Teacher	Survey	238	125	62	122	61	3.20	-
	DISE	240	127	62	-	-	-	-
	Variation	2(0.83)	2(1.57)	-	2(1.61)	-	-	-
Non Teaching Staff		12	11	-	11	-	9.09	-
Cooks for MDM		76	2	63	2	63	-	-

Source: Field Survey and DISE data.

In case of upper primary schools of Moradabad district, the number of head master/in charge teachers and assistant teachers was available in DISE data. Negligible variation was found in case of number of sanctioned teachers and number of teachers working in schools. 10 per cent of male head teachers and 5 per cent of male and female MDM cooks were absent.

**Table 2.12 Teachers and their Attendance in Upper Primary Schools: Moradabad District**

Particulars		No. of Sanctioned Teachers	No. of Teachers Working in the Schools		No. of Teachers found present on the Day of Visit		Percentage of Absentees	
			M	F	M	F	M	F
Head Master/ In charge Teacher	Survey	61	50	6	45	6	10.00	-
	DISE	62	49	6	-	-	-	-
	Variation	1 (1.6)	-1 (2.04)	-	-	-	-	-
Assistant Teacher	Survey	166	90	29	86	29	4.45	-
	DISE	165	89	30	-	-	-	-
	Variation	-1(0.61)	-1 (1.12)	1(3.33)	-	-	-	-
Non Teaching Staff		5	5	-	5	-	-	-
Cooks for MDM		105	21	74	20	70	4.77	5.41
Person for Lavatories		20	16	4	16	4	-	-

Source: Field Survey and DISE data

### 2.10 Work Experience of Primary Head Teachers, Assistant Teachers and Shiksha Mitras:

The most important factor is the work experience of head teacher and principal of a school from the point of view of its standard and performance. The data regarding it for the primary schools of Sitapur and Moradabad districts has been presented in Table 2.13. The information on this aspect available through DISE showed no variation from information collected through our survey.

**Table-2.13 Work Experience of Head / In Charge Teachers: Primary Schools**

District	Particular	Total Teaching Experience					Experience in Present school					Total
		0-5 year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	0-5 Year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	
Sitapur	Survey	56	20	22	5	10	57	27	20	3	6	113
	DISE	56	20	20	5	10	57	27	20	3	6	113
	Variation	-	-	-	-	-	-	-	-	-	-	-
Morada bad	Survey	30	24	11	14	22	50	35	5	4	7	101
	DISE	30	24	11	14	22	50	35	5	4	7	101
	Variation	-	-	-	-	-	-	-	-	-	-	-

Source: Field Survey and DISE data

The DISE data on work experience of assistant teachers in the primary schools of Sitapur and Moradabad districts showed smaller variation from survey data as evident in Table-2.14. The nominal variation between Survey and DISE data relating to the experience of assistant teachers in the same school as well as in total number of working years was there in both the districts.

**Table-2.14 Work Experience of Assistant Teachers: Primary Schools**

District	Particular	Total Teaching Experience					Experience in Present School					Total
		0-5 year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	0-5 Year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	
Sitapur	Survey	150	46	18	5	5	139	45	12	7	5	224
	DISE	150	45	18	5	5	138	46	12	7	5	224
	Variation	1 (0.66)	-1 (2.22)	-	-	-	-1 (0.91)	1(2.17)	-	-	-	-
Moradabad	Survey	211	74	17	9	4	222	66	16	8	1	315
	DISE	212	74	16	9	4	222	65	17	8	1	315
	Variation	1 (0.48)	-	-1(6.25)	-	-	-	-1 (1.54)	1(5.89)	-	-	-

Source: Field Survey and DISE data

The work experience of Shikha Mitras in primary schools of both the districts is presented in Table 2.15. Most of them had experience in the range of 6 to 10 years in these districts. A variation of around 3 per cent between DISE and survey data was evident in case of Shiksha Mitras of Sitapur district which has work experience of less than two years. However, the same variation was of around -5 per cent between survey and DISE data in Moradabad district. Those Shiksha Mitras who showed more teaching experience also indicated some variation in their experience as evident between DISE and survey data.

**Table-2.15 Work Experience of Shikha Mitra: Primary Schools**

District	Particular	Total Teaching Experience			Experience in Present School			Total
		0-2 Year	3-5 Year	6-10 Year	0-2 year	3-5 Year	6-10 Year	
Sitapur	Survey	30	30	95	25	40	90	155
	DISE	31	30	94	25	39	91	155
	Variation	1(3.22)	-	-1(1.06)	-	-1(2.56)	1(1.09)	-
Moradabad	Survey	23	81	92	21	85	90	196
	DISE	22	82	92	22	84	90	196
	Variation	-1(4.54)	1(1.21)	-	1(4.54)	-1(1.19)	-	-

Source: Field Survey and DISE data

### 2.11 Work Experience of Head Teachers/Assistant Teachers of Upper Primary Schools:

In upper primary schools, majority of head teachers have long teaching experience but in the present schools where they are posted, number of service years is not longer. This is true in case of both the districts. As far the variation between the survey and DISE data is concerned, there are variations in absolute numbers in few years. In Sitapur district, positive variation is evident between the DISE and survey data pertaining to the teachers who have total teaching experience and total experience in the present school of 6-10 years. In Moradabad district, negative variation between DISE and survey data is reflected in case of number of teachers who have total teaching experience and teaching experience in their present schools.

**Table-2.16 Work Experience of Head/In Charge Teachers: Upper Primary School**

District	Particular	Total Teaching Experience					Experience in Present School					Total
		0-5 year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	0-5 Year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	
Sitapur	Survey	26	5	2	3	26	36	11	4	5	6	62
	DISE	26	6	2	3	25	36	12	3	5	6	62
	Variation	-	1(16.67)	-	-	-1(4.00)	-	1(8.33)	-1(33.33)	-	-	-
Moradabad	Survey	16	7	4	7	22	36	9	3	1	7	56
	DISE	16	7	3	8	22	36	9	2	1	8	56
	Variation	-	-	-1(33.34)	1(12.5)	-	-	-	-1(50)	-	1(6.67)	-

Source: Field Survey and DISE data

About 20 per cent of total assistant teachers in upper primary schools of Sitapur district have total teaching experience of less than 5 years while percentage of such teachers is higher in Moradabad district. No doubt, variations between survey and DISE data are there. A positive variation of around 3 per cent and negative variation 4 per cent is reflected in case of teachers who have total teaching experience of 6-10 years and 11-15 years in Sitapur district respectively between the survey and DISE data. In Moradabad district, a negative variation of 4 per cent between the survey data and DISE data and there is a variation of 6 per cent in case of teaching experience of 11-15 years. Some minor variations in number are reflected in the teaching experience of assistant teachers in their present upper primary schools, having experience in present schools ranging from 11-15 and 16-20 years (Table 2.17).

**Table-2.17 Work Experience of Assistant Teachers: Upper Primary Schools**

District	Particular	Total Teaching Experience					Experience in Present School					Total
		0-5 year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	0-5 Year	6-10 Year	11-15 Year	16-20 Year	Above 20Year	
Sitapur	Survey	50	35	24	12	66	72	48	30	5	32	187
	DISE	50	36	23	12	66	71	49	30	5	32	187
	Variation	-	1(2.77)	-1(4.34)	-	-	-1(2.5)	1(2.04)	-	-	-	-
Moradabad	Survey	52	25	14	9	19	72	21	9	5	12	119
	DISE	52	24	15	9	19	72	21	10	4	12	119
	Variation	-	-1(4.16)	1(6.66)	-	-	-	-	1(10.00)	-1(25.00)	-	-

Source: Field Survey and DISE data.

### 2.12 Qualification of Head, Assistant Teachers and Shikha Mitras in Primary Schools:

The educational qualification of head teachers of primary schools ranged from high school to M.Phil and Ph.D levels in Sitapur and Moradabad districts (Table-2.18). All of them have some sort of professional qualifications in both the district. As far the variations between the survey and DISE data is concerned nominal variations are evident in both the districts.

**Table-2.18 Qualification of Head / In Charge Teachers: Primary Schools**

District	Particular	Educational Qualification						Professional Qualification				Total
		UP S	H.S.	Intermediate	Graduation	Post Graduation	M. ph./ Ph.D	BTC OR equivalent	LT, B.Ed OR equivalent	M.Ed OR equivalent	Non-Trained	
Sitapur	Survey	3	5	25	40	38	2	51	38	3	21	113
	DISE	3	5	24	41	38	2	52	37	3	21	113
	Variation	-	-	-1(4.16)	1(2.43)	-	-	1(1.92)	-1(2.71)	-	-	-
Moradabad	Survey	-	8	16	28	48	1	46	35	4	17	101
	DISE	-	8	17	27	48	1	45	36	4	17	101
	Variation	-	-	1(5.88)	-1(3.70)	-	-	-1(2.22)	1(2.77)	-	-	-

Source: Field Survey and DISE data

About 40 percent of assistant teachers at primary schools are found to be graduate and 43 percent post graduate in the sample schools of Sitapur district. Rest of the assistant teachers had their education up to intermediate and high school. Around 1 percent variation between Survey and DISE data was recorded in this respect in Sitapur district. Regarding professional qualifications, more than 42 percent assistant teachers in Sitapur district are found to be untrained. Around 45 percent are LT or B.Ed and less than 11 percent were BTC or equivalent. The variation between survey and DISE data in this respect is around 1 per cent (Table 2.19).

**Table-2.19 Highest Qualification of Assistant Teachers: Primary Schools**

District	Particular	Educational Qualification						Professional Qualification				Total
		UPS	H.S.	Intermediate	Graduation	Post Graduation	M. phl./ Ph.D	BTC OR equivalent	LT, B.Ed OR equivalent	M.Ed OR equivalent	Non-Trained	
Sitapur	Survey	-	15	30	98	79	2	31	97	4	92	224
	DISE	-	15	30	99	78	2	30	98	4	92	224
	Variation	-	-	-	1(1.01)	-1(1.28)	-	-1(3.33)	1(1.02)	-	-	-
Moradabad	Survey	5	9	80	137	82	2	120	80	7	108	315
	DISE	5	9	81	136	82	2	119	81	7	108	315
	Variation	-	-	1(1.23)	-1(0.74)	-	-	-1(0.84)	1(1.23)	-	-	-

Source: Field Survey and DISE data

In Moradabad district, variation in Survey and DISE data regarding educational qualification of assistant teachers of primary school ranged from more than 3 percent to 8 percent which was higher than of Sitapur district. The variation in data relating to professional qualification of teachers in Moradabad ranged for 1 percent to 4 percent.

The educational qualification of Shiksha Mitra's ranged from high school to PG level in both districts. The variation in Survey and DISE data on their education qualification ranged 1.5 percent to less than 4 percent in both districts (Table 2.20). But in absolute number, such variation is nominal.

**Table-2.20 Highest Qualification of Shiksha Mitra: Primary Schools**

District	Particular	Educational Qualification						Professional Qualification				Total
		UPS	H.S.	Intermediate	Graduation	Post Graduation	M. phl./ Ph.D	BTC OR Equivalent	LT, B.Ed OR equivalent	M.Ed OR equivalent	Non-Trained	
Sitapur	Survey	1	3	20	76	48	7	8	15	5	127	155
	DISE	1	3	20	75	49	7	8	16	5	126	155
	Variation	-	-	-	-1(0.33)	1(2.04)	-	-	1(6.25)	-	-1(0.79)	-
Moradabad	Survey	-	-	67	98	29	2	40	30	2	124	196
	DISE	-	-	67	99	28	2	40	29	2	125	196
	Variation	-	-	-	1(1.01)	-1(3.57)	-	-	-	-	1(0.80)	-

Source: Field Survey and DISE data.

### 2.13 Qualification of Head and Assistant Teachers in Upper Primary Schools:

The head teachers with graduate and post graduate qualifications were in majority in both the district. Around 15 per cent of them have no professional qualification in Sitapur district. In Moradabad district, all the head teachers were professionally qualified. As far variations between the DISE and survey data is concerned, negative variation of 7 per cent and positive variation of 5 per cent is evident in Sitapur district in intermediate and

graduate qualifications of head teachers. In Moradabad district, percentage variation ranged between 4 to 11 in intermediate and post graduate qualifications. No variation was evident in professional qualifications of head teachers in Moradabad district (Table 2.21).

**Table-2.21 Highest Qualification of Head / In Charge Teachers: Upper Primary Schools**

District	Particular	Educational Qualification						Professional Qualification				Total
		UPS	H.S.	Intermediate	Graduation	Post Graduation	M. phl./ Ph.D	BTC OR equivalent	LT, B.Ed OR equivalent	M.Ed OR Equivalent	Non-Trained	
Sitapur	Survey	-	5	16	20	21	-	40	13	-	9	62
	DISE	-	5	15	21	21	-	40	13	-	9	62
	Variation	-	-	-1 (6.66)	1(4.76)	-	-	-	-	-	-	-
Moradabad	Survey	-	5	8	15	28	-	24	29	3	-	56
	DISE	-	5	9	15	27	-	24	29	3	-	56
	Variation	-	-	1 (11.11)	-	-1 (3.70)	-	-	-	-	-	-

Source: Field Survey and DISE data

The educational and professional qualifications of assistant teachers of upper primary schools presented in Table-2.22 showed about 49 percent of them are graduate and 20 per cent are post graduate in Sitapur district. 23 Per cent of all assistant teachers have no professional qualification in the district. In Moradabad district, 43 per cent assistant teachers are graduate and 39 per cent are post graduate. Around 16 per cent of them are untrained in the district. In both the district, variations in educational and professional qualifications on the basis of DISE and survey data are nominal up to 2 per cent only.

**Table-2.22 Highest Qualification of Assistant Teachers: Upper Primary Schools**

District	Particular	Educational Qualification						Professional Qualification				Total
		UPS	H.S.	Intermediate	Graduation	Post Graduation	M. phl./ Ph.D	BTC OR equivalent	LT, B.Ed OR equivalent	M.Ed OR Equivalent	Non-Trained	
Sitapur	Survey	3	-	53	90	37	4	84	58	2	43	187
	DISE	3	-	52	91	37	4	83	59	2	43	187
	Variation	-	-	-1 (1.92)	1 (1.09)	-	-	-1 (1.20)	1 (1.69)	-	-	-
Moradabad	Survey	-	4	17	52	45	1	56	39	5	19	119
	DISE	-	4	17	51	46	1	55	40	5	19	119
	Variation	-	-	-	-1 (1.96)	1(2.17)	-	-1 (1.81)	1 (1.25)	-	-	-

Source: Field Survey and DISE data

### 2.14 Teachers Training:

Head teachers of primary schools are reported to have received in-service training from 7 to 10 days in the sample schools of Sitapur district. In Moradabad district such days were 2 to 9. The BRC has been the main venue of training. The variation between survey and DISE data ranged from 10 per cent in Sitapur district to 50 percent in Moradabad district. Though variation in absolute number was negligible. The head teachers were reported to be engaged in non-academic work for about 15 days in Sitapur district and 19 days in Moradabad district. The variation was nominal between the survey and DISE data (Table-2.23).

**Table-2.23 Average Days of in-Service Trainings Received by Head/In charge Teachers in Last Academic Year: Primary Schools**

District	Particular	Venue / Average No. of days				
		BRC	DIET	N.P.R.C.	Other	Average No. of days Spent in Non Academic Work
Sitapur	Survey	11	7	9	3	14
	DISE	10	7	9	3	15
	Variation	-1(10.0)	-	-	-	1(6.66)
Moradabad	Survey	9	3	-	-	18
	DISE	9	2	-	-	19
	Variation	-	-1(50.00)	-	-	1(5.27)

Source: Field Survey and DISE data

The average number of Days of in-service trainings for assistant teachers in primary schools ranged from 3 to 5 days in Sitapur district during last academic year. No variation was evident. In Moradabad district, such days were 3 to 8 and here also no variation was found. The average number of days spent by the assistant teachers was 8 in Sitapur district and 16 in Moradabad district as per DISE data. When compared with the survey data, variation was nominal.

**Table-2.24 Average Days of in-Service Trainings Received by Assistant Teachers in Last Academic Year: Primary Schools**

District	Particular	Venue / Average No. of days				
		BRC	DIET	N.P.R.C.	Other	No. of days Spent in Non Academic Work
Sitapur	Survey	5	3	3	3	9
	DISE	5	3	3	3	8
	Variation	-	-	-	-	-1(12.50)
Moradabad	Survey	8	-	-	3	15
	DISE	8	-	-	3	16
	Variation	-	-	-	-	1(6.25)

Source: Field Survey and DISE data

As far in-service training of Shiksha Mitras is concerned, training was imparted to them from 4 to 9 days in Sitapur district and from 3 to 5 days in Moradabad district. There was no variation in this data from our survey data in both the districts (Table 2.25).

**Table-2.25 Average Days in Service Trainings Received by Shiksha Mitras in Last Academic Year: Primary Schools**

District	Particular	Venue / Average No. of days				
		BRC	DIET	N.P.R.C.	Other	No. of days Spent in Non Academic Work
Sitapur	Survey	8	5	4	6	9
	DISE	8	5	4	6	10
	Variation	-	-	-	-	1(10.00)
Moradabad	Survey	5	3	-	-	15
	DISE	5	3	-	-	16
	Variation	-	-	-	-	1(6.25)

Source: Field Survey and DISE data

Data for in-service training of head teachers at upper primary level which was given to them for 3 to 8 days during the last academic year showed no variation in Sitapur district as well as Moradabad district (Table-2.26). A higher number of days were found to spend by the head teachers in Moradabad district as compared to Sitapur district for non academic activities (16 days versus 13 days).

**Table-2.26 Average Days of in-Service Trainings Received by Head/Teachers in Last Academic Year: Upper Primary Schools**

District	Particular	Venue / Average No. of days				
		BRC	DIET	N.P.R.C.	Other	No. of days Spent in Non Academic Work
Sitapur	Survey	8	4	3	6	13
	DISE	8	4	3	6	13
	Variation	-	-	-	-	-
Moradabad	Survey	10	1	-	-	16
	DISE	10	1	-	-	16
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

The average days of in-service trainings for assistant teachers at upper primary schools was imparted at BRC, DIET and NPRC in Sitapur district and at BRC and DIET in Moradabad district. It ranged from 5 to 7 days in Sitapur district and 4 to 9 days in Moradabad district. The involvement of assistant teachers in non-academic work was of 9 days in Sitapur district and of 13 days in Moradabad district (Table-2.27). No variation was found between DISE and survey data in this regard.

**Table-2.27 Average Days of in-Service Trainings Received by Assistant Teachers Last Academic Year: Upper Primary Schools**

District	Particular	Venue / Average No. of days				
		BRC	DIET	N.P.R.C.	Other	No. of days Spent in Non Academic Work
Sitapur	Survey	7	7	5	5	9
	DISE	7	7	5	5	9
	Variation	-	-	-	-	-
Moradabad	Survey	9	4	-	-	13
	DISE	9	4	-	-	13
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

### 2.15 Education of Teachers in main Subjects:

In the primary schools of Moradabad district, 72 per cent of head teachers have education in the main subject of Mathematics, 54 per cent in English and 85 per cent in Science. But most of them were having only high school level of education in these main subjects. No variation was evident between the survey and the DISE data (Table 2.28).

**Table-2.28 Education of Head Teachers in Main Subjects in Primary Schools of District Moradabad**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Math	Survey	20	64	15	2	-
	DISE	19	64	15	2	-
	Variation	-	-	-	-	-
English	Survey	11	36	10	10	6
	DISE	11	36	10	10	6
	Variation	-	-	-	-	-
Science	Survey	5	70	9	9	8
	DISE	5	70	9	9	8
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

The majority of assistant teachers in primary schools of Moradabad district have high school qualification in the mathematics which was their main subject. It was the same case in science subject while in English as a main subject, majority of primary school teachers has intermediate qualification (Table 2.29).

**Table-2.29 Education of Assistant Teachers in Primary Schools of District Moradabad**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Math	Survey	56	193	38	23	5
	DISE	56	193	38	23	5
	Variation	-	-	-	-	-
English	Survey	19	92	148	48	8
	DISE	19	92	148	48	8
	Variation	-	-	-	-	-
Science	Survey	11	258	13	24	9
	DISE	11	258	13	24	9
	Variation	-	-	-	-	-

Source: Field Survey and DISE data.

In case of Shiksha Mitras, qualification in main subjects ranged from upper primary school level up to post graduate level. But most of them have education up to intermediate in main subjects of Mathematics, English and Science. There was no variation between survey and DISE data in Moradabad district (Table-2.30).

**Table-2.30 Education of Shiksha Mitras in Main Subjects in Primary Schools of District Moradabad**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Math	Survey	60	115	16	5	-
	DISE	60	115	16	5	-
	Variation	-	-	-	-	-
English	Survey	13	76	90	11	6
	DISE	13	76	90	11	6
	Variation	-	-	-	-	-
Science	Survey	11	144	16	22	3
	DISE	11	144	16	22	3
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

The data on the education of head teachers of upper primary schools of Moradabad district is presented in Table-2.31. Most of them are up to intermediate in main subjects and no variation was found in survey and DISE data in this regard.

**Table-2.31 Education of Head/In Charge Teachers in Main Subjects in Upper Primary Schools of District Moradabad**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Mathematic	Survey	11	35	4	6	-
	DISE	11	35	4	6	-
	Variation	-	-	-	-	-
English	Survey	8	18	18	7	-
	DISE	8	19	18	7	-
	Variation	-	-	-	-	-
Science	Survey	6	43	1	5	1
	DISE	6	43	1	5	1
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

**Table-2.32 Education of Assistant Teachers in Main Subjects of Upper Primary Schools in District Moradabad**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Mathematics	Survey	29	68	14	3	5
	DISE	29	68	14	3	5
	Variation	-	-	-	-	-
English	Survey	14	45	41	17	2
	DISE	14	45	41	17	2
	Variation	-	-	-	-	-
Science	Survey	2	102	10	4	1
	DISE	2	102	10	4	1
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

The data relating to education of teachers in main subjects in Sitapur district has been presented in Tables-2.33, 2.34, 2.35, 2.36 and 2.37. A perusal of these tables indicates that there is no variation between the Survey and DISE data in all the categories of teaching in primary and upper primary schools of Sitapur and Moradabad districts.

**Table-2.33 Education of Head/In Charge Teachers in Main Subjects of Primary Schools of District Sitapur**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Math	Survey	24	62	13	8	6
	DISE	24	62	13	8	6
	Variation	-	-	-	-	-
English	Survey	23	28	43	11	6
	DISE	23	28	43	11	6
	Variation	-	-	-	-	-
Science	Survey	10	16	25	52	10
	DISE	10	16	25	52	10
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

**Table-2.34 Education of Assistant Teachers in Main Subjects of Primary Schools of District Sitapur**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Math	Survey	63	101	25	20	15
	DISE	63	100	25	20	15
	Variation	-	-1 (0.99)	-	-	-
English	Survey	49	62	70	32	11
	DISE	49	62	70	32	11
	Variation	-	-	-	-	-
Science	Survey	37	45	67	55	20
	DISE	37	45	67	55	20
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

**Table-2.35 Education of Shiksha Mitras in Main Subjects of Primary Schools of District Sitapur**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Math	Survey	66	67	14	8	-
	DISE	66	67	14-	8	-
	Variation	-	-	-	-	-
English	Survey	60	35	37	20	3
	DISE	60	35	37	20	3
	Variation	-	-	-	-	-
Science	Survey	12	66	25	33	19
	DISE	12	66	25	33	19
	Variation	66	67	14	8	-

Source: Field Survey and DISE data

**Table-2.36 Education of Head/In Charge Teachers in Main Subjects of Upper Primary Schools of District Sitapur**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
Math	Survey	4	35	21	1	1
	DISE	4	35	21	1	1
	Variation	-	-	-	-	-
English	Survey	4	29	21	7	1
	DISE	4	29	21	7	1
	Variation	-	-	-	-	-
Science	Survey	15	13	21	7	4
	DISE	15	13	21	7	4
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

**Table-2.37 Education of Assistant Teachers in Main Subjects of Upper Primary Schools of District Sitapur**

Subjects	Particular	UPS	High School	Intermediate	Graduation	Post Graduation
	Math	Survey	45	80	42	20
DISE		45	80	42	20	-
Variation		-	-	-	-	-
English	Survey	31	50	84	21	1
	DISE	31	50	84	21	1
	Variation	-	-	-	-	-
Science	Survey	43	36	52	54	2
	DISE	43	36	52	54	2
	Variation	-	-	-	-	-

Source: Field Survey and DISE data

### 2.16 Inspection of Schools:

Several officers and other make continuous inspection of the schools as evident from Table-2.42. It is evident that maximum number of times village pradhans/sabhasads went to schools for the inspection. It seems that the official inspection was also very recurrent. No variation between the survey data and DISE data was evident in case of number of inspections made by different persons.

**Table 2.38 Inspection of Schools in Last Academic Year**

Inspections	Number of Visits					
	Sitapur District			Moradabad District		
	Survey	DISE	Variation	Survey	DISE	Variation
Autonomous Agencies	14	14	-	15	15	-
District Co-ordinators	27	27	-	29	29	-
Pradhan/Sabhasad	210	210	-	240	240	-
Resource teacher for CWSN	75	75	-	80	80	-
Block Resource co-ordinators (BRC)	145	145	-	151	151	-
NPRCs	191	191	-	200	200	-
DIET Officials	46	46	-	42	42	-
Basic Shiksha Adhikars (BSA)	60	60	-	65	65	-
Assistant Basic Shiksha Adhikars (ABSA)	162	162	-	170	170	-

### 2.17 Schools Covered under NPEGEL:

The National Programme for Education of Girls at Elementary Level (NPEGEL) has been run only in 6 per cent schools in Sitapur district and in 3 per cent schools in Moradabad district. The facilities available are mainly the Meena Munch, jhoola, Meena classes and bicycles. No variation between the survey and DISE data is evident here (Table 2.43).

**Table 2.39 Schools Covered under NPEGEL Program**

District	Particulars	Yes	No	Facilities Available									
				Meena Munch		Meena Radio		Swing (jhoola)		Bicycles		Meena classroom	
				Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Sitapur	Survey	12	198	13	-	1	12	12	1	11	2	13	-
	DISE	12	198	13	-	1	12	12	1	11	2	13	-
	Variation	-	-	-	-	-	-	-	-	-	-	-	-
Moradabad	Survey	6	214	5	-	1	12	4	1	5	-	5	-
	DISE	6	214	5	-	1	12	4	1	5	-	5	-
	Variation	-	-	-	-	-	-	-	-	-	-	-	-

### 2.18 Right to Education and Trainings:

During the last academic year, average 225 and 216 days primary and upper primary schools remained open in Sitapur district respectively. The timings of the schools were 7 AM to 12 Noon and 10 AM to 4 PM in case of primary as well as upper primary schools. No variation between the survey and DISE data was found in primary and upper primary schools relating to these variables. In Moradabad district, the primary schools remained opened for 222 days and upper primary schools remained opened for 216 days. The school timings in primary and upper primary schools were the same as has been noticed in Sitapur district (Tables-2.40 & 2.41).

**Table 2.40 Right to Education and Detail of Trainings in District Sitapur**

Duration of Teaching	Primary level			Upper Primary level		
	Survey	DISE	Variation	Survey	DISE	Variation
Average number of Academic days during last year	225	225	-	216	216	-
School Timing for students (daily)	(7:00-12:00) P.M./ (10:00-4:00) P.M.	(7:00-12:00) P.M./ (10:00-4:00) P.M.	-	(7:00-12:00) P.M./ (10:00-4:00) P.M.	(7:00-12:00) P.M./ (10:00-4:00) P.M.	-

**Table 2.41 Right to Education and Detail of Training in District Moradabad**

Duration of Teaching	Primary level			Upper Primary level		
	Survey	DISE	Variation	Survey	DISE	Variation
Average number of Academic days during last year	222	222	-	219	219	-
School Timing for students (daily)	(7:00-12:00) P.M./ (10:00-4:00) P.M.	(7:00-12:00) P.M./ (10:00-4:00) P.M.	-	(7:00-12:00) P.M./ (10:00-4:00) P.M.	(7:00-12:00) P.M./ (10:00-4:00) P.M.	-

**2.19 Implementation of CCE:**

It is evident from Table 2.42 that continuous and comprehensive Evaluation Method (CCE) has been implemented in all the primary and upper primary schools in Sitapur and Moradabad districts. No variation in survey and DISE data is also evident.

**Table 2.42 Continuous and comprehensive Evaluation (CCE) Method Implemented in the Schools**

District	Particulars	Primary Schools		Upper Primary Schools	
		Yes	No	Yes	No
Sitapur	Survey	151	-	59	-
	DISE	151	-	59	-
	Variation	-	-	-	-
Moradabad	Survey	148	-	72	-
	DISE	148	-	72	-
	Variation	-	-	-	-

**2.20 Utilization of Grants in Primary Schools:**

Head wise utilization of grants for primary and upper primary sample schools of Moradabad and Sitapur districts during the year 2008-09 is presented in Table-2.38 to Table-2.41. There is no variation in the figures of grant received and its expenditure in

either of school categories in both the districts. The received amount is found to be fully utilized.

**Table 2.43 Utilization of Grants in Primary Schools of Moradabad District: 2009-10**

Items	Survey	DISE	Variation	Survey	DISE	Variation
	Received			Expenditure		
School maintenance	480250	480250	-	480250	480250	-
aid Average per school	5220.00	5220.00		5220.00	5220.00	
School development	574000	574000	-	574000	574000	-
Average per School	6239.13	6239.13		6239.13	6239.13	
TLM	139500	139500	-	139500	139500	-
Average per School	1516.30	1516.30		1516.30	1516.30	
Payment of Shikshamitra	4165214	4165214	-	4165214	4165214	-
Average per School	45,274	45,274		45,274	45,274	
Uniform	318420	318420	-	318420	318420	-
Average per School	3461.08	3461.08		3461.08	3461.08	
N.P.E.G.E.L.(other than uniform)	-	-	-	-	-	-
Average per School						
Construction of School Building	-	-	-	-	-	-
Average per School						
Construction of Extra Class Rooms	21,00,900	21,00,900	-	21,00,900	21,00,900	-
Average per School	140060	140060		140060	140060	
Installation of Hand pumps	-	-	-	-	-	-
Average per School						
Construction of Toilets	4,40,000	4,40,000	-	4,40,000	4,40,000	-
Average per School	44,000	44,000		44,000	44,000	
Construction of Boundary wall	14,,30,000	14,,30,000	-	14,,30,000	14,,30,000	-
Average per School	1,30,000	1,30,000		1,30,000	1,30,000	
Construction of Ramp	-	-	-	-	-	-
Average per School						
For special Training	-	-	-	-	-	-
Average per School						
Fund of Collection through students	439500	439500	-	439500	439500	-
Average per School	2970	2970		2970	2970	
Other sources	20,980	20,980	-	20,980	20,980	-
Average per School	142	142		142	142	
Total	10108764	10108764	-	10108764	10108764	-
	12764	12764		12764	12764	

Source: Field Survey and DISE data

**Table 2.44 Utilization of Grants in Upper Primary Schools of Moradabad District:  
2008-09**

Items	Survey	DISE	Variation	Survey	DISE	Variation
	Received			Expenditure		
School maintenance aid Average per school	2,76,500 6744.00	2,76,500 6744.00	-	2,76,500 6744.00	2,76,500 6744.00	-
School development Average per School	2,53,000 6325.00	2,53,000 6325.00	-	2,52,800 6320.00	2,52,800 6320.00	-
TLM Average per School	38,000 1085.77	38,000 1085.77	-	38,000 1085.77	38,000 1085.77	-
Uniform Average per School	5,3100 2655.00	5,3100 2655.00	-	5,3100 2655.00	5,3100 2655.00	-
N.P.E.G.E.L (Other than uniform) Average per School	1,03,00 5150.00	1,03,00 5150.00	-	1,03,00 5150.00	1,03,00 5150.00	-
Construction of School Building Average per School	-	-	-	-	-	-
Construction of Extra Class Rooms Average per School	9,82,000 1,40,285	9,82,000 1,40,285	-	9,82,000 1,40,285	9,82,000 1,40,285	-
Intallation of Handpumps Average per School	-	-	-	-	-	-
Construction of Toilets Average per School	2,60,000 52,000	2,60,000 52,000	-	2,60,000 52,000	2,60,000 52,000	-
Construction of Boundary Wall Average per School	1,65,880 41,470	1,65,880 41,470	-	1,65,880 41,470	1,65,880 41,470	-
Construction of Ramp Average per School	-	-	-	-	-	-
For special Training Average per School	-	-	-	-	-	-
Fund of Collection through students Average per School	317730 4413	317730 4413	-	317730 4413	317730 4413	-
Other sources Average per School	12,880 179	12,880 179	-	12,880 179	12,880 179	-
Total	2321600 8291	2321600 8291	-	2321600 8291	2321600 8291	-

Source: Field Survey and DISE data

**Table 2.45 Utilization of Grants in Primary Schools of Sitapur District: 2008-09**

Items	Survey	DISE	Variation	Survey	DISE	Variation
	Received			Expenditure		
School maintenance aid Average per school	702109 5572.29	702109 5572.29	-	700609 5560.38	700609 5560.38	-
School development Average per School	802050 6365.48	802050 6365.48	-	800050 6439.60	800050 6439.60	-
TLM Average per School	175000 1422.76	175000 1422.76	-	175000 1422.76	175000 1422.76	-
Uniform Average per School	477622 8379.33	477622 8379.33	-	428537 7518.19	428537 7518.19	-
Honorium for shikshamitra Average per School	4486015 62305.764	4486015 62305.764	-	4486015 62305.764	4486015 62305.764	-
N.P.E.G.E.L.(other than uniform) Average per School	-	-	-	-	-	-
Construction of School Building Average per School	-	-	-	-	-	-
Construction of Extra Class Rooms Average per School	15,40,000 1,40,000	15,40,000 1,40,000	-	15,40,000 1,40,000	15,40,000 1,40,000	-
Intallation of Handpumps Average per School	-	-	-	-	-	-
Construction of Toilets Average per School	3,00,000 50,000	3,00,000 50,000	-	3,00,000 50,000	3,00,000 50,000	-
Construction of Boundary wall Average per School	10,80,000 154428.57	10,80,000 154428.57	-	10,80,000 154428.57	10,80,000 154428.57	-
Construction of Ramp Average per School	-	-	-	-	-	-
For Special Training Average per School	-	-	-	-	-	-
Fund of Collection through Students Average per School	195840 1297	195840 1297	-	195840 1297	195840 1297	-
Other sources Average per School	20,790 162	20,790 162	-	20,790 162	20,790 162	-
Total	9779426 14173	9779426 14173	-	9779426 14173	9779426 14173	-

Source: Field Survey and DISE data

**Table 2.46 Utilization of Grants in Upper Primary Schools of Sitapur District:  
2008-09**

Items	Survey	DISE	Variation	Survey	DISE	Variation
	Received			Expenditure		
School maintenance aid	258000	258000	-	254100	254100	-
Average per school	6450	6450		6352.50	6352.50	
School development	288060	288060	-	288060	288060	-
Average per School	7201.50	7201.50		7201.50	7201.50	
TLM	40000	40000	-	39000	39000	-
Average per School	1142.86	1142.86		1142.29	1142.29	
Uniform	73295	73295	-	72305	72305	-
Average per School	6107.92	6107.92		6025.42	6025.42	
N.P.E.G.E.L.(other than uniform)	1200	1200	-	1200	1200	-
Average per School						
Construction of School Building	-	-	-	-	-	-
Average per School						
Construction of Extra Class Rooms	5,60,000	5,60,000	-	5,60,000	5,60,000	-
Average per School	1,40,000	1,40,000		1,40,000	1,40,000	
Installation of Hand pumps	-	-	-	-	-	-
Average per School						
Construction of Toilets	2,25,000	2,25,000	-	2,25,000	2,25,000	-
Average per School	50,000	50,000		50,000	50,000	
Construction of Boundary wall	6,00,000	6,00,000	-	6,00,000	6,00,000	-
Average per School	1,50,000	1,50,000		1,50,000	1,50,000	
Construction of Ramp	-	-	-	-	-	-
Average per School						
For Special Training	-	-	-	-	-	-
Average per School						
Fund Collection through Students	179450	179450	-	179450	179450	-
Average per School	3042	3042		3042	3042	
Other Sources	13,000	13,000	-	13,000	13,000	-
Average per School	181	181		181	181	
Total	22,38,005	22,38,005	-	22,38,005	22,38,005	-
	8674	8674		8674	8674	

Source: Field Survey and DISE data.

## CHAPTER- III

### STATUS AND UTILIZATION OF INFRASTRUCTURAL FACILITIES IN SAMPLE SCHOOLS OF SITAPUR AND MORADABAD DISTRICTS

This chapter examines the availability and utilization of important infrastructural facilities in two sample districts of Sitapur and Moradabad in comparative framework between the DISE data and the data collected through our filed survey. The key facilities examined here are the electricity, toilet, furniture, drinking water, black board, library, computer, health care facilities and mid-day meal.

#### **3.1 Availability of Electricity, Toilet and Boundary Walls:**

The DISE data has reported that the facility of electricity was available in 76 schools in Sitapur district while it was revealed through our survey that this facility was available in 77 schools in the district. Thus, there was under reporting to the extent of 1.32 per cent. In case of Moradabad district also, the DISE data showed that the electricity was available in 92 schools while our survey found it in 91 schools, showing a variation of 1.10 per cent. In case of availability of toilets in schools, it was found that DISE data reported its availability in 195 schools in Sitapur district and 196 schools in Moradabad district while the survey showed that the toilets were available in 197 schools in Sitapur district and 195 schools in Moradabad district, showing a negligible gap between DISE data and our survey data. The DISE data showed the availability of toilets exclusively for the girls in 199 schools in Sitapur district and in 212 schools in Moradabad district but the survey found that it in 197 schools in Sitapur district and in 214 schools in Moradabad district, showing under reporting to the extent of 1.01 per cent in Sitapur district and 0.94 per cent in Moradabad district. No variation between the DISE data and survey data in case of condition of boundary wall was found both the districts. On the whole, major variations are not evident between the DISE data and survey data in case of availability of electricity, toilets and boundary walls in both the sample districts of Sitapur and Moradabad as evident from following Table-3.1.

**Table -3.1: Electricity, Toilet and Condition of Boundary Wall in Sample Schools**

District	Particular	Electricity Facility		Toilet for boys		Toilet for girls		Condition of Boundary wall					Total Sample
		Yes	No	Yes	No	Yes	No	Pucca	Pucca but broken	Barbed wire facing	Hedges	No Boundary wall	
Sitapur	Survey	77	133	197	13	199	11	66	16	-	1	127	210
	DISE	76	134	195	15	197	13	66	16	-	1	127	210
	Variation	-1 (1.32)	1 (0.74)	-2 (1.02)	2 (13.33)	-2 (1.01)	2 (15.38)	-	-	-	-	-	-
Moradabad	Survey	92	128	195	25	214	6	113	23	-	-	85	220
	DISE	91	129	196	24	212	8	113	23	-	-	85	220
	Variation	-1 (1.10)	1 (0.78)	1 (0.51)	-1 (4.17)	-2 (0.94)	2 (25.00)	-	-	-	-	-	-

Source: - DISE Data and field survey.

### 3.2 Use of Electricity and Toilets in Sample Schools

It is evident from Table 3.2 that the use of electricity, toilets by the boys, girls and staff is quite low in both the sample districts. There is variation also in the use of these facilities across the districts. The survey result showed that only 18 per cent of all schools use electricity in Sitapur district while such schools are 31 per cent in Moradabad district. In case of toilets of boys, 56 per cent schools reported its use in Sitapur district while 70 per cent schools were found to be using it in Moradabad district. The use of toilets by the girls was found in 39 per cent in Sitapur district as against 19 per cent in Moradabad district. Thus, the survey has shown that the use of electricity and toilets is very limited which needs to be increased in view of the substantial investment made on these items under the Sarva Shiksha Abhiyan in the state.

**Table 3.2: Use of Electricity and Toilets in Sample Schools**

District	Particular	Use of Electricity Facility		Use of Toilet for boys		Use of Toilet for girls	
		Yes	No	Yes	No	Yes	No
Sitapur	Survey	37 (17.62)	173 (82.38)	117 (55.71)	93 (44.29)	128 (60.95)	82 (39.05)
Moradabad	Survey	68 (30.91)	152 (69.09)	154 (70.00)	66 (30.00)	178 (80.91)	42 (19.09)

Source: - DISE Data and field survey.

### 3.3 Availability of Furniture, Drinking Water and Almirahs:

In case of availability of furniture for teachers and students, drinking water and almirahs in the schools, no noticeable variation is evident between the DISE data and survey data in the both the districts as revealed through the following Table 3.3. The availability of furniture for teachers was reported in 208 schools in DISE data while it was found in 209 schools through our survey in Sitapur district. In Moradabad district, availability of furniture was found in 21 schools in DISE data versus 217 schools through our survey in Moradabad district. No variation in the availability of furniture for students and drinking water was evident between the survey and DISE data in Sitapur as well as in Moradabad district.

**Table 3.3: Availability of Furniture for Teachers and Students and Drinking Water in the Schools**

District	Particular	Furniture for Teachers		Furniture for Students		Drinking Water	
		Yes	No	Yes	No	Yes	No
Sitapur	Survey	209	2	159	51	197	13
	DISE	208	2	159	51	197	13
	Variation	-1 (0.48)	-	-	-	-	-
Moradabad	Survey	217	5	178	42	42	10
	DISE	215	5	178	42	42	10
	Variation	-2 (0.93)	-	-	-	-	-

Source: - DISE Data and field survey

### 3.4 Use of Furniture for Teachers and Students and Drinking Water:

It is evident from the following Table 3.4 that that the use of furniture for teachers, drinking water facility and almirahs has been found in substantial number of schools while the use of furniture by students was found in 74 per cent of schools in Sitapur district and 81 per cent schools in Moradabad district. Therefore, furniture needs to be provided in more schools for the use of students in both the districts. The drinking water is also needed to be provided in all the schools.

**Table 3.4: Use of Furniture for Teachers and Students and Drinking Water**

District	Particular	Furniture for Teachers		Furniture for All Students		Drinking Water Facility	
		Yes	No	Yes	No	Yes	No
Sitapur	Survey	206 (98.10)	4 (1.90)	156 (74.29)	54 (25.71)	183 (87.14)	27 (18.86)
Moradabad	Survey	217 (98.64)	3 (1.36)	179 (81.36)	41 (18.64)	205 (93.18)	15 (6.82)

Source: - DISE Data and field survey

### 3.5 Availability of Black Board, Computer, Library and Play Ground:

No variation was found between the survey data and DISE data in case of availability of black board and computers in the schools of both the districts. Negligible difference was evident in the availability of library in the schools of Sitapur and Moradabad districts as reported in DISE and survey data. The variation in the availability of play ground as reported in DISE and survey data was evident in both the districts. It was marginal over reporting in both the districts as reflects from the Table 3.5.

**Table 3.5: Availability of Black Board, Computer, Library and Play Ground**

District	Particular	Black Boards		Computer		Library		Play Ground	
		Yes	No	Yes	No	Yes	No	Yes	No
Sitapur	Survey	210	-	10	200	113	97	141	69
	DISE	210	-	10	200	112	98	143	67
	Variation	-	-	-	-	-1 (0.89)	1 (1.02)	2 (1.40)	-2 (2.98)
Moradabad	Survey	220	-	3	217	113	107	149	71
	DISE	220	-	3	217	112	108	150	70
	Variation	-	-	-	-	-1 (0.89)	1 (0.93)	1 (0.67)	-1 (1.43)

Source: - DISE Data and field survey

### 3.6 Use of Black Board, Computer, Library and Play Ground:

The use of facilities of black board, computer, library and play ground has been in the schools of Sitapur and Moradabad districts which has been presented in Table 3.6. The black board is used in all the schools in Sitapur district while it was being used in 95 per cent of schools in Moradabad district. The non use of black boards was observed to be in private schools. The computer was used in 90 per cent of schools in Sitapur district while it was used in all schools where it was available in Moradabad district. The use of library was found in 95 per cent of schools in Sitapur district while its use was reported in 88 per cent of schools in Moradabad district where the libraries were available.

**3.6: Status of Use of Black Board, Computer, Library and Play Ground**

District	Particular	Black Boards		Computer		Library		Play Ground	
		Yes	No	Yes	No	Yes	No	Yes	No
Sitapur	Survey	210	-	9	201	106	104	144	66
Moradabad	Survey	210	-	3	217	98	122	143	77

Source: - DISE Data and field survey.

### 3.7 Status of Health Facilities for Students and coverage under NPEGEL, Ramp and TLM:

The DISE data has reported that health facilities were available in 52 schools while the survey has found that health facilities were available in 54 schools in Sitapur district. The health facilities was reported to be available in 12 schools covered under the NPEGEL in Sitapur district while our survey has found it in 13 schools. The ramps and TLM have been reported in 148 and 160 schools in Sitapur district under the DISE our survey has found these in 147 and 158 schools in the district. In Moradabad district, the DISE reported the availability of health facilities in 31 schools as against 32 schools found in our survey. Similarly the schools covered under NPEGEL were reported to be 4 in DISE in Moradabad district as against 5 found in our survey. There was marginal over reporting in case of ramps and under reporting of TLM in DISE data as against our survey results. What transpires from table 3.7 is the fact that all these facilities are largely lacking excluding ramps and TLM in majority of schools which need to be increased.

**Table 3.7: Status of Health Facilities for Students and covered under NPEGEL, Ramp and TLM**

District	Particular	Health Facilities		Covered under NPEGEL		Ramps		TLM	
		Yes	No	Yes	No	Yes	No	Yes	No
Sitapur	Survey	54	156	13	197	147	63	158	52
	DISE	52	158	12	198	148	62	160	50
	Variation	-2 (3.84)	2 (1.26)	-1 (8.33)	1 (1.02)	1 (0.67)	-1 (1.61)	-2 (1.25)	2 (4.00)
Moradabad	Survey	32	188	5	215	122	98	125	95
	DISE	31	189	4	216	124	96	123	97
	Variation	-1 (3.23)	1	-1(25.00)	1 (0.46)	2 (1.61)	-2 (2.08)	-2 (1.63)	2 (2.06)

Source: - DISE Data and field survey

### 3.8 Status of Mid-Day Meal (MDM) in the Schools:

The Mid-day Meal was reported to be available in 139 schools of Sitapur district as per DISE data. The survey result indicated that the MDM was available in 140 schools in Sitapur district. While in Moradabad district, DISE reported the availability of MDM in 106 schools while through the survey it was found in 105 schools. The MDM facility was available but the food was not cooked in school premise in 22 schools in Sitapur district and in 19 schools in Moradabad district as per DISE as well as survey data. Thus,

variation between the two data sets was of 5 to 6 per cent in both the districts in the schools where such facility was not available. A nominal variation between the survey and DISE data was evident in case of schools where MDM facility was available and the food was cooked in school premises (Table-3.8).

**Table 3.8: Status of Mid- Day Meal (MDM) Facility in the Schools**

District	Particular	No Facility	Facility available & Cooked in School Premise	Facility available but not Cooked in School Premise
Sitapur	Survey	20	140	22
	DISE	21	139	22
	Variation	1 (4.76)	-1 (0.71)	-
Moradabad	Survey	18	105	19
	DISE	17	106	19
	Variation	-1 (5.88)	1 (0.94)	-

Source: - DISE Data and field survey

### 3.9 Status of Kitchen Sheds in the Schools:

There was under reporting of availability of kitchen sheds in the schools in DISE data in Sitapur as well as in Moradabad district as evident from the following Table 3.9. There was marginal over reporting in case of not availability kitchen sheds in both the district.

**Table 3.9: Status of Kitchen Sheds in the Schools**

District	Particular	Available	Not Available	Under Construction	Class room used as Kitchen
Sitapur	Survey	148	32	-	-
	DISE	146	34	-	-
	Variation	-2 (1.36)	2 (5.88)	-	-
Moradabad	Survey	108	23	-	-
	DISE	106	24	-	-
	Variation	-2 (1.89)	1 (4.17)	-	-

Source: - DISE Data and field survey

### 3.10 Status of Kitchen Sheds in the Schools:

The arrangement to provide MDM by the school cooks was reported in case of 136 schools in Sitapur district in DISE data and 137 in survey data. Similarly in 107 schools were reported the availability of food by school cook in DISE data and 109 in survey data. The variation was in the range of less than one per cent to around 2 per cent in both the districts. There was no difference in the data of NGOs providing food in Sitapur and Moradabad districts (Table-3.10).

**Table 3.10: Arrangement of Food Availability under MDM in the Schools**

District	Particular	By the School Cook	N.G.O.	S.H.G.	Parents Teachers Association
Sitapur	Survey	137	27	1	7
	DISE	136	27	1	7
	Variation	-1 (0.74)	1 (3.7)	-	-
Moradabad	Survey	109	16	-	4
	DISE	107	16	-	4
	Variation	-2 (1.87)	-	-	-

Source: - DISE Data and field survey

### 3.11 One Time Grant for Purchase of Utensils under MDM:

The one time grant is provided to schools for purchase of utensils for mid-day meal. The DISE data has reported that such grant was given to 166 schools in Sitapur district and our survey has found that the same number of schools received this grant in the district. In case of Moradabad district, DISE data has shown that 121 schools did receive one time grant and the survey has also shown 121 received the grant in Moradabad district as the following Table 3.11 shows.

**Table 3.11: One Time Grant for Purchase of Utensils under MDM**

District	Particular	Grants Provided	
		Yes	No
Sitapur	Survey	166	44
	DISE	166	44
	Variation	-	-
Moradabad	Survey	121	99
	DISE	121	99
	Variation	-	-

Source: - DISE Data and field survey

Summarizing the above, it can be concluded that no major variations were found between the DISE data and our survey data as far the status of different infrastructural facilities in the schools of two sample districts of Sitapur and Moradabad are concerned.

## CHAPTER- IV

### ENROLLMENT, ATTENDENCE AND EXAMINATION OF CHILDREN IN SAMPLE SCHOOLS OF SITAPUR AND MORADABAD DISTRICTS

The variation between DISE data and the data collected through our survey in regard to enrollment of children of different social groups, their attendance in the schools and achievements in examination in primary and upper primary schools have been examined in this chapter.

#### **4.1 Enrollment in Primary Schools of Sitapur District (2009-10):**

A nominal variation between DISE and survey data is noticed in Class-I. In this class, there is over reporting in DISE data as compared to survey data in case of boys and under reporting of enrolled girls. In class-II DISE data is under reported both in case of boys and girls. While in class-III, enrollment number of boys and girls are more in DISE data as against survey data. In class IV the number of boys is lower in survey data than DISE data while the girls' number are higher in survey data as compared to DISE data. In class-V, the number of boys and girls both are found to be high in survey data as compared to the DISE data. The variation between the survey and the DISE data ranged from a lowest of 0.04 per cent to a maximum of 0.84 per cent under this category of enrolled children

While taking into consideration the enrollment of general category students, it is found that boys have been over reported in DISE data as compared to survey data and the enrollment of general category girls has been under reported in DISE data as compared to survey data of class-I. In class-II, there is over reporting in the number of general category boys and girls in survey data as compared to DISE data. An opposite trend is found in general category of class-III. In class-IV the number of general category boys is found to be marginally under reported and number of general category girls is found to be marginally over reported in DISE data as compared to survey data. In class-V, an opposite trend is found.

In case of enrollment of SC children, there is little over reporting in case of boys and girls in DISE data as compared to survey data in class-I. In class-II and class-III, we observed an opposite trend. In class-IV the number of boys is lower in survey data than DISE data while the girls' number is higher in survey data as compared to DISE data. In class-V, the number of boys is higher in survey data than DISE data while the girls' numbers are lower in survey data as compared to DISE data.

The number of enrollment of boys and girls in OBC children has been on the higher side in survey data as compared to DISE data in case of girls and boys of class-I. The opposite trend is found in case of girls and boys of class-II. Again in class-III, the number of boys and girls turned out to be higher in survey data as against DISE data. In class-IV and class-V, the number of boys and girls are found to be over reported in DISE data as compared to survey data.

The enrollment of Muslim children as reported in DISE data is higher as compared to survey data in case of boys and lower in case of girls in class-I. In class-II, the number of boys and girls enrolled are found to be lower in DISE data as compared to survey data. The same trend is found in class-III, class-IV and class-V as well.

In case of those children who are termed as repeaters, no variation is found to be present between DISE data and survey data. However, repeaters girl students are reported only in class-II. No children are found to be working.

Children who got transferred to other schools, their number showed little variation between DISE and survey data. Table 4.1 presents the enrollment of children in the academic year 2010-11 in Sitapur district.

**Table 4.1: Children Enrolled in the Academic Year 2010-11 in Primary Schools of Sitapur District**

Enrolment		Class-1		Class-2		Class-3		Class-4		Class-5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total Enrolment (a+b+c+d)	Survey	2574	2293	2266	1903	2145	1878	2153	2007	2108	2041
	DISE	2593	2274	2258	1902	2146	1885	2159	1994	2093	2037
	Variation	19 (0.73)	-19 (0.84)	-8 (0.35)	-1((0.05)	1 (0.047)	7 (0.37)	6 (0.28)	-13 (0.65)	-15 (0.72)	4 (0.196)
General (a)	Survey	314	310	250	280	321	255	300	260	350	280
	DISE	319	303	241	270	328	262	303	256	344	285
	Variation	5 (1.56)	-7 (2.31)	-9 (3.73)	-10 (3.7)	7 (2.13)	7 (2.67)	3 (0.99)	-4 (1.56)	-6 (1.74)	5 (1.75)
SC Children Enrolled (b)	Survey	851	791	768	723	629	601	752	742	776	751
	DISE	860	790	770	728	630	609	755	735	770	745
	Variation	-9 (1.05)	-1 (0.13)	2 (0.26)	5 (0.69)	1 (0.158)	8 (1.31)	3 (0.40)	-7 (0.96)	-6 (0.78)	6 (0.81)
OBC Children Enrolled (c)	Survey	1029	865	891	652	866	790	830	765	719	770
	DISE	1021	861	897	659	863	783	836	768	721	775
	Variation	-8 (0.78)	-4 (0.46)	6 (0.67)	7 (1.06)	-3 (0.35)	-7 (0.90)	6 (0.72)	3 (0.39)	2 (0.28)	5 (0.65)
Muslim Children Enrolled (d)	Survey	380	327	357	248	329	232	271	240	263	240
	DISE	385	320	350	245	325	231	265	235	258	232
	Variation	5 (1.30)	-7(2.12)	-7(2.00)	-3(1.22)	-4(1.23)	-1(0.43)	-6(2.26)	-5(2.13)	-5 (1.94)	-8 (3.45)
Children Who Transfer to Other School	Survey	2900	2982	492	451	350	320	150	160	220	212
	DISE	2912	2985	490	455	345	316	144	158	212	215
	Variation	8 (0.27)	3 (0.10)	-2(0.40)	4 (0.87)	-5 (1.44)	-4(1.26)	-6(4.16)	-2(1.26)	-8 (3.77)	3 (1.39)
Working Children	Survey	-	-	-	-	-	-	-	-	-	-
	DISE	-	-	-	-	-	-	-	-	-	-
	Variation	-	-	-	-	-	-	-	-	-	-
Repeaters	Survey	-	-	-	4	-	-	-	-	-	-
	DISE	-	-	-	4	-	-	-	-	-	-
	Variation	-	-	-	-	-	-	-	-	-	-

Source: - DISE Data and field survey

#### 4.2 Enrollment in Primary Classes of Moradabad District: 2010-11

The total enrollment in primary schools of Moradabad district from class I to Class-V in respect of boys and girls has been shown marginally lower in DISE data as compared to survey data. However, the pattern has changed among girls of class-I, boys and girls of class-IV and boys of class V where DISE data has been over reported as compared to survey data as presented in Table 4.2. A very low variation of .04 to .65 per cent variation was recorded between the survey and the DISE data in the total enrollment of the students.

In case of enrollment of general category children, there is under reporting of boys in DISE data as compared to survey data in class-I. An opposite trend is found in case of girls of class-I. In class-II, the number of boys and girls turned out to be higher in DISE data as against survey data. An opposite trend is found in general category of class-III. In class-IV, the number of boys is lower in survey data than DISE data while the girls' number is higher in survey data as compared to DISE data. Finally, the number of general category boys and girls of class-V is lower in survey data than DISE data. The variation between the survey and the DISE data ranged from .23 per cent to a maximum of 1.29 per cent.

While taking into consideration the enrollment of SC category students, it is found that the enrollment of boys have been under reported in DISE data as compared to survey data and the enrollment of SC category girls has been over reported in DISE data as compared to survey data in class-I. In class-II, boys and girls of SC category are found to be under reported in DISE data as compared to survey data. The number of boys of SC category is found to be over reported in DISE data as compared to survey data and the number of girls of SC category is found to be under reported in DISE data as compared to survey data in class- III. In class-IV, the number of boys and girls turned out to be higher in DISE data as against survey data. In class-V, the enrollment of boys is higher in DISE data as compared to survey data and the number of girls' is lower in DISE data as compared to survey data. The enrollment of SC children in the district was found as reported in DISE data similar to what we have found in through our survey. The variation between the survey and the DISE data ranged from a lowest of .37 per cent to a maximum of 1.42 per cent under this category of enrolled children.

In case of OBC category children, the enrollment of boys has been under reported in DISE data as compared to survey data in class-I. An opposite trend is found in case of girls of class-I. In class-II and class-III, there is under reporting in DISE data as compared to survey data in the number of OBC boys and girls'. In class-IV, the number of boys is turned out to be lower in DISE data as compared to survey data. Reverse case is observed with girls of class-IV. However, in class-V, the number of boys and girls of OBC category are reported in the higher side in DISE data as against the survey data. The variation between the survey and the DISE data ranged from a lowest of 0.12 per cent to a maximum of 1.65 per cent under this category of enrolled children. The data also revealed that the number of the enrolled girls students has been comparatively lower than boys up to class-II. The girls enrollment has been higher than boys in class III onwards.

A review of enrollment of Muslim boys and girls from class-I to class-V shows that the DISE data has over reported their numbers than what has been found through the survey. The variation between the survey and the DISE data ranged from 0.34 per cent to a maximum of 1.55 per cent. The girls enrollment has been found to be marginally lower than boys, except in class I, among Muslim children.

The reporting in case of children who were transferred to other schools showed a little variation in DISE data as against the survey data. The number of boys and girls of class-I and class-II are higher in DISE data as compared to survey data. A reverse trend is found in boys and girls' of class-III. In class-IV, the number of boys and girls are under reported in DISE data as compared to survey data. In class-V, the number of boys is found to be over reported in DISE data as compared to survey data while the number of girls' is found to be under reported in DISE data as compared to survey data. The variation between the survey and the DISE data ranged from a lowest of 0.06 per cent to a maximum of 2.71 per cent under this category of children who were transferred to other schools.

The children falling in the category of repeaters were very low in number but existed in all the classes (from I to V), the variation between DISE data and survey data relating to repeaters children has been found to be nominal. Table 4.2 presents the enrollment of children in the academic year 2010-11 in Moradabad district.

**Table 4.2: Children Enrolled in the Academic Year 2010-11 in Primary Schools of Moradabad District**

Enrolment		Class-1		Class-2		Class-3		Class-4		Class-5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total Enrolment (a+b+c+d)	Survey	5029	4610	4146	3827	3101	3370	2438	2871	2516	2408
	DISE	5012	4622	4139	3823	3089	3352	2454	2876	2525	2407
	Variation	-17 (0.34)	12 (0.26)	-7 (0.17)	-4 (0.10)	-12 (0.39)	-18 (0.54)	16 (0.65)	5 (0.17)	9 (0.36)	-1 (0.04)
General (a)	Survey	949	868	1119	899	849	747	700	608	560	519
	DISE	940	870	1124	905	842	740	709	602	566	522
	Variation	-9 (0.96)	2 (0.23)	5 (0.44)	6 (0.66)	-7 (0.83)	-7 (0.95)	9 (1.27)	-6 (0.99)	6 (1.06)	3 (0.57)
SC Children Enrolled (b)	Survey	820	612	645	575	581	504	518	485	512	439
	DISE	817	615	640	570	586	500	525	492	514	437
	Variation	-3 (0.37)	3 (0.49)	-5 (0.78)	-5 (0.88)	5 (0.85)	-4 (0.8)	7 (1.33)	7 (1.42)	2 (0.39)	-2 (0.46)
OBC Children Enrolled (c)	Survey	1911	1677	1654	1523	1311	1317	493	1095	1003	1007
	DISE	1900	1679	1650	1517	1300	1312	485	1100	1009	1015
	Variation	-11 (0.58)	2 (0.12)	-4 (0.24)	-6 (0.40)	-11 (0.85)	-5 (0.38)	-8 (1.65)	5 (0.45)	6 (0.59)	8 (0.79)
Muslim Children Enrolled (d)	Survey	1349	1453	1100	1087	944	936	860	784	571	556
	DISE	1355	1458	1104	1092	948	940	865	790	580	562
	Variation	6 (0.44)	5 (0.34)	4 (0.36)	5 (0.46)	4 (0.42)	4 (0.43)	5 (0.58)	6 (0.76)	9 (1.55)	6 (1.06)
Children Who Transfer to Other School	Survey	3557	3273	592	434	368	324	183	179	272	224
	DISE	3562	3275	595	440	363	320	186	184	275	220
	Variation	5 (0.14)	2 (0.06)	3 (0.50)	6 (1.36)	-5 (1.37)	-4 (1.25)	3 (1.61)	5 (2.71)	3 (1.09)	-4 (1.82)
Working Children	Survey	-	-	-	-	-	-	-	-	9	7
	DISE	-	-	-	-	-	-	-	-	8	7
	Variation	-	-	-	-	-	-	-	-	-1 (12.5)	-
Repeaters	Survey	14	17	8	2	6	5	6	3	11	6
	DISE	16	18	6	2	8	5	6	3	12	6
	Variation	2 (12.5)	1 (5.55)	-2 (33.33)	-	2 (25.0)	-	-	-	1 (8.33)	-

Source: - DISE Data and field survey

### 4.3 Enrollment in Upper Primary Schools of Sitapur District (2010-11):

In the sample data of Upper primary schools, DISE data has over reported the number of boys and girls enrollment in class-VI as against the survey data. In class-VII, the DISE data is over reported in case of enrollment of boys while it is under reported in case of girls' enrollment. The number of girls enrolled is marginally lower than enrolled boys in class-VII and class-VIII except in class-VI. The variation between the survey and the DISE data ranged from 0.08 per cent to a maximum of 0.87 per cent.

In case of general category students, the number of boys in DISE data is turned out to be higher as compared to survey data in class-VI while the number of girls in DISE data is turned out to be lower as compared to survey. In class-VII, the number of boys and girls in DISE data is found to be higher as compared to survey data. The number of boys in class-VIII is found to be under reported in DISE data as against survey data. The variation between the survey and the DISE data ranged from 1.05 per cent to a maximum of 2.90 per cent in general category students.

While taking into consideration the enrollment of SC category students, in class-VI, the number of boys and girls in DISE data are found to be higher as compared to survey data. In class-VII, the number of boys has been on the higher side in DISE data as compared to survey data while the number of girls has been on the lower side in DISE data as compared to survey data. Finally in class-VIII, the number of boys and girls are found to be higher in DISE data as compared to survey data. The variation between the survey and the DISE data ranged from a lowest of 0.92 per cent to a maximum of 2.50 per cent under this category of enrolled children. The number of girls enrolled is found to be higher than boys in class-VI while lower than boys in class-VII and class-VIII.

The number of OBC children enrolled in upper primary classes also showed little variation between the DISE data and survey data. The number of boys and girls enrolled in class-VI are found to be marginally over reported in DISE data as against survey data. A reverse trend is found among boys and girls' of class-VII. In class-VIII, the number of boys is found to be higher in DISE data as compared to survey data while the number of girls is found to be lower in DISE data as compared to survey data. The variation between the survey and the DISE data ranged from a lowest of 0.16 per cent to a maximum of 1.0 per cent under this category of enrolled children.

The enrollment of Muslim children as shown in DISE data and as evident from the survey shows little variation. There were 162 Muslim children enrolled in class-VI as shown in DISE data while our survey found their number as 169 number. In case if girls in this class, 7 girls were reported to be more in DISE data as against the survey data. Likewise, difference was noticed between the DISE and survey data in the enrollment of Muslim children in upper primary classes. The variation between DISE data and survey data was recorded to be marginally on the higher side as compared to other groups of

enrolled students. The variation in this category of students ranged from a lowest of 3.10 per cent to a maximum 4.55 per cent.

The difference between DISE and survey data in regard to children who were transferred to other schools was nominal and the number of working children is found only in boys of class-VII.

The number of repeaters boys and girls has been found only in class-VII and boys of class-VIII. When compared between DISE and survey data, no variation is found. Table 4.3 presents the enrollment of children in the academic year 2010-11 in Sitapur district.

**Table 4.3: Children Enrolled in the Academic Year 2009-10 in Upper Primary Schools of Sitapur District**

Enrolment		Class-6		Class-7		Class-8	
		Boys	Girls	Boys	Girls	Boys	Girls
Total Enrolment (a+b+c+d)	Survey	1489	1502	1395	1273	1421	1330
	DISE	1484	1489	1407	1272	1418	1339
	Variation	5 (0.336)	13 (0.87)	12 (0.85)	-1 (0.08)	-3 (0.21)	9 (0.67)
General (a)	Survey	240	192	233	160	257	201
	DISE	246	190	238	163	252	207
	Variation	6 (2.44)	-2 (1.05)	5 (2.10)	3 (1.84)	-5 (1.98)	6 (2.90)
SC Children Enrolled (b)	Survey	430	475	448	350	436	388
	DISE	435	479	443	359	432	384
	Variation	5 (1.14)	4 (0.84)	-5 (1.12)	9 (2.5)	-4 (0.92)	-4 (1.04)
OBC Children Enrolled (c)	Survey	640	655	600	585	582	560
	DISE	641	659	594	580	587	555
	Variation	1 (0.16)	4 (0.62)	-6 (1.0)	-5 (0.86)	5 (0.85)	-5 (0.90)
Muslim Children Enrolled (d)	Survey	169	154	138	176	140	199
	DISE	162	161	132	170	147	193
	Variation	-7 (4.32)	7 (4.34)	-6 (4.55)	-6 (3.52)	7 (4.76)	-6 (3.10)
Children Who Transfer to Other School	Survey	560	433	111	88	19	32
	DISE	566	428	116	84	16	35
	Variation	6 (1.06)	-5 (1.16)	5 (4.31)	-4 (4.76)	-3 (19.92)	3 (8.57)
Working Children	Survey	-	-	2	-	-	-
	DISE	-	-	2	-	-	-
	Variation	-	-	-	-	-	-
Repeaters	Survey	-	-	4	5	3	-
	DISE	-	-	4	5	3	-
	Variation	-	-	-	-	-	-

Source: - DISE Data and field survey

#### **4.4 Enrollment in Upper Primary Schools of Moradabad District (2009-10):**

In sample Upper primary schools of Moradabad, DISE data has under reported the number of boys' enrollment and over reported the number of girls' enrollment in class-VI as compared to the survey data. DISE data is turned out to be lower than survey data in case of enrollment of girls and boys of class-VII. In class-VIII, the DISE data is over reported in case of enrollment of boys and no variation is found between DISE data and survey data in case of enrollment of girls. When we examined the variation between the DISE and survey data, it is found to be ranging from a lowest of 0.15 per cent to a maximum of 1.58 per cent as evident from Table 4.4.

In the general category of students, the DISE data is found to be under reported in case of boys and over reported in case of girls as compared to survey data of class-VI. In class VII, the DISE data is found to be higher than survey data in both the cases of enrolled boys and girls students. Lastly, in class VIII, the DISE data is found to be higher than survey data in case of boys and vice-versa is found in case of girls. The variation between the DISE data and the survey data ranged from a minimum 0.52 percent to maximum 2.19 percent.

The DISE data has shown little variation from our survey data in case of enrollment of SC children in class-VI, class-VII and class-VIII. The DISE data has shown under reporting in case of boys and over reporting in case of girls as compared to survey data of class-VI. In class-VII, the number of boys and girls is found to be under reported in DISE data as compared to survey data. In class-VIII, the number of boys enrolled is higher in DISE data as compared to survey data while the number of girls' enrolled is lower in DISE data as compared to survey data. The variation between the DISE data and the survey data ranged from a lowest of 1.16 percent to maximum 3.91 percent. The variation is found to be higher in case of girls of class-VIII as compared to rest of all.

The number of OBC children enrolled in upper primary classes also had little variation between the DISE data and the survey data. The DISE data has over reported the numbers as compared to survey data of boys and girls of all the classes. The variation is to the extent of around 0.5 percent except in girls of class-VII & boys and girls of class-VIII where DISE data has over reported than the survey data with the variation of around one per cent.

The variation between the enrollment of Muslim children as shown in DISE data and the survey data was found to be negligible. There were 618 Muslim boys and 530 Muslim girls each enrolled in class-VI according to the survey while DISE data has shown number as 609 Muslim boys and 523 Muslim girls. In the same way, difference was negligible between the DISE and survey data relating to the enrollment of Muslim children in other upper primary classes. The variation between the DISE data and the survey data ranged from a minimum 0.62 percent to maximum 1.48 percent.

The children who were transferred to other schools had shown a variation between the DISE data and the survey data ranging from a lowest of 0.90 percent to a maximum of 5.21 percent. As far reporting the number of working children was concerned, the variation between the DISE data and the survey data was quite high, which ranged from a lowest of 7.0 percent to maximum 17.6 percent.

The number of boys' and girls repeaters has been found in class-VI, class-VII and also among the girls of class-VIII. When compared between DISE and survey data, negligible under reporting in DISE data as against the survey data is evident in girls of class-VII. Table 4.4 presents the enrollment of children in the academic year 2010-11 in Moradabad district.

**Table 4.4: Children Enrolled in the Academic Year 2010-11 in Upper Primary School of Moradabad District**

Enrolment		Class-6		Class-7		Class-8	
		Boys	Girls	Boys	Girls	Boys	Girls
Total Enrolment (a+b+c+d)	Survey	1966	1931	1939	1773	1744	1688
	DISE	1963	1944	1924	1954	1772	1688
	Variation	-3 (0.15)	13 (0.66)	-15 (0.78)	-19 (1.08)	28 (1.58)	-
General (a)	Survey	346	346	308	327	333	388
	DISE	343	349	305	320	338	386
	Variation	-3 (0.88)	3 (0.86)	-3 (0.98)	-7 (2.19)	5 (1.49)	-2 (0.52)
SC Children Enrolled (b)	Survey	370	350	387	294	424	239
	DISE	365	355	380	290	429	230
	Variation	-5 (1.37)	5 (1.41)	-7 (1.84)	-4 (1.37)	5 (1.16)	-9 (3.91)
OBC Children Enrolled (c)	Survey	600	701	746	550	583	550
	DISE	632	705	751	557	589	558
	Variation	2 (0.316)	4 (0.57)	5 (0.67)	7 (1.26)	6 (1.02)	8 (1.43)
Muslim Children Enrolled (d)	Survey	618	530	493	569	398	495
	DISE	609	523	490	562	395	499
	Variation	9 (1.48)	-7 (1.39)	-3 (0.62)	-7 (1.25)	-3 (0.76)	4 (0.80)
Children Who Transfer to Other	Survey	1009	805	192	121	201	118
	DISE	1000	810	190	115	210	120

School	Variation	-9 (0.90)	5 (2.63)	-2 (1.05)	-6 (5.21)	9 (4.28)	2 (1.67)
Working Children	Survey	40	35	40	20	50	20
	DISE	43	38	35	17	56	17
	Variation	3 (7.0)	3 (7.9)	-5 (14.3)	-3 (17.6)	6 (10.7)	-3 (17.6)
Repeaters	Survey	1	11	1	26	-	8
	DISE	1	11	1	27	-	8
	Variation	-	-	-	1 (3.70)	-	-

Source: - DISE Data and field survey

#### 4.5. Scholarship to Students in Primary Schools of Sitapur and Moradabad Districts:

There is found to be a small variation between DISE and survey data of scholarship given to boys' students of primary schools of Sitapur district. In Moradabad district, there has been over reporting in DISE data as compared to the survey data. In case of girls' students of Sitapur district, the DISE data has been marginal over reported as compared to the survey data while in Moradabad district, there has been under reporting in DISE data in case of girls students of primary level. More or less similar variation is evident in the data of scholarship incentives availed by the students of different social groups in both the districts (Table 4.5). The variation between the DISE data and the survey data ranging from 0.10 percent to 0.18 percent in case of boys of primary schools of Sitapur and Moradabad districts. While in case of girls, the variation between the DISE data and the survey data is found to be very negligible ranging from 0.02 percent to 0.06 percent in Sitapur and Moradabad districts.

The following Table 4.5, shows the scholarship availed by the students of primary schools belonging to different social groups in Sitapur and Moradabad district.

**Table 4.5: Incentives of Scholarship in the Academic Year 2009-10: Primary Schools of Sitapur and Moradabad Districts**

Caste		Survey		DISE		Variation	
		Sitapur	Moradabad	Sitapur	Moradabad	Sitapur	Moradabad
General	Boys	996	2587	990	2580	-6 (0.60)	-7 (0.27)
	Girls	1018	2696	1024	2699	6 (0.59)	3 (0.11)
SC	Boys	3585	2963	3580	2972	-5 (0.14)	9 (0.30)
	Girls	3704	2694	3700	2699	-4 (0.12)	5 (0.12)
ST	Boys	24	26	23	26	-1 (4.35)	1 (3.84)
	Girls	25	16	15	16	-	-
OBC	Boys	4188	6100	4180	6110	-8 (0.19)	10 (0.16)
	Girls	3969	6895	3958	9885	-11 (0.025)	-10 (0.15)
Muslim	Boys	938	3620	928	3635	10 (1.07)	15 (0.41)
	Girls	931	3508	920	3500	11 (1.12)	-8 (0.22)
Total Students	Boys	9731	15295	9701	15323	-10 (0.10)	28 (0.18)
	Girls	9631	15809	9617	15799	2 (0.02)	-10 (0.06)

Source: - DISE Data and field survey.

#### 4.6 Scholarship to Students in Upper Primary Schools of Sitapur and Moradabad Districts:

The number of students who availed scholarship in upper primary classes of Sitapur district has been under reported in DISE data as compared to survey data. While in Moradabad district, the DISE data has over reported the number of such students. This is found in case of boys in both the districts. In case of girls students the DISE data has over reported the figures as compared to the survey data in Sitapur district. An opposite trend is found to be present in Moradabad district. The variation in case of boys and girls comes out to be around 0.07 per cent and 0.54 percent in Sitapur district. The under reporting is found to the extent of 0.02 per cent in case of boys and over reporting to the extent of 0.36 per cent in case of girls in Moradabad district.

Among boys and girl students of general category, the DISE data is found to be under reported in Sitapur district while over reported in Moradabad district. There is over reporting of number of SC boys and girls to the extent of 1.71 per cent and 1.40 percent in Sitapur district. While there is under reporting to the extent of 1.08 per cent and 1.55 percent in case of boys and girls students of Sitapur and Moradabad districts. Among boys and girl students of ST category, the DISE data is found to be over reported in Sitapur district while under reported in Moradabad district. A nominal under reporting is evident in case of OBC boys of Sitapur Districts while over reporting in Moradabad district. Among girl students of OBC category, there has been a slight over reporting in the DISE data as compared to the survey data in both the districts of Sitapur and Moradabad. The DISE data has under reported the number of Muslim boys who received scholarship incentive in both the districts of Sitapur and Moradabad. Among girls, the DISE data has over reported the figures than survey data in Sitapur districts and under reported than survey data in Moradabad district. Table 4.6 presents the scholarship availed by the students of upper primary schools belonging to different social groups in Sitapur and Moradabad district.

**Table 4.6: Incentive of Scholarship in the Academic Year 2009-10 in Upper Primary Schools of Sitapur and Moradabad Districts**

Caste		Survey		DISE		Variation	
		Sitapur	Moradabad	Sitapur	Moradabad	Sitapur	Moradabad
General	Boys	383	975	375	985	-8 (2.13)	10 (1.01)
	Girls	314	830	300	836	-14 (4.66)	6 (0.71)
SC	Boys	800	652	814	645	14 (1.71)	-7(1.08)
	Girls	630	457	639	450	9 (1.40)	-7 (1.55)
ST	Boys	-	-	-	-	-	-
	Girls	-	52	-	52	-	-

OBC	Boys	1291	1888	1285	1895	-6 (0.46)	7 (0.37)
	Girls	1067	1839	1080	1845	13 (1.20)	6 (0.33)
Muslim	Boys	322	1244	320	1235	-2 (0.63)	-9 (0.73)
	Girls	204	769	208	760	4 (1.92)	-9 (1.18)
Total Students	Boys	2796	4759	2794	4760	-2 (0.07)	1 (0.02)
	Girls	2215	2227	2227	3933	12 (0.54)	-14 (0.36)

Source: - DISE Data and field survey.

#### 4.7 Free Uniform to Students in Primary Schools of Sitapur and Moradabad Districts:

The free uniform is provided to girl students in primary schools of the state. The DISE and our survey data have provided the number of those girl students belonging to different social groups who have obtained free uniform. Table 4.7 shows that there is more or less similarity between the number of girl students reported in DISE data and our survey data. While considering total number of students, the DISE data has over reported as compared to the survey data in Sitapur district and under reported in Moradabad district. The variations across the DISE data as compared to the survey data of total number of students are also nominal ranging from 0.03 percent to 0.22 percent.

**Table 4.7: Incentive of Free Uniform for Girls in the Academic Year 2009-10 in Primary Schools of Sitapur and Moradabad Districts**

Caste	Survey		DISE		Variation	
	Sitapur	Moradabad	Sitapur	Moradabad	Sitapur	Moradabad
General	1033	2715	1040	2700	7 (0.68)	-15 (0.56)
SC	3699	3144	3709	3150	10 (0.27)	6 (0.19)
ST	7	7	7	7	-	-
OBC	3824	6281	3835	6295	11 (0.29)	14 (0.23)
Muslim	1067	4009	1060	4000	-7 (0.66)	-9 (0.23)
Total Students	9630	16156	9651	16152	21 (0.22)	-4 (0.03)

Source: - DISE Data and field survey.

#### 4.8 Incentive of Free Bags to Girl Students in Primary Schools of Sitapur and Moradabad Districts:

The incentive of free bags is provided to the girl students of upper primary school in the state. The DISE data has reported the number of girl students who obtained bags in Sitapur and Moradabad district. Our survey also enumerated the number of such girls who obtained free bags in these districts. On the whole, the DISE data has over reported the number of such girls than what was found in our survey to the extent 0.12 percent in Sitapur district and under reported to the extent 0.36 percent in Moradabad district. In case of General category girls, the DISE data is found to be under reporting in Sitapur district while over reported in Moradabad district. While considering girls of SC category, the DISE data is found to be over reporting the number of such girls as compared to the survey data in both the districts of Sitapur and

Moradabad. In case of OBC category girls, the DISE data is turned out to be over reported in Sitapur district while under reported in Moradabad district. An opposite trend was found among the girls of Muslim category. The variation is as high as of 3.49 percent in case of Muslim girls in Sitapur district. No variation is found between the DISE data and the survey data among ST girls in this respect.

**Table 4.8: Incentive of Free Bags for Girls in the Academic Year 2009-10 in Upper Primary Schools of Sitapur and Moradabad Districts**

Caste	Survey		DISE		Variation	
	Sitapur	Moradabad	Sitapur	Moradabad	Sitapur	Moradabad
General	180	447	175	450	-5 (2.86)	3 (0.67)
SC	541	310	548	314	7 (1.28)	4 (1.28)
ST	-	52	-	52	-	-
OBC	780	788	786	780	6 (0.77)	-8 (1.03)
Muslim	178	652	172	645	-6 (3.49)	-7 (1.09)
Total Students	1679	2249	1681	2241	2 (0.12)	-8 (0.36)

Source: - DISE Data and field survey.

#### **4.9 Incentive of Free Text Books in Primary Schools of Sitapur and Moradabad Districts:**

The free text books are given to every student of primary and upper primary school all over the state. The DISE data has reported the number of such students who received free text books in Sitapur and Moradabad districts. Number of boys and girls who received free text books in academic year 2009-10 in sample schools is shown in Table 4.9. The variation is negligible between the two. It is found to be ranging from a lowest of 0.05 percent to a maximum of 1.28 percent in case of boys student and in case of girls students, variation is ranging from 0.05 percent to 0.11 percent.

**Table 4.9: Incentive of Free Text Books in the Academic Year 2009-10 in Primary Schools of Sitapur and Moradabad Districts**

Caste		Survey		DISE		Variation	
		Sitapur	Moradabad	Sitapur	Moradabad	Sitapur	Moradabad
General	Boys	476	1206	470	1201	-6 (1.28)	-5 (0.42)
	Girls	595	1575	591	1580	-4 (0.68)	5 (0.32)
SC	Boys	2045	1671	2050	1672	5 (0.25)	1 (0.06)
	Girls	2558	1855	2561	1853	3 (0.12)	-2 (0.11)
ST	Boys	-	-	-	-	-	-
	Girls	-	-	-	-	-	-
OBC	Boys	2711	3968	2718	3970	7 (0.26)	2 (0.05)
	Girls	2727	4695	2730	4697	3 (0.11)	2 (0.05)
Muslim	Boys	613	2376	610	2370	-3 (0.50)	-6 (0.26)
	Girls	564	2123	560	2120	-4 (0.72)	-3 (0.15)
Total Students	Boys	5845	9221	5848	9213	3 (0.06)	-8 (0.09)
	Girls	6444	10248	6442	10250	-2 (0.04)	2 (0.02)

Source: - DISE Data and field survey.



Bone Disabled	Survey	3	4	2	1	-	3	4	1	3	2
	DISE	3	4	2	1	1	3	4	1	3	2
	Variation	-	-	-	-	1	-	-	-	-	-
Mental Disabled	Survey	1	-	-	-	-	-	-	-	-	1
	DISE	1	-	-	-	-	-	-	-	-	1
	Variation	-	-	-	-	-	-	-	-	-	-
Many type of Disabilities	Survey	-	-	2	1	-	-	-	1	-	-
	DISE	-	-	2	1	-	-	-	1	-	-
	Variation	-	-	-	-	-	-	-	-	-	-
Total	Survey	6	10	10	4	4	6	6	3	4	4
	DISE	6	10	10	4	4	6	6	3	4	4
	Variation	-	-	-	-	-	-	-	-	-	-

Source: - DISE Data and field survey.

#### 4. 12.(A) Number of Disabled Children in Primary Schools of Moradabad District:

The DISE and survey data of disabled children in the district of Moradabad has been compared to know the variation between the two. Number of such children is shown in Table 4.12. It is reflected from table that there is no difference between the DISE and survey data as far the number of disabled children in sample schools of Moradabad district is concerned.

**Table 4.12: Details of Disabled Children in Primary Schools of Moradabad District**

Particulars		Class-1		Class-2		Class-3		Class-4		Class-5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Blind	Survey	-	-	-	-	1	2	-	-	1	1
	DISE	-	-	-	-	1	2	-	-	1	1
	Variation	-	-	-	-	-	-	-	-	-	-
Deaf	Survey	-	1	-	2	2	-	2	-	-	-
	DISE	-	1	-	2	2	-	2	-	-	-
	Variation	-	-	-	-	-	-	-	-	-	-
Dumb	Survey	-	-	-	-	1	1	-	2	-	1
	DISE	-	-	-	-	1	1	-	2	-	1
	Variation	-	-	-	-	-	-	-	-	-	-
Bone Disabled	Survey	-	1	2	-	1	-	-	1	4	3
	DISE	-	1	2	-	1	-	-	1	4	3
	Variation	-	-	-	-	-	-	-	-	-	-
Mental Disabled	Survey	-	-	1	-	-	1	2	-	1	-
	DISE	-	-	1	-	-	1	2	-	1	-
	Variation	-	-	-	-	-	-	-	-	-	-
Many type of Disabilities	Survey	-	-	-	1	-	-	1	-	-	-
	DISE	-	-	-	1	-	-	1	-	-	-
	Variation	-	-	-	-	-	-	-	-	-	-
Total	Survey	-	2	3	3	5	4	5	3	6	5
	DISE	-	2	3	3	5	4	5	3	6	5
	Variation	-	-	-	-	-	-	-	-	-	-

Source: - DISE Data and field survey.

#### 4. 12.(B) Number of Disabled Children in Upper Primary Schools of Sitapur District:

The number of disabled children has been reported in DISE data in case of upper primary schools of Sitapur district. The survey has found out the number of disabled children in order to assess the variation between the DISE and survey data in sample upper primary schools of the district. Number of such children is shown in Table 4.13. It is reflected from the data that there is no difference between the DISE and survey data as far the number of disabled children in sample schools of Sitapur district is concerned.

**Table 4.13: Details of Disabled Children in Upper Primary School of Sitapur District**

Particulars		Class-6		Class-7		Class-8	
		Boys	Girls	Boys	Girls	Boys	Girls
Blind	Survey	-	-	-	-	1	-
	DISE	-	-	-	-	1	-
	Variation	-	-	-	-	-	-
Deaf	Survey	-	1	2	-	3	-
	DISE	-	1	2	-	3	-
	Variation	-	-	-	-	-	-
Dumb	Survey	1	-	-	-	2	-
	DISE	1	-	-	-	2	-
	Variation	-	-	-	-	-	-
Bone Disabled	Survey	1	-	2	1	-	2
	DISE	1	-	2	1	-	2
	Variation	-	-	-	-	-	-
Mental Disabled	Survey	-	-	1	-	-	1
	DISE	-	-	1	-	-	1
	Variation	-	-	-	-	-	-
Many type of Disabilities	Survey	-	-	1	-	-	-
	DISE	-	-	1	-	-	-
	Variation	-	-	-	-	-	-
Total	Survey	2	1	6	1	6	3
	DISE	2	1	6	1	6	3
	Variation	-	-	-	-	-	-

Source: - DISE Data and field survey.

#### 4.13 Number of Disabled Children in Upper Primary Schools of Moradabad District:

The number of disabled children is reported in DISE data in case of upper primary schools of Moradabad district. The number of disabled children has been collected in the sample schools through our survey in order to assess the variation between the DISE and survey data in sample upper primary schools of the district. Number of such children is shown in Table 4.14. It is reflected from table that there is no difference between the DISE

and survey data as far the number of disabled children in sample schools of Moradabad district is concerned.

**Table 4.14: Details of Disabled Children in Upper Primary Schools of Moradabad District**

Particulars		Class-6		Class-7		Class-8	
		Boys	Girls	Boys	Girls	Boys	Girls
Blind	Survey	-	-	-	-	1	-
	DISE	-	-	-	-	1	-
	Variation	-	-	-	-	-	-
Deaf	Survey	1	-	-	1	-	-
	DISE	1	-	-	1	-	-
	Variation	-	-	-	-	-	-
Dumb	Survey	-	1	1	-	-	1
	DISE	-	1	1	-	-	1
	Variation	-	-	-	-	-	-
Bone Disabled	Survey	1	-	-	1	-	-
	DISE	1	-	-	1	-	-
	Variation	-	-	-	-	-	-
Mental Disabled	Survey	-	-	-	1	-	-
	DISE	-	-	-	1	-	-
	Variation	-	-	-	-	-	-
Many type of Disabilities	Survey	-	-	-	-	1	-
	DISE	-	-	-	-	1	-
	Variation	-	-	-	-	-	-
Total	Survey	2	1	1	3	1	1
	DISE	2	1	1	3	1	1
	Variation	-	-	-	-	-	-

Source: - DISE Data and field survey.

To conclude the above, inference can be drawn that the DISE data have, by and large, been nearest to the survey data. This has been verified by our survey data. However, in some places there are glaring variations between the DISE and survey data which need to be looked into.

## CHAPTER V

### INVESTIGATOR'S OBSERVATIONS ABOUT VARIOUS ASPECTS OF SCHOOLS

#### 5.1 Information regarding School Visits:

As per information obtained from the sample schools of the two districts Sitapur, and Moradabad, there were 210 sample schools in Sitapur district, out of which 200 schools (95.24 per cent) were found open when our research team visited on the first day of its visit to these schools. Ten schools were found open on the second day of our visit of our research team. The details have been placed in Table 5.1. In Moradabad district there were 220 sample schools, out of which 212 schools (96.37 per cent) were found open when our research team visited on the first day of its visit to these schools. Eight schools were found open on the second day of our visit of our research team.

**Table 5.1 Information regarding the Visit to the Sample Schools**

District	Was the School open on the first day of visits		Was the School open on the Second day of visits		Number of visits made to the School to get Information			Total Sample
	Yes	No	Yes	No	Once	Twice	More than two	
<b>Sitapur</b>	200 (95.24)	10 (4.76)	10 (4.76)	-	200 (95.24)	10 (4.76)	-	210 (100.00)
<b>Moradabad</b>	212 (96.37)	8 (3.63)	8 (3.63)	-	212 (96.37)	10 (3.63)	-	220 (100.00)

Source: Field Survey

#### 5.2 Reaction of Principals/ Head Teachers towards the Investigation:

The initial reaction of the Principal/ Head teachers has been found to be good in more than 16 percent of the total sample schools in Sitapur district whereas in more than 5 percent of the total sample schools it is reported to be very good. In more than 14 percent of the total sample schools, Principals/Head teacher's initial reaction has been found poor when our research team visited to the sample primary and upper primary schools of the Sitapur district. In more than 60 percent of the total sample schools, Principals/Head teacher's initial reaction has been found average in sample primary and upper primary

schools of the Sitapur district. In Moradabad District, the reaction of principals/Head teachers has been recorded as very good in around 6 percent of the total sample schools while in more than 11 percent of the sample schools the initial reaction of the principals/Head teachers has been reported to be good except those 13 to 37 percent of the schools where the reaction of teacher has been found to be very poor or poor as reported by our research team and average in 60.0 percent of the schools as evident from the table following table-5.2.

### 5.3 Response of the Principals/Head teachers in providing the Information:

The response of principals/head teachers in 5.24 percent of sample schools in Sitapur district and 6.37 per cent in Moradabad district, in providing information to our research team, has been recorded as good. In around 70 to 73 per cent of the total sample schools of both the districts, it is reported that the response of the teachers in providing the information was average. The research team has also found the response of the teachers in providing the information as poor in case of a low percentage of combined sample schools of Sitapur and Moradabad districts.

### 5.4 Availability of Records:

The availability of records was found to be good in 19.53 per cent sample schools of Sitapur district and nearly 15.91 per cent of sample schools of Moradabad district. In case of the Sitapur district in 58.58 per cent of the schools records have been found to be average while in more than 59 per cent of the schools, the availability of school records have been recorded as average in the Moradabad district.

**Table 5.2 Attitude of the Principals/Head Teachers toward the Investigation**

District	Sitapur		Moradabad	
Initial reaction of the Principal/Head Teacher	Very Good	12 (5.72)	13 (5.91)	
	Good	34 (16.19)	25 (11.37)	
	Average	133 (63.33)	132 (60.0)	
	Poor	31 (14.76)	37 (16.82)	
	Very Poor	-	13 (5.90)	
Response of the Principal/Head Teacher to provide information	Very Good	12 (5.72)	16 (7.28)	
	Good	11 (5.24)	14 (6.37)	
	Average	151 (71.91)	160 (72.73)	
	Poor	28 (13.34)	20 (9.09)	
	Very Poor	8 (3.80)	10 (4.55)	
Availability of Records	Very Good	14 (6.67)	19 (8.64)	
	Good	41 (19.53)	35 (15.91)	
	Average	123 (58.58)	131 (59.55)	
	Poor	21 (10.0)	29 (13.19)	
	Very Poor	11 (5.24)	6 (2.73)	
Total Sample Schools	210 (100.00)		220 (100.00)	

Source: Field Survey

### 5.5 Enrollment Details:

The information relating to enrollment and pass percentage of the students in sample schools of the Sitapur and Moradabad districts is contained in the Table 5.3. It is found that in 82.86 percent of the total sample schools of Sitapur district information relating to enrollment and pass percentage of the students was obtained easily, also in more than 76 percent sample schools of district Moradabad. The information relating to enrollment and other details has been obtained from a single register in more than 86 percent of the total sample schools in the district Sitapur and 80 percent of the total sample schools in Moradabad districts.

**Table 5.3 Information regarding Enrollment**

District	Availability of enrolment and pass percentage		Availability of enrollment and other details from a single register	
	Yes	No	Yes	No
<b>Sitapur</b>	174 (82.86)	36 (17.14)	181 (86.19)	29 (13.81)
<b>Moradabad</b>	169 (76.82)	51 (23.18)	176 (80.0)	44 (20.0)

Source: Field Survey

### 5.6 Information Regarding Attendance Register:

As evident from the Table- 5.4, in 91.43 percent of Sitapur and 90.0 per cent in Moradabad districts of total sample schools attendance register have been found to be filled by schools properly. In 88.10 percent of the schools in Sitapur the attendance registers were kept in Elmira. The attendance registers were kept in Elmira in 85.0 per cent of sample schools in the district of Moradabad

**Table 5.4 Information regarding Attendance Register**

District	Attendance register filled properly		Attendance register maintained and kept in Elmira's	
	Yes	No	Yes	No
<b>Sitapur</b>	192 (91.43)	18 (8.58)	185 (88.10)	25 (11.90)
<b>Moradabad</b>	198 (90.0)	22 (10.0)	187 (85.0)	33 (15.0)

Source: Field Survey

### 5.7 Year End Summary and Report Card:

The information relating to year-end summery and availability of reports cards with the schools has been placed in Table 5.5. Out of the total 210 sample schools of Sitapur district, 90.96 percent have reported the availability of the year end summery details relating to the enrolled students whereas in Moradabad district this information has

been obtained from 91.37 percent of total sample schools. The availability of report cards in the sample schools has not been satisfactory in both the districts.

**Table 5.5 Information regarding year end summery**

District	Availability of year end summery grade wise		Availability of report cards	
	Yes	No	Yes	No
Sitapur	191 (90.96)	19 (9.04)	26 (12.38)	184 (87.62)
Moradabad	201 (91.37)	19 (8.63)	28 (12.73)	192 (87.27)

Source: Field Survey

### 5.8 Teachers Presence in the Schools:

When our research team visited the sample schools of Sitapur district it was found that teachers come to schools well in time in more than 85 percent schools. In Moradabad district as well, teachers were found coming to the schools in time in case of 85 percent of schools as in case of Sitapur district as evident from the Table 5.6.

**Table 5.6 Teachers Presence in the Schools and Problems faced by the Investigators**

District	Do the Teachers in the Schools come on time?		Was the School having a photocopy of filled in DISE DCF		Did the Investigator face any problem in getting Information		Does the School have a display board		Total Sample
	Yes	No	Yes	No	Yes	No	Yes	No	
Sitapur	179 (85.24)	31 (14.76)	21 (10.0)	189 (90.0)	163 (77.62)	47 (22.38)	186 (88.57)	24 (11.43)	210 (100.0)
Moradabad	189 (85.90)	31 (14.10)	27 (12.27)	193 (87.73)	190 (86.36)	30 (13.64)	197 (89.50)	23 (10.5)	220 (100.0)

Source: Field Survey

### 5.9 Problems Faced by the Investigators:

As reported by our research team that about 77.62 percent and 86.36 percent have faced problem while getting the information from the respective sample schools of the district Sitapur and Moradabad as shown in Table 5.6. The 88.57 percent of the schools in the Sitapur district and 89.50 per cent schools in Moradabad district have reported that they were having display boards.

### 5.10 Provision of Mid-day Meal in the Schools:

The information regarding the provision of MDM was obtained from the sample schools in Sitapur and Moradabad districts. The quality of food being served was also enquired from the respective schools. This information is shown in Table 5.7. It is known that MDM is being implemented in all the primary and upper primary schools of the state. The information given in Table 5.7 is the combined information of the primary as well as the upper primary schools of the respective districts.

It is evident from the table that the provision of mid-day meal is there in 100.00 per cent of the total sample schools of Sitapur and Moradabad district respectively. The good quality food is being served in 54.17 percent and 57.25 percent sampled schools in both districts. The serving of food not according to menu and food not containing green vegetables is found to be in 24.40 percent and 35.12 percent in Sitapur district and 36.69 percent and 37.40 percent in Moradabad district.

**Table 5.7 Information regarding Mid-day Meal**

District	Particular	Sitapur	Moradabad
		Survey	Survey
Is there provision of MDM in the Govt. School*	Yes	168 (100.0)	131 (100.0)
	No	0	0
Quality of MDM being served to the children	1 Good Quality	91 (54.17)	75 (57.25)
	Bad Quality	75 (44.64)	61 (46.56)
	2 Food not given according to menu	41 (24.40)	52 (36.69)
	3 Green vegetables are not used in food	59 (35.12)	49 (37.40)
Total Govt. Sample School		168	131

\*Note: Provision of MDM shows both the primary as well as upper primary Schools. MDM not provided in any private sample schools.

### 5.11 Seating Arrangement for the Children:

The information relating to the seating arrangement for the children in schools is presented in Table 5.8. It is evident from the table that in Sitapur District 43.34 percent of the total schools have benches/stools for the children. In 54.29 percent of the schools, children use mats for sitting in the classrooms. In 2.38 percent of the schools, children use bora/bori or make their own arrangement for sitting in the classrooms while in around 60.96 percent of the schools chaukies are available for the student of class 1<sup>st</sup> and 2<sup>nd</sup>. Lack of proper place is found in 11.43 percent of schools in Sitapur district. It has been

found that in around 51.82 percent schools students use benches/stools for sitting in Moradabad district. In 45 percent of the schools, children use mats for sitting in the classrooms. In 3.19 percent of the schools, children use bora/bori or make their own arrangement for sitting in the classrooms while in around 63.19 percent of the schools chaukies are available for the student of class 1<sup>st</sup> and 2<sup>nd</sup>. Lack of proper place is found in 12.28 percent of schools in Moradabad district.

**Table 5.8 Information Regarding Seating Arrangement in Schools**

District	Particular	Sitapur	Moradabad
		Survey	Survey
Seating arrangement	Benches/Stools	91 (43.34)	114 (51.82)
	Mats arrangement by school	114 (54.29)	99 (45.0)
	Bora/Bori/Own arrangement by student	5 (2.38)	7 (3.19)
	Chaukies for the Students of class 1&2	128 (60.96)	139 (63.19)
	Lack of proper place/space	24 (11.43)	27 (12.28)
Total Sample		210	210

Source: Field Survey

#### **5.12 EMIS Data Processing, Infrastructure and Training:**

1. For filling up EMIS format by the head teachers, the training is implemented by the EMIS In-charge of Sitapur and Moradabad district. A batch of 40-45 head teachers is formed to train them through a participatory approach. The problems faced in this regard during the last academic year are exemplified in course of training. The trainers make them aware about the weaknesses of the format and through examples train them to fill format accurately.
2. A well established Educational Management Information System (EMIS) is found in the both districts. The system at the district level is found functional with the availability of computer operators and other related infrastructure.
3. More than 12 per cent schools are found to have school report card in Sitapur district and Moradabad district. However, display boards are found in 88.57 to 89.50 per cent sample schools in all the districts i.e. Sitapur and Moradabad.
4. After EMIS data feeding at the district level data is provided at all the three levels i.e. Block, NPRC and School. This data is used for analyzing student's enrollment for household survey of students in age groups of 6 to 11 years and 11 to 14 years. This data is also used for the identification of student's dropout and retention. This

procedure has been found to be adopted in all the two districts covered in our evaluation study.

5. The information relating to DISE data is known at all BRC level. However, only 60 to 70 per cent Block Resource Centers (BRC's) were found to have Block Report Card in the districts.
6. District Information System for Education (DISE) is used for preparing Annual Work Plan and Budget Plan for the next year in the districts.
7. For the awareness of DISE data separate workshops are not organized but training is imparted at the block level in districts.
8. There is a full fledged system and arrangement for DISE data feeding was found existing in the both districts. This task is accomplished with the help of three computer operators and requires software and hardware in the districts.
9. Regarding suggestions on EMIS data collection its entry and accuracy, we hold the view that –
  - (i) EMIS data should be compiled at BRC level also for better quality of data.
  - (ii) As there were no workshops on EMIS data at the district level, these should be organized frequently at the district level.
  - (iii) BRC/NPRC Coordinators should be imparted computer training regarding the EMIS data.
  - (iv) Photocopy DCF must be available at school level.