

Ministry of Human Resource Development
Government of India

**Report of the
Expert Group on Unified System
of School Education Statistics**

August 2013

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Acknowledgement

The last two decades have witnessed unprecedented expansion of the school education system in India. The focus of this effort has been to not only to ensure universal access but also to ensure that the school provision is equitable and inclusive, free from any kind of barrier – physical, social and economic. This approach is in line with the principles propounded by the Right to Education Act.

Planning expansion of education and monitoring its progress calls for relevant, reliable and up-to-date information and statistics. Though data and statistics on school education are available from a variety of sources, their reliability, relevance, adequacy and timeliness is often questioned. It is often found that relevant and reliable information on variables such as disaggregated enrolment, award of scholarships and entitlements, public/private sector participation in education are either not available or incomplete. Further, multiple sources of data have resulted in multiple sets of statistics with respect to enrolment, number of schools, teachers, etc. This indeed creates confusion among policy-makers and researchers as to which source of data is more reliable. It is widely felt that data ought to be collected and published by a single agency to remove confusion created by multiple agencies. Against this background, the Ministry of Human Resource Development (MHRD) constituted an Expert Group to recommend, *inter alia*, a roadmap to evolve a unified system of school education statistics.

The Expert Group met several times and deliberated on various issues concerning creation of unified system of school education statistics. Taking cognizance of diverse structures of school education across States and multiple agencies responsible for administration and, as a corollary, for collection of data, the Expert Group recommends creation of a single agency to be responsible for collection of data on school education at national, state and sub-state levels. Further, it recommends adoption of single Data Capture Format to be canvassed across schools for collection of data. The Group recognizes that reliability of data, often, suffers from poor maintenance of data at school level in the form of school records and recommends a set of core records to revitalize the system of maintenance of school records. Further, it recommends that a unified system be rolled out as early as possible and not later than three years from the academic year 2012-13. It is hoped that the recommendations of Expert Group would go a long way in reforming the mechanism to collect and provide reliable data on school education.

I would like to take this opportunity to thank all the members of the Expert Group for enriching the deliberations with their insightful interventions. Shri Chandra Kant, formerly Joint Director, MHRD and Ms. Bindu Sreedathan, Director, MHRD, have provided invaluable support as member-convener of the Group. The onerous task of preparing initial drafts of the Expert Group was ably shouldered by a team comprising Prof. S. M. I. A. Zaidi, Shri Anugula N. Reddy and Ms. Bindu Sreedathan and I immensely appreciate their contribution. I also appreciate the efforts of the Department of EMIS and, in particular, Shri Anugula N. Reddy for organising several workshops and meetings to prepare a set of core

records to revitalize the system of maintenance of school records. I also appreciate the contribution of Dr. V. P. Goel, DDG, and other officers of MHRD for facilitating the work of the Expert Group. And finally, I would like to record my deep gratitude to all those who have contributed to the work of Expert Group by participating in various workshops and consultation meetings.

(R. Govinda)
Chairman, Expert Group and
Vice-Chancellor, NUEPA

July 22, 2013

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List of Abbreviations

AISES	All India School Education Survey
BRC	Block Resource Centre
CCE	Continuous and Comprehensive Evaluation
CPPE	Peoples Participation in Education
CRC	Cluster Resource Centre
DCF	Data Capture Format
DISE	District Information System for Education
DPEP	District Primary Education Programme
EMIS	Educational Management Information System
GER	Gross Enrolment Ratio
MHRD	Ministry of Human Resource Development
NCERT	National Council of Educational Research and Training
NUEPA	National University of Educational Planning and Administration
OBB	Operation Blackboard
PTA	Parent Teacher Association
RMSA	<i>Rashtriya Madhyamik Shiksha Abhiyan</i>
RTE Act	Right to Education Act
SDMC	School Development and Management Committee
SEMIS	Secondary Education Management Information System
SMC	School Management Committee
SPD	State Project Director
SSA	<i>Sarva Shiksha Abhiyan</i>
TLM Grants	Teaching Learning Material Grants
UID	Unique Identification Data
UIDAI	Unique Identification Data Authority of India

Report of the Expert Group on Unified System of School Education Statistics

Executive Summary

An Expert Group was constituted by MHRD to prepare a roadmap for evolving a unified system of school education statistics. It is well known multiple agencies collect data on school education. One often finds that the numbers as simple as total number of schools, enrolment, teachers, etc., produced by these agencies, are irreconcilable, leading to confusion among policy makers and researchers. Further, schools are burdened with frequent filling of DCFs, canvassed by multiple agencies. It is often found that the collection of data by different levels of education creates problems. The need to evolve a single mechanism to collect school education statistics has long been felt. In fact, the Review Committee on Educational Statistics has recommended adoption of a unified system of collection and dissemination of educational statistics to overcome difficulties arising from multiple sources of data on education. Sharing these views, the Expert Group has suggested a roadmap to create unified system of school education statistics. The main recommendations of the Expert Group are summarized below.

1. Identifying the proper maintenance of data at school level i.e. proper maintenance of school records is critical to fast paced collection and improving reliability of data on school education, the Expert Group recommends that all States should revamp the system of maintenance of school records. It developed a set of core school records and recommends that these be adopted and maintained by all schools across the country. It further recommends that printed formats of records/registers be supplied to all schools.
2. A single DCF should be adopted to collect data from all schools. The Expert Group has prepared a DCF (named as U-DCF) that can cater to the requirements of elementary and secondary education.
3. A dedicated wing/section should be established/identified that can act as nodal agency at Central level with the responsibility of collection, collation and dissemination of school education data under unified system. The wing/section, so identified/established, should be permanent in nature and not be linked with any scheme/programme though it may meet the data requirements of programmes/schemes initiated by Central/State governments. Further, the tenure of staff should be permanent in nature.
4. The nodal agency so identified/established should take over the responsibility of unified system of school education statistics as early as possible and in no case not later than a period of three years. Till such time the nodal agency at the national level is identified/established and takes over the responsibility of unified system of school education statistics, NUEPA may continue to discharge the responsibilities it has been discharging under DISE and SEMIS but as a single system.
5. A single system may be rolled out by adopting the unified DCF and software in phases during academic years 2012-13 and 2013-14 in place of DISE and SEMIS, currently managed separately. This requires creation of appropriate coordinating structures at State - level. NUEPA should take appropriate steps to liaise with State governments and SPDs of

SSA and RMSA. The financial resources to manage DISE and SEMIS are currently being drawn separately from SSA and RMSA respectively. may be pooled together under the single system.

6. A nodal agency at the State- level should be identified/established to coordinate activities relating to collection, collation and dissemination of data under unified system of school education statistics. The nodal agency/office indentified/established should not be linked to any programmes/schemes and report to school education secretary (principal secretary, in case different secretaries are looking after different levels of school education). The officer responsible for the agency should be in the rank of Director. The nodal office shall liaise horizontally with all other directorates and project offices of school education at State- level to carry out activities relating to the collection, collation and dissemination of data. Further, it shall liaise with MHRD and other national- level organisations while carrying out its responsibilities.
7. At sub-State level i.e. district (zonal offices in case of junior colleges in some states), the offices of different concerned directorates shall be responsible for collection and upward transmission of data. A nodal officer may be identified at district level to coordinate collection, collation and dissemination of data. Adequate supporting staff and other infrastructural facilities like office space, computers, internet connectivity, etc should be provided.
8. A school directory should be prepared and updated each year, as on 30th September. The school directory should include some basic information about the school, such as name of school, school Unique Identification Code, location, complete address with name of principal/head teacher , management, source of funding, classes for which instruction is imparted, medium of instruction, availability of vocational stream etc..
9. Every school must be assigned a Unique Identification Code, consisting of 23 digits, with the first 16 digits representing State (two digits), districts (three digits), sub-districts (five digits) and village/town (six digits) as per Census 2011 and the remaining seven digits (school code) for the schools. All the codes i.e. codes for state, district, village and school may be assigned on all- India basis.
10. Data may be disseminated, both in print and in electronic forms, at State and National levels. The unit level data may also be made available to researchers on request. All the variables on which data are being disseminated currently should be included in the dissemination of data under unified system as well. The variables included for dissemination of data may be reviewed periodically once every three years.
11. Data on geographical coordinates of school (i.e. longitude and latitude) should be collected and included in the DCF developed for unified system. The visual data uploaded may include the front portion of the main building of the school, compound wall, library, playground, laboratory, toilets, kitchen, and drinking water facility. In addition, links to school data and school report card of U-DISE may be given in the map.
12. Filled- in DCF may be shared with SMC before submitting to higher authorities. SMC may share data of the past three years of schools within its jurisdiction with parents and other stakeholders by organising *Shiksha Gram Sabha* at least once a year to involve community and enhance transparency.

Chapter I

Background

1.1 School education in India is vast and diverse, covering nearly one-and-a-half million schools of diverse sizes, categories, managements, sources of funding, levels and grades taught, mediums of instruction etc., across the length and breadth of the country. The system has been growing and is poised to grow further. The school education has experienced intensive efforts to expand and improve its quality in the recent past. Beginning with OBB during mid-1980s, the efforts made include DPEP during mid-1990s, SSA during early 2000s, implementation of mid-day meal scheme and many more. The secondary education is also beginning to attract the attention of policy-makers since 11th Five Year Plan. An ambitious programme *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) was launched during the 11th Plan and is proposed to be further strengthened during the 12th Plan to universalise secondary education by 2020. Recently, the Right to Education (RTE 2009) Act was enacted and efforts are being made to harmonise the norms of SSA and RTE 2009 and several State governments are engaged in preparing rules for its implementation. In order to plan, implement and monitor these initiatives, reliable, consistent, relevant and up-to-date data on several aspects of education is necessary. Data is also required to undertake research on education.

1.2 Currently, data on school education is collected by several agencies. The MHRD is the principal provider of official data and statistics on education, including school education. The DISE and SEMIS collect data, focusing on elementary and secondary levels of education, required to plan and monitor SSA and RMSA programmes respectively. NUEPA is responsible for collation and dissemination of data under DISE and SEMIS. Besides these, NCERT has been carrying out All India Education Surveys focusing particularly on school education. All these agencies collect data from same schools though DISE collects data from schools imparting elementary level of education only and SEMIS from schools imparting secondary level of education only. However, data produced by different agencies rarely match with each other even on simple parameters like number of schools, enrolment,

teachers, etc. Planners, researchers alike are confused as to which one is more reliable. The collection of data by levels is found to be problematic in case of composite schools with the distinct possibility of double- counting. The efforts made by multiple agencies to collect data annually from same schools represent avoidable duplication of efforts. Against this background, MHRD constituted an Expert Group, under the chairmanship of Prof. R. Govinda, Vice Chancellor, NUEPA, to prepare a roadmap for devising a unified system of school education statistics. The composition of the Expert Group is given at Annexure-I.

The following are the terms of reference of the Expert Group:

1. To identify complete set of parameters on which data should be collected annually from every school.
2. To examine the feasibility of generating a UID for all schools.
3. To examine the feasibility of creating a comprehensive School Directory.
4. To design a common Data Capture Format (s) for all schools.
5. To recommend the adoption of a common report generating system in different States and at the National level.
6. To draw a roadmap for the adoption of a unified system of school statistics across the country.
7. To recommend the outlines of a study to ascertain the sustainability of the new data architecture through a pilot study.
8. To recommend a framework for transparency and public involvement by holding *Shiksha Gram Sabha* where school data would be shared with public.
9. To give recommendations on any other relevant and incidental matter.

1.3 The Expert Group met five times and discussed extensively the issues confronting the collection and dissemination of data on school education and recommended the way forward to roll out a unified system of school education statistics (minutes of meetings are given at Annexure-V). The Group identified the proper maintenance of data at school level, viz. proper maintenance of school records, as critical in the collection and reliability of data. Accordingly, the Department of EMIS organised one national workshop and two expert meetings to provide inputs to the Expert Group on school records. The Group constituted a sub-group, under the chairmanship of Prof. S. M. I. A. Zaidi, to develop DCF for unified system. The draft report of Expert Group was prepared by Prof. S. M. I. A. Zaidi, Shri Anugula N. Reddy and Ms. Bindu Sreedathan, with inputs from other members.

1.4 The report is organized in 10 chapters. Chapter two gives a brief overview of different agencies involved in collection of data on school education; the third chapter discusses the administrative structures to manage school education in different states; the fourth chapter highlights the importance of school records in improving the database at school and delineates a set core records to be adopted by all schools; the fifth chapter presents Unified Data Capture Format (DCF) to collect data from all schools; the sixth chapter presents the modalities of assigning a unique code to each school in the country; the seventh chapter deals with preparation of comprehensive school directory; the eighth chapter discusses issues relating to integration of geo-spatial data with unified system of school education statistics; the ninth chapter discusses ways of sharing data with the community and the last chapter presents roadmap and recommendations of the Expert Group for creation of unified system of school education statistics.

Chapter II

Sources of Data on School Education in India

2.1 As mentioned earlier, data on school education is collected and disseminated by multiple agencies. A brief description of these agencies is provided below.

Ministry of Human Resource Development (MHRD)

2.2 The Statistics Division of the Department of Higher Education in the Ministry of Human Resource Development, Government of India is the principal agency for collection, processing and dissemination of official statistics on education in the country. The Division is responsible for collection and dissemination of data on all levels of education. Data is collected from all States and Union Territories for all recognized schools- from pre-primary to higher secondary- and published annually. The Departments of Education in the States/UTs collect data from schools in prescribed format and compile the same for onward transmission to MHRD. It brings out several publications covering numerical data consisting of number of schools, enrolment, teachers, drop-out, information on the structure of schooling, examination results, budget allocations to education, etc. 'Selected Educational Statistics' is one of the frequently used annual publications of MHRD. It was renamed as 'Statistics of School Education' from 2006-07. It gives State-wise data on number of institutions by management, enrolment by gender, social category, teachers by gender, teacher-pupil ratio, drop-out rate by gender and social category, Gross Enrolment Ratio (GER) by gender and social category and on many other important educational indicators relating to school education. The provisional publication is sent to all States/UTs for vetting before final publication is brought out. The latest year for which the provisional publication is available is 2009-10.

All India School Education Survey (AISES)

2.3 As mentioned earlier, NCERT carries out All India Survey of School Education quinquennially. The Survey was originally intended to provide necessary data for

formulating five -year Plans and timing and frequency of survey was accordingly decided. The first Survey was carried out in 1957. The latest Survey for which data is available is 7th Survey, carried out in 2002. Recently, 8th All India School Education Survey, with 30th September 2009 as reference date for collection of data, was carried out. Preliminary data on school education from 8th Survey has also been released. The entire spectrum of school education- from primary to higher secondary education- is covered in the Survey. A dedicated department in NCERT manages the Survey. The NIC provides technical support to prepare tailor-made software for collection, entry and analysis of data. Though the Survey was intended to provide inputs for formulation of five- year plans yet both got diverged (i.e. timing of formulation of five-year Plans and availability of data from the Survey) due to inordinate delay in carrying out Survey and release of data. Consequently, data from the Survey is rarely used in Plan formulation. Though the Survey produces very rich data, covering entire school education, inordinate delay makes it less useful. Further, the gap between two consecutive Surveys is also not uniform. For example, the 8th Survey was carried out after a gap of seven years from 7th Survey. The Survey would be useful if it is carried out strictly quinquennially and timing of availability of data from the Survey coincides with the timing of formulation of five -year Plans.

District Information System for Education (DISE)

2.5 The DISE was started as a monitoring tool as part of District Primary Education Programme (DPEP) during mid-1990s. Initially, collection of data was confined to primary level of education in DPEP districts. It was later extended to cover schools imparting elementary education in the entire country as part of SSA. Under DISE, data is collected annually by taking school as unit. Department of EMIS in NUEPA is responsible for managing DISE. DISE collects data on a large number of variables, including enrolment by gender, age, social category, religion, etc., teachers by gender, social category, age, etc., *para*-teachers, educational and professional qualifications of teachers, in-service training of teachers, incentives to students, TLM grants to teachers, development grants to schools, infrastructure facilities in schools, etc. Recently, a few parameters like number of working days and hours, availability of teaching-learning and sports material, etc., were added to

monitor the implementation of RTE 2009. A standard Data Capture Format (DCF), with built-in mechanism to add a few additional variables by States at their discretion, is being used to collect data. The responsibility to collect data and ensure its accuracy rests with State governments. The NUEPA collates unit- level data and publishes aggregate data at National, State and District levels. There is no permanent mechanism at State or district level to take responsibility to canvass DCFs and receive back filled- in DCFs. Management Information System (MIS) units in the State Project Offices (SPO) of SSA coordinate the entire work. The data flow would start with school submitting filled- in DCFs to CRC/BRCs to reach office of SPD, SSA through cluster, block and district levels. The filled- in formats and data are expected to be checked for omissions and commissions and for inconsistencies at each level. The printing of DCF is undertaken at State- level centrally or at district and block levels through DISE software. The State office collates data from all districts and then, in turn, submits it to NUEPA. NUEPA has developed software called DISE to manage the data with built-in provisions to generate generic reports as also through user- defined queries. The software enables entering the data at any level- State, District and sub-District - and also produce reports. It has also a built- in feature of printing DCFs with the previous year's data on a few variables that are unlikely to change from year to year. Time lag has been greatly reduced in the process of collection and dissemination of data.

Secondary Education Management Information System (SEMIS)

2.6 SEMIS collects data on secondary and higher secondary schools across the country. A standard DCF and software, called SEMIS, was developed to aid collection and entry of data. Data is collected online under SEMIS. Schools fill the DCF online using user 'id' and 'password'. Department of Educational Planning of NUEPA was responsible for management of SEMIS. However, recently, the Department of EMIS has been given the responsibility of SEMIS. It is understood that, unlike DISE, there is no report module in SEMIS to generate generic reports. Usually, data is imported to SPSS or Excel for analysis. SEMIS is expected to provide data for planning and monitoring secondary education. The evolution of SEMIS was saddled with several issues like different directorates managing secondary and higher secondary schools, differing grades in secondary schools, differing

nomenclatures for higher secondary education, etc. The coverage of secondary and higher secondary schools that have primary and/or upper primary section overlaps between DISE and SEMIS but the former collects data on elementary grades while the latter collects data on secondary grades. It is quite likely that teachers and physical facilities used by both elementary and secondary sections may, as a result of overlapping, be double-counted.

2.7 The above discussion makes it amply clear that several agencies collect data on school education. All these agencies collect data from same schools. But it is observed that the data provided by different agencies, with the same reference date, do not tally. For example, according to SSE, the number of primary schools in the country in 2009-10 was 8,23,162 whereas, according to DISE, it was 8,09,074. This suggests that SSE reports more than 14000 primary schools over and above DISE. This is quite confusing for researchers, planners and administrators. The inconsistencies may be on account of differing definitions, calculation methods, coverage and, above all, of quality of data. Taking into consideration the fact that multiple agencies are collecting data on school education and there are wide differences between them, the Review Committee on Educational Statistics, constituted by MHRD, recommended adoption of the unified system of school education data (MHRD, 2008).

Chapter III

Management of School Education Statistics in India

Multiple Administrative Structures of School Education

3.1 Even though education comes under the Concurrent list in the Indian Constitution, the responsibility of development of school education has been, more or less, entrusted to the States and the role of Central government, in this regard, has been marginal. The school education in the States is managed by Departments of Education and the Directorates of Education. In smaller States and in all the Union Territories, school education is managed by the Directorate of School Education. However, in bigger States there are multiple Directorates that are responsible for managing school education. In such States, primary/elementary education is managed by the Directorate of Primary / Elementary Education, whereas secondary education and higher secondary education is managed by the Directorate of Secondary Education. Further, in some States, while secondary education is managed by the Directorate of Secondary or Directorate of School Education, yet higher secondary education is managed by the Directorate of Higher Education. Thus, in such States, school education is managed by as many as three Directorates. Needless to say, the management of school educational statistics is also the responsibility of these multiple Directorates in the bigger States. In these States, it has been found that coordination between these multiple Directorates is an issue of concern and, in such cases, the management of school education statistics also becomes a problem. Thus, in the States where school education is managed by more than one Directorate, there may be problems in coordination for the collection, aggregation, management and dissemination of educational data for the total school education sector.

Organisation of School Education in India

3.2 The system of education in India comprises three levels namely, elementary, secondary and tertiary education. It is also sometimes classified as school education and higher education. The school education in the country pertains to 12 years of schooling that

includes elementary and secondary education. However, elementary education consists of primary and upper primary while secondary education comprises secondary and higher secondary education.

3.3 It may be noted that the Education Commission (1964-66) recommended a uniform pattern of 10+2+3 system in the country. This consists of 10 years of school education followed by two years of higher secondary education and thereafter three years of undergraduate course. However, it has taken decades to implement this uniform pattern of 10+2+3 in the country and now all States and Union Territories have adopted this pattern. The Commission, while discussing the concept of Common School System, has recommended that 10 years of schooling may further be classified into the 5+3+2 pattern. This consists of five years of primary education, three years of upper primary education and two years of secondary education. But this recommendation of the Commission could not be implemented in many States and Union Territories of the country even after more than four decades.

3.4 The patterns available in the country indicate that 10 years of schooling consists of four different structures in the States and Union Territories. The patterns found in various States and Union Territories include 5+3+2, 4+3+3, 5+2+3 and 4+4+2 patterns. There are as many as 16 States and three Union Territories where 5+3+2 pattern is found, which is the pattern suggested by the Education Commission. These States are Arunachal Pradesh, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Manipur, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, and the Union Territories are Andaman & Nicobar Islands, Chandigarh and Delhi. It shows that only 19 out of 35 States and Union Territories have adopted the structure of school education suggested by the Education Commission.

3.5 There are eight States and three union territories having 4+3+3 pattern and these are Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Daman & Diu, Dadra & Nagar Haveli and Lakshadweep. Two States, namely Andhra Pradesh and Orissa, and a Union Territory, Puducherry, have adopted 5+2+3 pattern while Nagaland

and West Bengal have adopted the 4+4+2 pattern. It thus implies that primary education consists of five years' of schooling in 18 States and four Union Territories and of four years' of schooling in other 10 States and three Union Territories. Similarly, upper primary education is of only two years' duration in two States and one UT, of 3 years' duration in other 24 States and six Union Territories and of four years' duration in two other States. If one considers secondary education, one finds that it is of two years' duration in 18 States and three Union Territories while it is of three years' duration in 10 other States and four Union Territories. Similarly, the pattern across the States and Union Territories show that in 10 States and 4 Union Territories, elementary education is of 7 years' duration while in the remaining 18 States and 3 Union Territories, it is of eight years' duration.

3.6 The Right of Children to Free and Compulsory Education (RTE) Act 2009 provides free and compulsory education to all children of the age group 6 -14 years. It is presumed that as a result of implementation of RTE Act 2009, all the States and Union Territories have to uniformly adopt eight years' of schooling as part of elementary education even if their elementary/upper primary schools are run only upto Class VII while Class VIII is part of secondary schools.

3.7 It is quite clear from the above that school education system in the country does not have a uniform structure. This has its implication for collection of data from various schools and creates problem especially when data on school education is aggregated and compiled at the national level. It is, therefore, suggested that there should be a uniform pattern of education as recommended by the Education Commission i.e. 5+3+2 pattern and the States and Union Territories that do not conform to this pattern should restructure their system and switch to 5+3+2.

3.8 The above discussion makes it clear that collection of data in a fragmentary fashion, focusing on a particular level, is bound to face problems with regard to jurisdiction, coverage, completeness, and collation and prone to under-reporting, double-counting, etc. This problem is more acute in the case of composite schools. For example, a high school with upper primary and/or primary section, is under the administrative control of Directorate

of Secondary Education and may not cooperate with the data collection agency that focuses only on elementary level. Further, schools quite often are required to fill DCFs of different agencies repeatedly. The high school, with upper primary and/or primary sections, may have to fill DCFs of DISE and SEMIS, in addition to DCFs canvassed by MHRD. This may lead to double-counting in case of resources jointly used by different levels. For example, teachers who teach grades in elementary section and high school section may likely to be reported both in DISE and SEMIS, resulting in double-counting. Similar is the case with respect to physical resources used jointly by different levels in the same school. Further, differences in the structure of school education across States can lead to incomplete coverage in collecting data focusing on levels. Coverage of DISE in Gujarat is a case in point. In Gujarat, Grade 8 is part of secondary education and was not covered under DISE as DISE collects data focusing on elementary level of education only.

3.9 The Expert Group deliberated on these issues extensively. From the deliberations it emerged that each school, irrespective of levels or grades in it, should fill only one DCF covering all levels and grades taught in it. This means that a school with secondary, upper primary and primary sections i.e. with Grades 1-10 would fill only one DCF covering all levels (grades). Aggregation of data by different levels of education at District, State and National levels can be done using appropriate software. This would eliminate issues associated with coordination and incomplete coverage on account of varying structures of schooling and also double-counting.

Chapter IV

School Records

Development of Schools Records

4.1 Proper maintenance of records by schools goes a long way in improving the reliability and quality of data on school education. Proper maintenance of school records also facilitates quick and proper filling of DCFs canvassed by various data collection agencies. In addition, properly maintained school records would be quite useful in day-to-day management of schools. The importance of school records in furnishing reliable data has been recognized by earlier committees/commissions constituted to make recommendations to improve the quality of educational statistics¹. However one often finds that the maintenance of records is uneven across schools. Observations, based on field experiences, reveal that in a large number of schools, records are either not available at all or not maintained properly and not updated regularly. Consequently, one gets the impression that the DCFs canvassed by various data collection agencies are filled in with intelligent guesstimates. Perhaps, this may be one of the reasons for inconsistency of data reported by various agencies of data collection though these data is collected from same schools. Further, there are large variations and also similarities across States in maintenance of records in terms of number of records and formats to be maintained by schools, items

¹ See Ministry of Education and Culture, GoI (1982). Report of the High Level Committee to Review the Educational Statistics System in India, Ministry of Education and Culture, New Delhi, Mimeo. The Committee recommends that 'all the Schools should maintain at least four types of Registers, (1) Admission Register, in which information about students' data of birth, sex, religion, mother tongue, parents occupation, address; S.C. or S. T., date of admission, distance from home, record of previous schooling, etc. is maintained and also information about those who leave the school is recorded, (2) School Information Register for facilities and equipment (Building, covered area, Furniture and other equipments), Participation of students in extra-curricular activities, Games and Sports, etc. is recorded, (3) Attendance Register, which is separate for each class and contains information on sex and date of birth of the student, whether the student is a new entrant, repeater or promote, and of course, day to day attendance in the School, and (4) Teachers Register, which contains full data on age, qualification, subjects taught, residence, salary, etc. of the Teachers. Private schools should maintain an additional Register on Income from different sources and Expenditure incurred on different items each year' (pp. 33-34); Also see Report of the National Statistical Commission (Chairman: Shri C. Rangarajan), Vol. I, MOSPI, Government of India, August 2001, pp. 51.

covered, and in the design of formats. It is widely recognized that there is a need to refurbish the system of maintenance of records in schools to improve the data collection process and ensure that reliable data is available on school education. There were suggestions to standardize the registers and forms for record keeping at school level in each State². The Expert Group holds similar views and recommends adoption of a set of core records to be maintained by all schools.

4.1.1 At the instance of Expert Group, the Department of EMIS, NUEPA developed a set of core records through a wide consultative process that includes organization of one national workshop and two meetings of experts wherein officers working at sub-District, District and State level from more than 20 States had participated. A set of core records in four thematic groups, viz., enrolment- related records, school and infrastructure- related records, staff registers, finance and other records, were identified.

4.1.2 The Expert Group extensively discussed these core records at its meetings and made several modifications, removing a few records while adding a few others. The Group recommends that these core records be adopted by all schools across the country. Printed formats of records/registers may be supplied to all schools. School records can be maintained in digitalised form wherever necessary infrastructure in terms of functional computer and required professional personnel is available. The Group recommends, in this context, that school records be digitalised in all schools in the long run. Necessary hardware and other support should be made available to schools. In case of small schools, where it may not be feasible to provide hardware and other support, school records in digitalised form can be maintained at cluster levels. Training in the maintenance of school records may be included in the capacity building and training programmes organised for school principals/head teachers.

² MHRD (2001). Report of Sub-committee of Advisory Committee on Educational Statistics (Chairperson: Secretary (Education)). As quoted in the report of Review Committee on Educational Statistics (Chairman: Shri S. Sathyam), MHRD, GoI, 2008, pp. 52.

4.1.3 In all, 19 core records were identified in five groups- four thematic and the remaining one as a group consisting of records that do not fit into thematic groups as follows:

A. Enrolment Related records

1. Admission and Transfer record along consolidated statements
2. Attendance register
3. Entitlement and Incentive register and consolidated statement
4. CCE Register

B. School and Infrastructure related records

5. School profile register
6. Land and Infrastructure record
7. Stock register

C. Staff Registers

8. Register of posts
9. Register of teacher and staff profile
10. Teacher and staff attendance register
11. Self- appraisal register (for teachers)
12. ACR of staff
13. Service register

D. Finance Related Records

14. Cash Book

E. Others

15. Village education register
16. RTE compliance register
17. SMC Meeting Minutes record
18. Midday meal record
19. Register for public grievance

The above core records are given at the end of this chapter. A brief description of each record is provided below.

Enrolment Related records

4.2 Recording information on students, i.e., about their background, entry and exit from school, regular attendance, entitlements and incentives received, etc is useful both in day-to-

day administration of school and organizing teaching learning process in school and to furnish data to authorities responsible for management of school education. The information on students is suggested to be incorporated in three records viz., admission and withdrawal record; attendance register; and incentive register.

4.2.1 Admission and Transfer Record along consolidated statements

Admission and transfer record is meant to record entry, progress and exit of students, along with their background information, at the time of admission. The background information for recording include date of birth, date of admission, grade of admission, gender, social and religious background of student, previous school attended, UIDAI number, occupation of parents, mother tongue, medium of instruction, disability, if any, whether admission is given under 25% reservation in case of private schools, etc. The progress of the student, i.e. whether promoted or stagnated, is also recorded each year. Issuance of Transfer Certificate (TC) is also recorded. A separate entry is required to be made for each and every student who is given admission into the school.

4.2.2 Student Attendance Register

Student Attendance register is meant for recording the attendance of students each day and their participation in extra-curricular activities. In addition, limited background information about students like gender, date of birth, religious and social background, whether admitted after undergoing special training, etc., is also recorded to ease aggregation of information like age-grade matrix by social category, gender, etc. A column is added to reflect aggregate total attendance of the child in the month. This would also be useful for calculating average attendance of children.

4.2.3 Entitlement and Incentives Register

Entitlements of children as per RTE Act and also other incentives given to children of various social and economic groups are recorded by the child in this register. A few

entitlements and incentives are included in this register for illustration. Other entitlements and incentives can also be included in this as and when introduced.

4.2.4 CCE Register

It is increasingly realized that the assessment of children has to be comprehensive encompassing all aspects-cognitive, non-cognitive and also continuous. The current reforms in evaluation methods are geared in this direction. The Comprehensive and Continuous Evaluation (CCE) is the mainstay currently. For example, the RTE 2009 act makes it mandatory to assess students within the framework of CCE and maintain a cumulative record of the same. Similarly several secondary education boards are also adopting CCE framework to assess students. The CCE register intended to record the assessment of each student on all aspects. This record shall provide information to teachers to identify strengths of students and also areas where improvement is needed.

School and Infrastructure-related records

4.3 Seldom information about school and infrastructure facilities available in school is documented. Consequently, the information provided on school and infrastructure facilities lacks authenticity. Further, it affects use of available infrastructure resources and planning its provision adversely. Three records viz., school profile record; land and infrastructure record; and stock register are suggested to document information about school and infrastructure facilities available in school.

4.3.1 School Profile Register

Information about school, such as name of school, its code and codes used earlier, geographical coordinates, location, census code of village or town in which school is located, bank account of school, levels of school education available in school, whether intended to cater to minorities, upgraded, affiliation, management, shifts, etc. can be documented in this record. This helps maintain authentic information about the school. This record may be updated, as and when required.

4.3.2 Land and Infrastructure Record

Details on land viz. size, ownership, covered and not covered area, map of site, etc can be documented in this record. Information about infrastructure, such as number of instructional and other-purpose rooms, with their condition, availability of boundary wall, playground, drinking water, electricity along with payment of bills, toilet facilities, etc. can also be documented in this record. This helps in planning additional construction and repair work, identifying gaps in infrastructure and maintaining authentic information base on infrastructure in school. This record can be updated, as and when required, like change in the status of land, classrooms, and other infrastructure.

4.3.3 Stock Register

The school should maintain inventory of all items it purchased or received so that it can keep track of their utilisation and help identify shortage of supplies. The register documents items acquired, mode (purchased or supplied by higher authorities/other agencies) and year of acquisition, unit cost, quantity acquired, specification, current status, whether issued, etc. This may be updated as and when an item is acquired, written off or issued. This register also helps in the annual stock -taking exercise.

Staff Registers

4.4 Six registers are suggested to record the information on teachers and other staff members working in schools. The records/registers record information about the current status of positions available, regular attendance of teachers and other supporting staff, social and educational background of teachers and staff, self-appraisal by teachers, confidential reports of supporting staff, transfers, awards and punishments, etc.

4.4.1 Register of Posts

Number of sanctioned posts, both teaching and non-teaching , by designation, subject of teaching (relevant only to teaching posts), reservation for SCs and STs ,and number of posts filled and currently lying vacant, etc., is recorded in this register.

4.4.2 Teacher and Staff Attendance Register

This register is meant to record daily attendance of teachers and staff. Other information like number of days present in school and various kinds of leave availed can also be recorded in this register.

4.4.3 Staff Profile Register

Background information on teaching and non-teaching staff, including educational and professional qualification of teaching staff, is recorded in this register. Some of the items on which information is recorded in this register include Teachers ID, date of birth, pay scale, gender, social category, educational and professional qualifications, classes and main subject taught, appointing authority, experience, in-service training undergone, training to teach CWSN students, etc.

4.4.4 Self-appraisal Register

The teaching staff is expected to review their performance for further improvement. The self-appraisal register is very sketchy and is meant to help the teacher appraise himself or herself and record the same on various parameters such as efforts made by teachers to gain knowledge and new content, new teaching methodologies, undertaking educational projects, etc. The head of school/institution is also expected to record his or her observations on the self-appraisal of teacher, along with suggestions for further improvement. The head of school is also expected to record his or her observations on the overall performance of the teacher.

4.4.5 ACR of Staff Register

The ACR of supporting staff would contain information about staff members and evaluation of their performance on various parameters like punctuality, ability to perform tasks, etc. by the head of school.

4.4.6 *Service Register*

All events that take place during the course of service of staff, both teaching and non-teaching, like annual increment, transfers, promotions, appreciation/awards and punishments, leaves taken, etc. can be recorded in this register.

Finance-related Registers

4.5.1 *Cash cum voucher book*

Usually, schools seldom carry financial transactions except funds received under SSA/RMSA for construction, school development/maintenance grants, TLM grants, midday meal scheme, etc. One register, i.e. cash-cum-voucher-book, to record all financial transactions is recommended. One can record receipt of money by source and expenditure by item and date. Further voucher/invoice number with date, amount of balance in different bank accounts, etc., can also be recorded in the register. This record would help in tracking flow of cash, monitoring balance and cash requirements, etc.

Other Registers

4.6 Schools have to maintain a few other registers to meet their requirements with regard to addressing grievances raised, compliance with RTE, keeping records of children up to age of 14 years by local authorities, keeping records of SMCs (and also called as PTAs, SDMCs etc. in various places but perform the functions of SMC), etc. In all, five records were identified. A brief description is given below.

4.6.1 *Village Education Register*

The RTE 2009 has prescribed that the local authority should maintain records of children up to 14 years of age residing in its jurisdiction. Though maintenance of records of children by local authority in compliance with RTE 2009 may not strictly fall within the ambit of school records but, given its paramount importance in monitoring and planning the implementation of RTE 2009, it is recommended that each school should help local authority maintain a village education register. It is also recommended that the village

education register may cover all children up to the age of 18 years. The village education register records background information of children along with current and past status with regard to attendance in school. It includes items such as name of the child, date of birth, parents' name along with address and occupation, social and religious background, UIADI numbers (if any), migration to other places, current status with respect to attendance, level and grade attending, management, level of school attending, previously attended schools, etc. This register should be updated annually by local authority in collaboration with schools under its jurisdiction.

4.6.2 RTE compliance register

All schools imparting elementary education should maintain RTE compliance register. This register records information on compliance of the school with RTE norms. This helps in quickly identifying areas of concern for necessary action for complying with RTE norms.

4.6.3 SMC Register

The SMC register can be used to record the composition of SMC (or PTA, SDMCs, etc.), meetings held, members attended, minutes maintained, etc. This would help track whether the composition of SMC is as per statutes or whether meetings are held as per guidelines, etc.

4.6.4 MDM Register

Implementation of MDM necessitates planning several logistics like predicting the number of students likely to attend each day, quantity of food required, keeping necessary reserves of items like food, fuel etc by schools. Further, schools are frequently asked to provide reports on enrolment, attendance, meals taken, etc to minimize wastage and to remove unethical practices. The MDM register is designed to meet this purpose. It includes stock- taking of utensils and consumables, enrolment, attendance and meals consumed each day. The financial transactions made under MDM can also be recorded in this register. Further

information on who supplies food, if supplied by an agency, adequacy of quantity of food supplied, quality and timely supply of food can also be recorded in this register.

4.6.5 Register for public grievance

The register can be used to record grievances of public with regard to several aspects of functioning of school like availability of infrastructural facilities as per RTE norms and presence of teachers in school, teacher behaviour in classroom. It records who made complaint, on which date, on what issue, with descriptive account of grievance, whether grievance was attended to or not. This helps in examining the patterns in grievances and the time taken to attend grievances and grievances that may have to be attended at higher levels of administration.

Core School Records

A. Enrolment Related records

1. Admission and transfer record along consolidated statements
2. Attendance register
3. Entitlement and incentive register and consolidated statement
4. CCE register

B. School and Infrastructure related records

5. School profile register
6. Land and infrastructure record
7. Stock register

C. Staff Registers

8. Register of posts
9. Register of teacher and staff profile
10. Teacher and staff attendance register
11. Self- appraisal register (for teachers)
12. ACR of staff
13. Service register/book

D. Finance Related Records

14. Cash book

E. Others

15. Village education register
16. RTE compliance register
17. SMC meeting minutes record
18. Midday meal record
19. Register for public grievance

Enrolment Related Records

Admission cum Transfers Register

Admission Number	Name of Pupil	Date of Admission	Name and Occupation of		Gender	Nationality	Religion	Category	Whether belong to Economically Weaker section	CWSN (Mention Nature of Disability)	Address	Class to which admitted	Date of Birth
			Father (Guardian)	Mother									

Admission cum Transfer Register

Admission Number	Name of Pupil	Transfer from the school						
		Date of Transfer ((Issuance of transfer certificate)	Class in which student studying at the time issuance of TC	Reason of Transfer	No & Date of TC	Remarks	Sign. Of I/C	Sign. Of parent/student

Consolidated Sheet for Admissions/Withdrawals/repeaters/dropouts in the year 20..... (separately for boys and girls)

New admission /Withdrawal/Repeaters/Dropouts	Category	I	II	III	IV	V	VI	VII	VIII	IX	X
Number of students admitted in Current Year (with TC)	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims*										
Economically Weaker section *											
	Total										
	General										
	SC										
	ST										
	OBC										
Muslims*											
	Total										
	Economically Weaker section*										
	Total										
	General										
	SC										
Total Number of students admitted in Current Year	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										
	Total										
	General										
Withdrawal (who have taken TC) in Current Year	SC										
	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										
	Total										

Consolidated Sheet for Admissions/Withdrawals/repeaters/dropouts in the year 20..... (separately for boys and girls)

New admission /Withdrawal/Repeaters/Dropouts	Category	I	II	III	IV	V	VI	VII	VIII	IX	X
Number of students promoted to next grade (from previous year to current year)	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										
Repeaters in Current Year	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										
Dropouts (from previous year to current year)	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										

Signature of Head Master

Note: * Muslims and Economically weaker section students cross-cut social category

Student Attendance Register for the Month.....

Sl No.	Name of Student	Gender	Date of Birth	Religion	Category	Economically weaker section	Repeater	joined back after dropout through bridge courses	No. of Teaching Days.....												No. of days of present	No. of days participated in extracurricular activities	total Attendance
									Day of the month														
									1	2	3	4	5	6	26	27	28	31					
	S1								M	T	W	TH	F	S	F	S							
	S2								P	P	P	P	P	P	P	P							
	S26								P	P	P	P	P	P	P	P							
	S27								P	P	P	P	P	P	P	P							
	S28								P	P	P	P	P	P	P	P							
	S29								P	P	P	P	P	P	P	P							
	Total Enrolment								24	24	24	24	24	24	24	24							
	Student Attendance								23	22	21	22	21	21	21	22							
	Total Enrolment SC								2	2	2	2	2	2	2	2							
	Attendance SC								2	2	2	2	1	2	1	2							
	Total Enrolment OBC								5	5	5	5	5	5	5	5							
	Attendance OBC								4	4	4	4	4	4	4	4							
	Total Enrolment ST								1	1	1	1	1	1	1	1							
	Attendance ST								1	1	1	1	1	1	1	1							
	Total Enrolment Muslims								1	1	1	1	1	1	1	1							
	Student Attendance Muslims								1	1	1	1	1	1	1	1							
	Signature of Teacher																						

Average attendance for the month....	Average attendance Rate*
Category of Students	
All	
SC	
ST	
OBC	
Muslims	
Girls	

* average attendance rate may be calculated by adding the attendance of all students of corresponding category and dividing it by number of students in that category. If this comes less than the working days of school then there is absence of students.

Age	Grade												
Less than 5	I	II	V	..	X	..	XII						
6													
7													
...													
17													
..													
18													
More than 18 years													

Signature of Teacher

Consolidated Sheet of Number of Children who received various Entitlements and Incentives

Class.....Section.....Year.....

Category	Text books	Uniforms	Scholarship with amount	Total Amount of scholarship Distributed	Transport facility used	Free Bicycles	CWSN related incentives	Others	
Total									
General									
SC									
ST									
OBC									
Muslims									
Girls									
CWSN									
Economically Weaker sections									

Similar consolidated table can be prepared for the school

CCE Register

School Name :

Class :

Sec :

SL.NO	ADM.NO	Students Name	Date Of Birth	Formative & Summative Evaluation	1st Language			2nd Language			
					Marks Obtained	%	Grade	Marks Obtained	%	Grade	
		Student 1		Formative 1							
				Formative 2							
				Summative 1							
				Formative 3							
				Formative 4							
				Summative 2							
				Total (100%)							
		Student 2		Formative 1							
				Formative 2							
				Summative 1							
				Formative 3							
				Formative 4							
				Summative 2							
				Total (100%)							
		Student 3									

* to be Consolidated from Individual Report Cards

School and infrastructure related records

SCHOOL PROFILE

1. School code

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2. School Name (Complete): _____

3. Location/Address

A. Geographical	RURAL/URBAN
B. Village/Ward	
C. Census code of village in which school is located	
D. Geographical parameters (like longitude of school)	
E. Panchayat/ Notified Area/ Municipal Committee	
F. Notified Tribal Area	
G. CD/ED Block	
H. Cluster	
I. District	
J. State	
K. Assembly Constituency & Parliamentary Constituency	
L. Pin Code	

4. Bank Account

a. Name of the Bank with code

b. Account Number

5. School Category³

6. The school is established to cater to minority community⁴

7. The school is established as a specific purpose school⁵

8. Year of Establishment

--	--	--	--	--

³ Mention Primary school, Upper primary school, high school with upper primary sections, etc

⁴ If school is established to cater to the needs of minorities then provide further details of the same

⁵ If the school is established with a specific purpose like navodaya, DRDO, special school provide details of the same

9. Year of Up gradation⁶: (If applicable)

Levels of Upgraded	Year	If school code changes, old code
Primary to Upper Primary		
Upper Primary to Secondary		
Secondary to Higher Secondary		

10. Created after bifurcation when school is upgraded⁷

Level Separated	Year	If school code changed, old code
1. Primary section separated as independent school when upper primary school (with primary section) is upgraded to secondary school		
2.		
3.		

11. School Affiliated to⁸ _____

12. Managed by⁹ _____

13. Type¹⁰ _____

14. Availability of pre-primary sections

15. Lowest gradeHighest grade.....

⁶ Please indicate the year in which the school is upgraded (if any) and changes in school code as a result of up gradation.

⁷ Indicate whether lower classes are working as independent school after up gradation of a composite school. For a upper primary with primary sections is upgraded to high school usually high school may start with grades 5/6 and primary grades i.e. 1-4/5 is usually branched off as separate school.

⁸ Mention the name of board to which the school is attached (separately for primary and upper primary sections if both sections are there in school)

⁹ Mention the management of school like Government (specify central government (department), state government (department), local body(block level/district level) private aided school, private unaided, etc

¹⁰ Mention boys/girls/coeducational

Information on Functioning of Schools

16. Working hours of school in (if separate for different levels like primary, upper primary, etc., mention the same)

a. Summer

b. Winter

17. Medium of Instruction

a. _____

b. _____

c. _____

18. Nature of school¹¹ _____

19. No. of Shifts _____

20. When does the session start¹² _____

21. Number of instruction days _____

22. Number of working days _____

¹¹ Mention residential facilities for students available or not

¹² Mention the month in which new session starts

Land and Infrastructure Record¹³

Details about Land

1. Survey Number _____
2. Other particulars of Land (Like Katha No) _____
3. Ownership of land¹⁴ _____
4. Any conditions laid at the time of allotment of land _____
5. Area (in Sq. Feet)

Use of land	in Sq. Feet
Built-up area	
Open area	
Land available for additional construction as per by-laws	

6. Ownership of the building¹⁵
7. Overall condition of the building
8. Site Map¹⁶
9. Details about rooms

Room No.	Dimension (Sq Feet)	Year of construction	Scheme under which it is constructed	Utility	Nature Pacca/ Partially Pacca/ Kachha	Good/Needs Minor Repairs/ Major Repairs/Dilapidated

10. Boundary Wall¹⁷
11. Playground (within school compound along with area in sq. feet)
12. Drinking water¹⁸

¹³ To be updated annually

¹⁴ Mention who owns land (Government/Local body, Rent free, Rented)

¹⁵ Mention who owns building (Government/Local body, Rent free, Rented, No building)

¹⁶ Insert site map

¹⁷ Mentions the status of boundary wall like no boundary wall, under construction, barbed or wire fencing/hedges/pucca/pucca but not requires major/minor repair/dilapidated, etc.

¹⁸ Mention the source like Hand pump/Tap/Bore well/Well/Others

13. Electricity

Availability of live connection ¹⁹	
Whether Electricity Bills are paid regularly	
Source of Money to pay electricity bill	

14. Toilet Facility

Toilet facility for	Number of seats available	functional	Non functional
Boys (separately)			
Girls (separately)			
Common for (Boys and Girls)			
Separately for Staff			
Separately for CWSN (toilets or seats)			

15. Availability of Ramp and Handrails

Ramp	Hand Rails

¹⁹ Mention current status of electricity connection. If connection is disconnected mention the reason

Staff Register

Teaching and Non Teaching Posts in School

Year	Sl. No.	Name of the post	No of sanctioned posts			No of posts filled-up	No of posts vacant	No of posts reserved			Regular/Part time	Remarks
			Languages	Subject 1	Subject 2			SC	ST	Others		
2009-10												

*(If institute is Government Aided, reservation roaster is to be followed as per the Government rules)
 ** to be updated annually

Self Appraisal Record

Year to

PART I: Identification data like name, qualifications, pay scale/band, subjects teaching, classes teaching, etc.

Name

Teachers ID

Experience in Completed years

Qualifications

Subjects Teaching

Classes Teaching

Medium in which

Part II: Self-assessment report by the teacher

1. Brief description of the duties and goals assigned during the year:
2. Self-evaluation in terms of the goals assigned during the year
3. Efforts made during the year to improve professional competence:
 - a. Enrichment of content of the subjects being taught
 - b. New methodologies/ approaches adopted in teaching-learning process
 - c. Educational projects/Action research undertaken/Articles/papers/books published
 - d. Participation in conferences/seminars/workshops/meetings educational theme(s)
 - e. Additional qualifications acquired/in-service training undergone
 - f. Worked as a resource person/expert in training programme/any educational programme
4. What according to you are the noteworthy items of work done by you during the year?

Signature of teacher

Part III: Remarks by the Head of School

1. Do you agree with the self-assessment report by the teacher? If no, give reasons.
2. In your opinion what are the areas, if any, for improvement in her/him?
3. Measures suggested for improving professional competence of the teacher.
4. Classroom teaching
 - a. Subject knowledge
 - b. Knowledge of languages
 - i. Medium of instruction
 - ii. English
 - iii. Hindi
 - c. Knowledge and skills related to different methods and techniques of teaching
 - d. Ability to arouse interest and motivation among students
 - e. Ability to explain the content with examples, relating the subject matter to life situations, questioning skills, etc.
 - f. Class control and discipline
 - g. Relations with students, parents and colleagues
 - h. Academic achievements of the students in his/her subjects
5. Assignments other than Classroom teaching
 - i. Interest taken in co-curricular activities
 - j. Extent of participation of students in co-curricular activities
 - k. Performance of students in co-curricular activities (intra- and inter-school)
6. Other traits
 - l. Commitment
 - m. Punctuality
 - n. Integrity and character
 - o. Awards/punishments received, if any
7. General remarks

Overall grading

Outstanding (A+)/Excellent (A)/Very good(B+)/Good(B)/Average(B-)/Below average(C)

The same scale may be used for rating all the parameters

Signature of Head of School

ACR of Staff

ACRs of the staff for the year..... to

PART I: Identification data like name, qualifications, pay scale/band, etc.

Name

Employee ID

Experience in Completed years

Qualifications

Part II: Assessment by Head Teachers/Principal/Head of School

A. Assessment of functional competency

Functional Competency	Remarks by Reviewing Authority
i. Familiarity with rules/regulations/procedures in the areas of function and ability to apply appropriately	
ii. Coordination ability	
iii. Planning and decision making (if applies)	

B. Assessment of Work output

Work output	Remarks by Reviewing Authority
i. Accomplishment of planned work/work allotted	
ii. Quality of output	
iii. Accomplishment of exceptional work/unforeseen tasks performed	

C. Assessment personal attributes

Personal Attribute	Remarks by Reviewing Authority
i. Attitude towards work	
ii. Sense of responsibility	
iii. Maintenance of discipline	
iv. Communication skills	
v. Capacity to work in team	
vi. Capacity to work in time limit	
vii. Inter-personal relations	

Service Register

(Note: Records of service book duly signed by the employee and countersigned by competent authority annually. The first page that contains identification data is to be filled only once during the entire service of the employee)

1 Personal Information

- i. Name
- ii. Teachers ID
- iii. Educational qualifications
- iv. Professional qualifications
- v. Experience in completed years at the time of appointment
- vi. Subjects teaching
- vii. Medium in which teacher can teach

2 Information regarding service

- i. Annual increment
- ii. Leave accumulated
- iii. Leave taken
- iv. Transfer
- v. Promotion
- vi. Awards/Punishment
- vii. Additional qualifications acquired
- viii. Any other important events during the service of the teacher

Signature of Principal/Head master

Finance Related Records

Cash/Voucher Book

DATE	PARTICULARS	Details of Transaction	Voucher/ Invoice No. & Date	Grants and other income								Total	
				Grants for Salaries (teaching and non-teaching staff)	Grants for scholarships	School Grants	Grants for construction	Teachers Grant	Maintenance Grants	Donations	MDM	Others	Total
	RECEIPT												
	TOTAL												
	EXPENDITURE												
	CLOSING BALANCE												
	OPENING BALANCE												
	RECEIPT												
	TOTAL												
	EXPENDITURE												
	CLOSING BALANCE												
	OPENING BALANCE												
	RECEIPT												
	TOTAL												
	EXPENDITURE												
	CLOSING BALANCE												

* A Separate voucher file shall be maintained in order of the transactions in the Cash Book

Cash/Voucher Book

DATE	PARTICULARS	Details of Transaction	Voucher/ Invoice No. & Date	Fees							Total
				FEE 1	FEE 2	LAB FEE	Library Fees	Games Fees	Others (specify)		
	RECEIPT										
Transaction with date	TOTAL										
	EXPENDITURE										
	CLOSING BALANCE										
	OPENING BALANCE										
	RECEIPT										
Transaction with date	TOTAL										
	EXPENDITURE										
	CLOSING BALANCE										
	OPENING BALANCE										
	RECEIPT										
	TOTAL										
	EXPENDITURE										
	CLOSING BALANCE										

Cash/Voucher Book

DATE	PARTICULARS	Details of Transaction	Voucher/ Invoice No. & Date	Expenditure and other payments						TOTAL
				Salary for Teaching Staff	Salary for Non Teaching Staff	SCHOLARSHIP	CONTINGENCY	Others 1 (specify)	Others 2 (specify)	
Transaction with date	RECEIPT									
	TOTAL									
	EXPENDITURE									
	CLOSING BALANCE									
	OPENING BALANCE									
	RECEIPT									
Transaction with date	TOTAL									
	EXPENDITURE									
	CLOSING BALANCE									
	OPENING BALANCE									
	RECEIPT									
	TOTAL									
	EXPENDITURE									
	CLOSING BALANCE									

Cash/Voucher Book

DATE	PARTICULARS	Details of Transaction	Voucher/ Invoice No. & Date	AMOUNT IN BANK 1	AMOUNT IN BANK 2	Signature of Payee	Signature of authority
Transaction with date	RECIEPT						
	TOTAL						
	EXPENDITURE						
	CLOSING BALANCE						
	OPENING BALANCE						
	RECIEPT						
Transaction with date	TOTAL						
	EXPENDITURE						
	CLOSING BALANCE						
	OPENING BALANCE						
	RECIEPT						
	TOTAL						
	EXPENDITURE						
	CLOSING BALANCE						

Other Records

RTE Compliance Register

Information about school

1. Name of School
2. Category of School²⁰

RTE Norms

3. Number of teachers in position is in accordance with the norms of RTE
4. Number of vacancies in school is within limits prescribed by RTE
5. Position of Head Teacher is in accordance with norms of RTE
6. School has one class room for every teacher/section
7. School has office-cum-store-cum head teachers room
8. School building is disable friendly
9. School has provision for adequate safe drinking water and also adequate
10. Separate toilet for girls and boys
11. School has play ground
12. Working hours of school is in accordance with RTE
13. Working days and working hours of school during previous academic year is in accordance with RTE
14. Teaching and learning material is available for each class
15. Games and sports material is available adequately
16. Library and availability of news papers, magazines and books
17. Number of days teachers deputed to non-education duties during previous academic year
18. School is maintaining CCE of each student
19. School is recognized (if private school)
20. Number of children admitted under quota for weaker sections is as per norms of RTE
21. Composition of SMCs (PTS, SDMCs) is as per norms of RTE

²⁰ Mention primary school, upper primary school, high/secondary school with upper primary sections, etc

SMC Meeting Minutes Register²¹

Title: Minutesth meeting of SMC

Name of School

Date and Time of Meeting

Venue of Meeting

Record of discussion and decision taken by Agenda Items

Item 1

Item2

Record of Dissent Opinion

Members who have attended the meeting

Members who could not attend the meeting

Signature of Member Secretary (HM/Principal) of Committee

Signature of Chairman of Committee

²¹ This record is meant to record the minutes of bodies such SMC, SDMC, PTA, MTA as they are called in different states.

Midday Meal Record

1. School code

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2. School Name (complete)

3. Address :.....

4. Midday meal scheme is implemented from the year.....

5. Midday meal is available for grades fromto.....

6. Whether midday meal is cooked in the school or supplied by an agency

a. If cooked in the school

- i. Whether kitchen is available and dimensions thereof (in sq. feet)
- ii. Availability of utensils

Utensil	Number	Remarks
Utensil 1		
Utensil 2		

iii. Availability and Consumption of Gas

- No of cylinders:

Month	Consumption of gas	Remarks
June		
July		

- iv. Number of cooks:
- v. Number of helps.....
- vi. Availability of water facility

7. If agency supplied the food

- a. Name of the agency
- b. Nature of agency²²
- c. Mode of payment to agency and who pays
- d. Supply of food

Day and Month of supply	Meals supplied (number)	Remarks (with regard to quality, timely supply)	Whether meal tasted by teacher/committee members before serving to students?
1 st June			
2 nd June			
.....			
15 th July			

8. Enrolment, attendance and number of meals served month wise (separate tables by gender)

Grade	Enrolment, attendance and number of meals served	General	SC	ST	OBC	Below BPL poverty	CWSN
Grade-I	Enrolment						
	Average Attendance						
	Meals Served						
Grade-II	Enrolment						
	Average Attendance						
	Meals Served						

²² NGO, Voluntary organization, SHGs, etc.

9. Expenditure on Midday meal scheme

Item	Norm	Receipts	Expenditure	Remarks
Recurring				
For salary of cooks				
For salary of helps				
Groceries				
Vegetables				
Gas and fire				
Others				
Non Recurring				
Kitchen				
Utensils				
Cylinder				
Others				

Register for Public Grievance

1. Name of school:
2. Grievance received from²³:
3. Date of grievance:
4. Subject of grievance (briefly)²⁴:
5. Detail description of grievance:

6. Addressing the grievance
7. Action taken
8. Date when grievance addressed and action taken

²³ Name from whom grievance is received could be anonymous persons

²⁴ Like poor infrastructure, unsafe building, teacher absence, nor conforming to RTE norms, discrimination against SC student or female student, harassment of students, etc.

Chapter V

Unified Data Capture Format

5.1 It has been recognized that data collection in the field of education has several drawbacks and one such drawback is that there are several agencies collecting data for their own purpose and there is hardly any coordination between these data collecting agencies. As a result, each school has to provide data to various agencies in different forms, several times during a year. This process of data supply to various agencies over-burdens the schools as it consumes a lot of time of the head teacher and other teachers. This is more so for primary schools that has only a single or two teachers and as such find it difficult to devote so much time on providing the data about their school to various agencies. Even the agencies working in the field of education have hardly any coordination in collection of educational data from the same schools. It is, therefore, required that there should be a unified system of data collection in the field of education, if not for the total education system, at least for the school education sector. However, the unified system of data collection can be possible only when there is a unified data capture format for collection of data from all schools.

5.2 In order to develop a unified data capture format, it is important to look at the requirements of various agencies that need to use these data for planning and management as also for monitoring and supervision of educational programmes, projects and schemes related to school education in the country.

5.3 The school education, as mentioned earlier in this report, comprises four levels, namely primary, upper primary, secondary and higher secondary levels. By taking into account these levels of education, we must realize that the educational institutions imparting school education are of several types in terms of the levels of education imparted by them. There are 10 types of educational institutions imparting school education in the country and these are as follows:

- Primary schools having Grades I to IV/V
- Upper Primary/Middle schools having Grades I to VII/VIII

- Upper Primary/Middle schools having Grades V/VI to VII/VIII.
- High schools having Grades I to X
- High schools having Grades V to X or VI to X
- High schools having Grades VIII to X or IX to X
- Higher secondary schools having Grades I to XII
- Higher secondary schools having Grades V to XII or VI to XII
- Higher secondary schools having Grades VIII to XII or IX to XII
- Higher secondary schools or Junior colleges having Grades XI to XII.

5.4 The unified Data Capture Format (UDCF), to be developed for the collection of educational data from all the schools, must keep in view the above realities. In order to develop a unified data capture format, a sub-committee was constituted by the Expert Group. This sub-committee examined the data capture formats developed by various agencies that have been using it for collection of school educational statistics. These are as follows:

- Format used by DISE for collection of data on elementary education
- Format used by SEMIS for collection of data on secondary and higher secondary education
- Formats used by NCERT for collection of data on school education for conducting All India Educational Survey
- Formats used by MHRD for collection of data for school education

5.5 A thorough discussion was held over several rounds on the above-mentioned formats and a draft Unified DCF was developed. This draft was further discussed in the Sub-committee and revised and the revised draft was also sent to the other members of the expert group for eliciting their comments and suggestions. During the course of discussions, it was suggested that DCF for unified system may be redesigned to seek child-specific information on child-related variables such as background information of child (like gender, social category, age, religion, etc) and also other items like entitlements and incentives, etc., that obviate the need for aggregation at school-level. Further, it was suggested that this would reduce inconsistencies in items like age-grade matrix, etc. It was brought to the notice of the Expert Group that a DCF called *adhaar*-friendly DCF, soliciting child-wise information, was developed and an experiment to try out this *adhaar*-friendly DCF is being

done in a couple of blocks in some districts. This issue was extensively discussed and the general feeling in the Expert Group was that such an exercise at this stage may not yield useful results. Accordingly, it was felt that items in DCF should continue to seek information on school aggregates (like number of children by age, number of children who have received scholarships, books, etc.). Likewise, several suggestions and comments so received were further discussed in the sub-committee and the final unified DCF was developed. The Unified Data Capture Format developed is titled as 'Unified District Information System for School Education (UDISSE)' and it is given at the end of this chapter.

5.6 The Unified DCF covers all data items relevant for planning and management as well for monitoring of the educational programmes. This unified DCF contains the following items:-

- School particulars
- Physical facilities and equipments
- Mid-day meals information
- Teaching and non-teaching Staff
- New admissions during previous academic year
- Enrolment and repeaters
- Facilities provided to the children
- Children with special needs and facilities provided to them
- Attendance in the previous academic year
- Examination results
- Receipts and Expenditure

5.7 The unified data capture format is expected to cover all the educational institutions imparting school education in the country. For facilitating the Head teachers/Head masters/Principals in filling the unified DCF, the sub-committee has also developed an instruction manual. This instruction manual is also given in the Annexure, titled as Unified Information System for School Education Instruction Manual.

5.8 In order to create and manage the data base on school education using the unified Data Capture Format, a software will have to be developed that may cater to the needs of the data providers and data users of the school education system in accordance with all the

levels of school education namely primary, upper primary, secondary and higher secondary. The software will be able to generate and analyze the data at the National, State, District, Block and School levels, in aggregated and disaggregated forms, that may be useful for policy- makers, educational planners and administrators and researchers.

5.9 The software will be capable of providing facility to enter and generate data as per the selection of the school category. For example, if user wants to enter/generate/analyze data for primary schools, the software will be able to process/analyze data for only primary schools. The software will be capable of printing the Data Capture Format individually for all levels of school education. The DCF may be printed from software as per the selection of the school category.

Unified Data Capture Format (U-DCF)

24. Is this a Special school for CWSN? [Yes=1/No=2] 25. Is the school a shift school [Yes=1, No=2]

26. Is the school residential [Yes=1, No=2] Primary Upper Primary Secondary Hr. Sec.
if 'Yes', Type of residential school

[Ashram (Govt.) =1, Non-Ashram type (Govt.) =2, Private=3, others =4, Not Applicable=5, Kasturba Gandhi Balika Vidhyalaya (KGBV) =6]

27. Medium of Instruction

For Elementary Sections a) b) c) d)
For Secondary Sections a) b) c) d)
For Hr. Secondary Sections a) b) c) d)

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

28. Affiliation Board: [CBSE=1, State Board=2, ICSE=3, International Board=4, Others=5]

For Secondary sections For Higher Secondary sections

29. Geographical Information of the school, if available

a) Latitude ° ' N b) Longitude ° ' E

(Question no. 31 and 32 are only for schools having pre-primary sections)

30. Pre-primary section (other than Anganwadi) attached to school [Yes = 1, No = 2]

If yes, a) Total students b) Total teachers

31. Anganwadi Centre in or adjacent to school [Yes = 1, No = 2]

If yes, a) Total students b) Total teachers/Anganwadi workers

32. Last academic year details

a) Number of academic inspections	b) Number of visits by CRC coordinators	c) Number of visits by Block level officer	d) Number of visits by Resource Teacher for CWSN
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

33. School funds (last completed financial year) excluding MDM (for elementary schools/sections)

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

34. Staff category

	No. of sanctioned posts (if applicable)					Number in-position				
	For Primary	For Upper Primary	For Secondary	For Hr. Secondary	Total	For Primary	For Upper Primary	For Secondary	For Hr. Secondary	Total
a. Teaching Staff (Regular Teachers)										
b. Contract Teachers										
c. Part-time instructor positioned as per RTE										

A (II) School Particulars (only for elementary stage)

1. Details of instructional days and school hours

	Primary	Upper primary
Number of instructional days (previous academic year)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
School hours for children (per day) - Number of hours children stay in school (current academic year) Eg. For five hours and forty minutes write 5.40	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
Teacher working hours (per day) – Number of hours teachers stay in school (current academic year) Eg. For five hours and forty minutes write 5.40	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>

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

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

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

3.2 **Only for Aided schools**

- a) Percentage of Aid being received from Govt. for elementary education
- b) Number of children admitted in grade I (for Free education)

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

If yes,

Sl.No.	Details of Members/Representatives	Male	Female
a)	Total number of Members in SMC		
b)	Representatives of Parents/Guardians/PTA		
c)	Representatives/nominees from local authority/local government/urban local body		

- d) Number of meetings held by SMC during the previous academic year
- e) Whether SMC Prepare the School Development Plan [Not Applicable=0, Yes=1, No=2]
- f) Whether record of children being maintained as per RTE [Not Applicable=0, Yes=1, No=2]
- g) Whether separate bank account for SMC is being maintained [Not Applicable=0, Yes=1, No=2]

If yes, Bank name: _____ Branch: _____

Account No: _____ Account Name: _____ IFSC Code _____

4. Whether any child enrolled in school attending Special Training [Yes=1, No=2]

If 'Yes', Details of Special Training

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

5. When does the academic session starts: Month
6. Whether any text book received in current academic year (upto 30th September) [Yes=1, No=2]
 If yes, a) When was the text books received in the current academic year: Month Year
7. Availability of free Text Books, Teaching Learning Equipment (TLE) and play material (in current academic year)

	Primary	Upper Primary
Whether complete set of free text books received [Not applicable=0, Yes = 1, No = 2]		
Whether TLE available for each grade [Not applicable=0, Yes = 1, No = 2]		
Whether play material, games and sports equipment available for each grade [Not applicable=0, Yes = 1, No = 2]		

(Question no. 8 is only for Secondary and Hr. Secondary stage)

- 8 a) Number of instructional days (previous academic year)
 Secondary sections Higher Secondary sections
- b) Is CCE being implemented? [Not Applicable=0, Yes=1, No=2]
 For Secondary sections for Higher Secondary sections
- c) Whether School Management Committee (SMC) and School Management and Development Committee (SMDC) are same in the school? (Yes=1; No=2)
 If 'No', give the following details about the composition of the SMDC;
 a) Whether School Management and Development Committee has been constituted (Yes=1; No=2)

Sl. No.	Details of Members/Representatives	Male	Female
	Total Members		
(i)	Representatives of Parents/Guardians/PTA		
(ii)	Representatives/nominees from local government/urban local body		
(iii)	Member from Educationally Backward Minority Community		
(iv)	Member from any Women Group		
(v)	Member from SC/ST community		
(vi)	Nominee of the District Education Officer (DEO)		
(vii)	Member from Audit and Accounts Department (AAD)		
(viii)	Subject experts (one each from Science, Humanities and arts/Crafts/Culture) nominated by District Programme Coordinator (RMSA)		
(ix)	Teachers (one each from Social Science, Science and Mathematics) of the school		
(x)	Vice-Principal/Asst. Headmaster, as member		
(xi)	Principal/Headmaster, as Chairperson		
(xii)	Chairperson (If Principal/Headmaster is not the Chairperson)		

- (a) Number of SMDC meetings held during the last academic year:
- (b) Whether SMDC has prepared School Improvement Plan (Yes = 1; No = 2; Not Applicable = 3)
- (c) Separate Bank Account of the SMDC is being maintained (Yes = 1; No = 2; Not Applicable = 3)
 If yes, Bank name _____ Branch _____
 Account No: _____ Account Name: _____ IFSC Code _____
- (d) Whether the School Building Committee (SBC) has been constituted: (Yes = 1; No = 2)
- (e) Whether the school has constituted its Academic Committee (AC): (Yes = 1; No = 2)
- (f) Whether the school has constituted its Parent-Teacher Association (PTA) : (Yes=1; No=2)
- (g) If yes, number of PTA meetings held during the last academic year:

B (I). Physical facilities and equipment

1. Status of the school Building?

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

2. Details of classrooms and availability of furniture

a)	Class/Grade	Total Classrooms used for instructional purposes	No. of classrooms under construction	Availability of Furniture (desk/table) for Students [All=1, Some = 2, None=3]
i	for Elementary section (classes 1 to 8)			<input type="checkbox"/>
ii	IX			<input type="checkbox"/>
iii	X			<input type="checkbox"/>
iv	XI			<input type="checkbox"/>
v	XII			<input type="checkbox"/>

b) Total other rooms

d) Classrooms by condition

		Type of building block	No. of classrooms by condition		
			Good condition	Need minor repair	Need major repair
Elementary Sections	a	Pucca			
	b	Partially pucca			
	c	Kuchcha			
	d	Tent			
		For secondary classes			
		For Hr. Sec. classes			

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

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

5. Toilets and urinals details

	Boys only	Girls only
No. of Toilet Seats Constructed/Available		
No. of Toilet Seats Functional (Functional Toilet: Minimal odor, unbroken seat, regularly cleaned dry, working drainage system, accessible to users, closable door)		
How many of above toilets have water available in the toilet for flushing and cleaning?		
Total Urinals available		

a. Is the hand washing facility available near the toilet/urinals? [Yes = 1, No = 2]

b. Is there any toilet that is friendly to Children with Special Needs (CWSN)? [Yes = 1, No = 2]

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

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

7. Electricity connection available in the school [Yes = 1, No = 2, Yes but not functional =3]

8. Type of Boundary wall

[Not Applicable = 0, Pucca=1, Pucca but broken=2, barbed wire fencing=3, Hedges=4, No boundary wall=5, others=6, Partial=7, Under Construction=8]

9. Whether school has Library facility? [Yes=1, No=2]

If 'Yes', a. No. of Books in school library

b. does the school have a full-time librarian? [Yes=1, No=2]

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

11. Playground [Yes=1, No=2]

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

12. Details of Computers **(For teaching and learning purposes)**Total number of computers available Total computers Functional 13. Does the school have Computer Aided Learning (CAL) Lab [Yes = 1, No = 2, Yes but not functional =3] 14. Whether Medical check-up of students conducted last year (Yes = 1 / No = 2) 15. Whether ramp for disabled children needed to access classrooms [Yes = 1, No = 2] a. If yes, whether ramp(s) is/are available [Yes=1, No=2] (i). If yes, whether Hand-rails for ramp is available [Yes=1, No=2] 16. Whether measured campus plan prepared [Yes=1, No=2] **(Question no. 17 to 20 are only for Secondary and Hr. Secondary stage)**

17. Details of attached Hostel Facility

a. Does the school have a boys' hostel(s)? [Yes=1, No=2] (i) if yes, total boys residing in hostel b. Does the school have a girls' hostel(s)? [Yes=1, No=2] (i) if yes, total girls residing in hostel

18. Does the school have the following facilities?

	Particulars	Availability (0-Not Applicable, Yes=1, No=2)
a	Separate room for Asst. Head Master/ Vice Principal	
B	Auditorium	
c	Separate common room for girls	
d	Staffroom for teachers	
e	ICT Lab	
f	Computer room	
g	Room for indoor games	
h	Co-curricular/activity room	
i	NCC/NSS/Scout & Guide room	
j	First aid/sick/medical room	
k	Staff quarters (including residential quarters for Head Master/Principal and Asst. Head Master/Vice Principal)	
l	Integrated science laboratory? (Integrated laboratory is the one in which Physics, Chemistry and Biology practical are held) for Secondary sections only	
m	Library room	

19. Does the school have the following? **(For Higher Secondary sections only)**

Laboratory	Separate room available (Yes=1/No=2)	Present Condition (Not Applicable=0; Fully equipped = 1; Partially equipped = 2; Not equipped =3, Not Available=4)
Physics		
Chemistry		
Biology		
Computer		
Mathematics		
Language		
Geography		
Home Science		
Psychology		

20. Does the school have the following equipments in working/usable condition?

Equipment	Availability (Yes=1, No=2)
Television	
Audio/Visual/Public Address System	
VCR/CD/DVD Player	
Tape Recorder	
LCD Projector	
Overhead Projector	
Radio	
Cable TV	
Musical Instruments	
School Band Set	
K-YN Equipment	
Type writer	
Xerox machine/Photocopier/Cyclostyle machine	
Fire Extinguisher	
Water Cooler and Water Filter	
Internet connection	
Building is used As Learning Aid (BALA)	
Is Rain Water Harvesting Implemented	

B (II). Mid Day Meal Information (Only for Govt. and Govt. Aided Schools)

1. Status of Mid-day Meal
 [Not applicable=0, Not provided=1, provided & prepared in school premises=2, provided but not prepared in school premises=3]
 (i) If 'Provided & prepared in school premises',
 a. Give status of Kitchen Shed
 [Not applicable=0, Available=1, Not Available=2, Under Construction=3, Classroom used as kitchen=4]
 b. No. of Cook-cum-helpers available Male Female
 (ii) If 'Provided but not prepared in school premises',
 Provide source of MDM
 [From nearby school=1, NGO=2, Self Help Group=3, PTA/MTA=4, others =5, Gram panchayat=6, central kitchen=7]
2. Did the school receive the one-time Kitchen Devices Grant [Not applicable=0, Yes = 1, No = 2]
3. Number of students opted for MDM during the last academic year Boys Girls
4. Total number of meals served during the previous academic year
5. Number of days on which MDM was served during the previous academic year
6. Number of inspections made by the supervisory official during the previous academic year
7. Number of inspections made by the community members during the previous academic year
8. If 'Mid-day Meal is provided',
 a. Does the school have facilities for hand washing before and after meals? [Yes=1, No=2]
 (i). If 'Yes', are these functional? [NA=0, Yes=1, No=2]
 (With running water and proper drainage such as soak pits etc.)

C. Teachers and Part-time instructors (including HM)

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

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

2. Type of teacher-[Head teacher=1, Acting head teacher=2, Teacher=3, Instructor positioned as per RTE=5, Principal=6, Vice-Principal=7, Lecturer=8]

3. Academic qualification - [Below secondary=1, Secondary =2, Higher secondary=3, Graduate=4, Post graduate=5, M.Phil. =6, Ph.D. =7, Post-Doctoral=8]

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

5. Classes taught – [Primary only=1, Upper primary only =2, Mostly primary =3, Mostly upper primary =4, Secondary only=5, Hr. Secondary only=6, Mostly Secondary =7, Mostly Hr. Secondary =8]

6. Subjects taught [All subjects=1, Language=2, Mathematics=3, Environment studies=4, Sports=5, Music=6, Science=7, Social studies=8, Accountancy=10, Biology =11, Business Studies=12, Chemistry =13, Computer Science=14, Economics=15, Engineering Drawing =16, Fine Arts =17, Geography =18, History =19, Home Science =20, Philosophy =21, Physics =22, Political Science =23, Psychology =24, Foreign Language =25, Art education =91, Health & physical education =92, Work education =93, other=0]

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

8. Nature of appointment: Regular =1, Contract =2, Part-Time =3

D. New admissions

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

D (i). New Admissions in Grade I (only for schools having primary stage)

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

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

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

* State defined variables

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

Class	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
< 5																									
5																									
6																									
7																									
8																									
9																									
10																									
11																									
12																									
13																									
14																									
15																									
16																									
17																									
18																									
19																									
20																									
21																									
22																									
> 22																									
Total																									

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

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

Classes	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Medium																										
Total																										

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

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

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

* State defined variables

K. Children with Special Needs

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

L. Facilities provided to CWSN (Last academic year)

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

(Tables M to Q are exclusively only for the schools having Secondary and Higher Secondary classes)

M. Availability of Streams in the school

Stream	Whether Exists (Not Applicable=0, Yes = 1; No =2)
Arts	
Science	
Commerce	
Vocational	
Other Streams	

N. Enrolment and Repeaters by Stream

Stream	Social Category	Enrolment				Repeaters			
		Class XI		Class XII		Class XI		Class XII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Arts Stream	General								
	SC								
	ST								
	OBC								
	Total								
	Muslims								
Science Stream	General								
	SC								
	ST								
	OBC								
	Total								
	Muslims								
Commerce Stream	General								
	SC								
	ST								
	OBC								
	Total								
	Muslims								
Vocational Courses	General								
	SC								
	ST								
	OBC								
	Total								
	Muslims								
Other Streams	General								
	SC								
	ST								
	OBC								
	Total								
	Muslims								

O. Examination Results

a. Results of the **Class X** Examination for the previous academic year

Category	Number of Students Appeared			Number of Students Passed/Qualified		
	Boys	Girls	Total	Boys	Girls	Total
General						
SC						
ST						
OBC						
Total						
Muslims out of Total						

b. Number of students passed/qualified the **Secondary School Board (Class X)** Examination (in previous academic year)

Range of Marks	General		SC		ST		OBC		Total		Muslims	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
upto 40%												
41-60%												
61-80%												
Above 80%												
Total												

c. Results of the **Class XII** Board/University Examination in previous academic year

Stream	Number of Students Appeared								Number of Students Passed																
	General		SC		ST		OBC		Total		Muslims		General		SC		ST		OBC		Total		Muslims		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Arts																									
Science																									
Commerce																									
Vocational Courses																									
Other Streams																									
Total																									

d. Number of students passed out **Hr. Secondary School Board (Class XII)** Examination (in previous academic year)

Range of Marks	General		SC		ST		OBC		Total		Muslims	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
upto 40%												
41-60%												
61-80%												
Above 80%												
Total												

P. Receipts and Expenditures (Under RMSA)

Grants received by the school & expenditures made during the last completed financial year

Sl. No.	Details of school level grants	Grants received (₹)	Grants utilized/spent (₹)	Spillovers as on 1st April (₹), current year
(i)	Civil works			
(ii)	Annual School Grants (recurring)			
	(a) Minor repair/maintenance			
	(b) Repair and replacement of laboratory equipments, purchase of laboratory consumables and articles, etc.			
	(c) Purchase of books, periodicals, newspapers, etc.			
	(d) Grant for meeting water, telephone and electricity charges			
(iii)	Others			
(iv)	Total (Grants at the School Level)			

Q. Number of Non-teaching / Administrative and support staff sanctioned and In-Position

	No. of Sanctioned staff	No. of staff In-Position
Accountant		
Library Assistant		
Laboratory Assistant		
UDC		
Head Clerk		
LDC		
Peon		
Night Watchman		
State defined variables*		

Chapter VI

UID for Schools

6.1 All schools must be assigned a Unique Identification Code that may be used by all agencies while collecting data from schools. This ensures linking of data collected by different agencies. It would also ensure digitization and easy retrieval of school-level data for further analysis. The unique code also facilitates tracking of schools over a period of time.

6.2 Currently, different school codes are being used by DISE, SEMIS and AISES. The DISE code consists of 11 digits -the first two indicating the State, the next two digits the District within a State, the fifth and sixth digits indicating Block/Mandal in a District and the next three digits representing Village within the Block and the last two digits indicating School within the Village. The SEMIS apparently also follows the same pattern. As DISE and SEMIS cover schools imparting elementary and secondary level of education respectively, separate codes are assigned to schools even if covered in both in the case of composite schools. However, it is understood that in a couple of States, the same code is being used by DISE and SEMIS. The District, Block, Village and School codes are unique only within their higher administrative units.

6.3 The 8th AISES adopted the conventions of Census 2001 to assign unique codes to schools. The 8th AISES code consists of 24 (27 in case of Class-I cities) digits, with the first two digits for State, the next two digits for Districts within a State, the following four digits for *Tehsil* within a District and the next four digits for C.D. block. The city/town/village is assigned next eight digits and the last four digits indicate the school. In the case of Class-I cities, the three digits following city code are assigned to Ward and subsequent four digits are assigned to Schools within the Ward. The District, Block, Village and School codes are unique only within their higher administrative units.

6.4 The Census 2011 adopts somewhat different approach in assigning location codes to States, Districts, up to Village. The Census 2011 provides unique codes on All India basis to Districts, sub-Districts and Villages. The coding convention used is as follows:

- i. The State code of two digits within India has been used similar to the one used in earlier Census.
- ii. The District code of three digits continuous code within India has been given for districts.
- iii. The sub-District code of five digits continuous code within India has been used for sub-districts.
- iv. The Village code of six continuous digits has been used within India for villages. The range of 000001 – 799999 has been kept for Villages. The Census Towns and Out Growths, which are treated as urban for Census purpose, have also been included in the Rural Directory. The town codes (only statutory towns) have been numbered within India. The town code range is 800001 – 899999. In case of creation of new District/Block, or split/merger of Districts/Blocks, the Census 2011 gives the procedure to be adopted in giving unique location codes.

6.5 It may be prudent to follow the Census 2011 in assigning location codes with additional seven digits at the end for schools. This would enable link various other data sets that use Census 2011 conventions with data on school education and also in making location maps of schools. Accordingly, it is recommended that the unique school code may contain 23 digits, with the first 16 representing State (two digits), Districts (three digits), sub-Districts (five digits) and Village/Town (six digits) as per the Census 2011 and the last seven digits ranging 0000001 to 9999999 representing schools. The school code is assigned on all India basis. The State, District, sub-District and Village codes are assigned on all- India basis and any changes thereof shall be made as per the conventions suggested by Census 2011. The U-DCF contains a column to record previous codes (used in DISE, SEMIS, 8th AISES, to preserve continuity and to track schools for longitudinal studies. The location codes may be pre-printed on DCFs. The school code would be assigned nationally.

Chapter VII

School Directory

7.1 A school directory should be prepared and updated each year. The school directory may be updated as on 30th September each year in line with the general practice of collection of data on education. The school directory should cover all recognized schools i.e. government, local bodies, schools run by Central/State education ministries and agencies other than education, private-aided, and private-unaided. The school directory may include some basic information about school such as name of school, school unique code, location, complete address with name of principal/head teacher, management, source of funding, classes taught, medium of instruction, and availability of vocational stream.

7.2 The responsibility of preparing the school directory should be with block/*Mandal* level officers in case of primary and upper primary schools and district/sub-district level officer in case of secondary and higher secondary schools. In the case of junior colleges, including degree colleges with junior college sections, the responsibility of preparation and maintenance of directory may be vested with the lowest administrative unit controlling junior colleges. The unit/department identified as nodal point for collection/collation of school education data at district level should collate and prepare master school directory of the district with inputs from all the departments concerned. This may be published and made available in the public domain. The district school directories should be submitted to State nodal agency for preparation of State school directory by November each year. The State nodal agency should collate district directories and prepare State school directory by December each year. The State directory may be made available on internet.

Chapter VIII

Integration of Geo-spatial Data with Unified System of School Education Statistics

8.1 Mapping the location of schools taking into account geographical parameters, physical and social barriers within habitations/wards in accessing schools is necessary to ensure equitable access. Further, it may also be necessary to take into account various facilities like library, post office, and other utility providers and also location of other schools by management, grade, etc. for planning educational provision. The school mapping exercises are being carried out by several States to identify appropriate locations for setting up schools. In the absence of geo-spatial data on availability of several utilities, including schools, such exercise may not yield meaningful results. The Expert Group realises this and takes cognizance of a committee, constituted under the Chairmanship of Prof. R. Govinda, Vice Chancellor, NUEPA, to study and suggest the scope of operationalising Educational Management Information System (EMIS) using Geo-Spatial Technology. Keeping in view the importance of geo-spatial information in planning location of schools, the Expert Group recommends that data on geographical coordinates of school (i.e. longitude and latitude) should be collected and included in the DCF developed for unified system. It is understood in the meetings of the committee, the following issues were discussed.

8.2 The items to be populated on maps generated as part of geo-spatial enabled EMIS:

- i. The visual data uploaded may include front portion of the main building of the school, compound wall, library, playground, laboratory, toilets, kitchen, drinking water facility
- ii. The following numeric data set may be part of the geo-spatial EMIS
 - A. *At school level*
 - Name & code of the school
 - Type and category of the school
 - Management of the school
 - Average number of children served Mid Day Meal per day

B. At Revenue village, block and higher level

- Number of schools-Category -wise, Type-wise and Management -wise
 - Number of students enrolled- Class -wise, Sex-wise and Socio-religious category-wise
 - Total number of Teachers
 - Pupil –Teacher ratio.
 - Number of children aged 0-6 years covered under ICDS
 - Number of Aanganwadi workers.
- iii. The following data, pertaining to village facilities, expected to be collected under basic statistics for village development by MOSPI annually, may be uploaded subject to availability, along with geographical coordinates.
- Electricity connection
 - Drinking water source
 - Public transport
 - Crèche
 - All weather road length
 - Health -related facilities
 - Number of households living Below Poverty Line
 - Number of disabled persons aged below 24 years
 - Land- use statistics
 - Number of unemployed persons
 - Number of *Aanganwadi* centres
- iv. As it is very difficult to define the boundary of habitation, village may be considered as the unit for consolidation of geo-spatial data.

Chapter IX

Involving Community in Collection and Dissemination of Data

9.1 Community involvement in planning, implementation and ensuring accountability in the provision of elementary education is widely perceived to improve the functioning of school and instill a sense of ownership in community and parents. The RTE 2009 stipulates that every school shall have a School Management Committee (SMC) consisting of elected representatives of local government, teachers, and parents with proportionate representation of disadvantaged and weaker sections. The SMCs have been assigned many tasks that include monitoring the functioning of school and preparing school development plans. The local government has been entrusted with several responsibilities like providing schools, monitoring functioning of schools within its jurisdiction, maintaining records of all children up to 14 years of age within its jurisdiction, etc, under RTE 2009. The report of Working Group on Elementary of 12th Five Year Plan also proposes to institutionalize the partnerships between government, local authorities and voluntary agencies by creating Council for People's Participation in Education (CPPE) and supporting innovative schools providing free education to come up to RTE norms. Involving the community in collection of data from schools within their neighborhood serves several purposes. It would bring the condition of schools in the neighborhood into cognizance of community and act as catalyst to mobilize the community to improve the functioning of school.

9.2 The Expert Group learns that the school report cards generated using data collected under DISE are displayed prominently in several schools and also shared with the community. The expert group also understands that data is being shared with the community under *Jan Vachan* (Social Audit) programmes.

9.3 The Expert Group recommends that these practices may be continued and strengthened further. Further, the Expert Group recommends that the comments, opinions expressed by the community may be recorded. The Expert Group recommends that the community may be involved in each step in collection and dissemination of data to enhance

transparency. This would also improve the credibility of data. The Expert Group recommends that (i) filled-in DCF may be shared with SMC before submission to the higher authorities and (ii) the SMC may share data on schools within its jurisdiction for the past three years with the parents and other stake holders and by holding *Shiksha Gram Sabha* at least once a year. The data may also be shared with the community on other occasions.

Chapter X

Recommendations and Roadmap

10.1 The Expert Group realises that rolling out of the unified system of school educational statistics has to address several issues arising from varying structures of school education across States and multiplicity of agencies responsible to different levels of school education. It also noted that different agencies are involved in the collection and collation of data at the national level as well. For example, the official data on school education is collated and published as SES/SSE by MHRD whereas NUEPA is collating and publishing data under DISE and SEMIS. Besides, NCERT also publishes data on school education by carrying out All India (School) Education Surveys quinquennially. In this background, it may be prudent to delineate the roles and responsibilities of different agencies under the unified system of school education statistics at National, State and sub-State levels.

- i. It is recommended that a dedicated wing/section should be identified/established that can act as nodal agency at the Central level and be responsible for collection, collation and dissemination of school education data under the unified system. It should be well-equipped with technical and supporting staff besides infrastructure facilities like computers, internet, etc to carry out its functions. The wing/section, so identified/established, should be permanent in nature and not be linked with any scheme/programme. Further, the tenure of staff should be permanent in nature.
- ii. The Expert Group recommends that the nodal agency should be identified/established as early as possible and, in any case, not later than a period of three years. It should take over the responsibility of unified system of school education statistics. However, till such time the nodal agency at national level is identified/established and is able to take over the responsibility of unified system of school education statistics, NUEPA may continue to discharge the responsibilities it has been discharging under DISE and SEMIS but as a single system. The single system may be rolled out in phases in the academic years 2012-13 and 2013-14.

- iii. NUEPA may provide technical support and undertake research for further improvement of the system of data collection. NUEPA may act as a repository of data on education and should archive the data in an easily retrievable format. NUEPA may involve itself proactively in standard setting, quality assurance with collection, analysis and dissemination of school education statistics. NUEPA may organise seminars/workshops to discuss issues relating to the collection of data mechanism from time to time, with the involvement of all stakeholders. NUEPA may also organise capacity- building programmes for personnel involved in the collection and dissemination of educational data at the National and State levels.
- iv. As indicated earlier, the structure of school education varies from State to State, thereby posing difficulties in collection and aggregation of data. The Expert Group recommends that States having structure of education other than 5 + 3 + 2 should adopt 5 + 3 + 2 structure (as recommended by Education Commission and as part of RTE 2009 in case of elementary education) to ensure a uniform structure of school education in the country.
- v. In several States, different directorates (some times even secretaries) are responsible for administration and management of different levels of school education. The creation of offices of state project director for implementing SSA and RMSA has added parallel mechanisms to the already existing ones. Each of these administrative structures has its own system in place for collection of data but unfortunately there is very little coordination between them. The Expert Group recommends identification/setting up of a nodal agency at the State- level to coordinate activities relating to collection, collation and dissemination of data under unified system of school education statistics. The nodal agency/office indentified/established should not be tied to any programmes/schemes though it may meet the data requirements of programmes/schemes initiated by Central/State governments. The nodal office may report to the school education secretary (principal secretary in case different

secretaries are looking after different levels of school education). The officer responsible for the agency should be of the rank of Director. The nodal office may be equipped with adequate technical and ministerial personnel besides other facilities like office space, hardware and software to carry out its assigned tasks. The nodal office shall liaise horizontally with all other directorates and project offices of school education at the State- level for carrying out activities relating to collection, collation and dissemination of data. Further, it shall also liaise with MHRD and other National- level organisations in carrying out its responsibilities.

- vi. At the sub-State level i.e. District (zonal offices in case of junior colleges in some states), the offices concerned of different directorates shall be responsible for collection and upward transmission of data. A nodal officer may be identified at District level to coordinate the collection, collation and dissemination of data. Adequate supporting staff and other infrastructural facilities like office space, computers, internet connectivity, etc should be provided.
- vii. The Unified System of School Education Statistics is adopting the methodology of DISE. As in the case of DISE, the Unified System also utilises the advances made in computer and information processing technologies in collection, collation and dissemination of data. The distribution of DCFs, entry of data is, decentralized to District and even to Block levels in a few cases, and transmission of data from lower to higher levels of administration are being done using computers and software under SSA. In a way, DISE is being extended to cover secondary education as well under unified system. However, the mechanisms and functionaries at various levels, responsible for collection and collation of data, are still in project mode under SSA and RMSA that is likely to hinder its sustainability in the long run. The sharing of expenditure by SSA and RMSA may help in the short run but not in the long run. Keeping this in view, the Expert Group recommends that nodal officers at State, District and sub-District levels identified ought to be regular employees of state government and their responsibilities may clearly delineated. Further, the recommendation that the machinery for collection and collation of data should not

be linked to projects/programs, would overcome the limitations of DISE while ensuring sustainability of Unified System of School Education Statistics. Under U-DISE, data from primary, upper primary, secondary and senior secondary schools was collected on experimental basis using single DCF in West Bengal and Puducherry to examine its feasibility. The experience of West Bengal and Puducherry endorses the feasibility of implementing Unified System of School Education Statistics.

10.2 The Expert Group also discussed several other issues vital to the creation of the unified system of school education statistics and improvement of the quality and authenticity of data.

- i. Highlighting the importance of proper maintenance of school records/registers for ensuring accurate and quick filling of DCFs canvassed by different agencies, and for improving the reliability and consistency of data, the Expert Group recommends that all States should revamp the system of maintenance of school records. The Expert Group recommends that a set of core records identified by it (given in Annexure-I) be adopted across the country. The States can add records/items within records to fulfill their requirements. It further recommends that printed formats of records/registers be supplied to all schools and training in maintenance of school records be included in the capacity- building and training programmes organised for school principals/head teachers.
- ii. The Expert Group recommends that a single DCF (named as Unified Information System for School Education DCF, appended at Annexure-III) be adopted to collect data from all schools. The Group also recommends that the software developed in-house by NUEPA for entry, processing and analysis as also for transmission of school -level data upwards be adopted. The software contains in-built facility for generating reports relevant for all levels of school education, District, State and National, with a facility for dynamic query as well. In addition, the facility to collect data on additional items at the discretion of States is also

available in the design of DCF and software. Keeping in view the limited penetration of computer and internet facilities in school education system across the country, the collection and entry of data may be carried out offline for the time being. However, experiments to enter data online may be carried out wherever the conditions permit. Further the Expert Group recommends that the DCF and software and in-built reports, should be reviewed and revised once in every three years.

10.3 Every school must be assigned a Unique Identification Code consisting of 23 digits with the first 16 digits representing State (two digits), Districts (three digits), sub-Districts (five digits) and Village/Town (six digits) as per Census 2011 and the remaining seven digits (School code) for the schools. All the codes i.e. codes for State, District, Village and School are assigned on all-India basis.

10.4 A school directory should be prepared and updated each year as on 30th September. The school directory should include some basic information about the school such as name of school, school unique identification code, location, complete address with name of principal/head teacher, management, source of funding, classes for which instruction is imparted, medium of instruction, availability of vocational stream. The nodal offices, identified at State and District levels, shall be responsible for preparation and updating of school directories.

10.5 The Expert Group recommends that data on geographical coordinates of school (i.e. longitude and latitude) should be collected and included in the DCF developed for unified system. The visual data uploaded may include front portion of the main building of the school, compound wall, library, playground, laboratory, toilets, kitchen and drinking water facility. In addition, links to school data and school report card of U-DISE may be given in the map.

10.6 The Expert Group recommends that a single system be rolled out by adopting the unified DCF and software in phases during academic years 2012-13 and 2013-14 in place

of DISE and SEMIS, currently managed separately. This requires creation of appropriate coordinating structures at the State-level. NUEPA should take appropriate steps to liaise with State governments and SPDs of SSA and RMSA. The financial resources to manage DISE and SEMIS are currently being drawn separately from SSA and RMSA respectively. It is necessary that the resources for DISE and SEMIS, allocated under SSA and RMSA, need to be pooled together under single system. The fact that in several States, the staff of DISE also works for SEMIS makes the transition somewhat easy, though unforeseen difficulties in no way ought not to be underestimated.

10.7 The Expert Group took cognizance of All India School Education Survey, (AISES) conducted by NCERT quinquennially. A separate dedicated department exclusively meant for management of Survey, exists in NCERT. AISES provides rich data on several variables, particularly on habitation-wise access to schooling, infrastructural facilities in schools, teachers, number of beneficiaries of incentive schemes, mediums of instruction, etc. However, inordinate delay in the availability of data makes it less useful particularly in planning and monitoring of implementation. Further, DISE and SEMIS now also collect data on infrastructural facilities in schools. The DCF for unified system of school education statistics includes several variables on infrastructural facilities in schools. But a few variables like availability of schooling facilities by habitation are not available from any other source of data but AISES. In view of this, the Expert Group recommends that the nodal agency, identified at the national level, may carry out special surveys from time to time on those variables for which the AISES has been providing the data but not available from any other source. This Survey may also be designed to fill the gaps that have been emerging from time to time. In such a case, the need to carry out AISES by NCERT ceases. Alternatively, NCERT may continue to carry out survey quinquennially on those variables that are not available in the unified system of school education statistics and also for meeting the emerging requirements, in consultation with the nodal agency identified.

10.8 Data may be disseminated both in print and in electronic forms at state and national levels. The unit level data may also be made available to researchers on request. All the variables on which data are being disseminated currently should be included in the

dissemination of data under the unified system as well. The variables included for dissemination of data may be reviewed periodically once every three years.

10.9 The Unified System of School Education Statistics was tried out in West Bengal and Puducherry on pilot basis (in the academic year 2011-12). The DCF and software developed for unified system of school education statistics was used to collect data. Field observations by NUEPA faculty who visited West Bengal confirm the feasibility of unified system of school education statistics.

10.10 The Expert Group understands that the data generated under DISE for elementary schools is being shared with the community under *Jan Vachan* (Social Audit), The Expert Group recommends this practice be adopted by all schools and that the comments, opinions expressed by the community be also recorded. In addition it also recommends that (i) filled in DCF be shared with SMC before submission to the higher authorities and (ii) the SMC share data on schools within its jurisdiction for the past three years with parents and other stakeholders and by holding *Shiksha Gram Sabha* at least once annually.

Annexures

Annexure-I
Constitution of Expert Group

No.F.9-2/2008-Stat.
Government of India
Ministry of Human Resource Development
Department of Higher Education
Statistics Division

**

New Delhi, dated: 23rd March, 2010

Subject: Constitution of an Expert Group on Educational Statistics to create a unified system of data collection in Educational Statistics.

It has been decided with the approval of the competent authority to constitute an Expert Group on Educational Statistics to create a unified system of data collection in School Education Statistics with the following terms of reference:

1. To identify complete set of parameters on which data should be collected annually from every school.
2. To examine the feasibility of generating a UID for all schools.
3. To examine the feasibility of creating a comprehensive School Directory.
4. To design a common Data Capture Format (s) for all schools.
5. To recommend the adoption of a common report generating system in different states and at the national level.
6. To draw a road map for the adoption of a unified system of school statistics across the country.
7. To recommend the outlines of a study to ascertain the sustainability of the new data architecture through a pilot study.
8. To recommend a framework for transparency and public involvement by holding Shiksha Gram Sabha where concerned school data would be shared with public.
9. To give recommendations on any other relevant and incidental matter.

The composition of the said Expert Group shall be as under :

- | | | |
|----|--|-------------|
| 1. | Prof. R. Govinda, Vice Chancellor, National University of Educational Planning & Administration (NUEPA), New Delhi | Chairperson |
| 2. | Dr. Vijay P. Goel, Dy. Director General (Statistics), Deptt. of Higher Education, Ministry of HRD, | Member |
| 3. | Mrs. Neelam Sami Rao, Director (SSA), Deptt. of SE&L Ministry of HRD. | Member |

4.	Mr. Satish Nambudiripad, Director (RMSA), Deptt. of SE&L, Ministry of HRD.	Member
5.	Dr. Nasim Ahmed, E.O., Deptt. of SE&L, Ministry of HRD.	Member
6.	Mr. Gaya Prashad, Director, MDM, Deptt. of SE&L, Ministry of HRD	Member
7.	Dr. Gautam Bose, DDG, National Informatics Centre	Member
8.	Prof. Arun C. Mehta, Head, EMIS, NUEPA	Member
9.	Prof. Smiazaidi, Head, SEMIES, NUEPA	Member
10.	Mr. Shailendra Sharma, Chief Consultant, MIS Unit, TSG, Ed.CIL	Member
11.	Mr. Chander Kant, Joint Director (Stat.), Deptt. of Higher Education, MHRD	Convener

3. The Group shall have powers to co-opt additional members/special invitees as and when such need arises.

4. The expenditure on TA/DA to official members in connection with the meetings of the Expert Group will be borne by the parent departments/organizations to which the member belongs. Non-official members (if co-opted) will be entitled to TA/DA as admissible to group 'A' officers of the Government of India and this expenditure will be borne by the National University of Educational Planning and Administration, New Delhi.

5. Secretarial assistance to the Expert Group will be provided by the National University of Educational Planning and Administration, New Delhi

6. This Group will submit its recommendations within the period of 6 months from the date of issue of gazette notification.

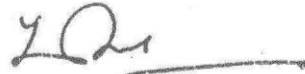

(Vijay P. Goel)

(Deputy Director General)

Copy to:-

- 1) Members of the Expert Group on Education Statistics
- 2) PPS to HRM

- 3) PPS to Secretary, Department of Higher Education
- 4) PPS to Secretary, Department of School Education & Literacy.
- 5) PPS to Secretary, Department of Statistics, Ministry of Statistics and Programme Implementation
- 6) PPS to Addl. Secretary, Department of Higher Education
- 7) Joint Secretary (EE-I)/ EE-II/Adult Education/School Education.
- 8) Director General, Central Statistical Organisation, Sardar Patel Bhawan, New Delhi
- 9) Advisor (Education), Planning Commission, New Delhi.
- 10) Copy to all Divisional Heads in the Ministry of Human Resource Development.
- 11) Copy to the Director, NUEPA, New Delhi.



(Vijay P. Goel)

Deputy Director General

Annexure-II
Adoption of U-DISE in West Bengal
A report from field visit

Adoption of U-DISE in West Bengal

A report from field visit²⁵

West Bengal is the first state to implement U-DISE. It has adopted U-DISE from the academic year 2011-12. Prof. A. C. Mehta and Shri A. N. Reddy, the faculty members of the Department of EMIS, visited West Bengal to have first-hand exposure on the implementation of U-DISE on May 31-June 2, 2012. The purpose of the visit is to understand the process of transition to U-DISE and issues encountered in this process. Extensive interactions with various stakeholders including SPD, SSA and RMSA, officers from SSA, RMSA and also officers dealing with statistics and collection of school education statistics from the Directorate of School Education were held. Interactions with two district-level functionaries, i.e. *Paschim Medinipur* and *South 24 Paraganas*, were also held. A few schools in both districts were also visited.

School structure and mechanism to collect data in West Bengal

In West Bengal, data on school education used to be collected by the Directorate of School Education and also under DISE and SEMIS separately. The latter two are integrated into U-DISE in the academic year 2011-12. The Directorate of School Education is responsible for the collection of data on the entire spectrum of school education covering primary, upper primary, and secondary education. In West Bengal, one can find primary-only schools consisting of grades I to IV, primary with upper primary schools consisting of grades I to VIII and secondary schools consisting of grades V to X or V to XII. There are very few upper primary-only schools and secondary/higher secondary-only schools. SSA and RMSA are managed by separate state project offices. However, the office of SPD of SSA and RMSA is vested in the same person. The SSA office is well equipped with required manpower, infrastructure and

²⁵ Prepared by Anugula N. Reddy, Department of EMIS, NUEPA, 17-B, Sri Aurobindo Marg, New Delhi-110016. e-mail: anreddy@nuepa.org. Comments by Prof. Arun C. Mehta, Ms. Choten Lama are gratefully acknowledged. The faculty members of the Department of EMIS gratefully acknowledge the hospitality and facilitation extended by SSA, West Bengal, particularly Ms. Choten Lama, SPD, that made the visit a learning experience.

other facilities. At district level, separate offices of Inspectorate oversee the functioning of primary schools on one side and upper primary and secondary schools on the other. In addition there are two district project offices (DPOs) to oversee SSA and RMSA respectively. One of the line department personnel is usually given additional charge of DPO under RMSA. Although there is in name a District Project Office for RMSA, due to the paucity of funds received under the scheme, there is hardly any man power available in this office leading to severe problems in implementing the RMSA. Under these circumstances, the DPO RMSA relies heavily on the support of the DPO SSA for a lot of the work including data collection from schools.

The Directorate of School Education

The Directorate of School Education is collecting data on both elementary and secondary education. The data collected by Directorate of School Education is supplied to MHRD for SES/SSE,. The line administration of education department i.e. officers at district and sub-district level of both primary and secondary education department is involved in the collection of data carried out by Directorate of School Education. It appears that the collection of data confined to government and private aided²⁶ schools only. The private unaided sector appears to have not been covered by Directorate of School Education in its data collection. It has also been observed that there is large delay in the collection, collation and dissemination of data. Computers and communication technologies have not been used to expedite data collection, analysis.

DISE

Under DISE data are being collected since its inception as part of DPEP. The responsibility of data collection is shouldered by block and cluster resource persons of SSA who distribute DCFs, collect back and transmits them to district project office. District MIS coordinators coordinate collection of data from schools, ensure data entry and collate district level data. Data entry takes place at district level which is then transmitted to state project office in soft

²⁶ In West Bengal, private aided schools are known as government aided schools.

form. At state level data from all districts are merged into state data base. The coverage of private unaided schools appears to incomplete. Under DISE, publications either in mimeo or printed form are being brought out at district and state level to disseminate data. It was also claimed that the data are shared with other district level officers, officers of line department, and also with general public. The MIS division of SSA appears to have been adequately staffed with necessary hardware and hardware facilities at state and district levels. The MIS personnel also have considerable experience. Some of the staff members have put in more than 10-12 years of experience and have been working since DPEP days. All the personnel under SSA are working in contractual mode.

SEMIS

Collection of data under SEMIS is one of most problematic areas in West Bengal. The state has barely 100 government secondary/higher secondary schools. The entire secondary/higher secondary education system consists of private aided schools. This means no funding under RMSA is possible. Initially data collection under SEMIS was carried out by mainline department through its district and block level officers using online mechanism. SSA staff was engaged to enter the data at district headquarters. Data collection and entry was also outsourced for a year or so. Consequently coverage, regularity and consistency of data got adversely affected. Inadequate resources and frequent changes in procedures to collect and enter data appears to have contributed to this. Allocation of resources under RMSA is limited to government schools only and near non-existence of government schools in West Bengal might have contributed to this.

Adoption of U-DISE

From the interactions with various officers it clearly emerged that there was no communication at all between DISE and statistical wing of Directorate of School Education. Further, DISE and SEMIS were running parallel till 2010-11 even though the office of SPD of SSA and RMSA was vested in the same person albeit with separate supporting staff. DISE was functioning since DPEP days and appears to have stabilised. Further there is a provision in DISE DCF to collect data on enrolment in grades IX to XII from

secondary/higher secondary that have primary and/or upper primary sections. This means nearly entire data on enrolment in secondary level grades are being collected as there were very few (no more than 100 odd) secondary/higher secondary only schools. With the introduction of SEMIS, data on enrolment in grades IX to XII are beginning to be collected separately. Entry of both data sets was carried out by personnel of SSA. This led to much thinking and the desire to adopt a single data collection mechanism. Limited resource availability to undertake activities under RMSA might have also contributed to this thinking. As the office of SPD of SSA and RMSA was vested in the same person might have eased and quickened the decision making process. From 2011-12, single data collection mechanism named as U-DISE was adopted in place of DISE and SEMIS to collect data from all schools i.e. primary, upper primary, and secondary/higher secondary. The collection and entry of data under U-DISE appears to have been smooth. The reports module of course is yet to be provided under U-DISE software.

Visit to Districts

We have also visited two districts viz., *Paschim Medinipur* and *South 24 Paraganas* and interacted with district and sub-district level officers. A few schools in these districts were also visited. Several officers including district collector, president of district primary education council, District Project Officers (DPOs) of SSA and RMSA and field functionaries like Circle Project Coordinators (CPCs), *Shiksha Bandhus* took part in the interaction. The district project office of SSA was equipped with required manpower, hardware. But District RMSA office do not have any facilities and this may be because of very thin resource base as there are not many government secondary and higher secondary schools to draw resources from RMSA. The Circle Project Coordinators (CPCs), *Shiksha Bandhus* usually coordinate distribution and collecting back filled in DCFs from schools under SSA and RMSA. Entry of data of SEMIS is being carried out by the staff of SSA only. It appears that the involvement of personnel of secondary education at district level in entry of SEMIS data is minimum though they extend help to SSA staff to collect data from secondary and higher secondary schools. It was suggested that U-DISE DCF may consist of two/three sections, the

first is for all schools and the next few pages may be separate for each category of school i.e. separate for primary, upper primary, secondary, etc.

Conclusions

The West Bengal can be said to have successfully implemented U-DISE by collecting data from primary, upper primary and secondary schools using single DCF. Data entry has also taken using U-DISE software. Report modules are yet to be provided at the time of visit.

There are several factors that facilitated the smooth transition to U-DISE from DISE and SEMIS. One is the post of SPD of SSA and RMSA is vested in the same person. As DISE was already collecting data on enrolment in secondary grades and the mismatch between data collected under DISE and SEMIS has driven to adopt single data collection mechanism. Collection of data on enrolment in secondary grades by DISE and very limited number of secondary and higher secondary only schools might be another factor that allowed smooth transition. We have found no major problems in transition to U-DISE and in collection and entry of data from schools ranging from primary to secondary under U-DISE. This suggest that it is possible to make the transition to U-DISE in other states as well though one may have to resolve many state specific administrative and logistics issues in the process.

Annexure-III
Minutes of Expert Group Meetings

Minutes of the First Meeting of

Expert Group on Creation of Unified System of Data Collection for School Education Statistics

The expert group constituted by Ministry of Human Resource Development (MHRD) on Creation of Unified System of Data Collection for School Education Statistics under the chairmanship Prof. R. Govinda held its first meeting on April 16, 2010 at NUEPA. The list of members and others who attended the meeting is given in Annexure-I.

Professor Govinda while welcoming the members to the first meeting briefly recapitulated the background and terms of reference of the Expert Group. He mentioned that the terms of reference of the Expert Group include drawing a road map for the adoption of unified system of school education statistics across the country, identifying the variables on which data should be collected annually from all schools, designing common data capture formats and report generating systems, recommending an outline of a study to ascertain the sustainability of unified system through a pilot study. He noted that the idea of unified system of collection, collation and dissemination of school education statistics has been floating around for quite some time. He recalled that the Satyam Committee on Education Statistics has also recommended the adoption of unified system for education statistics. He brought to the notice of the members that a meeting was convened by MHRD under the chairmanship of Secretary, School Education and Literacy in December 2009 to discuss issues relating to unified system of school education statistics and the constitution of this expert group is a sequel to that meeting. He noted that the DISE was initiated as part of DPEP and SSA. The SEMIS is closely linked to RMSA. Consequently data are being collected on interventions made as part of these programmes to plan and monitor the progress. He felt that there is a need for reappraisal of the items on which data are to be collected and the periodicity of data collection of different items for the creation of a unified system.

He observed that it is also necessary to examine the data maintained at school level in school records. The schools need to maintain data for their administrative purposes and also to transmit to higher levels of administration. He felt the data that are to be collected should be a subset of data maintained in school in school records. The quality of data collected by higher administrative levels critically hinges upon the appropriate maintenance of records in schools. The maintenance of records in schools is uneven across the country and even by schools. The number of records, items, formats widely varies by states and there is a need for standardization and identify core records and items. He is of the opinion that the Group should look into the maintenance of records in schools as part of its work. With these remarks he requested the members to share their views on the approach to be taken by the Group to accomplish its task.

Several members expressed their observations on the issues involved. The discussion ranged from the need to evolve a unified system to collection of education statistics. Suggestions were also made for co-opting members to represent NCERT and MOSPI. Some members highlighted the difficulties involved in recommending and implementing the standard set records as the maintenance of records in schools is governed by the educational code adopted by each state. It was felt the issue of revisiting educational codes of different states to adopt standard core records can be taken up with the Committee that is looking into educational codes. Further the Expert Group recommended for adopting following set of actions to take forward the work of the Committee:

1. The Group took note of forthcoming workshops on School Records by Department of EMIS, NUEPA one in June 2010 to evolve core records, items, formats and the other in September/October 2010 to finalize the same.
2. The Group felt that the school records of about 10 states from different parts of the country could be examined in the Workshop based on which a framework for core records could be prepared. It was also felt that preliminary analysis of the sample of School Records may be carried out in preparation to the proposed Workshop in June.

3. The Group resolved that the work on DCFs for unified system of school education statistics could be started simultaneously. A sub-committee consisting of Prof. Arun C. Mehta, Prof. S. M. I. A. Zaidi, Dr. K. Biswal, Dr. Vijay P. Geol, Shri Chandrakant, Shri Shailender Sharma and Shri Navin Bhatia is entrusted with the task of preparing draft DCFs.
4. The Group resolved to co-opt Dr. Vaid of NCERT, a representative of MOSPI, Dr. K. Biswal and Shri Anugula N. Reddy from NUEPA as members of the Committee.
5. The Group decided to meet again in May 2010 on a suitable date.

The meeting ended with vote of thanks to the Chair.

The following members/invitees attended the meeting.

- | | | |
|----|---|----------|
| 1. | Prof. R. Govinda
Vice-Chancellor
NUEPA | Chairman |
| 2. | Dr. Vijay P. Goel
Deputy Director General
MHRD | Member |
| 3. | Dr. Gautam Bose
Deputy Director General
NIC | Member |
| 4. | Prof. Arun C. Mehta
Head, Department of EMIS
NUEPA | Member |
| 5. | Prof. S.M.I.A. Zaidi
Head, Department of Educational Planning
NUEPA | Member |
| 6. | Mr. Shailender Sharma
Chief Consultant, Ed. CIL | Member |

7. Mr. Chander Kant
Joint Director
MHRD

Convener

Special Invitees

8. Ms Ruchika Gupta
Deputy Director, MHRD
9. Dr. K Biswal
Department of Educational Planning
NUEPA
10. Shri Anugula N. Reddy
Department of EMIS
NUEPA
11. Dr. V.V.S. Murthy
Senior Technical Director
NIC
12. Dr. Savita Kaushal
Department of EMIS
NUEPA
13. Mr. Naveen Bhatia
Department of EMIS
NUEPA

The following members of the Group could not attend the meeting.

1. Mrs. Neelam Rao, Director, MHRD
2. Shri Satish Mambudripad, Director, MHRD
3. Dr. Nasim Ahmed, E. O., MHRD
4. Shri Gaya Prashad, Director, MHRD

Minutes of the Second Meeting of

Expert Group on Creation of Unified System of Data Collection for School Education Statistics

The second meeting of the Expert Group constituted by the Ministry of Human Resource Development (MHRD) on Creation of Unified System of Data Collection for School Education Statistics under the Chairmanship of Prof. R. Govinda was held on November 2, 2010 at NUEPA. The list of Members and others who attended the meeting is given in Annexure-I.

At the outset, Prof. Govinda welcomed the members to the second meeting. He also welcomed the co-opted members from NUEPA, NCERT, and MOSPI. The meeting confirmed the Minutes of the First meeting. Following this Prof. Govinda gave a brief overview of the work done since the first meeting of the Committee. Prof. Govinda said that the Department of EMIS has organized one National Workshop and two Expert Meetings to prepare a set of core records that provide framework to revitalize the system of school records and requested Mr. Anugula N. Reddy to brief the Committee about the outcome of the workshop and expert meetings.

Shri Reddy informed that Department of EMIS, NUEPA organized a National Workshop on School Records on June 28-30, 2010 in which over 60 officers working at various levels-state, district, block/cluster levels from about 20 states have participated. The aim of the Workshop was to take stock of current status of maintenance of school records, examine the records used in schools and to identify broadly a set of core records and items that are to be maintained by all schools. The Workshop came out with a set of core records under four thematic groups. Subsequently, two Meetings of Experts were organized on August 30-September 1, 2010 and October 11-12, 2010 respectively in which the core records identified in the National Workshop were further discussed and modified. Several experts, administrators, functionaries from grassroots levels have participated in these workshops and meetings. A note prepared on the basis of the outcome of workshop and

expert meetings is placed before the Committee. Mr. Reddy informed that after extensive discussions in the workshop and expert meetings, the following core records in four thematic groups were identified.

Enrolment Related records

1. Admission and withdrawal record along with consolidated statements.
2. Attendance Register
3. Continuous and Comprehensive Evaluation (CCE) Register
4. Incentive Register and consolidated statement

School and Infrastructure related records

1. School profile
2. Land and Infrastructure record
3. Stock Register

Staff Registers

1. Register of posts
2. Register of Staff profile
3. ACR of the Staff
4. Service
5. Class Room Supervision diary of HM/Principal

Finance Related

1. Cash/Voucher Book

Others

1. Village Education Survey Record
2. SMC Meeting Minutes Record

The Expert Group has discussed the core records in great detail by items and made several suggestions for further modification. The Group felt that a separate register for the implementation of Midday Meal may be included in Enrolment related records. The Expert Group is of the opinion that the Continuous and Comprehensive Evaluation (CCE) register can be deleted. With regard to records relating to staff, the Expert Group suggested that records relating to appraisal of staff need to be pruned and merged and teacher/staff attendance record may be added. It was suggested that the finance related records need to be made simpler and meaningful. The Group felt that Village Education Survey record need

not be part of core records to be maintained by schools. The following are a few important item wise suggestions made by the Expert Group.

- a. The title of the Admission and Withdrawal Record was changed to Admission and Transfer Certificate Register
- b. Whether to include the religion of pupil in the Admission and Withdrawal Register and in other registers was discussed at length and it was decided to get the official position on this. Shri Chandrakant, MHRD was asked to get the official position on this.
- c. It was suggested to record the degree of disability under disability column in Admission and Withdrawal Register.
- d. The item 'economically weaker section' may be substituted with 'BPL family' wherever reference to it was made
- e. Details of Bank Account and Census code of Village, etc. may be included in the school profile record
- f. Details about laboratory, library and computer lab, kitchen, ICT, internet, etc. may be included in land and infrastructure record.
- g. Records of staff profile for teaching and non-teaching staff need to be separate.

In addition, the Expert Group made several suggestions such as appropriately naming and placing items, inclusion of additional items, etc. Shri Reddy was asked to revise core records by incorporating the suggestions made by the Expert Group. It was decided that the revised core records be pilot tested in a couple of states.

The Group decided that the work on development of Data Capture Format for Unified System of School Education Statistics may be initiated immediately. To prepare DCF, a sub-committee consisting of Prof. S. M. I. A. Zaidi (Chairman), Prof. Arun C. Mehta, Shri Anugula N. Reddy, Shri Navin Bhatia, Shri Shailendra Sharma (EdCIL), Shri V. V. S. Murthy (NIC), and a representative from both NCERT and MHRD was constituted. The sub-committee was asked to submit its report within three weeks.

The Expert Group discussed the issue of generating unique identity code for all schools across the country. The Expert Group is of the opinion that unique code may be generated in consonance with codes given to villages by Census.

The meeting ended with vote of thanks to the Chair.

The following members/invitees have attended the meeting.

1.	Prof.R.Govinda Vice-Chancellor, NUEPA	Chairman
2.	Dr. Vijay P. Goel DDG, Ministry of Human Resource Development, New Delhi	Member
3.	Dr. Gautam Bose DDG, National Informatics Centre (NIC) New Delhi	Member
4.	Dr. Davinder K Vaid Professor & Head, Department of Educational Surveys & Data Processing (DES&DP) NCERT	Member
5.	Prof. A.C. Mehta Head, Department of EMIS, NUEPA	Member
6.	Prof. S.M.I.A. Zaidi Head, Educational Planning, NUEPA	
7.	Shri H. Borah Director, Ministry of Statistics and Programme Implementation (MOSPI)	Member
8.	Shri Anugula N. Reddy Department of EMIS, NUEPA	Member
9.	Shri Shalender Sharma Chief Consultant, EdCIL, New Delhi	Member
10.	Shri Chander Kant Joint Director, MHRD	Convener

Invitees		
11.	Dr. V.V.S.Murty Senior Technical Director, NIC	
12.	Ms. Ruchika Gupta, Dy. Director, MHRD	
13.	Shri Saba Akhtar, NIC	
14.	Shri Naveen Bhatia DISE, NUEPA	
The following Members could not attend the Meeting		
	5. Mrs. Neelam Sami Rao, Director, MHRD 6. Shri Satish Nambudripad, Director, MHRD 7. Dr. Nasim Ahmed, E. O., MHRD 8. Shri Gaya Prashad, Director, MHRD 9. Dr. K Biswal, NUEPA	

Minutes of the Third Meeting of the

Expert Group on Creation of Unified System of Data Collection for School Education Statistics

The Third meeting of the Expert Group constituted by the Ministry of Human Resource Development (MHRD) on Creation of Unified System of Data Collection for school education statistics under the Chairmanship of Prof. R. Govinda, VC, NUEPA was held on June 29, 2011 at NUEPA at 2.30 P.M. The list of members and other participants who attended the meeting is given in Annexure-I.

At the outset, Prof. Govinda welcomed the members and other participants to the third meeting. He gave a brief overview of the work done so far and requested Dr. A.N Reddy to make a presentation on School records as per the first item on the agenda. The Expert Group discussed the core school records in detail, item by item and made the following suggestions for modification of the same:-

1. In the Admission Cum Transfer Register, a column named UID number may be included. It was deliberated at length whether religion of student should be included or not. It was decided that a policy decision on the same is required to be taken by MHRD. It was also brought to the notice of the Group that MOSPI would be writing to MHRD regarding the proposed National Data Bank on Socio-religious categories. Regarding the column on the degree of disability it was decided that detail instructions may be provided for filling up when the information is available at a later stage.
2. In the consolidated sheet for admissions/withdrawals/repeaters/dropouts, the column names of number of Muslim Students out of total and number of Students belonging to BPL Category out of total should be indicated in a clear manner.
3. In the Student Attendance Register for the Month, the column heading average attendance should be changed to total attendance. The summary tables below this table are monthly and hence need to be given appropriate headings.
4. In the Monthly Class-wise Enrolment and Attendance Consolidated Sheet, the Column of SC/ST/OBC/Muslim students may be deleted. Director RMSA, MHRD pointed out that the column on number of students from Bridge Courses should be present in this table. However, after discussion on the

same it emerged that since the details of students joining back after dropping from Bridge Courses would be reflected in the Admission Cum Transfer Register, the same may not be repeated in this column. Thus only columns pertaining to boys, girls and total will remain in this table.

5. The table name of Register for Incentives may be changed as Register for Facilities/Benefits. The Columns on 25% quota and Mid Day Meal may be deleted from this table. The column on text-books need not be bifurcated by language and may be given as one column. A column named 'others' may be provided for other facilities/benefits being provided in different States.
6. In the table consolidated State of Number of children who received various incentives the column on 25% quota may be deleted.

In addition to above, a few minor modifications were also suggested. Shri A.N. Reddy was requested to make necessary modifications and make a presentation in the next meeting. A detailed discussion on the Record for Mid-day Meal (MDM) scheme took place at the end of which it was decided that Shri Reddy could co-ordinate with officials in-charge of Mid-day Meal Scheme and then finalize the record for MDM scheme. In the School Profile record self explanatory foot notes should be provided in items (6) and (7). Items 17 to 24 may be categorized separately in 'Functioning of School'. One of the members of the group pointed out that child tracking system could also be incorporated in the School Records. As UID number will already be present in the School Records, this aspect would be taken care of.

It was decided that the Group would take up the remaining part of the school records in the next meeting on account of time scarcity. Prof. Govinda also directed Prof. S.M.I.A Zaidi, Chairman of the Sub-Committee for preparation of unified data capture format, to hold the next meeting of the Sub-Committee as soon as possible. Prof. Zaidi informed the Expert Group that the next meeting of the Sub-Committee would be held on 8th July, 2011 at 11.00 A.M. Prof. Govinda also directed that Mr. Navin Bhatia , EMIS, NUEPA would be the convener of the Sub-Committee. Ms. Carolyn Khongwar Deshmukh, Director (RMSA), MHRD and Smt. Bindu Sreedathan, Joint Director MHRD will also be included as members of the Sub-Committee. It was decided that the prior to the meeting of

the Sub-Committee, the draft unified data capture format would be circulated to all members by e-mail.

Emphasizing on the need to complete the work allotted to the Expert Group within a definite time frame, Prof. Govinda suggested that the fourth meeting of the Expert Group will be held tentatively on 12th July, 2011 in which members may come prepared with the comments on the remaining part of the proposed core School Records. The Expert Group will be examining the unified data capture format which will be submitted by the Sub-Committee and the Expert Group will also focus on developing a road map for the adoption of a unified system of school statistics across the country. He also directed Shri A.N. Reddy to prepare a summary on the concept note submitted by UNESCO Office on Strengthening School Level Education Management Information System (EMIS) in India.

The meeting ended with vote of thanks to the Chair.

The following members and other invitees have attended the meeting

1. Prof. R. Govinda, Vice Chancellor, NUEPA and Chairman of the Expert Group.
2. Dr. Vijay P.Goel, DDG, MHRD
3. Prof. S.M.I.A Zaidi, Head, Deptt. of Educational Planning, NUEPA
4. Shri A.K. Aggarwal, Sr. Tech. Director, NIC
5. Ms. Carolyn Khongwar Deshmukh, Director, RMSA, MHRD
6. Shri Sanjay, Director, MHRD
7. Smt. Bindu Sreedathan , Joint Director, MHRD
8. Dr. A.N. Reddy, NUEPA
9. Ms. Ruchika Gupta, Deputy Director, MHRD
10. Shri V.K. Aggarwal, Under Secretary, MHRD
11. Shri B.D. Shivani, Under Secretary, MHRD
12. Shri A.K. Tewari, Under Secretary
13. Shri Ravindra Mishra, US, MDM, MHRD
14. Smt. M. Lakshmi Rao, AD, MHRD
15. Shri Lal Chand Yadav, NIC
16. Shri Navin Bhatia, NUEPA
17. Shri Jitendra Kuamr, SI, MHRD

Minutes of the Fourth Meeting of the

Expert Group on Creation of Unified System of Data Collection for School Education Statistics

The Fourth Meeting of the Expert Group constituted by the Ministry of Human Resource Development (MHRD) on Creation of Unified System of Data Collection for school education statistics under the Chairmanship of Prof. R. Govinda, VC, NUEPA was held on September 22, 2011 at NUEPA at 10.00 A.M. The list of participants who attended the meeting is given in Annexure-I.

At the outset, Prof. Govinda welcomed the members and other participants. The Expert Group discussed the agenda items one by one and decided the following:-

1. School records should be slightly modified and redesigned in such a way that it is in the form of register, where details can be recorded easily. Wherever it is like a questionnaire it may accordingly be redesigned. Summary data is to be maintained in the school records so that it facilitates transfer of the summary data from the school records to the unified data capture format or for any other purposes wherever required. An explanatory note on school records also needs to be included. Separate registers may be developed for some items like Library register, Laboratory register and register for Learning Material and Sports.
2. The Chairman also requested Shri Shailender, Chief Consultant, Ed. CIL and Dr. A.N. Reddy to undertake a pilot study on school records in a few schools. The representative from MDM and SSA, MHRD was requested to give their comments on the relevant part of school records to Dr. Reddy, NUEPA at the earliest.
3. The Group examined draft unified data capture format submitted by the Sub-Committee for preparation of unified data capture format and decided the following:-
 - (a) The draft unified data capture format needs to be revamped to ensure that it captures a wider set of information and then be fine tuned to meet the data needs as required by DISE, SEMIS and SSE.

- (b) Students' Profile proposed in the unified data capture format is to be replaced with summary information on relevant parameters as available from school records.
 - (c) Further the design of the unified data capture format should be such that similar items should be grouped together and the format should be simpler.
 - (d) The convener of the Sub-committee will arrange at least two meetings prior to 10.10.2011 to revise the unified data capture format. Prof. D.K. Vaid was requested to nominate a suitable person from NCERT to provide necessary input pertaining to NCERT survey DCF for incorporation in the UDCF.
 - (e) The school code in the proposed unified data capture format may also be created in such a way that it is created and remains permanent. NIC will provide the structure of the code.
3. The Group took up the proposal of the UNESCO office on Strengthening School Level Education Management Information System (EMIS) and also the issue of inclusion of the item "religion of student" in the core school records and in the unified data capture format and decided to consider these at the stage of finalization of report.

The meeting ended with vote of thanks to the Chair.

The following members and other invitees have attended the meeting

1. Prof. R. Govinda, Vice Chancellor, NUEPA and Chairman of the Expert Group.
2. Dr. Vijay P.Goel, DDG, MHRD
3. Dr. Gautam Bose, Deputy Director General, NIC
4. Shri Inderjeet Singh, Deputy Director General, M/o Statistics and Programme Implementation
5. Shri H.Borah, Director, M/o Statistics and Programme Implementation
6. Shri Sanjay, Director, MHRD
7. Smt. Bindu Sreedathan , Joint Director, MHRD
8. Dr. A.N. Reddy, NUEPA
9. Mr. Shailender Sharma, Chief Consultant, Ed. CIL
10. Dr.Mridula Sircar,Consultant, MDM, MHRD
11. Shri Navin Bhatia, NUEPA
12. Shri Wagde ,SSO,MHRD
13. Shri Jitendra Kuamr, SI, MHRD

Minutes of the Fifth Meeting of the

Expert Group on Creation of Unified System of Data Collection for School Education Statistics

The Fifth Meeting of the Expert Group constituted by the Ministry of Human Resource Development (MHRD) on Creation of Unified System of Data Collection for school education statistics under the Chairmanship of Prof. R. Govinda, VC, NUEPA was held on 18th April, 2012 at NUEPA at 3:00 P.M. The list of participants who attended the meeting is given in Annexure-I.

At the outset, the Chairman welcomed the members and other participants. The Expert Group discussed the draft report in detail and decided the following:-

4. There should be a separate chapter in the report including school records, school directory, unified data capture format etc. Each school record should be described further. A note on the current scenario of maintenance of Village Education Register/Ward Education Register by the local authorities also needs to be included. A note on the RTE Compliance Register should also be included in this section.
5. The school directory, records and DCF may be piloted first and then based on the feedback, the format of school directory should be finalized.
6. The unified data capture format should be piloted first during 2011-12 and separate meetings with stakeholders at different levels should be held. Based on the feedback received, the unified data capture format should be restructured suitably in due course.
7. In the section – Roadmap and Recommendations, para 4.4 needs to be modified suitably. List of abbreviations used may also be given separately in the report.
8. As this is the final meeting of the Expert Group, any further comments on the report from the members may be made available latest by 25th April, 2012 for consideration of the Chairman.

The meeting ended with vote of thanks to the Chair.

The following members and other invitees have attended the meeting

1. Prof. R. Govinda, Vice Chancellor, NUEPA and Chairman of the Expert Group.
2. Dr. Gautam Bose, Deputy Director General, NIC
3. Prof. Arun C. Mehta, Head, Department of EMIS, NUEPA
4. Prof. S.M.I.A. Zaidi, Head, Department of Educational Planning, NUEPA
5. Prof. Sridhar Srivastava, DESDP, NCERT
6. Shri H. Borah, Director, M/o Statistics and Programme Implementation
7. Ms. Carolyn Khongwar Deshmukh, Director, RMSA, MHRD
8. Shri Sanjay, Director, MHRD
9. Smt. Bindu Sreedathan, Director, MHRD
10. Smt. Ruchika Gupta, Deputy Director, MHRD
11. Dr. A.N. Reddy, NUEPA
12. Shri Manjeet Kumar, Under Secretary, MHRD
13. Shri U.S. Rajput, Asstt. Director, MHRD
14. Mr. Shailender Sharma, Chief Consultant, Ed. CIL
15. Shri Beas Bhowmik, Sr. Consultant, Planning
16. Shri Rajiv Mehra, Sr. Consultant, MIS
17. Ms. Alka Mishra, Sr. Consultant, TSG
18. Shri Y. Sreekanth, Associate Professor, NUEPA
19. Shri Navin Bhatia, System Analyst, NUEPA
20. Shri Ashok Kumar, SSO, MHRD

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