

**REPORT  
ON  
POST ENUMERATION SURVEY (PES)  
OF  
DISE DATA  
OF  
20 SCHOOLS OF CHANDIGARH U.T  
2011-2012**



**Submitted to  
State Project Director  
Sarva Shiksha Abhiyan Society  
U.T Chandigarh**



**Foundation For Developmental Research**

Post Box 914, Post Office, Sector 22, Chandigarh-160022

Regd. Off. SCO 415-416, Sector 35-C, Chandigarh-160022

Email: [fdrppsingh@gmail.com](mailto:fdrppsingh@gmail.com) & [dvlpfoundation@yahoo.co.in](mailto:dvlpfoundation@yahoo.co.in)

Fax: 0172-2743924, Phone: 0172-2709830

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**Fax: 0172-2743924, Phone: 0172-2709830**

## **Preface**

*The present study (Post Enumeration Survey of DISE Data) was sponsored by Sarva Shiksha Abhiyan Society, Chandigarh U.T. The survey for this study was conducted by staff of Foundation for Developmental Research, Chandigarh. The survey data was compiled and analyzed by the trained staff of the Foundation. The report presents the findings of the Deviation of PES data with DISE data. The survey covered 20 sample schools of U.T amongst 182 schools in all, being administered by the Chandigarh Administration.*

*The entire project work was completed successfully within the stipulated period with the administrative and financial support of Education Department and institutions (schools). At the outset, we express our sincere gratitude to Shri Sandeep Hans, Director Public Instructions (DPI Schools)-cum-State Project-Director (SPD), Sarva Shiksha Abhiyan Society, U.T of Chandigarh for assigning this essential task of Post Enumeration Survey (PES) of DISE Data for the academic year 2011-2012, and the preparation of the Deviation Report. Our sincere thanks are also to Shri Chanchal Singh, Project Coordinator (SSA), Shri Vijay Kumar Vij, Assistant Controller (Finance and Accounts), Shri Dilbag Singh, Mission Coordinator (SSA) and Shri Dinesh Kumar, Assistant Project Coordinator (EMIS) for their valuable guidance and timely support during the project period.*

*Our sincere gratitude is to all the concerned principals/head teachers and other respondent teachers of surveyed schools, who helped us in providing authentic information relating to DISE data. Their contributions are sincerely acknowledged.*

*We also express our indebtedness to all of them, who made contributions directly or indirectly for the successful completion of this task.*

Dr. Pritpal Singh  
Project Coordinator  
Foundation For Developmental Research  
Chandigarh

## **Project Team**

**Dr. Pritpal Singh**

**Project Coordinator**

M.Sc., Ph.D (India & UK), MRIC. C. Chem (London), MES, MACS (USA), MDCMA (USA), LMIPA (Bombay), LMIHPA (Lucknow), MIABL (USA)

**Mr. Maninder Singh**

**Field Supervisor/Investigator and Data Analyst**

M.A. Sociology (Punjab University)

**Ms. Sarbjeet Kaur**

**Field investigator and Data Compilation**

M.Com (Punjabi University), Post Graduation Diploma in Computer Application

**Mr. Kishan Singh**

**Field Investigator**

B.A. (Garhwal University).

**Dr. Daizy Zaribi**

**Training and Field Consultant - RRC, Punjab University**

M.A., Ph.D Sociology, (Punjab University, RRC)

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## **Abbreviations**

BRC = Block Resource Coordinator

CWSN = Children with Special Need.

CRC = Cluster Resource Coordinator

DCF = Data Capture Format

DISE = District Information System for Education

DPI (S) = Director Public Instruction (Schools)

EMIS = Educational Management Information System

MDM = Mid Day Meal

OBCs = Other Backward Classes

PES = Post Enumeration Survey

SCs = Scheduled Castes

SPD = State Project Director

SSA = Sarva Shiksha Abhhiyan

STs = Scheduled Tribes

UT = Union Territory

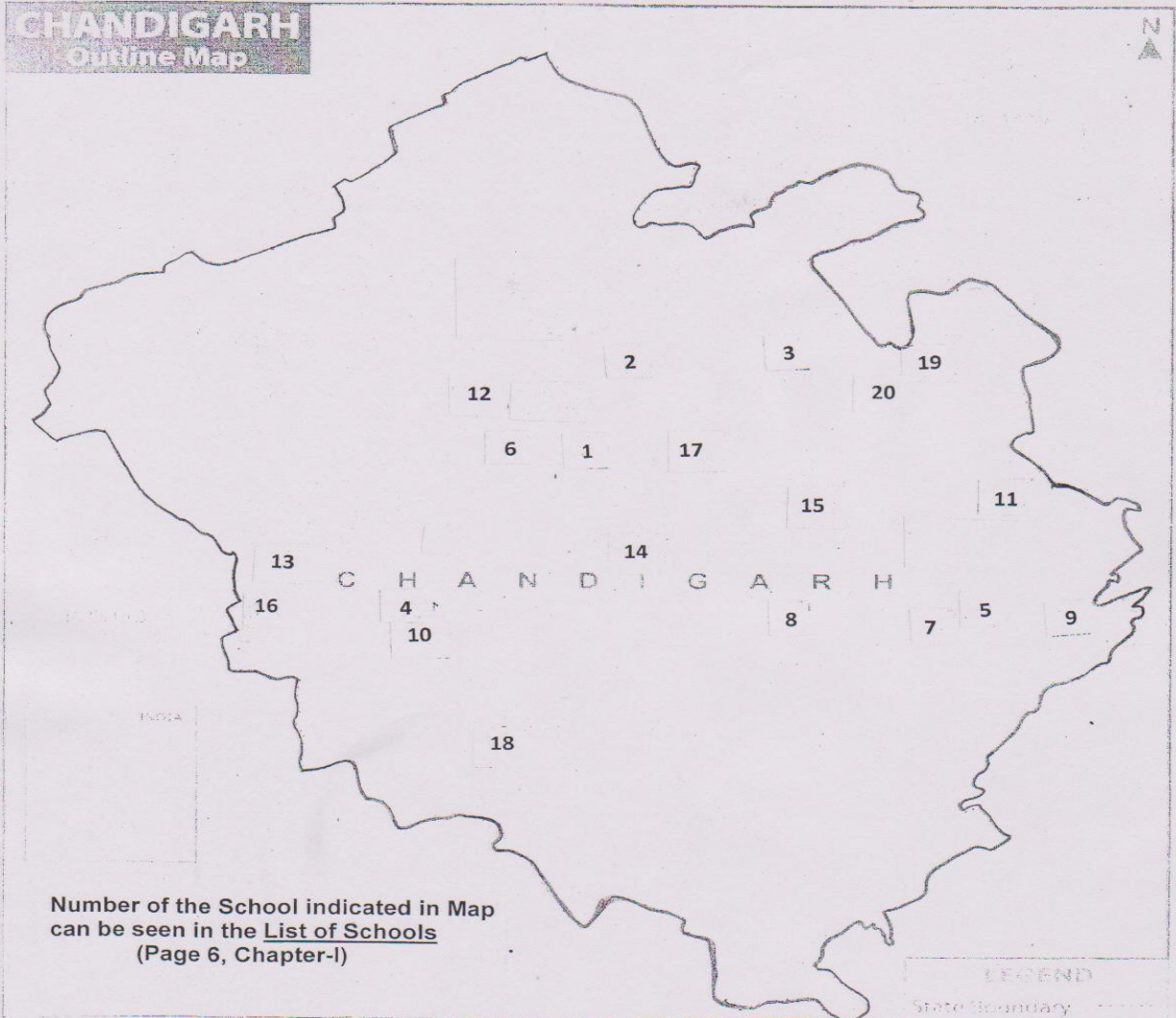
SMC = School Management Committee

TLE = Teaching Learning Equipment

CAL = Computer Aided Learning

ORC = Other Reserve Class

**Map Showing the Location of 20 Sample Schools of Chandigarh  
Under Post Enumeration Survey (PES)**



## **Chapter-I Introduction**

### **I.1 Background**

Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode. SSA was launched in 2001-2002 in partnership with the State Governments and Local Self-Governments. In Chandigarh U.T, Sarva Shiksha Abhiyan was formally launched in November 2003 under the SSA Registered Societies' Act 1860. It is a time bound programme as mandated by 86<sup>th</sup> Amendment to the Constitution of India making free and compulsory education to the children of 6-14 years age group—a Fundamental Right. The scheme is an effort to universalize elementary education by community ownership of the school system. Thus, it meant for partnership with the States/Union Territories, Local Bodies and the Community. The programme is an attempt to provide an opportunity for improving human capabilities of all children through the provision of community-owned quality education in a mass mode. It particularly lays emphasis on bridging gender and social category gaps at elementary education level with time bound objectives.

#### **1. I. (a) Objectives of the SSA**

- (i) All the children complete five years of primary schooling by 2007.
- (ii) To enable all children complete eight years of elementary schooling by 2010.
- (iii) To focus on elementary education of satisfactory quality with emphasis on education for life.
- (iv) To bridge all genders and social disparities at primary stage by 2007 and at elementary education level by 2010.
- (v) To effect universal retention by 2010.

#### **1. I. (b) Major Aspects of Intervention in SSA**

Sarva Shiksha Abhiyan has been emphasizing on the following aspects with the involvement of local people and stakeholders in planning with:

- (i) Education of out of school children, (Education Guarantee Scheme, Alternative and Innovative Education).
- (ii) Specific time frame for UEE;

- (iii) Response to quality basic education;
- (iv) Opportunity for supportive social justice (special focus groups);
- (iv) Research and evaluation;
- (v) Management Structure and Institutional Capacity Building;
- (vi) Community Mobilization;
- (vii) Civil Works;
- (viii) Monitoring and MIS;
- (ix) Financial Management and Procurement;
- (x) Revealing expression of political will;
- (xi) Partnership efforts between the Centre and State level;
- (xii) The State develops its own vision of elementary education.

Efforts are needed to involve Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents'-Teachers' Associations for institutional reform, sustainable financing, community ownership, improvement mainstream educational administration, community based monitoring with full transparency, accountability to community, priority to education of girls and special groups, teachers' monitoring and district elementary education plans.

Moreover, there is a need of 'structured information system' for getting authentic data at primary level and upper primary level of education. This is obligatory for better planning and formulation of new education policies. The educational planners, policy makers and implementing authorities should have access and availability of data through 'Educational Management and Information System (EMIS)' for primary education, which was already developed and introduced in the year 1994. The EMIs provide reliable and timely data to the implementers of District Primary Education Programme (DPEP) in the country.

## **I.2 District Information System of Education**

The National University of Education Planning and Administration (NUEPA), Delhi developed the EMIS in the form of DISE. It is a Educational Management Information System that captures school level data and makes it available for general public and policy planners at the level of clusters, blocks, districts, states and country. DISE is

primarily used for making educational plan and undertaking educational research besides monitoring educational activities. District Information System of Education (DISE) has been in operation since 2004. DISE data forms are printed centrally by the unit of *Sarva Shiksha Abhiyan* - a National Flagship Programme of the Ministry of Human Resource Development, Government of India and are distributed in schools through pre-identified clusters.

### **I.3 EMIS (DISE) Training Status, Chandigarh**

Chandigarh is a small uni-district unit; the concerned teachers from all the schools are called to the District Head Quarter/State Head Quarter for the purpose of DISE training. Besides, the cluster level training is also imparted for providing support to private schools. The DISE data forms (Formats) duly filled-in, signed and verified by the Principal/Head of the school are collected by the Cluster Resource Persons (CRP), who check and verify the DISE data by going through some of the consistency checks like class and gender, SC, ST, OBC students' enrolment, repeaters, left out and students with disabilities, qualification of principals/head teachers and number of teachers sanctioned and teachers in position. The Cluster Resource Persons conduct 100 per cent physical verification of the supportive documents relating to infrastructure like rooms, availability of separate toilets, play ground, boundary wall, drinking water facility and availability of electricity in the schools respectively.

At head office, consistency checks are applied during data entry. The records are also cross-checked with the data for previous year. DISE forms (Formats) containing inconsistent data are sent back to the cluster and further to the respective schools for necessary correction. The errors found in the infrastructure reporting of the school are rectified through physical verification by Cluster Resource Persons of the respective cluster. When the revise data from the rectified forms are entered into the computer, the final data are available to show basic indicators pertaining to students' enrolment, status of teachers and infrastructure in the schools. DISE data evaluation is a regular process in Chandigarh undertaken at behest Directorate of Public Instruction (DPI Schools). Since the State MIS Cell in Chandigarh is very small with one MIS Coordinator and one Data Entry Operator but basic infrastructure like

desktop and laptop computers, printer, scanner and internet facilities are available on required basis.

#### **I. 4 The Study Area**

The focused area of the present study is Chandigarh. Recently, Chandigarh has come up as a major hub of education. Its educational input acquires the invisible reputation in the country. Chandigarh is a uni-capital of the States of Punjab and Haryana. Chandigarh is a single district with only one block, 26 wards and 16 villages. Despite the capitals of two states, Chandigarh continues to be a Union Territory under the direct supervision of Government of India. Chandigarh, U.T came into existence as uni-district on 1<sup>st</sup> November 1966, after trifurcation of the State of Punjab into Punjab, Haryana and Chandigarh. Geographical scenario shows that Chandigarh is bounded by Punjab in north and west, Haryana in east and south. It has an area of 114.59 square kilometre comprising rural and urban areas. According to Census 2011, the population of Chandigarh is 10, 54,686 including 5, 80,282 males and 4, 74,404 females comparing to 9, 00,635 including 5, 06,938 males and 3, 93,697 females in 2001. The population decadal growth (2001-2011) is 17.10 per cent. Sex ratio is 818 females per thousand males in 2011 comparing to 773 females per thousand males in 2001. The density in square km is 9,252 in 2011 as compare to 7,900 in 2001. This reveals the increase of habitation in the Chandigarh U.T. The total literacy rate (2011) is 86.43 per cent covering 90.54 per cent of males and 81.38 per cent of females by comparing 81.94 per cent in total covering 88.42 per cent of males and 75.37 per cent of females in 2001 Census. The literacy rate of males and females shows the significant progress during the decade (2001-2011) despite prevailing positive gender parity. Likewise gender perspective in enrolment of boys and girls at elementary level in terms of percentage has been increased to 54.44 per cent and 45.56 per cent respectively.

The un-precedent increase in population in Chandigarh has grown to a number of slum households, which affects the system of education in regard to the attainment level of 100 per cent literacy rate. Still the SSA is fully involved to provide relevant elementary quality education to all. Education being a concurrent subject, the Centre and Union Territory of Chandigarh both provide independently and share funds for educational development for various schemes and programmes. Chandigarh U.T

follows the national vision of 'Education for All' at least about Universalization of Elementary Education (UEE) under the Right to Education (RTE) Act. The administrators are committed to SSA mission through various interventions up to elementary level. The progress made through various interventions during 11<sup>th</sup> Five Year Plan for achieving the goals of SSA are the following:

- (i) Access to school (construction of school building)
- (ii) Stepping towards universal enrolment
- (iii) Support to universal education
- (iv) Quality improvement for capacity building of teachers
- (v) Enabling universal achievement of expected learning levels
- (vi) Ensure zero rejection to CWSN and provide access to satisfactory quality of education facilities
- (vii) Activities for all children in schools
- (viii) Centralization of data
- (ix) Enhancing financial position

UT Chandigarh Administration is seeking to cover all the children in schools till the end of 11<sup>th</sup> Five Year Plan by continuing:

- Opening new schools and raising new sections in existing schools;
- Improving school infrastructure and teaching learning environment for enrolment and retention;
- Strengthening of Alternative Education Centres for never enrolled and dropped out children;
- Promoting social justice on the demand for quality basic education.

Though, various initiatives and achievements have been made till date but these initiatives are not sufficient to attain the target of UEE due to the following limitations:

- Peculiar location of the city and migratory character of population on account of poor and illiterate labourers;
- Constant migration among labourers and some special social groups due to insecure livelihood causing problems of tracing 'out of school', especially with high ratio among Scheduled Caste children;
- Closer of schools running in residential areas affected in school enrolment;
- Construction of unauthorized colonies and slums and their frequent shifting;

- Child labour is in demand and this need is difficult to be checked;

Despite various limitations, the effectiveness of SSA show rising literacy rates, reduce drop-out rates and gender gap at elementary level. These are the important components of enhancing the status of elementary education in Chandigarh (U.T)

## **I.5 List of Sample Schools**

The following schools are the sample schools for comparing the PES and DISE data.

1. I S D S G High School, Sector 21-C, Chandigarh
2. Government Model Senior School, Sector 8, Chandigarh
3. Government Primary School, Sector 26, Chandigarh
4. Ajit Karam Singh International Public School, Sector 41-B, Chandigarh.
5. Mount Carmel School, Sector 47, Chandigarh
6. Shishu Niketan Model Sr. Sec. School, Sector 22, Chandigarh
7. Kendriya Vidyalaya, Sector 47, Chandigarh
8. St. Stephen's Carmel School, Sector 45, Chandigarh
9. Air force Station, 12 wing, Chandigarh
10. Government Model High School, Sector 41, Chandigarh
11. Government Model High School, Vikas Nagar, Mauli Jagran, Chandigarh
12. Government Model Senior Secondary, Sector 16, Chandigarh
13. Government Sr. Secondary, Sector 38, West, Chandigarh
14. Government Model School, Sector 33, Chandigarh
15. Guru Nanak Khalsa High School, Sector 30, Chandigarh
16. Govt. Middle School, Maloya Colony, Chandigarh
17. Government Girls Sr. Secondary, Sector 20-B, Chandigarh
18. Government High School, Kajheri, Chandigarh
19. Government Primary School, No. 2, Manimajra
20. D.C Montessori School, Manimajra

## **I. 6 Brief of Foundation for Developmental Research (FDR) - Field Agency**

The task for conducting PES of DISE data was assigned to Foundation for Developmental Research (FDR), Chandigarh. **FDR** is a non-profit making research organization duly registered under the Societies' Registration Act XXI of 1860. Foundation is being promoted by a group of highly skilled professionals who are

dedicated to promote challenges of the present day activities through research-based programmes. FDR has a registered office at SCO 415-416, Sector 35-C, Chandigarh since January 2000 and is working on research based evaluative studies and publications. Foundation generates its own funds from different sources and progressing day by day with the dedication related to fundamental research.

### **I. 6 (a) Aims and Objectives of the Foundation**

The Memorandum of Article of Association of Foundation has the following aims and objectives:

- To undertake Academic and Non Academic Field based Research Studies;
- To guide, promote and organize developmental research and action programmes in the field of health, education, environmental and natural sciences;
- To conduct marketing research on industrial, agricultural and other allied activities;
- To conduct orientation trainings on innovative programmes on health, education, scientific and environmental sciences;
- To provide facilities for consultancy, work in scientific and technical skills viewing in developmental research;
- To develop and promote documentation on research studies;
- To organize meetings, lectures, seminars, symposia, conferences on research activities;
- To publish and exhibit any material or magazines, periodicals, newsletter, books, pamphlets, monographs or posters relating to research;
- To develop economically viable production facilities for sustainable activities;

### **I.6 (b) Activities**

Foundation's main activities are field based studies including surveys, analysis and dissemination of data, report writing, publications and dissemination.

### **I.6 (c) Thrust Areas**

Foundation's primary focus is to carry out policy relevant research in social-sciences and applied sciences (industrial). In view of the contemporary emerging scenario at the regional and national levels, its thrust areas are as follows:

- Education – Minorities' and deprived
- Public health studies – Evaluative
- Gender issues
- Industrial development
- Environmental studies
- Population and migration studies

Currently, Foundation operates its survey based studies in Northern-India, particularly Punjab, Haryana, Himachal Pradesh and Chandigarh but it seeks field based studies for other regions also. Foundation has all required facilities for field studies like manpower, infrastructure, and other resources.

### **References**

1. Census 2011: Chandigarh Provisional Data.
2. Mid-Term Appraisal of the 11<sup>th</sup> Five Year Plan of Chandigarh: Chapter Sarva Shiksha Abhiyan (Report-Unpublished) CRRID, Chandigarh, pp.49-57.
3. <http://www.dise.in>
4. <http://www.ssachd.nic.in>

## Chapter-II Objectives and Methodology

The chapter highlights the following:

### II.1 Main Objectives

The two main objectives of the Post Enumeration Survey (PES) of DISE data checking exercise are:

1. To verify the accuracy of DISE data of 2011-12 being collected from 20 sample schools in the Union Territory of Chandigarh;
2. To identify the gaps/weaknesses and suggest appropriate remedial measures to enhance the accuracy of DISE data to be collected in future.

### II.2 Survey Sampling

A representative sample of 20 schools was assigned to 'Field Agency' from a list of 182 schools by adopting stratified random sampling technique. The sample comprised primary, middle, secondary and senior secondary schools functioning under government, private aided and private unaided management. It was ensured that the surveyed schools represented both rural and urban areas.

### II.3 Location of School and Management

Out of the sample 20 schools, 19 schools are located in urban areas as the table II.1 and annexure III-A highlight.

**Table-II.1  
Distribution of Sample Schools by Location**

School Category	No. of Schools *	Rural	Urban	Total (%)
Government schools	105	1	10	11 (55%)
Private schools	63	-	5	5 (25%)
Government aided schools	7	-	2	2 (10%)
KVS/NVS/AFS	7	-	2	2 (10%)
<b>Total</b>	<b>182</b>	<b>1 (5%)</b>	<b>19 (95%)</b>	<b>20 (100%)</b>

Source: \* <http://ssachd.nic.in/disereprot.htm>, \*\*Survey Data, \*\*\*Received from SSA Office  
Percentages in parenthesis calculated with total sample.

Majority of sample schools are functioning under government management followed by private management as table II.2 and annexure III-A highlight.

**Table-II.2**  
**Distribution of Sample Schools by Management**

<b>School Category</b>	<b>Govt.</b>	<b>Pvt.</b>	<b>Govt. aided schools</b>	<b>KVS/AFS</b>	<b>PES (%)</b>
Primary	2	-	-	-	2 (10%)
Primary with upper Primary	2	1	-	-	3 (15%)
Primary with secondary and higher secondary	7	4	2	2	15 (75%)
<b>Total (PES)</b>	<b>11 (55%)</b>	<b>5 (25%)</b>	<b>2 (10%)</b>	<b>2 (10%)</b>	<b>20 (100%)</b>

Source: \*Survey Data, \*\*Received from SSA Office  
KVS – Kendriya Vidyalaya - School, AFS – Air Force Station - School  
Percentages in parenthesis calculated with total sample.

The information collected from the assigned sample schools in ‘School Information Schedule’ was authenticated and certified by the respective schools’ Principals/ Head Teachers. Field Investigators personally visited schools; particularly classes in the classrooms to cross examine the validity of information recorded in the attendance register and assess the condition of classrooms and other rooms. The data collection process was closely supervised, monitored and coordinated by the project in-charge. The terms of reference for the (PES) survey were as follows:

- Verification of DISE data of schools on location particular;
- Information about school particulars, especially facilities available in schools;
- Information about staff details;
- Data regarding enrolment of 30<sup>th</sup> September of years 2010 and 2011;
- Enrolment and attendance details of children on the specified survey day
- Availability and condition of school records;
- Details regarding seating arrangement of children;
- Regarding display boards, provision of Mid-day-Meal, quality of food;
- Perception of investigators regarding cooperation extended by Principals/Head Teachers in providing the relevant data and information pertaining to the school affairs.

#### **II. 4 Organization of Data Collection**

Three persons were selected as Field Investigators for collection the data and information from the sample schools by using ‘Special Data Capture Format (DCF)’ provided by State Project Director (SPD). One day training programme was

conducted at the office of field agency on 2<sup>nd</sup> April 2012. During training, it was discussed in detail about each and every item of Special DCF with investigators and the procedure, 'how to get information from the sample school'. A detailed discussion on DISE data and DCF was also subsequent held with Assistant Project Coordinator (APC) of education department. Detailed deliberation was shared with the team members. On first day, the field test of the DCF was conducted in ISDSG High School, Sector-21-C, Chandigarh and the outcome of field test was shared with the Field Investigators. The same data was included for analysis with the consultation of Assistant Project Director, EMIS Unit of SSA. The data collection work was started on 3<sup>rd</sup> April 2012 and was completed on 24<sup>th</sup> April 2012. The data collection period assigned to Field Investigators was of maximum 20 days but it delayed little because all the government schools declared holidays from 6<sup>th</sup> April to 14<sup>th</sup> April 2012 and the schools re-opened on 16<sup>th</sup> April 2012. Thus, only private schools were visited for collection of data.

## **II.5 Tools used for Post Enumeration Survey (PES)**

- A special Data Capture Format (DCF) for the purpose of sample verification was provided by the State Project Director, (SSA Office).
- Selected filled-in DISE Data Capture Formats for the purpose to make comparison with Special Data Capture Format (PES).

## **II.6 Data Analysis**

The filled-in Special Data Capture Form was scrutinized for completeness before data entry on computer. After completion of data entry, validation checks were applied for internal inconsistency of data, meanwhile, DISE filled-in schedules for the academic year 2011-12 were obtained from the office of SPD, UT Chandigarh. The procured data was also entered in computer and comparative tables were generated for further analysis and report writing.

### **Formula used for Calculating Deviation**

$$\frac{\text{PES/DISE} - \text{DISE/PES (Higher Score} - \text{Lower Score irrespective)}}{\text{Total Sample Schools (20 Schools)}} \times 100$$

Total Sample Schools (20 Schools)

### **For example:**

$$\frac{\text{PES (15 score)} - \text{DISE (13 score)}}{\text{Total Sample Schools (20 Schools)}} \times 100 = 10\%$$

## **II.7 Report Writing**

The report was based on the comparison of tabulated information of PES special DCF with already filled-in DISE Format of sample schools. The report also covers the field observations compiled by the Investigators on various aspects that came across during collection of data. Findings and suggestions for improving the quality of DISE data have also been offered. Simple deviation of the PES and DISE data has been used for analytical analysis of all the comparable items of the survey. The deviation was calculating in percentages.

## **II.8 Limitations of the Study**

It is important to point out that some items (information columns), given in DISE Format but have not been found in PES Format. Thus, due to non-comparability of items of DISE DCF and Special DCF for Post Enumeration Survey (PES), the calculations to find out the deviation of every item/parameter remained restricted. The variation between PES and DISE data was found significant and insignificant at different places.

Thus, PES and DISE data analysis appeared to show insignificant deviation in most of the variables. The insignificant deviation is natural and rationally ignorable. Since the data was collected and provided by two separate agencies, thus, slight deviation is genuine. Still the study has a scope to include suggestions, if sponsored agency or readers find gap/shortcoming/errors in data and in its analysis, they feel free to suggest us to improve the contents.

## Chapter-III

### Comparison of Post Enumeration Survey (PES) with DISE Data

The present chapter highlights the analysis of data collected from sample schools through the standard questionnaire received from the State SSA office, Chandigarh. The collected (PES) data have been compared with the DISE data that was received from the State SSA office. The collected data cover various aspects, particularly the status of basic facilities available in the schools, teachers in position and present on the day of investigator's visit to school, enrolment of students and their attendance on the day of investigator's visit to school respectively.

#### III.1 Survey Status of PES Data

The following analysis is based on the 20 sample schools, mentioned in chapter-I.

Field investigators, who were deputed to collect PES data from sample schools, were quite efficient in getting data and the respondent teachers were found co-operative in providing information in almost all the sample schools. The survey status of each school is given in table III.1 and annexure I.

**Table III.1**  
**Survey Status of PES Data for 20 Sample Schools**

Date of Visit	No. of Schools Visited	Academic Year
3 - 4 /4/2012-	3	2011-12
7/4/2012	1	2011-12
9-12/4/2012	5	2011-12
16-21/4/2012	7	2011-12
23/4/2012	3	2011-12
24/4/2012	1	2011-12

Note: The survey work delayed due to the holidays in all the government schools from 6/4/2012 to 15/4/2012.

#### Part A: School Location Particulars

##### III.2 Location of Schools under PES and DISE data

Table III.2 highlights 15% variation in location of schools in PES and DISE data. The schools located in ward numbers 11, 18, 19 show insignificant variation between PES and DISE Data. Lack of awareness or limited understanding of respondent teachers about the ward numbers were the main factors of 15% variation. However in total, vertically and horizontally ward-wise variation in location of schools needs to be ignored. The detailed information is given in annexure II.A.

**Table III.2**  
**Ward-wise Location of Surveyed Schools**

Village/ Ward/ Municipal name of Schools				Total		
	Govt.	Govt. aided	Private	PES	DISE	Deviation
Ward 1	1	-	-	1	1	0
Ward 2	1	-	-	1	1	0
Ward 3	-	-	1	1	1	0
Ward 6	1	-	-	1	1	0
Ward 7	1	-	-	1	1	0
Ward 8	2	-	1	3	3	0
Ward 11	1	-	-	1	2	5%
Ward 12	-	1	-	1	1	0
Ward 14	1	-	-	1	1	0
Ward 16	1	-	1	2	2	0
Ward 17 (KVS)	1	-	1	2	2	0
Ward 18	-	1	-	1	0	5%
Ward 19	1	-	-	1	2	5%
Ward 25	1	-	-	1	0	0
*Air Force Station	1	-	-	1	1	0
Manimajra - Near BSNL	-	-	1	1	1	0
PES Data	13	2	5	20	-	-
DISE Data	13	2	5	-	20	-
<b>Deviation</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>3</b> <b>(15%)</b>

Note: Rural Schools located in villages: Kajheri, Mouli Jagran, Maloya  
 Urban Schools located in Sectors: 8, 16, 21, 22, 26,30,33,38, 41, 45, 47  
 \* Autonomous Management

Further, the data in table III.3 representing PES and DISE show 0% deviation but if the data compare rural-urban location of schools then variation exists in 2 schools as PES data show the location of Government Model High School, Vikas Nagar, Mauli Jagran in urban area but DISE data show in rural area. Likewise, PES data show Government Senior Secondary School, Sector 38 (west) located in rural area but DISE data show in urban area. However, the variation is marginal in overall data as annexure-II highlights.

**Table-III.3**  
**Distribution of Schools by Rural-Urban Area**

All Management	No. of Schools *	Rural		Urban		Total		Deviation (%)
		PES**	DISE***	PES**	DISE***	PES**	DISE***	
Government schools	105	1	1	10	10	11	11	0
Private schools	63	-	-	5	5	5	5	0
Government aided schools	7	-	-	2	2	2	2	0
KVS/NVS/AFS	7	-	-	2	2	2	2	0
<b>Total</b>	<b>182</b>	<b>1</b>	<b>1</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>20</b>	<b>0</b>

Source: \* <http://ssachd.nic.in/disereprot.htm> \*\*Survey Data, \*\*\*Received from SSA Office

In addition, table III.4 highlights the PES and DISE data deviation in the school and management categories. There is minor deviation between PES and DISE data for primary with secondary and higher secondary schools. The data of total schools of PES and DISE reveal only 10% variation. The vertical and horizontal results of schools and management categories show insignificant deviation. The detailed information is given in annexure III-A.

**Table-III.4  
Distribution of Schools and Management by Categories**

School Category	Govt.	Pvt.	Govt. aided schools	KVS/AFS	PES*	DISE**	Deviation (%)
Primary	2	-	-	-	2	2	0
Primary with upper Primary	2	1	-	-	3	3	0
Primary with secondary and higher secondary	7	4	2	2	15	13	10%
Other	-	-	-	-	-	2	10%
Total (PES)	11	5	2	2	20	20	10%
DISE	9	5	2	2	-	-	-
<b>Deviation</b>	<b>10%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>10%</b>

Source: \*Survey Data and \*\*Received from SSA Office

### III.3 Deviation in School DISE Code between PES and DISE data

Table III.5 highlights the status of school's DISE code under different categories. Out of sample schools, only 6 schools show same code, while 1 school shows different code. The respondent teachers of 11 schools did not know the DISE code number, while 5 schools did not hold record the DISE code. Two schools under PES data had given school's code while 8 schools under DISE data had given code but distinct code numbers. Thus, the data under PES and DISE show significant variation in available code numbers. Overall results show that only 30% school codes were found matched, while 70% school codes were not found matched. Survey revealed that respondent teachers were found not aware about the DISE code number, thus there is need to make the teachers aware about code number of their schools. More detail is given in annexure II.A.

**Table III.5  
Deviation between School Code Number between PES and DISE Data**

	Schools with Same code	Schools with different code	No response/Don't know/ Not recorded on DISE format	Available	Code matched	Code not matched or recorded
PES data	6	1	11	2*	6	14
DISE data	6	1	5	8	6	14
<b>Deviation</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>30%</b>	<b>70%</b>

(%)		(5%)	(30%)	(30%)		
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\*Available: it defines that code numbers were given by respondent teachers as against blank columns of DISE format. Likewise, code numbers were given in DISE format against blank column of PES data.

## Part B: School Particulars

### III.4 Qualification of Principal/Head teacher

Table III.6 highlights the qualification attained by the principals/head teachers, which varies from Matric + JBT to Ph.D. respectively. Teachers' training is mandatory for school teaching, thus, 100% teachers were found trained. One or two principals/head teachers specified that they are promoted from lecturer to principal. Since DISE data did not show the column of qualification of principals/head teachers, thus there is no question arises for analyzing the variation. Qualification status of each principals/head teachers is given in annexure II.B.

**Table III.6**  
**Qualification of Principals/Head teachers**

Number of Principal/ Head teachers	PES	DISE
Matric + JBT	1	NR
B.A/B.Sc + B.Ed	2	NR
B.A/B.Sc + B.Ed+ M.Ed	2	NR
M.A/M.Sc+ B.Ed	9	NR
M.Sc+ B.Ed+ M.ed	2	NR
M.Sc+ M.Ed+ M.Phil	1	NR
M.A.+ M.Phil	1	NR
M.Sc	1	NR
Ph.D. in Physical Education	1	NR
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>NR</b>

NA Not recorded in DISE Formats.

### III.5 Experience as Principal/Head Teacher

The experience in terms of being principal/head teacher varies from 'less than 1 year to 30 years' in the present school, while the total years of experience in any school vary from 'less than 1 year to 16 years and above'. The Principal of Air Force Station School has 30 years experience as principal and still continuing. The Principal of D.C. Montessori School, Manimajra has 32 years experience of Principal of present and previous schools. It has been found that the principals of private schools have experience of longer duration than the Principals of government schools. The DISE format did not show the experience status of principal/head teacher, thus the question of deviation does not arise as table III.7 show and annexure II.B highlight.

**Table III-7**  
**Experience of Principal/Head Teacher**

Years	Working as Principal/ Head teacher in the present school	Total Numbers of years working as Principal/Head Teacher in present school including earlier school
	PES	PES
Less than 1 year	8	6
1 – 5	6	6
6-10	2	3
11-15	2	2
16 and above*	2	3
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>

### III.6 Establishment Year of the School

There is insignificant variation in establishment year of schools between PES and DISE data. The schools establish between 1981-2000 show 5% variation, which is insignificant. The data collected by field agency and received from SSA office show similar results as table III.8 and annexure III.A highlights.

**Table III-8  
Establishment Year of Schools under PES and DISE Data**

Establishment of Schools between years	Year of Establishment of Schools		
	PES	DISE	Deviation (%)
1951-1960	5	5	0
1961-1970	3	3	0
1971-1980	5	5	0
1981-1990	3	4	5
1991-2000	2	1	5
2001-2010	2	2	0
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>10 (10%)</b>

Establishment Years Earliest school : (1953),  
Latest school - (2008)

### III.7 School Category

The entire sample schools were considered from the class-1 by keeping in view the required need of DISE data, despite most of the schools starts from nursery class. The PES and DISE data show slight variation. For instance, PES data show 2 schools in primary with secondary or higher secondary, while DISE data show under the category of upper primary with secondary or higher secondary as table III.9 and annexure III.A show. Thus the schools showing variation are adjustable.

**Table III-9**  
**Categories-wise Status of Schools under PES and DISE Data**

Categories Of Schools	PES	DISE	Deviation (%)
Primary	2	2	0
Primary with Upper Primary	3	3	0
Primary with Secondary or Higher secondary	15	13	10
Upper primary only	0	0	0
Upper Primary with Secondary or Higher Secondary	0	2	10
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>20%</b>

### Type of Schools

There is 0% variation between in respect to type of schools between PES and DISE data as given in table III.10 and annexure III.A.

**Table III-10**  
**Type of Schools under PES and DISE Data**

Type of School	PES	DISE	Deviation (%)
Boys only	0	0	0
Girls only	0	0	0
Co-educational	20	20	0
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>0%</b>

### III.9 Class-wise Status of Schools

The PES and DISE data show 0% variation in respect to lowest class and highest class status of each school as table III.11 and annexure III.A highlight.

**Table III-11**  
**Class wise Status of Schools under PES and DISE Data**

Classes	Lowest Class			Highest Class		
	PES	DISE	Deviation (%)	PES	DISE	Deviation (%)
Class 1	20	20	0	0	0	0
Class 5	-	-	0	2	2	0
Class 6	-	-	0	1	1	0
Class 8	-	-	0	2	2	0
Class 9	-	-	0	0	0	0
Class 10	-	-	0	5	5	0
Class 12	-	-	0	10	10	0
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>0%</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>0%</b>

### III.9 Status of School Management

The PES and DISE data show 0% variation between the schools functioning under different managements as table III.12 and annexure III-B highlight.

**Table III-12**  
**Management-wise Status of Schools under PES and DISE Data**

School Management	PES	DISE	Deviation (%)
Managed by Education Department	11	11	0
Private Aided	2	2	0
Private Unaided	5	5	0
KVS/AFS	2	2	0
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>0%</b>

### III.10 Status of Residential Schools

The PES and DISE data show 0% variation in respect to the existence status of residential schools. No residential school was found in the PES and DISE data as table III.13 and annexure III.B highlight.

**Table III-13**  
**Status of Residential School under PES and DISE Data**

	PES	DISE	Deviation (%)
Yes	0	0	0
No	20	20	0
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>0%</b>

### III.11 Status of School Building Used as a Part of Shift School

Out of the 20 sample schools under PES data, 7 schools were found shift schools while DISE data show 5 schools, thus there is only 10% variation between PES and DISE data as shown in table III.14. The schools that show variation between both the data are: Government Primary School, Sector 26 and Government Middle School, Maloya Colony as given in annexure III.B.

**Table III-14**  
**Status of School Building Used as a Part of Shift School under PES and DISE Data**

Used as part of Shift school	PES	DISE	Deviation (%)
Yes	7	5	10
No	13	15	10
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>10</b> <b>(100%)</b>

## Part C: Staff Details (Primary and Upper Primary)

### III.12 Total Number of Teacher Posts Sanctioned and Teachers in Position

The status of teachers 'in sanctioned posts and teachers in position' varies relatively in most of the sample schools due to different circumstances as reported by Principals/Head teachers. The respondent teachers of private schools explain that there is no specified sanctioned posts exist in their schools. It depends upon the enrolment of the students annually. In respect to government schools, there are sanctioned posts invariably but further depends on the category of school. The data in table III.15-A highlights slight deviation between PES and DISE data that needs to consider insignificant. Some DISE formats did not fill the column of 'post sanctioned', and for comparing data, the 'in position status of teachers' was deliberately assumed as 'sanctioned posts' as annexure IV.A highlights.

**Table III.15-A**  
**Status of Teachers in Schools**

<b>Staff detail</b>	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>
Total number of teacher posts sanctioned	716	734	18 (2.45%)
Total Number of Teachers in Position	679	712	33 (4.63%)
<b>Overall Deviation</b>	<b>37</b> <b>(5.17%)</b>	<b>22</b> <b>(3%)</b>	-

### III.13 Status of Primary and Upper Primary Staff

Each sample school has teaching and non-teaching staff irrespective of strength that varies from school to school. The PES data show that all the 20 sample schools had 679 teachers including para-teachers, teaching from primary to upper-primary classes. Out of these total teachers, 649 (95.62%) were reported present on the specified day of survey (30<sup>th</sup> September 2011). Only 4% teachers were reported 'on-leave or absent' on the survey day. This shows that insignificant number of teachers were reported 'on leave/absent' in all the sample schools. The analysis of data reveals that on an average hardly 1% teachers were not present in the school on the day of survey. The result is genuine. All sample schools have non-teaching staff including clerical and fourth class employees on the requirement of each school as table III.15-B and annexure IV.B-1 to IV.C-2 highlight.

**Table III.15-B  
Status of Primary and Upper Primary Staff**

Teachers Status	Primary			Upper Primary			Grand Total
	PES		Total	PES		Total	
	M	F		M	F		
No. of Teacher (excluding Principal/Head Teacher)	51	271	322	53	221	274	596
Para-teachers (Shiksha Karmi/Guru ji/ Community teacher)	13	27	38	10	35	45	83
<b>Total No. of teachers</b>	<b>64</b>	<b>296</b>	<b>360</b>	<b>63</b>	<b>256</b>	<b>319</b>	<b>679</b>
No. of teachers present on the 30 <sup>th</sup> September 2011	58	284	342 (95%)	62	245	307 (96.24%)	649 (95.62%)
<b>Status of Non Teaching Staff</b>							
Non teaching Staff	4	20	24	42	28	70	<b>94</b>
No. of staff employed for cooking mid day meal	1	42	43	3	35	38	<b>81</b>
No. of personnel employed for cleaning toilet and levorotary	29	24	53	59	75	134	<b>187</b>

## Part D: Facilities in Schools

### III.14 Status and Type of School Building

All the sample schools have own buildings. There is 10% variation in PES and DISE data in respect to rented and government schools. The DISE data show one school functioning in rented building but PES data show its own building and occupied 10 rooms on rent. There is no variation in type of schools' buildings between the PES and DISE data as table III.16 and annexure- V highlight.

**Table III.16  
Status and Type of School Building**

Status of Building	PES	DISE	Deviation (%)
Private	7	7	-
Rented	0	1	5
Government	13	12	5
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>10%</b>
<b>Type of school building</b>			
Pucca	19	19	0
Partially Pucca	1	1	0
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>0%</b>

### III.15 Blocks in Schools

The data collected of Post Enumeration Survey highlight that number of blocks exist in different categories' schools but the format of DISE data did not specify. The blocks in school depend on the strength of students and category of the school as table III.17 and annexure-V highlight.

**Table III.17  
Blocks in Schools**

<b>Number of Blocks</b>	<b>PES</b>
0-2	10 (50%)
2-4	8 (40%)
4-6	1 (5%)
6-8	1 (5%)
<b>Total</b>	<b>20 (100%)</b>

Percentages in parenthesis are calculated with total sample

### **III.16 Condition of Class-rooms and Other-rooms**

The condition of class-rooms and other-rooms varies from school to school. The PES and DISE data show 'Good condition' of majority of the school, while very small number of schools requires minor or major repairs but significant deviation is found in case of major repair by comparing PES and DISE data. The deviation exists marginal in 'class rooms' as well as 'other rooms'. Between 1 and 2 per cent deviation is calculated which is insignificant in condition of 'class-rooms' and 'other-rooms' of sample PES and DISE school data as table III.18 and annexure V-A highlight.

**Table III.18  
Status of Class rooms and Other-rooms**

<b>Conditions</b>	<b>No. of class rooms</b>			<b>No. of other rooms</b>		
	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>
Good condition	467	462	5 (1.07%)	317	329	12 (3.64%)
Need minor repair	10	11	1 (9.09%)	6	6	0 (0%)
Need major repair	8	3	5 (62.50%)	8	1	7 (87.50%)
<b>Total</b>	<b>485</b>	<b>476</b>	<b>9 (1.85%)</b>	<b>331</b>	<b>336</b>	<b>5 (1.49%)</b>

### **III.17 Availability of Electricity and Facility of Toilets**

The availability of electricity in all the schools shows 'no deviation' between PES and DISE data. Common toilets are only available in 5 sample schools and 8 in DISE data. The remaining 15 schools under PES and 12 schools in DISE data did not have common toilets facility. Thus, the PES and DISE data calculates 15% variation, which is insignificant. All the sample schools (PES) have separate toilet for girls while DISE data show for 19 schools, thus 5% variation, which is insignificant. According to PES data, all the sample schools have separate toilet facility for all the staff while DISE data did not record the status as table III.19 and annexure V-B highlight.

**Table III.19  
Availability of Electricity and Facility of Toilets**

<b>Availability of Electricity in the school</b>	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>
Yes	20	20	0
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>0%</b>
<b>Availability of Common Toilet in the school</b>			
Yes	5	8	3 (15%)
No	15	12	3 (15%)
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>15%</b>
<b>Separate Toilet available for the Girls in the school</b>			
Yes	20	19	1 (5%)
No	0	1	1 (5%)
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>5%</b>
<b>Separate toilet facility available for Staff</b>			
Yes	20	NR	-
No	0	NR	-
<b>Total</b>	<b>20 (100%)</b>	<b>NR</b>	<b>-</b>

NR: Not recorded

### **III.18 Condition of Boundary Wall and Source of Drinking Water**

PES data reveal 19 schools have pucca boundary wall while 20 DISE data show that all the school have pucca boundary walls. Government Middle School, Sector 33 do not have backyard wall. The backside of the school ends to the public park, which requires a built-up boundary wall. The data show insignificant (5%) variation, which is ignorable. The PES data show all the 20 schools have tap water facilities while DISE data show for 18 schools. DISE data reveals that the schools, named

Government Model High School, Sector 41 and D.C. Montessori School, Manimajra show other source of drinking water. It seems that DISE data show error, thus it stands for 10% variation that consider to be ignored as the table III.20 and annexure V-C highlights.

**Table III.20**  
**Condition of Boundary Wall and Source of Drinking Water**

<b>Condition</b>	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>
Pucca	19	20	1 (5%)
Partially pucca wall	1	--	1 (5%)
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>5%</b>
<b>Source of drinking water</b>			
Tap water	20	18	2 (10%)
Other	0	2	2 (10%)
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>10%</b>

### III.19 Facility of Playground in Schools

There is 5 percent variation in the PES and DISE data. One school named Government Primary School, No. 2; Manimajra reported 'no facility of playground' in this school as table III.21 and annexure V-C highlight.

**Table III.21**  
**Facility of Playground in Schools**

<b>Availability of Playground</b>	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>
Yes	19	20	1 (5%)
No	1	0	1 (5%)
<b>Total</b>	<b>20</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>5%</b>

### III.20 Number of Computers Available in Good Working Condition

The available number of computers in good working condition shows insignificant (4.1%) variation. The DISE data show higher status of good condition of computers as compare to PES data as table III.22 and annexure V-C highlight.

**Table III.22**

**Number of Computers Available in Good Working Condition**

	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>
No. of Computers in good working condition	520	542	22 (4.1%)

**III.21 Status of Seating Arrangement for Children**

Seating arrangement of each school varies from other but all schools have furniture either for all children or for some children. The schools named Government Model High School, Vikas nagar, Mouli Jagran and Government Primary School, No. 2, Manimajra show lack of furniture due to non-availability of class-rooms and over strength of students. Some classes are functioning in varandha and the students sit on the Dari/Tat. Overall, PES and DISE data show 10 percent variation as table III.23 and annexure V-C highlight.

**Table III.23  
Status of Seating Arrangement for Children**

<b>Infrastructure</b>	<b>PES</b>	<b>DISE</b>	<b>Deviation (%)</b>
Furniture for all students	18	20	2 (10%)
Furniture for some students	2	0	2 (10%)
<b>Total</b>	<b>20 (100%)</b>	<b>20 (100%)</b>	<b>10%</b>

**Part E: Student Enrolment**

**III.22 Status of Children Enrolled in Last Academic Year (2010-11)**

The PES data show that the sample 20 schools highlight the caste of the enrolled children. Only 12% children belonged to SCs followed by 2.57% to OBCs and 0.20% to STs. Out of the total enrolled children, 1.58% children were observed as repeaters while 0.33% children left the school and 0.25% children were found with disabilities as the table III.24 and annexure VI.1 highlight.

**Table III.24  
Status of Children Enrolled in the Last Academic Year (2010-11)**

<b>Enrolment</b>	<b>PES</b>		
	<b>B</b>	<b>G</b>	<b>Total</b>
Total Enrolment	11551	8298	19849 (100%)
Repeaters	178	136	314 (1.58%)
SCs Children enrolled	1266	1115	2381 (12%)
STs children enrolled	24	16	40

			(0.20%)
OBCs children enrolled	280	230	510 (2.57)
Children with disabilities	30	19	49 (0.25%)
Number of children left the school	35	31	66 (0.33%)

**B Boys, G Girls**

### III.23 Status of Children Enrolled in Present Academic Year (2011-12)

Comparing the total enrolment of students in sample schools finds similar status under PES and DISE data. There is hardly ½ per cent (0.31%) variation in enrolment of students. Out of this enrolment 7.75% children were repeaters under specified clauses of education department. The enrolment among the children of SCs, STs and OBCs show variation between the PES and DISE data. However, there is highly significant variation (64.68%) among the enrolment of children with disabilities. The DISE data did not show the status of left out children from the schools as the table III.25 and annexure VI.3 highlight.

**Table III.25  
Status of Children Enrolled in the Present Academic Year (2011-12)**

Enrolment	PES			DISE			Deviation (%)
	B	G	Total	B	G	Total	Total
Total Enrolment	11891	9711	21602	11994	9540	21534	68 (0.31%)
Repeaters	89	42	131	98	44	142	11 (7.75%)
SC Children enrolled	1312	1079	2391	1229	1034	2263	128 (5.35%)
ST children enrolled	22	12	34	13	8	21	13 (38.24%)
OBC children enrolled	244	207	451	226	187	413	38 (8.43%)
Children with disabilities	55	40	95	173	96	269	174 (64.68%)
No. of children left the school	19	26	45 (0.20%)	-	-	-	-

**B Boys, G Girls**

### III.24 Status of Enrolment of Children on 30<sup>th</sup> September 2011.

The PES data of all the sample schools show the enrolment in the school and attendance on 30<sup>th</sup> September 2011. Out of 100% enrolled children, 91.79% children were present in the school on 30<sup>th</sup> September 2011 including SCs and STs Children

as the table III.26 and annexure VI.2 highlight. Since the DISE data is not available in the filled-in forms, thus the deviation could not be done.

**Table III.26**  
**Status of Enrolment of Children on 30<sup>th</sup> September 2011 (On the Day of the Survey)**

	Enrolment on 30 <sup>th</sup> September 2011 (PES)			Attendance on 30 <sup>th</sup> September 2011 (PES)		
	B	G	Total	B	G	Total
Total Students	11902	9687	21589 (100%)	10847	8969	19816 (91.79%)
SCs	1281	1075	2356 (10.91%)	1124	906	2030 (10.24%)
STs	12	7	19 (0.08%)	8	5	13 (6.56%)

**B Boys, G Girls**

**Note: The parenthesis show the percentage to total enrolment**

## Chapter-IV Investigators' Observations

This chapter highlights the observations of the field investigators about certain aspects of the study such as initial reaction of the Principal/Head teacher towards the investigation, availability and maintenance of school records, enrolment of students and their presence as well as teacher's strength and their presence on the day of survey (30<sup>th</sup> September 2011). The problems faced by the investigators in getting the required information is also been discussed.

The name of the persons conducted the survey, DISE school code, Date of visit the sample school was already discussed and the details are given in annexure/s I and 2.I respectively.

### IV.1 Was the School Open on the First Day of the Visit?

All the 20 sample schools were found open at the first day of investigator's visit as table IV.1 and annexure 2.I highlight.

**Table IV.1  
Was the School Open on the First Day of Visit?**

	Yes	Status in %
School open on the first day of visit	20	100
<b>Total</b>	<b>20</b>	<b>100</b>

### IV.2 Number of Visits to the School to Get Information

Out of the total 100% sample schools, 65% (13) schools were able to provide information in 1<sup>st</sup> visit, while 30% (6) schools could provide information in 2 visits. However, only 1 school could provide information in 3 visits. The schools named ISDSG high school, Sector 21, Government model senior secondary school, sector 8B, Ajit Karam Singh international school, sector 41-B, Government senior secondary school, sector 16, Government high school, Kajheri, D.C. Montessori school, Manimajra and Kendriya Vidayala, sector 47 did not provide all information at first visit, thus the second or third visit was necessary. However, the investigators could manage to collect all required information in these visits as the table IV.2 and annexure 2.I highlight.

**Table IV.2**  
**Number of Visits to School**

	<b>No. of Schools</b>	<b>Status in %</b>
1 visit	13	65
2 visits	6	30
3 visits	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

The information was collected from the Principal/Head teacher or from the teacher deputed by the Principal/Head teacher of the sample schools.

### **IV.3 Initial Reaction of the Principal/ Head Teacher**

The initial reaction of the Principal/Head teacher at the time of survey was appreciable as 35% teachers cooperated in 'Very good' manner and the remaining 65% behaved 'Good'. Overall, the reaction of principal/head teacher and even other teachers, who were deputed by principal for providing DISE data record was quite positive and satisfactory as the table IV.I and annexure 2.II show.

**Table IV.3**  
**Initial Reaction of the Principal/Head Teacher**

<b>Reaction</b>	<b>No. of Schools</b>	<b>Status in %</b>
Very Good	7	35
Good	13	65
<b>Total</b>	<b>20</b>	<b>100</b>

### **IV.4 Response of the Principal/ Head Teacher to Provide Information**

Like the reaction of principal/head teacher, the responses of these authorities were also found positive. Out of 20 sample schools, the responses of 35% principals/head teachers of 7 schools were found 'Very Good', while 60% respondent teachers of 12 schools were found 'Good' and only 5% respondent teachers of 1 school was found average. Overall analysis reveals that respondent teachers of almost all the sample schools were found very positive and helpful in providing the required information of DISE data as the table IV.4 and annexure 2.II highlight.

**Table IV.4**  
**Response of the Principal/Head Teacher to provide Information**

<b>Reaction</b>	<b>No. of Schools</b>	<b>Status in %</b>
Very Good	7	35
Good	12	60
Average	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

### **IV.5 Availability of Records in School**

Availability status of records of each school varies from school to school but 85% of the sample school (17) revealed 'Good' records of data. 10% of the sample schools (2) revealed 'Very good' and 'Average' status of records. There was only one school named Kendriya Vidyalaya, Sector 47 could not find proper records at first and second visit, thus all required information was provided at third visit as table IV.5 and annexure 2.II highlight.

**Table IV.5**  
**Availability of Records in School**

Reaction	No. of Schools	Status in %
Very Good	1	5
Good	17	85
Average	1	5
Poor	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

#### **IV.6. Investigators' Observations Pertaining to Different Aspects**

Investigators' observations on the various aspects relating to DISE data do not vary from school to school. Observations reveal similar responses on the following aspects.

1. Principal/Head teacher of all the sample schools were able to provide the information pertaining to enrolment easily. The pass percentage of students was not provided because the PES data format (DCF) did not mention any column. However, principals were cooperative and helpful in providing data required by the investigators.
2. No principal of sample 20 schools was able to provide enrolment and other details from a single register. The enrolment was provided from the class/section register.
3. Most of the teachers of all 20 sample schools were found efficient to fill up the attendance register properly but some could not maintain properly due to different reasons. There is a need to train the teachers for maintaining the attendance register properly.
4. All the Principal/Head teacher of 20 sample school have year end summary detail of children of all grades.
5. All the sample school irrespective of category, have School Report Card.
6. All the class teachers of 20 schools have properly maintained attendance register and have place in almira for keeping the registers.

7. All the sample schools have custom of assembly before starting the classes and teachers have to attend the assembly, thus they come in the school on time.
8. All the sample 20 schools have photo copy of DISE DCF, particularly placed in school office.
9. The investigators had faced problems in getting the required information from the schools named Kendriya Vidyalaya, sector 47 and Government model senior secondary school, sector 8-B. The main problems were due to non-availability of relevant teacher and required record registers.
10. All the sample schools have Display Boards.

Overall analysis of data given in table IV.6 and annexure 2.III to 2.V show significant results on observations made on the different aspects.

**Table IV.6**  
**Investigation Observations**

Q.no.	Aspects	Yes	No
1.	Was the Principal/Head Teacher able to provide the information pertaining to enrolment and details of pass percentage easily?	20	-
2.	Was the Principal/Head teacher able to give enrolment and other details from a single register?	-	20
3.	Do the teachers fill up the attendance register properly?	20	-
4.	Do the Principal have the year end summary details of children for all grades available with him/her?	20	-
5.	Was the School Report Card available in the school?	20	-
6.	Are the attendance register properly maintained and kept in almirahs?	20	-
7.	Do the teachers come in the school on time?	20	-
8.	Was the school having photo copy of DISE DCF?	20	-
9.	Did the investigator face any problem in getting the required information from the school?	2	18
10.	Does the school have a Display Boards?	20	-

#### **IV.7. Status of Mid-day-Meal**

All the 20 sample schools are bifurcated into government schools, private schools, private aided schools and KVS/Air Force schools. Among these schools 65% schools, which are government run or government aided schools, avail the facility of mid-day-meal up to middle level classes. On contrary, 35% private schools and KVS/Air Force schools do not have mid-day-meal facility as the table IV.7 and annexure 2.V highlight.

**Table IV.7**  
**Status of Mid-day-Meal**

School Category	Yes	No
Primary	2	0
Primary with Upper primary	2	1

Primary with Upper primary with Senior secondary	9	6
Upper primary with Senior secondary	0	0
<b>Total</b>	<b>13</b> <b>(65%)</b>	<b>7</b> <b>(35%)</b>

### Quality of Mid-day-Meal

The quality of mid-day-meal, observed by the investigators and reported by the in-charge teacher, is good and satisfactory in terms to nutrition. The menu differs day to day. The meals are prepared in the Professional Hotel Management Institutes in the city under the supervision of Chandigarh Administration. Thus, it seems that administration provides quality mid-day-meal.

### IV.8. Status of Seating Arrangement for Children

Out of 20 sample schools, the investigators observed 90% schools have sufficient desk for all students, while only 10% schools named Government Primary School No.2, Manimajra and Government Model High School, Vikas Nagar, Mouli Jagran do not have sufficient desk for some students. These students used to sit on the Tat/Dari as the table IV.8 and annexure 2-V.

**Table IV.8**  
**Status of Seating Arrangement for Children**

Seating arrangement	Yes	%
Sufficient Desk for all students	18	90
Not-sufficient desks for some students	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

## **Chapter-V**

### **Findings and Suggestions**

On the comparison between the PES and DISE data on various aspects, discussed in preceding chapters revealed some findings, which are as:

#### **Findings of PES and DISE Data Comparison**

- 20 sample schools were surveyed in assigned time. The data collected from these schools was further compare with the data of same schools received from SSA office. The difference between both the data was marginal except slight variation in some aspects.
- Out of the total schools (182) in Chandigarh, 20 schools were considered for sample survey. These schools are functioning under different managements and located in rural and urban areas. Majority of the sample schools were located in urban areas.
- The survey was commenced and completed in the specified period suggested by the sponsored agency, despite the government schools were found closed for ten days, thus private schools were covered during this period.
- Major difference is found in the DISE school code between PES and DISE data. It has been found that the Principals are unaware or have limited understanding about the DISE school code. Thus, there is a need to make the Principals and teachers aware about the DISE code number of their schools.
- Qualification and experience of head teacher/principal of different school vary from principal to principal and their qualification falls between Matric+JBT to Ph.D. However, all the principals/head teachers full fill the qualification and experience, meant for having the post of principal/head teacher.
- The establishment year of schools under PES and DISE data show similarity that falls between 1951 and 2010.
- All the sample schools have similar status in type of school, school category and lowest and highest classes respectively in PES and DISE data.
- There was no residential school found in sample survey, thus 0% deviation exists in PES and DISE data.
- All sample schools have own separate buildings but some buildings are used as shift school. Thus, the PES and DISE data show 10% variation in case of the

schools named Government Primary School, Sector 26 and Government Middle School, Maloya Colony.

- There is a slight variation found in the status of teachers in total number of posts sanctioned and total number of teachers in position between the PES and DISE data.
- Four percent teachers were on leave/absent on the day of survey (30<sup>th</sup> September 2011) out of the teachers 'in-position' in all the surveyed schools. This shows that insignificant number of teachers remained on leave/absent, which is genuine.
- Samples schools are functioning in own buildings and these buildings are pucca type except one school, named Government Primary School, No. 2, Manimajra functioning in partially pucca. Overall situation show satisfactory status of school buildings.
- Most of the sample schools have required status of blocks in schools that vary from 1 block to 7 blocks depending on the category of school and strength of students.
- The condition of class rooms and other rooms show slight deviation between PES and DISE data. Majority of the rooms are found in Good condition followed by the rooms under the need of minor repair and major repair. This deviation is insignificant (1.85%) in case of class rooms and 1.49% in case of other rooms.
- The required need of electricity and toilets are available in all the sample schools under PES and DISE data. Only 15% variation has been found in the availability of common toilets in the schools, which is insignificant because separate toilets for boys and girls are available in all the school under PES data.
- Boundary wall and drinking water facility are available in all the sample schools. Government Middle School, Sector 33 do not have backyard boundary wall adjacent to public park of Sector 33-B. Tap water is available in all the schools under PES data, while DISE data do not show for two schools, thus reveals 10% variation in the availability of tap water.
- Only 5% variation was found in the availability of play ground under the PES and DISE data. PES data show that the Government Primary School, No.2, Manimajra do not have playground facility, while DISE data show its availability. Thus, 5% deviation is insignificant.

- Each school has modern technology by teaching through computers. Out of total number of computers in 20 sample schools, 520 computers under PES and 542 under DISE data were available in 'Good Working Condition'. There is 4.1% variation between the both data.
- Most of the schools have furniture for all students, while only 2 schools do not have furniture for all students. Some of the students of these schools sit on the Dari/Tat. Thus, there is only 10% variation between PES and DISE data.
- The enrolment of students of academic years 2010-11 and 2011-12 shows the insignificant number of SCs, STs and OBCs children. The total enrolment also show insignificant number of repeaters, disabled and left-out children. However, PES and DISE data for the year 2011-12 show insignificant variation in all respective factors relating to enrolment.
- The enrolment of students under PES data revealed that 91.79% children were reported present in the school on the day of survey. Nearly 9% students were on leave/absent, which is insignificant comparing to the enrolled total students on the same day.

### **Findings of Investigation Observation**

The investigators' observations highlight that:

- All the sample schools were observed opened on the first day of the visit of investigators.. Among these 65% schools were able to provide information on first visit, 30% could provide on second visit, however only 1 school named Kendriya Vidyalaya, Sector 47 could provide DISE information on third visit. This happened due to unavailability of record registers at the time of first and second visits.
- The reaction of principals/head teachers on the visit of investigators in the schools were observed 'Very good' and 'good'. They were positive and helpful in providing the required information of DISE data.
- The availability of records in school was observed between 'Very good' and 'Average', while only 1 school named Kendriya Vidyalaya, Sector 47 shows 'poor' in respect to availability of records.
- Investigators' observations on the various aspects relating to DISE data reveal similar results from all schools which are as follows:

- ✓ Principal/Head teacher of all the sample schools were able to provide the information pertaining to enrolment easily.
  - ✓ The pass percentage of students was not provided because the PES data format (DCF) did not mention such kind of column.
  - ✓ Principals were cooperative and helpful in providing data required by the investigators.
  - ✓ No principal of sample schools was able to provide enrolment and other details from a single register. The enrolment was provided from the class/section wise registers.
  - ✓ Most of the teachers of all sample schools were found efficient in fill-up the attendance register properly but some could not maintain properly due to different reasons.
  - ✓ All the principals/head teachers of sample schools have year-end summary detail of children of all grades.
  - ✓ All the sample school irrespective of category, have School Report Card.
  - ✓ All the class teachers of sample schools have properly maintained attendance registers and have placed in the almirahs.
  - ✓ All the sample schools have the custom of assembly before starting the classes and teachers have to attend the assembly, thus they usually come in the school on time.
  - ✓ All the sample schools have photo copy of DISE DCF that is placed in school office.
  - ✓ The investigators faced problems in getting the required information from two of the schools named Kendriya Vidyalaya, sector 47 and Government model senior secondary school, sector 8-B. The main problem was non-availability of relevant teachers, who provide information as well as required record registers.
  - ✓ All the sample schools have Display Boards.
- All the government and aided schools of the sample schools get mid-day-meal for children up to middle classes on school days. The quality of mid-day-meal is good and satisfactory in terms of nutrition. The menu differs day to day.
  - Desk for all students are available in 90% sample school while 10% schools do not have sufficient desk facility.

Overall findings reveal insignificant deviation between the PES and DISE data on most of the aspects of DISE information..

### **Suggestions for Enhancing the Quality of DISE data**

The deviation between PES and DISE data on some aspects reveal the need of some remedial measures for enhancing the quality of DISE data, thus the following suggestions are proposed:

- Definition of the term used in DISE DCF need to be elaborated to all the principals/head teachers/teachers to all the coverage schools.
- The teachers deputed from the schools for getting training to fill-in the Data Capture Format (DCF) of DISE, need to be deputed by the principal/head teacher to fill-in the DISE data and need to be deputed to provide information to investigators, visited for PES data. This strategy will help in reducing the error in data and data will be more authenticated.
- The training of teachers regarding to fill-in DISE DCF needs to strengthen by involving outside subject-experts from universities, training centres and NGOs.
- The DPI (Schools) need to instruct all the government, private and aided schools need to maintain similarity in keeping the school records.
- Most of the principals/head teachers are unaware about the School DISE Code Number, this usually creates problem in comparing the PES and DISE data. Thus, it is essential to make the principals/head teachers aware about their School DISE Code Number. Thus schools need to be given instruction to highlight the School DISE Code Number on Display Boards.
- The PES and DISE formats show gaps in certain columns, thus there is a need to have similar 'Formats' for PES data collector and DISE data sender.
- The PES data format highlights columns covering the data for primary teachers and upper-primary teachers separately. But most of the schools have teachers teaching to primary and upper-primary classes as well as upper-primary and higher classes simultaneously. The principal may get confuse in dividing the strength of teachers in fulfilling the columns of primary and upper-primary teachers. There is a need to club the columns, if data is required up to upper-primary classes. The same status needs to rectify in case of non-teaching staff.

- Teachers reported that sufficient time is needed to fill-in DISE DCF. At least one month is required to fill-in the DISE DCF as reported by the principals/head teachers.
- To verify the DISE data, it is necessary to collect information under PES simultaneously. Thus, it becomes necessary that data collection time need to be fixed in a particular month/months for both the agencies.
- The 5% sample size is too small to find out the deviation, thus the sample size needs to be increased.
- During PES, some schools located in periphery of the city have extensive enrolment of students, while schools located in mainstream sectors have limited enrolment. To maintain the yardstick enrolment of each school, the strategy needs to be prepared so that the over burden of enrolment in certain schools may be checked. This may improve the quality of education.
- Some of the sample schools have number of students in a section that need to be checked by following the standard teacher-students ratio (1:30/40). By following the same ratio standard may improve the quality of education and reduce the drop-outs and repeaters' rate.
- The mid-day-meal needs to reach timely before recess so that it may be distributed in recess-time properly.

**EXECUTIVE SUMMARY**  
of the Report  
**ON**  
**POST ENUMERATION SURVEY (PES)**  
**OF**  
**DISE DATA**  
**OF**  
**20 SCHOOLS OF CHANDIGARH U.T**  
**2011-2012**

Submitted to  
**State Project Director**  
Sarva Shiksha Abhiyan Society  
U.T Chandigarh



**Foundation For Developmental Research**

Post Box 914, Post Office, Sector 22, Chandigarh-160022

Regd. Off. SCO 415-416, Sector 35-C, Chandigarh-160022

Email: [fdrppsingh@gmail.com](mailto:fdrppsingh@gmail.com) & [dvlpfoundation@yahoo.co.in](mailto:dvlpfoundation@yahoo.co.in)

Fax: 0172-2743924, Phone: 0172-2709830

## **Executive Summary**

Ministry of Human Resource Development, Government of India has provide the provision for all the States and Union Territories to get DISE data from the schools and verify it by collecting same data through PES on sample-basis from any independent agency before publishing the statistics derived from DISE data. The task of conducting PES sample checking of DISE data for UT, Chandigarh was assigned to Foundation For Developmental Research (FDR), Chandigarh.

### **Main objectives of DISE data checking exercise are:**

- To verify the accuracy of DISE data of 2011-12 being collected from 20 sample schools of Chandigarh.
- To identify the gaps/weaknesses and suggest appropriate remedial measures to enhance the accuracy of DISE data.

### **Organization of Data Collection**

- Representatives sample of 20 schools were assigned to field agency from a list of 182 schools. The sample comprised primary, middle, secondary and senior secondary schools. These schools are functioning under government, government-aided and private managements.
- 95 per cent of the sample schools are located in urban areas and 5 per cent in rural areas. These schools are government, private, government-aided, KVS/AFS. The categories of these schools are primary, primary with upper primary, primary with secondary and higher secondary. 75 per cent schools are primary with secondary and higher secondary followed by 15 per cent are primary and upper primary and 10 per cent are only primary level. The PES of these schools was collected during 3<sup>rd</sup> April to 24 April 2012.
- Tools used for PES was provided by the State Project Director (SSA Office) and the filled in DISE DCF for the purpose to make comparison was also provided by State Project Director (SSA Office). To calculate deviation between PES and DISE data, the formula was prepared.
- The PES data was tabulated with DISE data of same sample schools and compare to find out the tabulation between both the data. Since the data was collected and provided by two separated agencies, thus compromising

adjustment in data is zilch (zero). However, the insignificant deviation is natural and rationally ignorable.

### **Comparison of PES and DISE Data**

The PES and DISE data analysis appeared to show significant and insignificant deviation in some of the aspects of the study. The variation in both the data reveals as:

- Village/ward-wise location of sample schools show insignificant (15%) variation between PES and DISE data.
- School category-wise deviation reveals 10 per cent., which is insignificant.
- 70 per cent sample schools were not matched by showing same school code number while 30 per cent sample schools have same code number, thus high level variation exist in school code numbers.
- Qualification of all the Principals/Head Teachers fulfils the norms of government. 45 per cent of the teachers have qualification of M.A/M.Sc+B.Ed. Only one teacher has highest qualification (Ph.D in physical education).
- 40 per cent Principals have experience of 'less than one year' as Principal, while 10 per cent have experience of more than 16 years in the present school. Likewise 30 per cent Principals have experience of 'less than one year' as Principal school, while 15 per cent have experience of more than 16 years in the present school including earlier school. The Principals of government schools have lesser years experience as Principal, while Principals of private schools have longer years' experience as Principal.
- The establishment year of sample schools under PES and DISE data fall between the years 1951 and 2010. PES and DISE data show 10 per cent deviation in respect to establishment of schools.
- 20 per cent deviation falls in school categories between PES and DISE data in respect to primary with secondary or higher secondary schools and upper primary with secondary or higher secondary schools.
- Type of schools does not show any deviation.
- Class-wise status of sample schools under PES and DISE data show 0 per cent deviation.

- School management show 0 per cent variation among the schools functioning under Education Department, private aided and private unaided and other schools.
- Residential schools show 0 per cent variation as no residential school was found in the PES and DISE data.
- 10 per cent variation exists in respect to school building used as a part of shift school. However, some government school buildings are used as shift schools.
- 2.45 per cent deviation exist in the 'number of teacher posts sanctioned', while 4.63 per cent variation exist in 'number of teachers in position' between the PES and DISE data. These variations are marginal.
- 95 per cent of the primary teachers and 96.24 per cent of the upper primary teachers were present on the day of survey (30<sup>th</sup> September 2011). Among primary and upper primary teachers, 95.62 per cent were present. This shows a significant presence of teachers. Besides faculty, each sample school has non-teaching staff including helpers/sweepers for cleaning toilets and serving mid day meal.
- 15 per cent variation exists in respect to status of school building. Rented and government schools show variation but type of school building does not show any variation in PES and DISE data. Only one school has partially pucca type of building and all other 19 schools have pucca buildings.
- Blocks in schools vary from school to school and these fall from one block to eight blocks. 50 per cent schools have one or two blocks, while 40 per cent have three or blocks, 5 per cent have five or six blocks and other 5 per cent have seven or eight blocks. The numbers of blocks in each school depend upon the classes and strength of students.
- Status of classrooms and other rooms in respect to their condition varies from school to school, only 1.85 per cent deviation observed for classrooms, while 1.49 per cent observed for other rooms. 62.50 per cent variation is observed for the 'need of major repair' in respect to classrooms and 87.50 per cent observed for other rooms. But overall deviation is insignificant in PES and DISE data in respect to the condition of classrooms and other rooms.
- There is availability of electricity in all the sample schools, thus, it shows 0% deviation. There is 15 per cent deviation in the availability of common toilet in the

schools and 5 per cent deviation in separate toilets available for the girls in the schools. Separate toilet facility for staff is available in all the sample schools of PES data.

- Only 5 per cent deviation exists in respect to boundary wall, while 10 per cent deviation observed for source of drinking water, which are insignificant.
- 5 per cent deviation exists in the availability of playground. Only one school lacks playground facility.
- 4.1 per cent deviation found in the number of computers in 'good working condition'. 10 per cent variation exists in seating arrangement in respect to furniture for all students as well as 'furniture for some students'. Two schools lacks in furniture for all students due to increasing strength of students as well as lack of classrooms.
- Among the total enrolment of sample schools 1.58 per cent students were repeaters, while 0.25 per cent children with disabilities and 0.33 per cent 'children left the school in the academic year 2010-11'. There were marginal numbers of SCs (12%), STs (0.20%) and OBCs (2.57%) children enrolled in the total enrolment of schools.
- There is only 0.31 per cent deviation in total enrolment between the PES and DISE data. Among the repeaters, 7.75 per cent variation was found, while 64.68 per cent variation was found in 'children with disabilities' between PES and DISE data. Caste-wise variation exists among the children enrolled of SCs 5.35 per cent, STs 38.24 per cent and OBCs 8.43 per cent between the PES and DISE data in academic year 2011-12.
- Out of total enrolment of students under PES data, 91.79% children were reported present in the school on the day of survey. Nearly 9% students were on leave/absent, which is insignificant comparing to the total enrolled students on the same day.

**Investigators' observations highlight that:**

- All the sample schools were observed opened on the first day of the visit of investigators. Among these 65% schools were able to provide information on first visit, 30% could provide on second visit, however only 1 school named Kendriya Vidyalaya, Sector 47 could provide DISE information on third visit. This

happened due to unavailability of record registers at the time of first and second visits.

- The reaction of principals/head teachers on the visit of investigators in the schools were observed 'Very good' and 'good'. They were positive and helpful in providing the required information of DISE data.
- The availability of records in school was observed between 'Very good' and 'Average', while only 1 school named Kendriya Vidayalya, Sector 47 shows 'poor' in respect to availability of records.
- Investigators' observations on the various aspects relating to DISE data reveal similar results from all schools which are as follows:
  - ✓ Principal/Head teacher of all the sample schools were able to provide the information pertaining to enrolment easily.
  - ✓ The pass percentage of students was not provided because the PES data format (DCF) did not mention such kind of column.
  - ✓ Principals were cooperative and helpful in providing data required by the investigators.
  - ✓ No principal of sample schools was able to provide enrolment and other details from a single register. The enrolment was provided from the class/section wise registers.
  - ✓ Most of the teachers of all sample schools were found efficient in fill-up the attendance register properly but some could not maintain properly due to different reasons.
  - ✓ All the principals/head teachers of sample schools have year-end summary detail of children of all grades.
  - ✓ All the sample school irrespective of category, have School Report Card.
  - ✓ All the class teachers of sample schools have properly maintained attendance registers and have placed in the almirahs.
  - ✓ All the sample schools have the custom of assembly before starting the classes and teachers have to attend the assembly, thus they usually come in the school on time.
  - ✓ All the sample schools have photo copy of DISE DCF that is placed in school office.

- ✓ The investigators faced problems in getting the required information from two of the schools named Kendriya Vidyalaya, sector 47 and Government model senior secondary school, sector 8-B. The main problem was non-availability of relevant teachers, who provide information as well as required record registers.
- ✓ All the sample schools have Display Boards.
- All the government and aided schools of the sample schools get mid-day-meal for children up to middle classes on school days. The quality of mid-day-meal is good and satisfactory in terms of nutrition. The menu differs day to day.
- Desk for all students are available in 90% sample school while 10% schools do not have sufficient desk facility.

Overall findings reveal insignificant deviation between the PES and DISE data on most of the aspects given below:

#### Deviation level of PES and DISE Data

Variables	Quantitative value		Deviation	
	DISE Data	PES Data	Number	Percentage
<b>School category</b>				
Government	11	13	2	10
Government Aided	2	2	0	0
Private	5	5	0	0
Other	2	0	2	10
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>10</b>
<b>Type of school</b>				
Co-Education	20	20	0	0
<b>Lowest class</b>				
First Class	20	20	0	0
<b>Highest class</b>				
5th	2	2	0	0
6 <sup>th</sup> (upgrading)	1	1	0	0

8 <sup>th</sup>	2	2	0	0
10 <sup>th</sup>	5	5	0	0
12 <sup>th</sup>	10	10	0	0
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>
<b>School management</b>				
Government	11	11	0	0
Private	5	5	0	0
Govt. Aided	2	2	0	0
Other (KVS/AFS)	0	0	0	0
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>
<b>Location of school</b>				
Rural	1	1	0	0
Urban	19	19	0	0
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>
<b>Residential School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Building used as shift school</b>				
Yes (used as part of shift school)	5	7	2	10
No	15	13	2	10
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>10</b>
<b>Year of establishment</b>				
1951-1960	5	5	0	0
1961-1970	3	3	0	0
1971-1980	5	5	0	0
1981-1990	4	3	1	5
1991-2000	1	2	1	5
2001-2010	2	2	0	0
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>10</b>
<b>Status of building</b>				
Government	12	13	1	5

Private	7	7	0	0
Rented	1	0	1	5
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>10</b>
<b>Type of building</b>				
Pucca	19	19	0	0
Partially Pucca	1	1	0	0
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>
<b>Condition of Class-rooms</b>				
Good condition	462	467	5	1.0
Needs minor repair	11	10	1	9.09
Need major repair	3	8	5	62.50
<b>Total Deviation</b>	<b>476</b>	<b>485</b>	<b>9</b>	<b>1.85</b>
<b>Condition of Class-rooms</b>				
Good condition	329	317	12	3.64
Needs minor repair	6	6	0	0
Need major repair	1	8	7	87.5
<b>Total Deviation</b>	<b>336</b>	<b>331</b>	<b>5</b>	<b>1.49</b>
<b>Play ground</b>				
Yes	20	19	1	5
No	0	1	1	5
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>1</b>	<b>5</b>
<b>Computer</b>	<b>542</b>	<b>520</b>	<b>22</b>	<b>4.1</b>
<b>Source of Drinking water</b>				
Tap Water	18	20	2	10
Other	2	0	2	10
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>10</b>
<b>Seating Arrangement for Students</b>				
Furniture for all	20	18	2	10
Furniture for some	0	2	2	10

<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>10</b>
<b>Condition of Boundary Wall</b>				
Pucca	20	19	1	5
Partially Pucca	0	1	1	5
<b>Total Deviation</b>	<b>20</b>	<b>20</b>	<b>1</b>	<b>5</b>
<b>Children Enrolled in year 2011-12</b>				
Total Enrolment	21534	21602	68	0.31
Repeaters	142	131	11	7.75
SCs Children	2263	2391	128	5.35
STs Children	21	34	13	38.24
OBCs Children enrolled	413	451	38	8.43
Children with disabilities	269	95	174	64.68

### **Suggestions for Enhancing the Quality of DISE data**

The deviation between PES and DISE data on some aspects reveal the need of some remedial measures for enhancing the quality of DISE data, thus the following suggestions are proposed:

- Definition of the term used in DISE DCF need to be elaborated to all the principals/head teachers/teachers to all the coverage schools.
- The teachers deputed from the schools for getting training to fill-in the Data Capture Format (DCF) of DISE, need to be deputed by the principal/head teacher to fill-in the DISE data and need to be deputed to provide information to investigators, visited for PES data. This strategy will help in reducing the error in data and data will be more authenticated.
- The training of teachers regarding to fill-in DISE DCF needs to strengthen by involving outside subject-experts from universities, training centres and NGOs.
- The DPI (Schools) need to instruct all the government, private and aided schools need to maintain similarity in keeping the school records.
- Most of the principals/head teachers are unaware about the School DISE Code Number, this usually creates problem in comparing the PES and DISE data. Thus, it is essential to make the principals/head teachers aware about their

School DISE Code Number. Thus schools need to be given instruction to highlight the School DISE Code Number on Display Boards.

- The PES and DISE formats show gaps in certain columns, thus there is a need to have similar 'Formats' for PES data collector and DISE data sender.
- The PES data format highlights columns covering the data for primary teachers and upper-primary teachers separately. But most of the schools have teachers teaching to primary and upper-primary classes as well as upper-primary and higher classes simultaneously. The principal may get confuse in dividing the strength of teachers in fulfilling the columns of primary and upper-primary teachers. There is a need to club the columns, if data is required up to upper-primary classes. The same status needs to rectify in case of non-teaching staff.
- Teachers reported that sufficient time is needed to fill-in DISE DCF. At least one month is required to fill-in the DISE DCF as reported by the principals/head teachers.
- To verify the DISE data, it is necessary to collect information under PES simultaneously. Thus, it becomes necessary that data collection time need to be fixed in a particular month/months for both the agencies.
- The 5% sample size is too small to find out the deviation, thus the sample size needs to be increased.
- During PES, some schools located in periphery of the city have extensive enrolment of students, while schools located in mainstream sectors have limited enrolment. To maintain the yardstick enrolment of each school, the strategy needs to be prepared so that the over burden of enrolment in certain schools may be checked. This may improve the quality of education.
- Some of the sample schools have number of students in a section that need to be checked by following the standard teacher-students ratio (1:30/40). By following the same ratio standard may improve the quality of education and reduce the drop-outs and repeaters' rate.
- The mid-day-meal needs to reach timely before recess so that it may be distributed in recess-time properly.

\*\*\*\*\*

## Seating Arrangement



**Smart Class Room in School Mount Carmel, Sector- 47-B showing Furniture of all Students**



**6<sup>th</sup> Class Students of Government Model High School, Vikas Nagar, Mouli Jagran sit on Dari showing lack of Furniture for Some Students**

## Methods of Serving Mid-day-Meal



**Government Model High School, Vikas Nagar, Mouli Jagran**



**Government Model Senior Secondary School, Sector-16, Chandigarh**



**Government Middle School, Sector-33, Chandigarh**

## Display Boards Showing Coverage of Schools under SSA



Government Senior Secondary School, Sector 38 (W), Chandigarh



Government Model Senior Secondary School, Sector 16, Chandigarh



Government Girls Senior Secondary School, Sector 20-B, Chandigarh

## Sample Schools Show School Record Registers

The image shows two pages of school attendance registers. The left page is titled "Register of the Daily Attendance" and the right page is titled "in the IIIrd C. Class of the G" and "month of September 2011". Both registers show columns for dates and rows for students, with handwritten letters (A, L) indicating attendance status. The registers are filled with blue ink, and there are red scribbles on the right side of the left page.

Government Senior Secondary School, Sector 38(W), Chandigarh

Form - 23.6

	Boys	Girls	=	Total
General	17	14	=	31
S.C.	11	06	=	17
New Admission	01	00	=	01
S.C. Issued	00	00	=	00
Name struck off	00	(-01)	=	-01
<b>Total</b>	<b>29</b>	<b>19</b>	<b>=</b>	<b>48</b>

Class Attendance Register Showing Status of Students of September, 2011.

## Students Enrolment Board

STUDENTS ENROLMENT BOARD							
CLASS	BOYS	GIRLS	TOTAL	CLASS	BOYS	GIRLS	TOTAL
10 A	30	28	58	5 A	26	33	59
B	18	25	43	B	31	30	61
C	26	18	44	C	35	30	65
9 A	32	25	57	D	30	27	57
B	40	21	61	E	30	27	57
C	45	22	67	F	30	27	57
8 A	45	25	70	G	30	27	57
B	47	25	72	H	30	27	57
C	47	25	72	I	30	27	57
7 A	40	27	67	J	30	27	57
B	40	27	67	K	30	27	57
C	40	27	67	L	30	27	57
6 A	40	27	67	M	30	27	57
B	40	27	67	N	30	27	57
C	40	27	67	O	30	27	57
D	40	27	67	P	30	27	57
E	40	27	67	Q	30	27	57
F	40	27	67	R	30	27	57
NUR	21	18	39	S	30	27	57
PRE	17	22	39	T	30	27	57
GRAND TOTAL				U	30	27	57

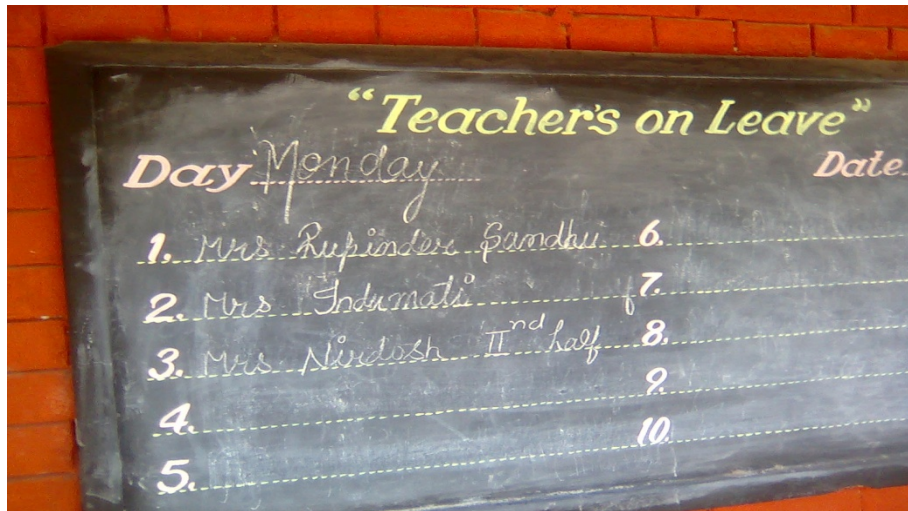
**150H268 = 2769**

Government Model Senior Secondary School, Sector -16, Chandigarh

HOUSE ON DUTY	CLASS	TOTAL	PRESENT	ABSENT	ON LEAVE
HOUSE IN CHARGE	X-A	44	32	10	02
Mr. Rta Rani	X-B	41	31	09	01
HOUSE CAPTAIN	IX-A	43	30	13	00
Aakata	IX-B	45	32	13	00
DAY TEACHER	IX-C	43	33	10	00
Mrs. Pooja	VIII-A	45	33	12	00
TEACHER ON LEAVE	VIII-B	41	31	10	00
Mrs. Anurag Mehta	VIII-C	45	31	14	00
Ms. FARVEEN	VII-A	45	31	14	00
Ms. RAJESH D	VII-B	45	31	14	00
Ms. SHAFALI D	VII-C	45	31	14	00
Mr. HARISH	VI-A	45	31	14	00
	VI-B	45	31	14	00
	VI-C	45	31	14	00
	V-A	45	31	14	00
	V-B	45	31	14	00
	V-C	45	31	14	00
	IV-A	45	31	14	00
	IV-B	45	31	14	00
	IV-C	45	31	14	00
	III-A	45	31	14	00
	III-B	45	31	14	00
	III-C	45	31	14	00
	II-A	45	31	14	00
	II-B	45	31	14	00
	II-C	45	31	14	00
	I-A	45	31	14	00
	I-B	45	31	14	00
	I-C	45	31	14	00
	NURSERY	14	11	03	00
	PRE-NURSERY	14	11	03	00
	TOTAL	1028	725	303	00

Government High School, Vikas Nagar, Mouli Jagran

**Boards Shows Teachers and Students Attendance in the Schools**



**Government Girls Senior Secondary School, Sector-20, Chandigarh**

Day Monday **“Daily Attendance Board”**

CLASS	T. STUDENT	PRESENT	ABSENT	LEAVE	SIGN.
<u>XII-A</u>	43	36	07	-	B.K.
B					
C	33	25	11	02	R.K.
D	62	49	12	01	N.S.
E	34	24	8	02	K.S.
F	40	31	8	1	Sapna
G	30	25	3	2	Kiran
H	28	20	6	2	Prerna
<u>XI-A</u>					
B					
C					

CLASS	T. STUDENT	PRESENT	ABSE
<u>X-A</u>	42	29	13
B	41	30	9
<u>IX-A</u>			
B			
<u>VIII-A</u>			
B			
<u>VII-A</u>	39	28	10
B			
<u>VI-A</u>	20		1
B			
<u>V</u>			
<u>IV</u>			

**Government Girls School, Sector 20-B, Chandigarh**

# **Annexes**

**Annexure-I  
Profile**

<b>Sr. No.</b>	<b>Name of the School</b>	<b>Date of Visit to School</b>	<b>Academic Year</b>	<b>Name of the person conducted the survey</b>	<b>Name with Pin code of State of the organization conducted the survey</b>
1.	ISDSG High school, Sector 21, Chandigarh	3/4/2012	2011-12	Maninder Singh, Kishan Singh, Sarbjeet Kaur	Foundation For Developmental Research, Chandigarh-160022
2.	Govt. Model Sr. Secondary School, Sector 8 B, Chandigarh	4/4/2012	2011-12	Maninder Singh, Sarbjeet Kaur	Foundation For Developmental Research, Chandigarh-160022
3.	Govt. Primary School , Sector 26, Chandigarh	4/4/2012	2011-12	Kishan Singh,	Foundation For Developmental Research, Chandigarh-160022
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	7/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
5.	Mount Carmel School, Sector 47, Chandigarh	9/4/2012	2011-12	Maninder Singh, Kishan Singh, Sarbjeet Kaur	Foundation For Developmental Research, Chandigarh-160022
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	10/4/2012	2011-12	Maninder Singh, Sarbjeet Kaur	Foundation For Developmental Research, Chandigarh-160022
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	12/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
8.	St. Stephen's School, Sector 45-B, Chandigarh	11/4/2012	2011-12	Maninder Singh, Kishan Singh	Foundation For Developmental Research, Chandigarh-160022
9.	Air Force Station, 12 Wing, Chandigarh	12/4/2012	2011-12	Maninder Singh, Kishan Singh	Foundation For Developmental Research, Chandigarh-160022
10.	Government Model High School, Sector 41-D, Chandigarh	16/4/2012	2011-12	Maninder Singh, Kishan Singh	Foundation For Developmental Research, Chandigarh-160022
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	17/4/2012	2011-12	Maninder Singh, Kishan Singh	Foundation For Developmental Research, Chandigarh-160022
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	18/4/2012	2011-12	Maninder Singh, Sarbjeet Kaur	Foundation For Developmental Research, Chandigarh-160022
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	19/4/2012	2011-12	Maninder Singh, Kishan Singh	Foundation For Developmental Research, Chandigarh-160022
14.	Government Middle School, Sector 33 B, Chandigarh	20/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	20/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
16.	Government Middle School, Village Maloya (Colony), Chandigarh	21/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	23/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
18.	Government High School, Kajehri, Chandigarh	23/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
19.	Government Primary School, No. 2, Manimajra	23/4/2012	2011-12	Maninder Singh	Foundation For Developmental Research, Chandigarh-160022
20.	D.C Montessori School, Manimajra.	24/4/2012	2011-12	Kishn Singh	Foundation For Developmental Research, Chandigarh-160022
<b>Total</b>	<b>20 Schools</b>	<b>3/4/2012 to 24/4/2012</b>	<b>2011-12</b>	<b>Three members team</b>	<b>One organisation</b>

**Annexure-II-A**  
**(A) School Location Particulars**

Sr. No.	Name of the School	Village/Ward/ Block Municipal Name	Rural-1 Urban-2			Status of DISE School Code at the time of visit of school	Status of DISE code received from Office SSA
			PES	DISE	Deviation (%)		
1.	ISDSG High school, Sector 21, Chandigarh	Ward 12, Chandigarh	2	2	0	N.R	1200303
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	Ward 1, Chandigarh	2	2	0	N.R	101003
3.	Govt. Primary School , Sector 26, Chandigarh	Ward 14, Chandigarh	2	2	0	N.R	1400401
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	Ward 8, Chandigarh	2	2	0	800102	800102
5.	Mount Carmel School, Sector 47, Chandigarh	Ward 17, Chandigarh	2	2	0	N.R	1700204
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	Ward 3, Chandigarh	2	2	0	N.R	800106
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	Ward 17, Chandigarh	2	2	0	N.R	NA
8.	St. Stephen's School, Sector 45-B, Chandigarh	Ward 16 , Chandigarh	2	2	0	1000403	N.A
9.	Air Force Station, 12 Wing, Chandigarh	Air force Area, Chandigarh	2	2	0	N.R	N.A
10.	Government Model High School, Sector 41-D, Chandigarh	Ward 8, Village Badheri, Chandigarh	2	2	0	N.R	0800401
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	Ward 19, Village Mouli Jagran, Chandigarh	2	1	50	04011901201	004949
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	Ward 2, Chandigarh	2	2	0	0800101	0800101
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	Ward 6, Chandigarh	1	2	50	600502	600502
14.	Government Middle School Sector 33 B, Chandigarh	Ward 11, Chandigarh	2	2	0	N.R	1100202
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	Ward 18, Chandigarh	2	2	0	04011700108	N.A
16.	Government Middle School, Village Maloya (Colony), Chandigarh	Ward 7, Chandigarh	2	2	0	0701201	0701201
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	Ward 16, Chandigarh	2	2	0	1100103	1100103
18.	Government High School, Village Kajehri, Chandigarh	Ward 8, Chandigarh	1	1	0	N.R	800701
19.	Government Primary School, No. 2, Manimajra	Ward 25, Chandigarh	2	2	0	1900602	1900602
20.	D.C Montessori School, Manimajra.	Near BSNL Exchange	2	2	0	N.R	NA

N.R – Not recorded (not replied by the respondent), N.A - Not Available from received DISE form.

**Annexure-II- B**  
**(B) School Particulars**

Sr. No.	Name of the School	Name of the Principal/Head Teacher (Mr./Ms)	Educational Qualification of Principal	Number of year working as Principal/Head Teacher in the present school	Total number of year of experience working as Principal/Head Teacher in schools
	(1)	(2)	(3)	(4)	(5)
1.	ISDSG High school, Sector 21, Chandigarh	Dr. Sumati Kanwar	Ph.d in Physical Education	15	15
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	Ms. Renu Puri	M.SC, B.Ed	1	1
3.	Govt. Primary School , Sector 26, Chandigarh	Mr. Kashmir Singh	Matric, JBT	7	7
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	Jagjit Sekhon	M.A., B.Ed.	12	12
5.	Mount Carmel School, Sector 47, Chandigarh	Charles Samuel	M.Sc, M.Ed., M. Phil.	25	25
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	Amita Khurana	M.A., B.Ed.	9	9
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	C.P Chaudhary	M.SC, M.Ed	5	9
8.	St. Stephen's School, Sector 45-B, Chandigarh	Gerald Jacob	M.A., B.Ed	1	1
9.	Air Force Station, 12 Wing, Chandigarh	Romela Tiwari	M.A.B.Ed	30	30
10.	Government Model High School, Sector 41-D, Chandigarh	Indir Bir Kaur	M.A., B.Ed	1	2
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	Indu Bala dutt	B.Sc, M.A.C, M.Ed	1 day	9 month
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	Anujit Kaur	M.A, B.Ed	2	4
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	Baljinder Singh	M.A, M.Ph	2	5
14.	Government Middle School Sector 33 B, Chandigarh	Baljeet Kaur	B.A., B.Ed	9 month (officiating head mistress)	9 month (officiating head mistress)
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	Ajit Kaur	M.A, B.Ed	4	4
16.	Government Middle School, Village Maloya (Colony), Chandigarh	Supinder Singh	M.A, B.Ed	2	2
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	Ravneet Kaur	M.Sc	7 month	7 month
18.	Government High School, Village Kajehri, Chandigarh	Amita Khanna	B.Sc, M.Ed	6 days	5
19.	Government Primary School, No. 2, Manimajra	Smita	B.A, B.Ed	8 month (Officiating)	8 month
20.	D.C Montessori School, Manimajra.	Bharat B Gupta	M.Sc, M.A, M.Ed	5	32

**Annexure-III-A  
School Particulars**

Sr. No.	Name of school	Year of establishment of school (6)	School category Primary-1, Primary with upper primary-2, Primary with secondary or higher secondary-3, upper primary with secondary and higher secondary -5, (7)			Type of school Boys only-1, Girls only-2, Co-educational-3 (8)			Lowest class in the school (9)			Highest class in the school (10)		
			PES	DISE	D* (%)	PES	DISE	D* (%)	PES	DISE	D* (%)	PES	DISE	D* (%)
1.	ISDSG High school, Sector 21, Chandigarh	1957	3	3	0	3	3	0	1	1	0	12	12	0
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	1957	3	5	50	3	3	0	1	1	0	12	12	0
3.	Govt. Primary School, Sector 26, Chandigarh	1978	1	1	0	3	3	0	1	1	0	5	5	0
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	1983	3	3	0	3	3	0	1	1	0	12	12	0
5.	Mount Carmel School, Sector 47, Chandigarh	1987	3	3	0	3	3	0	1	1	0	12	12	0
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	1953	3	3	0	3	3	0	1	1	0	12	12	0
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	1966	3	3	0	3	3	0	1	1	0	12	12	0
8.	St. Stephen's School, Sector 45-B, Chandigarh	1982	3	3	0	3	3	0	1	1	0	10	10	0
9.	Air Force Station, 12 Wing, Chandigarh	1969	3	3	0	3	3	0	1	1	0	10	10	0
10.	Government Model High School, Sector 41-D, Chandigarh	1991	3	5	50	3	3	0	1	1	0	10	10	0
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	2008	3	3	0	3	3	0	1	1	0	10	10	0
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	1955	3	3	0	3	3	0	1	1	0	12	12	0
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	1979	3	3	0	3	3	0	1	1	0	12	12	0
14.	Government Middle School, Sector 33 B, Chandigarh	1971***	2	2	0	3	3	0	1	1	0	6	6	0
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1965	3	3	0	3	3	0	1	1	0	12	12	0
16.	Government Middle School, Village Maloya (Colony), Chandigarh	1991	2	2	0	3	3	0	1	1	0	8	8	0
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	1960	3	3	0	3*	3*	0	1	1	0	12	12	0
18.	Government High School, Village Kajehri, Chandigarh	1976	3	3	0	3	3	0	1	1	0	10	10	0
19.	Government Primary School, No. 2, Manimajra	1972	1	1	0	3	3	0	1	1	0	5	5	0
20.	D.C Montessori School, Manimajra.	2007	2	2	0	3	3	0	1	1	0	9**	8	0

D\* means Deviation, \* co-educational upto class 5<sup>th</sup>.  
\*\*\*1 April 2011: upgraded upto middle \*\* Upgrading

**Annexure-III-B  
School Particulars**

Sr. No.	Schools	School Management			Residential school			If yes, Type Ashram (Govt.)-1, Non-Ashram (Govt.)-2, Private-3, Others-4, Not applicable-5 (13)	Is the school building used as part of shift school		
		(11)			(12)				(14)		
		PES	DISE	D(%)	PES	DISE	D(%)		PES	DISE	D(%)
1.	ISDSG High school, Sector- 21, Chandigarh	4	4	0	2	2	0	-	2	2	0
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	1	1	0	2	2	0	-	1	1	0
3.	Govt. Primary School , Sector 26, Chandigarh	1	1	0	2	2	0	-	1	2	5
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	5	5	0	2	2	0	-	2	2	0
5.	Mount Carmel School, Sector-47, Chandigarh	5	5	0	2	2	0	-	2	2	0
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	5	5	0	2	2	0	-	2	2	0
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	6 *	7	5	2	2	0	-	1	1	0
8.	St. Stephen's School, Sector 45-B, Chandigarh	5	5	0	2	2	0	-	2	2	0
9.	Air Force Station, 12 Wing, Chandigarh	6	6	0	2	2	0	-	2	2	0
10.	Government Model High School, Sector 41-D, Chandigarh	1	1	0	2	2	0	-	2	2	0
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	1	1	0	2	2	0	-	1	1	0
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	1	1	0	2	2	0	-	2	2	0
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	1	1	0	2	2	0	-	1	1	0
14.	Government Middle School Sector 33- B, Chandigarh	1	1	0	2	2	0	-	2	2	0
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	4	4	0	2	2	0	-	2	2	0
16.	Government Middle School, Village Maloya (Colony), Chandigarh	1	1	0	2	2	0	-	1	2	5
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	1	1	0	2	2	0	-	2	2	0
18.	Government High School, Village Kajehri, Chandigarh	1	1	0	2	2	0	-	1	1	0
19.	Government Primary School, No. 2, Manimajra	1	1	0	2	2	0		2	2	0
20.	D.C Montessori School, Manimajra.	5	5	0	2	2	0	-	2	2	0

\* Centre Government

**Annexure-IV-A**  
**(C) Staff Detail - (Primary and Upper Primary)**

Sr. No.	Name of the School	Total number of teachers posts sanctioned		Total number of teachers in position	
		PES	DISE	PES	DISE
1.	ISDSG High school, Sector- 21, Chandigarh	16	16	16	16
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	24	24	28	28
3.	Govt. Primary School , Sector 26, Chandigarh	17	17	14	14
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	63	63	34	34
5.	Mount Carmel School, Sector-47, Chandigarh	38	38	38	38
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	53	53	53	53
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	41	41	41	38
8.	St. Stephen's School, Sector 45-B, Chandigarh	84	120	84	129
9.	Air Force Station, 12 Wing, Chandigarh	18	18	18	18
10.	Government Model High School, Sector 41-D, Chandigarh	33	21	33	28
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	42	41	56	49
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	49	49	47	46
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	66	66	56	58
14.	Government Middle School Sector 33- B, Chandigarh	12	11	13	10
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	27	23	27	35
16.	Government Middle School, Village Maloya (Colony), Chandigarh	33	33	31	31
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	16	16	16	16
18.	Government High School, Village Kajehri, Chandigarh	45	45	35	35
19.	Government Primary School, No. 2, Manimajra	10	10	10	10
20.	D.C Montessori School, Manimajra.	29	29	29	26
	<b>TOTAL</b>	<b>716</b>	<b>734</b>	<b>679</b>	<b>712</b>

**Annexure- IV-B – (I)  
Teacher Details (Primary)**

Sr. No.	Name of the School	Number of teachers (exclusive Principal/Head Teacher (1)		Para Teacher (Shiksha Karmi/ Guru Ji/ Community Teacher (2)		Non-teaching staff (3)	
		Male	Female	Male	Female	Male	Female
1.	ISDSG High school, Sector- 21, Chandigarh	1	4	1	2	-	-
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	6	5	-	-	1	1
3.	Govt. Primary School , Sector 26, Chandigarh	3	4	3	4	1	-
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	-	19	-	--	-	-
5.	Mount Carmel School, Sector-47, Chandigarh	-	23	--	-	-	-
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	-	22	-	-	-	-
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	1	24	-	5	1	-
8.	St. Stephen's School, Sector 45-B, Chandigarh	5	47	-	-	-	-
9.	Air Force Station, 12 Wing, Chandigarh	-	6	-	2	-	-
10.	Government Model High School, Sector 41-D, Chandigarh	1	8	-	1	-	-
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	-	12	7	7	6	6
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	4	10	1	2	-	-
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	8	9	-	4	-	-
14.	Government Middle School Sector 33- B, Chandigarh	3	7	-	-	1	-
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	-	14	-	-	-	-
16.	Government Middle School, Village Maloya (Colony), Chandigarh	13	9	-	-	-	-
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	-	5	-	-	-	-
18.	Government High School, Village Kajehri, Chandigarh	3	10	-	1	-	-
19.	Government Primary School, No. 2, Manimajra	1	6	1	2	-	1
20.	D.C Montessori School, Manimajra.	2	27	-	-	-	-
	<b>Total</b>	<b>51</b>	<b>271</b>	<b>13</b>	<b>25</b>	<b>10</b>	<b>8</b>

**Annexure-IV-B – (II)  
Teacher Details (Primary)**

Sr. No.	Name of the School	Number of staff employed for cooking mid day meal		Number of personnel employed for cleaning toilets and lavatories		Number of teachers present on the day of survey	
		(4)		(5)		(6)	
		Male	Female	Male	Female	Male	Female
1.	ISDSG High school, Sector- 21, Chandigarh	-	-	9	2	1	6
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	-	-	4	3	6	5
3.	Govt. Primary School , Sector 26, Chandigarh	0	3	1	0	6	8
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	-	-	-	-	-	19
5.	Mount Carmel School, Sector-47, Chandigarh	-	-	-	-	-	23
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	-	-	-	-	-	19
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	-	-	2	3	2	23
8.	St. Stephen's School, Sector 45-B, Chandigarh	-	-	-	-	-	47
9.	Air Force Station, 12 Wing, Chandigarh	-	-	-	-	-	4
10.	Government Model High School, Sector 41-D, Chandigarh	-	3	-	-	1	8
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	-	5	-	2	6	18
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	-	1	-	-	5	12
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	-	5	5	2	8	13
14.	Government Middle School Sector 33- B, Chandigarh	-	3	1	1	3	7
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	-	-	2	3	-	14
16.	Government Middle School, Village Maloya (Colony), Chandigarh	1	5	2	-	12	9
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	-	-	-	-	-	5
18.	Government High School, Village Kajehri, Chandigarh	-	19	-	7	3	11
19.	Government Primary School, No. 2, Manimajra	-	3	1	-	3	6
20.	D.C Montessori School, Manimajra.	-	-	2	3	2	27
	<b>Total</b>	<b>1</b>	<b>47</b>	<b>29</b>	<b>26</b>	<b>58</b>	<b>284</b>

**Annexure-IV-C – (I)**  
**Teacher Details (Upper Primary)**

Sr. No.	Name of the School	Number of teachers (exclusive Principal/Head Teacher)		Para Teacher (Shiksha Karmi/ Guru Ji/ Community Teacher)		Non-teaching staff	
		(1)		(2)		(3)	
		Male	Female	Male	Female	Male	Female
1.	ISDSG High school, Sector- 21, Chandigarh	-	4	1	3	3	4
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	1	13	1	2	-	-
3.	Govt. Primary School , Sector 26, Chandigarh	NA	NA	NA	NA	NA	NA
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	2	13	-	-	2	3
5.	Mount Carmel School, Sector-47, Chandigarh	1	14	-	-	8	4
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	1	30	-	-	3	4
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	6	10	-	-	1	3
8.	St. Stephen's School, Sector 45-B, Chandigarh	2	30	-	-	12	4
9.	Air Force Station, 12 Wing, Chandigarh	1	8	-	1	1	-
10.	Government Model High School, Sector 41-D, Chandigarh	7	10	1	5	-	-
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	1	15	5	9	-	-
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	15	9	-	6	1	1
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	11	17	2	5	1	1
14.	Government Middle School Sector 33- B, Chandigarh	-	2	-	1	1	-
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1	11	-	1	4	2
16.	Government Middle School, Village Maloya (Colony), Chandigarh	2	7	-	-	2	1
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	2	9	-	-	3	1
18.	Government High School, Village Kajehri, Chandigarh	-	19	-	2	-	-
19.	Government Primary School, No. 2, Manimajra	-	-	-	-	-	-
20.	D.C Montessori School, Manimajra.	-	-	-	-	-	-
	<b>Total</b>	<b>53</b>	<b>221</b>	<b>10</b>	<b>35</b>	<b>46</b>	<b>33</b>

**Annexure-IV-C-(II)**  
**Teacher Details (Upper Primary)**

Sr. No.	Name of the School	Number of staff employed for cooking mid day meal		Number of personnel employed for cleaning toilets and lavatories		Number of teachers present on the day of survey	
		(4)		(5)		(6)	
		Male	Female	Male	Female	Male	Female
1.	ISDSG High school, Sector- 21, Chandigarh	-	4	5	1	1	8
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	1	6	4	3	3	19
3.	Govt. Primary School , Sector 26, Chandigarh	-	-	-	-	-	-
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	-	-	1	5	2	11
5.	Mount Carmel School, Sector-47, Chandigarh	-	-	7	9	1	14
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	-	-	8	1	1	30
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	-	-	5	3	6	13
8.	St. Stephen's School, Sector 45-B, Chandigarh	-	-	12	41	2	30
9.	Air Force Station, 12 Wing, Chandigarh	-	-	2	2	1	7
10.	Government Model High School, Sector 41-D, Chandigarh	-	3	4	2	8	15
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	-	6	2	1	6	24
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	1	-	3	1	15	18
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	-	5	1	2	11	17
14.	Government Middle School Sector 33- B, Chandigarh	-	--	-	-	-	2
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	-	3	1	-	1	10
16.	Government Middle School, Village Maloya (Colony), Chandigarh	1	5	2	-	2	7
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	-	2	2	3	2	9
18.	Government High School, Village Kajehri, Chandigarh	-	7	2	2	-	19
19.	Government Primary School, No. 2, Manimajra	-	-	-	-	-	-
20.	D.C Montessori School, Manimajra.	-	-	-	-	-	-
	<b>Total</b>	<b>3</b>	<b>41</b>	<b>59</b>	<b>76</b>	<b>62</b>	<b>245</b>

**Annexure-V**  
**(D) Facilities in School**

Sr. No.	Name of the School	Status of School building			Type of School building			Number of blocks in school
		Private-1 Rented-2 Govt.-3 (1)			Pucca-1 Partially pucca-2 (2)			
		PES	DISE	D	PES	DISE	D	(3) PES
1.	ISDSG High school, Sector- 21, Chandigarh	1	1	0	1	1	0	3
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	3	3	0	1	1	0	4
3.	Govt. Primary School , Sector 26, Chandigarh	3	3	0	1	1	0	1, SHEAD2
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	1	1	0	1	1	0	1
5.	Mount Carmel School, Sector-47, Chandigarh	1	1	0	1	1	0	4
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	1	1	0	1	1	0	5
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	3	3	0	1	1	0	3
8.	St. Stephen's School, Sector 45-B, Chandigarh	1	1	0	1	1	0	1
9.	Air Force Station, 12 Wing, Chandigarh	3	2	5	1	1	0	3
10.	Government Model High School, Sector 41-D, Chandigarh	3	3	0	1	1	0	1
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	3	3	0	1	1	0	1
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	3	3	0	1	1	0	7
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	3	3	0	1	1	0	3
14.	Government Middle School Sector 33- B, Chandigarh	3	3	0	1	1	0	1
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1	1	0	1	1	0	3
16.	Government Middle School, Village Maloya (Colony), Chandigarh	3	3	0	1	1	0	1
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	3	3	0	1	1	0	3
18.	Government High School, Village Kajehri, Chandigarh	3	3	0	1	1	0	2
19.	Government Primary School, No. 2, Manimajra	3	3	0	2	2	0	2
20.	D.C Montessori School, Manimajra.	1	1	0	1	1	0	1

**Annexure-V-A  
(D) Facilities in School**

**(Condition of Classrooms and other rooms available in school)**

Sr. No.	Name of the School	Good Condition				Need minor repairs				Need major repairs			
		No. of class rooms		No. of other rooms		No. of class rooms		No. of other rooms		No. of class rooms		No. of other rooms	
		PES	DISE	PES	DISE	PES	DISE	PES	DISE	PES	DISE	PES	DISE
1.	ISDSG High school, Sector- 21, Chandigarh	16	16	13	10	-	-	-	-	-	-	-	-
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	21	21	10	10	1	-	1	-	-	-	-	-
3.	Govt. Primary School Sector 26, Chandigarh	10	10	02	02	-	-	-	-	-	-	-	-
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	26	26	07	07	-	-	-	-	-	-	-	-
5.	Mount Carmel School, Sector-47, Chandigarh	50	50	18	18	-	-	-	-	-	-	-	-
6.	Shishu Niketan Model Sen.Sec. School, Sector-22, Chandigarh	68	65	21	25	-	-	-	-	-	-	-	-
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	40	36	10	18	-	-	-	-	-	-	-	-
8.	St. Stephen's School, Sector 45-B, Chd.	38	38	54	54	-	-	-	-	-	-	-	-
9.	Air Force Station, 12 Wing, Chandigarh	12	12	6	8	-	-	-	-	-	-	-	-
10.	Government Model High School, Sector 41-D, Chandigarh	19	19	8	21	-	-	-	-	-	-	-	-
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	27	19	15	8	-	-	-	-	-	-	-	-
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	25	25	19	19	-	-	-	-	-	-	-	-
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	34	34	18	18	-	-	-	-	-	-	-	-
14.	Government Middle School Sector 33- B, Chandigarh	-	-	-	-	9	10	5	5	-	-	-	-
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	19	19	12	30	-	-	-	-	-	-	-	-
16.	Government Middle School, Village Maloya (Colony), Chandigarh	19	22	5	5	-	-	-	-	-	-	-	-
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	8	8	47	47	-	-	-	-	-	-	-	-
18.	Government High School, Village Kajehri, Chandigarh	13	18	5	15	-	-	-	-	8	-	4	-
19.	Government Primary School, No. 2, Manimajra	3	5	1	0	-	-	-	-	-	3	4	1
20.	D.C Montessori School, Manimajra.	21	19	13	14	-	-	-	-	-	-	-	-
	<b>Total</b>	457	462	317	319	10	10	6	5	8	3	8	1

**Annexure-V-B  
Facilities in School**

Sr. No.	Name of the School	Availability of Electricity in the school Yes-1 No-2 (5)			Common toilet available in the school Yes-1 No-2 (6)			Separate toilet available for girls Yes-1 No-2 (7)			Separate toilet facility available for staff Yes-1 No-2 (8)	
		PES	DISE	D(%)	PES	DISE	D %	PES	DISE	D (%)	PES	DISE
1.	ISDSG High school, Sector- 21, Chandigarh	1	1	0	1	1	0	1	1	0	1	NR
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	1	1	0	1	0	5	1	1	0	1	NR
3.	Govt. Primary School , Sector 26, Chandigarh	1	1	0	1	1	0	1	1	0	1	NR
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	1	1	0	2	1	5	1	1	0	1	NR
5.	Mount Carmel School, Sector-47, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
8.	St. Stephen's School, Sector 45-B, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
9.	Air Force Station, 12 Wing, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
10.	Government Model High School, Sector 41-D, Chandigarh	1	1	0	2	1	5	1	1	0	1	NR
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	1	1	0	2	1	5	1	1	0	1	NR
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	1	1	0	2	1	5	1	1	0	1	NR
14.	Government Middle School Sector 33- B, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
16.	Government Middle School, Village Maloya (Colony), Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
18.	Government High School, Village Kajehri, Chandigarh	1	1	0	2	2	0	1	1	0	1	NR
19.	Government Primary School, No. 2, Manimajra	1	1	0	1	1	0	1	2	5	1	NR
20.	D.C Montessori School, Manimajra.	1	1	0	1	1	0	1	1	0	1	NR

**Annexure-V-C  
Facilities in School**

Sr. No.	Name of the School	Condition of boundary wall in the school (Pucca-1 Pucca but broken-2 Barbed wire fencing-3 Heges-4 No boundary wall-5 Others-6)			Source of drinking water facility in school (Handpump-1 Well-2 Tap water-3 Others-4 No drinking water facility available-5)			Does the school have a play ground Yes-1 No-2			Number of computers available in good working condition		Seating arrangement for children in school (Furniture for all students-1 Furniture for some students-2 No furniture-3)		
		(9)			(10)			(11)			(12)		(13)		
		PES	DISE	D(%)	PES	DISE	D(%)	PES	DISE	D(%)	PES	DISE	PES	DISE	D(%)
1.	ISDSG High school, Sector- 21, Chandigarh	1	1	0	3	3	0	1	1	0	14	12	1	1	0
2.	Govt. Model Sr. Secondary School, Sector 8-B, Chandigarh	1	1	0	3	3	0	1	1	0	52	52	1	1	0
3.	Govt. Primary School , Sector 26, Chandigarh	1	1	0	3	3	0	1	1	0	1	1	1	1	0
4.	Ajit Karam Singh International School, Sector 41- B, Chandigarh	1	1	0	3	3	0	1	1	0	20	20	1	1	0
5.	Mount Carmel School, Sector-47, Chandigarh	1	1	0	3	3	0	1	1	0	60	60	1	1	0
6.	Shishu Niketan Model Senior Secondary School, Sector-22, Chandigarh	1	1	0	3	3	0	1	1	0	48	50	1	1	0
7.	Kendriya Vidyalaya, Sector-47, Chandigarh	1	1	0	3	3	0	1	1	0	77	77	1	1	0
8.	St. Stephen's School, Sector 45-B, Chandigarh	1	1	0	3	3	0	1	1	0	49	49	1	1	0
9.	Air Force Station, 12 Wing, Chandigarh	1	1	0	3	3	0	1	1	0	17	12	1	1	0
10.	Government Model High School, Sector 41-D, Chandigarh	1	1	0	3	4	5	1	1	0	16	21	1	1	0
11.	Government Model High School, Vikasnagar, Village Mauli Jagran	1	1	0	3	3	0	1	1	0	21	16	2	1	5
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	1	1	0	3	3	0	1	1	0	41	41	1	1	0
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	1	1	0	3	3	0	1	1	0	23	23	1	1	0
14.	Government Middle School Sector 33- B, Chandigarh	Partially	1	5	3	3	0	1	1	0	0	1	1	1	0
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1	1	0	3	3	0	1	1	0	22	22	1	1	0
16.	Government Middle School, Village Maloya (Colony), Chandigarh	1	1	0	3	3	0	1	1	0	4	8	1	1	0
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	1	1	0	3	3	0	1	1	0	32	32	1	1	0
18.	Government High School, Village Kajehri, Chandigarh	1	1	0	3	3	0	1	1	0	16	16	1	1	0
19.	Government Primary School, No. 2, Manimajra	1	1	0	3	3	0	2	1	5	0	0	2	1	5
20.	D.C Montessori School, Manimajra.	1	1	0	3	4	5	1	1	0	29	29	1	1	0

**Annexture-VI.1**  
**(E) Student Enrolment**  
**(1. Children Enrolled in the last Academic Year) (2010-12)**

Enrolment	Class-1		Class-2		Class-3		Class-4		Class-5		Class-6		Class-7		Class-8		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	B	G
Total Enrolment	1404	1185	1398	1194	1592	1248	1516	1259	1446	171	1397	1145	1419	1049	1379	1047	11551	8298
Repeater	24	15	15	20	13	10	31	21	36	19	40	28	12	20	7	3	178	136
SC Children Enrolled	118	122	117	98	192	125	156	171	184	182	218	145	132	136	149	136	1266	1115
ST Children Enrolled	5	2	1	1	4	4	2	0	1	4	6	1	2	3	3	1	24	16
OBC Children Enrolled	28	21	16	26	48	31	41	43	41	26	35	29	31	22	40	32	280	230
Children with Disabilities	2	1	3	3	7	2	2	3	6	4	5	2	2	2	3	2	30	19
Number of Children who left the School	2	7	3	1	7	7	4	1	8	6	7	5	2	3	2	1	35	31

**Annexture-VI.2  
(E) Student Enrolment**

**(2. Enrolment and Attendance Details of Children on 30<sup>th</sup> September 2011**

Enrolment	Enrolment						Attendance					
	Total		Scheduled Caste		Scheduled Tribe		Total		Scheduled Castes		Scheduled Tribes	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class-I	1314	1094	99	85	2	2	1086	927	82	71	0	0
Class-II	1473	1279	136	122	3	0	1296	1120	123	104	3	0
Class-III	1469	1293	144	131	1	1	1292	1147	126	104	1	1
Class-IV	1724	1280	237	129	1	1	1531	1090	178	102	1	1
Class-V	1580	1310	150	170	0	1	1467	1317	146	155	0	1
Class-VI	1543	1139	169	148	2	1	1439	1103	155	141	1	1
Class-VII	1417	1176	202	145	2	1	1377	1159	170	125	1	1
Class-VIII	1382	1116	144	145	1	0	1359	1106	144	104	1	0
<b>Total</b>	<b>11902</b>	<b>9687</b>	<b>1281</b>	<b>1075</b>	<b>12</b>	<b>7</b>	<b>10847</b>	<b>8969</b>	<b>1124</b>	<b>906</b>	<b>8</b>	<b>5</b>

**Annexure-VI.3**  
**(E) Student Enrolment**  
**(3. Children Enrolment in the Present Academic Year)**

(Academic Year 2011-12)

Enrolment	Class-1		Class-2		Class-3		Class-4		Class-5		Class-6		Class-7		Class-8		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total Enrolment	1308	1092	1479	1282	1472	1303	1726	1281	1567	1317	1544	1140	1413	1177	1382	1119	1189	9711
Repeater	23	13	25	14	14	8	7	3	3	1	9	2	4	1	4	0	89	42
SC Children Enrolled	94	85	149	135	211	128	175	120	162	167	177	158	194	146	150	140	1312	1079
ST Children Enrolled	2	2	3	0	4	3	2	1	1	4	3	1	4	1	3	0	22	12
OBC Children Enrolled	24	19	37	26	24	29	27	20	28	28	35	36	36	27	33	22	244	207
Children with Disabilities	2	2	13	3	9	7	10	10	4	2	9	3	2	5	6	8	55	40
Number of Children who left the School	3	7	1	4	5	4	2	5	3	3	2	1	2	0	1	2	19	26

**Investigator Feed-back Schedule**  
**Annexure-2.I**  
**Profile**

Sr. No.	Name of the School	Name of the person conducting the survey	DISE School Code	Date of visit the school	Was the school open on the first day of the visit Yes-1 No-2 (4)	If no, when was the school visited second time (Date) (5)	Was the school open on the second visit Yes-1 No-2 (6)	Number of visits made to the school to get information (7)
		(1)	(2)	(3)				
1.	ISDSG High school, Sector 21, Chandigarh	Maninder Singh, Kishan Singh, Sarbjeet Kaur	N.R	3/4/2012	1	--	-	2
2.	Govt. Model Sr. Secondary School, 8B, Chandigarh	Maninder Singh, Sarbjeet Kaur	N.R	3/4/2012	1	-	-	2
3.	Govt. Primary School , Sector 26, Chandigarh	Kishan Singh,	N.R	3/4/2012	1	-	-	1
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	Maninder Singh	800102	7/4/2012	1	-	-	2
5.	Mount Carmel School, Sector 47, Chandigarh	Maninder Singh, Kishan Singh, Sarbjeet Kaur	N.R	9/4/2012	1	-	-	1
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	Maninder Singh, Sarbjeet Kaur	N.R	10/4/2012	1	-	-	1
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	Maninder Singh, Kishan Singh,	N.R	12/4/2012	1	-	-	3
8.	St. Stephen's School, Sector 45-B, Chandigarh	Maninder Singh, Kishan Singh,	1000403	11/4/2012	1	-	-	1
9.	Air Force Station, 12 Wing, Chandigarh	Maninder Singh, Kishan Singh	N.R	12/4/2012	1	-	-	1
10.	Government Model High School, Sector 41-D, Chandigarh	Maninder Singh, Kishan Singh	N.R	16/4/2012	1	-	-	1
11.	Government Model High School, Vikasnagar, Mauli Jagran	Maninder Singh, Kishan Singh	04011901201	17/4/2012	1	-	-	1
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	Maninder Singh, Sarbjeet Kaur	0800101	18/4/2012	1	-	-	2
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	Maninder Singh, Kishan Singh	600502	19/4/2012	1	-	-	1
14.	Government Middle School Sector 33 B, Chandigarh	Maninder Singh	N.R	20/4/2012	1	-	-	1
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	Maninder Singh	04011700108	20/4/2012	1	-	-	1
16.	Government Middle School, Maloya Colony, Chandigarh	Maninder Singh	0701201	21/4/2012	1	-	-	1
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	Maninder Singh	1100103	23/4/2012	1	-	-	1
18.	Government High School, Kajehri, Chandigarh	Maninder Singh	N.R	23/4/2012	1	-	-	2
19.	Government Primary School, No. 2, Manimajra	Kishan Singh	1900602	23/4/2012	1	-	-	1
20.	D.C Montessori School, Manimajra.	Kishan Singh	N.R	24/4/2012	1	-	-	2

## Annexure-2.II

### Attributes pertaining to the Principal/Head Teacher towards the investigation

Sr. No.	Name of the School	Category of response from the school		
		Initial reaction of the Principal Head Teacher Very good-1 Good-2 Average-3 Poor-4 Very poor-5	Response of the Principal/Head Teacher to provide information Very good-1 Good-2 Average-3 Poor-4 Very poor-5	Availability of records Very good-1 Good-2 Average-3 Poor-4 Very poor-5
1.	ISDSG High school, Sector 21, Chandigarh	2	2	2
2.	Govt. Model Sr. Secondary School, 8B, Chandigarh	2	2	2
3.	Govt. Primary School , Sector 26, Chandigarh	2	2	2
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	2	2	3
5.	Mount Carmel School, Sector 47, Chandigarh	1	1	2
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	2	1	1
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	2	2	4
8.	St. Stephen's School, Sector 45-B, Chandigarh	1	1	2
9.	Air Force Station, 12 Wing, Chandigarh	2	1	2
10.	Government Model High School, Sector 41-D, Chandigarh	1	1	2
11.	Government Model High School, Vikasnagar, Mauli Jagran	2	2	2
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	2	2	2
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	2	2	2
14.	Government Middle School Sector 33 B, Chandigarh	2	2	2
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1	1	2
16.	Government Middle School, Maloya Colony, Chandigarh	2	2	2
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	2	2	2
18.	Government High School, Kajehri, Chandigarh	1	2	2
19.	Government Primary School, No. 2, Manimajra	1	1	2
20.	D.C Montessori School, Manimajra.	1	3	2

**Annexure-2.III**

**Attributes pertaining to the Principal/Head Teacher towards the investigation**

Sr. No.	Name of the School	Was the Principal/Head Teacher able to provide the information pertaining to involvement and details of past percentage easily Yes-1 No-2  1	Was the Principal able to give the enrolment and other details from a single register  Yes-1 No-2  2	Do the teacher in the school fill up the attendance register properly Yes-1 No-2  3	Does the Principal have the year and summary details of children for all grades available with him Yes-1 No-2  4	Was the school report card available in the school Yes-1 No-2  5	Are the attendance registers properly maintain and kept in the almirahs Yes-1 No-2  6
1.	ISDSG High school, Sector 21, Chandigarh	NA	2	1		1	1
2.	Govt. Model Sr. Secondary School, 8B, Chandigarh	NA	2	1	1	1	1
3.	Govt. Primary School , Sector 26, Chandigarh	NA	2	1	1	1	1
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	NA	2	1	1	1	1
5.	Mount Carmel School, Sector 47, Chandigarh	NA	2	1	1	1	1
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	NA	2	1	1	1	1
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	NA	2	1	1	1	1
8.	St. Stephen's School, Sector 45-B, Chandigarh	NA	2	1	1	1	1
9.	Air Force Station, 12 Wing, Chandigarh	NA	2	1	1	1	1
10.	Government Model High School, Sector 41-D, Chandigarh	na	2	1	1	1	1
11.	Government Model High School, Vikasnagar, Mauli Jagran	NA	2+	1	1	1	1
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	NA	2	1	1	1	1
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	NA	2	1	1	1	1
14.	Government Middle School Sector 33 B, Chandigarh	NA	2	1	1	1	1
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	NA	2	1	1	1	1
16.	Government Middle School, Maloya Colony, Chandigarh	NA	2	1	1	1	1
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	NA	2	1	1	1	1
18.	Government High School, Kajehri, Chandigarh	NA	2	1	1	1	1
19.	Government Primary School, No. 2, Manimajra	NA	2	1	1	1	1
20.	D.C Montessori School, Manimajra.	NA	2	1	1	1	1

### Annexure-2.IV

#### Attributes pertaining to the Principal/Head Teacher towards the investigation

Sr. No.	Name of the School	Do the teachers in the school come on time Yes-1 No-2  7	Was the school having a photo copy fill-in DISE DCF? Yes-1 No-2  8	Did the investigator face any problem in getting the required information from the school Yes-1 No-2 9	If yes, briefly mention the kind of problem faced...   9
1.	ISDSG High school, Sector 21, Chandigarh	1	1	2	-
2.	Govt. Model Sr. Secondary School, 8B, Chandigarh	1	1	1	-
3.	Govt. Primary School , Sector 26, Chandigarh	1	1	2	-
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	1	1	2-	-
5.	Mount Carmel School, Sector 47, Chandigarh	1	1	2	-
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	1	1	2	-
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	1	1	1	-
8.	St. Stephen's School, Sector 45-B, Chandigarh	1	1	2	-
9.	Air Force Station, 12 Wing, Chandigarh	1	1	2	-
10.	Government Model High School, Sector 41-D, Chandigarh	1	1	2	-
11.	Government Model High School, Vikasnagar, Mauli Jagran	1	1	2	-
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	1	1	2	-
13.	Government Sr. Secondary School, Sector 38 (West), Chandigarh (DMC)	1	1	2	-
14.	Government Middle School Sector 33 B, Chandigarh	1	1	2	-
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1	1	2	-
16.	Government Middle School, Maloya Colony, Chandigarh	1	1	2	-
17.	Government Girls Sr. Secondary, Sector 20-B, Chandigarh	1	1	2	-
18.	Government High School, Kajehri, Chandigarh	1	1	2	-
19.	Government Primary School, No. 2, Manimajra	1	1	2	-
20.	D.C Montessori School, Manimajra.	1	1	2	-

## Annexure -2.V

### Attributes pertaining to the Principal/Head Teacher towards the investigation

Sr. No.	Name of the School	Does the school has a display board Yes-1 No-2	Is there a provision of Mid-Day Meal in the school Yes-1 No-2	How is the quality of food being served to the children in the Mid-Day Meal Scheme (Comment given at relevant places)	What is the seating arrangement made for children in the school (Comment Given at relevant places)
		<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
1.	ISDSG High school, Sector 21, Chandigarh	1	1	-	-
2.	Govt. Model Sr. Secondary School, 8B, Chandigarh	1	1	-	-
3.	Govt. Primary School , Sector 26, Chandigarh	1	1	-	-
4.	Ajit Karam Singh International School, Sector 41 B, Chandigarh	1-	2-	-	-
5.	Mount Carmel School, Sector 47, Chandigarh	1	2	-	-
6.	Shishu Niketan Model Senior Secondary School, Sector 22, Chandigarh	1	2	-	-
7.	Kendriya Vidyalaya, Sector 47, Chandigarh	1	2	-	-
8.	St. Stephen's School, Sector 45-B, Chandigarh	1	2	-	-
9.	Air Force Station, 12 Wing, Chandigarh	1	2	-	-
10.	Government Model High School, Sector 41-D, Chandigarh	1	1	-	-
11.	Government Model High School, Vikasnagar, Mauli Jagran	1	1	-	-
12.	Government Model Senior Secondary School, Sector 16, Chandigarh	1	1	-	-
13.	Government Sr. Secondary School, Sector 38, Chandigarh (Western DMC)	1	1	-	-
14.	Government Middle School Sector 33 B, Chandigarh	1	1	-	-
15.	Guru Nanak Khalsa Senior Secondary School, Sector 30 B, Chandigarh	1	1	-	-
16.	Government Middle School, Maloya Colony, Chandigarh	1	1	-	-
17.	Government Girls Sr. Secondary, Sector 20-B, Chd.	1	1	-	-
18.	Government High School, Kajehri, Chandigarh	1	1	-	-
19.	Government Primary School, No. 2, Manimajra	<b>1</b>	<b>1</b>	-	-
20.	D.C Montessori School, Manimajra.	1	2	-	-

### Students Enrolment – LAST YEAR 2010-11

S.no	Total Enrolment – Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	43	32	40	27	54	33	42	35	46	31	54	38	61	37	53	48
2.	46	46	58	47	64	63	75	61	68	49	65	50	67	69	48	67
3.	109	132	70	91	106	81	90	94	66	51	NA	NA	NA	NA	NA	NA
4.	62	41	76	37	72	52	75	52	75	54	76	48	82	54	80	46
5.	88	65	64	78	87	69	101	78	98	85	93	68	103	56	86	70
6.	84	23	95	49	99	72	116	68	118	66	163	74	146	72	169	91
7.	56	61	81	46	69	52	80	82	95	57	86	80	106	67	89	84
8.	183	97	167	69	156	75	178	72	148	79	127	114	135	87	157	84
9.	16	13	17	22	22	10	23	18	40	21	27	17	29	20	26	15
10.	35	50	42	50	53	38	51	45	50	50	75	57	68	61	66	52
11.	101	83	155	155	264	227	129	135	145	106	144	126	150	95	144	82
12.	62	55	72	62	81	76	97	76	79	94	130	91	128	91	134	89
13.	101	106	93	96	119	89	109	118	132	140	110	107	114	83	92	87
14.	40	31	43	43	39	29	35	32	40	28	NA	NA	NA	NA	NA	NA
15.	42	23	36	20	32	21	40	27	46	37	49	36	53	51	76	36
16.	167	151	110	115	98	80	78	100	101	96	101	104	76	80	68	81
17.	18	23	22	27	17	15	17	18	20	24	NA	37	NA	46	NA	46
18.	92	111	106	115	105	117	115	120	77	62	80	90	81	67	91	69
19.	22	17	33	29	34	35	44	27	30	30	NA	NA	NA	NA	NA	NA
20.	37	25	18	16	21	14	21	11	12	11	17	8	20	13	NA	NA
Total	1404	1185	1398	1194	1592	1248	1516	1259	1486	1171	1397	1145	1419	867	1379	1047

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**Repeaters – 2010-11**

S.no	Repeaters-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	1	-	-	-	-	1	4	-	-	-	-	1	1	2	2	2
2.	-	-	-	-	1	1	1	-	-	5	2	-	-	-	-	-
3.	8	6	-	-	-	-	-	-	-	-	Na	Na	Na	Na	Na	Na
4.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	2	0	5	0	2	0	3	0	0	0	-	-
7.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	-	1	3	-	1	-	-	-	-	-	-	-	-	-	-	-
13.	3	1	3	1	6	1	7	6	23	10	19	19	2	11	4	1
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-
16.	12	7	9	19	3	7	14	15	11	4	13	8	7	7	1	-
17.	-	-	-	-	-	-	-	-	-	-	Na	-	Na	-	Na	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	Na	Na	Na	Na	Na	Na
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Na	Na
<b>Total</b>	<b>24</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>13</b>	<b>10</b>	<b>31</b>	<b>21</b>	<b>36</b>	<b>19</b>	<b>40</b>	<b>28</b>	<b>12</b>	<b>20</b>	<b>7</b>	<b>3</b>

**Note: The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.**

**SCs Students- 2010-2011**

S.no	SCs Students-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	1	2	2	-	2	1	4	-	2	1	2	-	2	1	2	-
2.	-	-	-	3	4	2	4	3	1	4	4	2	1	-	5	1
3.	1	1	-	2	-	1	3	2	4	1	Na	Na	Na	Na	Na	Na
4.	3	3	6	3	1	1	2	1	9	1	1	1	4	1	1	1
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	13	8	-	-	15	2	5	5	7	2	4	1	0	5	1	2
7.	10	14	11	8	12	6	14	15	11	13	14	12	9	8	8	8
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	5	7	5	4	9	5	5	6	6	8	17	5	14	9	17	6
11.	6	7	19	20	40	28	11	13	20	8	13	18	6	6	14	8
12.	4	4	11	4	6	6	7	11	8	6	13	9	5	9	11	6
13.	40	41	32	32	72	55	65	77	73	97	86	53	48	55	38	45
14.	2	0	5	2	1	0	2	4	6	7	Na	Na	Na	Na	Na	Na
15.	5	3	3	-	2	4	3	2	5	3	10	7	6	10	11	3
16.	25	23	20	10	15	9	19	15	19	17	35	15	16	17	15	26
17.	1	2	1	2	-	1	-	1	2	3	na	10	na	7	Na	8
18.	2	5	1	8	10	3	8	15	10	10	19	12	21	8	28	22
19.	-	-	1	-	3	-	4	1	1	1	Na	Na	Na	Na	Na	Na
20.	-	2	--	-	-	1	-	-	-	-	-	-	-	-	na	na
<b>Total</b>	<b>118</b>	<b>122</b>	<b>117</b>	<b>98</b>	<b>192</b>	<b>125</b>	<b>156</b>	<b>171</b>	<b>184</b>	<b>182</b>	<b>218</b>	<b>145</b>	<b>132</b>	<b>136</b>	<b>149</b>	<b>136</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**STs –Students - 2010-11**

S.no	STs- Students-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	3	2	1	-	-	1	1	-	-	-	-	-
7.	2	-	1	1	1	1	-	-	-	2	3	-	2	2	1	-
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	1	-	-	-	1	1	-	-	-	-	-
11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	-	-	-	-	-	-	-	-	1	-	-	1	-	1	1	-
13.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
16.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**OBCs –Students -2010-11**

S.no	OBCs- Students-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	5	-	-	1	-	-	1	-	4	-	1	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	1	1				
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	4	1	1	4	6	5	4	2	3	2	3	-	1	2	3	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	16	7	11	6	12	1	2	0	-	-	-	-
7.	3	8	1	-	2	1	-	1	1	1	1	1	3	1	4	2
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	1	1	1	1	1	-	1	2	-	4	4	3	-	1	-	-
11.	1	1	4	8	8	7	-	2	4	3	4	4	1	-	10	6
12.	3	2	2	4	1	-	5	2	2	4	5	4	10	4	5	3
13.	5	1	-	2	6	8	1	7	5	5	1	4	3	2	2	1
14.	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
15.	2	4	5	3	2	2	1	3	3	1	5	2	3	-	5	4
16.	-	1	1	1	5	1	1	4	6	3	6	7	9	12	10	12
17.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	3
18.	2	2	-	2	-	-	14	13	-	-	1	1	-	-	1	1
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	2	-	1	-	-	-	1	1	1	2	1	2	1	-	-	-
<b>Total</b>	<b>28</b>	<b>21</b>	<b>16</b>	<b>26</b>	<b>48</b>	<b>31</b>	<b>41</b>	<b>43</b>	<b>41</b>	<b>26</b>	<b>35</b>	<b>29</b>	<b>31</b>	<b>22</b>	<b>40</b>	<b>32</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**Disabled Students - 2010- 11**

S.no	Disabled Students - Class wise																
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
2.	1	1	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
3.	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	1	-
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	-	-	1	-	1	-	-	-	1	3	2	-	1	2	1	1	1
12.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	-	-	2	2	1	-	-	-	4	1	2	-	-	-	-	-	-
14.	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
16.	-	-	-	-	-	1	1	2	1	-	1	2	1	-	-	-	1
17.	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**Left-out Students - 2010-11**

S.no	Left-out Students -Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	--	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-	--	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	--	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	--	-	-	-	-	-
7.	-	2	1	-	-	-	-	1	2	1	-	-	1	-	-	-
8.	0	0	2	0	1	0	1	0	2	0	4	1	-	-	-	-
9.	1	3	-	-	1	2	1	-	-	-	-	-	-	-	-	-
10.	-	1	-	-	-	-	-	-	1	-	-	-	-	2	-	-
11.	1	1	-	-	2	2	2	-	-	-	1	-	-	-	-	-
12.	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
13.	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1	-
14.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.	-	-	-	-	2	-	-	-	3	3	1	-	-	-	-	1
17.	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
18.	-	-	-	-	-	2	-	-	-	-	-	2	-	1	1	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

## Students Enrollment – Present Year (2011-12)

S.no	Total Enrolment – Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	57	36	54	41	52	32	58	35	53	39	59	39	52	41	66	39
2.	52	62	52	53	64	60	71	58	79	63	78	62	68	56	76	74
3.	75	65	100	124	53	81	80	70	85	86	NA	NA	NA	NA	NA	NA
4.	55	50	63	41	80	39	73	49	75	51	79	49	76	49	83	55
5.	111	68	79	72	64	78	87	63	102	77	112	85	89	68	104	55
6.	104	71	96	51	109	69	113	78	126	73	136	79	162	79	155	79
7.	74	59	73	67	87	47	78	56	82	77	107	63	84	86	97	73
8.	130	93	150	74	127	49	150	74	163	61	146	78	121	104	142	81
9.	31	21	23	14	20	20	25	9	18	18	41	21	27	20	27	23
10.	51	37	47	56	54	56	65	42	57	51	81	56	73	63	72	61
11.	92	94	109	109	189	191	290	231	151	137	161	113	139	119	114	127
12.	68	41	69	58	79	73	94	77	103	80	118	79	147	101	140	95
13.	74	72	100	97	97	96	121	87	109	120	118	129	112	100	84	101
14.	40	34	41	27	31	35	38	30	35	31	25	20	-	-	-	-
15.	32	23	43	19	45	23	37	25	41	35	57	39	63	36	52	56
16.	112	123	189	172	116	124	110	99	99	115	107	98	99	101	74	75
17.	9	10	19	23	20	23	16	16	14	19	-	37	-	46	-	46
18.	81	86	106	128	130	156	154	142	123	137	109	79	85	99	76	65
19.	22	17	33	29	34	35	44	27	30	30	-	-	-	-	-	-
20.	38	30	33	27	21	16	22	13	22	17	10	14	16	9	20	14
<b>Total</b>	<b>1308</b>	<b>1092</b>	<b>1479</b>	<b>1282</b>	<b>1472</b>	<b>1303</b>	<b>1726</b>	<b>1281</b>	<b>1567</b>	<b>1317</b>	<b>1544</b>	<b>1140</b>	<b>1413</b>	<b>1177</b>	<b>1382</b>	<b>1119</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**Repeaters – 2011-12**

S.no	Repeaters-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	-	-	-	1	-	-	-	-	-	-	2	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	17	8	3	1	4	2	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	1	0	1	-	1	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
12.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	-	-	-	-	-	-	4	1	-	-	-	-	-	-	-	-
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	1	-	3	-
16.	6	5	22	12	9	6	2	2	2	1	7	2	3	1	-	-
17.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>23</b>	<b>13</b>	<b>25</b>	<b>14</b>	<b>14</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>9</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>0</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**SCs Students - 2011-2012**

S.no	SCs Students-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	1	3	1	3	2	1	2	1	4	0	2	1	1	0	2	1
2.	4	5	1	1	0	2	4	2	3	3	6	6	7	5	1	1
3.	1	0	2	1	0	3	0	2	4	1	-	-	-	-	-	-
4.	4	6	4	2	5	2	2	0	0	0	7	1	0	0	2	2
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	4	-	-	-	-	-	3	0	3	0
7.	21	12	15	12	9	11	11	6	13	15	14	8	16	13	19	11
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	5	4	7	8	6	3	10	5	5	8	12	8	17	4	10	12
11.	6	7	19	20	40	28	11	13	20	8	13	8	6	6	14	8
12.	8	5	5	6	10	6	9	7	8	12	14	10	16	9	4	12
13.	24	20	46	42	96	33	71	51	67	76	69	72	74	52	43	56
14.	-	-	1	2	3	1	1	1	2	3	3	3	-	-	-	-
15.	5	3	3	0	2	4	3	2	5	3	10	7	6	10	11	3
16.	11	19	37	26	29	21	26	13	20	19	19	15	29	25	17	17
17.	2	1	3	2	2	2	1	1	2	3	-	10	-	7	-	8
18.	2	0	4	8	4	11	16	15	7	15	8	9	19	15	24	9
19	-	-	1	0	3	0	4	1	1	1	-	-	-	-	-	-
20	-	-	-	2	-	-	-	-	1	-	-	-	-	-	-	-
<b>Total</b>	<b>94</b>	<b>85</b>	<b>149</b>	<b>135</b>	<b>211</b>	<b>128</b>	<b>175</b>	<b>120</b>	<b>162</b>	<b>167</b>	<b>177</b>	<b>158</b>	<b>194</b>	<b>146</b>	<b>150</b>	<b>140</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**STs –Students -2011-12**

S.no	STs- Students-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	0	1	1	0	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	3	2	1	0	-	1	1	-	-	-	-	-
7.	1	1	2	-	1	1	-	-	0	2	-	-	2	-	1	-
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	1	-	-	1	1	1	-	-	-
11.	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
12.	1	-	-	-	-	-	1	-	-	-	1	-	-	1	-	-
13.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
16.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**OBCs –Students -2011-12**

S.no	OBCs- Students-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	0	2	4	2	1	2	0	0	1	0	2	2	0	0	0	0
2.	0	1	0	0	0	0	0	0	0	1	3	4	1	4	0	0
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	10	5	10	0	3	5	5	6	1	-	2	2	-	-	-	1
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	2	-	-	-	-	-	2	0	1	-
7.	4	4	4	8	5	1	2	2	1	0	3	2	2	2	3	0
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	3	2	-	-	1	-	2	2	2	4	5	4	-	1
11.	2	4	2	1	5	8	9	8	-	2	2	1	4	1	2	1
12.	3	1	6	1	2	5	1	1	7	3	10	6	6	5	9	3
13.	-	1	-	1	-	2	-	-	2	8	4	4	-	-	3	2
14.	-	-	-	1	-	-	-	-	1	-	1	-	-	-	-	-
15.	1	-	2	1	5	3	1	3	3	4	-	2	4	2	3	-
16.	3	-	3	4	1	1	6	-	4	3	5	7	10	7	11	11
17.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
18.	-	-	1	5	1	2	-	-	5	4	-	-	1	1	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	1	1	2	-	1	-	-	-	1	1	1	2	1	1	1	0
<b>Total</b>	<b>24</b>	<b>19</b>	<b>37</b>	<b>26</b>	<b>24</b>	<b>29</b>	<b>27</b>	<b>20</b>	<b>28</b>	<b>28</b>	<b>35</b>	<b>36</b>	<b>36</b>	<b>27</b>	<b>33</b>	<b>22</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**Disabled Students -2011-12**

S.no	Disabled Students															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	1	0	1	0	2	0	0	1	0	0	-	-	0	0	0	0
2.	0	0	1	1	3	1	1	0	1	0	-	-	-	-	6	3
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-
11.	-	-	-	-	1	1	-	1	1	-	5	1	-	1	1	1
12.	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	-
13.	0	0	5	1	2	2	4	5	0	0	4	1	0	2	0	0
14.	1	2	4	1	0	1	0	1	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
16.	-	-	1	-	-	-	-	1	1	2	-	-	1	2	1	-
17.	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
18.	-	-	-	-	-	-	2	1	1	-	-	1	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2</b>	<b>2</b>	<b>13</b>	<b>3</b>	<b>9</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>8</b>	<b>4</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

**Left-out Students -2011-12**

S.no	Left-out Students-Class wise															
	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	1	-	1	-	2	-	1	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
7.	-	2	1	-	-	-	-	1	2	1	-	-	1	-	-	-
8.	1	1	0	1	4	0	1	0	1	1	1	0	0	0	1	0
9.	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
13.	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
14.	-	2	-	-	-	-	1	2	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	1
17.	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

## Enrolment of Students on 30<sup>th</sup> September 2011

S.no	Total Enrolment- class wise															
	class 1		class 2		class 3		class 4		class 5		class 6		class 7		class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
21.	57	36	54	40	52	32	58	35	53	39	59	39	52	41	66	39
22.	52	62	52	53	63	59	74	58	79	63	78	62	68	56	76	74
23.	75	65	100	123	53	80	80	69	85	85	-	-	-	-	-	-
24.	55	50	63	41	80	39	73	49	75	51	79	49	76	49	83	55
25.	111	68	79	72	64	78	87	63	102	77	112	85	89	68	104	55
26.	104	70	96	51	109	69	113	78	126	73	136	79	162	79	155	79
27.	74	59	73	67	87	47	78	56	82	77	107	63	84	85	97	72
28.	130	93	150	74	127	49	150	74	163	61	146	78	121	104	142	81
29.	31	21	23	14	20	20	25	9	18	18	41	21	27	20	27	23
30.	51	37	47	56	54	56	65	42	57	51	81	56	77	63	72	61
31.	92	94	109	109	189	191	290	231	151	137	161	113	139	119	114	127
32.	68	41	69	58	79	73	94	77	103	80	118	79	147	101	140	95
33.	74	72	100	97	99	98	121	87	109	120	118	129	112	100	84	100
34.	39	33	41	27	31	34	37	28	35	31	25	20	-	-	-	-
35.	32	23	43	19	45	23	37	25	41	35	57	39	63	36	52	56
36.	112	123	189	172	116	123	110	99	99	115	106	98	99	101	74	74
37.	9	10	19	23	20	23	16	16	14	19	-	36	-	46	-	46
38.	81	86	106	128	130	156	154	142	123	137	109	79	85	99	76	65
39.	29	21	27	28	30	27	40	29	43	24	-	-	-	-	-	-
40.	38	30	33	27	21	16	22	13	22	17	10	14	16	9	20	14
Total	1314	1094	1473	1279	1469	1293	1724	1280	1580	1310	1543	1139	1417	1176	1382	1116

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

### Enrolment of SCs Students on 30<sup>th</sup> September 2011

S.no	SCs Students- class wise															
	class 1		class 2		class 3		class 4		class 5		class 6		class 7		class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	1	3	1	3	2	1	2	1	4	0	2	1	1	0	2	1
2.	4	5	1	1	0	2	4	2	3	3	6	6	7	5	1	1
3.	1	0	2	1	0	3	0	2	4	1	-	-	-	-	-	-
4.	4	6	4	2	5	2	0	2	-	-	7	1	--	-	2	2
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	4	-	-	-	-	-	3	-	3	-
7.	21	12	15	12	9	11	11	6	13	15	14	8	16	13	19	11
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	5	4	7	8	6	3	10	5	5	8	12	8	17	4	10	12
11.	11	6	6	6	20	21	37	28	10	12	8	3	8	8	9	10
12.	8	5	5	6	10	6	9	7	8	12	14	10	16	9	4	12
13.	24	20	46	42	46	33	71	51	67	76	69	72	74	52	56	55
14.	-	-	1	2	3	1	1	1	2	3	3	3	-	-	-	-
15.	5	4	3	1	5	4	2	4	3	2	8	2	12	7	7	8
16.	11	19	37	26	29	31	26	13	20	19	18	15	29	25	7	16
17.	2	1	3	2	2	2	1	1	2	3	--	10	-	7	-	8
18.	2	0	4	8	4	11	16	5	7	15	8	9	19	15	24	9
19.	0	0	1	0	3	0	4	1	1	1	-	-	-	-	-	-
20.	-	-	0	2	-	-	-	-	1	0	-	-	--	-	-	-
<b>Total</b>	<b>99</b>	<b>85</b>	<b>136</b>	<b>122</b>	<b>144</b>	<b>131</b>	<b>237</b>	<b>129</b>	<b>150</b>	<b>170</b>	<b>169</b>	<b>148</b>	<b>202</b>	<b>145</b>	<b>144</b>	<b>145</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

### Enrolment of STs Students on 30<sup>th</sup> September 2011

S.no	STs Students- class wise															
	class 1		class 2		class 3		class 4		class 5		class 6		class 7		class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	0	1	1	0	0	0	0	0	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	1	1	2	0	1	1	0	0	0	1	0	0	1	0	1	0
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	1	-	-	1	1	1	-	-	-
11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	1	-	-	-	-	-	1	-	-	-	1	-	-	1	-	-
13.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

## Attendance of Students on 30<sup>th</sup> September 2012

S.no	Total Students- class wise															
	class 1		class 2		class 3		class 4		class 5		class 6		class 7		class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	53	27	50	39	45	29	51	31	47	37	49	37	41	38	59	32
2.	40	54	52	53	60	59	70	57	78	62	76	62	67	54	76	74
3.	55	53	94	118	47	69	55	68	82	83	-	-	-	-	-	-
4.	52	48	61	38	71	37	69	47	71	49	79	49	76	49	82	55
5.	50	34	63	63	54	66	85	63	102	76	110	84	83	68	103	55
6.	104	70	94	49	109	69	112	77	125	73	136	79	160	79	155	79
7.	68	58	68	67	67	47	72	54	81	76	106	63	84	85	97	72
8.	128	92	150	73	127	49	146	74	161	60	146	76	120	103	141	81
9.	29	19	22	14	20	20	25	09	17	18	41	20	27	20	27	23
10.	50	37	47	55	53	56	65	42	57	51	81	56	77	63	72	61
11.	81	81	107	107	167	184	285	229	148	133	160	109	137	117	111	126
12.	2	1	2	1	13	4	9	4	35	20	45	25	146	100	133	93
13.	63	57	85	90	91	92	113	72	103	114	116	124	110	100	81	100
14.	37	28	38	26	37	30	35	24	29	30	24	20	-	-	-	-
15.	28	19	31	15	45	23	35	25	41	35	57	39	62	36	52	56
16.	101	115	162	153	108	111	97	95	98	114	98	95	95	97	74	74
17.	3	6	16	22	17	16	15	16	14	14	-	36	-	45	0	46
18.	75	77	103	127	119	148	139	134	118	134	105	75	78	96	76	65
19.	29	21	18	23	21	22	31	26	38	21	-	-	-	-	-	-
20.	38	30	33	27	21	16	22	13	22	17	10	14	14	9	20	14
Total	1086	927	1296	1120	1292	1147	1531	1090	1467	1317	1439	1103	1377	1159	1359	1106

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

## Attendance of SCs Students on 30<sup>th</sup> September 2012

S.no	SCs Students- class wise															
	class 1		class 2		class 3		class 4		class 5		class 6		class 7		class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	1	1	1	2	2	0	2	1	4	0	2	1	1	0	2	1
2.	4	5	1	1	0	1	4	2	3	3	0	0	7	5	1	1
3.	1	0	2	1	0	1	0	2	4	1	-	-	-	-	-	-
4.	4	2	5	2	2	0	0	0	6	1	0	0	2	2	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	4	-	-	-	-	-	3	-	3	-
7.	19	12	15	12	9	11	10	6	13	15	14	8	-	-	19	11
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	5	4	7	8	6	3	10	5	5	8	12	8	17	4	10	12
11.	9	6	6	6	17	21	37	28	10	12	8	3	5	8	9	10
12.	0	0	0	0	2	1	1	0	2	3	4	6	16	9	4	12
13.	23	18	41	38	44	31	68	27	66	74	69	70	73	52	40	55
14.	0	0	1	2	3	0	1	1	2	3	3	3	-	-	-	-
15.	4	4	3	1	5	1	2	4	3	2	8	2	12	7	7	8
16.	10	18	34	24	28	21	20	19	18	15	27	22	17	16	25	13
17.	1	1	3	2	2	2	1	1	1	3	0	10	0	7	0	8
18.	1	0	4	8	3	11	15	5	7	14	8	8	17	15	24	9
19.	0	0	0	0	3	0	3	1	1	1	-	-	-	-	-	-
20.	0	0	0	2	0	0	0	0	1	0	-	-	-	-	-	-
<b>Total</b>	<b>82</b>	<b>71</b>	<b>123</b>	<b>104</b>	<b>126</b>	<b>104</b>	<b>178</b>	<b>102</b>	<b>146</b>	<b>155</b>	<b>155</b>	<b>141</b>	<b>170</b>	<b>125</b>	<b>144</b>	<b>104</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.

### Attendance of STs Students on 30<sup>th</sup> September 2012

S.no	STs Students - class wise															
	class 1		class 2		class 3		class 4		class 5		class 6		class 7		class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	-	-	1	0	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	0	0	2	0	1	1	0	0	0	1	0	0	0	0	1	0
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	1	-	-	1	1	1	0	0	0
11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-
13.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>

**Note:** The Serial Nos. 1-20 in Column 1 indicates Name of Schools Given in List of Schools, mentioned in Chapter-I on Page 6.