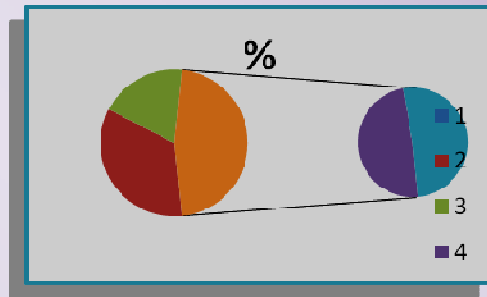


DISE 2011-2012



Report on

5% POST ENUMERATION SURVEY LAKSHADWEEP

Month of Survey

May-June 2012

Submitted to

State Project Director
Lakshadweep Sarva Shiksha Abhiyan
U.T. of Lakshadweep, Kavaratti

Submitted by

Badeeuddin Thangal U.P.
Lecturer (TE) in Zoology
District Institute of Education and Training
U.T. of Lakshadweep, Kavaratti.

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ABBREVIATIONS

DPEP	: District Primary Education Programme
MHRD	: Ministry of Human Resource Development
NIEPA	: National Institute of Educational Planning and Administration
NUEPA	: National University of Educational Planning and Administration
UNICEF	: United Nations International Children's Emergency Fund
DCF	: Data Capture Formats
DISE	: District Information System of Education
PES	: Post Enumeration Survey
LSSASMA	: Lakshadweep Sarva Shiksha Abhiyan State Mission Authority
BRC	: Block Resource Centres
CRC	: Cluster Resource Centre
SSA	: Sarva Shiksha Abhiyan
HM	: Headmaster
RTE	: The Right to Education
CWSN	: Children with Special Need
PTR	: Pupil Teacher Ratio

Executive Summary

The Government of India realized the non-negotiable requirement of a sound information base for planning and monitoring of educational projects during the inception stage of DPEP in late 1994. Accordingly, NUEPA developed the core Data Capture Formats (DCF) and software for implementation of the system at district level and the software named as District Information System of Education (DISE) was released during the middle of 1995. It is a system for scientific collection of data related to schools. DISE data is collected from each school for 1st to 8th class in the whole of the State on regular basis every year by 30th September.

To ensure its consistency and accuracy it has been decided to have a sample checking of DISE Data on 5% basis to avoid discrepancies and to provide corrective measures to help in improving the quality of data being collected. That is why it has been made mandatory for all states to get DISE data sample checked by an agency immediately after DISE data collection. This survey is termed as Post Enumeration Survey (PES).

In pursuance with the move of NUEPA, the Sarva Shiksha Abhiyan, Union Territory of Lakshadweep also distributed the DCF to all schools and collected the DISE data. . State Project Director, Lakshadweep Sarva Shiksha Abhiyan State Mission Authority (LSSASMA) has directed the investigator, appointed for Post Enumeration Survey, to conduct the survey for 5% random sample checking of DISE 2011-2012 data after visiting minimum three islands among Laccadives and Amindivi group of Islands.

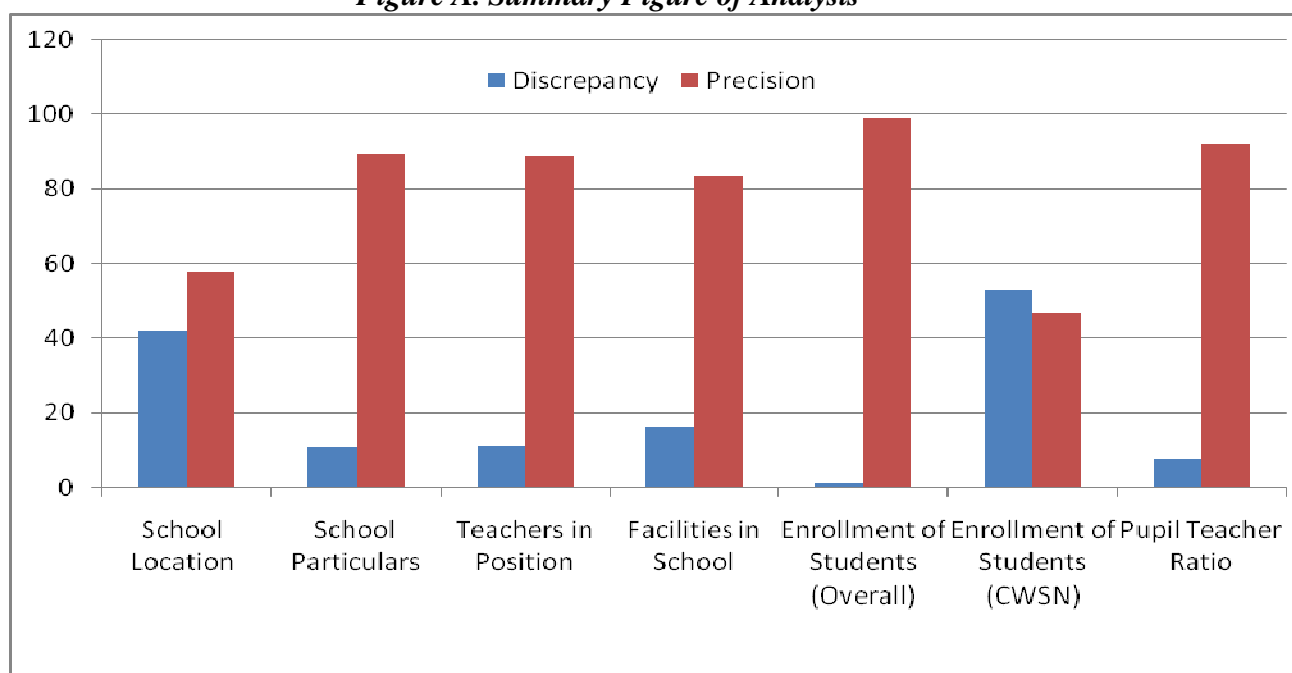
The investigator visited three islands personally and collected data through the special DCF for the 5% Post Enumeration Survey (PES). The data collected through both the DCF viz, DCF for

DISE and DCF for 5% PES were tabulated and computerised using Microsoft Office Excel 2003 for analysis and interpretation. The analysis was made in a scientific way by calculating the discrepancies and precisions by using the descriptive statistics such as average and percentage. The graphs were plot for easy interpretation and understanding of findings. The summary of analysis is given in the following Table A and Figure A.

Table A. Summary Table of Analysis

Sl. No.	Institution Particulars	Discrepancy (%)	Precision (%)
1	School Location	42.11	57.89
2	School Particulars	10.53	89.47
3	Teachers in Position	11.14	88.86
4	Facilities in School	16.32	83.68
5	Enrollment of Students (Overall)	0.99	99.01
6	Enrollment of Students (CWSN)	53.12	46.88
7	Pupil Teacher Ratio	7.69	92.31

Figure A. Summary Figure of Analysis



Observations and Findings

The scientific and thorough analysis and interpretation of data collected for the study brought out the following conclusions.

- The school code given in DISE DCF matches with that given in DCF of PES. But some schools were not able to give DISE school code which increased the discrepancy to 42.11%
- The average discrepancy with respect to the school particulars is 10.53%. Therefore it is inferred that the discrepancy is slightly higher than the permissible level ie. 10%
- The grand total discrepancy with regard to Staff Details is found as 11.14% which is higher than the permissible limit (10%) of discrepancy between DISE and PES.
- In many of the details with regards to facilities in schools, the discrepancy is zero. It indicates the 100% accuracy in data. But in some cases, such as condition of classroom and number of computers in good condition, the discrepancy is very high ie, 42.11 and 57.89 respectively. It is far above the permissible limit of discrepancy.
- All the three islands showed a negligible level of discrepancy with regard to enrollment of Students except in the case of CWSN. The discrepancy in the enrollment of CWSN is between 30% and 65%.
- The Pupil Teacher Ratio in Lakshadweep is very low as 1:13 ie, one teacher for every 13 students. It indicates that the number of teachers in schools is more than double the requirements.
- The initial reaction and response was quite positive in almost all the schools. The maintenance of record is also good but still an improvement in this area is suggested.

Suggestions for improving the System

- The proper orientation about the scope and use of District Information System of Education (DISE) data for 5-6 senior most teachers may be ensured prior to the distribution of DISE DCF.

Main Report

1. Introduction

The Government of India realized the non-negotiable requirement of a sound information base for planning and monitoring of educational projects during the inception stage of District Primary Education Programme (DPEP) in 1994. The educational statistics collected by the states under the guidance of MHRD were not only inadequate but also characterized by inordinate delay. Accordingly, NIEPA took up this as a challenge and accepted the responsibility for designing and implementing such a system for primary education.

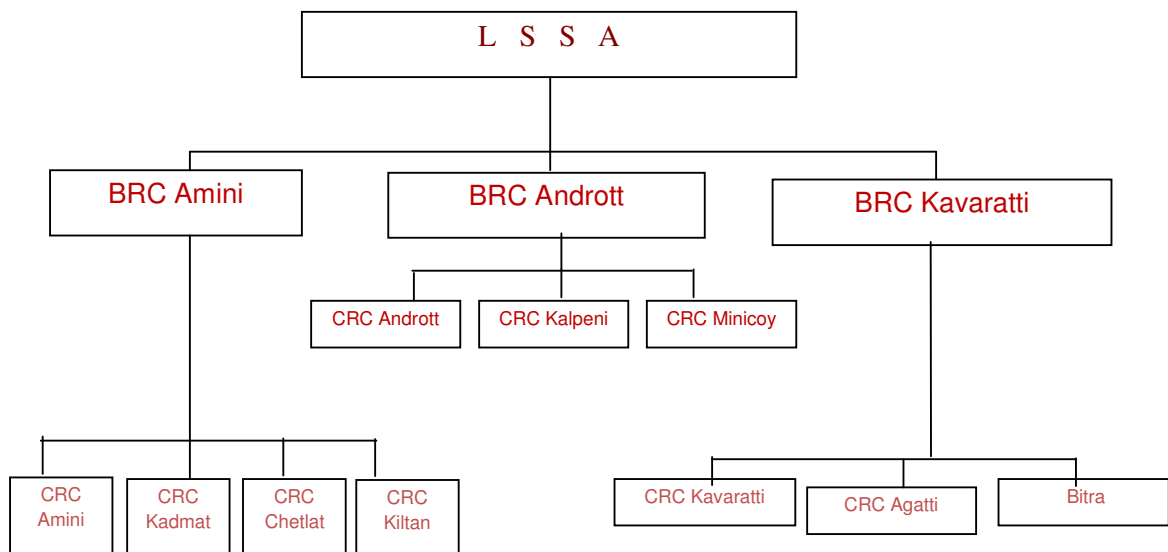
The task of developing a school based statistical system was initiated by NIEPA (now known as NUEPA) during 1995 with the financial assistance from UNICEF. NUEPA developed the core Data Capture Formats (DCF) and software for implementation of the system at district level. The first version of the software named as District Information System of Education (DISE) was released during the middle of 1995. It is a system for scientific collection of data related to schools. The system collects detailed data through Data Capture Format (DCF) about school location, management, teachers, school infrastructure, enrolment, differently able children etc. DISE data is collected from each school for 1st to 8th class in the whole State on regular basis every year by 30th September and these DCFs are filled by Principal/Head Teacher/Senior Teacher in charge of Head Teacher of the school concerned.

In addition to the DISE, many mechanisms for data validation and quality control of school statistics were also introduced. First, to ensure its consistency and accuracy it has been decided to have a sample checking of DISE Data on 5% basis to avoid discrepancies and to provide corrective measures to help in improving the quality of data being collected. That is why it has been made mandatory for all states to get DISE data sample checked by an agency immediately after DISE data collection. This survey is termed as Post Enumeration Survey (PES). A special Data Capture Format is developed for PES. *(Source: Official website of DISE ie, www.dise.in)*

In pursuance with the move of NUEPA, the Sarva Shiksha Abhiyan, Union Territory of Lakshadweep also distributed the DCF to all schools and collected the DISE data. State Project Director, Lakshadweep Sarva Shiksha Abhiyan State Mission Authority (LSSASMA) has directed the investigator, appointed for Post Enumeration Survey, to conduct the survey for 5% random sample checking of DISE 2011-2012 data after visiting minimum three islands among Laccadives and Amindivi group of Islands.

Lakshadweep is a union territory consisting of 27 islands, scattered in the Arabian Sea, of which 11 are inhabited namely Agatti, Amini, Andrott, Bangaram, Bitra, Chetlat, Kadmat, Kalpeni, Kavaratti, Kiltan and Minicoy. There are 46 Schools in 10 inhabited islands (Bangaram does not have educational institutions) of which 42 are having elementary classes (Class I-VIII). The list of Schools in Lakshadweep is given as Annexure 1. These schools are distributed under three Block Resource Centres (BRCs) namely Amini (Amini, Chetlat, Kadmat and Kiltan), Androth (Androth, Kalpeni and Minicoy) and Kavaratti (Agatti, Bitra and Kavaratti). Each island has one Cluster Resource Centre (CRC). These BRCs and CRCs are under the control of the Sarva Shiksha Abhiyan (SSA). The structural organisation of Lakshadweep Sarva Shiksha Abhiyan is given in figure 1.1

Figure 1.1 The Structural Organisation of Lakshadweep Sarva Shiksha Abhiyan



2. Methodology

2.1 Main objectives

The main objectives of the sample checking exercise were:

- To verify the accuracy of DISE data being collected in the state
- To identify the gaps/weaknesses and suggest appropriate remedial measures for strengthening the system.

2.2 Sample selection

The investigator has been directed to conduct 5% random sample checking survey of DISE 2011-2012 data after visiting minimum three islands among Laccadives and Amindivi group of Islands. The investigator has randomly selected three islands by taking lot namely Agatti, Androth and Kavaratti. The sample checking survey was carried out in all the elementary schools of these three islands.

Table 2.1- Category wise number of schools in Lakshadweep for the year 2012-13

Island	No. of Schools by Category							Total
	Primary only	Primary with Upper Primary	Primary with Upper Primary, Secondary & Senior Secondary	Upper Primary only	Upper Primary with Secondary & Senior Secondary	Secondary with Senior Secondary	Senior Secondary only	
Agathi	3	-	-	1	1	-	-	5
Amini	4	-	-	1	1	-	-	6
Androth	4	3	1	-	1	-	1	10
Bitra	-	1	-	-	-	-	-	1
Chetlat	1	-	-	-	1	-	-	2
Kadmat	3	1	-	-	1	-	1	6
Kalpeni	1	1	-	-	-	1	-	3
Kavaratti	3	-	1	-	1	-	-	5
Kiltan	2	1	-	-	1	-	-	4
Minicoy	2	1	-	-	1	-	-	4
Category wise Total	23	8	2	2	8	1	2	46
Grand Total								46

Table 2.2- Category wise number of schools selected for 5% Post Enumeration Survey 2012-13

Island	No. of Schools by Category					Total
	Primary only	Primary with Upper Primary	Primary with Upper Primary, Secondary & Senior Secondary	Upper Primary only	Upper Primary with Secondary & Senior Secondary	
Agathi	3	-	-	1	1	5
Androth	4	3	1	-	1	9
Kavaratti	3	-	1	-	1	5
Category wise Total	10	3	2	1	3	19
Grand Total						19

2.3 Tool Used

The investigator has collected the data by using a special data collection format for the purpose of sample checking from the official website www.dise.in, which has been given in annexure III and IV of this report. The investigator was directed to use the said format. Moreover, the investigator has been provided with the filled in DISE Data Capture Format of selected schools from the State Project Office SSA, Lakshadweep for the purpose of comparing with the data captured through special data capture format for Post Enumeration Survey (PES).

2.4 Data Collection

The investigator has visited three islands personally to all of the schools in three selected islands. The information was collected through interviews with Principal/HM/Acting HM by using the special DCF for the 5% Post Enumeration Survey (PES). In some schools, the Principal asked the investigator to meet CRC co-coordinator for getting data. The data collected through the DCF of DISE were provided from the State Project Office of Sarva Shiksha Abhiyan.

3. Analysis and Interpretation

The data collected through the DCF for 5% PES by the investigator and the data collected through DCF for DISE by SSA were tabulated and computerised using Microsoft Office Excel 2003 for analysis and interpretation. The analysis was made in a scientific way by calculating the discrepancies and precisions (school wise, island wise and whole) by using the descriptive statistics such as average and percentage by using the following formula,.

$$\% \text{ of Discrepancy} = \frac{\text{No. of Schools shown discrepancy}}{\text{Total No. of Schools}} \times 100$$

$$\% \text{ of Precision} = 100 - \frac{\text{No. of Schools shown discrepancy}}{\text{Total No. of Schools}} \times 100$$

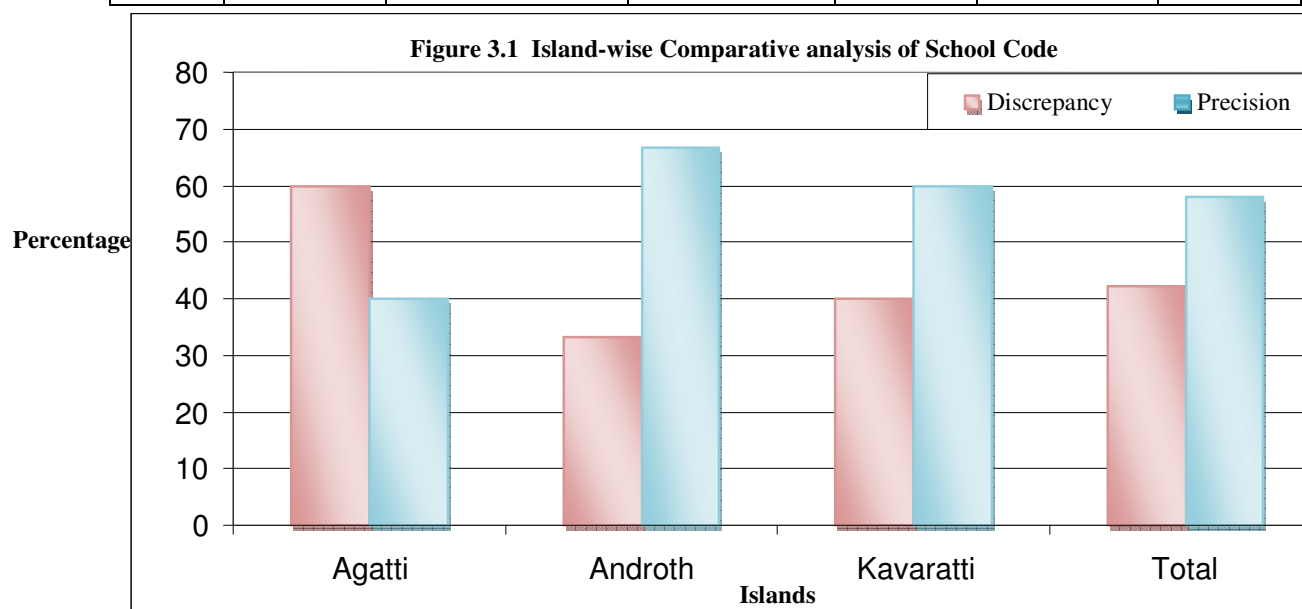
The investigator made a comparative analysis of DISE data with PES data such as School Location Particulars, School Particulars, Staff Details, Facilities in School, Enrolment of students (social category wise), Disable students etc. The detailed analysis is as given in the following paragraphs. The tables were drawn and graphs were plot for easy interpretation and understanding of findings.

3.1 School Location Particulars

Every schools in the country are provided with unique school codes for entering data in the District Information System of Education (DISE) data base. This section of the tool for PES contains Village name/Ward No., Block/ Muncipal Name, DISE school code. The details are given in Table-3.1

Table 3.1 – Island- wise Comparative analysis of Data regarding School Location Particulars.

Information Collected		Available in PES Data but doesn't match with DISE Data	Available in PES Data matches DISE Data	Not Available in PES Data	Discrepancy %	Precision %
Village Name		0	19	0	00.00	100.00
School Code	Agatti	0	2	3	60.00	40.00
	Androth	0	6	3	33.33	66.67
	Kavaratti	0	3	2	40.00	60.00
	Total	0	11	8	42.11	57.89



The school code given in DCF of DISE matches with that given in DCF of PES. But some schools were not able to give DISE school code which increased the discrepancy to 42.11% and that is far higher than the permissible limit of discrepancy of 10%.

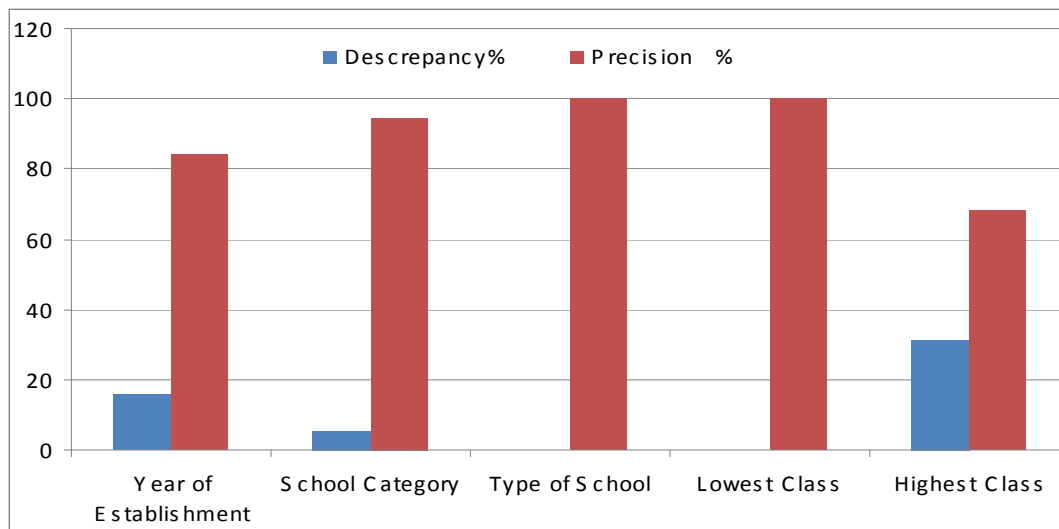
3.2 School Particulars

In this section certain specific information were asked about school particulars such as year of establishment, type of school, lowest class and highest class. A comparative analysis of the DISE and PES data regarding school particulars has been done and presented in Table 2.4.

Table 3.2 - Comparative analysis of data regarding School Particulars

Information Collected		Available in PES Data but doesn't match with DISE Data	Available in PES Data match with DISE Data	Not Available in PES Data	Descrrepancy %	Precision %
Year of Establishment	Agatti	1	4	0	25	75
	Androth	1	8	0	11.11	88.89
	Kavaratti	0	4	1	25	75
	Total	2	16	1	15.79	84.21
School Category	Agatti	0	5	0	0	100
	Androth	1	8	0	11.11	88.89
	Kavaratti	0	5	0	0	100
	Total	1	18	0	5.26	94.74
Type of School	Agatti	0	5	0	0	100
	Androth	0	9	0	0	100
	Kavaratti	0	5	0	0	100
	Total	0	19	0	0	100
Lowest Class	Agatti	0	5	0	0	100
	Androth	0	9	0	0	100
	Kavaratti	0	5	0	0	100
	Total	0	19	0	0	100
Highest Class	Agatti	1	4	0	25	75
	Androth	3	6	0	33.33	66.67
	Kavaratti	2	3	0	40	60
	Total	6	13	0	31.58	68.42
Average					10.53	89.47

Figure 3.2 - Comparative analysis of data regarding School Particulars



The above table and figure reveals that the average discrepancy with respect to the school particulars is 10.53%. Therefore it is inferred that the discrepancy is slightly higher than the permissible level ie. 10%

3.4 Staff Details

The number of teachers and other human resources play an important role in the development of a school. The number of teachers in position is enumerated and compared with DISE data. The details are given in Table No. 3.3

Table 3.3 - Island-wise comparative analysis of data regarding "Teachers in position":

Teachers		No. of Teachers as per DISE	No. of Teachers as per PES	Difference in No. of Teachers	Descrrepancy	Precision
					%	%
Agatti	Male	41	49	8	16.33	83.67
	Female	35	39	4	10.26	89.74
	Total	76	88	12	13.64	86.36
Androth	Male	85	96	11	11.46	88.54
	Female	43	61	18	29.51	70.49
	Total	128	157	29	18.47	81.53
Kavaratti	Male	54	48	6	11.11	88.89
	Female	77	74	3	3.896	96.1
	Total	131	122	9	6.87	93.13
Grand Total		335	367	32	8.72	91.28

Figure 3.3 - Island-wise comparative analysis of data regarding "Teachers in position":

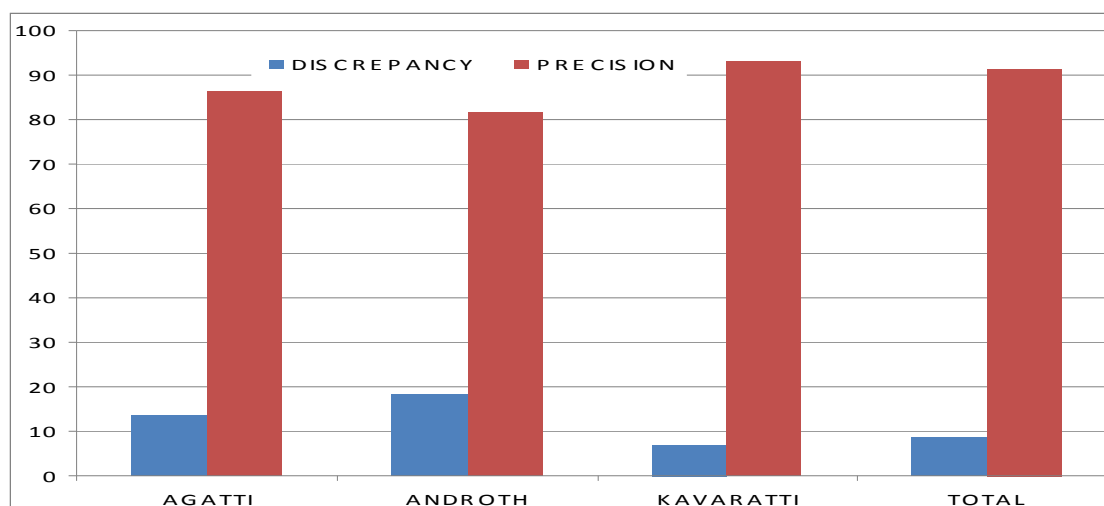
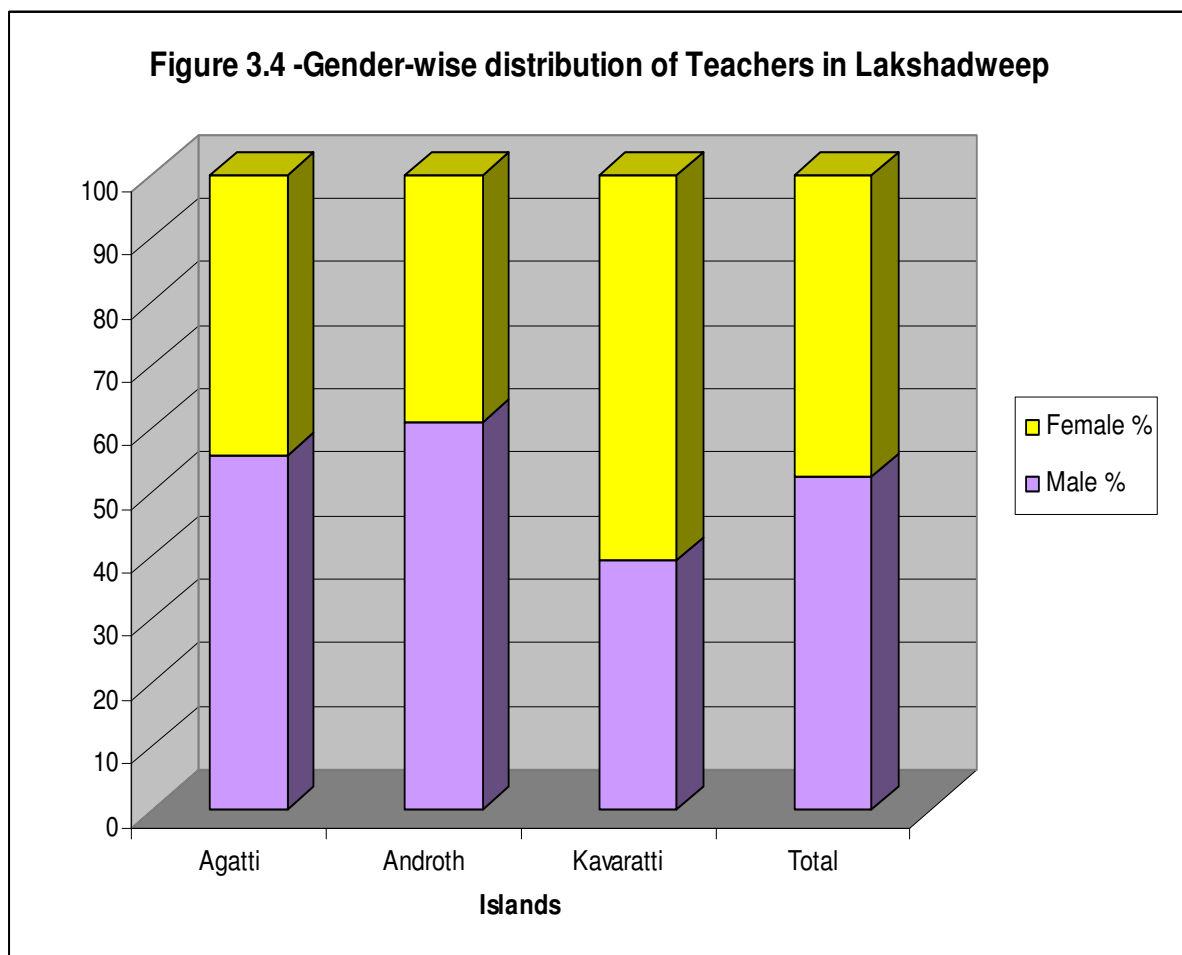


Figure 3.4 -Gender-wise distribution of Teachers in Lakshadweep



The above table and Figure No. 3.3 reveals that the grand total discrepancy with regard to Staff Details is found as 8.72% which is lesser than the permissible limit (10%) of discrepancy between DISE and PES.

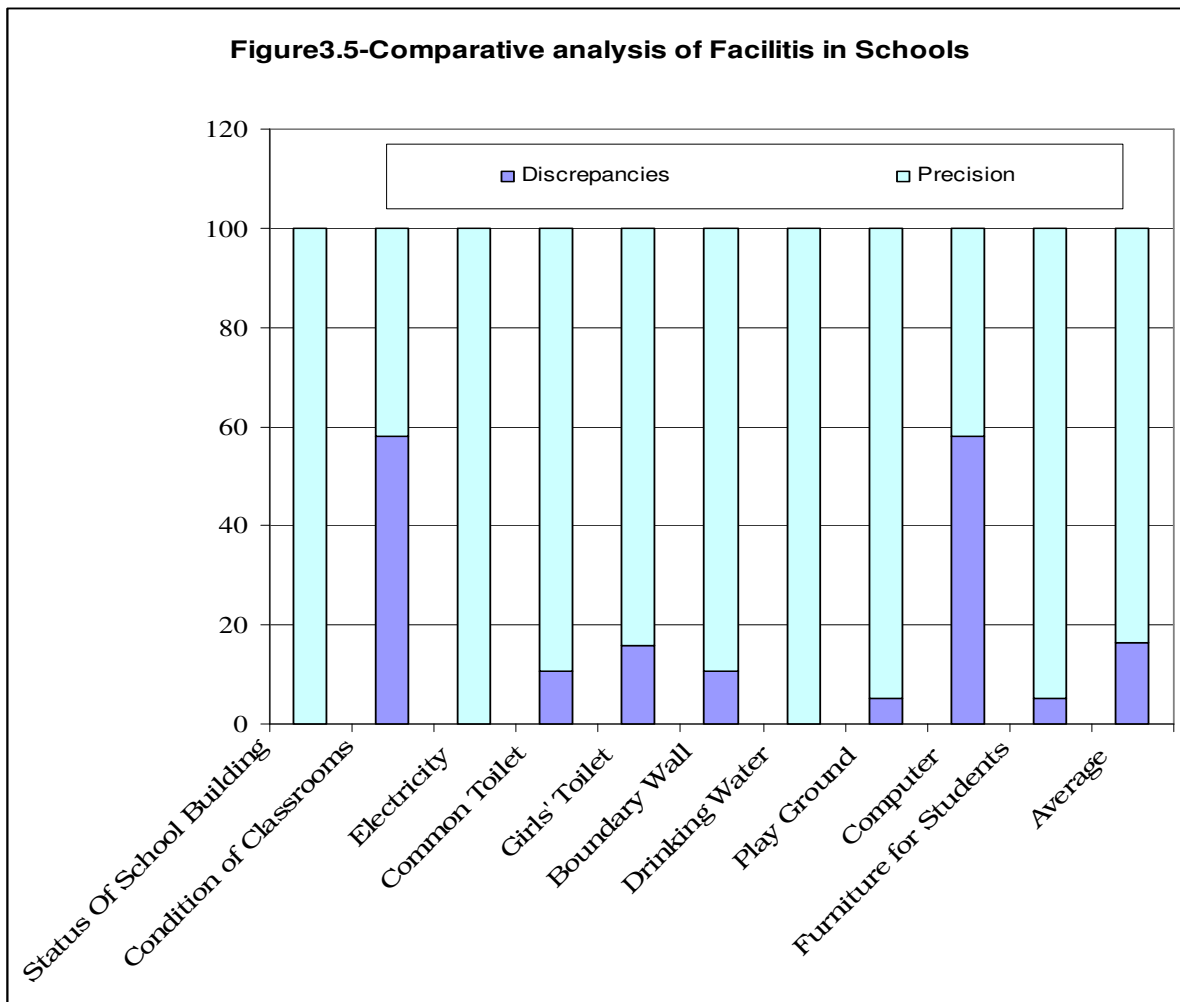
The figure 3.4 reveals that the total male and female teachers in Lakshadweep are almost equal but in Kavaratti the percentage of female teacher are significantly high.

3.5 Facilities in School

This area of the tool contain status of school building, condition of class room, electricity, toilet (common/girls'), boundary wall, drinking water, play ground, computers and furniture for students. The details is given in table 2.6

Table 3.4 - Comparative analysis of data regarding "Facilities in School":

Information Collected		Available in PES Data but doesn't match with DISE Data	Available in PES Data match with DISE Data	Discrepancy(%)	Precision(%)
Status Of School Building	Agatti	0	5	0	100
	Androth	0	9	0	100
	Kavaratti	0	5	0	100
	Total	0	19	0	100
Condition of Classrooms	Agatti	4	1	80	20
	Androth	4	5	44.44	55.56
	Kavaratti	3	2	60	40
	Total	11	8	57.89	42.11
Electricity	Agatti	0	5	0	100
	Androth	0	9	0	100
	Kavaratti	0	5	0	100
	Total	0	19	0	100
Common Toilet	Agatti	0	5	0	100
	Androth	2	7	22.22	77.78
	Kavaratti	0	5	0	100
	Total	2	17	10.53	89.47
Girls' Toilet	Agatti	1	4	20	80
	Androth	2	7	22.22	77.78
	Kavaratti	0	5	0	100
	Total	3	16	15.79	84.21
Boundary Wall	Agatti	1	4	20	80
	Androth	1	8	11.11	88.89
	Kavaratti	0	5	0	100
	Total	2	17	10.53	89.47
Drinking Water	Agatti	0	5	0	100
	Androth	0	9	0	100
	Kavaratti	0	5	0	100
	Total	0	19	0	100
Play Ground	Agatti	0	5	0	100
	Androth	0	9	0	100
	Kavaratti	1	4	20	80
	Total	1	18	5.26	94.74
Computer	Agatti	1	4	20	80
	Androth	6	3	66.67	33.33
	Kavaratti	4	1	80	20
	Total	11	8	57.89	42.11
Furniture for Students	Agatti	0	5	0	100
	Androth	0	9	0	100
	Kavaratti	1	4	20	80
	Total	1	18	5.26	94.74
Average				16.32	83.68



In many of the details with regards to facilities in schools, the discrepancy is zero. It indicates the 100% accuracy in data. But in some cases, such as condition of classroom and number of computers are in good condition, the discrepancy is very high ie, 42.11 and 57.89 respectively. It is far above the permissible limit of discrepancy.

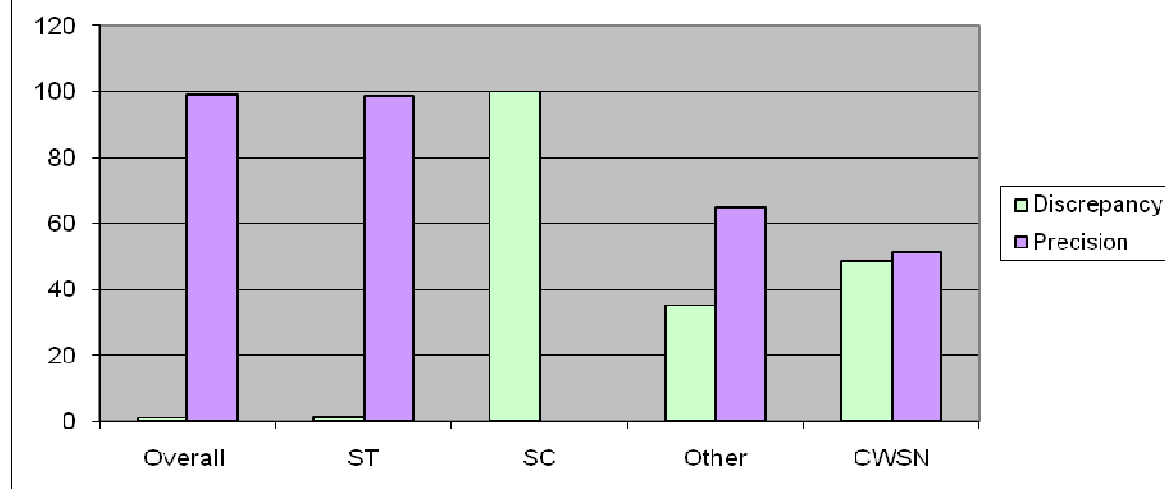
3.6 Students Enrollment.

As per RTE Act 2009, it is the responsibility of school authority, government and local bodies to ensure the access and the enrollment of all the students of age group 6-14 in the nearby schools. This section of the study deals with the category-wise enrollment of the students in schools.

Table 3.5 - Category-wise comparative analysis of data regarding "Enrollment of Students":

Enrollment		DISE	PES	Difference	Discrepancy	Precision
Agatti (5Schools)	Overall	1283	1272	11	0.86	99.14
	Boys	620	610	10	1.61	98.39
	Girls	663	662	1	0.15	99.85
	ST	1266	1256	10	0.79	99.21
	SC	0	0	0	0	100
	Other	17	16	1	5.88	94.12
	CWSN	70	47	23	32.86	67.14
Androth (9 Schools)	Overall	1916	1881	35	1.83	98.17
	Boys	920	904	16	1.74	98.26
	Girls	996	977	19	1.91	98.09
	ST	1915	1863	52	2.72	97.28
	SC	0	1	1	100	0
	Other	1	17	16	94.12	5.88
	CWSN	50	18	32	64	36
Kavaratti (5 Schools)	Overall	1464	1460	4	0.27	99.73
	Boys	734	773	39	5.05	94.95
	Girls	730	687	43	5.89	94.11
	ST	1449	1442	7	0.48	99.52
	SC	0	0	0	0	0
	Other	15	18	3	16.67	83.33
	CWSN	24	9	15	62.5	37.5
TOTAL	Overall	4663	4613	50	1.07	98.93
	Boys	2274	2287	65	2.86	100.57
	Girls	2389	2326	63	2.64	97.36
	ST	4630	4561	69	1.49	98.51
	SC	0	1	1	100	0
	Other	33	51	18	35.29	64.71
	CWSN	144	74	70	48.61	51.39

Figure 3.6-Category-wise Comparative analysis of Students' Enrolment



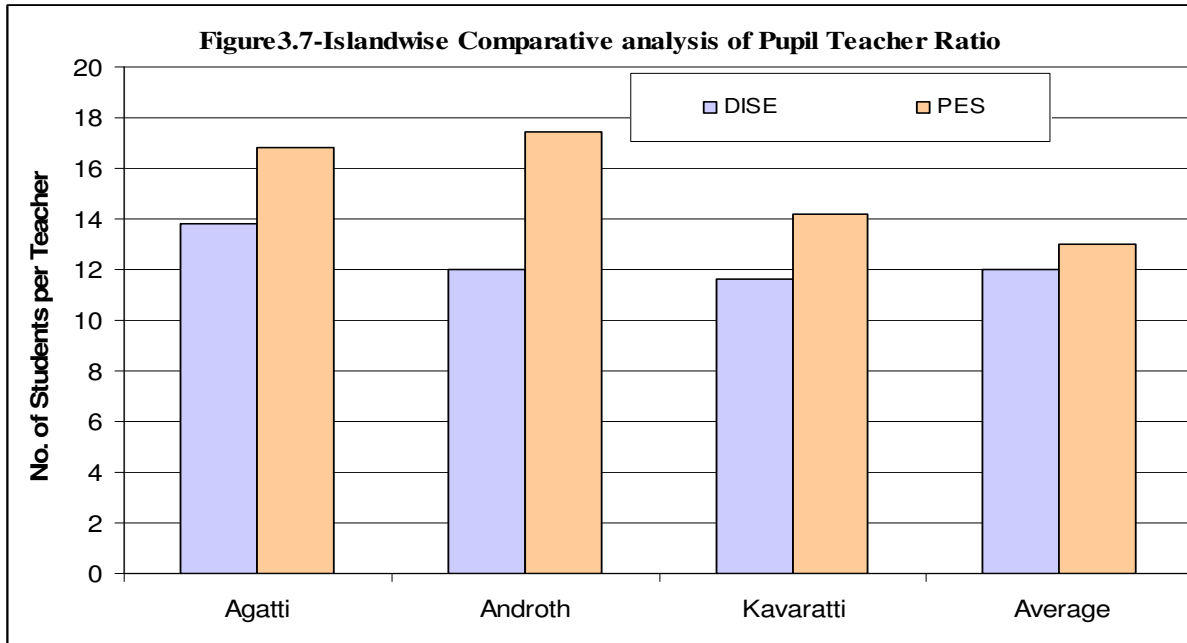
The above table reveals that all the three islands showed a negligible level of discrepancy with regard to enrollment of Students except in the case of CWSN. The discrepancy in the enrollment of CWSN is between 30% and 65 %. Lack of interest from the part of teachers concerned might be reason for this much discrepancy.

3.7 Pupil Teacher Ratio School wise.

The Right to Education (RTE) Act 2009 emphasised the importance of maintaining the Pupil Teacher Ratio (PTR) at elementary schools. As per RTE norms the PTR is 1:30 (one teacher for every 30 students) in primary classes and 1:35 (one teacher for every 35 students) in upper primary classes.

Table 3.6 - Island-wise comparative analysis of data regarding "Pupil Teacher Ratio":

Islands	School Code	DISE			PES			Difference	PTR Discrepancy (%)	PTR Precision (%)
		Total No. of Students	Total No of Teachers	PTR (No. of Students per Teacher)	No. of Students	No of Teachers	PTR (No. of Students per Teacher)			
AGATTI	100201	245	15	16	236	13	18	2	0	100
	100202	217	17	13	217	13	17	4	23.53	76.5
	100203	299	17	18	299	14	21	3	14.29	85.7
	100204	375	25	15	375	17	22	7	31.82	68.2
	100205	147	22	7	145	23	6	1	14.29	85.7
ANDROTH	300101	289	32	9	286	14	20	1	55	45
	300102	222	16	14	224	8	28	1	50	50
	300103	141	12	12	143	8	18	6	33.33	66.7
	300104	243	18	14	208	13	16	2	12.5	87.5
	300105	292	33	9	287	23	12	3	25	75
	300106	308	40	8	313	41	8	0	0	100
	300107	279	15	19	277	14	20	1	5	95
	300108	97	8	12	98	8	12	0	0	100
	300109	45	4	11	45	2	23	1	52.17	47.8
KAVARATTI	100101	190	18	11	190	17	11	0	0	100
	100102	151	11	14	148	10	15	1	6.67	93.3
	100103	399	28	14	420	14	30	1	53.33	46.7
	100104	600	47	13	539	47	11	2	18.18	81.8
	100105	124	20	6	163	45	4	2	50	50
Total	4663	398	12	4613	344	13	1	7.69	92.31	



The above table and graph shows that the PTR in Lakshadweep is very low as 1:13 ie, one teacher for every 13 students. It indicates that the number of teachers in schools is almost double the requirements. When comparing DISE data with PES data, the discrepancy is negligible which means that the data established the consistency.

3.8. Investigator's Feedback

In this section, I am including my observations regarding records maintained by the school, its condition, initial reaction and response from where we obtained information. In majority of schools data is collected from Principal/Headmasters. But in some schools, the information was collected from senior most teachers available in the school as Principal/Head-Teacher was not available in the school.

3.8.1. Initial Reaction of Principal/Head-Teacher

The initial reaction of Principals/Headmasters/Senior most teachers available are given in table number 4.1 below.

Table No.3.7 - Initial Reaction of Principal/Head Teacher

Attributes	Category of Responses from the School				
	Very Good (No. of Schools)	Good (No. of Schools)	Average (No. of Schools)	Poor (No. of Schools)	Very Poor (No. of Schools)
Initial Reactin of Principal/HM	11	6	2	0	0
Availability of Records	3	10	5	1	0

From the above table it is clear that the initial reaction and response was quite positive in almost all the schools. The maintenance of record is also good but still an improvement in this area is suggested.

3.8.2 Details of availability of Reregister and Records

This section is for discussing the attributes of good Principal/Headmaster. A good Principal/Headmaster will be able to give all the details pertaining to the students from a single register. All the registers and records will be readily available with him.

Table No. 3.8 - Details of availability of Reregister and Records

Attributes	YES		NO	
	No. of Schools	%	No. of Schools	%
Able to give Enrollment and other Details from Single Register	1	5.26	18	94.74
Availability of School Report Card	6	31.58	13	68.42
Availability of Copy of DISE DCF	12	63.16	7	36.84
Availability of Display Board	12	63.16	7	36.84

The above table reveals that around 95% of schools were not able to give the enrollment and other details from a single register. The School Report Cards were not available with majority of the schools. The DISE DCF and Display Board were available in 60% of the schools.

4. Observations and Findings

- The school code given in DISE DCF matches with that given in DCF of PES. But some schools were not able to give DISE school code which increased the discrepancy to 42.11%
- The average discrepancy with respect to the school particulars is 10.53%. Therefore it is inferred that the discrepancy is slightly higher than the permissible level ie. 10%
- The grand total discrepancy with regard to Staff Details is found as 11.14% which is higher than the permissible limit (10%) of discrepancy between DISE and PES.
- In many of the details with regards to facilities in schools, the discrepancy is zero. It indicates the 100% accuracy in data. But in some cases, such as condition of classroom and number of computers in good condition, the discrepancy is very high ie, 42.11 and 57.89 respectively. It is far above the permissible limit of discrepancy.
- All the three islands showed a negligible level of discrepancy with regard to enrollment of Students except in the case of CWSN. The discrepancy in the enrollment of CWSN is between 30% and 65%.
- The Pupil Teacher Ratio in Lakshadweep is very low as 1:13 ie, one teacher for every 13 students. It indicates that the number of teachers in schools is more than double the requirements.
- The initial reaction and response was quite positive in almost all the schools. The maintenance of record is also good but still an improvement in this area is suggested
- Around 95% of schools were not able to give the enrollment and other details from a single register. The School Report Card was not available in majority of the schools. The DISE DCF and Display Board were available in 60% of the schools.

5. Suggestions and Recommendations

Visiting the schools for 5% Post Enumeration Survey 2011-2012 was a good experience to the investigator. The investigator went to every school with open mind and shared all the concerns, problems and, obviously, required data from the school. This trip provided the investigator a broad picture about the whole system, implementation of different schemes, teacher's training and its impact on daily school schedule and other aspects concerning with the school administration. This visit also provided the opportunity to observe the whole proceedings of the school. While scrutinizing the whole process of data collection of DISE particularly on the basis of analysis of DISE formats of 5% sample schools, the following suggestions are offered to make the data collection process more effective, reliable and error free. The suggestions and recommendations are as under.

- The proper orientation about the scope and use of District Information System of Education (DISE) data for 5-6 senior most teachers may be ensured prior to the distribution of DISE DCF.
- The purpose and objectives of the data collection should always be precise and clear, not only in the minds of those who plan for these surveys but also in the minds of respondents of survey well before the launch of the study. The Principals/Headmaster of the School must be given orientations on the purpose of DISE data collection.
- During survey it was observed that major deviations are due to conceptual error made during filling up few needed information in DISE format by the school head master/ teacher concerned. It is suggested that proper training should be given for conceptual clarity.
- In most of the schools the investigator observed that Principals/Headmasters were not aware about the purpose and importance of the information they provided. So it is strongly recommended again that they should be informed about the need, importance and utility of the DISE data which would definitely motivate them to respond precisely and reliably.

ANNEXURE-I

**DETAILS OF PRIMARY SCHOOLS/UPPER PRIMARY SCHOOLS IN
LAKSHADWEEP FOR THE YEAR 2012-13**

Sl.No	Island	Name of School	Remarks
1	AMINI	GJBS(N)	Primary School only
2		GJBS(S)	Primary School only
3		GJBS(C)	Primary School only
4		GJBS(NW)	Primary School only
5		SBS	Upper Primary School
6		GSSS	Secondary with Senior Secondary
7	ANDROTT	GJBS(Moola)	Primary School only
8		GJBS(C)	Primary School only
9		GJBS(Ch)	Primary School with Upper Primary
10		GJBS(M)	Primary School only
11		GJBS(Unda)	Primary School only
12		GSBS(K)	Primary School with Upper Primary
13		SBS(P)	Primary School with Upper Primary
14		GGHS	Primary with Upper Primary, Secondary & Senior Secondary
15		GHS	Upper Primary with Secondary
16	MGSSS	Senior Secondary	
17	AGATTI	GJBS(S)	Primary School only
18		GJBS(N)	Primary School only
19		GJBS(C)	Primary School only
20		GSBS	Upper Primary School
21		GSSS	Secondary with Senior Secondary
22	BITRA	GSBS	Primary with Upper Primary
23	CHETLAT	GJBS	Primary School only
24		GSSS	Upper Primary with Secondary & Senior Secondary
25	KADMATT	GJBS(S)	Primary School only
26		GJBS(N)	Primary School only
27		GJBS(c)	Primary School only
28		GSBS	Primary School with Upper Primary
29		GHS	Upper Primary with Secondary
30		JNSS	Senior Secondary only
31	KALPENI	GJBS	Primary School only
32		GSBS	Primary School with Upper Primary
33		GSSS	Senior Secondary School

34	KAVARATTI	GJBS(N)	Primary School with Upper Primary
35		GJBS(E)	Primary School with Upper Primary
36		GSBS	Primary School with Upper Primary
37		GGSSS	Primary School with Upper Primary, Secondary & Senior Secondary
38		GSSS	Upper Primary, Secondary & Senior Secondary
39	KILTAN	GJBS	Primary School only
40		GJBS(N)	Primary School only
41		GSBS	Primary School with Upper Primary
42		GSSS	Upper Primary with Secondary & Senior Secondary
43	MINICOY	GJBS	Primary School only
44		GJBS(C)	Primary School only
45		GSBS	Primary School with Upper Primary
46		GSSS	Upper Primary with Secondary & Senior Secondary

ANNEXURE-II

**LIST OF SCHOOLS SELECTED FOR DISE 5% POST ENUMARATION SURVEY
2011-12**

Sl.No.	Island	Name of School	Category
1	ANDROTT(10)	GJBS(Moola)	Primary School only
2		GJBS(C)	Primary School only
3		GJBS(Ch)	Primary School with Upper Primary
4		GJBS(M)	Primary School only
5		GJBS(Unda)	Primary School only
6		GSBS(K)	Primary School with Upper Primary
7		SBS(P)	Primary School with Upper Primary
8		GGHS	Primary with Upper Primary, Secondary & Senior Secondary
9		GHS	Upper Primary with Secondary
10		AGATTI(5)	GJBS(S)
11	GJBS(N)		Primary School only
12	GJBS(C)		Primary School only
13	GSBS		Upper Primary School
14	GSSS		Secondary with Senior Secondary
15	KAVARATTI(5)	GJBS(N)	Primary School with Upper Primary
16		GJBS(E)	Primary School with Upper Primary
17		GSBS	Primary School with Upper Primary
18		GGSSS	Primary with Upper Primary, Secondary & Senior Secondary
19		GSSS	Upper Primary, Secondary & Senior Secondary

**District Information System for Education
(School Information Schedule)**

School Code:

Academic Year: -

A. School Particulars

1. School name: _____

2. School located in Rural area or Urban area [*Rural = 1, Urban=2*]

3. Habitation name (for rural area)/Mohalla or equivalent urban unit for planning (urban area) _____

4. Village name (Rural Area) /Ward No. (Urban Area) _____

5. Pin code

6. Village Panchayat name (Rural areas only) _____

7. Name of Cluster Resource Centre (CRC) _____

8. Revenue Block/Mandal/Taluka name* _____

9. Educational Block/Mandal/Taluka name* _____

10. Assembly Constituency* _____

11. Municipality (if applicable)* _____ 12. City (if applicable)* _____

13. Geographical Information of the school, if available

a) Latitude ° ' N

b) Longitude ° ' E

14. Phone / Mobile No.

STD code

Landline No.

Mobile No.

(i) Office/Head of School -

(ii) Respondent -

15. Distance of school in Kms.

a) From Block Resource Center (BRC)

b) From Cluster Resource Center (CRC)

16. Whether school is approachable by all weather roads? [*Yes=1, No=2*]

17. Year of establishment of school

18. Year of recognition of school, if recognized

18a. Year of upgradation from Primary to Upper Primary (if applicable)

19. Type of school [*Boys = 1, Girls = 2, Co-educational = 3*]

20. School category

[*Primary=1, Primary with Upper Primary=2, Primary with upper primary and secondary/higher secondary =3, Upper Primary only =4, Upper Primary with secondary/higher secondary =5*]

21. Managed by (School Management)

[*Department of Education = 1, Tribal/Social Welfare Department = 2, Local body = 3, Pvt. Aided = 4, Pvt. Unaided = 5, others = 6, Central Govt. = 7, Unrecognised = 8, Madarsa recognized (by Wakf board/Madarsa Board)=97, Madarsa unrecognized=98*]

22. Lowest class in school

23. Highest Class in school

24. Medium of Instruction a)

b)

c)

d)

[*Assamese = 01, Bengali = 02, Gujarati = 03, Hindi = 04, Kannada = 05, Kashmiri =06, Konkani = 07, Malayalam = 08, Manipuri =09, Marathi = 10, Nepali = 11, Oriya = 12, Punjabi = 13, Sanskrit = 14, Sindhi =15, Tamil =16, Telugu =17, Urdu =18, English =19, Bodo =20, Mising =21, Dogri = 22, Khasi = 23, Garo = 24, Mizo = 25, Bhutia = 26, Lepcha = 27, Limboo = 28, French = 29, Others = 99*]

* To be filled by CRC Coordinator

A (I) School Particulars

1. Pre-primary section (other than Anganwadi) attached to school [Yes = 1, No = 2]
 If yes, a) Total students
 b) Total teachers
2. Anganwadi Centre in or adjacent to school [Yes = 1, No = 2]
 If yes, a) Total students
 b) Total teachers/Anganwadi workers
3. Is the school residential [Yes = 1, No = 2]
 If yes, Type of residential school
- [Ashram (Govt.) =1, Non-Ashram type (Govt.) =2, Others =4, Not Applicable=5, Kasturba Gandhi Balika Vidhyalaya (KGBV) =6]
4. Whether this is a Special school for CWSN? [Yes=1/No=2]
5. Is the school building used as a part of shift school [Yes=1, No=2]
6. Last academic year details
 a) Number of academic inspections b) Number of visits by CRC coordinators
 c) Number of visits by Block Resource Persons d) Number of visits by Resource Teacher for CWSN
7. School funds (last completed financial year) excluding MDM (Not to be filled by unaided schools)

	Receipt (₹)	Expenditure (₹)
a. School Development Grant (under SSA)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b. School Maintenance Grant (Under SSA)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c. TLM/Teachers Grant (Under SSA)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d. Funds from other sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

8. Staff category (furnish details for Primary and upper primary sections only)

	No. of sanctioned posts (if applicable)	Number in- position	
		For Primary	For Upper Primary
a. Teaching Staff (Regular Teachers)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b. Contract Teachers		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
c. Part-time instructor (for upper primary classes)			<input type="checkbox"/> <input type="checkbox"/>
d. Non-teaching Staff			<input type="checkbox"/> <input type="checkbox"/>

9. State Defined Supplementary Variable _____

10. State Defined Supplementary Variable _____

11. State Defined Supplementary Variable _____

12. State Defined Supplementary Variable _____

13. State Defined Supplementary Variable _____

A (ii) School Particulars

1. Details of instructional days and school hours

	Primary level	Upper primary level
Number of instructional days (previous academic year)		
School hours for children (per day) - Number of hours children stay in school (current academic year)		
Teacher working hours (per day) – Number of hours teachers stay in school (current academic year)		

2. Is CCE being implemented in school? [Yes=1, No=2]
- If Yes, a. Are pupil cumulative records being maintained? [Not Applicable=0, Yes=1, No=2]
- b. Are pupil cumulative records shared with parents? [Not Applicable=0, Yes=1, No=2]

3.1 Only for Private unaided schools (provide information for current academic year)

a) Number of children belonging to weaker section or disadvantaged group applied for admission in grade I in current academic year (under 25% quota as per RTE)

b) Number of children enrolled in grade I from weaker section or disadvantaged group (under 25% quota as per RTE)

3.2 Only for Aided schools

a) Percentage of Aid being received from Govt. for elementary education

b) Number of children admitted in grade I (for Free education)

3.3 Only for Govt./ Aided school

Whether School Management Committee (SMC) has been constituted? [Not Applicable=0, Yes=1, No=2]

If yes,

a) Total number of Members in SMC Male Female

b) Number of Parents/Guardians members Male Female

c) Number of representatives/ nominee from local authority Male Female

d) Number of meetings held by SMC during the previous academic year

e) Whether SMC Prepare the School Development Plan [Not Applicable=0, Yes=1, No=2]

f) Whether record of children being maintained as per RTE [Not Applicable=0, Yes=1, No=2]

g) Whether separate bank account for SMC is being maintained [Not Applicable=0, Yes=1, No=2]

If yes, Bank name: _____ Branch: _____ Account No: _____ IFSC Code _____

4. Details of Special Training (Only for Govt. school)

	Boys	Girls
a) Number of children enrolled with need of 'Special Training' in current year	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b) Number of children provided/being provided Special Training in current year (upto 30 th Sep.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c) Number of children enrolled for special training during previous completed academic year	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d) Number of children completed special training during previous academic year	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
e) Who conducts the special training? [School teachers = 1, specially engaged teachers =2, Both 1 & 2 = 3, NGO =4, Others =5, None=6]	<input type="checkbox"/>	
f) Where is the Special Training being conducted? [School premises=1, Other than school premises=2, Both 1 & 2= 3]	<input type="checkbox"/>	
g) Type of training being conducted [Residential=1, non-residential=2, Both=3]	<input type="checkbox"/>	
h) Number of teacher(s)/EVs available for conducting special training?	<input type="checkbox"/> <input type="checkbox"/>	
i) Number of teacher(s) received training for conducting special training?	<input type="checkbox"/> <input type="checkbox"/>	
j) Whether special training material to children is made available [Yes=1, No=2]	<input type="checkbox"/> <input type="checkbox"/>	

5. When does the academic session starts: Month

6. Whether any text book received in current academic year (upto 30th September) [Yes=1, No=2]

If yes, a) When was the text books received in the current academic year: Month Year

7. Availability of Text Books, Teaching Learning Equipment (TLE) and play material grade-wise (in current academic year)

	Grades ->	I	II	III	IV	V	VI	VII	VIII
Whether complete set of text books received [Not applicable=0, Yes = 1, No = 2]									
Whether TLE available for each grade [Not applicable=0, Yes = 1, No = 2]									
Whether play material, games and sports equipment available for each grade [Not applicable=0, Yes = 1,									

No = 2]									
---------	--	--	--	--	--	--	--	--	--

B. Physical facilities and equipment

1. Status of School Building

[Private =1, Rented=2, Government=3, Government school in a rent free building=4, No Building=5, Dilapidated=6, Under Construction=7]

2. Details of classrooms and other rooms (not to be filled for schools without building)

a) Total Classrooms used for instructional purposes

b) Total other rooms

	Type of building	No. of classrooms (used for instructional purposes) in			No. of other rooms in		
		Good condition	Need minor repair	Need major repair	Good condition	Need minor repair	Need major repair
a.	Pucca						
b.	Partially pucca						
c.	Kuchcha						
d.	Tent						

3. No. of classrooms under construction

4. Land available for Additional Classrooms [Yes=1, No=2]

5. Separate room for Head Teacher/ Principal available [Yes = 1, No = 2]

6. Number of Blackboards (Including Green/white boards)

7. Number of classrooms having blackboard for students at ground level (excluding item 6)

8. Toilets (Except Urinals)

	Boys only	Girls only	Common	Total
No. of Toilet Seats Constructed/Available				
No. of Toilet Seats Functional				

9. Source of drinking water facility [Hand pumps =1, Well =2, Tap water =3, others =4, none =5]

a. Whether drinking water facility functional [Yes = 1, No = 2]

10. Status of electricity connection in school [Yes = 1, No = 2, Yes but not functional =3]

11. Boundary wall

[Pucca=1, Pucca but broken=2, barbed wire fencing=3, Hedges=4, No boundary wall=5, others=6, Partial=7, Under Construction= 8]

12. Whether school has Library [Yes=1, No=2] If yes, 12a. No. of books in school library

13. Does the school subscribe for magazine/news paper [Yes=1, No=2]

14. Playground [Yes=1, No=2] 14a. If no, whether land is available for developing playground [Yes=1, No=2]

15. Total number of computers available 15a. Total computers Functional

16. Does the school have Computer Aided Learning (CAL) Lab [Yes = 1, No = 2, Yes but not functional =3]

17. Whether Medical check-up of students conducted last year [Yes=1, No=2] 18. Ramps for disabled children [Yes = 1, No = 2]

18a. if Ramp(s) is/are available, whether Hand-rails for ramp is available [Not Applicable=0, Yes=1, No=2]

19. Furniture for Teachers [All=1, Some=2, None=3] 20. Furniture for Students [All=1, Some = 2, None=3]

21. Whether measured campus plan prepared [Yes=1, No=2]

22. State Defined Supplementary Variable

23. State Defined Supplementary Variable

24. State Defined Supplementary Variable

25. State Defined Supplementary Variable

26. State Defined Supplementary Variable

27. State Defined Supplementary Variable

28. State Defined Supplementary Variable

29. State Defined Supplementary Variable

30. State Defined Supplementary Variable

31. State Defined Supplementary Variable

B (i). Mid Day Meal Information
(Only for Govt. / Aided Schools)

1. Status of Mid-day Meal

[Not applicable=0, Not provided=1, provided & prepared in school premises=2, provided but not prepared in school premises=3]

(i) If 'Provided & prepared in school premises',

a. Give status of Kitchen Shed [Not applicable=0, Available=1, Not Available=2, Under Construction=3, Classroom used as kitchen=4]

b. No. of Cook-cum-helpers available

Male Female

(ii) If 'Provided but not prepared in school premises',

Provide source of MDM [From nearby school=1, NGO=2, Self Help Group=3, PTA/MTA=4, others =5, Gram panchayat=6]

2. Did the school receive the one-time Kitchen Devices Grant [Not applicable=0, Yes = 1, No = 2]

3. Number of student opted for MDM during the last academic year Boys Girls

4. Total number of meals served during the previous academic year

5. Number of days on which MDM was served

6. Number of inspections made by the supervisory official during the previous academic year

7. Number of inspections made by the community members during the previous academic year

C. Teachers and Part-time instructors

Sl. No.	Teacher code	Name of the teacher	Gender (Male=1, Female=2)	Date of birth dd/mm/yy	Category ¹	Type of teacher ²	Year of joining in present service	Highest qualification		Classes Taught ⁵	Main subjects taught		Total days of in-service training received in last academic year				No. of working days spent on non-teaching assignments	Maths studied upto ³	English/Language as per schedule VIII Studied upto ³	Social studies studied upto ³	Working in present school since (Year)	Type of Disability, If any ⁷	Whether trained for teaching CWSN [Yes=1, No=2]	Ten State defined variables
								Academic ³	Professional ⁴		Subject 1 ⁶	Subject 2 ⁶	BRC	CRC	DIET	Others								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								

Codes:

1. **Category** - [General=1, SC =2, ST =3, OBC =4, ORC = 5, Others = 6]

2. **Type of teacher** - [Head teacher = 1, Acting head teacher = 2, Regular Teacher=3, Contract Teacher=4, Part-time instructor positioned as per RTE=5]

3. **Academic qualification** - [Below secondary=1, Secondary =2, Higher secondary=3, Graduate=4, Post graduate=5, M.Phil. or Ph.D.=6]

4. **Professional qualification** - [Diploma or certificate in basic teachers' training of a duration not less than two years=1, Bachelor of Elementary Education (B.El. Ed.) =2, B.Ed. or equivalent= 3, M.Ed. or equivalent =4, Others =5, None =6, Diploma/degree in special education = 7]

5. **Classes taught** – [Primary only=1, Upper primary only=2, Mostly primary=3, Mostly upper primary=4]

6. **Subjects taught** - [All subjects=1, Language=2, Mathematics=3, Environment studies=4, Sports=5, Music=6, Science=7, Social studies=8, Art education=91, Health & physical education=92, Work education=93, Other=0]

7. **Disability** – [Not applicable=1, Locomotor=2, Visual=3, others=4]

D. New admissions during previous academic year

Classes →		I		II		III		IV		V		VI		VII		VIII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Previous academic Session	New admissions after 30 th Sep. (with TC)																
	New admissions after 30 th Sep. (direct entrants)																
Current academic Session	New admissions before 30 th Sep. (with TC)																
	New admissions before 30 th Sep. (direct entrants)																

D(i). New Admissions in Grade I

	Age (in years)					Total children admitted in grade 1	Number of children with pre-school experience in		
	< 5	5	6	7	> 7		Same school (out of Total in grade 1)	Another school (out of Total in grade 1)	Anganwadi/ECCE centre (out of Total in grade 1)
Boys									
Girls									
Total									

E. Enrolment in current academic session (by social category)

Classes →	Pre-Primary		I		II		III		IV		V		VI		VII		VIII	
Sections in classes	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A - General																		
B – SC																		
C – ST																		
D – OBC																		
E- Total Enrolment (A+B+C+D)																		
Muslim out of E																		
*																		
*																		

F. Enrolment in current academic session (by Age) – All children

Note: Total students (class wise) should match with class wise enrolment in block E of DCF.

Class	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
< 5																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
>16																
Total																

G. Enrolment in current academic session (By medium of instruction)

Note: Do not fill this table in case of single medium school

Note: Total students (class wise) should match with class wise enrolment in block E of DCF. Order of Medium of Instructions should match with order given in School Particulars section

Classes	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Medium																
Total																

H. Repeaters in current academic session (by social category)

Classes →	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
General																
SC																
ST																
OBC																
Total Repeaters																
Out of total repeaters provide details for children belonging to Minority/Castes																
Muslim																

I. Facilities provided to children (Last academic year, only for primary classes)

Type of facility	General Students		SC Students		ST Students		OBC Students		Total Students		Muslim Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Free text books												
Free stationary												
Free uniforms												
Scholarships												
Free transport facility												
Free residential facility												
(10 State defined incentives)												

J. Facilities provided to children (Last academic year, only for upper primary classes)

Type of facility	General Students		SC Students		ST Students		OBC Students		Total Students		Muslim Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Free text books												
Free stationary												
Free uniforms												
Scholarships												
Free transport facility												
Free residential facility												
(10 State defined incentives)												

K. Children with Special Needs

Classes →	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Type of Impairment																
Visual Impairment (Blindness)																
Visual Impairment (Low-vision)																
Hearing impairment																
speech impairment																
Loco motor impairment																
Mental Retardation																
Learning disability																
Cerebral Palsy																
Autism																
Multiple disability																
Total																

L. Facilities provided to CWSN (Last academic year)

Type of facility	Total Students	
	Boys	Girls
Brail books		
Brail kit		
Low vision kit		
Hearing aid		
Braces		
Crutches		
Wheel chair		
Tri-cycle		
Caliper		

M. Attendance (Previous Academic Year)

Classes →	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Annual attendance*																
Total Enrolment (Prev.Year)																

* Add all the presents of all the children for each grade separately for boys and girls.

For example:

If there are 10 boys in Grade I;

The school functioned for 220 days;

If all children attended school for 210 days

The value for Grade I boys will be $210 \times 10 = 2100$

SAMPLE CHECKING OF DISE DATA

- It is mandatory for all the States and UTs to check the DISE data on sample basis.
- The previous scheme of drawing sample for checking of DISE data is now slightly revised and the same will be applicable from the year 2010-11 onwards.
- Each state has to draw a sample of 10 per cent of Districts with a **minimum of at least 2 districts** for random checking of data. **Within each sample districts schools from 5 per cent from each block is required to be selected.**
- **The State Project Director will draw a sample of districts.** The districts may be selected in such a fashion so that they represent the entire population i.e. the State. Special focus districts, district having literacy rate below and above the state level etc. may be the possible criteria to draw sample.
- **It is mandatory for states to engage independent agencies such as monitoring institutions identified for state in sample checking of data.**
- **Actual sample of schools will be drawn by the agency entrusted the task of data checking.** While drawing school sample, it should be ensured that schools located both in rural and urban areas are selected as well as the sample drawn should also include all types of schools across school managements. Due consideration should also be given to school pre-dominantly located in SC, ST and minority areas.
- **It is advisable that filled-in school formats should be provided to agency only after completion of field work.**
- The district and states are not required to modify the filled-in formats on the basis of outcome of the sample checking of the data.
- **The office of the SPD will make all necessary arrangement for smooth conduct of the sample checking of data.**
- **The agency entrusted the task of sample checking of data would be required to submit detailed report** which should be discussed with the state authorities. They should also comment on coverage of schools in the district.
- **The agency entrusted the task of sample checking of data is also required to summarize their filed observations** regarding training of Head Master in filling- up of DISE formats, infrastructure in the district MIS Unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of HW and

SW and computer professionals for the MIS Unit, etc. They may also provide their suggestions for improving the quality of DISE data.

- It is mandatory for state to submit the final report of the sample checking of data to the national level authorities.
- CD containing DISE 2010-11 data without detailed report of sample checking of data will be returned.
- It is suggested that the sample checking of data be undertaken sometime in the month of October or immediately after completion of data collection.

DISTRICT INFORMATION SYSTEM FOR EDUCATION

Five Percent Sample Check: Special DCF for Post Enumeration Survey

Date of visit to School:/...../..... Academic Year:/.....

Name of the Person conducting the survey:

Name of the organization conducting the survey:.....

.....

State: _____ **District:** _____ **Pin Code:** _____

A. School Location Particulars

1. Village Name/Ward No. : _____
2. Block/Municipal Name : _____
3. Rural/Urban (Indicate Code[#]) :
[#]Rural (1)/Urban (2)
4. DISE School Code :

B. School Particulars

1. Name of the School : _____
2. Name of the Principal/Head Teacher Mr./Ms. _____
3. Educational qualification of the Principal: _____
4. Number of year working as Principal/Head Teacher in the present School:
5. Total number of year of experience working as Principal/Head Teacher in the schools (Include experience as Principal/Head Teacher from earlier Schools)
6. Year of Establishment of school:
7. School Category: (Indicate Code *)
* Primary (1)/ Primary with upper primary (2)/ Primary with Secondary or Higher Secondary (3)/ Upper Primary only (4)/ Upper Primary with Secondary or Higher Secondary (5)
8. Type of School: (Indicate Code **)
** School for Boys Only (1)/ School for Girls only (2)/ Co-educational (3)
9. Lowest Class in the school:
10. Highest Class in the school:
11. School Management: (Indicate Code [@])
[@]Managed by Education Department (1)/Tribal Welfare Department (2)/ Local body (3)/ Private Aided (4)/ Private Unaided (5)/ Other (6)/ Unrecognized (8)

12. Residential School: (Yes=1/ No=2)

13. If yes: Type (Indicate Code ##)

Ashram (Govt.)(1) / Non Ashram Type (Govt.) (2) / Private (3) / Others (4) Not applicable (5)

14. Is the school building used as a part of shift school? (Yes=1/ No=2)

C. Staff Details (Primary and Upper Primary)

Total number of Teacher posts sanctioned:

Total number of Teachers in Position:

Teacher Details	Primary		Upper Primary	
	Male	Female	Male	Female
No. of Teachers (Excluding Principal/Head Teacher)				
Para Teacher/Shiksha Karmi/ Guruji/ Community Teacher				
Non-Teaching Staff				
Number of Staff employed for Cooking Mid-day Meals				
Number of personnel employed for cleaning Toilets/Lavatories				
Number of Teachers Present on the day of Survey				

D. Facilities in School

1. Status of School Building: (Enter Code)
Private (1)/ Rented (2)/ Government (3)/ Government School in rent free building (4) / No Building (5)

2. Type of School Building: (Enter Code)
Pucca (1)/ Partially Pucca (2)/ Kuccha (3)/ Tent (4)/ No Building (5)

3. Number of Blocks in school:

4. Condition of Classrooms and other rooms available in School: Please enter the number of rooms (classrooms/others room) with the given condition

Condition	No. of Classrooms	No. of Other Rooms	Remark if any
Good Condition			
Need Minor Repairs			
Need Major Repairs			
Unfit for use			

5. Availability of Electricity in school: (Yes=1/ No=2)

6. Common Toilet available in the school: (Yes=1/ No=2)

7. Separate Toilet available for Girls: (Yes=1/ No=2)

8. Separate Toilet facility available for staff: (Yes=1/ No=2)
9. Condition of boundary wall in the School: (Enter Code)
 Pucca (1)/ Pucca but broken (2)/ Barbed wire fencing (3)/ Heges (4)/ No boundary wall (5)/ other (6)
10. Source of Drinking water facility in School: (Enter code)
 Hand pump (1)/ Well (2)/ Tap Water (3)/ Others (4)/ No Drinking water facility available (5)
11. Does the School have a Playground? (Yes=1/ No=2)
12. Number of Computers available in good working condition.
13. Seating arrangement for children in school: (Enter Code)
 Furniture for all students (1)/ Furniture for some students (2)/ No furniture- children sit on the floor (3)

E. Student Enrolment

1. Children Enrolled in the Last Academic Year

(Academic Year:)

Enrolment	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
Total Enrolment																
Repeaters																
SC Children Enrolled																
ST Children Enrolled																
OBC Children Enrolled																
Children with Disabilities																
Number of Children who left the School																

B: Boys G: Girls

2. Enrolment and Attendance Details of Children on the Day of the Survey

Class	Enrolment on the Day of the Survey						Attendance the Day of the Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I												
Class II												
Class III												
Class IV												
Class V												
Class VI												
Class VII												
Class VIII												

N.B.: 'Enrolment' means, the number of children on rolls as entered in the school register.

'Attendance' means, the number of children physically present in the classroom on the day of the survey.

3. Children Enrolment in the Present Academic Year

(Academic Year:)

Enrolment	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
Total Enrolment																
Repeaters																
SC Children Enrolled																
ST Children Enrolled																
OBC Children Enrolled																
Children with Disabilities																
Number of Children who left the School																

B: Boys G: Girls

Investigator Feedback Schedule

1. Name of the Person conducting the survey : _____
2. DISE School Code :
3. Date of visit of the School :/...../.....
4. Was the School open on the first day of the visit: (Yes = 1/ No = 2)
5. If no when was the School visited second time (Date) :/...../.....
6. Was the school open on the second visit: (Yes = 1/ No = 2) :
7. Number of visits made to the school to get information : _____

(In case the school was closed on both the days, contact the BRC/CRC Coordinators for replacement of the schools to be surveyed. Replacement should be resorted only in exceptional cases.)

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

Attribute	Category of Response from the School				
	Very Good	Good	Average	Poor	Very Poor
Initial reaction of the Principal/Head Teacher					
Response of the Principal/Head Teacher to provide information					
Availability of Records					

1. Was the Principal /Head Teacher able to provide the information pertaining to enrolment and details of pass percentage easily? (Yes = 1/ No = 2):
2. Was the Principal able to give the enrolment and other details from a single Register? (Yes = 1/ No = 2):
3. Do the teachers in the school fill-up the attendance register properly? (Yes = 1/ No = 2):
4. Does the principal have the year end summery details of Children for all grades available with him? (Yes = 1/ No = 2):
5. Was the School Report Card available in the School? (Yes = 1/ No = 2):

