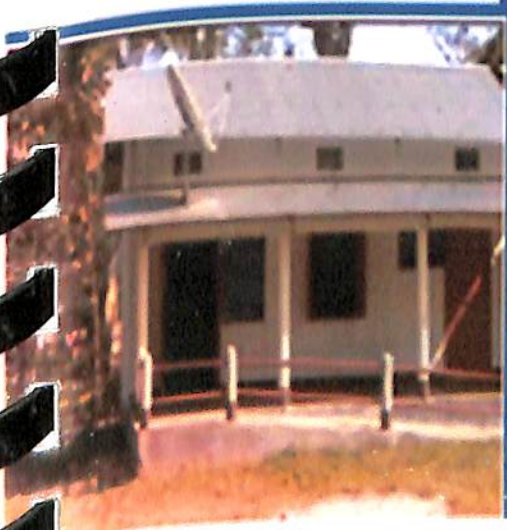


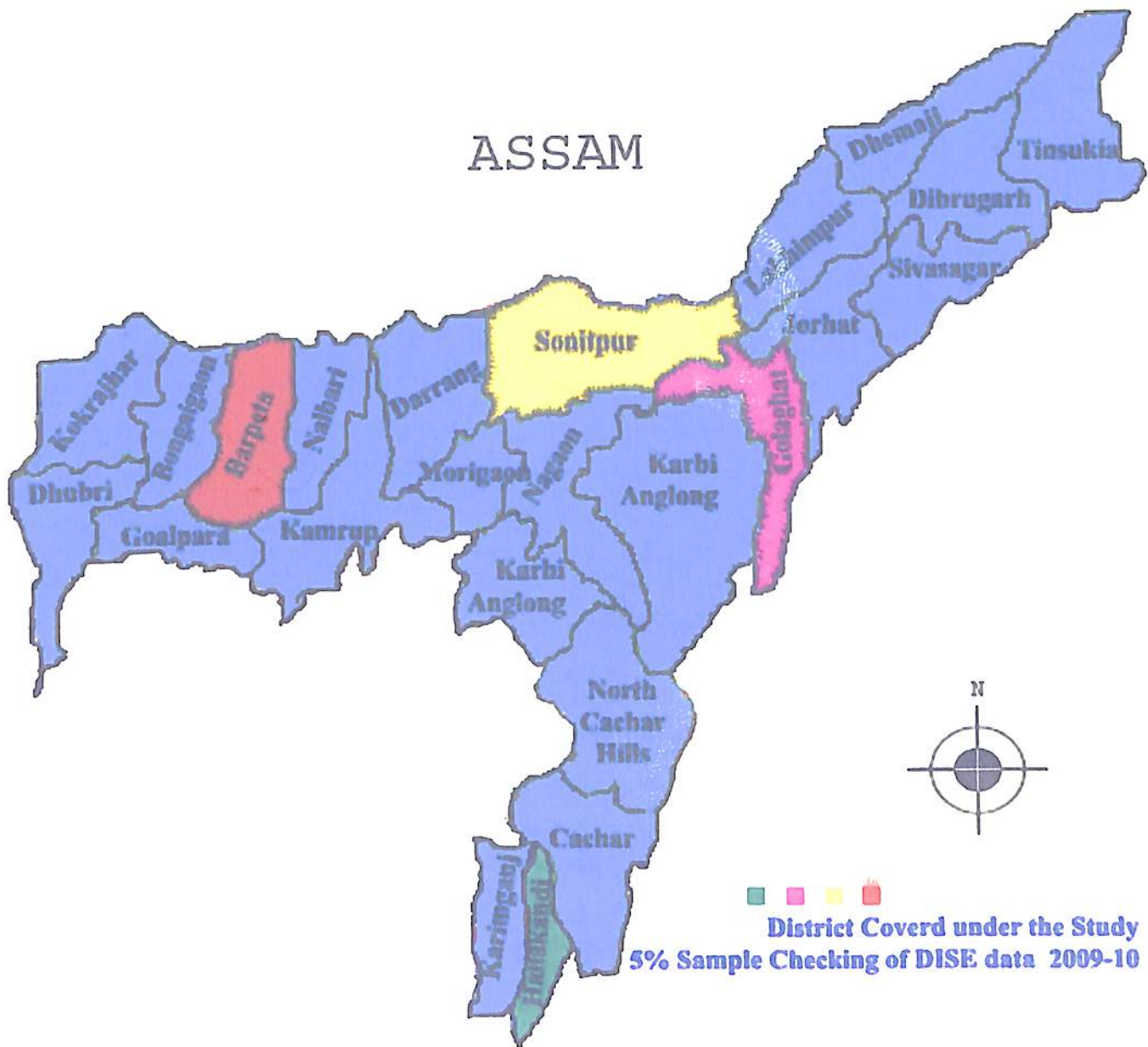
# 5% Sample Checking of DISE Data 2009-2010

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Submitted by  
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## CHAPTER I

### INTRODUCTION

The priority in the field of education in India at present is on universal elementary education. It is, therefore, necessary to make provision for primary and upper primary schooling facilities in every nook and corner of the country. It may be kept in view that provision does not only mean opening schools everywhere but it also means providing all basic facilities in the schools. Data on facilities in schools are collected by the District Information System on Education (DISE) every year which provides annual data in its district and state report cards.

In India education has been accorded much importance since independence and it has been perceived that educational development is necessary to ensure economic and overall development of the country. In order to develop human resources in a better way, it is important that education is imparted to all sections of population in the country. This is the reason that plans were developed for the expansion of educational facilities across the country so that all people can have opportunity of participating in education irrespective of one's caste, class, sex, religion or region. However, despite these provisions, it has been noticed that the spread of education is not uniform and there are disparities of all kinds in this field. These include gender disparities, regional disparities, social . disparities and spatial disparities.

The country has made tremendous progress during last 50 years after independence in expanding the education system. The number of schools, teachers, enrolment, have all increased many-fold during this period of planned development. But unfortunately, this expansion has not been distributed equally and some areas are lagging behind the others in terms of even basic facilities of education.

In order to universalize elementary education, which has been mandated right from independence and also a constitutional directive, it is therefore necessary to provide schools everywhere and also along with all necessary facilities to all the schools. Schools without proper infrastructure and facilities are ill-equipped and are not in a position to impart education properly and the quality of education in such schools will be poor. We can never expect to have good quality education from schools that do not have appropriate building, teacher, infrastructure and other basic facilities.

At the time of initiating DPEP in 1994, the Ministry of Human Resource Development, Government of India, as a part of the DPEP endeavor, have thought of designing and developing a school-based computerized information system for strengthening the database for planning and management for successful implementation and monitoring of the programme in a decentralized framework. The responsibility for developing such a system was assigned to the National University of Educational Planning and Administration (NUEPA), New Delhi.



NUEPA designed the software for implementation in the district level and provided the necessary technical and professional support to the DPEP districts. The first version of the software, named District Information System of Education (DISE) was released in 1995. The DISE data collected from schools of DPEP districts were computerized at district levels. The first major review of DISE was undertaken in 1997-98, when Sarva Shiksha Abhiyan (SSA) was launched and the DISE software was redesigned to cater the needs and requirements of SSA programme. Another extensive review of DISE software was made during 2000-01 and named DISE 2001.

The DISE was initially implemented in seven states in 1994-95 and now expanded to cover all 35 states and UT's. The time lag between data gathering and reporting has reduced dramatically from over two years. Also, comparison with other sources of information indicates that the reliability of the data too has improved considerably.

DISE is becoming an important instrument. It needs to be constantly strengthened and its reliability and accuracy needs to be improved with strengthening of data gathering and reporting systems.

DISE provides a unique data collection channel and provides very timely data on education which can facilitate local planning and the targeting of resources. However, the DISE data needs to be verified for its reliability, quality, accuracy and consistency as an annual exercise and has been taken up since the inception of SSA.

This investigation of Five Percent Sample Checking of DISE data 2009-10 was carried out in the four districts of Assam viz. Golaghat, Sonitpur, Barpeta and Hailakandi covering 312 govt., provincialised and recognized schools with the following objectives.

**Objectives:**

The objectives of the study as specified by the Sarba Siksha Abhijan Mission, Assam were

- 1) To ascertain the quality of DISE data for the year 2009-10
- 2) To validate the DISE data of the year 2009-10
- 3) To find out the reliability DISE data of the year 2009-10.



## CHAPTER II

### METHODOLOGY

To meet the objectives as specified by the Sarba Siksha Abhijan Assam, the following methodology was adopted.

#### **Construction of the sampling frame**

The aggregate of all the govt., provincialised and recognized schools in the selected four districts viz. Hailakandi, Barpeta, Golaghat, and Sonitpur constitute the sampling frame for the study. The district-wise block-wise list of schools of the above mentioned category was collected from the Directorate of Axom Sarba Siksha Abhijan Mission.

#### **Sampling design**

A three stage sampling design was adopted in the present investigation. The identified districts were the First Stage Units, educational blocks under the selected districts were the Second Stage Units and The govt., provincialised and recognized schools in the identified blocks under the selected districts constitute the Third and Ultimate Stage Unit for the investigation. Out of the ultimate stage units from each of the second stage units from each of the first stage units a 5% sample was selected by SRSWOR technique using Lottery Method. Thus the sampling design yields the following sample as shown in the following table (Table 2.1) for the investigation.

Table 2.1: District-wise Block-wise size of sample

Sl. No	Name of sample District	Name of sample Block	Total schools in the Block	No. of schools investigated
1	BARPETA	Bajali	239	12
		Barpeta	295	15
		Bhawanipur	279	14
		Chenga	248	12
		Gobardhana	218	11
		Jalah	288	14
		Mandia	360	18
		Rupshi	265	13
		<b>TOTAL</b>	<b>2192</b>	<b>109</b>
2	GOLAGHAT	Central	244	12
		East	476	24
		North	160	8
		South	184	9
		West	173	9
		<b>TOTAL</b>	<b>1237</b>	<b>62</b>
3	HAILAKANDI	Hailakandi	550	28
		Katlichera	282	14
		Lala	409	20
		<b>TOTAL</b>	<b>1241</b>	<b>62</b>
4	SONITPUR	Balipara	251	13
		Behali	150	8
		Biswanath	116	6
		Chaiduar	350	17
		Dhekiajuli	262	13
		Gabharu	207	10
		Naduar	247	12
		<b>TOTAL</b>	<b>1583</b>	<b>79</b>
<b>GRAND TOTAL</b>			<b>6354</b>	<b>312</b>

Thus there were eight numbers of sample blocks in Barpeta district, five numbers of sample blocks in Golaghat district, three numbers of sample blocks in Hailakandi district and seven numbers of sample blocks in Sonitpur district, covering a total of twenty three blocks from the sample districts for the study.

The block-wise, rural/urban wise and school category wise distribution of selected schools are presented in the following tables.

Table 2.2: Block-wise, rural/urban wise and school category wise distribution of selected schools of Barpeta district

	Bajali	Barpeta	Bhawanipur	Chenga	Gobardhana	Jalah	Mandia	Rupshi	Total
Rural	10	15	14	11	6	14	18	9	97
Urban	2	0	0	1	5			4	12
LP	9	12	10	5	6	11	13	9	75
UP	1	3	4	3	5	3	5	4	28
LP+UP	2	0	0	4	0	0	0	0	6
Total	12	15	14	12	11	14	18	13	109

Table 2.3: Block-wise, rural/urban wise and school category wise distribution of selected schools of Golaghat district

	Central	East	North	South	West	Total
Rural	12	20	6	9	5	52
Urban	0	4	2	0	4	10
LP	8	14	3	3	6	34
UP	4	7	4	5	2	22
LP+UP	0	3	1	1	1	6
Total	12	24	8	9	9	62

Table 2.4: Block-wise, rural/urban wise and school category wise distribution of selected schools of Hailakandi district

	Hailakandi	Katlichera	Lala	Total
Rural	28	14	20	62
Urban	0	0	0	0
LP	14	6	9	29
UP	12	6	11	29
LP+UP	2	2	0	4
Total	28	14	20	62

Table 2.5: Block-wise, rural/urban wise and school category wise distribution of selected schools of Sonitpur district

	Balipara	Behali	Biswanath	Chaiduar	Dhekiajuli	Gabharu	Naduar	Total
Rural	11	8	4	16	3	6	12	60
Urban	2		2	1	10	4	0	19
LP	7	5	4	14	9	5	11	55
UP	5	1	1	3	4	3	1	18
LP+UP	1	2	1	0	0	2	0	6
Total	13	8	6	17	13	10	12	79

Table 2.6: Rural/urban wise and school category wise distribution of selected schools of all the selected districts

	Barpeta	Golaghat	Hailakandi	Sonitpur	Overall
Rural	97	52	62	60	271
Urban	12	10	0	19	41
LP	75	34	29	55	193
UP	28	22	29	18	97
LP+UP	6	6	4	6	22
Total	109	62	62	79	312

## Collection of data

For data collection a predestined schedule prescribed by NUEPA and recommended by the SMO, SSA, Assam was used. A team of field investigators was engaged in each district for collection of primary data, who have visited the selected schools personally to collect the necessary data. The secondary information on DISE data were collected from the State Mission Office, SSA, Assam for comparison and verification.

## Analysis of data

The collected data was analyzed adopting appropriate statistical tools like diagrams, graphs, validity index, reliability index etc. so as to meet the specific objectives of the study.

A comparative analysis of the DISE and sample checking data pertaining to various aspects has been done and found out the deviation in number and variation in percentage. Reliability and validity indices were also calculated wherever applicable.

$$\text{Deviation (in number)} = |[(\text{Value}) \text{ survey data} - (\text{Value}) \text{ DISE data}]|$$

$$\text{Variation (in percentage)} = \frac{|[(\text{Value}) \text{ survey data} - (\text{Value}) \text{ DISE data}]|}{(\text{Value}) \text{ survey data}} \times 100$$

## *Reliability Index*

In the simplest of the non technical language, reliability means consistency. If the instrument of data collection is reliable it should give consistent results. In other words, a reliable instrument will give trustworthy



and stable results if it is applied to the same individuals or objects from time to time, provided the trait being measured has not itself changed in the meantime. Similarly a reliable test is one, which, when applied to same subjects (persons) on different occasions, yields stable and trustworthy results, relatively free from the errors of measurement.

In modern test theory every obtained score may be thought of as being made up of two parts, a component which is called the true score\* and a second component called the error score†. Symbolically, modern test theory can be expressed by the following linear model‡

$$X_c = X_x + X_e$$

Where  $X_c$  = Obtained or raw score or measure

$X_x$  = True score or measure

$X_e = X_c - X_x$ , is error score or measure

The reliability of any set of measurements is defined as that part of the variance which is true variance. If we write  $r_{tt}$ , for the coefficient of reliability of a test then we have

$$\begin{aligned} r_{tt} &= \frac{s_x^2}{s_c^2} \\ &= 1 - \frac{s_e^2}{s_c^2} \end{aligned}$$

where,  $s_c^2$  = Variance of the test score

\* True score = Actual score

† Error score = Observed score - Actual score

‡ Linear model is a mathematical model, where the relationship between the variables involved is linear.

$$s_e^2 = \text{Error Variance}$$

$$s_x^2 = \text{True Variance}$$

Coefficient of reliability  $r_{xx}$  defined above is merely an abstract idea. Operationally, it is some sort of self correlation of a test.

Statistically linear model mentioned above may be interpreted as the line of regression of  $X_t$  on  $X_x$ . The Karl Pearson correlation coefficient between  $X_t$  and  $X_x$  is known as the index of reliability and is written as  $r_{tx}$ .

From regression theory we know that the standard error of estimate is given

by  $s_{t,x} = s_e(1 - r_{tx}^2)^{1/2}$ . But  $s_{t,x}^2$  is the same as  $s_e^2$  and we get

$$r_{tx}^2 = r_{tx}$$

$$\Rightarrow r_{tx} = \sqrt{r_{tx}}$$

There are several methods that are used for estimating the reliability. The Test Retest method is appropriate in our case. The Test Retest method consists in submitting a group of individuals or candidates to a particular test and compiling their respective scores. After some time the same test is repeated on the same candidates and their scores are noted again. The two series of scores are arranged pair-wise, a pair is being the scores of a candidate in the two repetitions of the test. Karl Pearson's coefficient of correlation between the two series is taken as the measure of coefficient of reliability.

### *Validity Index*

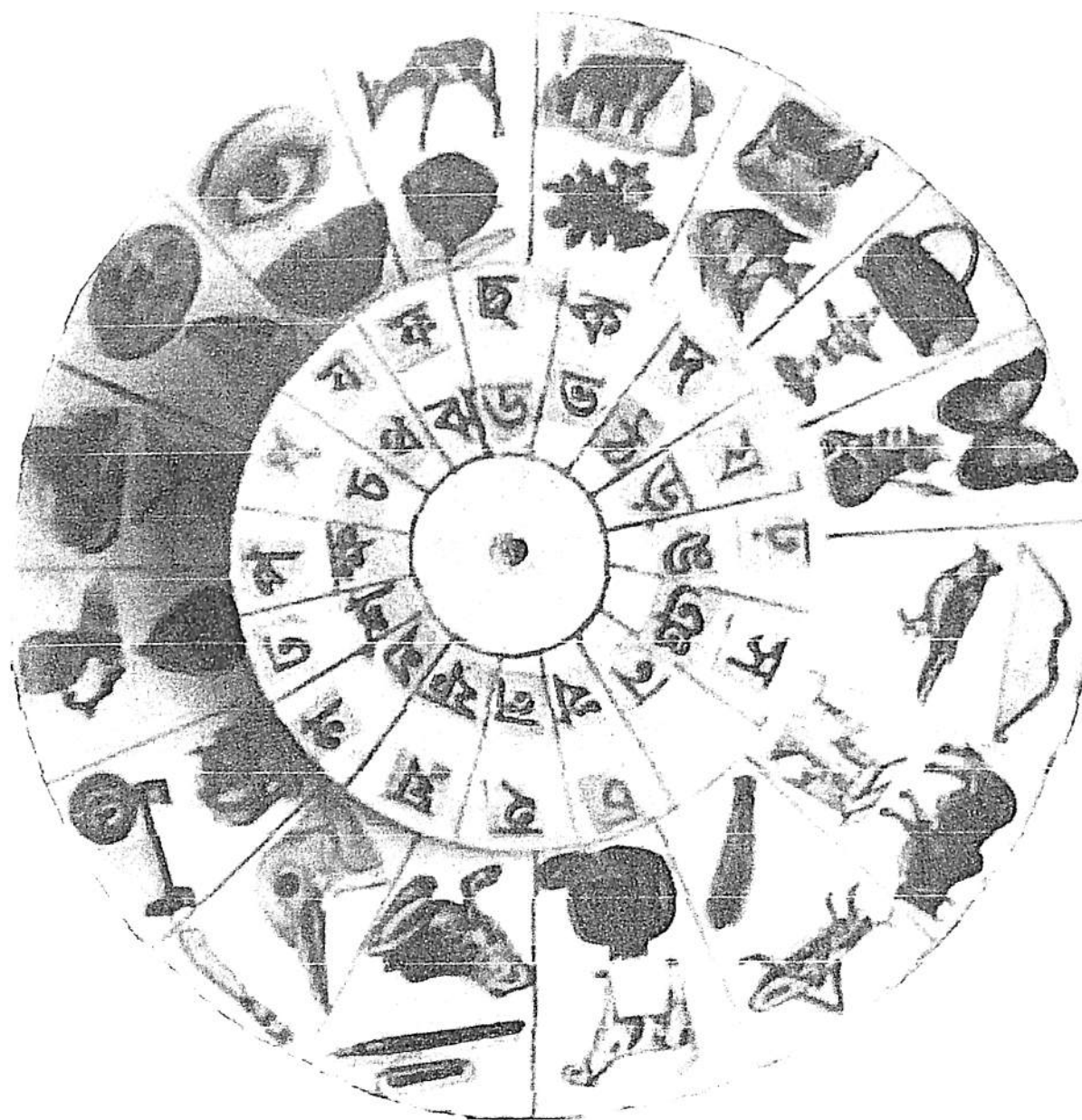
In addition to reliability, another essential property of any measuring instrument is its validity. A measuring instrument is said to be valid if the measurement made by it are accurate and comparable with those made by a standard instrument. The validity of a test depends upon the accuracy with which it measures what it is supposed or intended to measure.

The reliability of a test is determined by obtaining the coefficient of self-correlation between the scores of  $n$  individuals on two repetitions of a test or on two parallel forms of a test. On the other hand validity of a test is determined experimentally by obtaining the coefficient of correlation between the scores of  $n$  individuals on a given test ( $X$ ) and some independent standard test ( $Y$ ) called criterion. One of the most difficult aspects of the validity problem is the choice of a proper and adequate criterion variable and obtaining measures on the variable which are to be compared with the scores on the given test. A criterion may be an objective measure of performance of a qualitative measure such as judgment of characters or excellence of work done. These criteria are most often approximate and indirect, for if reliable criterion were easily available, they would be preferred for use rather than the test. A high correlation coefficient between  $X$  and  $Y$  is an evidence of validity provided that

- (1) The criterion  $Y$  was set up independently and
- (2) Both  $X$  and  $Y$  are reliable.

It may be pointed out that validity is a highly relative concept. A test may be valid for a particular purpose, trait, group or situation and not always.

To be valid, a test must be reliable. Index of reliability,  $r_{t\alpha} = \sqrt{r_{tt}}$  is sometimes taken as a measure of validity. If reliability coefficient of a test is 'r' (say), then validity coefficient will be 'r<sup>2</sup>', which implies that the test measures true ability to the extent of r<sup>2</sup> per cent. Thus theoretically a reliable test is valid.



### Chapter III

Verification of DISE data 2009-10  
Barpeta district

## CHAPTER III

### Verification of DISE data 2009-10: Barpeta district

#### 3.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 3.1.1.

Table 3.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	109	0	0.00	0	0.00	109	100.00
Block/Municipal	109	0	0.00	0	0.00	109	100.00
Rural/Urban	109	0	0.00	0	0.00	109	100.00
DISE code	109	0	0.00	0	0.00	109	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area and DISE code.

#### 3.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics

indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 3.2.1.

Table 3.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	109	0	0.00	0	0.00	109	100.00
HT Name	109	0	0.00	0	0.00	109	100.00
EQ of HT	109	0	0.00	0	0.00	109	100.00
Year of Estt.	109	0	0.00	11	10.09	98	89.91
School Cat	109	0	0.00	0	0.00	109	100.00
School Type	109	0	0.00	0	0.00	109	100.00
Lowest class	109	0	0.00	0	0.00	109	100.00
Highest class	109	0	0.00	0	0.00	109	100.00
School Mgt	109	0	0.00	0	0.00	109	100.00
Residential	109	0	0.00	0	0.00	109	100.00
Shift school	109	0	0.00	0	0.00	109	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment. In case of year of establishment there is a variation of 10.09 per. This variation may be attributed due to typographical error.

Data were also collected as regards the experience of HT and Total experience. The frequency distributions of total working experience of HTs of the district is presented in the following table.

Table 3.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in Barpeta district

Working Exp	Bajali	Barpeta	Bhawanipur	Chenga	Gobardhana	Jalah	Mandia	Rupshi	Total
0-5	2 (1.83)	5 (4.59)	2 (1.83)	4 (3.67)	2 (1.83)	3 (2.75)	4 (3.67)	1 (0.92)	23 (21.10)
5-10	4 (3.67)	1 (0.92)	2 (1.83)	4 (3.67)	3 (2.75)	3 (2.75)	4 (3.67)	2 (1.83)	23 (21.10)
10-15	1 (.92)	4 (3.67)	1 (0.92)	1 (0.92)	2 (1.83)	3 (2.75)	4 (3.67)	3 (2.75)	19 (17.43)
15-20	3 (2.75)	2 (1.83)	2 (1.83)	0 (0.00)	2 (1.83)	4 (3.67)	3 (2.75)	4 (3.67)	20 (18.35)
20 & Above	2 (1.83)	3 (2.75)	7 (6.42)	3 (2.75)	2 (1.83)	1 (0.92)	3 (2.75)	3 (2.75)	24 (22.02)
Total	12	15	14	12	11	14	18	13	109 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

From the above table it has been observed that as far as Barpeta district is concerned, the working experience of Head teachers are more or less equal among the working experience categories. For the Head teachers of lesser working experience, it may be difficult to understand the purpose of DISE data and may be unaware about nature and objectives of various types of school data. It has also been observed that there are 22.02 per cent of schools where HT's are having working experience of 20 years or more. These teachers are elderly and some of them may feel it difficult to conceptualize the DISE DCF.

### 3.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Barpeta district. Staff pattern and



basic facilities in the schools has a great impact on the incorporation of universalization of elementary education as realized by the state as well as central government. Although this study is not meant for analyzing impact of student teacher ratio and basic facilities on the universalization of elementary education, an attempt is made to observe these while studying the reliability and validity of DISE data through five per cent sample checking.

### 3.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 3.3.1.1

Table 3.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
<b>Primary school</b>				
Posts sanctioned	75	228	217	5.07
In position	75	208	191	8.90
No. of Para teacher	75	0	0	0.00
Non teaching	75	9	8	12.50
<b>Upper primary school</b>				
Posts sanctioned	28	196	198	1.01
In position	28	180	168	7.14
No. of Para teacher	28	0	0	0.00
Non teaching	28	28	26	7.69
<b>Primary with Upper primary school</b>				
Posts sanctioned	6	78	72	8.33

In position	6	72	68	5.88
No. of Para teacher	6	0	0	0.00
Non teaching	6	4	3	33.33
<b>Overall</b>				
Posts sanctioned	109	502	487	3.08
In position	109	460	427	7.73
No. of Para teacher	109	0	0	0.00
Non teaching	109	41	37	10.81

From the table we have observed that as regards total number of sanctioned post there is 5.07 per cent variation in primary schools, 1.01 per cent variation in upper primary and 8.33 per cent variation in primary with upper primary schools. As regards teachers in position there is 8.90 per cent variation in primary, 7.14 per cent variation in upper primary and 5.88 per cent variation in primary with upper primary schools. As regards non teaching staff, there is 12.50 per cent variation in primary, 7.69 percent variation in upper primary and 33.33 per cent variation in primary with upper primary schools. As a whole, in Barpeta district, there is 3.08 percent variation as regards total posts sanctioned, 7.73 percent variation as regards teachers in position and 10.81 percent variation as regards non teaching staff. The variations thus observed are well within permissible limits.

### 3.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three

categories of schools and presented in Table 3.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristics 'Common toilet', 'playground', and 'Seating arrangement'; in Upper primary schools in the characteristics 'Common toilet', 'Girls' toilet' and 'boundary wall condition'; and in Primary with upper primary schools in the characteristics 'electricity in school', 'girls' toilet', 'boundary wall condition', 'play ground' and 'seating arrangement'.

Table 3.3.2.1 Comparison of data regarding facilities available in selected Schools of Barpeta district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
<b>Primary schools</b>							
Building status	75	0	0.00	0	0.00	75	100.00
Electricity in school	75	0	0.00	3	4.00	72	96.00
Common toilet	75	0	0.00	10	13.33	62	82.67
Girls' toilet	75	0	0.00	3	4.00	72	96.00
Staff toilet	75	75	100.00	0	0.00		0.00
Boundary wall condition	75	0	0.00	7	9.33	68	90.67
Drinking water	75	0	0.00	0	0.00	75	100.00
Playground	75	0	0.00	9	12.00	60	88.00
No of computer	75	0	0.00	0	0.00	75	100.00
Seating arrangement	75	0	0.00	12	16.00	48	24.00
<b>Upper primary schools</b>							
Building status	28	0	0.00	0	0.00	28	100.00
Electricity in school	28	0	0.00	2	7.24	26	92.86
Common toilet	28	0	0.00	3	10.71	25	89.29
Girls' toilet	28	0	0.00	6	21.43	22	78.57
Staff toilet	28	28	100.00	0	0.00	0	0.00

Boundary wall condition	28	0	0.00	4	14.29	24	85.71
Drinking water	28	0	0.00	0	0.00	28	100.00
Playground	28	0	0.00	3	10.71	25	89.29
No of computer	28	0	0.00	0	0.00	28	100.00
Seating arrangement	28	0	0.00	0	0.00	28	100.00
<b>Primary with upper primary schools</b>							
Building status	6	0	0.00	0	0.00	6	100.00
Electricity in school	6	0	0.00	2	33.33	4	66.67
Common toilet	6	0	0.00	0	0.00	6	100.00
Girls' toilet	6	0	0.00	1	16.67	5	83.33
Staff toilet	6	6	100.00	0	0.00	0	0.00
Boundary wall condition	6	0	0.00	1	16.67	5	83.33
Drinking water	6	0	0.00	0	0.00	6	100.00
Playground	6	0	0.00	1	16.67	5	83.33
No of computer	6	0	0.00	0	0.00	6	100.00
Seating arrangement	6	0	0.00	2	33.33	4	66.67
<b>Overall</b>							
Building status	109	0	0.00	0	0.00	109	100.00
Electricity in school	109	0	0.00	7	6.42	102	93.68
Common toilet	109	0	0.00	13	11.93	93	85.32
Girls' toilet	109	0	0.00	10	9.17	99	90.83
Staff toilet	109	109	100.00	0	0.00	0	0.00
Boundary wall condition	109	0	0.00	12	11.01	97	88.99
Drinking water	109	0	0.00	0	0.00	109	100.00
Playground	109	0	0.00	13	11.93	96	88.07
No of computer	109	0	0.00	0	0.00	109	100.00
Seating arrangement	109	0	0.00	14	12.84	95	87.16

However, the overall analysis of all the categories of selected schools of Barpeta district showed that except seating arrangement, all the variations are within permissible limits.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table.

Table 3.3.2.2: Condition of class room and other room in the selected schools of Barpeta district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	109	130	136	4.41
Good condition other room	109	23	21	9.52
Need minor repair classroom	109	83	82	1.22
Need minor repair other room	109	18	17	5.88
Need major repair classroom	109	51	49	4.08
Need major repair other room	109	28	28	0.00
Unfit for use classroom	109	0	0	0.00
Unfit for use other room	109	0	0	0.00
Total rooms	109	333	333	0.00

### 3.4 Enrolment details:

In this section enrolment details of the selected schools of Barpeta district will be discussed in relation to DISE data and survey data.

In the district of Barpeta a total of 109 schools were selected for the study. Of these schools 75 were Primary, 6 were Primary with Upper primary and 28 were Upper primary schools. The following table (Table 3.4.1) presents the total enrolment in 2009 from the selected schools of Barpeta district class wise and school category wise.

The following table (Table 3.4.2) represents the caste wise enrolment of students in selected Primary schools of Barpeta district obtained from survey as well as DISE data

Table 3.4.2: Caste wise enrolment in the selected primary schools of Barpeta district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class I Boys	94	91	3.19	37	36	2.70	90	92	2.22
Class I Girls	106	102	3.77	33	32	3.03	87	83	4.60
Class II Boys	94	91	3.19	30	28	6.67	87	84	3.45
Class II Girls	119	117	1.68	28	27	3.57	112	106	5.36
Class III Boys	107	111	3.74	29	28	3.45	95	99	4.21
Class III Girls	103	94	8.74	25	24	4.00	85	87	2.35
Class IV Boys	79	83	5.06	34	34	0.00	99	100	1.01
Class IV Girls	98	101	3.06	36	35	2.78	114	114	0.00
Total Boys	374	376	0.53	130	126	3.08	371	375	1.08
Total Girls	426	414	2.82	122	118	3.28	398	390	2.01
Overall	800	790	1.25	252	244	3.17	769	765	0.52

The following table (Table 3.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools of Barpeta district obtained from survey as well as DISE data. Here as the number of students is very small, instead of calculating variations, we calculate deviations only.

Table 3.4.3: Caste wise enrolment in the selected Primary with Upper primary schools of Barpeta district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	4	4	0	1	1	0	9	10	1
Class I Girls	3	3	0	0	0	0	10	11	1
Class II Boys	4	4	0	0	0	0	8	9	1
Class II Girls	2	2	0	0	0	0	10	11	1
Class III Boys	6	5	1	0	0	0	10	11	1
Class III Girls	3	3	0	1	1	0	10	8	2
Class IV Boys	6	6	0	1	1	0	10	9	1
Class IV Girls	3	3	0	0	0	0	12	11	1
Class V Boys	9	8	1	0	0	0	17	15	2
Class V Girls	4	4	0	0	0	0	15	16	1
Class VI Boys	4	3	1	0	0	0	14	15	1
Class VI Girls	7	7	0	1	1	0	9	9	0
Class VII Boys	9	8	1	1	1	0	15	16	1
Class VII Girls	8	8	0	3	3	0	12	12	0
Total Boys	42	38	4	3	3	0	83	85	2
Total Girls	30	30	0	5	5	0	78	78	0
Overall	72	68	4	8	8	0	161	163	0

From the table it has been observed that for all castes, the deviations are very low and so within the permissible limits.

Deviation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these are also found to be very low.

The following table (Table 3.4.4) represents the caste wise enrolment of students in selected Upper primary schools of Barpeta district obtained from survey as well as DISE data

Table 3.4.4: Caste wise enrolment in the selected Upper primary schools of Barpeta district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	66	72	9.09	24	25	4.17	37	37	0.00
Class V Girls	91	85	6.59	29	31	6.90	71	72	1.41
Class VI Boys	69	67	2.90	27	29	7.41	56	54	3.57
Class VI Girls	107	106	0.93	42	43	2.38	66	69	4.55
Class VII Boys	67	62	7.46	41	38	7.32	42	45	7.14
Class VII Girls	114	120	5.26	38	37	2.63	75	71	5.33
Total Boys	202	201	0.50	92	92	0.00	135	136	0.74
Total Girls	312	311	0.32	109	111	1.83	212	212	0.00
Overall	514	512	0.39	201	203	1.00	347	348	0.29

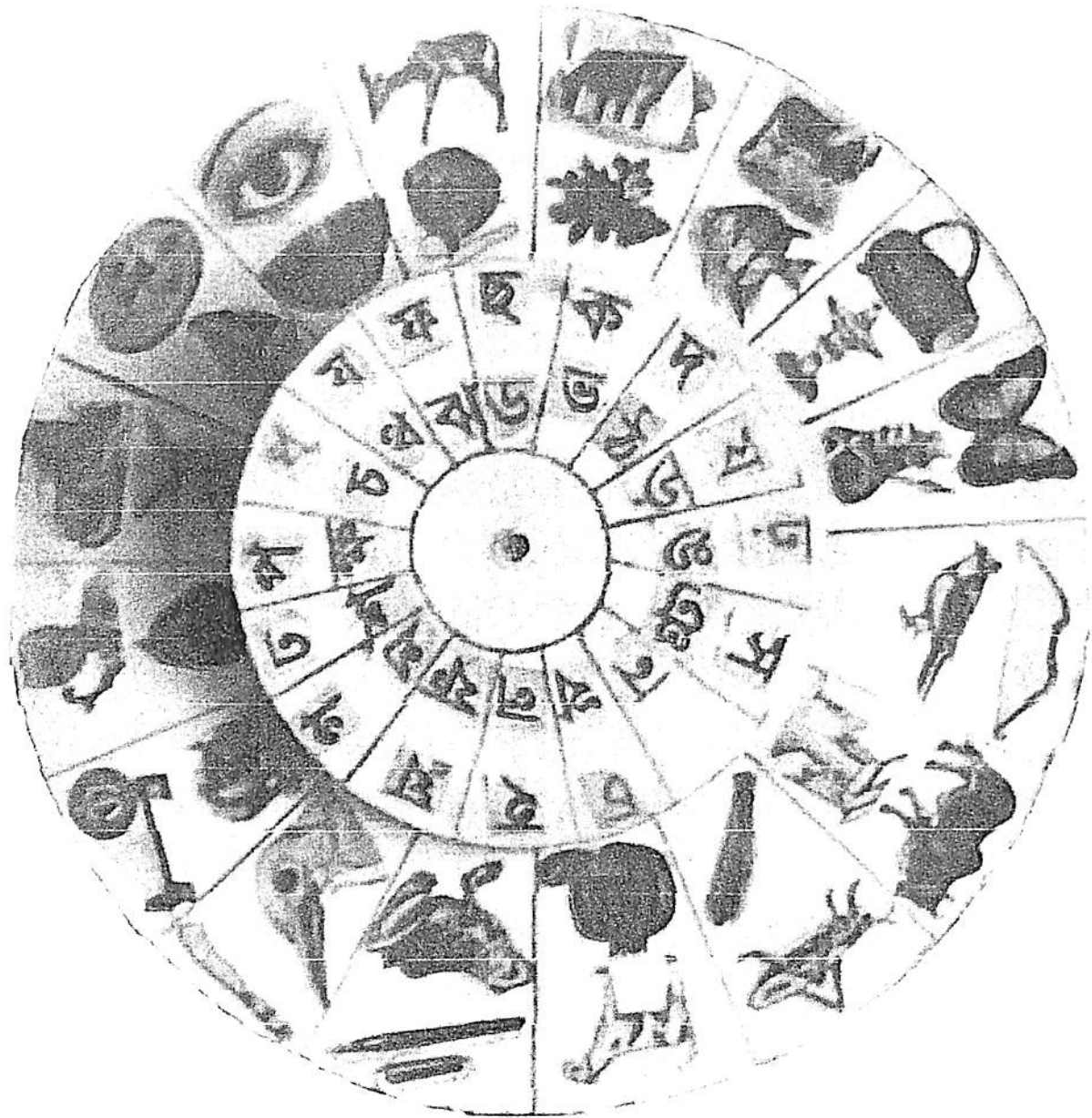
From the table it has been observed that as far as caste-wise enrolment of students in the Upper primary schools of Barpeta district are concerned, the variations was very low and lies well within permissible limits.



The following table (Table 3.4.6) represents the class wise repeaters in selected schools of Barpeta district obtained from survey as well as DISE data. Here too, almost all the variations are within permissible limits.

Table 3.4.6: Class and school category wise repeaters in selected schools of Barpeta district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	31	32	3.23	0	0	0.00			
ClassIGirls	16	15	6.25	0	0	0.00			
ClassIIBoys	23	24	4.35	0	0	0.00			
ClassIIGirls	14	15	7.14	0	0	0.00			
ClassIIIBoys	22	21	4.55	0	0	0.00			
ClassIIIGirls	10	11	10.00	0	0	0.00			
ClassIVBoys	29	27	6.90	0	0	0.00			
ClassIVGirls	35	33	5.71	0	0	0.00			
ClassVBoys				0	0	0.00	13	14	7.69
ClassVGirls				0	0	0.00	28	26	7.14
ClassVIBoys				0	0	0.00	11	10	9.09
ClassVIGirls				0	0	0.00	14	13	7.14
ClassVIIBoys				0	0	0.00	8	7	12.50
ClassVIIGirls				0	0	0.00	12	13	8.33



## Chapter IV

Verification of DISE data 2009-10  
Golaghat district

## CHAPTER IV

### Verification of DISE data 2009-10: Golaghat district

#### 4.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 4.1.1.

Table 4.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	62	0	0.00	0	0.00	62	100.00
Block/Municipal	62	0	0.00	0	0.00	62	100.00
Rural/Urban	62	0	0.00	0	0.00	62	100.00
DISE code	62	0	0.00	1	1.61	61	98.39

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area. However, in case of DISE code one school in the West block of Golaghat has mentioned the DISE code wrongly in the DISE data. Thus there is a variation of 1.61 per cent in the characteristic DISE code.

## 4.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 4.2.1.

Table 4.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	62	0	0.00	0	0.00	62	100.00
HT Name	62	0	0.00	0	0.00	62	100.00
EQ of HT	62	0	0.00	0	0.00	62	100.00
Year of Estt.	62	0	0.00	9	14.52	53	85.48
School Cat	62	0	0.00	0	0.00	62	100.00
School Type	62	0	0.00	0	0.00	62	100.00
Lowest class	62	0	0.00	0	0.00	62	100.00
Highest class	62	0	0.00	0	0.00	62	100.00
School Mgt	62	0	0.00	0	0.00	62	100.00
Residential	62	0	0.00	0	0.00	62	100.00
Shift school	62	0	0.00	0	0.00	62	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment. In case of year of establishment there exists a variation of 14.52 per cent. This variation in case of year of establishment may be attributed due to typographical error.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the district is presented in the following table.

Table 4.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in Golaghat district

Working Exp	Central	East	North	South	West	Total
0-5	4 (6.45)	8 (12.90)	2 (3.23)	0(0.00)	2(3.23)	16 (25.81)
5-10	2 (3.23)	5(08.06)	3 (4.84)	2 (3.23)	2(3.23)	14 (22.58)
10-15	1 (1.61)	1(01.61)	2(3.23)	1(1.61)	1(1.61)	6 (09.68)
15-20	2(3.23)	5(08.06)	0 (0.00)	4 (6.45)	1(1.61)	12 (19.35)
20 & Above	3(4.84)	5(08.06)	1(1.61)	2(3.23)	3(4.84)	14 (22.58)
Total	12	24	8	9	9	62 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

From the table it has been observed that there is highest number of Head teachers in the category of 0 - 5 years of total working experience. For them it may be difficult to understand the purpose of DISE data and may be unaware about nature and objectives of various types of school data. It has also been observed that there are 22.58 per cent of schools where HT's are having working experience of 20 years or more. These teachers are elderly and some of them may feel it difficult to conceptualize the DISE DCF.

### **4.3 Staff details and facilities in schools:**

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Golaghat district.

#### **4.3.1 Staff details of School:**

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 4.3.1.1

From the table we have observed that as regards total number of sanctioned post there is 0.00 per cent variation in primary schools, 1.50 per cent variation in upper primary and 5.17 percent variation in primary with upper primary schools. As regards teachers in position there is 3.96 per cent variation in primary, 0.78 per cent variation in upper primary and 4.08 per cent variation in primary with upper primary schools. As regards non teaching staff, there is 0.00 per cent variation in primary and upper primary each and 66.67 per cent variation in primary with upper primary schools. As a whole, in Golaghat district, there is 1.64 percent variation as regards total posts sanctioned, 2.51 percent variation as regards teachers in position and 8.33 percent variation as regards non teaching staff. The variations thus observed are well within permissible limits.

Table 4.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
<b>Primary school</b>				
Posts sanctioned	34	110	110	0.00
In position	34	105	101	3.96
No. of Para teacher	34	0	0	0.00
Non teaching	34	0	0	0.00
<b>Upper primary school</b>				
Posts sanctioned	22	139	137	1.50
In position	22	130	129	0.78
No. of Para teacher	22	0	0	0.00
Non teaching	22	21	21	0.00
<b>Primary with Upper primary school</b>				
Posts sanctioned	6	61	58	5.17
In position	6	51	49	4.08
No. of Para teacher	6	0	0	0.00
Non teaching	6	5	3	66.67
<b>Overall</b>				
Posts sanctioned	62	310	305	1.64
In position	62	286	279	2.51
No. of Para teacher	62	0	0	0.00
Non teaching	62	26	24	8.33

#### 4.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three

categories of schools and presented in Table 4.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

Table 4.3.2.1 Comparison of data regarding facilities available in selected Schools of Golaghat district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
<b>Primary schools</b>							
Building status	34	0	0.00	0	0	34	100
Electricity in school	34	0	0.00	4	11.76	30	88.24
Common toilet	34	0	0.00	3	8.82	31	91.18
Girls' toilet	34	0	0.00	6	17.65	28	82.35
Staff toilet	34	34	100.00	0	0.00	0	0.00
Boundary wall condition	34	0	0.00	7	20.59	25	79.41
Drinking water	34	0	0.00	0	0.00	34	100.00
Playground	34	0	0.00	2	5.88	32	94.12
No of computer	34	0	0.00	0	0.00	34	100.00
Seating arrangement	34	0	0.00	10	29.41	24	70.59
<b>Upper primary schools</b>							
Building status	22	0	0.00	0	0.00	22	100.00
Electricity in school	22	0	0.00	4	18.18	18	81.82
Common toilet	22	0	0.00	6	27.27	16	72.73
Girls' toilet	22	0	0.00	3	13.64	19	86.36
Staff toilet	22	22	100.00	0	0.00	0	0.00
Boundary wall condition	22	0	0.00	6	27.27	16	72.73
Drinking water	22	0	0.00	0	0.00	22	100.00
Playground	22	0	0.00	3	13.64	19	86.36
No of computer	22	0	0.00	3	13.64	19	86.36
Seating arrangement	22	0	0.00	7	31.82	15	68.18
<b>Primary with upper primary schools</b>							
Building status	6	0	0.00	0	0.00	6	100.00
Electricity in school	6	0	0.00	2	33.33	4	66.67
Common toilet	6	0	0.00	1	16.67	5	83.33
Girls' toilet	6	0	0.00	0	0.00	6	100.00
Staff toilet	6	6	100.00	0	0.00	0	0.00
Boundary wall condition	6	0	0.00	3	50.00	3	50.00



Drinking water	6	0	0.00	0	0.00	6	100.00
Playground	6	0	0.00	3	50.00	3	50.00
No of computer	6	0	0.00	0	0.00	6	100.00
Seating arrangement	6	0	0.00	2	33.33	4	66.67
<b>Overall</b>							
Building status	62	0	0.00	0	0	62	100.00
Electricity in school	62	0	0.00	10	16.13	52	83.87
Common toilet	62	0	0.00	10	16.13	52	83.87
Girls' toilet	62	0	0.00	9	14.52	53	85.48
Staff toilet	62	62	100.00	0	0	0	0.00
Boundary wall condition	62	0	0.00	16	25.81	44	70.97
Drinking water	62	0	0.00	0	0	62	100.00
Playground	62	0	0.00	8	12.9	54	87.10
No of computer	62	0	0.00	3	4.839	59	95.16
Seating arrangement	62	0	0.00	19	30.65	43	69.35

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristics 'Girls' toilet', 'boundary wall condition' and 'Seating arrangement'; in Upper primary schools in the characteristics 'Electricity in school', 'Common toilet', 'Girls' toilet', 'boundary wall condition' and 'seating arrangement'; and in Primary with upper primary schools in the characteristics 'Electricity in school', 'Common toilet', 'boundary wall condition', playground and 'seating arrangement'.

The overall analysis of all the categories of selected schools of Golaghat district showed significant variation in 'Electricity in school', 'Common toilet', 'Girls' toilet', 'boundary wall condition' and 'seating arrangement'.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table.

Table 4.3.2.2: Condition of class room and other room in the selected schools of Golaghat district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	62	112	148	24.32
Good condition other room	62	19	81	76.54
Need minor repair classroom	62	49	38	28.95
Need minor repair other room	62	20	27	25.93
Need major repair classroom	62	69	6	1050.00
Need major repair other room	62	19	7	171.43
Unfit for use classroom	62	-	0	-
Unfit for use other room	62	-	1	-
Total rooms		288	308	6.49

From the table it has been observed that there is a variation of 6.49 per cent in the case of total rooms in the selected schools. This variation may be due to the fact that investigators may consider a single well partitioned room to be multiple rooms.

Further, it has also been observed from the table that as we move downward from good condition room to need major repair room, we see that when survey data shows higher number, the DISE data show lower number and vice versa. This variation arises due to the fact that there is no concrete definition of good condition room & major and minor repair needed room. Actually, no two persons give same answer to such qualitative question.

#### 4.4 Enrolment details:

In this section enrolment details of the selected schools of Golaghat district will be discussed in relation to DISE data and survey data.

In the district of Golaghat a total of 62 schools were selected for the study. Of these schools 34 were Primary, 6 were Primary with Upper primary and 22 were Upper primary schools. The following table (Table 4.4.1) presents the total enrolment in 2009 from the selected schools of Golaghat district class wise and school category wise.

Table 4.4.1: Class wise and school category wise total enrolment of Golaghat district.

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	337	342	1.48	42	42	0.00			
ClassIGirls	309	315	1.94	47	47	0.00			
ClassIIBoys	350	352	0.57	41	41	0.00			
ClassIIGirls	306	306	0.00	28	28	0.00			
ClassIIBoys	363	359	1.10	30	32	6.67			
ClassIIGirls	311	307	1.29	25	25	0.00			
ClassIVBoys	319	325	1.88	29	31	6.90			
ClassIVGirls	277	272	1.81	37	36	2.70			
ClassVBoys				95	91	4.21	587	591	0.68
ClassVGirls				92	97	5.43	651	652	0.15
ClassVIBoys				95	86	9.47	531	550	3.58
ClassVIGirls				101	103	1.98	587	572	2.56
ClassVIIBoys				83	81	2.41	543	536	1.29
ClassVIIGirls				86	87	1.16	575	575	0.00

From the table it has been observed that all the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 per cent and the maximum 9.47 per cent.

Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.99. Similarly, the validity index was also found to be 0.99. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

The following table (Table 4.4.2) represents the caste wise enrolment of students in selected Primary schools of Golaghat district obtained from survey as well as DISE data

Table 4.4.2: Caste wise enrolment in the selected primary schools of Golaghat district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class I Boys	32	30	6.25	16	18	12.50	133	181	36.09
Class I Girls	22	21	4.55	21	21	0.00	134	154	14.93
Class II Boys	26	25	3.85	21	17	19.05	144	177	22.92
Class II Girls	25	24	4.00	21	24	14.29	113	145	28.32
Class III Boys	39	37	5.13	29	30	3.45	132	182	37.88
Class III Girls	29	29	0.00	20	21	5.00	123	141	14.63
Class IV Boys	33	33	0.00	26	25	3.85	121	145	19.83
Class IV Girls	31	28	9.68	23	24	4.35	117	129	10.26
Total Boys	130	125	3.85	92	90	2.17	530	685	29.25
Total Girls	107	102	4.67	85	90	5.88	487	569	16.84
Overall	237	227	4.22	177	180	1.69	1017	1254	23.30

From the table it has been observed that in case of enrolment of SC students variations are under permissible limits. Maximum variation in case of ST students is for class II boys (19.05%) and minimum variation is for class I girls (0.00%). In case of OBC students all the variations are beyond permissible limits. The variations may arise due to the fact that in many school the attendance and admission registers are not filled in fully and properly and data regarding SC, ST and OBC were provided by seeing the titles of the students in the registrar and then counting them. If two different teachers do that for DISE data and during survey, then variation is inevitable.

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the district and these are also found to be well within permissible limits except in the case of OBC students.

The following table (Table 4.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools of Golaghat district obtained from survey as well as DISE data. Here as the number of students is very small, instead of calculating variations, we calculate deviations only.

From the table it has been observed that for all castes, the deviations are very low and so within the permissible limits.

Table 4.4.3: Caste wise enrolment in the selected Primary with Upper primary schools of Golaghat district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	0	0	0	0	0	0	21	22	1
Class I Girls	0	0	0	0	0	0	31	27	4
Class II Boys	0	0	0	0	0	0	23	28	5
Class II Girls	1	1	0	0	0	0	11	9	2
Class III Boys	2	0	2	0	0	0	15	16	1
Class III Girls	0	0	0	0	0	0	13	10	3
Class IV Boys	1	3	2	0	0	0	19	19	0
Class IV Girls	1	2	1	0	0	0	22	19	3
Class V Boys	1	1	0	0	1	1	54	51	3
Class V Girls	2	2	0	0	0	0	55	57	2
Class VI Boys	1	2	1	2	1	1	51	47	4
Class VI Girls	1	0	1	0	1	1	48	51	3
Class VII Boys	0	0	0	0	0	0	54	54	0
Class VII Girls	5	6	1	6	2	4	42	42	0
Total Boys	5	6	1	2	2	0	237	237	0
Total Girls	10	11	1	6	3	3	222	215	7
Overall	15	17	2	8	5	3	459	452	7

Deviation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these are also found to be very low.

The following table (Table 4.4.4) represents the caste wise enrolment of students in selected Upper primary schools of Golaghat district obtained from survey as well as DISE data

Table 4.4.4: Caste wise enrolment in the selected Upper primary schools of Golaghat district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	49	47	4.08	41	43	4.88	237	347	46.41
Class V Girls	57	58	1.75	58	54	6.90	263	356	35.36
Class VI Boys	59	58	1.69	28	28	0.00	217	317	46.08
Class VI Girls	59	56	5.08	32	29	9.38	248	333	34.27
Class VII Boys	53	53	0.00	47	48	2.13	227	287	26.43
Class VII Girls	62	59	4.84	44	42	4.55	231	289	25.11
Total Boys	161	158	1.86	116	119	2.59	681	951	39.65
Total Girls	178	173	2.81	134	125	6.72	742	978	31.81
Overall	339	331	2.36	250	244	2.40	1423	1929	35.56

From the table it has been observed that as far as enrolment of SC and ST students in the Upper primary schools of Golaghat district are concerned, the variations was very low and lies well within permissible limits. However, in the case of OBC students all the variations are beyond permissible limits.

Variations for total boys, total girls and overall students also showed the same trend

The following table (Table 4.4.5) represents the class wise enrolment of disabled students in selected schools of Golaghat district obtained from

survey as well as DISE data. In this case also deviations were calculated instead of calculating variations.

Table 4.4.5: Class wise enrolment of disabled students in selected schools of Golaghat district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	2	9	7	0	1	1			
ClassIGirls	1	5	4	1	0	1			
ClassIIBoys	3	8	5	0	2	2			
ClassIIGirls	1	5	4	0	0	0			
ClassIIIBoys	2	9	7	0	0	0			
ClassIIIGirls	1	2	1	0	0	0			
ClassIVBoys	3	6	3	0	1	1			
ClassIVGirls	0	3	3	0	0	0			
ClassVBoys				0	1	1	0	4	4
ClassVGirls				0	0	0	1	6	5
ClassVIBoys				0	1	1	1	3	2
ClassVIGirls				0	1	1	0	2	2
ClassVIIBoys				1	3	2	4	4	0
ClassVIIGirls				1	1	0	0	2	2

From the table we observe that the deviations are not very large and are therefore can be considered to be within permissible limits.

The following table (Table 4.4.6) represents the class wise repeaters in selected schools of Golaghat district obtained from survey as well as DISE data.





## CHAPTER V

### Verification of DISE data 2009-10: Hailakandi district

#### 5.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 5.1.1.

Table 5.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	62	0	0.00	0	0.00	62	100.00
Block/Municipal	62	0	0.00	0	0.00	62	100.00
Rural/Urban	62	0	0.00	0	0.00	62	100.00
DISE code	62	0	0.00	0	0.00	62	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code.

#### 5.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics

indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 5.2.1.

Table 5.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	62	0	0.00	0	0.00	62	100.00
HT Name	62	0	0.00	0	0.00	62	100.00
EQ of HT	62	0	0.00	0	0.00	62	100.00
Year of Estt.	62	0	0.00	9	14.52	53	85.48
School Cat	62	0	0.00	0	0.00	62	100.00
School Type	62	0	0.00	0	0.00	62	100.00
Lowest class	62	0	0.00	0	0.00	62	100.00
Highest class	62	0	0.00	0	0.00	62	100.00
School Mgt	62	0	0.00	0	0.00	62	100.00
Residential	62	0	0.00	0	0.00	62	100.00
Shift school	62	0	0.00	0	0.00	62	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment. In case of year of establishment there is a variation of 14.52 per cent. This variation in case of year of establishment may be attributed due to typographical error.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the district is presented in the following table.

Table 5.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in Hailakandi district

Working Exp	Hailakandi	Katlichera	Lala	Total
0-5	1 (1.61)	0 (0.00)	0 (0.00)	1 (1.61)
5-10	1 (1.61)	2 (3.23)	1 (1.61)	4 (6.45)
10-15	4 (6.45)	4 (6.45)	3 (4.84)	11 (17.74)
15-20	2 (3.23)	2 (3.23)	4 (6.45)	8 (12.90)
20 & Above	20 (32.26)	6 (9.68)	12 (19.35)	38 (61.29)
Total	28	14	20	62 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

In Hailakandi district, most of the Head teachers are in the working experience category of 20 & above. These teachers are elderly and some of them may feel it difficult to conceptualize the DISE DCF.

### 5.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Hailakandi district.

#### 5.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the

sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 5.3.1.1.

From the table we have observed that there is no significant variation as regards the characteristics under staff details in the selected schools of Hailakandi district.

Table 5.3.1.1 Comparison of data regarding Staff details in selected Schools of Hailakandi district

Characteristics	Sample size	DISE data	Survey data	Percent variation
<b>Primary school</b>				
Posts sanctioned	29	63	61	3.28
In position	29	72	71	1.41
No. of Para teacher	29	0	0	0.00
Non teaching	29	0	0	0.00
<b>Upper primary school</b>				
Posts sanctioned	29	198	216	8.33
In position	29	202	210	3.81
No. of Para teacher	29	0	0	0.00
Non teaching	29	21	21	0.00
<b>Primary with Upper primary school</b>				
Posts sanctioned	4	57	57	0.00
In position	4	53	52	1.92
No. of Para teacher	4	0	0	0.00
Non teaching	4	4	4	0.00
<b>Overall</b>				
Posts sanctioned	62	318	334	4.79
In position	62	327	333	1.26
No. of Para teacher	62	0	0	0.00
Non teaching	62	25	25	0.00

### 5.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with

Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three categories of schools and presented in Table 5.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

Table 5.3.2.1 Comparison of data regarding facilities available in selected Schools of Hailakandi district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
<b>Primary school</b>							
Building status	29	0	0.00	0	0.00	29	100.00
Electricity in school	29	0	0.00	0	0.00	29	100.00
Common toilet	29	0	0.00	3	10.34	26	89.66
Girls' toilet	29	0	0.00	4	13.79	25	86.21
Staff toilet	29	29	100.00	0	0.00	0	0.00
Boundary wall condition	29	0	0.00	1	3.45	28	96.55
Drinking water	29	0	0.00	3	10.34	26	89.66
Playground	29	0	0.00	0	0.00	29	100.00
No of computer	29	0	0.00	0	0.00	29	100.00
Seating arrangement	29	0	0.00	4	13.79	25	86.21
<b>Upper primary school</b>							
Building status	29	0	0.00	0	0.00	29	100.00
Electricity in school	29	0	0.00	0	0.00	29	100.00
Common toilet	29	0	0.00	3	10.34	26	89.66
Girls' toilet	29	0	0.00	3	10.34	26	89.66
Staff toilet	29	29	100.00	0	0.00	0	0.00
Boundary wall condition	29	0	0.00	4	13.79	25	86.21
Drinking water	29	0	0.00	3	10.34	26	89.66
Playground	29	0	0.00	0	0.00	29	100.00
No of computer	29	0	0.00	0	0.00	29	100.00
Seating arrangement	29	0	0.00	3	10.34	26	89.66
<b>Primary with upper primary school</b>							
Building status	4	0	0.00	0	0.00	4	100.00
Electricity in school	4	0	0.00	0	0.00	4	100.00
Common toilet	4	0	0.00	0	0.00	4	100.00

Girls' toilet	4	0	0.00	0	0.00	4	100.00
Staff toilet	4	4	100.00	0	0.00	0	0.00
Boundary wall condition	4	0	0.00	0	0.00	4	100.00
Drinking water	4	0	0.00	0	0.00	4	100.00
Playground	4	0	0.00	0	0.00	4	100.00
No of computer	4	0	0.00	0	0.00	4	100.00
Seating arrangement	4	0	0.00	1	25.00	3	75.00
<b>Overall</b>							
Building status	62	0	0.00	0	0.00	62	100.00
Electricity in school	62	0	0.00	0	0.00	62	100.00
Common toilet	62	0	0.00	6	9.68	56	90.32
Girls' toilet	62	0	0.00	7	11.29	55	88.71
Staff toilet	62	62	100.00	0	0.00	0	0.00
Boundary wall condition	62	0	0.00	5	8.06	57	91.94
Drinking water	62	0	0.00	6	9.68	56	90.32
Playground	62	0	0.00	0	0.00	62	100.00
No of computer	62	0	0.00	0	0.00	62	100.00
Seating arrangement	62	0	0.00	8	12.90	54	87.10

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristics 'Girls' toilet' and 'Seating arrangement'; in Upper primary schools in the characteristic 'boundary wall condition'; and in Primary with upper primary schools in the characteristic 'seating arrangement'.

The overall analysis of all the categories of selected schools of Hailakandi district showed slightly significant variation in 'Girls' toilet' and 'seating arrangement'.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table.

Table 5.3.2.2: Condition of class room and other room in the selected schools of Hailakandi district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	62	82	109	24.77
Good condition other room	62	25	28	10.71
Need minor repair classroom	62	35	37	5.41
Need minor repair other room	62	16	13	23.08
Need major repair classroom	62	37	14	164.29
Need major repair other room	62	10	5	100.00
Unfit for use classroom	62	■	■	■
Unfit for use other room	62	■	■	■
Total rooms		205	206	0.49

From the table it has been observed that there is a variation of 0.49 per cent in the case of total rooms in the selected schools.

Further, it has also been observed from the table that as we move downward from good condition room to need major repair room, we see that when survey data shows higher number, the DISE data show lower number and vice versa. This variation arises due to the fact that there is no concrete definition of good condition room, major repair needed room and minor repair needed room. Actually, no two persons give same answer to such qualitative question.

#### 5.4 Enrolment details:

In this section enrolment details of the selected schools of Hailakandi district will be discussed in relation to DISE data and survey data.



In the district of Hailakandi a total of 62 schools were selected for the study. Of these schools 29 were Primary, 4 were Primary with Upper primary and 29 were Upper primary schools. The following table (Table 5.4.1) presents the total enrolment in 2009 from the selected schools of Hailakandi district class wise and school category wise.

Table 5.4.1: Class wise and school category wise total enrolment of Hailakandi district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	279	271	2.87	22	20	9.09			
ClassIGirls	274	263	4.01	23	25	8.70			
ClassIIBoys	223	205	8.07	18	19	5.56			
ClassIIGirls	241	232	3.73	20	19	5.00			
ClassIIIBoys	205	197	3.90	12	11	8.33			
ClassIIIGirls	192	192	0.00	22	22	0.00			
ClassIVBoys	200	191	4.50	18	19	5.56			
ClassIVGirls	183	180	1.64	25	24	4.00			
ClassVBoys				57	58	1.75	478	475	0.63
ClassVGirls				76	70	7.89	485	461	4.95
ClassVIBoys				71	67	5.63	419	419	0.00
ClassVIGirls				91	82	9.89	533	500	6.19
ClassVIIBoys				72	71	1.39	403	404	0.25
ClassVIIGirls				83	88	6.02	420	416	0.95

From the table it has been observed that all the variations in relation to enrolment in all categories of schools are under permissible limits; the minimum variation being 0.00 per cent and the maximum 9.89 per cent.

**Reliability Index** for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.87. Similarly, the validity index was also found to be 0.93. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

The following table (Table 5.4.2) represents the caste wise enrolment of students in selected Primary schools of Hailakandi district obtained from survey as well as DISE data

Table 5.4.2: Caste wise enrolment in the selected primary schools of Hailakandi district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class I Boys	23	24	4.35	16	17	6.25	39	40	2.56
Class I Girls	25	23	8.00	10	9	10.00	35	34	2.86
Class II Boys	16	17	6.25	6	6	0.00	21	22	4.76
Class II Girls	14	14	0.00	16	17	6.25	35	34	2.86
Class III Boys	7	6	14.29	12	13	8.33	17	19	11.76
Class III Girls	13	14	7.69	11	11	0.00	15	16	6.67
Class IV Boys	9	9	0.00	10	11	10.00	25	24	4.00
Class IV Girls	12	11	8.33	11	10	9.09	13	13	0.00
Total Boys	55	56	1.82	44	47	6.82	102	105	2.94
Total Girls	64	62	3.13	48	47	2.08	98	97	1.02
Overall	119	118	0.84	92	94	2.17	200	202	1.00

From the table it has been observed that in case of enrolment of SC students variations are under permissible limits except one for class III boys (14.29%). In case of ST students all the variations are under permissible

limits. In case of OBC students also all the variations are under permissible limits except one for class III boys (11.76%).

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the district and these are also found to be well within permissible limits.

The following table (Table 5.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools of Hailakandi district obtained from survey as well as DISE data. Here as the number of students is very small, instead of calculating variations, we calculate deviations only.

Table 5.4.3: Caste wise enrolment in the selected Primary with Upper primary schools of Hailakandi district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	11	10	1	0	1	1	1	1	0
Class I Girls	12	11	1	1	1	0	3	4	1
Class II Boys	5	5	0	0	1	1	2	2	0
Class II Girls	4	5	1	2	3	1	2	1	1
Class III Boys	5	6	1	0	0	0	1	1	0
Class III Girls	10	11	1	1	1	0	3	4	1
Class IV Boys	4	5	1	1	0	1	3	2	1
Class IV Girls	8	7	1	2	2	0	2	2	0
Class V Boys	20	17	3	0	1	1	13	14	1
Class V Girls	12	11	1	3	3	0	8	7	1
Class VI Boys	11	12	1	0	0	0	16	18	2
Class VI Girls	13	13	0	5	6	1	9	8	1
Class VII Boys	16	17	1	1	0	1	21	22	1
Class VII Girls	10	9	1	4	4	0	22	23	1
Total Boys	72	72	0	2	3	1	57	60	3
Total Girls	69	67	2	18	20	2	49	49	0
Overall	141	139	2	20	23	3	106	109	3

From the table it has been observed that for all castes, the deviations are very low and so within the permissible limits.

Deviation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these are also found to be very low.

The following table (Table 5.4.4) represents the caste wise enrolment of students in selected Upper primary schools of Hailakandi district obtained from survey as well as DISE data

Table 5.4.4: Caste wise enrolment in the selected Upper primary schools of Hailakandi district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	38	39	2.63	6	6	0.00	51	54	5.88
Class V Girls	28	27	3.57	6	6	0.00	53	54	1.89
Class VI Boys	40	38	5.00	8	7	12.50	23	25	8.70
Class VI Girls	32	34	6.25	11	10	9.09	36	38	5.56
Class VII Boys	49	45	8.16	11	10	9.09	49	51	4.08
Class VII Girls	38	36	5.26	17	16	5.88	62	60	3.23
Total Boys	127	122	3.94	25	23	8.00	123	130	5.69
Total Girls	98	97	1.02	34	32	5.88	151	152	0.66
Overall	225	219	2.67	59	55	6.78	274	282	2.92

From the table it has been observed that as far as enrolment of SC, ST and OBC students in the Upper primary schools of Hailakandi district are

concerned, the variations was very low and lies well within permissible limits except in the case of ST students of Class VI Boys.

Data related to total boys, total girls and overall students also showed variations within permissible limits.

The following table (Table 5.4.5) represents the class wise enrolment of disabled students in selected schools of Hailakandi district obtained from survey as well as DISE data. In this case also deviations were calculated instead of calculating variations.

Table 5.4.5: Class wise enrolment of disabled students in selected schools of Hailakandi district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	3	3	0	0	0	0			
ClassIGirls	3	2	1	1	1	0			
ClassIIBoys	7	5	2	0	0	0			
ClassIIGirls	4	4	0	1	1	0			
ClassIIIBoys	3	3	0	0	0	0			
ClassIIIGirls	8	7	1	0	0	0			
ClassIVBoys	2	2	0	0	0	0			
ClassIVGirls	6	7	1	2	2	0			
ClassVBoys				0	0	0	2	2	0
ClassVGirls				2	2	0	5	6	1
ClassVIBoys				0	0	0	17	15	2
ClassVIGirls				5	4	1	5	5	0
ClassVIIBoys				0	0	0	11	10	1
ClassVIIGirls				0	0	0	7	6	1

From the table we observe that the deviations are small and are therefore can be considered to be within permissible limits.

The following table (Table 5.4.6) represents the class wise repeaters in selected schools of Hailakandi district obtained from survey as well as DISE data. It is to be mentioned here that in Hailakandi district no variation was existed as far as repeaters of the selected schools were concerned.

Table 5.4.6: Class and school category wise repeaters in selected schools of Hailakandi district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	1	1	0.00	0	0	0.00			
ClassIGirls	0	0	0.00	0	0	0.00			
ClassIIBoys	0	0	0.00	0	0	0.00			
ClassIIGirls	0	0	0.00	0	0	0.00			
ClassIIIBoys	0	0	0.00	0	0	0.00			
ClassIIIGirls	0	0	0.00	0	0	0.00			
ClassIVBoys	0	0	0.00	0	0	0.00			
ClassIVGirls	0	0	0.00	0	0	0.00			
ClassVBoys				0	0	0.00	0	0	0.00
ClassVGirls				0	0	0.00	0	0	0.00
ClassVIBoys				0	0	0.00	1	1	0.00
ClassVIGirls				0	0	0.00	0	0	0.00
ClassVIIBoys				1	1	0.00	0	0	0.00
ClassVIIGirls				0	0	0.00	1	1	0.00



## CHAPTER VI

### Verification of DISE data 2009-10: Sonitpur district

#### 6.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 6.1.1.

Table 6.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	79	0	0.00	0	0.00	79	100.00
Block/Municipal	79	0	0.00	0	0.00	79	100.00
Rural/Urban	79	0	0.00	0	0.00	79	100.00
DISE code	79	0	0.00	0	0.00	79	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area and DISE code.

#### 6.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics



indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 6.2.1.

Table 6.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	79	0	0.00	0	0.00	79	100.00
HT Name	79	0	0.00	0	0.00	79	100.00
EQ of HT	79	0	0.00	0	0.00	79	100.00
Year of Estt.	79	0	0.00	29	36.00	50	64.00
School Cat	79	0	0.00	0	0.00	79	100.00
School Type	79	0	0.00	0	0.00	79	100.00
Lowest class	79	0	0.00	0	0.00	79	100.00
Highest class	79	0	0.00	0	0.00	79	100.00
School Mgt	79	0	0.00	0	0.00	79	100.00
Residential	79	0	0.00	0	0.00	79	100.00
Shift school	79	0	0.00	0	0.00	79	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment of the school. In case of year of establishment there is a variation of 36.00 per cent. This variation in case of year of establishment may be attributed due to typographical error.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the district is presented in the following table.

Table 6.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in Sonitpur district

Working Exp	Balipara	Behali	Biswanath	Chaiduar	Dhekiajuli	Gabharu	Naduar	Total
0-5	2 (2.53)	2 (2.53)	0 (0.00)	2 (2.53)	3 (3.80)	5 (6.33)	3 (3.80)	17 (21.52)
5-10	1 (1.27)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (2.53)	2 (2.53)	5 (6.33)
10-15	3 (3.80)	0 (0.00)	0 (0.00)	2 (2.53)	2 (2.53)	0 (0.00)	2 (2.53)	9 (11.39)
15-20	5 (6.33)	2 (2.53)	3 (3.80)	6 (7.59)	1 (1.27)	1 (1.27)	2 (2.53)	20 (25.32)
20 & Above	2 (2.53)	4 (5.06)	3 (3.80)	7 (8.86)	7 (8.86)	2 (2.53)	3 (3.80)	28 (35.44)
Total	13	8	6	17	13	10	12	79 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

From the table it has been observed that there is highest number of Head teachers in the category of 20 & above years of total working experience. Further a large percentage of Head teachers are having working experience of less than 5 years.

### 6.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Sonitpur district.

### 6.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 6.3.1.1

Table 6.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
<b>Primary schools</b>				
Posts sanctioned	55	183	199	8.04
In position	55	214	202	5.94
No. of Para teacher	55	0	0	0.00
Non teaching	55	2	3	33.33
<b>Upper primary schools</b>				
Posts sanctioned	18	156	145	7.59
In position	18	163	164	0.61
No. of Para teacher	18	0	0	0.00
Non teaching	18	13	14	7.14
<b>Primary with Upper primary schools</b>				
Posts sanctioned	6	75	76	1.32
In position	6	77	72	6.94
No. of Para teacher	6	0	0	0.00
Non teaching	6	2	2	0.00
<b>Overall</b>				
Posts sanctioned	79	414	420	1.43
In position	79	454	438	3.65
No. of Para teacher	79	0	0	0.00
Non teaching	79	17	19	10.53

From the table we have observed that as regards total number of sanctioned post there is 8.04 per cent variation in primary schools, 7.59 per cent variation in upper primary and 1.32 percent variation in primary with upper primary schools. As regards teachers in position there is 5.94 per cent variation in primary, 0.61 per cent variation in upper primary and 6.94 per cent variation in primary with upper primary schools. As regards non teaching staff, there is 33.33 per cent variation in primary, 7.14 per cent in upper primary and 0.00 per cent variation in primary with upper primary schools. As a whole, in Sonitpur district, there is 1.43 percent variation as regards total posts sanctioned, 3.65 percent variation as regards teachers in position and 10.53 percent variation as regards non teaching staff. The variations thus observed are well within permissible limits.

### **6.3.2 Facilities in School:**

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three categories of schools and presented in Table 6.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristics 'Common

toilet', 'Girls' toilet', 'boundary wall condition' and 'Seating arrangement'; in Upper primary schools in the characteristics 'Electricity in school', 'Common toilet', 'Girls' toilet', 'drinking water' and 'seating arrangement'; and in Primary with upper primary schools in the characteristics 'Common toilet', 'boundary wall condition' and 'seating arrangement'.

Table 6.3.2.1 Comparison of data regarding facilities available in selected Schools of Sonitpur district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
<b>Primary school</b>							
Building status	55	0	0.00	0	0.00	55	100.00
Electricity in school	55	0	0.00	0	0.00	55	100.00
Common toilet	55	0	0.00	8	14.55	47	85.45
Girls' toilet	55	0	0.00	7	12.73	48	87.27
Staff toilet	55	55	100.00	0	0.00	0	0.00
Boundary wall condition	55	0	0.00	10	18.18	45	81.82
Drinking water	55	0	0.00	1	1.82	54	98.18
Playground	55	0	0.00	0	0.00	55	100.00
No of computer	55	0	0.00	0	0.00	55	100.00
Seating arrangement	55	0	0.00	11	20.00	44	80.00
<b>Upper primary school</b>							
Building status	18	0	0.00	0	0.00	18	100.00
Electricity in school	18	0	0.00	0	0.00	18	100.00
Common toilet	18	0	0.00	3	16.67	15	83.33
Girls' toilet	18	0	0.00	4	22.22	14	77.78
Staff toilet	18	18	100.00	0	0.00	0	0.00
Boundary wall condition	18	0	0.00	1	5.56	17	94.44
Drinking water	18	0	0.00	3	16.67	15	83.33
Playground	18	0	0.00	0	0.00	18	100.00

No of computer	18	0	0.00	0	0.00	18	100.00
Seating arrangement	18	0	0.00	2	11.11	16	88.89
<b>Primary with upper primary school</b>							
Building status	6	0	0.00	0	0.00	6	100.00
Electricity in school	6	0	0.00	0	0.00	6	100.00
Common toilet	6	0	0.00	1	16.67	5	83.33
Girls' toilet	6	0	0.00	0	0.00	6	100.00
Staff toilet	6	6	100.00	0	0.00	0	0.00
Boundary wall condition	6	0	0.00	3	50.00	3	50.00
Drinking water	6	0	0.00	0	0.00	6	100.00
Playground	6	0	0.00	0	0.00	6	100.00
No of computer	6	0	0.00	0	0.00	6	100.00
Seating arrangement	6	0	0.00	2	33.33	4	66.67
<b>Overall</b>							
Building status	79	0	0.00	0	0.00	79	100.00
Electricity in school	79	0	0.00	0	0.00	79	100.00
Common toilet	79	0	0.00	12	15.19	67	84.81
Girls' toilet	79	0	0.00	11	13.92	68	86.08
Staff toilet	79	79	100.00	0	0.00	0	0.00
Boundary wall condition	79	0	0.00	14	17.72	65	82.28
Drinking water	79	0	0.00	4	5.06	75	94.94
Playground	79	0	0.00	0	0.00	79	100.00
No of computer	79	0	0.00	0	0.00	79	100.00
Seating arrangement	79	0	0.00	15	18.99	64	81.01

The overall analysis of all the categories of selected schools of Sonitpur district showed significant variation in 'Common toilet', 'Girls' toilet', 'boundary wall condition' and 'seating arrangement'.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table (Table 6.3.2.2).

Table 6.3.2.2: Condition of class room and other room in the selected schools of Sonitpur district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	79	224	245	8.57
Good condition other room	79	24	26	7.69
Need minor repair classroom	79	55	65	15.38
Need minor repair other room	79	28	49	42.86
Need major repair classroom	79	89	59	50.85
Need major repair other room	79	27	20	35.00
Unfit for use classroom	79	■	2	■
Unfit for use other room	79	■	1	■
Total rooms		447	467	4.28

From the table it has been observed that there is a variation of 4.28 per cent in the case of total rooms in the selected schools.

Further, it has also been observed from the table that as we move downward from good condition room to need major repair room, we see that when survey data shows higher number, the DISE data show lower number and vice versa. This variation arises due to the fact that there is no concrete definition of good condition room, major repair needed room and minor

repair needed room. Actually, no two persons give same answer to such qualitative question.

#### 6.4 Enrolment details:

In this section enrolment details of the selected schools of Sonitpur district will be discussed in relation to DISE data and survey data.

In the district of Sonitpur a total of 62 schools were selected for the study. Of these schools 34 were Primary, 6 were Primary with Upper primary and 22 were Upper primary schools. The following table (Table 6.4.1) presents the total enrolment in 2009 from the selected schools of Sonitpur district class wise and school category wise.

Table 6.4.1: Class wise and school category wise total enrolment of Sonitpur district.

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	841	820	2.50	29	32	10.34			
ClassIGirls	734	727	0.95	44	46	4.55			
ClassIIBoys	714	711	0.42	36	38	5.56			
ClassIIGirls	687	679	1.16	60	58	3.33			
ClassIIIBoys	657	630	4.11	35	38	8.57			
ClassIIIGirls	653	643	1.53	37	40	8.11			
ClassIVBoys	623	601	3.53	58	56	3.45			
ClassIVGirls	647	657	1.55	37	37	0.00			
ClassVBoys				199	216	8.54	720	692	3.89
ClassVGirls				161	150	6.83	622	656	5.47
ClassVIBoys				169	185	9.47	671	682	1.64
ClassVIGirls				209	226	8.13	596	582	2.35
ClassVIIBoys				166	177	6.63	685	683	0.29
ClassVIIGirls				183	200	9.29	615	583	5.20



From the table it has been observed that all the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 per cent and the maximum 9.47 per cent.

**Reliability Index** for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.93. Similarly, the validity index was also found to be 0.96. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

The following table (Table 6.4.2) represents the caste wise enrolment of students in selected Primary schools of Sonitpur district obtained from survey as well as DISE data.

From the table it has been observed that as far as caste wise enrolment of students of selected schools of Sonitpur district are concerned, all the variations are under permissible limits.

Table 6.4.2: Caste wise enrolment in the primary schools of Sonitpur district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class I Boys	125	122	2.40	79	82	3.80	357	363	1.68
Class I Girls	111	118	6.31	68	61	10.29	301	311	3.32
Class II Boys	107	114	6.54	61	62	1.64	256	270	5.47
Class II Girls	92	101	9.78	62	68	9.68	279	292	4.66
Class III Boys	124	125	0.81	53	55	3.77	227	250	10.13
Class III Girls	104	102	1.92	54	51	5.56	254	274	7.87
Class IV Boys	110	100	9.09	64	60	6.25	228	222	2.63
Class IV Girls	116	119	2.59	45	48	6.67	238	242	1.68
Total Boys	466	461	1.07	257	259	0.78	1068	1105	3.46
Total Girls	423	440	4.02	229	228	0.44	1072	1119	4.38
Overall	889	901	1.35	486	487	0.21	2140	2224	3.93

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the district and these are also found to be well within permissible limits.

The following table (Table 6.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools of Sonitpur district obtained from survey as well as DISE data. Here, as the number of students is very small, instead of calculating variations, we calculate deviations only.

Table 6.4.3: Caste wise enrolment in the selected Primary with Upper primary schools of Sonitpur district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	4	4	0	2	2	0	15	18	3
Class I Girls	9	10	1	1	1	0	15	13	2
Class II Boys	4	4	0	1	1	0	19	18	1
Class II Girls	9	8	1	3	3	0	17	19	2
Class III Boys	3	3	0	0	0	0	13	16	3
Class III Girls	7	6	1	0	0	0	17	14	3
Class IV Boys	7	6	1	0	0	0	29	31	2
Class IV Girls	5	5	0	1	2	1	14	18	4
Class V Boys	35	38	3	58	58	0	73	74	1
Class V Girls	35	32	3	27	27	0	60	59	1
Class VI Boys	28	27	1	39	40	1	70	67	3
Class VI Girls	45	42	3	54	54	0	69	67	2
Class VII Boys	18	19	1	48	49	1	49	50	1
Class VII Girls	27	30	3	46	46	0	65	64	1
Total Boys	99	101	2	148	150	2	268	274	6
Total Girls	137	133	4	132	133	1	257	254	3
Overall	236	234	2	280	283	3	525	528	3

From the table it has been observed that for all castes, the deviations are very low and so within the permissible limits.

Deviation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these are also found to be very low.

The following table (Table 6.4.4) represents the caste wise enrolment of students in selected Upper primary schools of Sonitpur district obtained from survey as well as DISE data

Table 6.4.4: Caste wise enrolment in the selected Upper primary schools of Sonitpur district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	33	33	0.00	56	60	7.14	343	381	11.08
Class V Girls	41	41	0.00	86	80	6.98	297	358	20.54
Class VI Boys	45	42	6.67	71	67	5.63	336	369	9.82
Class VI Girls	37	36	2.70	79	73	7.59	232	272	17.24
Class VII Boys	29	31	6.90	61	55	9.84	307	344	12.05
Class VII Girls	29	28	3.45	59	54	8.47	239	262	9.62
<b>Total Boys</b>	107	106	0.93	188	182	3.19	986	1094	10.95
<b>Total Girls</b>	107	105	1.87	224	207	7.59	768	892	16.15
<b>Overall</b>	214	211	1.40	412	389	5.58	1754	1986	13.23

From the table it has been observed that as far as enrolment of SC and ST students in the Upper primary schools of Sonitpur district are concerned, the variations was very low and lies well within permissible limits. However, in the case of OBC students almost all the variations are beyond permissible limits.

Variations for total boys, total girls and overall students also showed the same trend.

The following table (Table 6.4.5) represents the class wise enrolment of disabled students in selected schools of Sonitpur district obtained from survey as well as DISE data. In this case also deviations were calculated instead of calculating variations.

Table 6.4.5: Class wise enrolment of disabled students in selected schools of Sonitpur district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	17	19	2	0	0	0			
ClassIGirls	5	6	1	0	0	0			
ClassIIBoys	11	11	0	0	0	0			
ClassIIGirls	3	5	2	1	0	1			
ClassIIIBoys	7	10	3	0	1	1			
ClassIIIGirls	4	6	2	0	0	0			
ClassIVBoys	7	9	2	0	0	0			
ClassIVGirls	9	10	1	0	0	0			
ClassVBoys				1	1	0	15	14	1
ClassVGirls				0	0	0	0	2	2
ClassVIBoys				0	2	2	8	9	1
ClassVIGirls				0	0	0	1	2	1
ClassVIIBoys				0	0	0	6	8	2
ClassVIIGirls				0	0	0	2	3	1

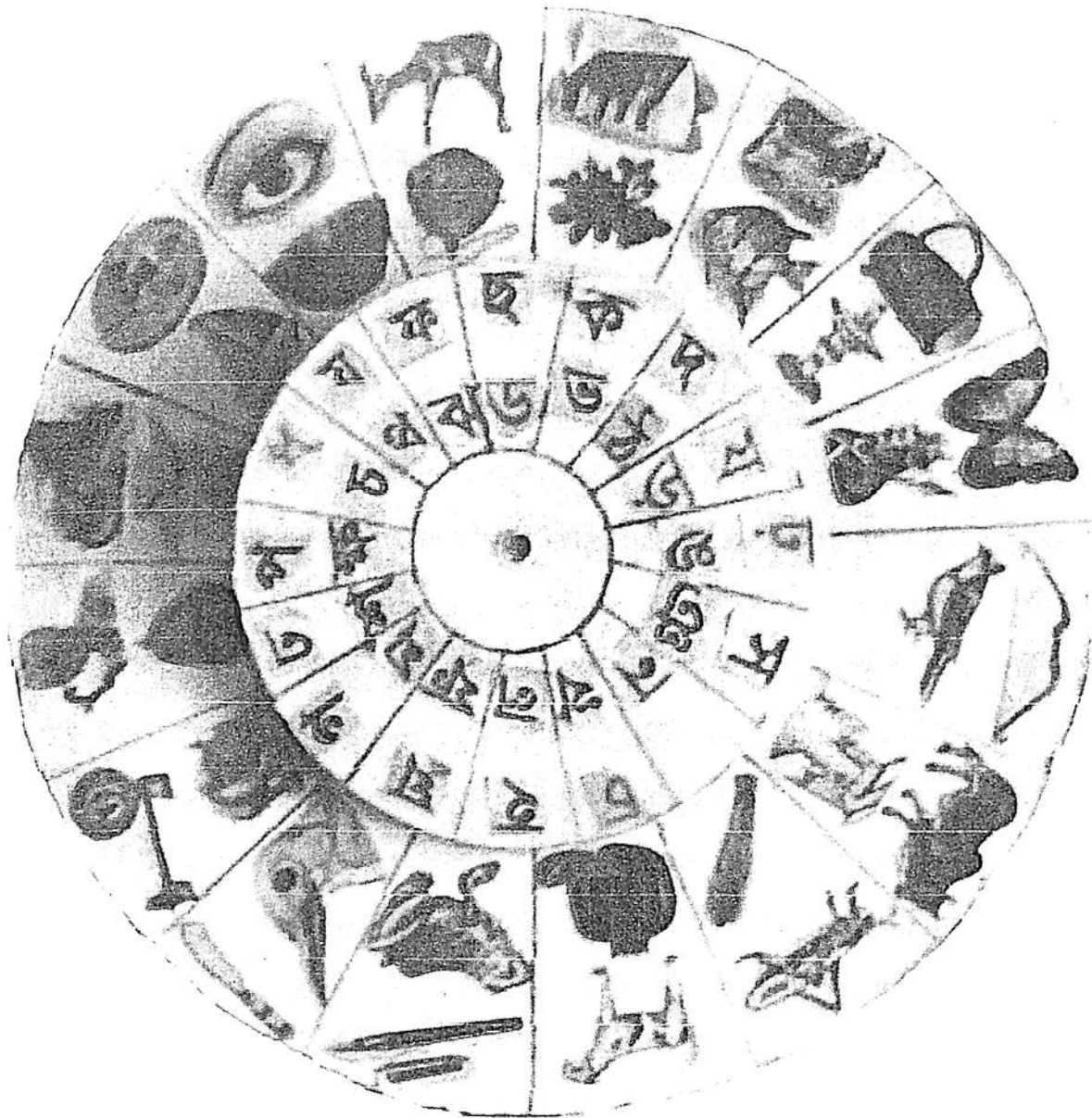
From the table we observe that the deviations are not very large and are therefore can be considered to be within permissible limits.

The following table (Table 6.4.6) represents the class wise repeaters in selected schools of Sonitpur district obtained from survey as well as DISE data and their deviations.

Table 6.4.6: Class and school category wise repeaters in selected schools of Sonitpur district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	9	7	2	5	6	1			
ClassIGirls	11	10	1	3	2	1			
ClassIIBoys	11	9	2	3	2	1			
ClassIIGirls	4	4	0	9	6	3			
ClassIIIBoys	4	3	1	6	4	2			
ClassIIIGirls	6	7	1	1	2	1			
ClassIVBoys	10	9	1	0	0	0			
ClassIVGirls	21	20	1	2	2	0			
ClassVBoys				4	4	0	11	11	0
ClassVGirls				7	8	1	12	13	1
ClassVIBoys				5	4	1	9	8	1
ClassVIGirls				6	6	0	7	7	0
ClassVIIBoys				1	0	1	12	11	1
ClassVIIGirls				0	0	0	5	4	1

From the table it can be seen that the deviations are more or less within permissible limits.



## Chapter VII

Overall analysis of DISE data 2009-10

## CHAPTER VII

### Overall analysis of DISE data 2009-10 of all the selected districts (Including Reliability and Validity index)

#### 7.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 7.1.1 for the total sample.

Table 7.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	312	0	0.00	0	0.00	312	100.00
Block/Municipal	312	0	0.00	0	0.00	312	100.00
Rural/Urban	312	0	0.00	0	0.00	312	100.00
DISE code	312	0	0.00	1	0.32	311	99.68

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area. However, there is a mismatch of 0.32 per cent in case of DISE school code.

## 7.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the total sample and presented in Table 7.2.1.

Table 7.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	312	0	0.00	0	0.00	312	100.00
HT Name	312	0	0.00	0	0.00	312	100.00
EQ of HT	312	0	0.00	0	0.00	312	100.00
Year of Estt.	312	0	0.00	58	18.59	254	81.41
School Cat	312	0	0.00	0	0.00	312	100.00
School Type	312	0	0.00	0	0.00	312	100.00
Lowest class	312	0	0.00	0	0.00	312	100.00
Highest class	312	0	0.00	0	0.00	312	100.00
School Mgt	312	0	0.00	0	0.00	312	100.00
Residential	312	0	0.00	0	0.00	312	100.00
Shift school	312	0	0.00	0	0.00	312	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment of the schools. In case of year of establishment there is a variation of 18.59 per cent. This variation in case of year of establishment may be attributed due to typographical error or the ignorance



of the newly appointed HTs. There are some HTs who are very new in the post and may not remember the year of establishment. It is therefore necessary to make provision to engrave year of establishment in the HM's office, by which this error could be minimized.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the total sample is presented in the following table.

Table 7.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in the total sample

Working Exp	Barpeta	Golaghat	Hailakandi	Sonitpur	Overall
0-5	23 (7.37)	16 (5.13)	1 (0.32)	17 (5.45)	57 (18.27)
5-10	23 (7.37)	14 (4.49)	4 (1.28)	5 (1.60)	46 (14.74)
10-15	19 (6.09)	6 (1.92)	11 (3.53)	9 (2.88)	45 (14.42)
15-20	20 (6.41)	12 (3.85)	8 (2.56)	20 (6.41)	60 (19.23)
20 & Above	24 (7.69)	14 (4.49)	38 (12.18)	28 (8.97)	104 (33.33)
Total	109	62	62	79	312(100.00)

From the table above it has been observed that there is highest number of Head teachers in the category of 20 & above years of total working experience. These teachers are elderly and some of them may feel it difficult to conceptualize the DISE DCF. It is therefore necessary also to train the young teachers who are having higher qualification and are capable of

coping up new concepts easily. Further a large percentage of Head teachers are having working experience of less than 5 years. For them it may be difficult to understand the purpose of DISE data and may be unaware about nature and objectives of various types of school data. It is therefore necessary to train the senior teachers who are going to be the future Head Master about necessity, nature and objective of DISE.

### **7.3 Staff details and facilities in schools:**

In this section an attempt has been made to analyze the staff details and facilities in the schools under study for the total sample. Staff pattern and basic facilities in the schools has a great impact on the incorporation of universalization of elementary education as realized by the state as well as central government. Although this study is not meant for analyzing impact of student teacher ratio and basic facilities on the universalization of elementary education, an attempt is made to observe these while studying the reliability and validity of DISE data through five per cent sample checking.

#### **7.3.1 Staff details of School:**

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 7.3.1.1

Table 7.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
<b>Primary schools</b>				
Posts sanctioned	193	584	587	0.51
In position	193	599	565	6.02
No. of Para teacher	193	0	0	0.00
Non teaching	193	11	11	0.00
<b>Upper primary schools</b>				
Posts sanctioned	97	689	696	1.01
In position	97	675	671	0.60
No. of Para teacher	97	0	0	0.00
Non teaching	97	83	82	1.22
<b>Primary with Upper primary schools</b>				
Posts sanctioned	22	271	263	3.04
In position	22	253	241	4.98
No. of Para teacher	22	0	0	0.00
Non teaching	22	15	12	25.00
<b>Overall</b>				
Posts sanctioned	312	1544	1546	0.13
In position	312	1527	1477	3.39
No. of Para teacher	312	0	0	0.00
Non teaching	312	109	105	3.81

From the table we have observed that as regards total number of sanctioned post there is 0.51 per cent variation in Primary, 1.01 per cent variation in upper primary and 3.04 per cent variation in primary with upper primary schools. As regards teachers in position there is 6.02 per cent variation in primary, 0.60 per cent variation in upper primary and 4.98 per cent variation in primary with upper primary schools. As regards non teaching staff, there is 0.00 per cent variation in primary, 1.22 per cent in upper primary and 25.00 per cent variation in primary with upper primary schools. As a whole, in the sample districts, there is 0.13 percent variation as regards total posts sanctioned, 3.39 percent variation as regards teachers in position and 3.81 percent variation as regards non teaching staff. The variations thus observed are well within permissible limits.

### 7.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three categories of schools and presented in Table 7.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

Table 7.3.2.1 Comparison of data regarding facilities available in selected Schools of the total sample

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
<b>Primary schools</b>							
Building status	193	0	0.00	0	0.00	193	100.00
Electricity in school	193	0	0.00	7	3.63	186	96.37
Common toilet	193	0	0.00	24	12.44	166	86.01
Girls' toilet	193	0	0.00	20	10.36	173	89.64
Staff toilet	193	193	100.00	0	0.00	0	0.00
Boundary wall condition	193	0	0.00	25	12.95	166	86.01
Drinking water	193	0	0.00	4	2.07	189	97.93
Playground	193	0	0.00	11	5.70	176	91.19
No of computer	193	0	0.00	0	0.00	193	100.00
Seating arrangement	193	0	0.00	37	19.17	141	73.06
<b>Upper primary schools</b>							
Building status	97	0	0.00	0	0.00	97	100.00
Electricity in school	97	0	0.00	6	6.19	91	93.81
Common toilet	97	0	0.00	15	15.46	82	84.54

Girls' toilet	97	0	0.00	16	16.49	81	83.51
Staff toilet	97	97	100.00	0	0.00	0	0.00
Boundary wall condition	97	0	0.00	15	15.46	82	84.54
Drinking water	97	0	0.00	6	6.19	91	93.81
Playground	97	0	0.00	6	6.19	91	93.81
No of computer	97	0	0.00	3	3.09	94	96.91
Seating arrangement	97	0	0.00	12	12.37	85	87.63
<b>Primary with upper primary schools</b>							
Building status	22	0	0.00	0	0.00	22	100.00
Electricity in school	22	0	0.00	4	18.18	18	81.82
Common toilet	22	0	0.00	2	9.09	20	90.91
Girls' toilet	22	0	0.00	1	4.55	21	95.45
Staff toilet	22	22	100.00	0	0.00	0	0.00
Boundary wall condition	22	0	0.00	7	31.82	15	68.18
Drinking water	22	0	0.00	0	0.00	22	100.00
Playground	22	0	0.00	4	18.18	18	81.82
No of computer	22	0	0.00	0	0.00	22	100.00
Seating arrangement	22	0	0.00	7	31.82	15	68.18
<b>Overall</b>							
Building status	312	0	0.00	0	0.00	312	100.00
Electricity in school	312	0	0.00	17	5.45	295	94.55
Common toilet	312	0	0.00	41	13.14	268	85.90
Girls' toilet	312	0	0.00	37	11.86	275	88.14
Staff toilet	312	312	100.00	0	0.00	0	0.00
Boundary wall condition	312	0	0.00	47	15.06	263	84.29
Drinking water	312	0	0.00	10	3.21	302	96.79
Playground	312	0	0.00	21	6.73	291	93.27
No of computer	312	0	0.00	3	0.96	309	99.04
Seating arrangement	312	0	0.00	56	17.95	256	82.05

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristics 'Common

toilet', 'Girls' toilet', 'boundary wall condition' and 'Seating arrangement'; in Upper primary schools in the characteristics 'Common toilet', 'Girls' toilet', 'boundary wall condition' and 'Seating arrangement' and in Primary with upper primary schools in the characteristics 'Electricity in school', 'boundary wall condition', 'playground' and 'seating arrangement'.

The overall analysis of all the categories of selected schools of sample districts showed significant variation in 'Common toilet', 'Girls' toilet', 'boundary wall condition' and 'seating arrangement'.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table.

Table 7.3.2.2: Condition of class room and other room in the selected schools of all sample districts

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	312	548	638	14.11
Good condition other room	312	91	156	41.67
Need minor repair classroom	312	222	222	0.00
Need minor repair other room	312	82	106	22.64
Need major repair classroom	312	246	128	92.19
Need major repair other room	312	84	60	40.00
Unfit for use classroom	312	■	2	■
Unfit for use other room	312	■	2	■
Total rooms		1273	1314	3.12

From the table it has been observed that there is a variation of 3.12 per cent in the case of total rooms in the selected schools. This variation may be due to the fact that investigators may consider a single well partitioned room to be multiple rooms.

Further, it has also been observed from the table that as we move downward from good condition room to need major repair room, we see that when survey data shows higher number, the DISE data show lower number and vice versa. This variation arises due to the fact that there is no concrete definition of good condition room, major repair needed room and minor repair needed room. Actually, no two persons give same answer to such qualitative question.

#### **7.4 Enrolment details:**

In this section enrolment details of the selected schools of all selected districts will be discussed in relation to DISE data and survey data.

The present study consists of a total sample of 312 schools. Of these schools 193 were Primary, 23 were Primary with Upper primary and 96 were Upper primary schools. The following table (Table 7.4.1) presents the class wise and school category wise total enrolment in 2009 from the selected schools from all the sample districts.

Table 7.4.1: Class wise and school category wise total enrolment of all the selected schools from the sample districts

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
ClassIBoys	2388	2365	0.96	138	139	0.72			
ClassIGirls	2234	2210	1.07	176	177	0.57			
ClassIIBoys	2129	2051	3.66	129	127	1.55			
ClassIIGirls	2092	2075	0.81	161	160	0.62			
ClassIIBoys	2009	1967	2.09	132	134	1.52			
ClassIIIGirls	1936	1871	3.36	122	123	0.82			
ClassIVBoys	1843	1804	2.12	154	146	5.19			
ClassIVGirls	1866	1883	0.91	151	141	6.62			
ClassVBoys				414	422	1.93			
ClassVGirls				369	360	2.44	2671	2604	2.51
ClassVIBoys				409	411	0.49	2296	2331	1.52
ClassVIGirls				452	465	2.88	2543	2428	4.52
ClassVIIBoys				391	403	3.07	2351	2355	0.17
ClassVIIGirls				403	425	5.46	2464	2397	2.72

From the table it has been observed that all the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.17 per cent and the maximum being 6.62 per cent.

Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.94. Similarly, the validity index was also found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.



Table 7.4.2: Caste wise enrolment in the selected primary schools from the sample districts

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
Class I Boys	274	267	2.55	148	153	3.38	619	676	9.21
Class I Girls	264	264	0.00	132	123	6.82	557	582	4.49
Class II Boys	243	247	1.65	118	113	4.24	508	553	8.86
Class II Girls	250	256	2.40	127	136	7.09	539	577	7.05
Class III Boys	277	279	0.72	123	126	2.44	471	550	16.77
Class III Girls	249	239	4.02	110	107	2.73	477	518	8.60
Class IV Boys	231	225	2.60	134	130	2.99	473	491	3.81
Class IV Girls	257	259	0.78	115	117	1.74	482	498	3.32
Total Boys	1025	1018	0.68	523	522	0.19	2071	2270	9.61
Total Girls	1020	1018	0.20	484	483	0.21	2055	2175	5.84
Overall	2045	2036	0.44	1007	1005	0.20	4126	4445	7.73

The above table (Table 7.4.2) represents the caste wise enrolment of students in selected Primary schools from the sample districts obtained from survey as well as DISE data. From the table it has been observed that in case of enrolment of SC & ST students variations are under permissible limits. In case of OBC students all the variations are under permissible limits except one for Class III boys (16.77 %).

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the sample districts and all the variations were found to be under permissible limits.

The following table (Table 7.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools from the sample districts obtained from survey as well as DISE data.

Table 7.4.3: Caste wise enrolment in the selected Primary with Upper primary schools from the sample districts

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
Class I Boys	19	18	5.26	4	4	0.00	47	51	8.51
Class I Girls	24	24	0.00	2	2	0.00	59	55	6.78
Class II Boys	13	13	0.00	2	2	0.00	52	57	9.62
Class II Girls	16	16	0.00	6	6	0.00	40	40	0.00
Class III Boys	16	14	12.50	0	0	0.00	43	44	2.33
Class III Girls	20	20	0.00	2	2	0.00	39	36	7.69
Class IV Boys	21	19	9.52	2	2	0.00	61	61	0.00
Class IV Girls	17	17	0.00	4	4	0.00	50	50	0.00
Class V Boys	65	64	1.54	58	60	3.45	157	154	1.91
Class V Girls	53	49	7.55	30	30	0.00	138	139	0.72
Class VI Boys	44	44	0.00	41	41	0.00	151	147	2.65
Class VI Girls	66	62	6.06	60	62	3.33	135	135	0.00
Class VII Boys	43	44	2.33	50	50	0.00	139	142	2.16
Class VII Girls	50	53	6.00	59	55	6.78	141	141	0.00
Total Boys	218	217	0.46	155	158	1.94	645	656	1.71
Total Girls	246	241	2.03	161	161	0.00	606	596	1.65
Overall	464	458	1.29	316	319	0.95	1251	1252	0.08

From the table it has been observed that in case of enrolment of ST & OBC students variations are under permissible limits. In case of SC students all the variations are under permissible limits except one for Class III boys (12.50 %).

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools

of the sample districts and all the variations were found to be under permissible limits.

The following table (Table 7.4.4) represents the caste wise enrolment of students in selected Upper primary schools from the sample districts obtained from survey as well as DISE data

Table 7.4.4: Caste wise enrolment in the selected Upper primary schools from the sample districts

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
Class V Boys	186	191	2.69	127	134	5.51	668	819	22.60
Class V Girls	217	211	2.76	179	171	4.47	684	840	22.81
Class VI Boys	213	205	3.76	134	131	2.24	632	765	21.04
Class VI Girls	235	232	1.28	164	155	5.49	582	712	22.34
Class VII Boys	198	191	3.54	160	151	5.63	625	727	16.32
Class VII Girls	243	243	0.00	158	149	5.70	607	682	12.36
Total Boys	597	587	1.68	421	416	1.19	1925	2311	20.05
Total Girls	695	686	1.29	501	475	5.19	1873	2234	19.27
Overall	1292	1273	1.47	922	891	3.36	3798	4545	19.67

From the table it has been observed that in case of SC and ST students variations are under permissible limits. In case of OBC students all the variations are beyond permissible limits. The variations may arise due to the fact that in many school the attendance and admission registers are not filled in fully and properly and data regarding SC, ST and OBC were provided by seeing the titles of the students in the registrar and then counting them. If two different teachers do that for DISE data and during survey, then variation is inevitable.

Variation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the selected districts. As far as enrolment of SC and ST students are concerned, the variations are under permissible limits. However, in case of enrolment of OBC students the variations are once again out of permissible limits.

The following table (Table 7.4.5) represents the class wise enrolment of disabled students in selected schools from the sample districts obtained from survey as well as DISE data

Table 7.4.5: Class wise enrolment of disabled students in selected schools from the sample districts

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	37	47	10	2	4	2			
ClassIGirls	18	23	5	3	2	1			
ClassIIBoys	34	38	4	1	4	3			
ClassIIGirls	16	23	7	2	1	1			
ClassIIIBoys	22	33	11	2	3	1			
ClassIIIGirls	24	27	3	1	1	0			
ClassIVBoys	20	26	6	2	4	2			
ClassIVGirls	26	32	6	3	3	0			
ClassVBoys				7	7	0	25	29	4
ClassVGirls				5	4	1	8	16	8
ClassVIBoys				4	6	2	29	30	1
ClassVIGirls				5	5	0	17	21	4
ClassVIIBoys				5	8	3	29	29	0
ClassVIIGirls				2	2	0	13	14	1

From the table it has been observed that as far as enrolment of disabled students were concerned, the deviations were very small and so lies

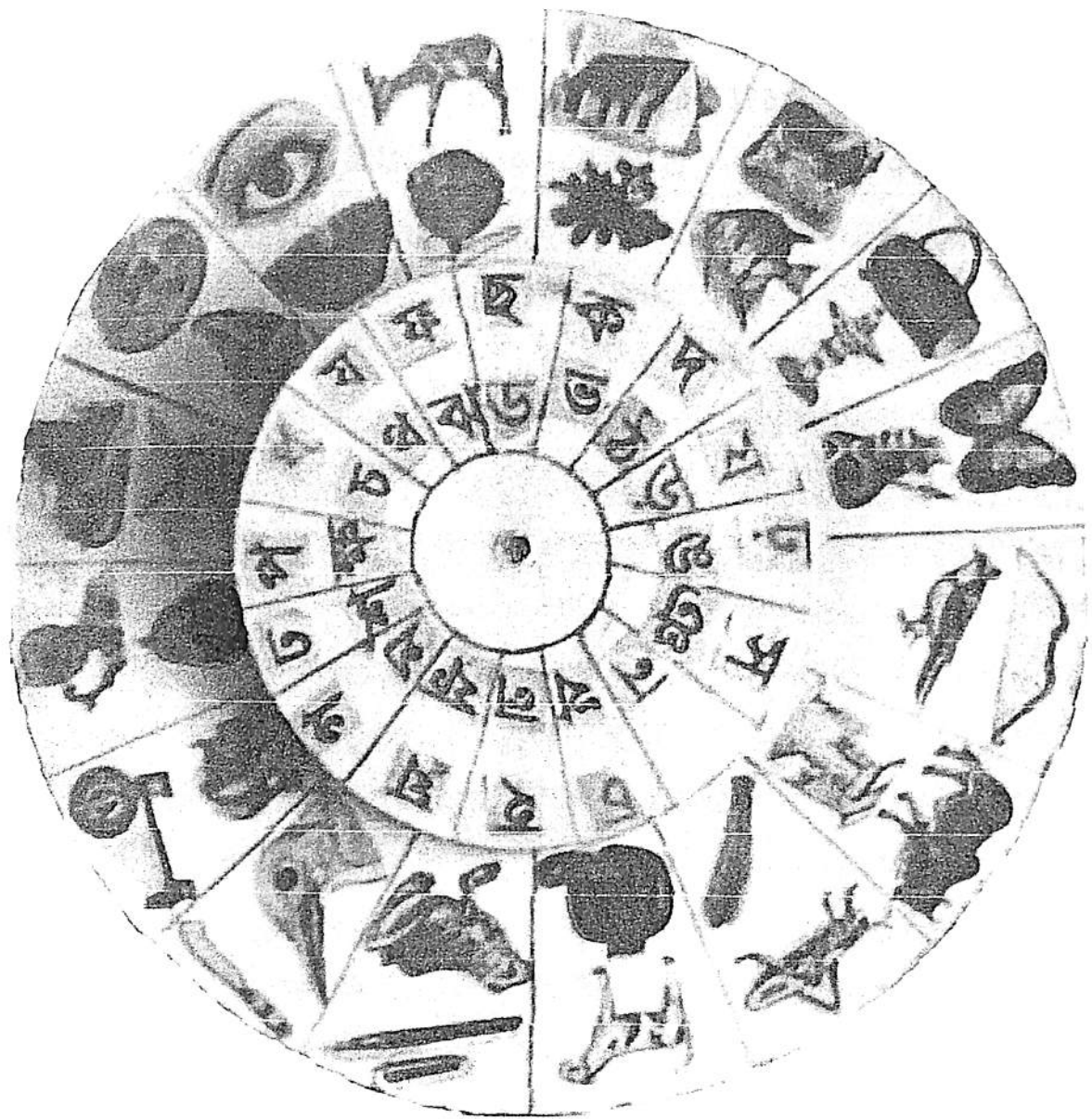
well within permissible limits except in the case of Class I boys and Class III boys of primary schools.

The following table (Table 7.4.6) represents the class wise repeaters in selected schools from the sample districts obtained from survey as well as DISE data

Table 7.4.6: Class and school category wise repeaters in selected schools from the sample districts

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	73	71	2	14	10	4			
ClassIGirls	55	46	9	5	4	1			
ClassIIBoys	69	68	1	9	6	3			
ClassIIGirls	39	44	5	12	8	4			
ClassIIIBoys	79	68	11	8	6	2			
ClassIIIGirls	34	41	7	4	6	2			
ClassIVBoys	66	61	5	2	0	2			
ClassIVGirls	73	65	8	6	4	2			
ClassVBoys				19	20	1	64	69	5
ClassVGirls				13	14	1	95	96	1
ClassVIBoys				14	14	0	56	51	5
ClassVIGirls				15	18	3	64	60	4
ClassVIIBoys				6	1	5	35	25	10
ClassVIIGirls				7	7	0	41	40	1

From the table it has been observed that high to very high degree of variation exist in case of repeaters in some classes within school categories. This is matter of serious concern and should be addressed.



## Chapter VIII

### Analysis of feedback from Investigators

## CHAPTER VIII

### Analysis of feedback from Investigators

The field investigators are those who collect data for the research team from the school authorities. In this sense, the field investigators work as a mediator between the respondents and the researcher. The researchers visualize the field situation through the eyes of the investigators. The feedback reports of the investigators thus help the researchers in visualizing the field situation. As per the demand of the schedule of data collection the field investigators have filled in the feedback schedule after visiting the selected schools. An analysis of the feedback is tried in this chapter.

#### **8.1 Number of visits made to get information from school**

In the district of Barpeta four investigators were employed to collect information from the schools as the number of selected schools in the district was as much as 109. The investigators have visited the schools physically and from 104 schools, they could collect all necessary information in single visit only. However, in 5 schools (4.59 percent), they have to make two visits each for collection of necessary information.

In the district of Golaghat two investigators were employed to collect information from the schools as the number of selected schools in the district was only 62. The investigators have visited the schools physically and in single visit to each school, they could collect all necessary information. No school was closed on the first day of visit to the school.

In the district of Hailakandi, three investigators were employed to collect information from the selected schools. The investigators have visited the schools physically and except in 5 schools (8.06 percent), they could collect all necessary information in single visit only. In the other 5 schools, they have to make two visits each.

In Sonitpur district, three investigators were employed. The investigators have visited the selected schools physically and except in 3 schools they could collect necessary information in single visit only. In these schools they have to make two visits each.

## 8.2 Initial reaction of the Head Teacher

When investigators visit respondents, the initial reaction of the respondent plays a very important role in the process of collection of information. A good initial reaction eases up data collection process. The following table (Table 8.2.1) indicates category wise initial reaction of the HTs of the selected schools of Golaghat district.

Table 8.2.1: Category wise initial reaction of Head teachers in the selected schools of all the selected districts

District	Initial reaction category					Total
	V. Good	Good	Average	Poor	V. Poor	
Barpeta	18 (16.51)	82 (75.23)	9 (8.26)	0 (0.00)	0 (0.00)	109 (100.00)
Golaghat	13 (20.97)	20 (32.26)	22 (35.48)	7 (11.29)	0 (0.00)	62 (100.00)
Hailakandi	41 (66.13)	20 (32.26)	1 (1.61)	0 (0.00)	0 (0.00)	62 (100.00)
Sonitpur	23 (29.11)	36 (45.57)	20 (25.32)	0 (0.00)	0 (0.00)	79 (100.00)
Overall	95 (30.45)	158 (50.64)	52 (16.67)	7 (2.24)	0 (0.00)	312 (100.00)

(Figures in the parentheses indicate percentage of the total)



From the table it has been observed that in as far as very good initial reaction of HTs are concerned, selected schools of Hailakandi district top the list and those of Barpeta followed all others. Only few HTs of Golaghat district showed poor initial reaction to the Field Investigators.

The overall situation indicated that 30.45 per cent HTs reaction were very good, 50.64 per cent HTs reaction were good, 16.67 per cent HTs reaction were average and only 2.24 per cent HT reacted poorly during the visit of the field investigators.

Thus, except few, all the HT's initial reaction were positive.

### 8.3 Response of the Head Teacher to provide information

The following table (Table 8.3.1) and figure (Fig 8.3.1) indicates category wise response of the HTs to provide information in the selected districts.

Table 8.3.1: Response of the Head Teachers to provide information (category wise) in the selected schools of all the selected districts

Districts	Response to provide information					Total
	V. Good	Good	Average	Poor	V. Poor	
Barpeta	14.68	58.72	25.69	0.92	0.00	100.00
Golaghat	20.97	22.58	37.10	19.35	0.00	100.00
Hailakandi	64.52	35.48	0.00	0.00	0.00	100.00
Sonitpur	22.78	45.57	31.65	0.00	0.00	100.00
Overall	27.88	43.59	24.36	4.17	0.00	100.00

(Figures in the table indicate percentage of the total)

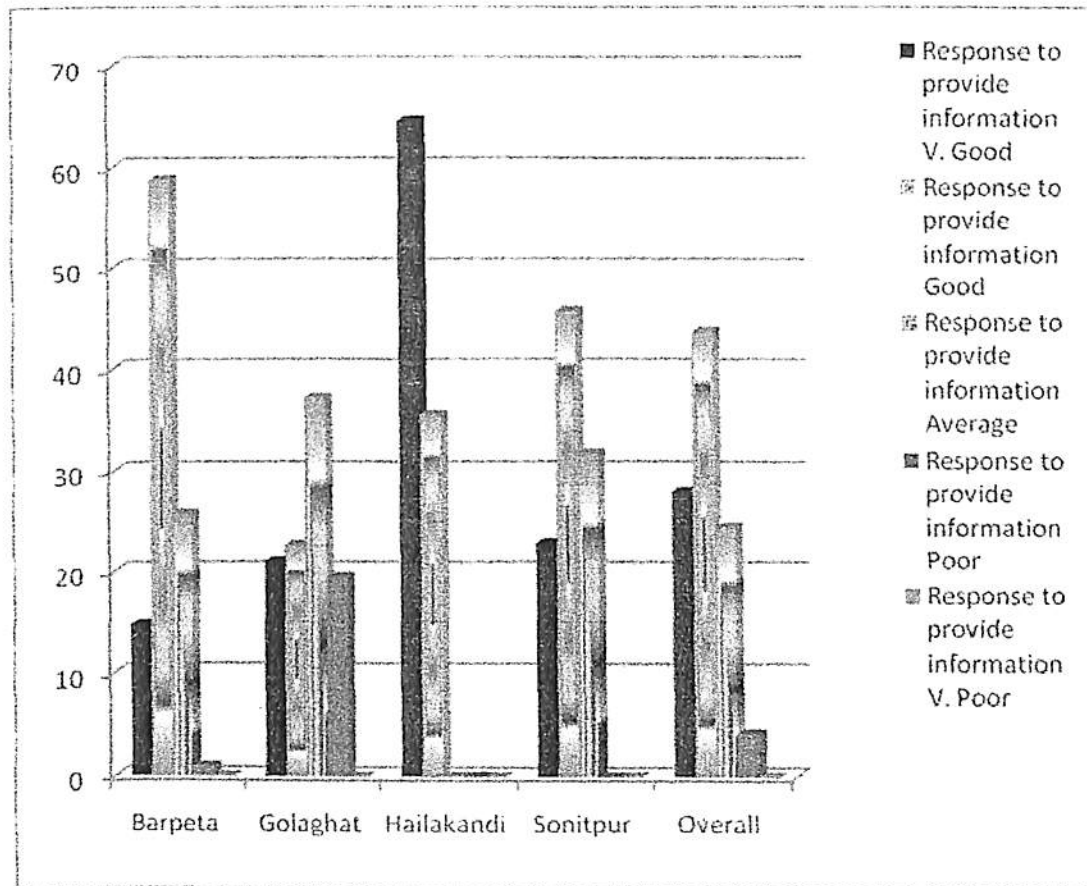


Fig 8.3.1: Response of the Head Teachers to provide information (category wise) in the selected schools of Golaghat district

From the table and the figure it has been observed that in as far as very good response of HTs are concerned, selected schools of Hailakandi district top the list and those of Barpeta followed all others. Few HTs of Golaghat district showed poor response to the Field Investigators.

Thus considering the overall situation in the selected schools in the selected districts, we found that the response of the HTs of more than 95 percent schools were positive in regard to provide information.

### 8.4 Availability of records with the Head Teacher

Availability of records with the Head Teachers was also graded by the investigators. These are presented in the following table (Table 8.4.1) and figure (Fig 8.4.1).

Table 8.4.1: Grade wise availability of records with the head teachers in the selected schools from the selected districts

School category	Availability of records					Total
	V. Good	Good	Average	Poor	V. Poor	
<b>Barpeta</b>	11.01	51.38	35.78	0.92	0.92	100.00
<b>Golaghat</b>	12.90	16.13	40.32	20.97	9.68	100.00
<b>Hailakandi</b>	62.90	37.10	0.00	0.00	0.00	100.00
<b>Sonitpur</b>	25.32	30.38	35.44	8.86	0.00	100.00
<b>Overall</b>	25.32	36.22	29.49	6.73	2.24	100.00

(Figures in the table indicate percentage of the total)

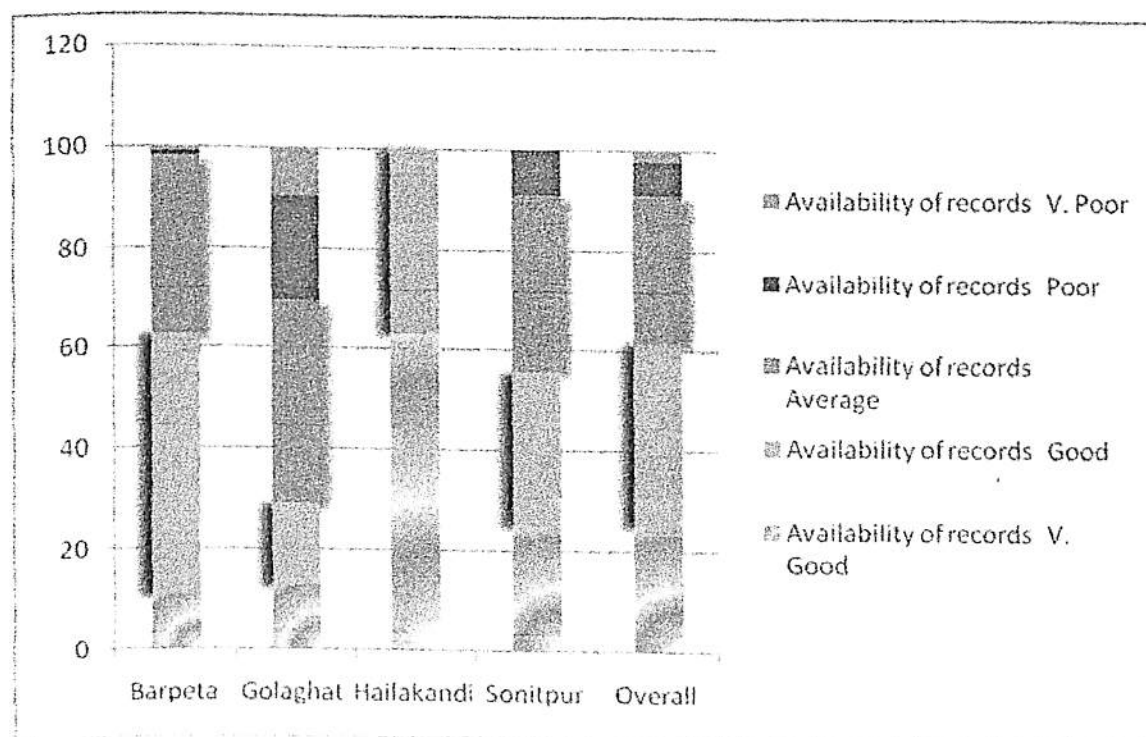


Fig 8.4.1: Grade wise availability of records with the head teachers in the selected schools from the selected districts

In respect of level of record keeping system also selected schools of Hailakandi district top the list and those of Barpeta followed all others in the top level. Very few schools of Sonitpur district and few schools of Golaghat district followed worst record keeping system.

The overall school situation of the selected districts have revealed that 25.32 percent of all the schools have Very Good record keeping system, 36.22 per cent have Good record keeping system, 29.49 per cent have Average record keeping system and remaining 8.97 per cent have Poor or Very poor record keeping system. Generally, these 8.97 per cent schools are contributing to the variation arises between DISE data and survey data. Schools having average record keeping system are also contributing more or less to the variation arisen between DISE data and survey data. Thus record keeping system needs to be addressed for. In this regard, the training methodology adopted by Hailakandi district as regards record keeping may be analyzed for improvement of training methodology adopted by other district.

### **8.5 Analysis of other attributes associated with ease of data collection as put forward by the field investigators**

There are thirteen other attributes on which the field investigators were asked to provide their feedback. Investigators feedbacks on these attributes are presented in the following tables (Table 8.5.1 - Table 8.5.5).

Table 8.5.1: Investigators feedback on the other thirteen attributes for selected schools of Barpeta District

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	88.99	11.01
Enrolment details from single register	78.90	21.10
Attendance registers filled up properly	91.74	8.26
Year end summary details availability	70.64	29.36
School report card availability	59.63	40.37
Attendance registers maintained properly	80.73	19.27
Teachers punctuality	98.17	1.83
DISE DCF photocopy	49.54	50.46
Faced problem in getting required information	13.76	86.24
Availability of display board	88.07	11.93
Provision of MDM	97.25	2.75
Quality food served in MDM	88.99	11.01
Seating arrangement proper and sufficient	85.32	14.68

From the table it has been observed that the field investigators favoured majority percentage of schools in Barpeta district in most of the attributes. Unfavourable picture they found in descending order in the attributes are 'Faced problem in getting required information', 'DISE DCF photocopy', 'School report card availability', 'Year end summary details availability' and 'Enrolment details from single register'.

Table 8.5.2: Investigators feedback on the other thirteen attributes for selected schools of Golaghat District

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	51.61	48.39
Enrolment details from single register	32.26	67.74
Attendance registers filled up properly	74.19	25.81
Year end summary details availability	43.55	56.45
School report card availability	43.55	56.45
Attendance registers maintained properly	74.19	25.81
Teachers punctuality	87.10	12.90
DISE DCF photocopy	58.06	41.94
Faced problem in getting required information	12.90	87.10
Availability of display board	83.87	16.13
Provision of MDM	93.55	6.45
Quality food served in MDM <sup>6</sup>	66.67	33.33
Seating arrangement proper and sufficient	61.29	38.71

From the table it has been observed that the field investigators favoured some percentage of schools in Golaghat district in most of the attributes. Unfavourable picture they found in descending order in the attributes are 'Faced problem in getting required information', 'Enrolment details from single register', 'School report card availability & Year end summary details availability', 'Easy provision of enrolment and pass PC', 'DISE DCF photocopy' and 'seating arrangement proper and sufficient'.

<sup>6</sup> In Golaghat district, the FI's were present at the time of distribution of MDM only in three instances

Table 8.5.3: Investigators feedback on the other thirteen attributes for selected schools of Hailakandi District

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	100.00	0.00
Enrolment details from single register	100.00	0.00
Attendance registers filled up properly	98.39	1.61
Year end summary details availability	88.71	11.29
School report card availability	14.52	85.48
Attendance registers maintained properly	70.97	29.03
Teachers punctuality	100.00	0.00
DISE DCF photocopy	33.87	66.13
Faced problem in getting required information	3.23	96.77
Availability of display board	96.77	3.23
Provision of MDM	100.00	0.00
Quality food served in MDM	100.00	0.00
Seating arrangement proper and sufficient	20.97	79.03

From the table it has been observed that the field investigators favoured majority percentage of schools in Hailakandi district in most of the attributes. Unfavourable picture they found in descending order in the attributes are 'Faced problem in getting required information', 'School report

card availability', 'Seating arrangement proper and sufficient' and 'DISE DCF photocopy'.

Table 8.5.4: Investigators feedback on the other thirteen attributes for selected schools of Sonitpur District

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	86.08	13.92
Enrolment details from single register	75.95	24.05
Attendance registers filled up properly	81.01	18.99
Year end summary details availability	83.54	16.46
School report card availability	78.48	21.52
Attendance registers maintained properly	96.20	3.80
Teachers punctuality	98.73	1.27
DISE DCF photocopy	83.54	16.46
Faced problem in getting required information	22.78	77.22
Availability of display board	100.00	0.00
Provision of MDM	97.47	2.53
Quality food served in MDM	94.94	5.06
Seating arrangement proper and sufficient	81.01	18.99

From the table it has been observed that the field investigators favoured majority percentage of schools in Sonitpur district in most of the attributes. Unfavourable picture they found in descending order in the attributes are 'Faced problem in getting required information', and 'enrolment details from single register'.



Table 8.5.5: Investigators feedback on the other thirteen attributes for selected schools from the selected Districts

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	83.01	16.99
Enrolment details from single register	73.08	26.92
Attendance registers filled up properly	86.86	13.14
Year end summary details availability	72.12	27.88
School report card availability	52.24	47.76
Attendance registers maintained properly	81.41	18.59
Teachers punctuality	96.48	3.53
DISE DCF photocopy	56.73	43.27
Faced problem in getting required information	13.78	86.22
Availability of display board	91.99	8.01
Provision of MDM	97.12	2.88
Quality food served in MDM	88.25	11.75
Seating arrangement proper and sufficient	66.67	33.33

From the table it has been observed that out of the selected schools in the selected districts as a whole, HMs of 83.01 per cent schools were able to provide information pertaining to enrolment and details of pass percentage easily.

In 73.08 per cent schools as a whole, the HTs were able to give enrolment and other details from a single register.

The teachers had filled up the attendance registers properly in 86.86 per cent schools as a whole.

The HTs had year end summary details of children for all grades and available with them in 72.12 per cent schools.

The School Report Cards were available in more than 50.00 per cent schools

More than 81.00 per cent schools maintained the attendance registers properly and kept in the almirah

The teachers of more than 96.00 per cent schools were punctual and come to school in time. The remaining teachers are also to be forced to become punctual. Otherwise, strict actions have to be taken against them in the greater interest of the student community.

The filled in DISE DCF were available in about 57 per cent schools, whereas it is mandatory for all the schools to keep a photocopy of DISE DCF in the school.

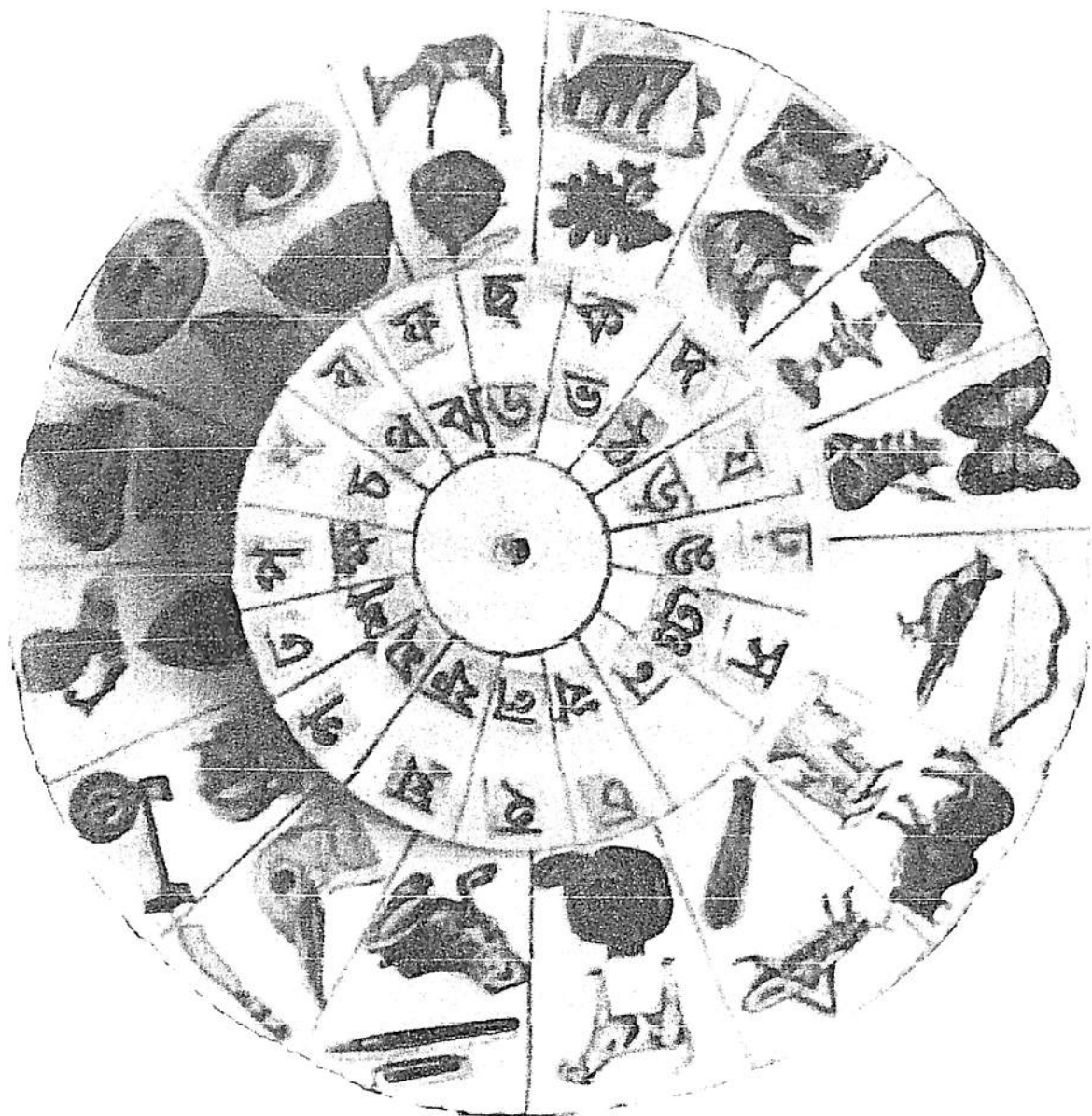
In most of the schools, the field investigators were facing problem in getting the required information from the school. The main problem they mentioned were improper management of data pertaining to attendance, enrolment, exam result, caste wise account of students etc.

A display board was available in more than 90 per cent schools. The remaining schools also needed to be provided with a display board. The board should contain among other things, the year of establishment and DISE code of the school.

Except few, all the other schools have provision of Mid Day Meal.

Almost 90 per cent schools serve good quality food to their students.

66.67 per cent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not sufficient as compared to the students enrolled. In this connection it may be inferred that infrastructure fund provided to the schools need to be proportionate to the number of students so that proper seating arrangement could be guaranteed.



## Chapter IX

### Summary of findings

## CHAPTER IX

### Summary of findings

#### Barpeta district

The major findings come out from chapters III & VIII are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

*School location particulars were highly reliable in Barpeta district.*

As far as school particulars are concerned, 'Year of Establishment.' showed a variation of 10.09 between DISE data and survey data.

*As far as staff details of primary schools of Barpeta district are concerned, the variations are very much within permissible limits. Larger variations are either due to retirement/transfer or due to misinterpretation of the definition.*

In case of facilities in school, Electricity in school, Common toilet, Girls' toilet, boundary wall condition, Play ground and seating arrangement showed significant variation between DISE and survey data.

*There is no mismatch as far as source of drinking water are concerned in the selected schools of Barpeta district.*

*As regards total rooms in the selected schools, no variation was observed. As regards condition of class rooms, the observed variations, which were within permissible limits.*

*All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 per cent and the maximum being 9.52 per cent.*

*Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.97. Similarly, the validity index was also found to be 0.98. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.*

*As far as enrolment of overall SC, ST and OBC students are concerned, the variations were under permissible limits.*

*In case of disable students, the variations were found more or less to be under permissible limits.*

*In case of repeaters also, the variations were found more or less to be under permissible limits.*

*The entire Head Teachers' initial reactions towards the investigators were positive.*

*Except about 1.00 per cent, all the HTs response to provide information was positive.*

*Head teachers of 1.84 per cent schools of Barpeta district follows poor or very poor record keeping system.*

In 13.76 per cent schools, the field investigators were facing problem in getting the required information from the school. The main problem they mentioned were improper management of data pertaining to attendance, enrolment, exam result, caste wise account of students etc.

85.32 per cent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not sufficient as compared to the students enrolled.

## Golaghat district

The major findings come out from chapters IV & VIII are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

*School location particulars were highly reliable in Golaghat district. In only one school the DISE code was wrongly put in the DISE data. However, many HT was not able to provide the DISE code instantly*

As far as school particulars are concerned, 'Year of Establishment' showed a variation of 14.52 between DISE data and survey data.

*As far as staff details of primary schools of Golaghat district are concerned, the variations are very much within permissible limits. Larger variations are either due to retirement/transfer or due to misinterpretation of the definition.*

In case of facilities in school, Electricity in school, Girls' toilet, boundary wall condition and seating arrangement showed significant variation between DISE and survey data in all the three category of schools. In case of common toilet, Upper primary and primary with Upper primary also showed significant variation.

*There is no mismatch as far as source of drinking water are concerned in the selected schools of Golaghat district.*

As regards total rooms in the selected schools, the observed variations were within permissible limits. However, as regards condition of class rooms, we observed High to Very High variation.

*All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 per cent and the maximum being 9.47 per cent.*

*Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.99. Similarly, the validity index was also found to be 0.99. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.*



## Hailakandi district

The major findings come out from chapters V & VIII are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

*School location particulars were highly reliable in Hailakandi district.*

As far as school particulars are concerned, 'Year of Establishment' showed a variation of 14.52 between DISE data and survey data.

*As far as staff details of primary schools of Hailakandi district are concerned, the variations are very much within permissible limits. Larger variations are due to misinterpretation of the definition.*

In case of facilities in school, slightly significant variation between DISE and survey data were existed in some characteristics like common toilet, girls' toilet, boundary wall condition, drinking water and seating arrangement in one or two categories of schools.

There were slightly significant variations in the selected primary and upper primary schools as far as source of drinking water are concerned.

*As regards total rooms in the selected schools, a very little variation was observed. However, as regards condition of class rooms, we observed High to Very High variation.*

seating arrangement was not sufficient as compared to the students enrolled.

## Sonitpur district

The major findings come out from chapters VI & VIII are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

*School location particulars were highly reliable in Sonitpur district.*

As far as school particulars are concerned, 'Year of Estt.' showed a variation of 36.00 % between DISE data and survey data.

*As far as staff details of primary schools of Sonitpur district are concerned, the variations are very much within permissible limits. Larger variations are due to either retirement/transfer or misinterpretation of the definition.*

In case of facilities in school, slightly significant variation between DISE and survey data were existed in some characteristics like common toilet, girls' toilet, boundary wall condition and seating arrangement in one or two categories of schools.

*As regards total rooms in the selected schools, a very little variation was observed. However, as regards condition of class rooms, we observed High to Very High variation.*

*All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 per cent and the maximum being 9.47 per cent.*

*Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.93. Similarly, the validity index was also found to be 0.96. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.*

*As far as enrolment of overall SC and ST students are concerned, the variations are under permissible limits. However, in case of OBC students, slight variation was observed.*

*In case of disable students, the variations were found to be small.*

*Smaller variation was existed in case of repeaters in all classes within school categories.*

*The entire Head Teachers' initial reactions towards the investigators were positive in Sonitpur district.*

*All the HTs response to provide information was positive.*

*8.86 per cent of the Head teachers of selected schools of Sonitpur district followed poor or very poor record keeping system.*

*In 22.78 per cent schools, the field investigators were facing problem in getting the required information from the school.*

81.01 per cent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not sufficient as compared to the students enrolled.

## Overall

The major findings come out from chapters VII & VIII based on all the selected schools in the selected districts are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

*School location particulars were highly reliable in the sample schools of the selected districts.*

As far as school particulars are concerned, 'Year of establishment' showed a variation of 18.59 % between DISE data and survey data.

*As far as staff details of primary schools are concerned, the variations are very much within permissible limits. Larger variations are due to either retirement/transfer or misinterpretation of the definition.*

In case of facilities in school, slightly significant variation between DISE and survey data were existed in some characteristics like common toilet, girls' toilet, boundary wall condition and seating arrangement.

*As regards total rooms in the selected schools, a very little variation was found. However, as regards condition of class rooms and other rooms, we observed High to Very High variation.*

*All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.17 per cent and the maximum being 6.62 per cent.*

*Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.94. Similarly, the validity index was also found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.*

*As far as enrolment of overall SC, ST and OBC students are concerned, the variations are under permissible limits, except in the case of Upper primary schools, where enrolment of OBC students showed significant variation.*

*In case of disable students, the variations were found to be small.*

*Smaller variation was existed in case of repeaters in all classes within school categories besides few exceptions.*

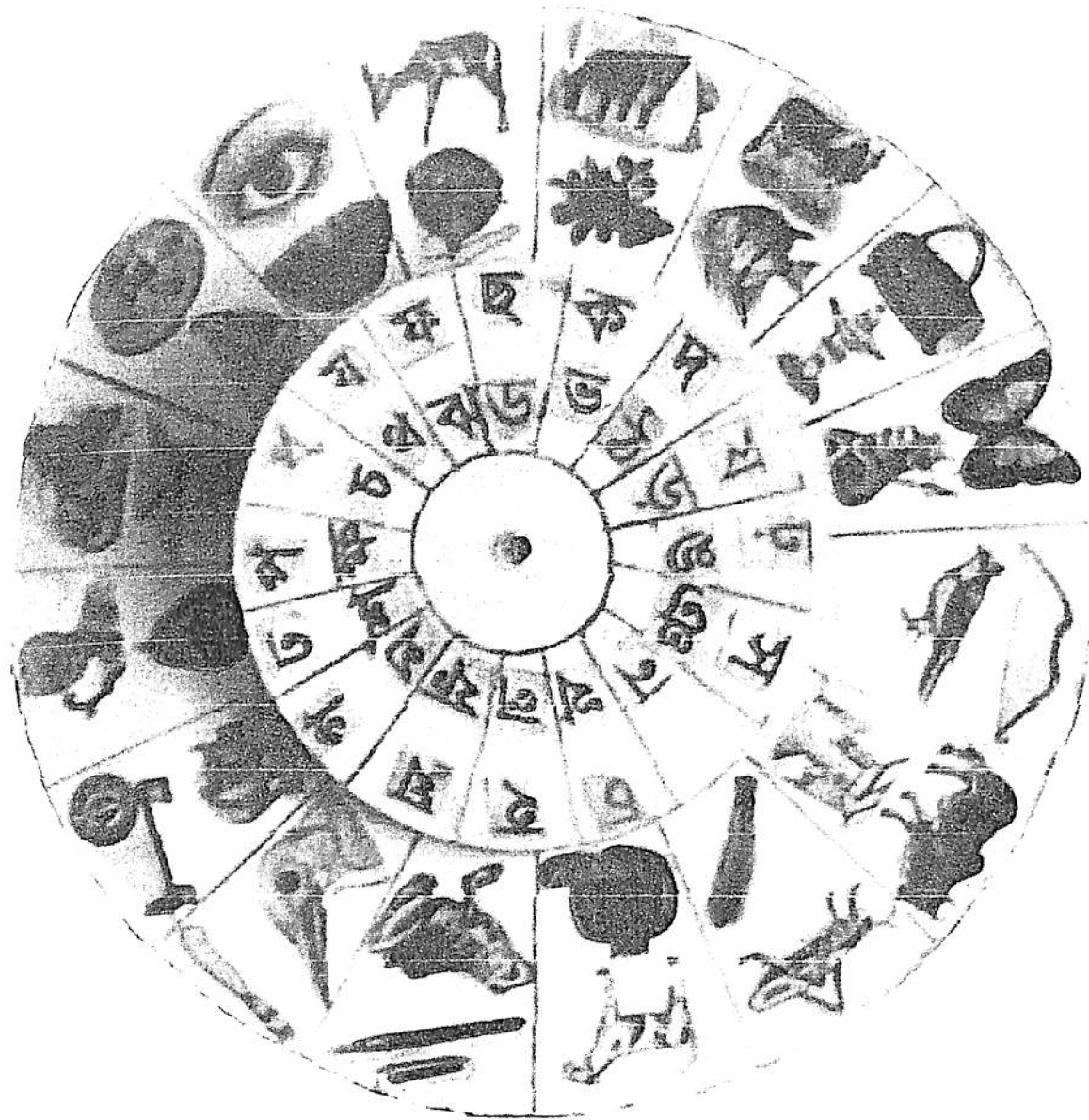
*All Head Teachers' initial reactions towards the investigators were positive except some 2.24 per cent.*

*All the HTs response to provide information was positive except some 4.17 per cent.*

*About 8.87 per cent of the Head teachers of sample schools of selected districts follow poor or very poor record keeping system.*

In 13.78 per cent schools, the field investigators were facing problem in getting the required information from the school.

66.67 per cent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not sufficient as compared to the students enrolled.



## Chapter X

### Suggestions & Conclusions

## CHAPTER X

### Suggestions & Conclusions

The research team of Post enumeration Survey (PES) of DISE data 2009-10 in the form of “5% sample checking of DISE data 2009 - 10” for the state of Assam has observed the field situation minutely and exclusively and emerged with the following suggestions and conclusions for having a better database of elementary education system in the state and for better planning for attaining the objective of universalization of elementary education in the form of value education.

#### SUGGESTIONS

##### **Improvisation of DISE and PES Formats**

- DISE DCF needed to be kept simple and short. School particulars, post sanctioned, budget release, etc should be collected through the block level functionaries.
- Some queries about EMIS unit in the district level should also be included in the PES format.
- Format for both DISE DCF and PES should be same, which facilitate proper analysis of the overall report.
- A trial version of DISE database software needed to be provided to the research team of the PES for easy comparison and analysis of DISE and PES data.



### **Capacity building**

- Assistant teachers may not be aware of the latest development in the field of education and the aims and objectives of DISE. Therefore, periodical training for assistant teachers needed to be organized.
- Training programs needed be taken up seriously and with missionary zeal. In this regard help of professionals and personals conducting PES may also be taken.
- Training on DISE needed to be taken up in multiphase like the training of election personals, the last phase to be conducted one week before the actual filling up of DISE DCF.
- Teachers are to be trained at the beginning of the academic year about record keeping procedure and they are to be motivated to record the information properly and in time.
- Head teachers are to be provided with format for yearend summary details of children and a copy of it is to be collected at the end of the academic year by the SSA.
- Problems of single teacher needed to be conceived by the authority and immediate steps to be taken in this regard.
- BRCCs and CRCCs are to be trained regarding the nature and objectives of various types of school data and their use in overall planning of education administration.

### **Ensuring better data**

- DISE Code as well as year of establishment of school is needed to be indicated in the Sign Board as well as Display Board of the school.
- It should be made mandatory for the Head Teachers to keep a Xerox copy of the filled in DISE DCF in the school only.
- It should be made mandatory for the class teachers to prepare the attendance of learners at the end of every month indicating the number of boys, girls, SC, ST, OBC, General, disables, repeaters etc. A duplicate of this account to be submitted to the Head Teacher every month.
- During visits, BRCCs and CRCCs are to check the monthly account of attendance on both the papers and sign on it. An account of schools doing this practice properly are also needed to be kept and to show it to all the teachers that he/she keeps the record of this good practice.
- PES of DISE data needed to be continued as a feature of educational planning.
- Scrutiny of filled in DISE DCF should be made in the cluster level.
- A photocopy of the filled in DISE DCF should also be kept with the CRCCs for checking and maintaining the truthfulness of recorded data.
- It should be made mandatory for all the HTs to keep the record of repeaters, new admissions and transfer of students along with all other necessary information in standard format. SSA may develop the format and supply to all the schools.

- There should be some provision of punishing school authorities who provides misleading information.

## CONCLUSIONS

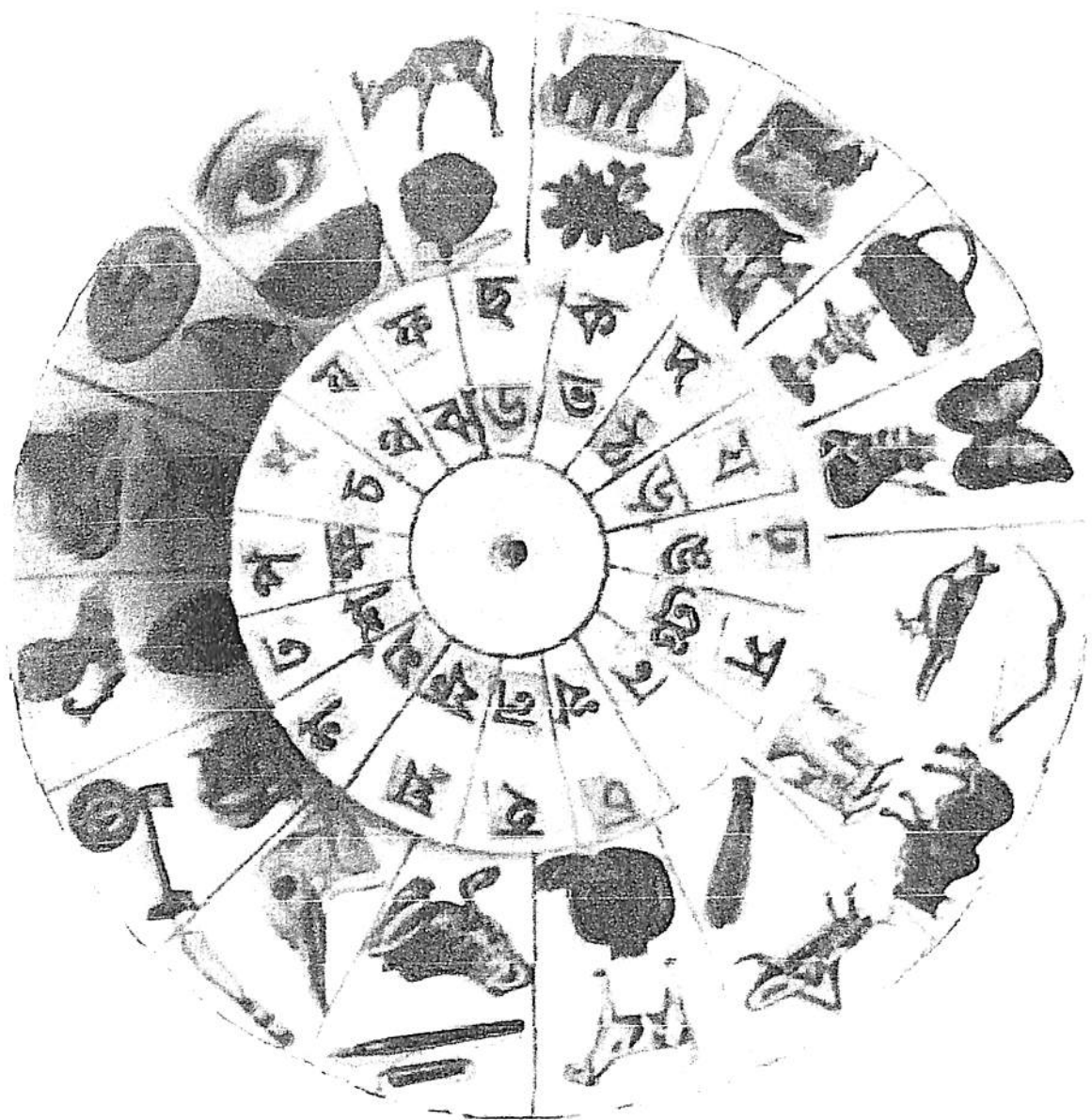
From the analysis made in chapters III through IX, we may arrive at the following conclusions:

- The DISE data were more or less reliable and valid.
- Record keeping system in the schools needed to be channelized and a format to be developed.
- Trainings about DISE are to be provided to the assistant teachers also.
- Disciplinary action to be taken against those school authorities, who provide misleading information.
- Photocopy of filled in DISE DCF are to be kept with the HT as well as at CRC
- School Report Card are to be provided to the schools and responsibility for this needed to be entrusted on the CRCC/BRCC.
- DISE DCF may be composed in regional languages to facilitate easy understanding of the requirements of DISE.

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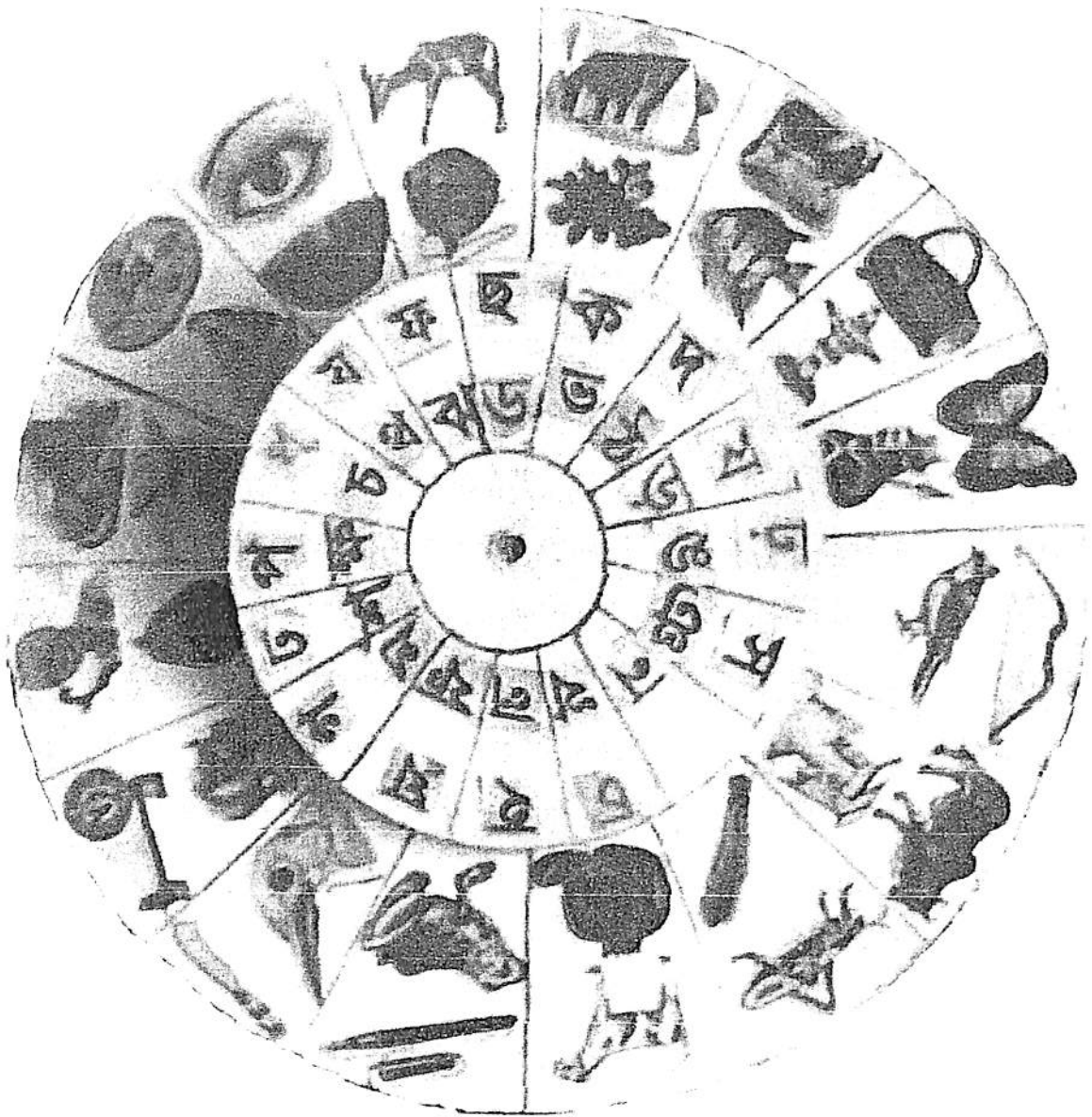
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Appendix I  
Field Investigators' Profile

## Field Investigators' Profile

SI No.	District	Details of Field Investigator
1	Golaghat	Name : <b>Mr. Mridul Kalita</b> Qualification: B.A. Contact No. :9864607810 , 9706886671
2		Name : <b>Mr. Bhaskar Jyoti Sarma</b> Qualification: B.Sc. Contact No. :9864489769
3	Sonitpur	Name : <b>Mr. Jyoti Prasad Kalita</b> Qualification: B.A. Contact No. : 9954118603
4		Name : <b>Mr. Bijoy Das</b> Qualification: B.A. Contact No. :9859249246
5		Name : <b>Mr. Arun Kr. Barman</b> Qualification: B.A. Contact No. : 9706342046
6	Barpeta	Name : <b>Miss. Swapna Kalita</b> Qualification: M.A.(Education) Contact No. : 9859249246
7		Name : <b>Mr. Jayanta Kalita</b> Qualification: B.Sc. Contact No. :9859532352
8		Name : <b>Mr. Khanindra Choudhury</b> Qualification: B.A. Contact No. : 9864071462
9		Name : <b>Miss. Kalpana Mandal</b> Qualification: M.A. Contact No. : 9954822241
10	Hailakandi	Name : <b>Mr. Samsul Islam Choudhury</b> Qualification: BA Contact No. : 9707818651
11		Name : <b>Mr. Gulzar Hussain Mazarbhuja</b> Qualification: BA Contact No. : 9864933418
12		Name : <b>Mr. Subash Sutradhar</b> Qualification: BA Contact No. : 9707500034



## Appendix II

Block wise list of sample schools

## Appendix II

## Block wise list of sample schools:

## Barpeta district

Sl.No.	Block	DISE code	School name
1	Bajali	18050800708	Phingugarh MES
2		18050801202	Nityananda MVS
3		18050815802	Pathsala MVS
4		18050815804	Bajali Hindi vidyalaya
5		18050800701	Phingugarh LPS
6		18050801201	79, Anandapur LPS
7		18050800704	Chaitemari LPS
8		18050800702	226, Bhotanta Mohitora LPS
9		18050800601	234, Sialmari LP
10		18050800106	1538, Gelengpara LPS
11		18050800103	2, Pipla LPS
12		18050801101	1044, Bang Barua Para LPS
13	Barpeta	18050600804	533 Sundaridia LP
14		18050600801	1508 Sundaridia D.Hati LP
15		18050605302	Keot Kuchi Balika LP
16		18050601003	522,Nasatra LP
17		18050604503	Dakshin Paka MES
18		18050604501	1080 Pithadi Gaon LP
19		18050601005	299 Patbausi Balika LP
20		18050603102	Bamundi MES
21		18050600502	1952 Gari Bhita LP
22		18050603801	529 Mail Kuchi LP
23		18050603701	982 Damaljar LP
24		18050605403	390 Bar Baradi Balika LP
25		18050600501	1968 Maithabari LP
26		18050600503	1465 Kawaimari Block 12 LP
27		18050600504	Millan MES
28	Bhawani- pur	18050200803	339 Bhabanipur JBS
29		18050206702	281 Dattakuchi LP
30		18050200801	645 Dangarpar LP
31		18050206502	1523 Sarbe Baishya LP
32		18050200401	917 Pub Nakuchi Lp
33		18050200403	Nowkuchi MES
34		18050200302	Madhapur MES



35		18050204501	1872 Rowmari Uttar Para LP	
36		18050201701	1876 Dakshin Majgaon LP	
37		18050201201	1524 Anandapur madhyapara Lp	
38		18050201707	Navasakti Girls MES	
39		18050200706	596 Harjpur LP	
40		18050201204	Anandapur ME Madrassa	
41		18050204202	1432 Bamunpara Milan LP	
42	Chenga	18050505502	Janata ME school	
43		18050505802	1479 Pub Balapara LP	
44		18050505804	Hatema ME Madrassa	
45		18050506601	719 Ganakpara LP	
46		18050501701	18 Bahari Girls MVS	
47		18050501601	7 Chenga Girls MV	
48		18050501606	1595 Chenga Millon LP	
49		18050502301	851 Sunartary LP	
50		18050503801	Sarthebari Central boys MV	
51		18050501002	488 Jogdah LP	
52		18050501702	10 Bahari Boys MV	
53		18050505302	Haripur Girls MES	
54		Gobardhana	18050701402	Barpeta Road Bodo MES
55			18050702003	Kabiraj PC Pathak MES
56	18050701506		St Mary's MES	
57	18050702702		Kanailal Vidyapeeth MES	
58	18050702305		Gandharipara MEM	
59	18050701901		844, Shimlaguri LPS	
60	18050702701		576, Jakhlibill Pather LPS	
61	18050701401		827, Khairabari LPS	
62	18050700902		324, Gobardhana LPS	
63	18050700901		1558, Gamariguri LPS	
64	18050701701		Kanailal LPS	
65	Jalah	18050400108	1551 No. Bilpur LP	
66		18050400110	jalah Girls' ME School	
67		18050400501	841 dakshin Laokhata LPS	
68		18050400106	1090/3 No Jalah LP	
69		18050401401	736/2 Pub Khagrabari LP	
70		18050400104	135/1 No. Jalah LP	
71		18050402703	420 No. batabari Lp	
72		18050401802	1089 Hapasara LPS	
73		18050401403	271 No. Pub Khagrabari LPS	
74		18050402702	960/2 No. Dangari Gaon LPS	

75		18050400109	Swahid Upen Das LPS	
76		18050400504	Sri sri Sankardev ME school	
77		18050401501	909/1 No. Dangarigaon Lp	
78		18050400706	Gandhi ME Schools	
79	Mandia	18050110101	122, Mondia LP	
80		18050110501	1661, Gopal Pur LPS	
81		18050100302	1707, Jail Road LPS	
82		18050109302	1885/3, Bardalani LPS	
83		18050100301	1170, Bhatkuchi LPS	
84		18050108903	Baseruddin gaonburha LPS	
85		18050104401	376, Tetlirtal LPS	
86		18050108902	1468, Dighirpam Girls' LPS	
87		18050113901	1652, Uttarpam Mainbari LPS	
88		18050103803	1683, Sonapur LPS	
89		18050110402	860, Jadabpur LPS	
90		18050113904	1018, Satra Mainbori LPS	
91		18050100401	1777, Uttar Jania LSP	
92		18050108906	Dighirpam MEM	
93		18050112003	Baghbar MES	
94		18050100304	Nalipar MES	
95		18050110203	Gobindapur MES	
96		18050105709	Rahmania MEM	
97		Rupshi	18050307001	480 Amguri LP
98			18050300301	1234 uttar Fehurakhowa LP
99	18050306801		1576 Pub Shah pur LP	
100	18050310401		1824 Sarbhog Town LP	
101	18050310201		1185 Sarbhog Railway Colony LP	
102	18050306801		1183 Sarbhog Town LP	
103	18050310305		71 Rampur LP	
104	18050310301		996 Sarbhog Vagirath LP	
105	18050304202		1927 BK Millan LP	
106	18050304206		Kalgachia MES	
107	18050306803		Merajul ME Madrassa	
108	18050307002		Madhya Barnagar MES	
109	18050304203		KK Pathak MES	

## Golaghat district

Sl.No.	Block	DISE code	School name
1	Central	18180100302	Borbam Banua LPS
2		18180100304	Rangagara Gyanjyoti LPS
3		18180100305	Rongagora Banua LP
4		18180100601	Badulipar Mazdoor LPS
5		18180100801	Bon Bagan LPS
6		18180100903	Buralikson LPS
7		18180102001	2, Betioni Balika LPS
8		18180102203	Dulakharia LPS
9		18180102604	2, Jyoti MES
10		18180100506	Rangamati Girls MES
11		18180102602	Ganakpukhuri MES
12		18180102201	Nora Jugi Dulakharia MES
13	East	18180230502	Rahdhala Senior Basic S
14		18180242501	Kanaighat Tribel MES
15		18180222302	Mainapar MES
16		18180245901	Borgaon Ajoy MES
17		18180225302	Udoipur MES
18		18180218401	Morangi MVS
19		18180211304	New Girls MES
20		18180201302	Bijoy Pur LPS
21		18180201801	Kalbari LPS
22		18180210002	3, Furkating Town LPS
23		18180211203	Adarsha Gyanpeeth Bidyalay
24		18180211502	Town Bengali LPS
25		18180216101	Mera Pani Town LPS
26		18180225003	2, Rongbong Pathar LPS
27		18180230001	Borting Bagan LPS
28		18180231501	Dagaon LPS
29		18180232304	Furkating Railway Bengali LPS
30		18180232305	furkating Railway Hindi LPS
31		18180243801	Konwar Gaon LPS
32		18180250701	1, Balijan Balika LPS
33		18180250702	2, Furkating Model LPS
34		18180205605	G.K. Balijan MES
35		18180216001	Merapani MES
36		18180205804	Hamdoi Sr Basic

37	North	18180300105	Barua Bamun Gaon SBS
38		18180301402	Jelehua MES
39		18180301002	Adarsha MES
40		18180300103	Guniprava Dutta Girls MES
41		18180301706	Devogram Girls MES
42		18180300101	Nila Kanta Barua LPS
43		18180300301	Chakalaghat Tiniali Moqtab LPS
44		18180301405	Negheriting Barline Mazdoor LPS
45		South	18180401201
46	18180405903		Premhara MES
47	18180406501		Borbali MES
48	18180406404		Swargiya Lakheswar Borah MES
49	18180401601		Simanta Janajati MES
50	18180401701		Chungajan MES
51	18180401102		Na-karanga LPS
52	18180401901		Bapuji LPS
53	18180405801		1, Premhara LPS
54	West	18180502001	Bokakhat Town MES
55		18180500903	Bokakhat Hindi MES
56		18180503501	Porongonia Sr Basic
57		18180500601	Numaligarh Block LPS
58		18180500802	Numaligarh Na Pather LPS
59		18180500902	Bokakhat town Bengali LPS
60		18180501302	Kanutika Banua LP
61		18180501902	Namdoyang LPS
62		18180503504	Sanmilita Natun Khatiakhali LPS

## Hailakandi district

Sl.No.	Block	DISE code	School name
1	Hailakandi	18230102002	Bhatirkupa MES
2		18230101801	Basbari MES
3		18230100104	Lamar Gram MES
4		18230100402	Kapnarpar MES
5		18230103604	Arzid Ali Memorial MES
6		18230100204	777 Polarpar Kataura LPS
7		18230104003	5 Anowarpar LPS
8		18230100301	Pandit Narayan Nath Girls MVS
9		18230102005	762 no. Majari Gram LPS
10		18230100307	Barnagod ME Madrasa
11		18230100304	Algapur Boys MVS
12		18230103603	Raygram LPS
13		18230100404	13no. Kapnarpar LPS
14		18230100102	Haji Sultan Miya Memorial LPS
15		18230101803	895no. Choudhary Gram LPS
16		18230104003	Kusher Kuli MVS
17		18230102701	767 Bakdukmara R.A.L.P
18		18230103001	703no. Purbagool LPS
19		18230102005	905no. Hazi Rashid Ali Memorial LPS
20		18230101902	National ME
21		18230100901	561no. Chepti Brojopur LPS
22		18230100201	Gul E Bulbul ME M
23		18230103609	316no Tillar gram LPS
24		18230100502	Raud para LPS
25		18230101907	Bashdhar Janakalyan MVS
26		18230103301	Ramchandi tribble MES
27		18230103201	690no. Kataura LPS
28		18230103202	Kadmacherra tribble MES
29	Katichera	18230200561	Niroda Sundri MES
30		18230200405	Rangpur Assamese LPS
31		18230203901	175 Bilgaon LPS
32		18230203601	Dholai Haricharan MVS
33		18230202901	Malicherra Kashi punji LPS
34		18230204901	1063 no. Beg Mamud Khan LPS
35		18230203902	Haji Major Ali ME Madrasa
36		18230200511	503 no. Appin LPS
37		18230200304	Phar Gaon Azimiya MES
38		18230203002	Ujan Dholai Agrahabi MES
39		18230200308	Janamangal S.B.S

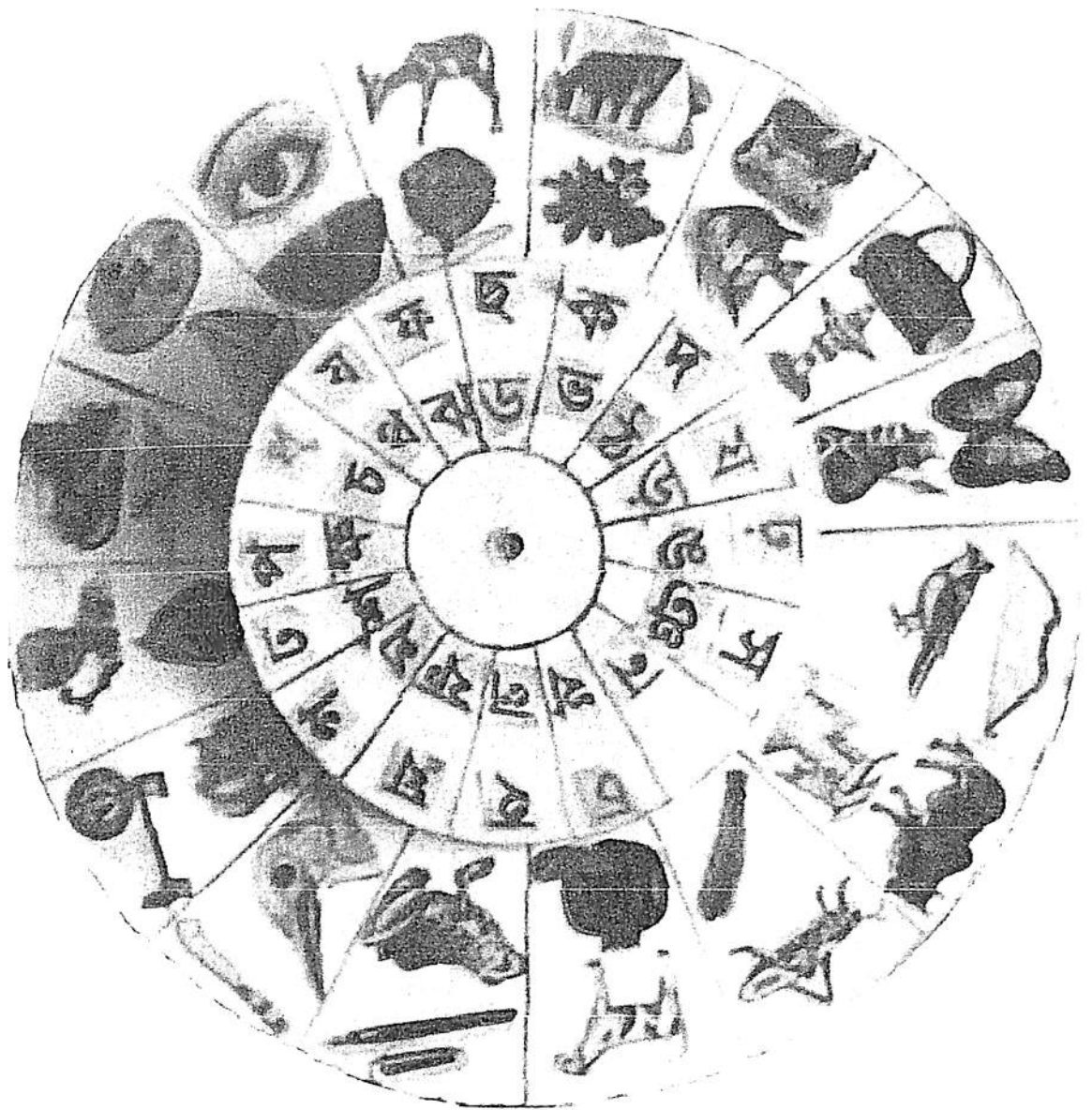
40		18230200307	560no. Basatila LPS
41		18230200503	Rongpur Boalipar MES
42		18230200806	cachar zeon punji triabal MES
43	Lala	18230301808	Bilpar MES
44		18320301809	Ahlad Chandr ME Institute
45		18230301803	Chura moni MVS
46		18230301802	Sirajul hq LPS
47		18230301308	Bowarapar MES
48		18230300315	Ram bhai patel J.K MES
49		18230301101	615 old singalla TE LPS
50		18230302303	Bhabanipur MES
51		18230300310	623Nobby kuchi K punji H LPS
52		18230300309	620no ITA line LPS
53		18230301905	554 Titu memorials
54		18230301904	major Tilla MES
55		18230301303	600 No. Borbond LP School
56		18230302506	352Chandarpur Nehru Girls LP
57		18230301308	Borbond MES
58		18230302601	Hazi julap raja MES
59		18230302102	48no Bowarghat muktab
60		18230302302	95no Bhabanipur LPS
61		18230301404	R K B K MES
62		18230302603	Chandrapur MVS

## Sonitpur district

Sl.No.	Block	DISE code	School name
1	Balipara	18110309102	Fakharuddin Ali Ahmed MES
2		18110301402	Namonigaon MES
3		18110307101	Chapaguri JBS
4		18110309101	No. 61 Borghat JBS
5		18110315802	Rajendra Jyoti Vidya Mandir LPS
6		18110301601	akabasti Miri LPS
7		18110315701	No.2 rangapara Bengali LPS
8		18110302201	Khelmati MES
9		18110301402	Smti CP Smriti Hindi MES
10		18110305502	Chengelimara MVS
11		18110320002	Hatidubi MES
12		18110307401	Saru Patgaon LPS
13		18110307301	No. 74 Ghoramari LPS
14		Behali	18110601701
15	18110601702		Hatibandha MVS
16	18110603901		Serelia kuhiarbari LPS
17	18110604101		Dakhin Morangaon LPS
18	18110603903		ARDP MES
19	18110601202		Jalukbari LPS
20	18110601301		Than Behali LPS
21	18110603701		Hatimara Pathar LPS
22	Biswa-nath	18110506801	Biswnath Lps
23		18110505802	Bolodanga Shankar MES
24		18110508202	Arabari LPS
25		18110508203	Charili practising MV S
26		18110512401	Baghmara LPS
27		18110505802	Bolodanga LPS
28	Chaiduar	18110701801	Kukurachuwa LPS
29		18110700401	Lohitmukh Chariali LPS
30		18110703801	Aliguri Miri LPS
31		18110703301	Helem LPS
32		18110700703	Tinsukia LPS
33		18110700702	Lohitmukh girls MES
34		18110703802	Aliguri Pichala MES
35		18110703001	Amtolabori LPS
36		18110715401	Bishnurabha LPS
37		18110715202	Mahatma Gandhi rastrabhasa LPS
38		18110712301	rajabari LPS
39		18110702904	Shahid Jiban Lahan LPS
40		18110702901	Milonpur LPS

41		18110715201	Kekurijan LPS
42		18110711701	Kharoipam LPS
43		18110701802	Khutikatia LPS
44		18110700801	Dhandi Tribel MES
45	Dhekiajuli	18110203003	Vivekananda Bidyapith MES
46		18110203401	Lokanayak Omeo Kumar Das LPS
47		18110203101	Dewcharan Borhi LPS
48		18110202702	Don Bosco MES
49		18110203403	Sri Hindi LPS
50		18110203001	Dhekiajuli Nagaon JBS
51		18110203201	Pramod Bidyapith
52		18110203102	Rastrabhasha Bidyapith MES
53		18110202701	Na Chahar MES
54		18110200101	Jiagabharu Govt. Senior Basic School
55		18110220805	Garubandha Prathamc Bidyalaya
56		18110221501	Lokapara LP school
57		18110203601	Netaji Bidyamandir LP
58		Gabharu	18110112602
59	18110112601		Bihaguri LPS
60	18110111203		Jahamari MES
61	18110114104		Chandmari MES
62	18110114201		Harijan Hindi LPS
63	18110111003		Mahadev Sarma smriti MES
64	18110111201		Swahid Manobar LPS
65	18110113403		Tezpur Bengali Girls LPS
66	18110113401		Tezpur Assamese Girls MVS
67	18110111901		1no. Patiapukhuri LPS
68	Naduar	18110405901	1no. Sapekhati Govt JBS
69		18110409501	Gyanjyoti LPS
70		18110405201	Chalahola JBS
71		18110409502	Anil bora smriti LPS
72		18110401401	Garpal Govt JBS
73		18110401701	Buduati LPS
74		18110402301	Chenimari LPS
75		18110403802	2no. Christanbasti LPS
76		18110400601	2no. Hatinga LPS
77		18110401101	Ratnapur LPS
78		18110403801	Mundabasti LPS
79		18110400702	Hatinga MES





Appendix III  
Sample questionnaire

# DISTRICT INFORMATION SYSTEM FOR EDUCATION

## Five Percent Sample Check: Special DCF for Post Enumeration Survey

Date of visit to School ...../...../.....

Academic Year 2009/10

Name of the Person conducting the survey: **Dr. Biman Kumar Bhatta**

Name of the organization conducting the survey: **Deptt. of Statistics, Nowgong Girls' College, Nagaon, Assam. Pin - 872002**

### 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/ HT: Mr./Ms. \_\_\_\_\_

3. Educational Qualification of the HT. \_\_\_\_\_

4. No. of yrs working as Principal/HT in the present school

5. Total no. of yrs of experience working as Principal/HT in the schools (Include experience as Principal/HT from earlier schools)

6. Year of Establishment of school

7. School Category : (Indicate Code)

(Primary = 1; Primary with Upper Primary = 2; Primary with Secondary / HS = 3; Upper Primary only = 4; Upper Primary with Secondary / HS = 5)

8. Type of School (Indicate Code)

(School for Boys only = 1; School for Girls only = 2; Coeducational = 3)

9. Lowest Class in the School

10. Highest Class in the School

11. School Management (Indicate Code)

(Managed by Education Dept = 1; Tribal Welfare Dept = 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 (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

Signature  
Field Investigator

Signature & Stamp  
HT/Principal

## E. Student Enrolment

### 1. Children Enrolled in the Last Academic Year

(Academic Year: 30th Sep/08)

Enrolment	Class 1		Class2		Class3		Class4		Class5		Class6		Class7		Class8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolled																
Repeaters																
SC children Enrolled																
ST children Enrolled																
OBC children Enrolled																
Child with disabilities																
No of students who left the school																

### 2. Enrolled and Attendance Details of Children on the Day of the Survey

Class	Enrolment on the Day of survey (30/9/09)						Attendance on the day of survey(30/9/09)					
	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												

### 3. Children Enrolled in the Present Academic Year

(Academic Year: 30th Sep/09)

Enrolment	Class 1		Class2		Class3		Class4		Class5		Class6		Class7		Class8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolled																
Repeaters																
SC children Enrolled																
ST children Enrolled																
OBC children Enrolled																
Child with disabilities																
No of students who left the school																

Signature  
Field Investigator

Signature & Seal  
HT/Principal  
Contact No:

4. Grade-wise Examination details for which Annual Examination is conducted for the last Academic year

Academic Year 2008

Grade	Enrolment at the end of Academic Year 2008						Appeared for the Exam						Passed in the Exam					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class IV																		
Class VII																		

5. Grade-wise Examination details for which Annual Examination is conducted for the Present Academic year

Academic Year 2009

Grade	Enrolment at the end of Academic Year 2009						Appeared for the Exam						Passed in the Exam					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class IV																		
Class VII																		

Signature of HT/Principal

### Investigator's Feedback Schedule

- Name of the person conducting the survey \_\_\_\_\_
- DISE School Cod 

--	--	--	--	--	--	--	--	--	--
- Date of visit of the school : ...../ ...../ 20.....
- Was the school open on the first day of the visit: (Yes = 1; No = 2)
- If no, when the school was visited second time: ...../ ...../ 20.....
- Was the school open on the second day of the visit: (Yes = 1; No = 2)
- Number of visits made to the school to get information:

**Attributes pertaining to the Principal/ HT towards the Investigation**

Attribute	Category of Response from the School				
	Very Good	Good	Average	Poor	Very Poor
Initial reaction of the Principal/HT					
Response of the PI/HT to provide info					
Availability of Records					

- Was the Principal/ HT able to provide info pertaining to enrolment and details of pass per centage easily? (Yes = 1; No = 2)
- Was the Principal/ HT able to give the enrolment and other details from a single Register? (Yes = 1; No = 2)
- Do the teachers in the school fill up the attendance registrar properly?(Yes = 1; No = 2)
- Does the PI/HM have the year end summary details of Children for all grades available with him (Yes = 1; No = 2)
- Was the School Report Card available in the School? (Yes = 1; No = 2)

6. Are the attendance registers properly maintained and kept in the Almirah ?   
(Yes = 1; No = 2)

7. Do the teachers in the school come on time? (Yes = 1; No = 2)

8. Was the school having a photocopy of filled in DISE DCF ? (Yes = 1; No = 2)

9. Did the investigator face any problem in getting the required information from the school ?   
(Yes = 1; No = 2)

*If yes, briefly mention the kind of problem faced by the investigator in eliciting the information from the school.*

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*(Please use the back of the sheet if the space provided is not sufficient)*

10. Does the school have a Display Board ? (Yes = 1; No = 2)

11. Is their a provision of Mid-day meal in the school? (Yes = 1; No = 2)

12. How is the quality of food being served to the children in the Mid-Day Meal Scheme ?  
*(Please write your comments below)*

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13. What is the seating arrangement made for children in the school ?  
*(Please write your comments below)*

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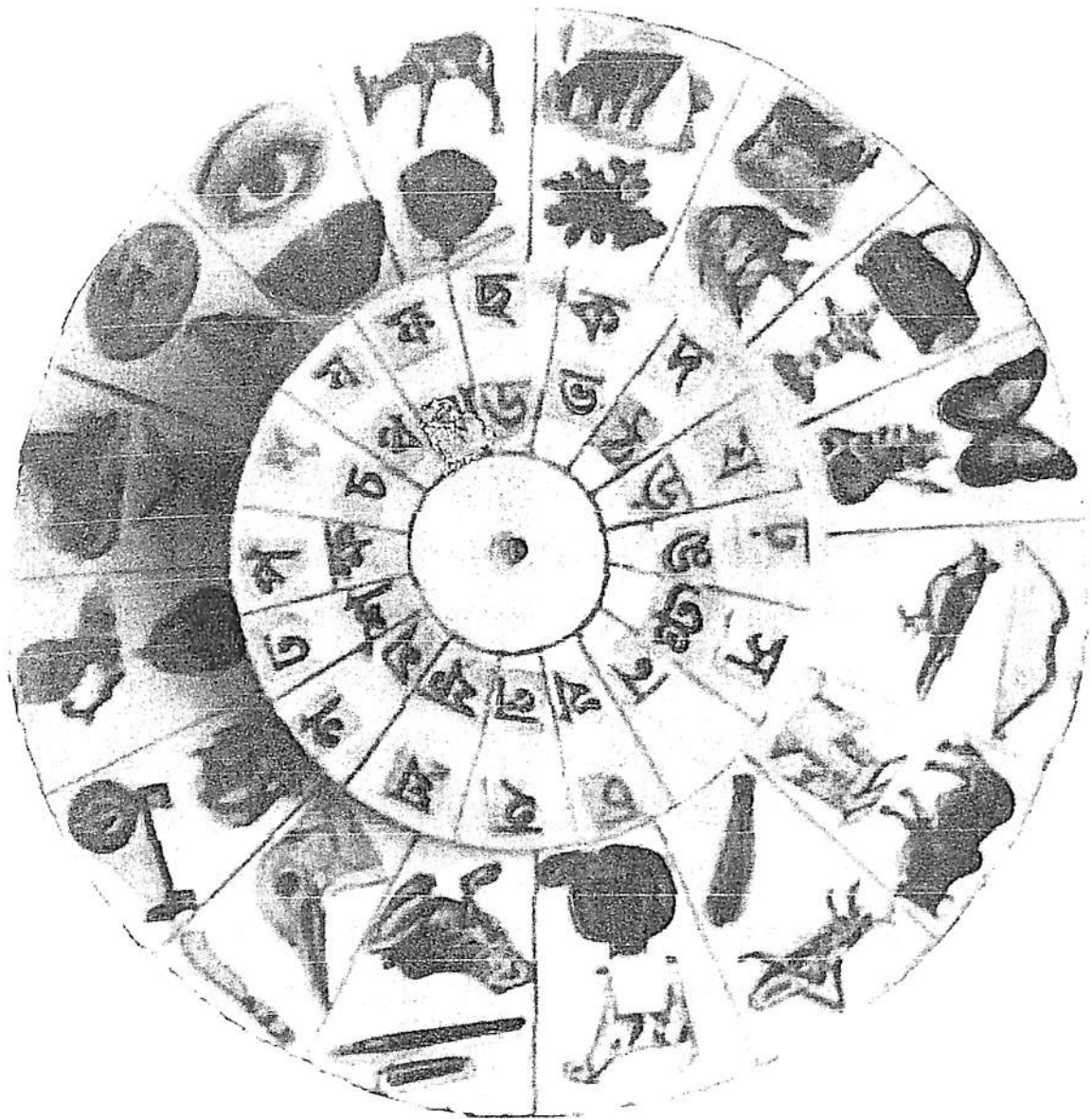
**Certificate from Field Investigator:**

I, . . . . ., have physically visited the school mentioned above and record responses as provided by the respondent only. In filling up the Feedback Schedule, I have physically verified beforehand. The informations are free from my personal bias.

Contact No.

Date. . / . . /20....

Signature



Appendix IV  
Photo Page







