

**REPORT  
ON  
5% SAMPLE CHECKING OF DISE  
DATA 2010-11**

**Centre for the Study of Social Exclusion  
and Inclusive Policy  
(CSSEIP)  
Tripura University**

**Project Coordinator  
Dr. Rajesh Chatterjee**

## **Team Members**

Dr. Nanigopal Debnath

Miss. Saswati Bardhan

Mr. Rakesh Hussein

# CONTENTS

<b>Chapter No.</b>	<b>Chapter Title</b>	<b>Page No</b>
	Executive Summary	4
	List of Abbreviations	5
	List of Tables	6
1	Introduction	8
	Objective	10
2	Methodology	11
3	Comparative Data Analysis	13
4	School wise Discrepancy	17
5	District wise Discrepancy	27
6	Discrepancy in State	32
7	Conclusions & Recommendations	35

# EXECUTIVE SUMMARY

The District Information System for Education (DISE) is the backbone of integrated educational management information system operating at the District, State and National level since 1995. The system collects detailed data through Data Capturing Format (DCF) from schools. This format includes information on various parameters like location of the Schools, School Management, Teachers in the Schools, School infrastructure and equipment, enrolment by gender, caste and age, incentives, the number of disabled children in various grades, children of minority classes, etc. There is flexibility for additional state specific variables at all levels as per the local need.

DISE is being implemented in all districts of Tripura under SSA.

## **Sample checking of DISE Data:**

To ensure the consistency and accuracy of DISE data, it has been decided to conduct 5% sample checking of DISE data in order to check/avoid discrepancies and to generate recommendations for modification of its mechanism in future. It has been made mandatory for all the states to get the DISE data sample checked every year by involving independent agencies or Institutes promoting research facilities. Accordingly, 5% of the sample checking of DISE data (2010-11) has been entrusted to Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP), Tripura University and Dr. Rajesh Chatterjee, Asst. Professor of the centre is working as Coordinator of this project.

## List of Abbreviation

BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
DISE	District Information System of Education
DSE	District Superintendent of Education
DOE	Department of Education
DPEP	District Primary Education Programme
DCF	Data Collection Format
DLO	District Level Office
EMIS	Educational Management Information System
GOI	Government of India
HM/HT	Head Master / Head Teacher
MIS	Management Information System
MHRD	Ministry Of Human Resource Development
NUEPA	National University of Educational Planning and Administration
NPE	National Policy on Education
PES	Post Enumeration Survey
SSA	Sarva Shiksha Abhiyan

## List of Tables

Table: - 1 Discrepancy wise No. of Schools

Table: - 2 Maximum Percentage of Discrepancy found in the following components

Table: - 3 Minimum Percentage of Discrepancy found in the following components

Table: - 4 Facilities in School

Table: - 5 Staff Details (Primary & Upper Primary)

Table: - 6 Facilities in School

Table: - 7 Student Enrolment for the year 2010, Class: I

Table: - 8 Staff Details (Primary & Upper Primary)

Table: -9 Facilities in School

Table: -10 Staff Details (Primary & Upper Primary)

Table: - 11 Staff Details (Upper Primary)

Table: - 12 Facilities in School

Table: - 13 Facilities in School

Table: - 14 Staff Details (Primary & Upper Primary)

Table: - 15 Facilities in School

Table: - 16 Student Enrolment for the year 2010, Class: II

Table: - 17 Staff Details (Primary & Upper Primary)

Table: - 18 Facilities in School

Table: -19 Facilities in School

Table: - 20 School Particulars

Table: -21 Facilities in School

Table: -22 Facilities in School

Table: - 23 Facilities in School

Table: -24 School Particulars

Table: - 25 School Particulars

Table: - 26 Facilities in School

Table: - 27 School Particulars

Table: - 28 School Particulars

Table: - 29 Facilities in School  
Table: - 30 School Particulars  
Table: -31 Facilities in School  
Table: - 32 Facilities in School  
Table: - 33 Facilities in School  
Table: - 34 Facilities in School  
Table: - 35 Facilities in School  
Table: - 35A Facilities in School  
Table: - 36 Staff Details (Primary & Upper Primary)  
Table: - 37 Student Enrolment for the year 2010, Class: I & II  
Table: - 38 School Particulars  
Table: -39 Facilities in School  
Table: - 40 School Particulars  
Table: - 41 Facilities in School  
Table: - 42 Facilities in School  
Table: - 43 Staff Details (Primary & Upper Primary)  
Table: - 44 Student Enrolment for the year 2010, Class: I & II  
Table: - 45 School Particulars  
Table: - 46 School Particulars

# Chapter 1

## INTRODUCTION

Elementary education is the lynch-pin of the entire edifice of education. The Sarva Shiksha Abhiyan (SSA) has brought primary education to the doorstep of millions of children and enrolled them, including first generation learners, through successive fast track initiatives in hitherto unserved and underserved habitations. The Constitution of India was amended in 2002 to make elementary education a justiciable Fundamental Right. Although SSA interventions have brought down the number of out of school children significantly, over 7 million children being out of school and nearly 50% dropping out at elementary level are matters of serious concern. Further, the quality of education is far from satisfactory. SSA would, therefore, be reoriented to meet the challenges of social & gender equity and high quality education as well as to ensure minimum norms and standards for schools (both government and private). It would address access, quality and equity holistically through a systems approach.

SARVA SHIKSHA ABHIYAN (SSA) is a very important and extensive programme of the government of India for providing free and compulsory education to the children in the age group of 6-14 years. Government of India started SSA to achieve the goal of universalizing the quality of elementary education. Establishment of schools in the area not having schools, strengthening the infrastructure of the existent schools by providing additional classrooms, additional teachers and capacity building of teachers for better performance are essential components of the programme. Besides this, toilets, drinking water facilities, maintenance grant and school improvement grants are the major components of the SSA. Developing teaching-learning materials and strengthening the academic support structure at the cluster, block and district levels were also focused upon. SSA aims to provide quality elementary education to all with



specific focus on girls' education and children with special needs. SSA also seeks to provide computer aided education to bridge the digital divide.

In perspective of effective implementation of such a major programme, MIS is of paramount importance. District Information System for Education (DISE) is the backbone of the integrated educational management information system operating at the district, state and the national level since 1995. The system collects detailed data through Data Capturing Format (DCF) from schools. This format includes information on various parameters like location of the school, management, teachers, school infrastructure and equipment, enrolment by gender, caste and age, incentive and the number of disabled children in various grades. There is flexibility for additional variables at all levels as per local need.

DISE is being implemented nationally in all districts up to primary level under the District Primary Education Program (DPEP). In Tripura, DISE has already been extended to all districts and it forms an integral part of the Educational Management Information System (EMIS) of DPEP-III programme. As a further step towards recognition of the significance of DISE, the DoE/MHRD has decided to recognise DISE data as the official data for Sarva Shiksha Abhiyan (SSA) since 2002.

In Tripura, the DCF is filled by the Head Master and cross checked at the cluster/block level by the Cluster Resource Centre (CRC) coordinators/Block Resource Centre Coordinators (BRCC).The government is taking steps to make CRC Coordinators accountable for the reliability and completeness of DCF data. This is being done to ensure that all the recognized schools falling under the jurisdiction of the CRC coordinator are covered by DISE operations.

Given the nature of the DISE data collection and verification processes, CRC emerges as the only level, at which quality of data can be checked. Besides data entry, consistency check-up and compilation of data is done at block/district level where a sample check may also be conducted.

In this context, given the significance of the DISE information, MHRD – along with the Department of Elementary Education & Literacy, GoI – has decided to conduct a sample checking of DISE data on 5 percent basis to check / avoid discrepancies and generate recommendations for modification of the mechanism of DISE in future. Hence it has been decided by the government to conduct sample checking of DISE data 2010-11 by involving independent agencies or Research institutes. Accordingly, 5% sample checking of DISE data 2010-11 has been entrusted to CSSEIP, Tripura University.

**Objectives:**

The main objectives of the sample checking of DISE data were as under:

- a. Collection of data independently for the 5% stratified sample chosen from the schools involved in DISE.
- b. Assessment of the precision levels of the DISE data vis-à-vis the data collected for this study.
- c. Suggestions for appropriate remedial measures to strengthen DISE in Tripura.

# Chapter 2

## Research Methodology

### Methodology

#### i. Selection of Districts:

For the current session 2010-11 for the better implementation of the DISE data Dhalai as the special focused district and in the basis of i) ST & SC population ii) Rural & Urban area iii) Educational Development (Literacy) West Tripura District were selected

#### Sampling of Schools:

<b>Districts</b>	<b>Total Schools</b>	<b>5% of total Schools</b>
<b>West District</b>	1549	78
<b>Dhalai</b>	788	40

As such the number of total schools were covered under sample checking = 118

#### ii. Selection of Blocks:

Every block of the selected districts was under the 5% sample checking of DISE data.

iii. Schools-Selection: Sample checking of DISE data was carried out covering 5% schools located in each of the blocks (including Nagar Panchayat Ares) fallen within jurisdiction of each of the selected districts. Keeping in view the sample

checking task, schools of different managements were covered as well as the schools located in both rural and urban areas.

Method of Data Collection:

Data collection was done through a detailed Investigator Feedback Schedule and School Observation Schedule. The Schedule covered both quantitative/objective and qualitative/subjective aspects of school operations, infrastructures, activities, resources, etc. The schedule allowed the data collection team to capture specific numerical data as well as overall impression on quality, activity, etc.

2 field investigators and 1 coordinator were engaged for data collection. Specific care has been taken in identifying the field investigators as per the requirement. Persons, with at least master degree in any social science subjects and more than 2 years of research experience, were identified as field investigators.

Data Transmission Procedure:

District Project Office provided DCF for PES (Photo Copy) of only those schools that have been visited by the field investigators and vice-versa field investigators have also provided the District Project Office the DCF containing the 5% sample checking.

**Procedure of Making Report:**

- i) At the very first step information were collected from all the selected schools in the prescribed FORMATS divided by NUEPA
- ii) After collection of the data, researchers verified the data with the DISE data collected by the District itself. The data for the specific schools were provided by the District office.
- iii) After verification and cross checking of the two types of the data the report has been submitted to the State Project Director, SSA Rajya Mission Tripura.

# Chapter 3

## COMPARATIVE DATA ANALYSIS

Main objective of the study is to measure the precision levels as well as deviation of DISE data from PES data. This chapter contains a comparative analysis of common variables existing between PES and DISE survey data among the common schools covered and verifiable data generated through these tools. 118 sampled schools were visited and filled up with the PES data capturing formats. DISE DCF of sampled schools was collected from BRC/District Level Offices for comparison and verification.

After comparison between PES data and DISE DCF data, the common variables where deviations were established are furnished below:

### **School Management:**

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

### **Students Participation:**

- Children's Enrolment in 2010-11
- Enrolment of disabled children
- Status of Repeaters
- Examination Results

### **School Infrastructure:**

- Status of Teachers Sanctioned Post
- Status of Teachers In-position
- Status of School Building

- Status of School Blocks
- Status of number of Classrooms
- Status of number of Others Rooms
- Electricity in Schools
- Separate Toilets for Girls in Schools
- Common Toilets in Schools
- Availability of Black Boards
- Condition of Boundary Walls of Schools
- Source of Drinking Water in Schools
- Availability of Play Ground in Schools
- Availability of Computers in Schools
- Availability of Furniture in School
- Distribution of Textbooks

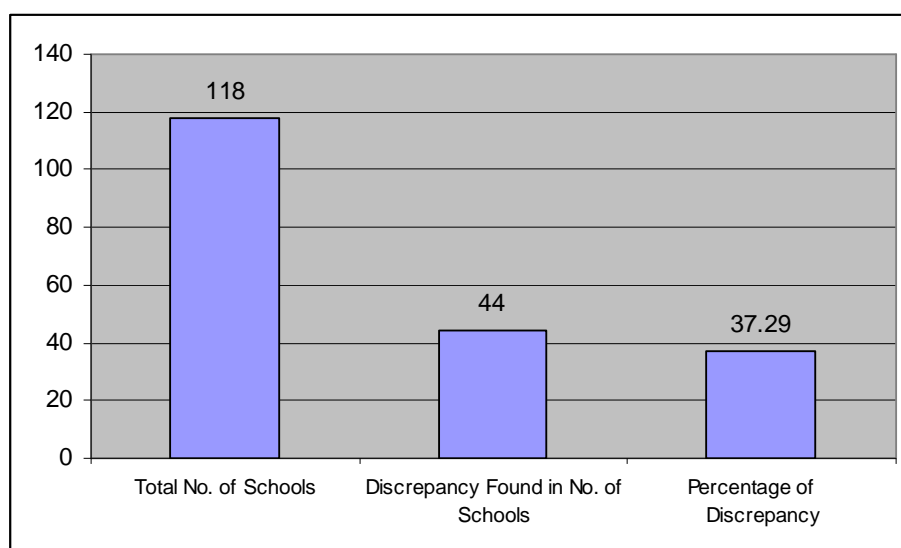
For each indicator of comparable variables as cited above, the item wise and sub-itemise comparison of PES data with DISE data along with calculation of deviation ignoring positive and negative signs is presented.

**Table: - 1** Discrepancy wise No. of Schools

<b>Sl. No.</b>	<b>Discrepancy wise Components</b>	<b>No. of Schools found Discrepancy</b>	<b>Percentage</b>
1	Availability of Electricity in School	1	0.85
2	Children Enrolment for the year	2	1.69
3	Common Toilet available in the School	2	1.69
4	Condition of Boundary Wall in the School	1	0.85
5	Condition of Classroom and other Rooms available in School	3	2.54
6	School have a Playground	4	3.39
7	Highest Class in the School	1	0.85
8	No of others Room	1	0.85
9	No of Teachers	1	0.85

10	School Building used as a part of shift School	1	0.85
11	School Category	3	2.54
12	School Management	1	0.85
13	Seating Arrangement for Children in the School	7	5.93
14	Sources of Drinking Water Facility in the School	9	7.63
15	Status of School Building	1	0.85
16	Total Number of Teachers in Position	5	4.24
17	Type of School Building	1	0.85
		44	37.29

Source: Field Data, 2011



**Table: - 2** Maximum Percentage of Discrepancy found in the following components

Sources of drinking water facility in the school	7.63
Seating arrangement for children in the school	5.93
Total number of Teachers in Position	4.24
Does the school have a playground	3.39
Condition of classroom and other rooms available in school	2.54
School Category	2.54

Children Enrolment for the year	1.69
Common Toilet available in the school	1.69

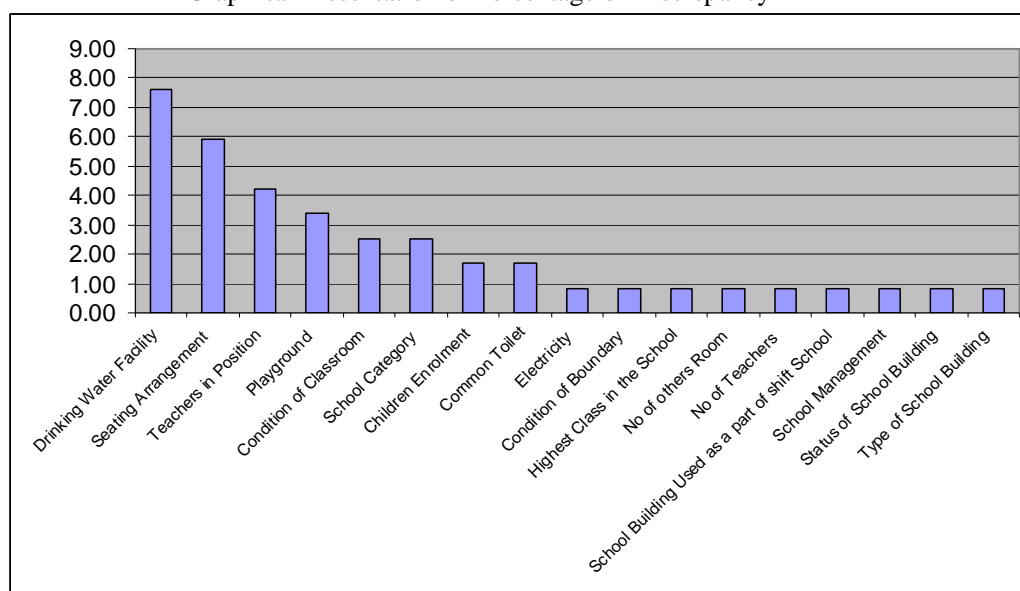
Source: Field Data, 2011

**Table: - 3** Minimum Percentage of Discrepancy found in the following components

Availability of electricity in school	0.85
Condition of boundary wall in the school	0.85
Highest Class in the school	0.85
No of others room	0.85
No of Teachers	0.85
School building used as a part of shift school	0.85
School Management	0.85
Status of school building	0.85
Type of School Building	0.85

Source: Field Data, 2011

Graphical Presentation of Percentage of Discrepancy





# Chapter 4

## COMPARATIVE DATA ANALYSIS

### SCHOOL WISE DEVIATION

#### Hatileta, Dukli

**Table: - 4 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Good condition	4	1	3
Need minor repair	3	7	4
Need major repair	1	0	1

Source: Field Survey, 2011

**Table: - 5 Staff Details (Primary & Upper Primary)**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Total no. of teachers in position	13	17	4

Source: Field Survey, 2011

#### Nabintala, Dukli

**Table: - 6 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Common Toilet available in the school	No	Yes	--
School have a playground	No	Yes	--
Seating arrangement for children in the school	For some students	For all students	--
Good condition of Rooms	3	5	2

Source: Field Survey, 2011

**Table: - 7 Student Enrolment for the year 2010, Class: I**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Boys	2	6	4
Girls	9	5	4

Source: Field Survey, 2011

**Gokulnagar, Bishalgarh**

**Table: - 8 Staff Details (Primary & Upper Primary)**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Total no. of teachers in position	4	17	13

Source: Field Survey, 2011

**Purba Kalyanpur, Kalyanpur**

**Table: -9 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Seating arrangement for children in the school	Furniture for some students	Furniture for all students	--

Source: Field Survey, 2011

**Table: -10 Staff Details (Primary & Upper Primary)**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Total no. of teachers in position	20	8	12

Source: Field Survey, 2011

**Table: - 11 Staff Details (Upper Primary)**

Upper Primary	DISE	PES			Deviation
No of Teachers(Excluding principal/head teacher)	12	Male	Female	Total	5
		6	1	7	
Note: Teachers are not enlisted Gender wise in the DISE format, it is given haphazardly.					

Source: Field Survey, 2011

**Table: - 12 Facilities in School**

	DISE	PES	Deviation
Good condition of classroom and other rooms available in school	5	9	4
No of others room in Good condition	5	1	4

Source: Field Survey, 2011

**Totabari, Kalyanpur****Table: - 13 Facilities in School**

	DISE	PES	Deviation
Availability of electricity in school	No	Yes	--

Source: Field Survey, 2011

**Bhagaban Kobra Para, Jirania**

**Table: - 14 Staff Details (Primary & Upper Primary)**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Total no. of teachers in Position	12	14	2

Source: Field Survey, 2011

**Table: - 15 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Source of Drinking water facility in the school	Others	Tap Water	--

Source: Field Survey, 2011

**Table: - 16 Student Enrolment for the year 2010, Class: II**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Boys	5	3	2
Girls	3	8	5

Source: Field Survey, 2011

**Bishuchandra para S.B, Jirania**

**Table: - 17 Staff Details (Primary & Upper Primary)**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Total no. of teachers in Position	9	12	3

Source: Field Survey, 2011

**Table: - 18 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Condition of boundary wall in the school	Partially	No	1

Source: Field Survey, 2011

**Harinath Sardar Para S.B,Jirania**

**Table: -19 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
School have a playground	No	Yes	--
Seating arrangement for children in the school	For all students	For some students	--

Source: Field Survey, 2011

**Sukanta Colony J.B, Jirania**

**Table: - 20 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Highest Class in the school	2	3	1

Source: Field Survey, 2011

**Abhiram Mukumu S.B, Mandwai**

**Table: -21 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Source of Drinking water facility in the school	No	Tap water	--
Seating arrangement for children in the school	For some students	For all students	--

Source: Field Survey, 2011

**Dhalai District, Tripura**

**Chowmanu Class 12, Chowmanu**

**Table: -22 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Seating arrangement for children in the school	For some students	For all students	--

Source: Field Survey, 2011

**Gananendra Karbari Para J.B, Chowmanu**

**Table: - 23 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Source of Drinking water facility in the school	Others	No	--
Common Toilet available in the school	Yes	No	--

Source: Field Survey, 2011

**Joychandrapara(Chakma village) J.B, Chowmanu**

**Table: -24 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
School Management	Local Body	Education Department	--

Source: Field Survey, 2011

**Kamalpur Madrassa class12, Salema**

**Table: - 25 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
School Category	Primary with Secondary or higher Secondary	Upper Primary with Secondary or higher Secondary	--

Source: Field Survey, 2011

**Table: - 26 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Does the school have a playground	Yes	No	--
Seating arrangement for children in the school	For some students	For all students	--

Source: Field Survey, 2011

**Halhali S.B., Salema**

**Table: - 27 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
School building used as a part of shift school	Yes	No	--

Source: Field Survey, 2011

**Duraichera shib Bari, Salema**

**Table: - 28 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
School Category	Primary with Secondary or higher Secondary	Primary With Upper Primary	--

Source: Field Survey, 2011



**Kathal Charra S.B., Manu**

**Table: - 29 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Status of school building	Government	Government School in rent free building	--
Source of Drinking water facility in the school	Hand pump	Well	--

Source: Field Survey, 2011

**Kathalcherra H.S, Manu**

**Table: - 30 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
School Category	Primary with Secondary or higher Secondary	Upper Primary with secondary or higher secondary	--

Source: Field Survey, 2011

**Table: -31 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Does the school have a playground	No	Yes	--

Source: Field Survey, 2011

**Lambabil S.B., Manu**

**Table: - 32 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Source of Drinking water facility in the school	No	Tap	--

Source: Field Survey, 2011

**Hospital Para J.B.,Manu**

**Table: - 33 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Source of Drinking water facility in the school	Hand Pump	Well	--

Source: Field Survey, 2011

**Debipur Colony S.B., Manu**

**Table: - 34 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Source of Drinking water facility in the school	Hand Pump	Others	--

Source: Field Survey, 2011

# Chapter 5

## COMPARATIVE DATA ANALYSIS

### DISTRICT WISE DISCREPANCY

#### West District:

**Table: - 35 Facilities in School**

Facilities	DISE	PES	Deviation
Good condition	4	1	3
Need minor repair	3	7	4
Need major repair	1	0	1
Good condition of classroom and other rooms available in school	13	15	2

Source: Field Survey, 2011

**Table: - 35A Facilities in School**

Facilities	DISE	PES	Deviation in No. of Schools (No. in parenthesis shows Percentage)
Common Toilet available in the school	No	Yes	1 (1.28)
School have a playground	No	Yes	2 (2.56)
Seating arrangement for children in the school	<ul style="list-style-type: none"> <li>➤ For all students</li> <li>➤ For some students</li> </ul>	<ul style="list-style-type: none"> <li>➤ For some students</li> <li>➤ For all students</li> </ul>	4 (5.13)
Sources of Drinking water facility in the school	Others No	Tap Water Tap Water	2

			(2.56)
Availability of electricity in school	No	Yes	1 (1.28)
Condition of boundary wall in the school	Partially	No	1 (1.28)

Source: Field Survey, 2011

Note:

- Two number of schools have no play ground listed in their DISE format but PES shows that the schools have playground.
- Four schools have mentioned in their DISE format that they have furniture for seating arrangement for some students or all students but PES data reveals that having furniture arrangement for all students or some students. So the discrepancies are found in these schools on the basis of the seating arrangements.
- DISE data shows that out of two schools, one school having no sources of drinking water and another having other source of drinking water, but PES data gives that these two schools having tap water as their drinking water sources.

**Table: - 36 Staff Details (Primary & Upper Primary)**

	DISE	PES	Deviation
Total no. of teachers in position	58	68	10
No of Teachers(Excluding principal/head teacher)	12	7	5

Source: Field Survey, 2011

**Table: - 37 Student Enrolment for the year 2010, Class: I & II**

	DISE	PES	Deviation
Boys	7	9	2
Girls	12	13	1

Source: Field Survey, 2011

**Table: - 38 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Highest Class in the school	2	3	1

Source: Field Survey, 2011

## Dhalai District:

**Table: -39 Facilities in School**

	<b>DISE</b>	<b>PES</b>	<b>Deviation in No. of Schools (No. in parenthesis shows Percentage)</b>
Seating arrangement for children in the school	For some students	For all students	2 (5.00)
Common Toilet available in the school	Yes	No	1 (2.50)
Does the school have a playground	➤ Yes ➤ No	➤ No ➤ Yes	2 (5.00)
Status of school building	Government	Government School in rent free building	1 (2.50)
Source of Drinking water facility in the school	➤ Others ➤ Hand pump ➤ No ➤ Hand Pump ➤ Hand Pump	➤ No ➤ Well ➤ Tap ➤ Well ➤ Others	5 (12.50)

Source: Field Survey, 2011

Note:

The above table shows facilities in schools. Maximum number of discrepancy is found in sources of drinking water facility in the school and it is 12.5 percentage and lowest number of inconsistency is found in common toilet available in the school and status of school building.

**Table: - 40 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation in No. of Schools</b>
School Category	<ul style="list-style-type: none"> <li>➤ Primary with Secondary or higher Secondary</li> <li>➤ Primary with Secondary or higher Secondary</li> <li>➤ Primary with Secondary or higher Secondary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Upper Primary with Secondary or higher Secondary</li> <li>➤ Primary With Upper Primary</li> <li>➤ Upper Primary with secondary or higher secondary</li> </ul>	3 (7.50)
School building used as a part of shift school	Yes	No	1 (2.50)
School Management	Local Body	Education Department	1 (2.50)

Source: Field Survey, 2011

# Chapter 6

## COMPARATIVE DATA ANALYSIS

### DISCREPANCY IN STATE

**Table: - 41 Facilities in School**

Facilities	DISE	PES	Deviation
Good condition	4	1	3
Need minor repair	3	7	4
Need major repair	1	0	1
Good condition of classroom and other rooms available in school	13	15	2

Source: Field Survey, 2011

**Table: - 42 Facilities in School**

Facilities	DISE	PES	Deviation in No. of Schools (No. in parenthesis shows Percentage)
Common Toilet available in the school	No	Yes	1 (0.85)
School have a Playground	<ul style="list-style-type: none"> <li>➤ No</li> <li>➤ No</li> <li>➤ Yes</li> <li>➤ No</li> </ul>	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ Yes</li> <li>➤ No</li> <li>➤ Yes</li> </ul>	4 (3.39)
Seating arrangement for children in the school	<ul style="list-style-type: none"> <li>➤ For all students</li> <li>➤ For some students</li> </ul>	<ul style="list-style-type: none"> <li>➤ For some students</li> <li>➤ For all students</li> </ul>	4 (3.39)



Sources of Drinking water facility in the school	<ul style="list-style-type: none"> <li>➤ Others</li> <li>➤ No</li> <li>➤ Others</li> <li>➤ Hand pump</li> <li>➤ No</li> <li>➤ Hand Pump</li> <li>➤ Hand Pump</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tap Water</li> <li>➤ Tap Water</li> <li>➤ No</li> <li>➤ Well</li> <li>➤ Tap</li> <li>➤ Well</li> <li>➤ Others</li> </ul>	7 (5.93)
Availability of electricity in school	No	Yes	1 (0.85)
Condition of boundary wall in the school	Partially	No	1 (0.85)
Seating arrangement for children in the school	For some students	For all students	2 (1.70)
Common Toilet available in the school	Yes	No	1 (0.85)
Status of school building	Government	Government School in rent free building	1 (0.85)

Source: Field Survey, 2011

**Table: - 43 Staff Details (Primary & Upper Primary)**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Total no. of teachers in position	58	68	10
No of Teachers(Excluding principal/head teacher)	12	7	5

Source: Field Survey, 2011

**Table: - 44 Student Enrolment for the year 2010, Class: I & II**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Boys	7	9	2
Girls	12	13	1

Source: Field Survey, 2011

**Table: - 45 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation</b>
Highest Class in the school	2	3	1

Source: Field Survey, 2011

**Table: - 46 School Particulars**

	<b>DISE</b>	<b>PES</b>	<b>Deviation in No. of Schools</b>
School Category	<ul style="list-style-type: none"> <li>➤ Primary with Secondary or higher Secondary</li> <li>➤ Primary with Secondary or higher Secondary</li> <li>➤ Primary with Secondary or higher Secondary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Upper Primary with Secondary or higher</li> <li>➤ Secondary</li> <li>➤ Primary With Upper Primary</li> <li>➤ Upper Primary with secondary or higher secondary</li> </ul>	3 (7.50)
School building used as a part of shift school	Yes	No	1 (2.50)
School Management	Local Body	Education Department	1 (2.50)

Source: Field Survey, 2011

# Chapter 7

## CONCLUSIONS & RECOMMENDATIONS

The major objective of the study was to assess the degree of deviation and get the precision level of DISE DCF data vis-à-vis Post Enumeration Survey (PES) data, so as to suggest appropriate remedial measure for strengthening the DISE system in Tripura.

Overall 118 schools were covered from 2 sampled districts namely, Dhalai and West Tripura.

Major findings and suggestions/recommendations for strengthening the DISE system in Tripura are as under:-

Major reasons for these deviations may be summarized as:

- Repeaters: Problem of definition and interpretation of repeaters.
- Teachers sanctioned post and In-position: Record and knowledge about sanctioned posts was not available in majority of the schools. Several new teachers were appointed but schools do not have the record of sanctioned posts. In majority of the cases, appointed teachers joined the schools, but schools do not have the information about the number of sanctioned posts.
- Academic supervision, visit of CRCC, visit of BRCC: Records are not maintained and replies are generally based on assumption/memory.
- Condition of boundary wall: There seems to be no clear-cut understanding regarding the condition and type of boundary wall- interpretation of *Pucca* (Pucca but broken), wire fencing, hedge or any other.

- Classrooms: Under reporting
- Availability of furniture for children: Interpretation of furniture for some and none.
- The students' attendance on the day of the visit was 68.92%.
- Teachers' absenteeism on the day of visit was found to be high. Overall teacher absence rate was 17.4%.
- Only 85.2% of the schools had filled in DISE DCF with them.
- 18.8% of schools do not have the photocopy of the filled-in DISE-DCF.
- Record keeping and its maintenance was poor.
- 36.8% schools did not have School Summary Report Card of the previous year.
- All school have display board.
- Comprehensive training at BRC/CRC level by competent trainer in a participatory training mode with improved training methodology in the month of September. (98.7% of respondents).
- 68.2 percent have no school summary report cards and feedback on filled DISE format.

**Recommendations:**

- Organising comprehensive training of the HMs for conceptual clarity, which will reduce deviation.
- Proper selection of CRCCs and their capacity building by professionals, District/State Resource Persons.
- CRCCs should be given the responsibility to scrutinize and verify the DCF of the schools under their jurisdiction by visiting the schools.
- DSE should give information regarding budget, sanctioned posts, and change in status of schools every year by August.
- Printed Student Attendance Register should be used and the caste of each student should be written in brackets in front of their names in the Attendance Register.
- Efforts should be made to increase the attendance of students, which was only 68.92% on the date of the visit.
- CRCC/BRCC should ensure through proper monitoring that the schools remain open regularly. 3% of the schools were closed on the first date of the visit.
- MIS unit at district level should be strengthened. Capacity building programme should be launched for the members of the staff of BRC.
- Photocopy of DISE-DCF should be kept as record in the schools, CRCC and BRCC level.
- Facilities like Map, Globe, Syllabus, Primary Health Kit etc, should be provided in all school.

- Additional classrooms are required in most of the schools.
  
- Following time schedule for data collection should be strictly followed:
  - ❖ Training of CRCC/BRCC – August
  - ❖ Training of HMs of school – September.
  - ❖ Supply of 3 copies of DCF – September.
  - ❖ Filling in of DCF by HMs – October
  - ❖ Scrutiny of DCF by CRCC/BRCC – November
  - ❖ Supply of DCF to BRCC – 1st week of December.
  - ❖ 5% sample checking study – December to March
  - ❖ Supply of summary report card – April