2012

REPORT

SAMPLE CHECKING OF DISE DATA 2011-12 IN THE UT OF DADRA & NAGAR HAVELI

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(Director)

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EXECUTIVE SUMMARY

District Information System for Education (DISE) is conceived as the backbone of an integrated educational management information system. The system collects detailed data through Data Capturing Format (DCF), on school location, management, teachers, school infrastructure and equipment, enrolment by gender, caste and age, incentives, the number of disabled children in various grades, minority children etc. Besides, there is flexibility for adding additional state specific variables at all sections of the DCF according to the need. In the UT of Dadra & Nagar Haveli, under Sarva Siksha Abhiyan, DISE is being implemented in entire UT.

Sample Checking of DISE Data

To ensure its consistency and accuracy, it has been decided to have a sample checking of DISE data on 5 percent basis to avoid discrepancies and to provide corrective measures to help in improving the quality of data being collected. It is, evident that all planning and monitoring of Elementary Education system is based on the DISE data. The DISE data provides the basic information on all elementary level schools to the project authorities. Further it has been made mandatory for all states and UTs to get the DISE data sample checked every year.

Objectives

Main objectives of the sample checking of DISE data are to:

1. Verify the accuracy of the DISE data being collected in the UT.
2. Measure the precision levels as well as deviation of the data.
3. Suggest appropriate remedial measures for strengthening the DISE system in Dadra & Nagar Haveli.

Methodology

Keeping in view the broad goal of the sample checking of DISE data, the methodology of the study needs to be precision oriented.

Sampling

The universe of this study is elementary level schools of the UT of Dadra & Nagar Haveli. The mandate under DISE is to cover schools imparting elementary level education. Twenty schools appropriately representing schools across the UT were selected for the survey. All the eleven clusters, i.e., Silvassa, Dapada, Dara, Naroli, Kilvani, Rakholi, Dudhani, Amboli, Mandoli, Khanvel, and Randha were covered for sample checking of DISE data. Schools were selected from the eleven clusters through stratified random sampling and proportion to enrolment method by considering rural and urban schools, types of schools and management of schools, schools with pre-schooling and schools located in SC, ST and Minority areas. Finally twenty schools were selected for the purpose of checking.

Instrument Used

A set of tools provided by the State Level Office (SLO) of Dadra & Nagar Haveli, Silvassa were used for sample checking of DISE data.

Reference Period

The DISE data pertains to the year 2011-12 was used as the reference period. The post enumeration survey was also of the same period.

Findings

- The overall deviation of DISE data from PES data, in respect of all comparable items, is 1.8% which is lower than the permissible percentage of deviation i.e., 10%, and thereby giving precision level of 98.2%.

- Out of 26 comparable variables, only 4 variables show deviation from PES data. These variables are teachers sanctioned post (46.8%), number of teachers in-position (2.1%), number of non-teaching staff (33.3%), and number of class rooms (3.0%).

- No deviation was observed with regard to category of schools, location of schools, type of schools, lowest class in schools, highest class in schools, management of schools, part of shift schools, residential status of school, enrolment of children in 2011-2012, enrolment of disabled children, status of repetition, status of school building, type of school building, status of number of other rooms, common toilets in schools, separate toilets for girls, electricity in schools, condition of boundary walls in schools, availability of play ground in schools, source of drinking water in schools, and availability of furniture in Schools.

- Major reasons for these deviations may be summarized as:
    - Status of Teachers Sanctioned Post: Data on teachers sanctioned post is only available at Department of Elementary Education Office. The PES data on sanctioned post was basically based presumption of the head teachers of the surveyed schools, and thus there was high deviation observed from the DISE data.

- Status of Teachers in-position: Table 47 suggests the deviation of 2.1% in the status of teachers in-position. This is because of the increase in the teachers position in the unaided schools after 30th September.

- Status of Non-teaching staff: Table 48 suggests the deviation of 33.3% in the number of non-teaching staff in the schools. Big deviation is due to the non-availability of the data on the number of non-teaching staff in the primary schools in the DISE data.

- Status of number of class rooms: Table 51 suggests that the deviation of 3.0% in the number of class rooms and this is due to increase in class rooms after 30th September.

- The students' attendance on the day of visit was 81.8% at elementary level; 84.3% at primary level and 75.1% at upper primary level.

- Teachers' absenteeism on the day of visit was found to be significantly low. Overall teacher absence rate was 1.6%, which means that approximately two out of 100 teachers remained absent during school time on the day of visit. No absenteeism of teachers was observed in primary schools. The rate of absenteeism was 3.0% in upper primary schools, and 1.2% in upper primary with secondary or higher secondary schools.

- In 85% of schools no teachers were absent from the schools, whereas in 15% of schools one teacher was absent from the school.

- There are 30 building blocks (average 1.5) in the sample twenty blocks.

- Separate staff toilet is not available in government schools .

- Out of the surveyed 20 schools, computers are available in good working condition in seven schools (35%). Compare to primary schools, there are higher percentage of availability of computers in upper primary and secondary schools. Also, the upper primary and secondary schools have more number of working computers than the primary schools.

- 70% of schools were good in availability and maintenance of records in good condition, while 25% schools were average and 5% schools were poor.

- All the schools do have the school report card.

- All the schools have the photocopy of filled DISE format.

- Specific problems faced by Principal / Head Teacher in filling DISE format are identification of teachers positioning against sanctioned post, calculation of non-teaching staff, etc.

Recommendations

Based on the findings and observations of the survey, some of the recommendations were arrived at for improving DISE system in the UT of Dadra & Nagar Haveli. Those are as follows:

- During the survey it was observed that major deviations are in the data on the manpower available in schools. Thus, it is suggested that the school authority should be made aware of the number of sanctioned post of teaching as well as non-teaching staffs in the school.

- Training at the resource center by competent trainer in a participatory training mode with improved training methodology is needed. Period of training on DISE DCF should be in the month of September.

- It is recommended that feedback on DISE DCF should also be shared with the schools and corrective measures should be initiated sincerely.

- As far as validation of DISE data is concerned, CRCCs should be entrusted the responsibility to thorough scrutiny of each DCF and give feedback to respective schools immediately. As there are hardly 10-15 schools under the jurisdiction of the CRC, it is possible to share the feedback. CRC is the only smallest administrative unit where quality of data can be maximized.

CHAPTER-I
BACKGROUND

The '*Sarva Shiksha Abhiyan (SSA)'* is a flagship programme of the Government of India for achievement of universalization of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6-14 a fundamental right.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer aided education to bridge the digital divide.

In the perspective of effective implementation of such a massive programme, the need of consistent and accurate timely information is inevitable for planning implementation, monitoring and identification of corrective measures. Thus, the role of Management Information system (MIS) operating at the district, state and the national level since 1994 is emphasized. District Information System for Education (DISE) is conceived as the backbone of an integrated educational management information system. The system collects detailed data through Data Capturing Format (DCF), on school location, management, teachers, school infrastructure and

equipment, enrolment by gender, caste and age, incentives, the number of disabled children in various grades, minority children etc. Besides, there is flexibility for adding additional state specific variables at all sections of the DCF according to the need.

In Dadra & Nagar Haveli DISE data being collected through data capturing format filled up by the head teacher, countersigned by the VSS of school and cross-checked at the cluster/block level by Cluster Resource Center Coordinator (CRCC). Efforts are being made to make CRC Coordinators accountable to ensure that all recognized schools falling under his/her jurisdiction are covered under DISE operations. CRC is the only level at which quality of data can be checked. Entry consistency checkup and Compilation of data is done at district level. The validated data is stored at the district level software and made available to the State Level Office where it is consolidated and aggregated using DISE2009 update version DISE2010 software which is specially designed for the state level analysis and report generation for the tracking of progress on key performance indicators.

Sample Checking of DISE Data

To ensure its consistency and accuracy, it has been decided to have a sample checking of DISE data on 5 percent basis to avoid discrepancies and to provide corrective measures to help in improving the quality of data being collected. It is, evident that all planning and monitoring of Elementary Education system is based on the DISE data. The DISE data provides the basic information on all elementary level schools to the project authorities. Further, it has been made mandatory for all states to get the DISE data sample checked every year.

Centre for Market Research & Social Development (CMSD) was entrusted by the Union Territory Mission Authority of Dadra & Nagar Haveli, Silvassa to undertake the sample checking of DISE data in the UT for the year 2011-12.

CHAPTER-II
OBJECTIVES, METHODOLOGY & SAMPLING

Objectives

Main objectives of the sample checking of DISE data are to:

- Verify the accuracy of the DISE data being collected in the UT.
- Measure the precision levels as well as deviation of DISE data.
- Suggest appropriate remedial measures for strengthening the DISE in the UT of Dadra & Nagar Haveli.

Methodology

Keeping in view the broad goal of the sample checking of DISE data, the methodology of the study needs to be precision oriented. Hence, careful sampling method and appropriate care for other aspect related to methodology were taken into account.

Sampling

The universe of this study is elementary level schools of the UT of Dadra & Nagar Haveli. The mandate under DISE is to cover schools imparting elementary level education. Twenty schools appropriately representing schools across the UT were selected for the survey. All the eleven clusters, i.e., Silvassa, Dapada, Dara, Naroli, Kilvani, Rakholi, Dudhani, Amboli, Mandoli, Khanvel, and Randha were covered for sample checking of DISE data. Schools were selected from the eleven clusters through stratified random sampling and proportion to enrolment method by

considering rural and urban schools, types of schools and management of schools, schools with pre-schooling and schools located in SC, ST and Minority areas. Finally twenty schools were selected for the purpose of checking.

Table 1: Sample distribution of schools by their category

S.N.	Category of School	Total Number of Schools	Sample Number of Schools	Percentage
1	Only Primary	202	12	5.9
2	Primary with Upper Primary	91	6	6.6
3	Only Upper Primary	1	0	0.0
4	Primary and Upper Primary with Secondary or Higher Secondary	8	2	25.0
5	Other (Navodaya Vidyalaya)	1	0	0
	Total	303	20	6.6

Instrument Used

A set of developed tools were provided by the State Level Office (SLO) of Education Department, Dadra & Nagar Haveli, Silvasa. It covers the components of School Management, Students Participation (enrolment, attendance, repeaters etc.), School Infrastructure, Training on DISE, feedback and so on. Post Enumeration Survey also gathered qualitative information on the implementation of DISE mechanism of schools through enumerators' feedback schedule, which consist the quality of training provided, receipt of school summary report, supervision by CRC coordinator

and problems faced by Headmasters/teachers in filling the DISE DCF.

Collection of Data

For the purpose of data collection, a list of identified schools was handed over to the study team. The study team made personal visit to all the schools for preliminary interaction with teaching staff and appraising themselves with the physical and academic conditions prevailing there of. Since the data collection is to be covered in a span of less time and the task is of gigantic proportion, required number of research investigators were identified and trained thoroughly in terms of appropriate data collection methods. Specific care has been taken to identify the research investigators keeping in view the requirement of exposure to school education. Hence, Post Graduates having more than three year of research experience in the field of education were specifically drafted as research investigators for the purpose of the study. They were in turn given a two-day orientation on data collection and then placed for actual data collection in the field. The school management concerned was informed in advance to keep the records ready for providing secondary data as well. On the day of visit to the schools, the structured schedule was canvassed for primary data collection under the supervision of a research team.

Reference Period

The DISE data pertains to the year 2011-12 was used as the reference period. The post enumeration survey was also of the same period.

Data Analysis and Presentation

A comparative analysis of DISE and PES were done on specific comparable indicators. After data collection, scrutiny of both the sets of formats, already filled up DISE formats and special DCF, were subjected to comparison by using simple deviation method. The school-wise and category-wise data were analyzed by using the simple deviation analysis tools in reference to all the comparable items of the survey. The overall deviation of data has been calculated as per following formula.

$$\frac{(d1+d2+d3+d4+d5\ldots\ldots dx) \times 100}{a+b+c+d+\ldots\ldots\ldots\ldots+x}$$

Where d1, d2.d3… stands for deviation of items of DISE data from Post Enumeration Survey data ignoring + or – signs and a, b, c, denote items of Post Enumeration Survey data.

Based on the above cited formula, information pertaining to twenty schools, where commonality of data exists, is presented variable-wise providing actual data obtained through PES and DISE and deviation observed there of.

Chapterisation

Report is chapterised in six chapters. Chapter I consists of general introduction, role of MIS for effective discharge of programme activities and implementation of DISE in the UT of Dadra & Nagar Haveli. Chapter II consists of objectives, methodology and details of sampling. Chapter III consists of comparative data between the outcome of PES and DISE data in reference to various variables where commonality exists. Chapter IV contains information on data analyzed pertaining to additional data

collected through PES survey format and information on which data is not available through DISE format. Chapter V deals with the quality information generated through enumerator's feedback schedule. The final chapter, VI consists of summary of report and suggestive measures/recommendations derived through the survey for effective course of action in respect of SSA in the UT of Dadra & Nagar Haveli.

CHAPTER-III
COMPARATIVE DATA ANALYSIS

Principal objective of the study was to measure the precision levels as well as deviation of DISE data from PES data. This chapter contains a comparative analysis of common variables existing between PES and DISE survey data among the common schools covered and verifiable data generated through these tools. All the twenty sampled schools were visited and filled up with the PES data capturing formats, DISE data of sampled schools were provided by District Level Office for comparison and verification.

As the report aimed at comparing the data collect through DISE DCF, the common variables where deviations were established is furnished below:

School Management

- Location of Schools
- Type of Schools
- Category of Schools
- Lowest Class in Schools
- Highest Class in Schools
- Management of Schools
- Residential status of Schools
- Part of Shift Schools

Students Participation

- Children's Enrolment in 2011-12 & 2010-11
- Enrolment of disabled children

- Enrollment of SC, ST and OBC children
- Status of Repetition

School Infrastructure

- Status of Teachers Sanctioned Post
- Status of Teachers In-position
- Status of Non-teaching staffs
- Status of School Building
- Status of School Blocks
- Status of number of Classrooms
- Status of number of Others Rooms
- Electricity in Schools
- Separate Toilets for Girls in Schools
- Common Toilets in Schools
- Staff Toilets in Schools
- Condition of Boundary Walls in Schools
- Source of Drinking Water in Schools
- Availability of Play Ground in Schools
- Availability of Computers in Schools
- Availability of Furniture in School

For each indicator of comparable variables as cited above, the item-wise and sub-item-wise comparison of PES data with DISE data along with calculation of deviation ignoring positive and negative signs is presented. Further the precision level for each indicator and overall precision is calculated and presented in tables.

TABLE 2: COMPARISION OF PES DATA WITH DISE DATA ON SCHOOL CATEGORY

S.N.	Category of School	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	12	12	0	0
2	Primary with Upper Primary	5	5	0	0.0
3	Upper Primary with Secondary or Higher Secondary	3	3	0	0.0
	Total	20	20	0	0.0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

Table 3: COMPARISION OF PES DATA WITH DISE DATA ON SCHOOL LOCATION

S.N.	Category of School	Rural			Urban		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	12	12	0	0	0	0
2	Primary with Upper Primary	4	4	0	1	1	0
3	Upper Primary with Secondary or Higher Secondary	1	1	0	2	2	0
	Total	17	17	0	3	3	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

Table 4: COMPARISION OF PES DATA WITH DISE DATA ON TYPE OF SCHOOL

S. N.	Category of School	Boys			Girls			Co-education		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	0	0	0	0	0	0	12	12	0
2	Primary with Upper Primary	0	0	0	0	0	0	5	5	0
3	Upper Primary with Secondary or Higher Secondary	0	0	0	0	0	0	3	3	0
	Total	0	0	0	0	0	0	20	20	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 5: COMPARISION OF PES DATA WITH DISE DATA ON LOWEST CLASSES IN SCHOOLS

S.N.	Lowest Grades	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	20	20	0	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring ± sign = 0
4. % age deviation of DISE data from PES data = 0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 6: COMPARISION OF PES DATA WITH DISE DATA ON HIGHEST CLASSES IN SCHOOLS

S.N.	Highest Grades	PES Data	DISE Data	Deviation	% age Deviation
1	Class IV	5	5	0	0
2	Class V	7	7	0	0
3	Class VII	1	1	0	0
4	Class VIII	4	4	0	0
5	Class X	1	1	0	0
6	Class XII	2	2	0	0
	Total	20	20	0	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 7: COMPARISION OF PES DATA WITH DISE DATA ON SCHOOL MANAGEMENT

S.N.	Category of School	Education department			Private aided			Private unaided		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	11	11	0	0	0	0	1	1	0
2	Primary with Upper Primary	4	4	0	0	0	0	1	1	0
3	Upper Primary with Secondary or Higher Secondary	0	0	0	1	1	0	2	2	0
	Total	15	15	0	1	1	0	4	4	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

Table 8: COMPARISION OF PES DATA WITH DISE DATA ON PART OF SHIFT SCHOOL

S.N.	Category of School	Part of Shift School			Not Part of Shift School		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	1	1	0	11	11	0
2	Primary with Upper Primary	2	2	0	3	3	0
3	Upper Primary with Secondary or Higher Secondary	1	1	0	2	2	0
	Total	4	4	0	16	16	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

Table 9: COMPARISION OF PES DATA WITH DISE DATA ON PART ON RESIDENTIAL SCHOOL

S.N.	Category of School	Residential School			Non-residential School		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	0	0	0	12	12	0
2	Primary with Upper Primary	0	0	0	5	5	0
3	Upper Primary with Secondary or Higher Secondary	0	0	0	3	3	0
	Total	0	0	0	20	20	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 10: COMPARISION OF PES DATA WITH DISE DATA ON BOYS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	2750	2750	0	0.0
2	Upper Primary	1023	1023	0	0.0
3	Elementary	3773	3773	0	0.0

TABLE 11: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON BOYS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	565	565	0	0.0
2	Class II	599	599	0	0.0
3	Class III	522	522	0	0.0
4	Class IV	531	531	0	0.0
5	Class V	533	533	0	0.0
6	Class VI	389	389	0	0.0
7	Class VII	358	358	0	0.0
8	Class VIII	276	276	0	0.0
	Total	3773	3773	0	0.0

TABLE 12: COMPARISION OF PES DATA WITH DISE DATA ON GIRLS ENROLMENT

S.N.	Category of Schools	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	1991	1991	0	0.0
2	Upper Primary	797	797	0	0.0
3	Elementary	2788	2788	0	0.0

TABLE 13: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON GIRLS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	420	420	0	0.0
2	Class II	392	392	0	0.0
3	Class III	398	398	0	0.0
4	Class IV	398	398	0	0.0
5	Class V	383	383	0	0.0
6	Class VI	327	327	0	0.0
7	Class VII	273	273	0	0.0
8	Class VIII	197	197	0	0.0
	Total	2788	2788	0	0.0

TABLE 14: COMPARISION OF PES DATA WITH DISE DATA TOTAL ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	4741	4741	0	0.0
2	Upper Primary	1820	1820	0	0.0
3	Elementary	6561	6561	0	0.0

TABLE 15: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA TOTAL ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	985	985	0	0.0
2	Class II	991	991	0	0.0
3	Class III	920	920	0	0.0
4	Class IV	929	929	0	0.0
5	Class V	916	916	0	0.0
6	Class VI	716	716	0	0.0
7	Class VII	631	631	0	0.0
8	Class VIII	473	473	0	0.0
	Total	6561	6561	0	0.0

TABLE 16: COMPARISION OF PES DATA WITH DISE DATA ON SC BOYS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	97	97	0	0.0
2	Upper Primary	39	39	0	0.0
3	Elementary	136	136	0	0.0

TABLE 17: GRADE WISE COMPARISION OF PES DATA WITH DISE ON DATA ON SC BOYS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	18	18	0	0.0
2	Class II	33	33	0	0.0
3	Class III	19	19	0	0.0
4	Class IV	14	14	0	0.0
5	Class V	13	13	0	0.0
6	Class VI	16	16	0	0.0
7	Class VII	13	13	0	0.0
8	Class VIII	10	10	0	0.0
	Total	136	136	0	0.0

TABLE 18: COMPARISION OF PES DATA WITH DISE DATA ON SC GIRLS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	102	102	0	0.0
2	Upper Primary	25	25	0	0.0
3	Elementary	127	127	0	0.0

TABLE 19: GRADE WISE COMPARISION OF PES DATA WITH DISE ON DATA ON SC GIRLS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	20	20	0	0.0
2	Class II	30	30	0	0.0
3	Class III	21	21	0	0.0
4	Class IV	20	20	0	0.0
5	Class V	11	11	0	0.0
6	Class VI	10	10	0	0.0
7	Class VII	5	5	0	0.0
8	Class VIII	10	10	0	0.0
	Total	127	127	0	0.0

TABLE 20: COMPARISION OF PES DATA WITH DISE DATA ON SC TOTAL ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	199	199	0	0.0
2	Upper Primary	64	64	0	0.0
3	Elementary	263	263	0	0.0

TABLE 21: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON SC TOTAL ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	38	38	0	0.0
2	Class II	63	63	0	0.0
3	Class III	40	40	0	0.0
4	Class IV	34	34	0	0.0
5	Class V	24	24	0	0.0
6	Class VI	26	26	0	0.0
7	Class VII	18	18	0	0.0
8	Class VIII	20	20	0	0.0
	Total	263	263	0	0.0

TABLE 22: COMPARISION OF PES DATA WITH DISE DATA ON ST BOYS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	986	986	0	0.0
2	Upper Primary	377	377	0	0.0
3	Elementary	1363	1363	0	0.0

TABLE 23: GRADE WISE COMPARISION OF PES DATA WITH DISE ON DATA ON ST BOYS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	180	180	0	0.0
2	Class II	196	196	0	0.0
3	Class III	174	174	0	0.0
4	Class IV	208	208	0	0.0
5	Class V	228	228	0	0.0
6	Class VI	147	147	0	0.0
7	Class VII	143	143	0	0.0
8	Class VIII	87	87	0	0.0
	Total	1363	1363	0	0.0

TABLE 24: COMPARISION OF PES DATA WITH DISE DATA ON ST GIRLS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	847	847	0	0.0
2	Upper Primary	301	301	0	0.0
3	Elementary	1148	1148	0	0.0

TABLE 25: GRADE WISE COMPARISION OF PES DATA WITH DISE ON DATA ON ST GIRLS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	149	149	0	0.0
2	Class II	164	164	0	0.0
3	Class III	170	170	0	0.0
4	Class IV	185	185	0	0.0
5	Class V	179	179	0	0.0
6	Class VI	135	135	0	0.0
7	Class VII	108	108	0	0.0
8	Class VIII	58	58	0	0.0
	Total	1148	1148	0	0.0

TABLE 26: COMPARISION OF PES DATA WITH DISE DATA ON ST TOTAL ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	1833	1833	0	0.0
2	Upper Primary	678	678	0	0.0
3	Elementary	2511	2511	0	0.0

TABLE 27: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON ST TOTAL ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	329	329	0	0.0
2	Class II	360	360	0	0.0
3	Class III	344	344	0	0.0
4	Class IV	393	393	0	0.0
5	Class V	407	407	0	0.0
6	Class VI	282	282	0	0.0
7	Class VII	251	251	0	0.0
8	Class VIII	145	145	0	0.0
	Total	2511	2511	0	0.0

TABLE 28: COMPARISION OF PES DATA WITH DISE DATA ON OBC BOYS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	83	83	0	0.0
2	Upper Primary	40	40	0	0.0
3	Elementary	123	123	0	0.0

TABLE 29: GRADE WISE COMPARISION OF PES DATA WITH DISE ON DATA ON OBC BOYS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	13	13	0	0.0
2	Class II	23	23	0	0.0
3	Class III	24	24	0	0.0
4	Class IV	7	7	0	0.0
5	Class V	16	16	0	0.0
6	Class VI	10	10	0	0.0
7	Class VII	13	13	0	0.0
8	Class VIII	17	17	0	0.0
	Total	123	123	0	0.0

TABLE 30: COMPARISION OF PES DATA WITH DISE DATA ON OBC GIRLS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	83	83	0	0.0
2	Upper Primary	37	37	0	0.0
3	Elementary	120	120	0	0.0

TABLE 31: GRADE WISE COMPARISION OF PES DATA WITH DISE ON DATA ON OBC GIRLS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	15	15	0	0.0
2	Class II	17	17	0	0.0
3	Class III	23	23	0	0.0
4	Class IV	15	15	0	0.0
5	Class V	13	13	0	0.0
6	Class VI	9	9	0	0.0
7	Class VII	18	18	0	0.0
8	Class VIII	10	10	0	0.0
	Total	120	120	0	0.0

TABLE 32: COMPARISION OF PES DATA WITH DISE DATA ON OBC TOTAL ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	166	166	0	0.0
2	Upper Primary	77	77	0	0.0
3	Elementary	243	243	0	0.0

TABLE 33: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON OBC TOTAL ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	28	28	0	0.0
2	Class II	40	40	0	0.0
3	Class III	47	47	0	0.0
4	Class IV	22	22	0	0.0
5	Class V	29	29	0	0.0
6	Class VI	19	19	0	0.0
7	Class VII	31	31	0	0.0
8	Class VIII	27	27	0	0.0
	Total	243	243	0	0.0

TABLE 34: COMPARISION OF PES DATA WITH DISE DATA ON DISABLED BOYS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	3	3	0	0
2	Upper Primary	1	1	0	0
3	Elementary	4	4	0	0

TABLE 35: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON DISABLED BOYS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	1	1	0	0.0
2	Class II	0	0	0	0
3	Class III	1	1	0	0
4	Class IV	0	0	0	0
5	Class V	1	1	0	0.0
6	Class VI	0	0	0	0
7	Class VII	0	0	0	0
8	Class VIII	1	1	0	0
	Total	4	4	0	0.0

TABLE 36: COMPARISION OF PES DATA WITH DISE DATA ON DISABLED GIRLS ENROLMENT

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	3	3	0	0
2	Upper Primary	0	0	0	0
3	Elementary	3	3	0	0

TABLE 37: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON DISABLED GIRLS ENROLMENT

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	0	0	0	0
2	Class II	0	0	0	0
3	Class III	0	0	0	0
4	Class IV	1	1	0	0
5	Class V	2	2	0	0
6	Class VI	0	0	0	0
7	Class VII	0	0	0	0
8	Class VIII	0	0	0	0
	Total	3	3	0	0

TABLE 38: COMPARISION OF PES DATA WITH DISE DATA ON ENROLMENT OF DISABLED CHILDREN

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	6	6	0	0
2	Upper Primary	1	1	0	0
3	Elementary	7	7	0	0

TABLE 39: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON ENROLMENT OF DISABLED CHILDREN

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	1	1	0	0
2	Class II	0	0	0	0
3	Class III	1	1	0	0
4	Class IV	1	1	0	0
5	Class V	3	3	0	0
6	Class VI	0	0	0	0
7	Class VII	0	0	0	0
8	Class VIII	1	1	0	0
	Total	7	7	0	0

TABLE 40: COMPARISION OF PES DATA WITH DISE DATA ON BOYS REPEATERS

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	50	50	0	0.0
2	Upper Primary	13	13	0	0.0
3	Elementary	63	63	0	0.0

TABLE 41: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON BOYS REPEATERS

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	11	11	0	0
2	Class II	14	14	0	0
3	Class III	6	6	0	0
4	Class IV	9	9	0	0
5	Class V	10	10	0	0
6	Class VI	2	2	0	0
7	Class VII	9	9	0	0
8	Class VIII	2	2	0	0
	Total	63	63	0	0

TABLE 42: COMPARISION OF PES DATA WITH DISE DATA ON GIRLS REPEATERS

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	48	48	0	0.0
2	Upper Primary	9	9	0	0.0
3	Elementary	57	57	0	0.0

TABLE 43: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON GIRLS REPEATERS

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	9	9	0	0.0
2	Class II	8	8	0	0.0
3	Class III	15	15	0	0.0
4	Class IV	9	9	0	0.0
5	Class V	7	7	0	0.0
6	Class VI	3	3	0	0.0
7	Class VII	6	6	0	0.0
8	Class VIII	0	0	0	0.0
	Total	57	57	0	0.0

TABLE 44: COMPARISION OF PES DATA WITH DISE DATA ON TOTAL REPEATERS

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	98	98	0	0.0
2	Upper Primary	22	22	0	0.0
3	Elementary	120	120	0	0.0

TABLE 45: GRADE WISE COMPARISION OF PES DATA WITH DISE DATA ON TOTAL REPEATERS

S.N.	Grade	PES Data	DISE Data	Deviation	% age Deviation
1	Class I	20	20	0	0.0
2	Class II	22	22	0	0.0
3	Class III	21	21	0	0.0
4	Class IV	18	18	0	0.0
5	Class V	17	17	0	0.0
6	Class VI	5	5	0	0.0
7	Class VII	15	15	0	0.0
8	Class VIII	2	2	0	0.0
	Total	120	120	0	0.0

TABLE 46: COMPARISION OF PES DATA WITH DISE DATA ON TEACHERS POST SANCTIONED

S.N.	Category of School	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	53	*	-	-
2	Primary with Upper Primary	70	*	-	-
3	Upper Primary with Secondary or Higher Secondary	82	*	-	-
	Total	205**	109	96	46.8

* There is no separate DISE data on teachers post sanctioned for different category of schools.

* The PES data on teachers post sanctioned is on the basis of assumption of the school teachers, not on actual data. Many schools do not know the teachers post sanctioned for that school.

1. Quantitative Value of items as per DISE data = 109
2. Quantitative Value of items as per PES data = 205
3. Quantitative Value of deviations ignoring $\pm$ sign = 96
4. % age deviation of DISE data from PES data = 46.8
5. Precision level of DISE data with relation to PES data = 53.2

TABLE 47: COMPARISION OF PES DATA WITH DISE DATA ON TEACHERS IN POSITION

S.N.	Category of School	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	38	35	3	7.9
2	Primary with Upper Primary	67	67	0	0.0
3	Upper Primary with Secondary or Higher Secondary	82	81	1	1.2
	Total	187	183	4	2.1

1. Quantitative Value of items as per DISE data = 183
2. Quantitative Value of items as per PES data = 187
3. Quantitative Value of deviations ignoring $\pm$ sign = 4
4. % age deviation of DISE data from PES data = 2.1
5. Precision level of DISE data with relation to PES data = 97.9

TABLE 48: COMPARISION OF PES DATA WITH DISE DATA ON NUMBER OF NON-TEACHING STAFF

S.N.	Category of Classes	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	42	*	42	100.0
2	Primary with Upper Primary	69	74	5	7.3
3	Elementary	111	74	37	33.3

* No DISE data available on the number of non-teaching staff in primary schools

1. Quantitative Value of items as per DISE data	=	74
2. Quantitative Value of items as per PES data	=	111
3. Quantitative Value of deviations ignoring $\pm$ sign	=	37
4. % age deviation of DISE data from PES data	=	33.3
5. Precision level of DISE data with relation to PES data	=	66.7

Table 49: COMPARISON OF PES DATA WITH DISE DATA ON STATUS OF SCHOOL BUILDING

S. N.	Category of School	Private			Rented			Government			Rent Free			No Building		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	1	1	0	0	0	0	11	11	0	0	0	0	0	0	0
2	Primary with Upper Primary	0	0	0	1	1	0	4	4	0	0	0	0	0	0	0
3	Upper Primary with Secondary or Higher Secondary	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0
	Total	2	2	0	3	3	0	15	15	0	0	0	0	0	0	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

Table 50: COMPARISON OF PES DATA WITH DISE DATA ON TYPE OF SCHOOL BUILDING

S. N.	Category of School	Pucca			Partially Pucca			Kuchha			Tent			No Building		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	10	10	0	2	2	0	0	0	0	0	0	0	0	0	0
2	Primary with Upper Primary	3	3	0	2	2	0	0	0	0	0	0	0	0	0	0
3	Upper Primary with Secondary or Higher Secondary	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	16	16	2	4	4	0	0	0	0	0	0	0	0	0	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring ± sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 51: COMPARISION OF PES DATA WITH DISE DATA ON NUMBER OF CLASSROOMS

S.N.	Category of School	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	37	37	0	0.0
2	Primary with Upper Primary	43	42	1	1.5
3	Upper Primary with Secondary or Higher Secondary	52	49	3	1.5
	Total	132	128	4	3.0

1. Quantitative Value of items as per DISE data = 128
2. Quantitative Value of items as per PES data = 132
3. Quantitative Value of deviations ignoring $\pm$ sign = 4
4. % age deviation of DISE data from PES data = 3.0
5. Precision level of DISE data with relation to PES data = 97.0

TABLE 52: COMPARISION OF PES DATA WITH DISE DATA ON NUMBER OF OTHER ROOMS

S.N.	Category of School	PES Data	DISE Data	Deviation	% age Deviation
1	Primary	7	7	0	0.0
2	Primary with Upper Primary	14	14	0	0.0
3	Upper Primary with Secondary or Higher Secondary	14	14	0	0.0
	Total	35	35	0	0.0

1. Quantitative Value of items as per DISE data = 35
2. Quantitative Value of items as per PES data = 35
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 0.0

TABLE 53: COMPARISION OF PES DATA WITH DISE DATA ON AVAILABILITY OF COMMON TOILETS

S.N.	Category of School	Common Toilet Available			Common Toilet Not Available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	2	0	2	12	12	0
2	Primary with Upper Primary	1	1	0	4	4	0
3	Upper Primary with Secondary or Higher Secondary	1	1	0	2	2	0
	Total	2	2	0	18	18	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 54: COMPARISION OF PES DATA WITH DISE DATA ON AVAILABILITY OF SEPARATE GIRLS TOILET

S.N.	Category of School	Separate Toilet Available			Separate Toilet Not Available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	5	5	0	7	7	0
2	Primary with Upper Primary	5	5	0	0	0	0
3	Upper Primary with Secondary or Higher Secondary	3	3	0	0	0	0
	Total	13	13	0	7	7	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 2
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 55: COMPARISION OF PES DATA WITH DISE DATA ON AVAILABILITY OF ELECTRICITY

S.N.	Category of School	Availability of Electricity			Non-availability of Electricity		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	11	11	0	1	1	0
2	Primary with Upper Primary	5	5	0	0	0	0
3	Upper Primary with Secondary or Higher Secondary	3	3	0	0	0	0
	Total	19	19	0	1	1	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 56: COMPARISION OF PES DATA WITH DISE DATA ON CONDITION OF BOUNDARY WALL

S. N.	Category of School	Pucca			Pucca but broken			Barbed wire fencing			Heges			No boundary wall			Other		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	0	0	0	1	1	0	2	2	0	9	9	0	0	0	0	0	0	0
2	Primary with Upper Primary	2	2	0	0	0	0	1	1	0	0	0	0	2	2	0	0	0	0
3	Upper Primary with Secondary or Higher Secondary	2	2	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
	Total	4	4	0	1	1	0	4	4	0	9	9	0	2	2	0	0	0	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring ± sign = 0.0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 57: COMPARISION OF PES DATA WITH DISE DATA ON AVAILABILITY OF PLAY GROUND

S. N.	Category of School	Play Ground Available			Play Ground Not Available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	4	4	0	8	8	0
2	Primary with Upper Primary	0	0	0	5	5	0
3	Upper Primary with Secondary or Higher Secondary	3	3	0	0	0	0
	Total	7	7	0	13	13	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 58: COMPARISION OF PES DATA WITH DISE DATA ON SOURCE OF DRINKING WATER

S. N.	Category of School	Hand Pump			Well			Tap Water			Others			No drinking water facility available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	6	6	0	0	0	0	6	6	0	0	0	0	0	0	0
2	Primary with Upper Primary	1	1	0	1	1	0	3	3	0	0	0	0	0	0	0
3	Upper Primary with Secondary or Higher Secondary	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0
	Total	7	7	0	1	1	0	12	12	0	0	0	0	0	0	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring ± sign = 0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 59: COMPARISION OF PES DATA WITH DISE DATA ON AVAILABILITY OF FURNITURES FOR STUDENTS IN SCHOOLS

S.N.	Category of School	Furniture for all			Furniture for some			Furniture for none		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1	Primary	3	3	0	5	5	0	4	4	0
2	Primary with Upper Primary	4	4	0	1	1	0	0	0	0
3	Upper Primary with Secondary or Higher Secondary	3	3	0	0	0	0	0	0	0
	Total	10	10	0	6	6	0	4	4	0

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 20
3. Quantitative Value of deviations ignoring $\pm$ sign = 0.0
4. % age deviation of DISE data from PES data = 0.0
5. Precision level of DISE data with relation to PES data = 100.0

TABLE 60: COMPARATIVE ANALYSIS IN PERCENTAGE DEVIATIONS AND PRECISIONS LEVEL OF DISE DATA WITH PES DATA ON COMPARABLE INDICATORS

S. N.	Comparable Items	DISE Data	PES Data	Deviation	% Deviation	% Precision
1	Category of Schools	20	20	0	0.0	100.0
2	Location of Schools	20	20	0	0.0	100.0
3	Type of Schools	20	20	0	0.0	100.0
4	Lowest Class in Schools	20	20	0	0.0	100.0
5	Highest Class in Schools	20	20	0	0.0	100.0
6	Management of Schools	20	20	0	0.0	100.0
7	Part of Shift Schools	20	20	0	0.0	100.0
8	Residential status of Schools	20	20	0	0.0	100.0
9	Children's Enrolment in 2011-12	6561	6561	0	0.0	100.0
10	Enrolment of disabled children	7	7	0	0.0	100.0
11	Status of Repetition	120	120	0	0.0	100.0
12	Status of Teachers Sanctioned Post	109	205	96	46.8	53.2
13	Status of Teachers In-position	183	187	4	2.1	97.9
14	Status of Non-teaching staff	74	111	37	33.3	66.7
15	Status of School Building	20	20	0	0.0	100.0
16	Type of School Building	20	20	0	0.0	100.0

17	Status of number of Classrooms	128	132	4	3.0	97.0
18	Status of number of Other Rooms	35	35	0	0.0	100.0
19	Common Toilets in Schools	20	20	0	0.0	100.0
20	Separate Toilets for Girls in Schools	20	20	0	0.0	100.0
21	Electricity in Schools	20	20	0	0.0	100.0
22	Condition of Boundary Walls in schools	20	20	0	0.0	100.0
23	Availability of Play Ground in Schools	20	20	0	0.0	100.0
24	Source of Drinking Water in Schools	20	20	0	0.0	100.0
25	Availability of Furniture in School	20	20	0	0.0	100.0
	Total	7557	7698	141	1.8	98.2

Analysis of Comparative data between PES & DISE data

The above mentioned table (Table-60) depicts the overall deviations of DISE data from PES data taken together all comparable indicators, the average deviation is 1.8% and there by yielding precession level of 98.2% to DISE data with relation to PES data.

The deviations of data are seen in the indicators on status of teachers sanctioned post, status of teachers in-position, status of non-teaching staff, and status of number of class rooms.

The indicators which involved of deviation of DISE data from the Post Enumeration Survey (PES) data (Table 61) and consequently no deviation are given in following tables with their due explanations (Table 62).

TABLE 61: COMPARATIVE INDICATORS WITH DEVIATIONS

S. N.	Comparable Items	DISE Data	PES Data	Deviation	% Deviation	% Precision
1	Status of Teachers Sanctioned Post	109	205	96	46.8	53.2
2	Status of Teachers in-position.	183	187	4	2.1	97.9
3	Status of Non-teaching staff	74	111	37	33.3	66.7
4	Status of number of Classrooms	128	132	4	3.0	97.0

Analysis and interpretation of comparable indicators with deviations are as follows:

Status of Teachers Sanctioned Post: Table 46 suggests the deviation of 46.8% in sanctioned post. Data on teachers sanctioned post is only available at Department of Elementary Education Office. The PES data on sanctioned post was basically based presumption of the head teachers of the surveyed schools, and thus there was high deviation observed from the DISE data.

Status of Teachers in-position: Table 47 suggests the deviation of 2.1% in the status of teachers in-position. This is because of the increase in the teachers position in the unaided schools after 30th September.

Status of Non-teaching staff: Table 48 suggests the deviation of 33.3% in the number of non-teaching staff in the schools. Big deviation is due to the non-availability of the data on the number of non-teaching staff in the primary schools in the DISE data.

Status of number of class rooms: Table 51 suggests that the deviation of 3.0% in the number of class rooms and this is due to increase in class rooms after 30th September.

TABLE 62: COMPARATIVE INDICATORS WITH NO DEVIATIONS

S. N.	Comparable Items	DISE Data	PES Data	Deviation	% Deviation	% Precision
1	Category of Schools	20	20	0	0.0	100.0
2	Location of Schools	20	20	0	0.0	100.0
3	Type of Schools	20	20	0	0.0	100.0
4	Lowest Class in Schools	20	20	0	0.0	100.0
5	Highest Class in Schools	20	20	0	0.0	100.0
6	Management of Schools	20	20	0	0.0	100.0
7	Part of Shift Schools	20	20	0	0.0	100.0
8	Residential status of School	20	20	0	0.0	100.0
9	Enrolment of children in 2011-2012	6561	6561	0	0.0	100.0
10	Enrolment of Disabled children	7	7	0	0.0	100.0
11	Status of Repetition	120	120	0	0.0	100.0
13	Status of School Building	20	20	0	0.0	100.0
14	Type of School Building	20	20	0	0.0	100.0
15	Status of number of other Rooms	35	35	0	0.0	100.0
16	Common Toilets in Schools	20	20	0	0.0	100.0
17	Separate Toilets for Girls	20	20	0	0.0	100.0
18	Electricity in Schools	20	20	0	0.0	100.0

19	Condition of Boundary Walls in schools	20	20	0	0.0	100.0
20	Availability of Play Ground in Schools	20	20	0	0.0	100.0
21	Source of Drinking Water in Schools	20	20	0	0.0	100.0
22	Availability of Furniture in School	20	20	0	0.0	100.0

No deviation was observed in the DISE data with regard to category of schools, location of schools, type of schools, lowest class in schools, highest class in schools, management of schools, part of shift schools, residential status of school, enrolment of children in 2011-2012, enrolment of disabled children, status of repetition, status of school building, type of school building, status of number of other rooms, common toilets in schools, separate toilets for girls, electricity in schools, condition of boundary walls in schools, availability of play ground in schools, source of drinking water in schools, and availability of furniture in Schools.

CHAPTER-IV

ANALYSIS OF NON-COMPARABLE VARIABLES

This chapter contains an analysis of non-comparable variables, which consists indicators on students attendance and teachers presence. Indicator wise analyses of these non –comparable indicators are as follows:

Students' attendance

During sample checking, grade wise and social category wise students' enrolment and attendance on the day of visit were also recorded and the same is presented in table 63.

TABLE 63: STUDENTS ATTENDANCE ON THE DAY OF VISIT

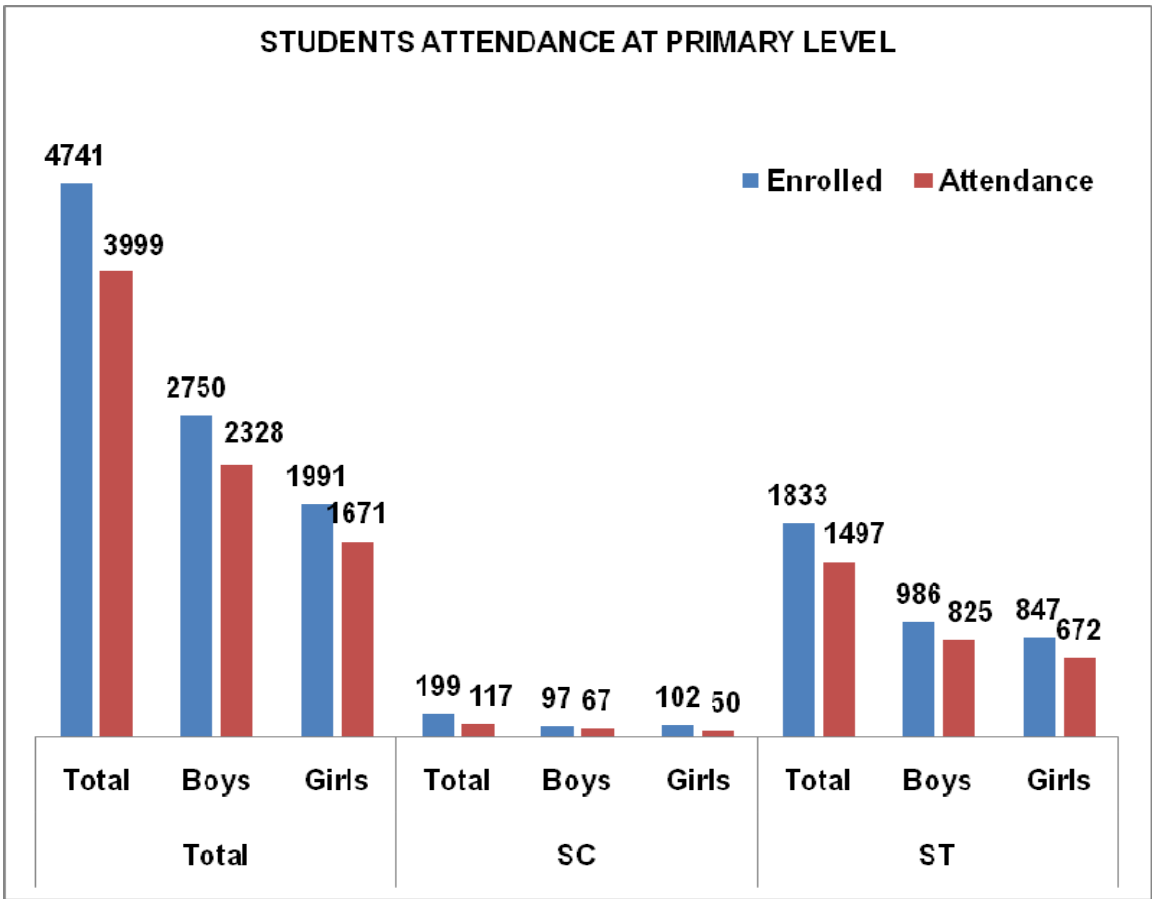
Grade	Attendance Rate								
	Boys	Girls	Total	SC Boys	SC Girls	SC Total	ST Boys	ST Girls	ST Total
I	492	366	858	13	9	22	144	124	268
II	498	339	837	23	18	41	155	138	293
III	452	314	766	11	7	18	155	124	279
IV	464	355	819	10	7	17	184	157	341
V	422	297	719	10	9	19	187	129	316
Primary	2328	1671	3999	67	50	117	825	672	1497
VI	293	255	548	15	9	24	122	109	231
VII	279	213	492	12	4	16	127	96	223
VIII	198	129	327	9	10	19	74	55	129
Upper Primary	770	597	1367	36	23	59	323	260	583
Elementary	3098	2268	5366	103	73	176	1148	932	2080

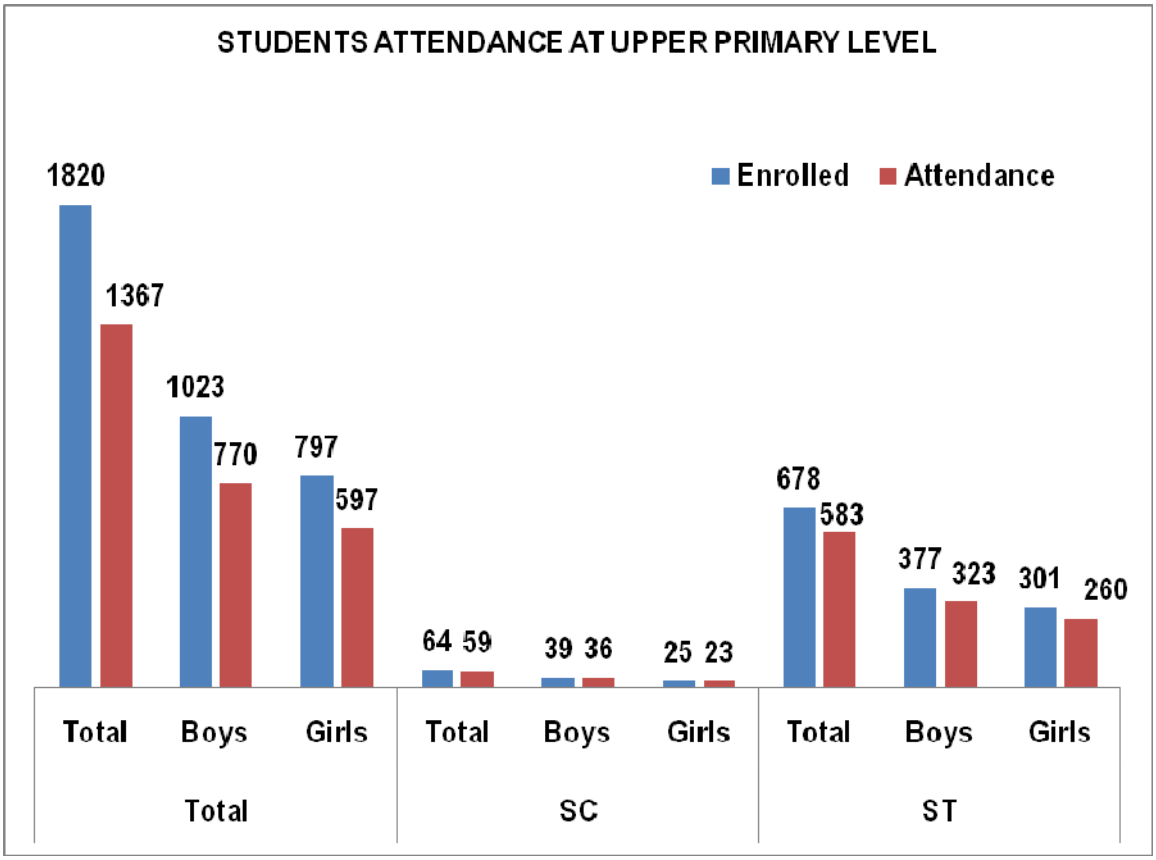
Table 63 presents overall picture of the student's attendance of various categories in 20 schools, which was found to be satisfactory. The attendance percentage at elementary level schooling was 81.8%; 82.1% for boys and 81.3% for girls. The attendance percentage at primary level schooling was 84.3%; 84.7% for boys and 83.9% for girls. The attendance percentage at upper primary level schooling was 75.1%; 75.3% for boys and 74.9% for girls.

The attendance percentage for Scheduled Caste (SC) was found to be unsatisfactory. The attendance percentage for SC was 66.9%; 75.7% for boys and 57.5% for girls. At Primary level schooling the SC attendance percentage was 58.8%, whereas the boys and girls attendance was 69.1% and 49.0% respectively.

Similarly, the attendance percentage among STs was 80.6%, whereas the boys and girls attendance was 84.2% and 81.2% respectively.

These figures suggest consistently good attendance rate across all categories (grade, level of schooling and social categories), and no significant difference was found in attendance across categories.


STUDENTS ATTENDANCE AT PRIMARY LEVEL
Enrolled
Attendance
4741
3999
2750
2328
1991
1671
199
117
97
67
102
50
1833
1497
986
825
847
672
Total
Boys
Girls
Total
Boys
Girls
Total
Boys
Girls
Total
SC
ST


STUDENTS ATTENDANCE AT UPPER PRIMARY LEVEL
Enrolled
Attendance
1820
1367
1023
770
797
597
64
59
39
36
25
23
678
583
377
323
301
260
Total
Boys
Girls
Total
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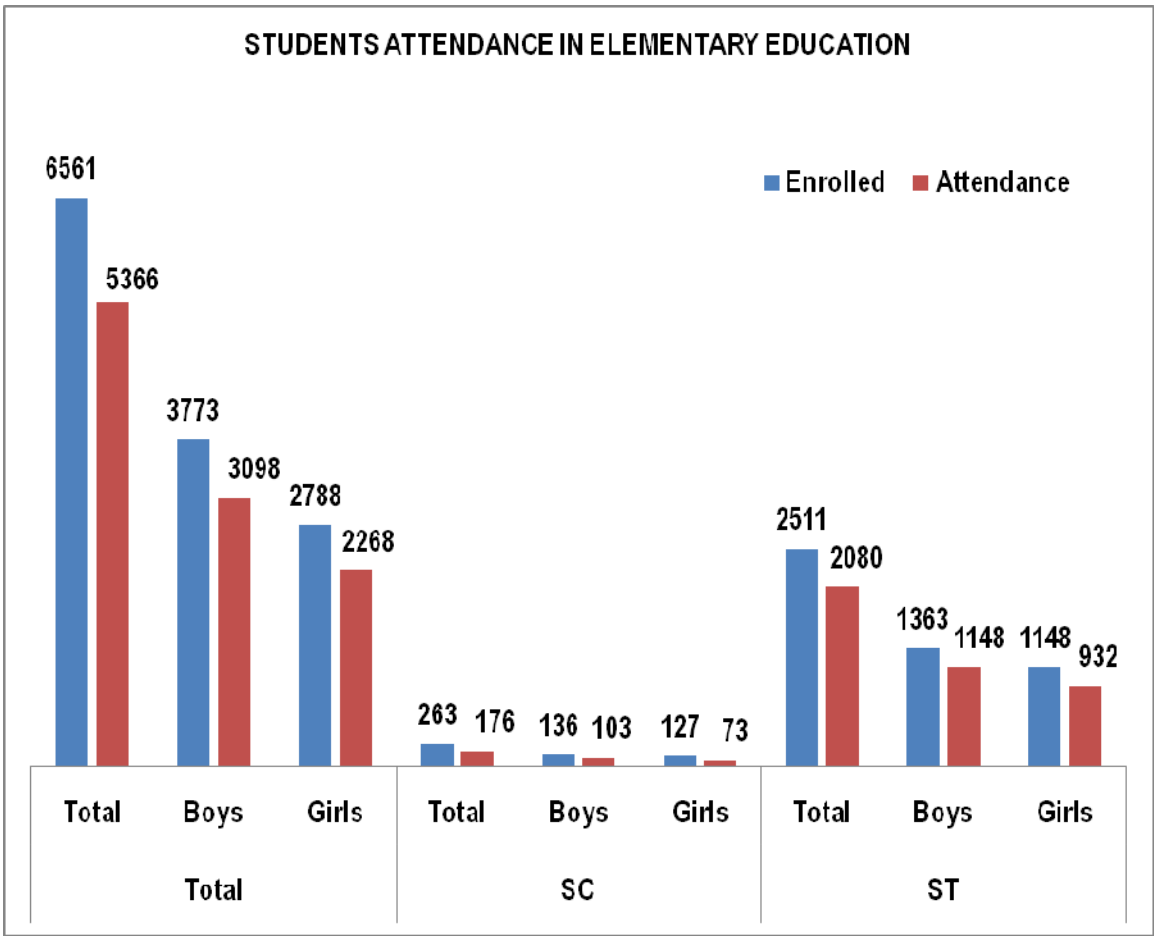
Total
Boys
Girls
Total
SC
ST



Teachers Absenteeism

Besides teachers sanctioned post and teachers in-position, data was also collected on number of teachers present on the day of visit. Table 64 expresses the school category wise presence of teachers on the day of visit.

TABLE 64: TEACHERS ABSENTEEISM ON THE DAY OF VISIT

Category of School	Percentage of teachers present	Percentage of teachers absent
Primary	100.0	0.0
Primary with upper primary	98.3	3.0
Upper Primary with Secondary or Higher Secondary	97.1	1.2
Total	98.4	1.6

It is observed from the above-mentioned table that teacher's absenteeism is significantly low – 1.6%, which means that approximately two out of 100 teachers remained absent during school time. The rate of absenteeism was 3.0% in upper primary schools, and 1.2% in upper primary with secondary schools.

TABLE 65: PERCENTAGE DISTRIBUTION OF SCHOOLS ACROSS TEACHERS ABSENTEEISM

Teachers absenteeism	Number of Schools	Percentage of Schools
No teacher absent	17	85.0
One teacher absent	3	15.0

It is evident from table 65, that in 85% of schools no teachers were absent from the schools, whereas in 15% of schools one teacher was absent from the school.

Number of Building Blocks in Schools

Table 67 reveals that there are 30 building blocks (average 1.5) in the sample twenty blocks. There are 15 building blocks in 12 primary level schools, 12 building blocks in 6 upper primary schools and 3 building blocks in 3 secondary or higher secondary level schools.

TABLE 66: NUMBER OF BUILDING BLOCKS IN SCHOOLS

S.N.	Category of School	Number of Blocks
1	Primary	15
2	Primary with Upper Primary	12
3	Upper Primary with Secondary or Higher Secondary	3
	Total	30

TABLE 67: SCHOOL WISE NUMBER OF BLOCKS

S.N.	Category of School	Number of Building Blocks	Number Schools
1	Primary	One Block	9
		Two Blocks	3
		More than two Blocks	0
2	Primary with Upper Primary	One Block	0
		Two Blocks	3
		More than two Blocks	2
3	Upper Primary with Secondary or Higher Secondary	One Block	3
		Two Blocks	0
		More than two Blocks	0

Availability of Separate Staff Toilet

Table 68 expresses the availability of separate staff toilet in sampled schools. While separate staff toilet is available in half of the sample schools, it is not available in rest schools. It was further observed that there is no facility of separate staff toilet in the government schools.

TABLE 68: AVAILABILITY OF SEPARATE STAFF TOILET

S.N.	Category of School	Separate Toilet Available	Separate Toilet Not Available
1	Primary	4	8
2	Primary with Upper Primary	3	2
3	Upper Primary with Secondary or Higher Secondary	3	0
	Total	10	10

Availability of Computers in good working condition

Out of the surveyed 20 schools, computers are available in good working condition in seven schools (35%). Compare to primary schools, there are higher percentage of availability of computers in upper primary and secondary schools. Also, the upper primary and secondary schools have more number of working computers than the primary schools.

TABLE 69: AVAILABILITY OF COMPUTERS IN GOOD WORKING CONDITIONS IN SCHOOLS

S.N.	Category of School	No. of Schools having computers	No. of Computers
1	Primary	1	8
2	Primary with Upper Primary	3	35
3	Upper Primary with Secondary or Higher Secondary	3	111
	Total	7	154

CHAPTER-V
ENUMERATORS' FEED BACK

Besides checking the DISE data, survey also assessed the implementation of EMIS through enumerators' feedback schedule in twenty schools. It assessed the record keeping practices of schools, teachers' punctuality, availability of notice boards and use of notice board, provision of mid-day meal, seating arrangements and available & up-to-date registers.

TABLE 70: ATTRIBUTES PERTAINING TO THE PRINCIPAL / HEAD TEACHER TOWARDS PES ENUMERATORS

Attributes of Principal / HT	Very Good	Good	Average	Poor	Very Poor
Initial reaction of the Head Teachers	9 (45.0%)	10 (50.0%)	1 (5.0%)	0 (0.0%)	0 (0.0%)
Response of Head Teachers to provide information	6 (30.0%)	12 (60.0%)	2 (10.0%)	0 (0.0%)	0 (0.0%)
Availability of records	5 (25.0%)	9 (45.0%)	5 (25.0%)	1 (5.0%)	0 (0.0%)

Table 60 shows the attribute of Principal/Head Teachers towards the enumerators of Post Enumeration Survey. The initial reactions of Head Master were quite positive in 95% schools, whereas in 5% showed average interest towards PES. As regards, response of Head Masters to provide information to enumerators, 90% of HT showed good response and 10% showed average response. Regarding availability of records, only 70% of schools were good in availability and maintenance of records in good condition, while 25% schools were average and 5% schools were poor.

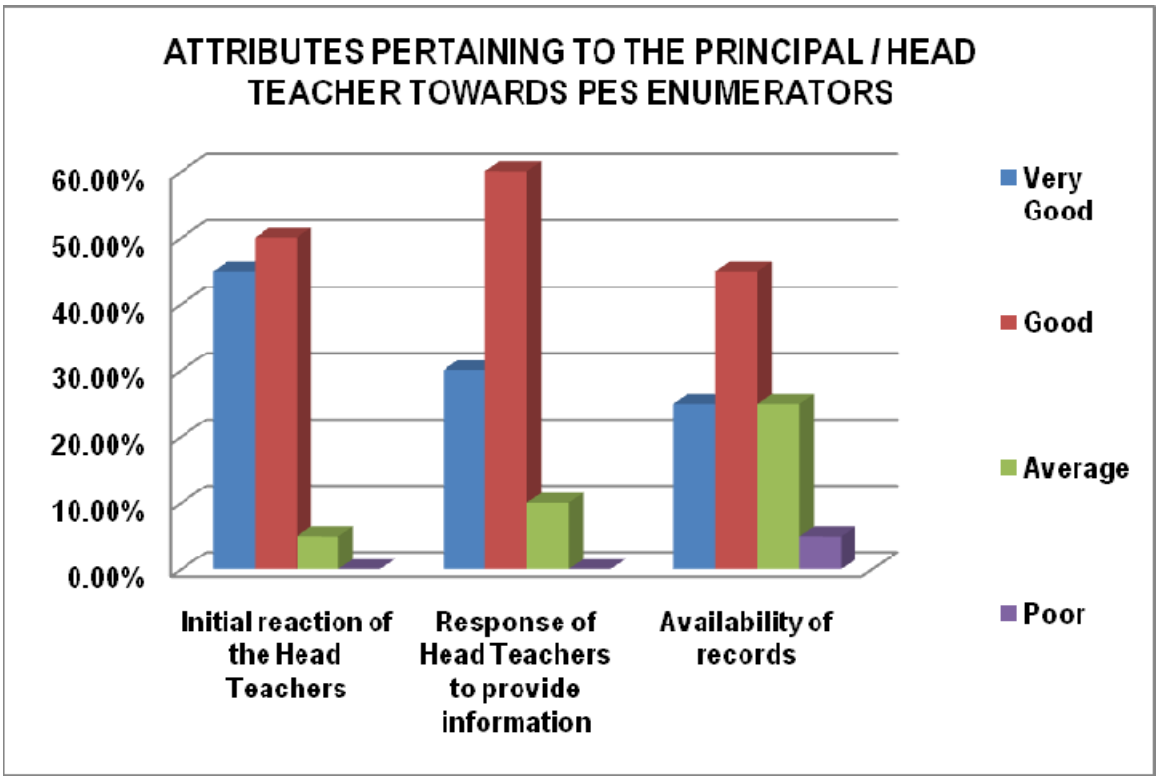
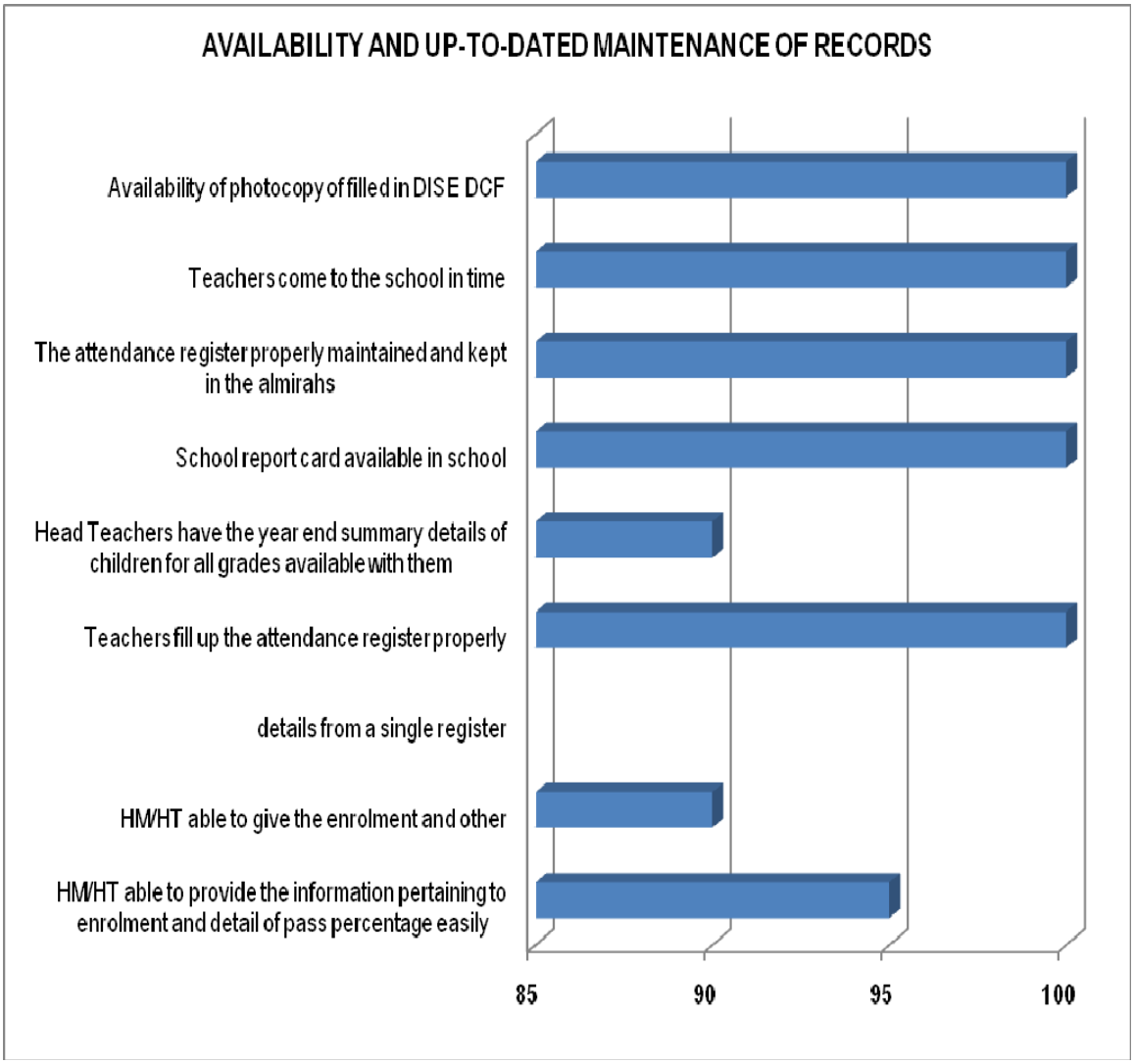


TABLE 71: RECORD KEEPING PRACTICES OF SCHOOLS

S.N.	Particulars	Availability	
		n	%age
1	HM/HT able to provide the information pertaining to enrolment and detail of pass percentage easily	19	95.0
2	HM/HT able to give the enrolment and other details from a single register	18	90.0
3	Teachers fill up the attendance register properly	20	100.0
4	Head Teachers have the year end summary details of children for all grades available with them	18	90.0
5	School report card available in school	20	100.0
6	The attendance register properly maintained and kept in the almirahs	20	100.0
7	Teachers come to the school in time	20	100.0
8	Availability of photocopy of filled in DISE DCF	20	100.0

It was noticed that in 95% of the schools, head teachers were able to provide the information pertaining to enrolment and detail of pass percentage easily, of them 90% of schools HTs were able to provide the enrolment and other details from a single register. The head teachers of 90% schools had the year end summary details of children for all grades available with them. All the HTs reported that the school report card was available with the school. It was further noticed that all the schools maintain the attendance register properly, teachers come to school in time, and have availability of photocopy of filed in DISE DCF.



CHAPTER-VI

CONCLUSIONS & RECOMMENDATIONS

The principal objective of the survey was to measure deviations of DISE data from Post Enumeration Survey (PES) data and to suggest appropriate remedial measures for strengthening the DISE system in the UT of Dadra & Nagar Haveli. So the Sample Checking of DISE data deals with a few relevant issues concerning DISE format and mechanism made for implementation of DISE in Dadra & Nagar Haveli. Overall twenty schools were covered from all the eleven clusters for comparison of DISE data with PES data. Major findings with recommendations for strengthening the DISE system in the UT of Dadra & Nagar Haveli are as follows:

Findings

- The overall deviation of DISE data from PES data, in respect of all comparable items, is 1.8% which is lower than the permissible percentage of deviation i.e., 10%, and thereby giving precision level of 98.2%.

- Out of 26 comparable variables, only 4 variables show deviation from PES data. These variables are teachers sanctioned post (46.8%), number of teachers in-position (2.1%), number of non-teaching staff (33.3%), and number of class rooms (3.0%).

- No deviation was observed with regard to category of schools, location of schools, type of schools, lowest class in schools, highest class in schools, management of schools, part of shift schools, residential status of school,

enrolment of children in 2011-2012, enrolment of disabled children, status of repetition, status of school building, type of school building, status of number of other rooms, common toilets in schools, separate toilets for girls, electricity in schools, condition of boundary walls in schools, availability of play ground in schools, source of drinking water in schools, and availability of furniture in Schools.

- Major reasons for these deviations may be summarized as:
    - Status of Teachers Sanctioned Post: Data on teachers sanctioned post is only available at Department of Elementary Education Office. The PES data on sanctioned post was basically based presumption of the head teachers of the surveyed schools, and thus there was high deviation observed from the DISE data.

    - Status of Teachers in-position: Table 47 suggests the deviation of 2.1% in the status of teachers in-position. This is because of the increase in the teachers position in the unaided schools after 30th September.

    - Status of Non-teaching staff: Table 48 suggests the deviation of 33.3% in the number of non-teaching staff in the schools. Big deviation is due to the non-availability of the data on the number of non-teaching staff in the primary schools in the DISE data.

    - Status of number of class rooms: Table 51 suggests that the deviation of 3.0% in the number of class rooms and this is due to increase in class rooms after 30th September.

- The students' attendance on the day of visit was 81.8% at elementary level; 84.3% at primary level and 75.1% at upper primary level.

- Teachers' absenteeism on the day of visit was found to be significantly low. Overall teacher absence rate was 1.6%, which means that approximately two out of 100 teachers remained absent during school time on the day of visit. No absenteeism of teachers was observed in primary schools. The rate of absenteeism was 3.0% in upper primary schools, and 1.2% in upper primary with secondary or higher secondary schools.

- In 85% of schools no teachers were absent from the schools, whereas in 15% of schools one teacher was absent from the school.

- There are 30 building blocks (average 1.5) in the sample twenty blocks.

- Separate staff toilet is not available in government schools .

- Out of the surveyed 20 schools, computers are available in good working condition in seven schools (35%). Compare to primary schools, there are higher percentage of availability of computers in upper primary and secondary schools. Also, the upper primary and secondary schools have more number of working computers than the primary schools.

- 70% of schools were good in availability and maintenance of records in good condition, while 25% schools were average and 5% schools were poor.

- All the schools do have the school report card.

- All the schools have the photocopy of filled DISE format.

- Specific problems faced by Principal / Head Teacher in filling DISE format are identification of teachers positioning against sanctioned post, calculation of non-teaching staff, etc.

Recommendations

Based on the findings and observations of the survey, some of the recommendations were arrived at for improving DISE system in the UT of Dadra & Nagar Haveli. Those are as follows:

- During the survey it was observed that major deviations are in the data on the manpower available in schools. Thus, it is suggested that the school authority should be made aware of the number of sanctioned post of teaching as well as non-teaching staffs in the school.

- Training at the resource center by competent trainer in a participatory training mode with improved training methodology is needed. Period of training on DISE DCF should be in the month of September.

- It is recommended that feedback on DISE DCF should also be shared with the schools and corrective measures should be initiated sincerely.

- As far as validation of DISE data is concerned, CRCCs should be entrusted

the responsibility to thorough scrutiny of each DCF and give feedback to respective schools immediately. As there are hardly 10-15 schools under the jurisdiction of the CRC, it is possible to share the feedback. CRC is the only smallest administrative unit where quality of data can be maximized.