

***Sixth All India Educational Survey***

**GUIDELINES  
FOR  
SURVEY OFFICERS**

*Prepared by*  
Department of Measurement, Evaluation, Survey and Data Processing, NCERT  
*in collaboration with*  
National Informatics Centre, Planning Commission



**राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्**  
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### **AN IMPORTANT NOTE**

The Sixth All India Educational Survey has various phases like planning, training of staff, data collection, scrutiny of filled-in forms, despatch of forms etc. The survey, being a gigantic operation, is to be executed by a large number of persons.

The survey being a practical business, poor work in one phase may well ruin a survey in which everything else is done well.

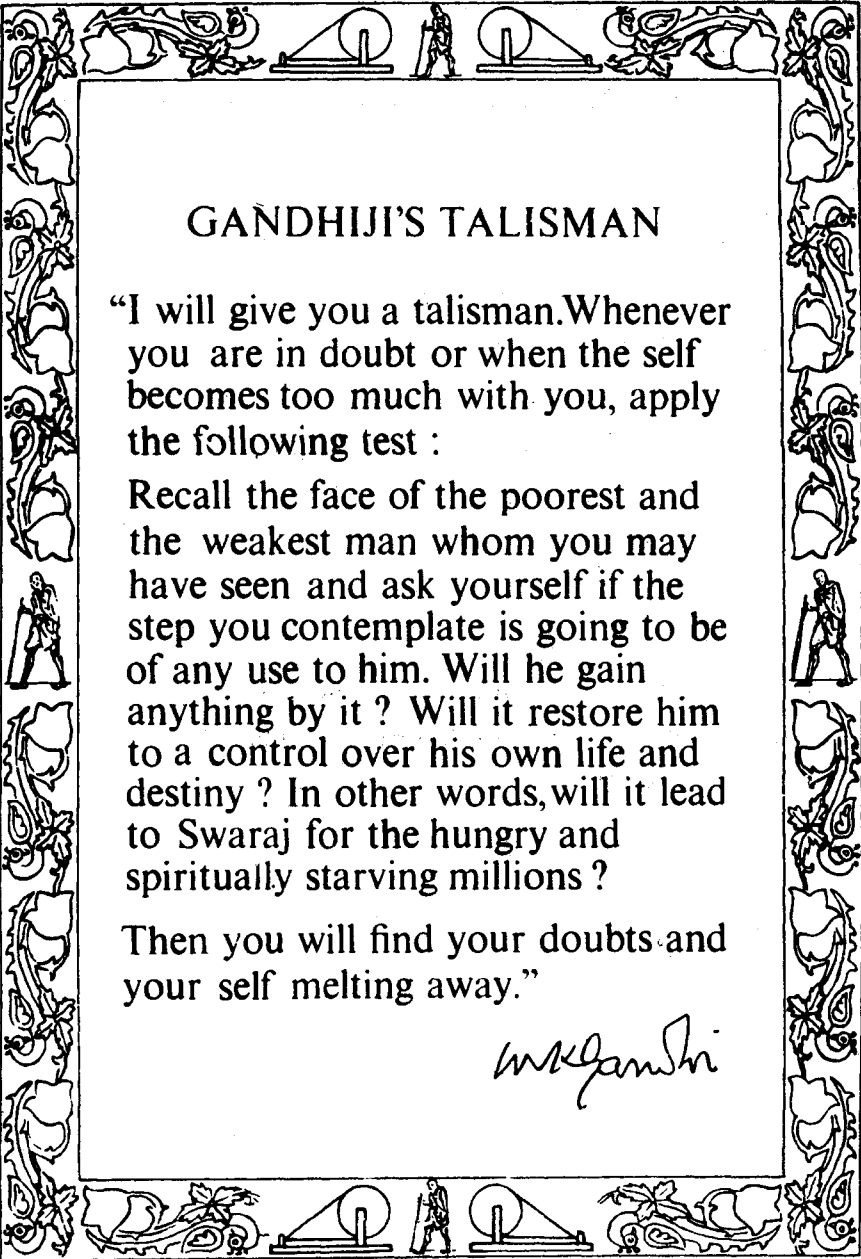
To safeguard from the above situation it is important to maintain uniformity in execution by adherence to the Guidelines prepared for the survey staff. Thus the Guidelines for survey officers should be

- the basis for imparting training to District Survey Officers (DSOs) and Block Education Officers (BEOs) to maintain uniformity in training all over the country;
- understood before planning and execution of every phase of survey;
- consulted whenever there is any doubt or some decision-making is involved.



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## GANDHIJI'S TALISMAN

“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away.”

*M.K. Gandhi*

## Chapter 1

# INTRODUCTION

In the post-Independence period the Government of India has given high priority to Universalisation of Elementary Education (UEE). Efforts made by the government in this direction resulted in rapid expansion in various facets of elementary education. For proper planning of schooling facilities at the grass-roots level, and for ensuring a balanced growth in all areas of the country, the government felt the need to conduct All India Educational Surveys (AIESs) periodically. So far five AIESs have been conducted on complete enumeration basis. The main objective of these surveys has been to assess the availability of existing schooling facilities at different school stages.

The present survey is the sixth in the series of AIES. It is different from the previous surveys with regard to survey methodology. For the first time, in addition to complete enumeration, certain data will be collected from the sampled schools and the computer system will be used for processing of data.

The National Informatics Centre (NIC) has been established by the Government of India to develop a government informatics network. The NIC has established computer systems at State and District headquarters. All these systems are connected by a satellite-based computer communication network called NICNET. These facilities of NIC will be used for the sixth AIES. Thus, this survey will be a joint venture of NCERT, NIC and State Governments/ Union Territory (UT) Administrations.

The **date of reference** for collection of data is **30 September 1993**.

### Some New Features of the Sixth Survey

In the previous AIESs, tabulation/processing of data was undertaken manually. The first level of tabulation was undertaken at the Block level and subsequently the same data were aggregated at the

District, State and National levels, thereby resulting in considerable loss of valuable information. Moreover, the task was tedious and time-consuming. It is, therefore, considered necessary to use computer and NICNET facilities. These will help in efficient processing, tabulation of data and dissemination of information.

As such, mode and method of data collection, scrutiny of data, flow of data directly from District level to National level, checking and validation of data and finally, processing of data on NIC computer would require a totally different kind of orientation for all concerned.

One of the unique features of AIESs has been the use of HABITATION as unit of data collection along with SCHOOL as unit. Since certain questions such as availability of schooling facilities within walking distance to all types of population, especially to those disadvantaged or deprived ones who inhabit small and remote habitations in the country, etc. can be answered only if the full information is available, census enumeration is the valid and reliable technique of collection of data. Especially in view of the fact that this would be the first attempt towards collection of bench-mark data for creation of database at District, State and National levels, enumeration will be done on important and basic parameters. Sample surveys are indeed valuable and useful in attaining answers to some specific problems, e.g., ascertaining the medium of instruction and language(s) taught, obtaining the rate of repeaters in different classes, monitoring improvement programmes, etc. This built-in mechanism would help establish the reliability and efficacy of Sample Survey results in modifying the strategies of future AIESs.

The number of variables, from the first to the

fifth AIES, have gradually increased manifold. Obviously, this has resulted in considerable delay in bringing out the report in time. The experts' opinion, on this aspect, is to reduce the number of items as much as possible when the data are collected on census basis for the 'Universe' involving a very large number of units (about six lakh villages, eight lakh schools and thirty lakh teachers). Hence, there is a need to relook and examine all these variables. They could be easily divided into two categories, namely, the 'Core Variables' to be covered for the 'Universe' and the 'Issue Specific Variables' to be studied on sample basis.

In the sixth AIES, the NIC computer facilities will be used for the first time. This would accrue the following benefits :

- (i) The database of bench-mark data will be created which would help in the storage and retrieval of voluminous data on different variables related to each and every primary unit, namely, the village, the town/city and the school of the whole country. The agencies at the National and State levels would be able to share this large database through the national communication network system for their use.
- (ii) Like in previous AIESs, Block-wise up-to-date complete lists of schools (with postal addresses) will be prepared in advance for canvassing the school questionnaires and monitoring the progress. This time it will be stored on computer for the purpose. Needless to mention, this database would help in establishing and developing a Management Information System (MIS) at the National/State/District level for it would be possible to collate each school with its data.
- (iii) The MIS would help in developing the **Directories of Schools** with minimum information (location, type, management, teachers and enrolment) at the National/State/District/Block level for ready use and reference. Such a system could also be conveniently updated by the District level officers on an annual basis.
- (iv) This approach of MIS would also provide a platform to develop different kinds of up-to-date sampling frames in order to

draw rigorous samples for conducting Sample Survey studies as has been pointed out earlier. In this way, the data of Sample Surveys and AIES would provide supplementary, demonstrable and a firm basis for drawing valid conclusions which would, in turn, help in the taking of right decisions. Gradually, the AIES would evolve into a more comprehensive validation exercise on a periodical basis. On the basis of such established databases, new exercises of generation of time-series indices on sound and scientific lines would also be possible.

#### **Objectives of the Sixth AIES**

- (i) To create databases on the variables of the Sixth All India Educational Survey that can be shared by different agencies.
- (ii) To develop MIS to be maintained and updated on an annual basis at various levels of administration.
- (iii) To assess the present position of educational facilities at various school stages, in respect of coverage of the school-going population; the distance to be covered by a child to reach the school; enrolment in general, and of Scheduled Caste (SC) and Scheduled Tribe (ST) children and girls in particular with special reference to Universalisation of Elementary Education (UEE).
- (iv) To assess the availability of physical facilities, like school building, playground, furniture, etc.
- (v) To assess the availability of basic amenities, like medical check-up, drinking water, urinals, etc.
- (vi) To identify incentive schemes and the number of beneficiaries.
- (vii) To assess the position of educational inputs, like blackboard and chalk, library, laboratory, textbook bank, etc.
- (viii) To know about the academic and professional qualifications of working teachers with special reference to teaching of science and mathematics, and to determine attrition rate in the teaching profession.
- (ix) To assess the availability of other



educational facilities like, non-formal education, education for disabled children and pre-primary education.

### **Parameters of Data Collection**

Information will be collected through structured questionnaires covering the following items :

- (i) Enumeration of every distinct habitation
- (ii) Enumeration of every recognised primary, upper primary, secondary and higher secondary school (including independent Junior colleges/PUC/Intermediate colleges and Degree colleges having Classes XI and XII/Pre-University classes attached to them)
- (iii) Habitations with and without schooling facilities at primary, upper primary, secondary and higher secondary stages
- (iv) Schooling facilities at various school stages in habitations predominantly populated by Scheduled Castes/Scheduled Tribes
- (v) Unrecognised schools in rural areas
- (vi) Availability of physical facilities in schools
- (vii) Minority community schools
- (viii) Languages and media of instruction
- (ix) Classwise enrolment of pupils (Total, SC, ST) by age and sex
- (x) Classwise enrolment at Higher Secondary stage
- (xi) Classwise repeaters (Total, SC, ST)
- (xii) Teachers (stagewise) working in schools, their academic and professional qualifications with special reference to science and mathematics teachers
- (xiii) Attrition of teachers
- (xiv) Academic inputs like, laboratories, library, etc., available in the schools relevant to various stages of education

- (xv) Integrated Educational Programme (IEP) for disabled children
- (xvi) Availability of residential accommodation for teachers
- (xvii) Pre-primary schools
- (xviii) Non-formal education centres
- (xix) Health/Physical facilities in schools
- (xx) Educational finance.

### **Operational Strategy**

As stated earlier the survey will help in creating a database and building up the MIS on the most important parameters of school education besides helping in determining sample estimates on some selected aspects. Separate tools have been designed to cover core variables on a census basis and issue-specific variables on a sample basis.

To organise the survey operations smoothly at the National level, two committees viz. (i) the Steering Committee and (ii) the Advisory Committee, have been constituted. The role of these committees is to monitor the progress and to provide administrative and academic support. The Steering Committee is chaired by the Union Education Secretary and the Advisory Committee by the Director of NCERT. Members of these committees are the representatives of those agencies/organisations which are either involved in conducting the survey or major users of survey data. In addition, educationists and sample survey experts are also members of both these Committees.

Each and every State Government and Union Territory Administration will also constitute a State level Advisory Committee to provide administrative and operational support to the State Survey Unit. This Committee may be headed by the Education Secretary of the State Government /UT Administration. In order to have close coordination, NCERT and NIC will have representation in this Committee.

## Chapter 2

# CONCEPTS AND DEFINITIONS

Some of the important concepts and terms used in the various forms used for data collection are given below.

### 1. Village

Village means the **census revenue village** as used in the 1991 Census. It represents a parcel of land whose boundaries are defined and settled for revenue purposes. A village with no population will be termed as *Bechirag* or 'deserted' or 'uninhabited'.

### 2. Habitation

A habitation is a distinct cluster of houses existing in a compact and contiguous manner with a local name and its population should not be less than 25 in plain areas and less than 10 in hilly or sparsely populated areas. In case a village has only one habitation the population condition will not apply. A village may have one or more than one habitation except when it is a *Bechirag*/deserted/uninhabited one. One of the habitations may bear the name of the village, generally known as the main habitation.

### 3. Urban Area

All areas which were identified as 'urban' at the time of the 1991 Census or subsequently notified to be so are to be treated as urban.

### 4. Rural Area

Areas which are not urban shall be treated as rural.

### 5. School Stage

The education pattern differs from State to State. Various combinations of classes of the school

system constitute primary, upper primary, secondary and higher secondary stages. Some of the States and Union Territories have provision for junior colleges, independent PUC and intermediate classes beyond the secondary stage. In this survey these classes/colleges will be considered along with the higher secondary stage.

### 6. Section

All students of a class are divided into groups for the convenience of teaching. Each group is called a section. A class may have one or more than one section. If there are more than one section in a class they are labelled as A,B,C, etc.

For example, if Class VI has 100 students and these students are divided into three groups, the first group (40 students) is labelled as section VI-A, the second (35 students) section VI-B and the third group (the remaining 25 students) as section VI-C.

### 7. C.D. Block

C.D. Block in this survey connotes 'the Block under the community project administration'. In this survey the C.D. Block (not educational) is the unit for collection of data. In the States where the schemes of community development blocks is not in vogue, tehsil/taluk/mandals or their equivalent given in the 1991 Census will be the unit for collection of data.

### 8. Recognised School

A recognised school is one in which the course(s) of study followed is/are prescribed or recognised by the Government of (Central/State) examination or a University or a Board constituted by law or

by any other agency authorised in this behalf by the Central or State Government and which satisfies one or more of the authorities e.g. Directorate of Education, Municipal Board, Secondary Board, etc., with regard to its standard of efficiency. It runs regular classes and sends candidates for public examination, if any.

### **9. Management**

The authority which runs a school determines its type of management. It may be government, local body or private body receiving government aid or not receiving government aid. The schools may, therefore, be classified according to their management as government schools, local body schools, private aided schools and private unaided schools.

**Government** All schools run by the State, Central Government, Public Sector Undertakings or Autonomous Organisations completely financed by the Government will be treated as government schools.

**Local Body** All schools run by municipal corporations, municipal committees, notified area committees, zilla parishads, panchayat samitis, cantonment boards, etc. will be treated as local body schools.

**Private Aided** A private aided school is one which is run by an individual or a private organisation and receives maintenance grant from a government or a local body.

**Private Unaided** A private unaided school is one which is managed by an individual or a private organisation and not receiving maintenance grant either from a government or a local body.

### **10. Type of School**

**Boys' School** A school is a 'school for boys' if boys are admitted to all classes and admission of girls is restricted to some specific classes only.

**Girls' School** A school is a 'school for girls' if girls are admitted to all classes and admission of boys is restricted to some specific classes only.

**Co-educational School** A school is 'co-educational' if boys and girls are admitted to all classes in the school.

### **11. Trained Teacher**

A 'trained teacher' is one who has successfully undergone a course of teacher training.

### **12. Distance**

The distance between two habitations or between a school and a habitation is the convenient walking distance between the central points of the two habitations or the school and the central point of a habitation.

If the aerial distance or the distance as the crow flies is one kilometre between the central point of a habitation and the school but the actual convenient walking distance by road or path is 1.5 km, then the distance between the two will be the walking distance i.e. 1.5 km. If these are located on the opposite sides of a stream then the distance between them will be the actual convenient walking distance across a bridge and not the distance across the stream.

### **13. Repeaters**

Those pupils who were in the same class in the previous year are to be treated as repeaters.

## Chapter 3

# TOOLS

The tools/forms developed and their mode of canvassing are as under :

Tools	Canvassing mode
1. Village Information Form (VIF)	All Villages
2. Urban Information Form (UIF)	All Urban areas
3. School Information Form-1 (SIF-1)	All Schools
4. School Information Form-2 (SIF-2)	Selected schools
5. Teacher Information Form (TIF)	All teachers in selected schools
6. Educational Finance Form (EFF)	All districts
7. College Information Form (CIF)	All Degree colleges with Classes XI and XII
8. Educational Statistics— A Flash (ESF)	All C.D. Blocks/ Urban areas

Detailed instructions on various items in these forms have been provided to help the respondents give correct information. These are to be read before filling up the form.

### Village Information Form (VIF)

Information will be collected through this form in respect of all revenue villages that figure in the 1991 Census or which have come up afterwards.

The items of information in this form are :

1. Actual/estimated population of the village
2. Number of recognised schools in the village
3. Actual estimated population in various habitations of the village
4. Distance at which the schooling facilities for primary, upper primary, secondary and higher secondary stages are available for each habitation

5. Habitations predominantly populated by Scheduled Castes and Scheduled Tribes
6. Number of unrecognised schools in the village
7. Centres for non-formal education, their instructors and enrolment by sex
8. Schools for the disabled (handicapped) children, their number and disability-wise enrolment
9. Schools for pre-primary education.

*Respondent* This form is to be filled in by the Principal/Headmaster of the school if the village has a recognised school in it. In case there is more than one school in a village the Principal/Headmaster of the school which has the highest school class will fill up the form. However, if the village has no school in it the form may be filled in by the Headmaster of the school located in the nearest village.

While filling the form the help of the village officer (patwari/village level worker) or some knowledgeable person who has information about the village may be taken.

### Urban Information Form (UIF)

This form is to be filled in for each of the urban areas. The items of information in this form are :

1. Actual/estimated population of the city/town
2. Number of recognised schools of different types
3. Centres for non-formal education, their instructors and enrolment by sex
4. Schools for the disabled (handicapped) children, their number and disability-wise enrolment
5. Schools for pre-primary education

*Respondent* This form may be filled up by the

highest educational authority of the city/town. In case there is no such office in the town, the form may be filled up by the Headmaster of the school which has the highest school class. For example, if there is a primary school, a high school and a higher secondary school, then the form may be filled up by the Principal of higher secondary school. However, preference may be given to a government or local body school, if there is any.

#### **School Information Form-1 (SIF-1)**

This form is to be canvassed in all recognised schools, and independent Junior Colleges/Intermediate Colleges/PU Colleges having Classes XI and XII. The main items of information in this form are :

1. Name and complete postal address of school
2. Location and management of school
3. Type of school -- Boys/Girls/Co-educational
4. Minority Community status of school
5. Classes taught in the school
6. Provision of teaching through mother tongue of the children at primary and upper primary stages
7. Adherence to three language formula
8. Type of school building
9. Number of instructional rooms
10. Basic amenities like drinking water, urinals and laboratories
11. Teaching posts sanctioned and teachers in position
12. Availability of residential accommodation for teachers
13. Attrition of teachers
14. Class-wise enrolment separately for all communities, Scheduled Castes and Scheduled Tribes

Schools having Integrated Educational Programme (IEP) for disabled children and their enrolment

6. Schools having pre-primary classes attached to them
7. Educational and Vocational guidance facility in secondary/higher secondary schools
8. Availability of facilities like swimming pool and indoor hall for games in secondary and higher secondary schools
9. Availability of library and science laboratories

20. Type of courses available at the higher secondary stage and course-wise enrolment
  21. Availability of qualified teachers exclusively for science subjects in higher secondary schools
- Respondent* Principal/Headmaster of the school or independent Junior College/Intermediate College/PU College.

#### **School Information Form-2 (SIF-2)**

This form is to be canvassed in sampled recognised schools, independent Junior Colleges/Intermediate Colleges/PU Colleges having Classes XI and XII only. The following aspects will be covered through this form :

1. Languages and media of instruction
  2. School building—ownership, covered area, requirement of additional classrooms, use for other educational purposes
  3. Availability of various facilities like-playground, textbook bank, library, blackboard and furniture
  4. Adequate supply of chalks and dusters
  5. Subscription of newspapers and magazines/journals
  6. Games played and material available for games
  7. Arrangement of medical check-up of students
  8. Incentive schemes to students
  9. Class-wise enrolment by age and sex for all communities, Scheduled Castes and Scheduled Tribes
  10. Class-wise repeaters for all communities, SC and ST
  11. Income and expenditure of the school.
- Respondent* Principal/Headmaster of the school or independent Junior College/Intermediate College/PU College.

#### **Teacher Information Form (TIF)**

This form is to be filled up by all the teachers working in selected schools, independent Junior Colleges/Intermediate Colleges/PU Colleges. Through this form information will be collected on the following aspects.

1. Stage at which teaching predominantly
2. Working as full-time against a regular post, voluntary/contractual teachers (full time), or part-time teachers
3. Tenure of service

4. Educational and professional qualifications
5. Whether qualified to teach science and mathematics, if teaching these subjects
6. Whether teaching the same subject which was studied in post-graduation (in case of post-graduate teachers only)
7. Teaching experience
8. General information — age, sex, category.

*Respondent* This form is to be filled in by all the teachers working in the schools selected on a sample basis.

#### **Educational Finance Form (EFF)**

This form is to be canvassed at the District level. The information will be collected on the following financial aspects through this form :

1. Fees/funds charged annually from the students
2. Income from various sources such as Government grants, Management contribution, fees, donation, etc.
3. Recurring expenditure on various items, such as salaries of teaching and non-teaching staff, rent, maintenance, etc.
4. Non-recurring expenditure on various items, such as construction, office equipment, furniture, etc.

*Respondent* District Survey Officer.

#### **College Information Form (CIF)**

This form is to be canvassed in those Degree colleges which have Classes XI and XII/Pre-University classes attached to them. Through this form course-wise enrolment will be collected for Classes XI and XII only.

*Respondent* Principal of the college.

#### **Educational Statistics — A Flash (ESF)**

This form is to be filled up by compiling the data at the Block/Town level after collecting the information from all villages and schools in the Block/town through VIF, SIF-1 and CIF. This information should be compiled on a high priority basis so that key results of the survey could be flashed just after data collection.

This form will contain the following information.

1. Total number of habitations in rural areas
2. Schooling facilities available in habitations in rural areas
3. Number of primary, upper primary, secondary and higher secondary schools in rural and urban areas
4. Stagewise enrolment in rural and urban schools
5. Number of teachers in different types of schools in rural and urban areas.

*Respondent* Block/Town Education Officer.

## Chapter 4

# ORGANISATION OF THE SURVEY

The survey covers all the States and Union Territories. There will be three levels of organisation in conducting this survey, namely, National, state and District.

At the National level central organisations like the Union Ministry of Human Resource Development (MHRD), the National Council of Educational Research and Training (NCERT) and the National Informatics Centre (NIC) will collaborate and share the responsibility of handling this gigantic task.

A separate State Survey Unit (SSU) will be established at the headquarter of each State and Union Territory (UT) besides a District Survey Unit (DSU) in every revenue District. However, the Block Education Officers (BEOs) will carry out the survey work at the Block level. There will be no DSU in a Union Territory.

### Role of the NCERT

- Coordination and management at the national level
- Release of funds to NIC and to States/UTs
- Development of tools and instructions
- Development of guidelines for Survey Officers covering organisation of the survey including definitions, concepts, scrutiny checks, etc.
- Printing of tools (English version)
- Printing of the guidelines for Survey Officers in English
- Development of tabulation plan for Block, District, State and National levels and their supply to the NIC along with scrutiny checks for validation and reconciliation
- Training of State Survey Officers for collection, scrutiny and reconciliation of data
- Providing academic and technical guidance in

the training programme for the District Survey Officers and the survey staff at the State headquarters to be organised by the State Survey Officers

- Scrutiny of the filled-in questionnaires on sample basis
- Preparation and printing of National level survey reports.

### Role of the NIC

- Coordination of Data Processing operations with NCERT and SSUs
- Developing code books and data entry procedures
- Preparation, in advance, of blockwise lists of villages and urban areas along with the 1991 Census population and their codes
- Helping in rendering tools computerworthy
- Training of State and District level officers in computerisation and cleaning of data
- Discussing and helping in improving the output formats of analysis tables for better presentation in the reports
- Developing necessary software for various purposes
- Hiring of Data Entry Agencies for data entry and validation of data on computer and getting discrepancies rectified by the survey officers
- Preparing the lists of States, Districts, Blocks, Villages, Urban areas and schools with complete addresses, in advance, for coding, monitoring and directory purposes
- Preparing Block, District, State and National tables and supplying print-outs, cartridges of tapes, floppies, etc. to the concerned agencies
- Preparing laser prints of Reports and Tables along with graphs, charts, diagrams, etc.

### **Role of the State Survey Unit**

- Coordination with NCERT and NIC, monitoring of the survey work for the State
- Collecting the following records :
  - a. latest list of districts along with postal address of the Officers in charge and district-wise list of blocks
  - b. latest blockwise list of primary, upper primary, secondary and higher secondary schools (including independent Intermediate Colleges/Junior Colleges/PU Colleges and also those degree colleges having Classes XI and XII)
  - c. Blockwise lists of villages and urban areas along with the 1991 Census population and codes from the NIC
- Getting the survey tools (VIF, SIF-1, SIF-2 and TIF) translated into regional languages and make arrangements for getting them printed
- Orientation of the ASSOs, DSOs and Statistical Assistants for collection, scrutiny and reconciliation of data
- Distribution of survey material such as blank forms and guidelines for Survey Officers
- Scrutiny of 1% filled-in VIF, SIF-1, SIF-2, TIF and scrutiny of all the UIFs and EFFs
- Coordination of the despatch of filled-in forms to the Data Entry Agency from DSOs
- Reconciliation of inconsistencies in the data during the computer validation stage
- Preparation of the State Survey Report
- Maintaining the survey accounts and submitting the finalised accounts to NCERT before disbanding of the Unit
- Preserving State and District Tables and Reports for future reference and use.

### **Role of the District Survey Unit**

- Coordination of the survey work with the Blocks and State Headquarter
- Collection of latest Blockwise list of all types of recognised schools
- Monitoring of the survey work for the district

- Receiving Blockwise lists of villages and urban areas along with the 1991 Census population and codes
- Receiving Survey material from the SSU and supplying the same to the BEOs for data collection
- Orientation of the BEOs at the District Headquarter
- Submission of progress reports to concerned agencies
- Scrutiny of 5% of filled-in VIF, SIF-1, SIF-2, TIF and all the UIF, EFF, and ESF
- Dispatch of filled-in forms to the Data Entry Agency
- Reconciliation of discrepancies on the basis of validation information provided by the Data Entry Agency
- Guiding, supervising and monitoring the survey work in the district.

### **Role of the Block Education Officers**

- Coordination and execution of survey at the Block level
- Collection of latest list of all types of recognised schools, independent Junior Colleges, Intermediate Colleges, PU Colleges and Degree colleges having Classes XI and XII/Pre-University classes attached, in the block
- Receiving lists of villages and urban areas in the Block along with the 1991 Census population and codes
- Receiving the required number of blank forms from the DSO
- Maintenance of registers for receipt and despatch of forms to DSOs
- Orientation of teachers for filling the questionnaires
- Scrutiny of all the filled-in forms
- Handing over of all the filled-in forms to the DSO for onward transmission to the Data Entry Agency
- Reconciliation of discrepancies pointed out by the Data Entry Agency.



## Chapter 5

# SAMPLING PROCEDURE

As mentioned earlier, the School Information Form-2 (SIF-2) will be filled in by a sample of schools. Another form to be canvassed on sample basis is the Teacher Information Form (TIF).

The Teacher Information Form (TIF) will be filled by all the teachers of the selected schools.

To restrict about 10% error in the estimates, a sampling procedure has been developed. The same is to be adhered to.

In some States/UTs sampling is not resorted to because of the small number of schools in them. Such States/UTs are listed below.

- |                      |                   |
|----------------------|-------------------|
| 1. Arunachal Pradesh | 6. Mizoram        |
| 2. Goa               | 7. Nagaland       |
| 3. Himachal Pradesh  | 8. Sikkim         |
| 4. Manipur           | 9. Tripura        |
| 5. Meghalaya         | 10. A and Islands |

- |                            |                 |
|----------------------------|-----------------|
| 11. Chandigarh             | 14. Delhi       |
| 12. Dadra and Nagar Haveli | 15. Lakshadweep |
| 13. Daman and Diu          | 16. Pondicherry |

In the above States/UTs SIF-2 and TIF forms will be canvassed in **all schools**.

The number of schools in the urban areas in the following four States is also very small therefore, sampling will not be used for these states.

- |                      |           |
|----------------------|-----------|
| 1. Haryana           | 3. Kerala |
| 2. Jammu and Kashmir | 4. Punjab |

**All the urban schools of the above States/UTs will fill up the SIF-2 and TIF forms.**

In the remaining States, sampling will be resorted to in both rural and urban areas.

The following table presents the percentage of C.D. Blocks, sub-divisions in case of class I cities/towns, and towns in case of class II to VI towns for each type of school in different States and Union Territories wherein SIF-2 and TIF forms are to be filled up.

**Statewise Percentage of Rural and Urban Areas to be Selected for Canvassing SIF-2 and TIF Forms**

S.No.	States/UTs	Percentage of C.D. Blocks in Rural Areas				Percentage of Sub-division in Class I Cities/Towns and Towns for Class II to VI in Urban Areas			
		Type of School				Type of School			
		P	UF	Sec	Hr Sec	P	UF	Sec	Hr Sec
1.	Andhra Pradesh	10%	10%	10%	100%	30%	30%	30%	100%
2.	Arunachal Pradesh	No sampling				No sampling			
3.	Assam	20%	20%	20%	100%	40%	100%	100%	100%
4.	Bihar	10%	10%	10%	100%	30%	30%	30%	100%

S.No.	States/UTs	Percentage of C.D. Blocks in Rural Areas				Percentage of Sub-division in Class I Cities/ Towns and Towns for Class II to VI in Urban Areas			
		Type of School				Type of School			
		P	UP	Sec.	Hr. Sec.	P	UP	Sec.	Hr. Sec.
5.	Goa	No sampling				No sampling			
6.	Gujarat	20%	20%	20%	100%	40%	40%	40%	40%
7.	Haryana	25%	25%	25%	100%	No sampling			
8.	Himachal Pradesh	No sampling				No sampling			
9.	Jammu and Kashmir	25%	25%	25%	100%	No sampling			
10.	Karnataka	20%	20%	20%	100%	30%	30%	30%	100%
11.	Kerala	25%	25%	25%	100%	No sampling			
12.	Madhya Pradesh	10%	10%	10%	100%	25%	25%	100%	100%
13.	Maharashtra	10%	10%	10%	100%	25%	25%	25%	100%
14.	Manipur	No sampling				No sampling			
15.	Meghalaya	No sampling				No sampling			
16.	Mizoram	No sampling				No sampling			
17.	Nagaland	No sampling				No sampling			
18.	Orissa	10%	10%	10%	100%	40%	100%	100%	100%
19.	Punjab	25%	25%	25%	100%	No sampling			
20.	Rajasthan	20%	20%	20%	100%	25%	25%	100%	100%
21.	Sikkim	No sampling				No sampling			
22.	Tamil Nadu	20%	20%	20%	100%	30%	30%	30%	30%
23.	Tripura	No sampling				No sampling			
24.	Uttar Pradesh	10%	10%	10%	100%	25%	25%	100%	25%
25.	West Bengal	20%	20%	20%	100%	25%	100%	25%	100%
26.	A and N Island	No sampling				No sampling			
27.	Chandigarh	No sampling				No sampling			

S.No.	States/UTs	Percentage of C.D. Blocks in Rural Areas				Percentage of Sub-division in Class I Cities/ Towns and Towns for Class II to VI in Urban Areas			
		Type of School				Type of School			
		P	UP	Sec.	Hr. Sec	P	UP	Sec.	Hr. Sec
28.	Dadra and Nagar Haveli	No sampling				No sampling			
29.	Daman and Diu	No sampling				No sampling			
30.	Delhi	No sampling				No sampling			
31.	Lakshadweep	No sampling				No sampling			
32.	Pondicherry	No sampling				No sampling			

### Selection of Schools in Rural Areas

All the Higher Secondary or independent Junior Colleges/PU Colleges /Intermediate Colleges will fill up the SIF-2 and TIF form as far as rural areas are concerned.

In order to select requisite number of primary, upper primary and secondary schools, C.D. Blocks are selected. From the selected C.D. Blocks all the primary, upper primary and secondary schools including Higher Secondary Schools will fill in the SIF-2 and TIF forms.

NCERT will make available list of selected Blocks to the State Survey Officers.

### Selection Procedure in Urban Areas

In the case of urban areas, towns/cities are classified into following six classes.

Towns/Cities	Population
(i) Class I	One lakh and above
(ii) Class II	50,000 to 99,999
(iii) Class III	20,000 to 49,999
(iv) Class IV	10,000 to 19,999
(v) Class V	5,000 to 9,999
(vi) Class VI	below 5,000

Class I towns/cities are quite big in size. It is necessary to break up cities into smaller sub-divisions for the purpose of selection of sample. The sub-division could be a circle/ward/ educational inspectorate area. The District Survey Officer will prepare the list of such sub-divisions for class I cities/towns. The NCERT faculty will select the sub-divisions by using simple random sampling without replacement procedure.

In the case of other class of cities/towns, NCERT will provide the list of selected towns.

The SIF-2 and TIF forms are to be distributed to all types of schools in selected sub-divisions in case of class I cities and selected towns in respect of classes II to VI.

For certain types of schools percentage is mentioned as 100 in the above table. For such types of schools, SIF-2 and TIF forms have to be sent for remaining (not selected) sub-divisions also for class I cities/towns.

Similarly, SIF-2 and TIF forms will be distributed to all schools of that type in the remaining (not selected) class II to VI towns/cities.

## Chapter 6

# TRAINING OF SURVEY OFFICERS

The training of each officer involved in the survey operation has significant bearing on the successful execution of the survey. The training in the sixth survey is to be organised at the level of the State and at the level of the District in every State whereas, only one training is required in the case of each Union Territory. The training of survey officers at each level should be conducted comprehensively and uniformly throughout the country. Any deviation in training at the District or C.D. Block level will adversely affect the quality of results and also the time-schedule of the survey. The objective of the training is to plan operational strategy for conducting the survey efficiently.

### Identification of New Locations

In this survey, the 1991 Census codes are being used for identification of Districts, C.D. Blocks, Tehsils, Villages or Towns. Some of these might have come into existence after the 1991 Census but before 30 September 1993. Such units are to be identified and suitable codes are to be allotted to such units as per the procedure given in the chapter on coding procedure.

- Identification and allotment of codes should be done before the training of District Survey Officers.
- District Survey Officers may be requested to identify new C.D. Blocks, Tehsils or Towns, if any, before training. Each District Survey Officer is to bring a list of these with him when he attends training. Codes for these are to be allotted during the State level training.
- Block Education Officers may identify new villages after they receive the list of villages from the DSO. He/she is to send a list of these to the DSO for allotment of codes.

### Training Strategy

Because of the two new features of this survey, i.e. sampling and computer processing it is necessary to put more emphasis on distribution of forms (especially SIF-2 and TIF wherever sampling is adopted). In addition, the following aspects are to be dealt with effectively.

For successful computerisation of data, it is imperative that prescribed records and registers are to be maintained properly.

Entering of location codes and response codes is the most important factor for obtaining valid and reliable data. There may be some items whose response codes are susceptible to wrong entry. For example, those items where information is sought in terms of codes in tabular form under specific columns, need to be emphasised. Further, use of international numerals for writing numerical response is also to be emphasised.

Some of the items, like item 8 of SIF-2 are susceptible to incorrect response due to incorrect interpretation. Such items are to be identified by the SSO and more emphasis is to be laid on such items. For example, in item 8 of SIF-2, the number of sections are to be worked out as per definition given in the chapter on Concepts and Definitions.

Compilation of the ESF form and its despatch need to be elaborated and emphasised in the training programme.

### State Level Training

*Duration* — three days

*Participants*

District Survey Officers, Assistant State Survey Officers, Statistical Assistants

### **Resource Persons**

It is the responsibility of the State Survey Officer to conduct the training at the State level. The officers from NCERT and NIC will provide him necessary help.

### **Content Coverage**

- (i) Duties and role of District Survey Officers/ Assistant State Survey Officers in conduct of the Survey
- (ii) Item-wise discussion of Survey Tools
- (iii) Coding procedure
- (iv) Manual scrutiny of the filled-in forms
- (v) Maintenance of records and registers
- (vi) Despatch of filled-in forms to Data Entry Agency
- (vii) Validation on computer.

### **Material to be supplied to DSOs**

- (i) Printed Survey Tools
- (ii) Guidelines for Survey Officers
- (iii) Blockwise list of villages, their codes, 1991 Census population and Estimated population (as on 30.9.1993)
- (iv) List of towns/cities, their codes, 1991 Census population and estimated population (as on 30.9.1993). Block code and Tehsil code, if available with the 1991 Census, will also be given.

### **Training at the District Level**

**Duration** — Two days

### **Participants**

Block Education Officers, Principals of Central Schools, Sainik Schools and Navodaya Vidyalayas

### **Resource Persons**

District Survey Officer will conduct the training at the District level and Assistant State Survey Officer may provide him necessary help.

### **Material to be supplied by BEOs**

- (i) List of new villages, if any
- (ii) List of recognised Primary, Upper Primary, Secondary, Higher Secondary schools, Junior colleges/PU colleges and Degree colleges having Classes XI and XII /PU classes attached

### **Content Coverage**

- (i) Duties and role of BEOs in conduct of the survey
- (ii) Item-wise discussion of Survey Tools
- (iii) Coding procedure
- (iv) Manual scrutiny of the filled-in forms
- (v) Maintenance of records and registers
- (vi) Despatch of filled-in forms to DSOs

### **Material to be supplied to BEOs**

- (i) Printed Survey Tools
- (ii) A copy of guidelines for Survey Officers
- (iii) Codes — Block, Tehsil, City/Town/Village

## Chapter 7

# CODING PROCEDURE

For the purpose of computer processing of data, identification of States/UTs, Districts, C.D. Blocks, Tehsils, Villages, Towns/Cities, Schools and Teachers have been made by assigning codes to them. For convenience, these codes are called **location codes**. These codes are to be written on the cover page of every form. Inside tools, items in the form are also to be responded in codes. The codes allotted to each possible response is given below the item. All the codes and numerical information, e.g. response to number of sections,

are to be written in international numerals and at the appropriate place. This is essential for successful computerisation of the survey data.

### Location Code

Every location code has been assigned a fixed number of digits which is known as field length. For every location code contiguous boxes have been provided such that the number of boxes is equal to the field length as given in the following table.

<i>Location</i>	<i>Field length</i>	<i>Display of field length on the tools</i>				
1. State	2	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				
2. District	2	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				
3. C.D. Block	4	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				
4. Tehsil	4	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				
5. City/Town	4	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				
6. Village	4	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				
7. School/College	4	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				
8. Teacher	3	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				

- (i) Codes developed for the 1991 Population Census for all locations viz., State/District/Tehsil/City or Town/C.D.Block/Village will be adopted for this survey.
- (ii) The NIC State Centre will supply a list of codes for C.D. Blocks and Tehsils. It will also supply codes for all villages in a C.D. Block and cities or towns in a district along with the 1991 Census population to District Survey Officers before their training.
- (iii) Block/Town Education Officer shall get names of respective locations and codes written on the first page of the forms before giving them to the school headmaster / principal for filling information.
- (iv) Tehsil name, Block name and their codes, if available for towns/cities, may be indicated on all tools except VIF and EFF. Otherwise they may be left blank.

#### **Allocation of Codes to New Locations**

- (i) It is likely that new revenue villages or towns might have come up after the 1991 Population Census and before this survey date i.e. 30 September 1993. Similarly, new Districts, Tehsils, C.D. Blocks might have been formed or a reorganisation might have taken place in boundaries.
- (ii) A list of all new villages, towns, C.D. Blocks, Tehsils in a district shall be prepared by District Survey Officers and sent to the NIC State Centre for allocation of new codes. The format for sending these lists is given in Appendix II. The NIC State Centre will allocate new codes following the pattern of population census for coding.
- (iii) The NIC State Centre in consultation with the State Survey Officer will allocate codes to new districts.
- (iv) In respect of villages and towns comprising areas for new Tehsils, C.D. Blocks etc. codes as given in the 1991 Census shall be indicated at the appropriate place on the cover sheet of Village Information Form (VIF) and Urban Information Form (UIF). Names of new Tehsils, Blocks, etc. shall be given in the space provided.
- (v) In the case of new Villages or Towns, new codes, if allotted, can be indicated.

Otherwise the code can be entered at the data entry stage.

#### **Allocation of School Codes**

- (i) Each school/college for which information for this survey will be collected is to be given a four digit unique numeric code, within a district.
- (ii) District Survey Officers shall estimate total number of schools/ colleges for each C.D.Block/Town in the district. This estimate shall generally take care of new schools/colleges which are likely to come up during the next few years. District Survey Officers shall allocate a group of codes to each C.D.Block/Town, so that the education officer in charge of that area can allot one code for each school/college from the groups of codes. *Illustration* — If a district has three C.D. Blocks and two towns and it is estimated that Blocks 1, 2 and 3 and Towns 1 and 2 have 500, 300, 400, 200 and 100 schools respectively making a total of 1500 schools, then the District Survey Officer may allot group codes 1 to 600 for Block 1, 601 to 1000 for Block 2, 1001 to 1500 for Block 3, 1501 to 1800 for Town 1 and 1801 to 2000 for Town 2 to cover up additional new schools that may come up during the next few years.
- (iii) The C.D.Block/Town Education Officer may allot serially one number to each school from the group of codes allocated. This serial number shall be got entered on proforma SIF-1, SIF-2, TIF and CIF along with the school's name on the cover sheet at the appropriate place, before giving it to the Headmaster/Principal for filling-in.

#### **Allocation of Teacher Code**

Each teacher in a school from which information is to be collected in the Teacher Information Form (TIF) shall be given a three digit unique numeric code by the Headmaster/Principal of the school which shall be entered at the appropriate place on the cover sheet of the form. Then the teacher concerned shall be requested to enter his particulars on the form.

For example, if a school has 150 teachers, numeric codes 1 to 150 shall be allotted serially to each teacher by the Headmaster/ Principal of the school.

## MAINTENANCE OF REGISTERS

It is necessary to maintain certain registers at the C.D. Block/Town and District level to monitor the progress of the survey work like distribution and receipt of forms, manual scrutiny, despatch of filled-in forms for data entry, etc. Formats for registers 1 to 4 are given in Appendix III.

- (i) Register 1 shall be maintained by the Block Education Officer in case of all villages and towns, if any, under his charge. Entries are to be made in the register regarding distribution of VIF and UIF for filling of information, their receipt, manual scrutiny and despatch to the District Survey Officer.
- (ii) Register 2 shall be maintained by Block/Town Education Officer. Entries shall be

made in the register regarding distribution of SIF-1, SIF-2, TIF and CIF to schools/colleges for filling of information, their receipt, manual scrutiny and despatch to the District Survey Officer.

- (iii) Registers 3 and 4 shall be maintained at District level. In register 3 entries shall be made for group of codes allotted to schools/colleges, distribution of blank forms to each block/town, their receipt and sample scrutiny. In register 4 entries shall be made on despatch of forms to the Data Entry Agency and the date of receipt of acknowledgement from the agency



## Chapter 9

# MANUAL SCRUTINY OF FORMS

In a large scale survey, like the present one, which covers every habitation and school in the country, information furnished by some respondents is likely to be incomplete or inconsistent due to various reasons. Since this time, most of the information is to be supplied by the respondents in the form of codes, the possibility of committing an error may be quite high. It is, therefore, imperative for the officers responsible for such a large scale operation, to take the utmost care to see that the information collected is complete and free from all inconsistencies. To achieve this, the following procedure for scrutiny of filled-in forms is to be followed.

Officers responsible for collection of filled-in forms at the Block/Tehsil/Taluk/Town level, are also responsible for scrutiny of **all** the filled-in forms in their respective jurisdiction.

The District Survey Officer will make sure that all the filled-in forms are properly scrutinised by the Block Level Officers. To ensure this, he may himself scrutinise 5% of the filled-in forms in each block on a sample basis.

The State Survey Officer will also ensure that scrutiny of all the filled-in forms by the Block Level Officers and by the District Level Officers has been done satisfactorily. He may scrutinise a sample of 1% filled-in forms of each district with the help of Assistant State Survey Officer(s) and Statistical Assistant(s).

The procedure of scrutiny is based on the following basic principles.

- Location codes (State, District, etc.) are correctly and properly written in the boxes.
- All codes and numerical data are in international numerals.

- Applicable response of an item is ticked and its code is written in the box.
- Logical relationship should hold good within an item, between two or more items of a form and also between items of two/more forms.
- Corrections are to be made in a neat and clean manner (no over-writing) by using red ink.

The following are detailed scrutiny instructions.

### General Instructions

- (i) All the filled-in forms are to be checked against the despatch register of forms issued and their return ensured.
- (ii) Identification codes should be verified from the master code list.
- (iii) All codes and numerical figures should be in international numerals.
- (iv) During data collection, some **new schools** might have been identified. Such schools, if recognised, and were in existence as on 30.9.1993, should be included in the survey. These schools should be listed in the end and appropriate code numbers should be assigned to them.
- (v) No item should be left unanswered unless it is not applicable.
- (vi) In the filled-in forms, only **international numerals** are to be used. In case any other numerals are used, change them into international numerals.
- (vii) Check that each item in the form has been responded to as per instructions given in the form. In case of **no information, the item should be left blank**.
- (viii) Wherever the totals are asked for, these must be checked for correctness by adding the individual entries.

- (ix) While seeking information in tabular form, in certain columns information is to be given in codes; if it is not, the proper codes may be written.

#### **Village Information Form**

1. Check that the location codes are written in all the boxes on the cover page of the form.
2. **Item 1** Check that there is no abnormal increase or decrease from the 1991 Census population given on the cover page of the form. If so, verify the same.
3. **Item 3:**
  - (i) Number of schools given in item 3 (column 7) should be equal to that of item 2.
  - (ii) Check that the total population of all the habitations in item 3 (column 3) is the same as that shown in item 1.
  - (iii) If schooling facility for a particular stage is available within the habitation, then the columns showing distance should be left blank. The distance in km. should be given only when there is no schooling facility within the habitation. It can be ascertained from columns 5, 6 and 7 where number of schools with classes is given. The distance in km. is to be given up to one decimal place.
4. **Item 5(b)** Check that the information is given separately for as many centres as shown in item 5(a) and item 3 (column 16).
5. **Item 6(b)** Check that the information is given separately for as many schools as shown in item 6(a).
6. **Item 7(b)** In case code 1 is given in the box provided for item 7(a), check that item 7(b) is not left blank.

#### **Urban Information Form**

1. **Item 3(b)** Check that the information is given separately for as many centres as shown in item 3(a).

2. **Item 4(b)** Check that the information is given separately for as many centres as shown in item 4(a).
3. **Item 5(b)** In case code 1 is given in the box provided for item 5(a), check that item 5(b) is not left blank.

#### **School Information Form—1**

1. **Item 2** If code 1 is written in the box provided against item 2(a), check that item 2(b) is responded.
2. **Item 5** Check that pre-primary classes are not given.
3. **Items 6 and 7** If the school does not have primary stage, check that code 3 is written in the box. Similar checks should be applied for the upper primary stage.
4. **Item 9** The number of rooms given in 9(b) should not be more than that shown in 9(a).
5. **Item 13(b)** In each column, the number of teachers shown against all communities should not be less than the total of SC, ST and OBC teachers.
6. **Item 15** The number of quarters for women teachers given in 15(b) should not be more than that shown in 15(a).
7. **Item 17** In this item the number of those teachers is to be given who are exclusively engaged for physical education/yoga etc.
8. **Item 18**
  - (i) Enrolment should be given for as many classes as shown in item 5.
  - (ii) For each class, enrolment given in column 2 should not be less than the total of enrolment given in column 4 and column 6.
  - (iii) For each class, enrolment given in column 3 should not be less than the total of enrolment given in column 5 and column 7.
9. **Part B of SIF-1** In case the school has secondary/higher secondary classes as per item 5, check that Part B is responded.
10. **Item 27** Check that either 1 or 2 is written

in each box. There should be 1 in at least one of the boxes in the case of Higher Secondary Schools.

11. **Item 28** (i) Enrolment should be given for those courses for which code 1 is given in the box(es) of item 27.  
(ii) Enrolment given for 'All' should not be less than the total of SC and ST.

### School Information Form — 2

1. **Item 1** Check that the code (either 1 or 2) is written in each of the boxes. It should also be verified from item 5 of SIF-1.
2. **Item 2** Check that the language codes are written in the box(es) against stage(s) of education for which code 1 is given in item 1. Also check that the codes written in different boxes against a particular stage should generally be equal to the number given under column 2.
3. **Item 3** The same checks will be applied as for item 2 given above.
4. **Item 6** (i) Parts (b) and (c) of this item are to be responded only when code 1 is written in the box provided for item 6(a).  
(ii) Check that either 1 or 2 is written in both the boxes provided for item 6(c).
5. **Item 7** Check that either 1 or 2 is written in each box.
6. **Item 8** (i) Check that the number of sections shown under column 2 against a particular stage should not be less than the number of classes that stage consists of.  
(ii) The number given under column 4 should not be more than that given in column 2.  
(iii) Check that the sum of col.5, col.6 and col.7 is equal to col.2.

7. **Item 16(b)** Check that either 1 or 2 is written against each game in columns 3 and 4.

8. **Item 17(b)** This item should be responded only when code 1 is written in item 17(a).

9. **Item 18** If code 1 is written in item 18(a), check that either code 1 or 2 is written in 18(b).

10. **Item 21** (i) Check that the number of beneficiaries is given in columns 4 and 5, if code 1 is written in column 3 against an incentive scheme.

(ii) The number of beneficiaries given in column 4 should not be less than the total of columns 6 and 8.

(iii) The number of beneficiaries given in column 5 should not be less than the total of columns 7 and 9.

(iv) The number of beneficiaries in columns 4 and 5 should not be more than the corresponding enrolment of boys and girls given in item 22. Similarly, the number of SC and ST beneficiaries should not be more than the corresponding enrolment given in items 23 and 24, respectively.

12. **Item 22** (i) Check that for each class, col.2 + col.4 + col.6 + col.8 + col.10 + col.12 = col.14. And it should be equal to the enrolment of boys given in col. 2 of item 18 of SIF-1.

(ii) For girls, check that col.3 + col.5 + col.7 + col.9 + col.11 + col. 13 = col.15 and it should be equal to the enrolment of girls given in col.3 of item 18 of SIF-1.

(iii) Enrolment given in a particular cell should not be less than the total of corresponding cells of items 23 and 24.

13. **Item 23** Apply the same check as for item 22. Here, the enrolment given in

columns 14 and 15 should tally with that of col.4 and col.5 of item 18 of SIF-1.

**14. Item 24**

Apply the same check as for item 22. The enrolment given in column 14 and col.15 should be equal to col.6 and col.7 of item 18 of SIF-1.

**15. Item 25**

(i) For each class, repeaters given in col.2 should not be less than the total of col.4 and col.6.

(ii) For each class, repeaters given in col.3 should not be less than the total of col.5 and col.7.

## Chapter 10

# HANDLING OF FORMS

Systematic procedures for receipt and transfer of filled-in forms is an important activity for the successful conduct of surveys, collection of information and computerisation. DSOs and BEOs are to adopt the following procedures.

- (i) All schedules of each type viz. VIF, UIF, SIF-1, SIF-2, TIF, CIF, EFF and Educational Statistics — Flash (EFS) shall be arranged as separate bundles. A bundle may consist of a maximum of 100 filled-in forms and it should be given a serial number, known as bundle number.
- (ii) These bundles shall be transferred by Block/ Town Education Officers to the District Survey Officer along with a covering letter. The format of this letter is given as Letter 1 in Appendix IV. Three copies of this covering letter, one for office copy, one for District Survey Officer and the third for onward transmission to the Data Entry Agency, shall be prepared.
- (iii) Receipt of all forms according to the covering letter from BEO shall be checked at District Office and in case of any discrepancy it shall be got reconciled.
- (iv) All bundles of filled-in forms received from one Block/Town shall be clubbed together and given a serial number known as batch number.
- (v) These batches of bundles shall be transferred by the District Survey Officer to Data Entry Agency with a covering letter. The format of this letter is given as Letter 2 in Appendix IV. Three copies of this letter, one for office copy, one to the Data Entry Agency along with bundles of forms and the third to State Informatics

Officer of NIC for information and coordination, shall be prepared.

- (vi) Educational Statistics — Flash (EFS) shall also be transferred by BEOs to the District Survey Officer. Three copies of this form shall be prepared, one for office copy, one for the District Survey Officer and the third copy for onward transmission by the District Survey Officer to Data Entry Agency.
- (vii) Priority shall be given for transfer of Educational Statistics — Flash Forms, in respect of all Blocks/Towns to the Data Entry Agency, so that flash results can be brought out quickly.
- (viii) Only after ensuring complete receipt of all filled-in forms from all Blocks/ Towns in the district, shall the data be sent to the Data Entry Agency.
- (ix) The address of the Data Entry Agency hired by the NIC, will be intimated by the State Informatics Officer, NIC to all District Survey Officers giving a clearance to send the data. Until that stage, data should be kept with the District Survey Officer only. Data should not be sent to the NIC State/District Centre.
- (x) The Data Entry Agency, on receipt of filled-in forms, will check for completeness of data received and acknowledge the same to the District Survey Officer with a copy to the State Informatics Officer, NIC. In case there are any discrepancies, the same will be intimated to the District Survey Officer. The format of acknowledgement is given as Letter 3 in Appendix IV.
- (xi) The Data Entry Agency will intimate the likely date for completion of data entry, so that the District Survey Officer can

send personnel for checking error lists on computer validation of data.

**Educational Statistics—Flash Results**

- (i) Educational Statistics—Flash Form has been introduced to bring out certain results on a priority basis at the State/ National level.
- (ii) Data Entry of this information will be done

and processed to generate tabulation at the District / State level and given to the State Survey Officer.

- (iii) These tabulations shall be checked for consistency with the results of the Fifth Survey at the District/State level. After ensuring correctness, the clearance shall be given for transmission of information to the National level through NICNET.

## Chapter 11

# CHECKING AND CORRECTION OF ERRORS

The Data Entry Agency will enter data of all filled-in forms, viz. VIF, UIF, SIF-1, SIF-2, TIF, CIF, EFF and ESF in batches of districts. The data so entered will be brought to the NIC State Centre.

- (i) It may be necessary to print a small sample of complete data of forms for checking and ensuring correctness of data entry.
- (ii) Further, it is necessary to make a few runs of validation of data. Validation involves checks for
  - (a) complete receipt of data,
  - (b) range checks for validity of codes for each data item,
  - (c) correctness of totals,
  - (d) consistency of related items, and
  - (e) consistency between different forms like VIF/UIF with the 1991 Population Census data files, schools, schedules, etc.
- (iii) During the above stages computer print-outs will be produced known as error lists.
- (iv) The District Survey Officer shall identify personnel for checking these error lists and send them to the place where these error lists will be corrected as per the schedule agreed upon with the NIC State Centre. The NIC State Centre will train the personnel for correction of error lists.
- (v) Generally, correction of error lists should be completed in one visit to avoid expenses on travel.
- (vi) After checking of error lists and ensuring error-free data, all filled-in proformae shall be returned by the Data Entry Agency to personnel of the District Survey Office. Personnel of the District Survey Office shall receive all these documents and ensure that no data is left with Data Entry Agency. They shall give necessary acknowledgement in receipt of data.
- (vii) A few tabulations for Block/Town level will be generated to give a picture of data collected. A quick checking of these tabulations will normally give an idea of any major deviation of data for any location or school.
- (viii) If necessary, such data shall be checked up with original filled-in forms. In case of any discrepancy, corrections shall be indicated to the NIC State Centre. Checking these tabulations shall be ensured by the State Survey Office.
- (ix) A final clearance shall be given to generate all tabulations and transmission of data to the National level for further processing by the State Survey Officer.

## Chapter 12

# MONITORING OF SURVEY ACTIVITIES

The Sixth All India Educational Survey involves about 10,000 survey officers in the management and execution of collection and computerisation of data. Therefore, to ensure smooth conduct and progress of survey activities, it is necessary to indicate the progress of work to concerned agencies from time to time.

NICMAIL is an electronic mail facility for transfer of official correspondence from one computer system to another computer system in NICNET. Official letters can be keyed-in by a typist of the State/District Survey Office to the NIC computer system and then it can be transferred from one place to another. This facility should be used frequently to enhance the efficiency of communication of survey activities.

In order to have proper coordination between different agencies, the following procedures are to be adopted.

- (i) The State Survey Officer of each State/UT will inform NCERT all dates of

conducting training for the Block Level Officers, dates of data collection and scrutiny of data.

- (ii) The State Survey Officer will also send every quarter an Accounts Statement on utilisation of budget.
- (iii) The District Survey Officer shall give a progress of work of distribution, receipt of filled-in forms, despatch of data to the Data Entry Agency, the State Survey Officer and the NIC State Centre. This receipt shall be sent immediately after the occurrence of an event. The format for this is given as Report 1 in Appendix V.
- (iv) The NIC State Centre shall send a fortnightly progress report on the progress of data entry work to the State Survey Officer and the NIC headquarters after the start of data entry work. The format for this is given as Report 2 in Appendix V.



**APPENDIX I**

**Educational Pattern in States/Union Territories**

S.No.	State/UT	Primary Stage	Upper Primary Stage	Secondary Stage	Hr. Sec. Stage	Hr. Sec. Classes Attached to Degree College (Yes/No)	Remarks
1.	Andhra Pradesh	I-V	VI-VII	VIII-X	XI-XII		Composite primary stage consisting of Classes I-VII
2.	Arunachal Pradesh	I-V	VI-VIII	IX-X	XI-XII		
3.	Assam	I-IV	V-VII	VIII-X	XI-XII	Yes	
4.	Bihar	I-V	VI-VIII	IX-X	XI-XII	Yes	
5.	Goa	I-IV	V-VII	VIII-X	XI-XII	Yes	
6.	Gujarat	I-IV	V-VII	VIII-X	XI-XII		
7.	Haryana	I-V	VI-VIII	IX-X	XI-XII	Yes	
8.	Himachal Pradesh	I-V	VI-VIII	IX-X	XI-XII	Yes	
9.	Jammu and Kashmir	I-V	VI-VIII	IX-X	XI-XII		
10.	Karnataka	I-IV	V-VII	VIII-X	XI-XII	Yes	
11.	Kerala	I-IV	V-VII	VIII-X	XI-XII	Yes	
12.	Madhya Pradesh	I-V	VI-VIII	IX-X	XI-XII		
13.	Maharashtra	I-IV	V-VII	VIII-X	XI-XII	Yes	
14.	Manipur	I-V	VI-VIII	IX-X	XI-XII		
15.	Meghalaya	I-IV	V-VIII	IX-X	XI-XII	Yes	
16.	Mizoram	I-IV	V-VII	VIII-X		Yes	
17.	Nagaland	I-IV	V-VIII	IX-X	XI-XII	Yes	
18.	Orissa	I-V	VI-VIII	IX-X	XI-XII	Yes	
19.	Punjab	I-V	VI-VIII	IX-X	XI-XII	Yes	
20.	Rajasthan	I-V	VI-VIII	IX-X	XI-XII		
21.	Sikkim	I-V	VI-VIII	IX-X	XI-XII		
22.	Tamil Nadu	I-V	VI-VIII	IX-X	XI-XII		
23.	Tripura	I-V	VI-VIII	IX-X	XI-XII		

S.No.	State/UT	Primary Stage	Upper Primary Stage	Secondary Stage	Hr. Sec. Stage	Hr. Sec. Classes Attached to Degree College (Yes/No)	Remarks
24.	Uttar Pradesh	I-V	VI-VIII	IX-X	XI-XII		
25.	West Bengal	I-V	VI-VIII	IX-X	XI-XII	Yes	More than 90% primary schools have Classes I-IV
26.	A and N Islands	I-V	VI-VIII	IX-X	XI-XII		
27.	Chandigarh	I-V	VI-VIII	IX-X	XI-XII		
28.	Dadra and Nagar Haveli	I-IV	V-VII	VIII-X	XI-XII		
29.	Daman and Diu	I-IV	V-VII	VIII-X	XI-XII		
30.	Delhi	I-V	VI-VIII	IX-X	XI-XII		
31.	Lakshadweep	I-IV	V-VII	VIII-X	XI-XII		
32.	Pondicherry	I-V	VI-VIII	IX-X	XI-XII		

**A P P E N D I X    I I**

**Statement of New Locations**

**List of New Areas Created or Changes Incorporated in  
Boundaries after 1991 Population Census**

State Name        :

State Code        :

District Name    :

District Code    :  
(Write new if  
new district)

---

S.No.	<i>Name of New Tehsils/Towns/C.D. Blocks Created after 1991 Census and before 30.9.93</i>
-------	---

---

LIST OF NEW TEHSILS

1.

2.

LIST OF NEW TOWNS

1.

2.

LIST OF NEW C.D. BLOCKS

1.

2.

LIST OF NEW VILLAGES

Name of Village

Name of C.D. Block

Name of Tehsil

1.

2.

---

**Note :** Three copies of this statement shall be prepared by District Survey Officer and two copies shall be sent SIO, NIC. New codes will be allocated by NIC and the same will be informed to the concerned DSOs.

**A P P E N D I X   I I I**

***Formats for Registers***

**Register 1 : Register for Distribution, Receipt and Manual Scrutiny of VIF by Block Education Officer**

State Name :

District Name :

Block Name :

Block Code :

**Part 1**

Total No. of VIF forms distributed \_\_\_\_\_ Date \_\_\_\_\_

Total No. of UIF forms distributed \_\_\_\_\_ Date \_\_\_\_\_

---

<i>Sl. No.</i>	<i>Village/Town Name</i>	<i>Date of Receipt</i>	<i>Date of Manual Scrutiny</i>
1.			
2.			
3.			
4.			
5.			
6.			

---

**Part 2 : Despatch of Filled-in VIF/UIF Forms to District Survey Officer**

---

<i>Sl. No.</i>	<i>Date</i>	<i>Type of form</i>	<i>Bundle No.</i>	<i>No. of Forms Sent</i>
		VIF		
		UIF		

---

**Register 2 : Register for Distribution, Receipt and Manual Scrutiny of  
SIF-1, SIF-2 and TIF by Block/Town Education Officer**

State Name :

District Name :

Block/Town Name :

Group of School  
Codes Allotted :

Total No. of forms  
distributed

SIF-1 \_\_\_\_\_ SIF-2 \_\_\_\_\_ TIF \_\_\_\_\_ CIF \_\_\_\_\_

Date of  
distribution

\_\_\_\_\_

Sl. No.	School/College name	Code allotted	Type of proforma	Date of receipt	Date of manual scrutiny
1.			SIF-1		
			SIF-2		
			TIF		
			CIF		
2.					

**Part 2 : Despatch of Forms to District Survey Officer**

Sl. No.	Date	Flash report	SIF-1		SIF-2		TIF		CIF	
			Bundle No.	No. of Forms	Bundle No.	No. of Forms	Bundle No.	No. of Forms	Bundle No.	No. of Forms
1	2	3	4		5		6		7	
Total										

**Register 3 : Register for Distribution, Receipt and Manual  
Scrutiny of Forms at District Level**

State Name \_\_\_\_\_

District Name \_\_\_\_\_

Sl. No.	Block/ Town Name	Group of School Codes Allotted for Block/ Town	Type of Proforma	Distribution		Receipt		Scrutiny	
				Date	No. of Forms	Date	No. of Forms	Date	No. of Forms
1.			Rural Area						
			VIF						
			SIF-1						
			SIF-2						
			TIF						
			CIF						
			Flash report						
2.			Urban Area						
			UIF						
			SIF-1						
			SIF-2						
			TIF						
			CIF						
			Flash report						
	Total		VIF						
			UIF						
			SIF-1						
			SIF-2						
			TIF						
			CIF						
			Flash report						

**Register 4 : Register for Despatch of Proformae to Data Entry Agency by District Survey Officer**

State Name \_\_\_\_\_

District Name \_\_\_\_\_

Sl. No.	Block/ Town Name	Type of Proformae	Despatch			Date of Receipt of Acknowledgeme nt from Agency
			Date	No. of Forms	No. of Bundles	
1.		Flash Report VIF UIF SIF-1 SIF-2 TIF CIF				
2.		Flash Report VIF UIF SIF-1 SIF-2 TIF CIF				
Total		Flash Report VIF UIF SIF-1 SIF-2 TIF CIF EFF				

**A P P E N D I X   I V**

***Letter Formats for Transfer of Forms***

**Letter 1 : Letter for Sending Filled-in Schedules to District Survey Officer**

Letter No. \_\_\_\_\_

Dated \_\_\_\_\_

**From**

Name  
C.D. Block /Town  
Education Officer  
C.D. Block/Town Name  
Address

Block/  
Town Code

--	--	--	--

**To**

District Survey Officer  
District Name  
Address

**Sub : Transfer of filled-in proforma**

Sir/Madam,

1. The following filled-in proforma are transferred herewith.

<i>Sl. No.</i>	<i>Name of the Proforma</i>	<i>Bundle No.</i>	<i>Number of Proforma</i>	<i>Whether All Proforma for Block/Town have been Transferred (Yes/No)</i>
1.	VIF			
2.	UIF			
3.	SIF-1			
4.	SIF-2			
5.	TF			
6.	CIF			
<hr/>				
Total				



2. Educational Statistics — flash proforma is also transferred.

Yours faithfully,

(Block/Town Education Officer)

- Note :*
1. Three copies of this covering letter and four copies of flash proformae have to be prepared by Block/Town Education Officer. One copy of the letter and statement will be retained as office copy by Block/Town Education Officer. One copy of letter will be transferred to data entry agency along with schedules by District Survey Officer and another will be retained at the district.
  2. The third and fourth copies of flash proformae for all C.D. Blocks/Towns in the district shall be transferred by District Survey Officer to State Survey Officer and Data Entry Agency.

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**Letter 2 : Letter for Transfer of Filled-in Proformae to Data Entry Agency**

Letter No: \_\_\_\_\_

Dated \_\_\_\_\_

From

District Survey Officer  
District

To

M/s Data Entry Agency  
Address

Dear Sir,

Proformae for the following Blocks/Towns are being sent for Data Entry.

Sl. No.	Block/Town Code	Block/Town Name	Batch No.	Type of Proforma	No. of Bundles	Bundle Nos.	No. of Schedules
1.				Flash Report			
				VIF			
				UIF			
				SIF-1			
				SIF-2			
				TIF			
				CIF			
				EFF			
2.							
Total							

Kindly acknowledge the receipt of schedules and send a copy of acknowledgement to NIC State Centre also.

Yours faithfully,

(District Survey Officer)

- Note :
1. Three copies of this letter shall be prepared. One may be retained as office copy and one may be sent to SIO, NIC State Centre and one to Data Entry Agency.
  2. One Batch No. shall be given to all bundles received from a Block/Town Education Officer.
  3. Letter 1 received from Block/Town Education Officer shall also be sent to Data Entry Agency, indicating the Batch No. on Letter 1. If there are any discrepancies in the receipt of proformae from Block/Town, it should be corrected on this Letter 1 itself and countersigned.

**Letter 3 : Acknowledgement by Data Entry Agency to District Survey Officer**

Letter No. \_\_\_\_\_

Dated \_\_\_\_\_

From

Data Entry Agency  
Address

To

District Survey Officer  
District

Sir,

1. All batches, bundles and proformae sent by your office vide letter No. \_\_\_\_\_ dated \_\_\_\_\_ have been received.
2. There is a discrepancy in the receipt of No. of batches, bundles and proformae sent vide letter No. \_\_\_\_\_ dated \_\_\_\_\_. Discrepancies are indicated below. Please arrange to send them quickly.

Sl. No.	Block/ Town Code	Block/ Town Name	Batch No.	Type of Proformae	No. of Bundles	Bundle Numbers Not received	No. of Proformae Not received for Bundle No.
1.				Flash Report			
				VIF			
				UIF			
				SIF-1			
				SIF-2			
				TIF			
				CIF			
<hr/>							
Total							

3. Data entry of all data sent by your office vide letter No. \_\_\_\_\_ dated \_\_\_\_\_ is likely to be completed by date \_\_\_\_\_. You are requested to keep your personnel ready for correction of error lists. A final date will be communicated to you after confirming with SIO, NIC.

Signature  
Data Entry Agency

Note : Three copies of this acknowledgement shall be prepared. One may be retained as office copy. One copy shall be sent to District Survey Officer and another to SIO, NIC State Centre.

**A P P E N D I X V**

**Formats for Progress Reports**

**Report 1 : Progress Report to be sent by District Survey Officer to SSO, NCERT and NIC State Centre on Distribution and Receipt of Proformae and Despatch of Proformae to Data Entry Agency**

State:

District:

Sl. No.	Type of Proformae	Distribution of Blank Proformae			Receipt of Filled-in Proformae			Despatch to Data Entry Agency		
		Date	No. of Blocks/Towns	No. of Proformae	Date	No. of Blocks/Towns	No. of Proformae	Date	No. of Blocks/Towns	No. of Proformae
1.	VIF									
2.	UIF									
3.	SIF-1									
4.	SIF-2									
5.	TIF									
6.	CIF									
7.	EFF									

**Note :** This progress report will be sent by the District Survey Officer to State Survey Officer and NCERT headquarters and NIC State Centre as soon as an event is completed (distribution, receipt or despatch). It should be sent by NIC-Mail.

**Report 2 : Fortnightly Progress Report on Data Entry to be Sent by NIC State Centre to NIC Headquarters (on 1st and 16th of every month) for the Previous Fortnight**

Sl. No.	Type of Schedule	Receipt of Data Entry up to End of Fortnight		Completion of Data Entry Up to End of Fortnight		No. of Districts for which Data Made Error-free	No. of Districts for which Tabulations Generated and Sent to D.S.O.
		No. of Districts	No. of Schedules	No. of Districts	No. of Schedules		
1.	VIF						
2.	UIF						
3.	SIF-1						
4.	SIF-2						
5.	TIF						

**Note :** A copy of this statement will be sent to State Survey Officer also.

## APPENDIX VI

### ***Names and Addresses of State Survey Officers***

1. Shri P. Veerabhadra Reddy  
Deputy Director of School Education  
Government of Andhra Pradesh  
Hyderabad
2. Shri N. K. Bitra  
Deputy Director of Public Instruction  
D.P.I. Office, Naharlagun 791 110  
Arunachal Pradesh
3. Shri H. K. Sharma  
Deputy Director of Education  
Directorate of Secondary Education  
Kahilipara, Guwahati 781 019  
Assam
4. Shri B. L. Bashantri  
Regional Deputy Director  
Patna Division  
Patna
5. Shri G. K. Verlekar  
State Survey Officer  
Directorate of Education  
Government of Goa, Panaji  
Goa 403 001
6. Dr N. H. Shah  
Director of Education (Adult)  
Dr Jiraraj Mehta Bhavan  
Block - 12, 3rd Floor  
Gandhinagar, Gujarat
7. Km. Paramjit Kaur  
Deputy Director  
Directorate of Secondary Education  
Haryana, Chandigarh
8. Shri N. R. Singhla  
Assistant Director of Education (Computerisation)  
Directorate of Education  
Shimla 171 001, Himachal Pradesh
10. Smt. Jalajabai M.  
Joint Director  
(State Survey Officer)  
Office of the Commissioner of  
Public Instruction  
K. R. Circle  
Bangalore 560 001
11. Smt. J. Santhakumari  
Joint Director of Public Instruction  
Directorate of Public Instruction  
Thiruvananthapuram  
Kerala
12. Dr U. S. Chaturvedi  
Joint Director of Public Instruction, Madhya Pradesh  
Gautam Nagar, Bhopal
13. Shri Avinash Digambar Sadawarte  
Chairman  
M. S. Board of Secondary and  
Higher Secondary Education  
Shivaji Nagar  
Pune, Maharashtra
14. Shri Th. Shamungou Singh  
Addl. Director of Education (W)  
D. M. College Compound  
Imphal, Manipur
15. Shri S.R. Jyrwa  
Statistical Officer  
D.P.I.'s Office, Meghalaya  
Shillong
16. Shri F. Lallura  
Joint Director of School Education  
Mizoram  
Aizawl 796 001
17. Shri H. R. Borah  
Addl. Director of School Education  
Directorate of School Education  
Nagaland  
Kohima 797 001
18. Prof. Laxminarain Mohapatra  
Deputy Director of Primary and Basic Education  
Directorate of Elementary Education  
Bhubaneswar 751 001  
Orissa
19. Shri Haravtar Singh Gill  
Research Assistant  
(Asstt. State Survey Officer)  
State Council of Educational  
Research and Training, Punjab  
66-67, Sector-17 A  
Chandigarh
20. Dr K. C. Maloo  
Joint Director  
SIERT, Saheli Marg  
Udaipur, Rajasthan
21. Shri Ram Krishna Sharma  
Deputy Director of Education (Planning)  
Department of Education  
Government of Sikkim  
Gangtok 737 103  
Sikkim
22. Shri P. V. Shanmugam  
Deputy Director  
Directorate of School Education  
College Road  
Madras

23. Smt. B. K. Sarkhel  
Senior Research Officer  
Directorate of School Education  
P.O. Agartala  
Tripura (West)
24. Dr U. N. Mishra  
Deputy Director of Education  
Directorate of School Education  
Uttar Pradesh, Allahabad
25. Dr A. K. Das  
Addl. Director of School Education  
Bikash Bhavan, 7th Floor  
Salt Lake City  
Calcutta 700 091
26. Dr K. N. Khanduri  
Assistant Director of Education (Planning)  
Directorate of Education  
Portblair  
A and N Islands
27. Ms Pritpal Kaur  
Assistant Director  
Adult Education  
Chandigarh
28. Shri I. P. Aggarwal  
Assistant Director of Education  
Directorate of Education  
R. No. 29, Block No. 10  
Old Sectt., Delhi
29. Dr Mansinh Chhotusinh Solanki  
Statistical Officer  
Administration of Dadra and Nagar Haveli  
Silvassa 396 230
30. Shri J. Pandey  
Statistical Officer  
Tribal Sub Plan Cell, Collectorate  
Daman and Diu 396 220

## APPENDIX VII

### ***Names and Addresses of State Informatics Officers***

1. Shri Shyam Bihari Singh  
State Informatics Officer  
National Informatics Centre  
Bihar State Unit, 7th Floor  
Indira Bhawan, Bally Road  
Patna 800 001  
Bihar
2. Dr V. V. S. Rao  
State Informatics Officer  
National Informatics Centre  
M.P. State Unit, Computer Centre  
Vindhyachal Bhavan  
C-Wing, Basement  
Bhopal 460 004  
Madhya Pradesh
3. Shri P. Sreenivas Rao  
Director  
NIC Eastern Region  
Unit-IV, Sachivalaya Marg  
Bhubaneswar 751 001  
Orissa
4. Smt. Indu Gupta  
State Informatics Officer  
National Informatics Centre  
Rajasthan State Unit  
Room No. 318, NW Block  
Rajasthan Secretariat  
Jaipur 302 005  
Rajasthan
5. Shri Rakesh Goel  
State Informatics Officer  
National Informatics Centre  
U.P. State Unit, Yojana Bhavan  
Sarojini Naidu Marg  
Lucknow 226 001  
Uttar Pradesh
6. Dr (Smt.) Jayasri Chaudhury  
State Informatics Officer  
National Informatics Centre  
West Bengal State Unit  
Bidyut Bhavan, Block DJ, Sectt. II  
Ground Floor, Salt Lake  
Calcutta 700 091  
West Bengal
7. Shri A. Venkatesan  
State Informatics Centre  
Karnataka State Unit  
6th and 7th Floors, Mini Tower  
Dr Ambedkar Veedhi  
Bangalore 560 001  
Karnataka
8. Shri C. Chandran  
State Informatics Officer  
NIC, Goa State Unit  
District Collectorate  
Panaji 3403 001  
Goa
9. Dr Ambereesh Kumar  
State Informatics Officer  
National Informatics Centre  
Himachal Pradesh State Unit  
Avmsdale Building  
6th Floor, Chhota Shimla  
Shimla 171 002  
Himachal Pradesh
10. Shri A. Mohan  
State Informatics Officer  
NIC, Tamil Nadu State Unit  
18, Kasa Major Road, Egmore  
Madras 600 008  
Tamil Nadu
11. Shri Anshul Kumar Agarwal  
State Informatics Officer  
NIC, Punjab State Unit  
State Planning Board  
S.C.O. 69, Sector 17D,  
Chandigarh 160 017
12. Dr Subir Roy  
State Informatics Officer  
NIC, Gujarat State Unit, Block 13  
New Sachivalaya, 2nd Floor  
Gandhi Nagar 382 010  
Gujarat
13. Shri Navneet Kukreja  
State Informatics Officer  
NIC, Haryana State Unit  
Haryana Civil Secretariat  
Room No. 49, 9th Floor, Sector I  
Chandigarh 160 001
14. Dr P Chandrasekhar  
Senior Technical Director  
NIC, Western Region  
Udyog Bhawan, Ganesh Khind Road  
Pune 411 007  
Maharashtra
15. Shri S. K. Sinha  
State Informatics Officer  
National Informatics Centre  
J & K State Unit, Room No. NB-12  
Mini Sachivalaya Building  
Jammu 180 001  
Jammu and Kashmir

16. Shri R. M. Khade  
Technical Director  
National Informatics Centre  
Maharashtra State Unit, 11th Floor  
New Administrative Building  
Opp. Mantralaya, Madam Cama Road  
Bombay 400 032  
Maharashtra
17. Shri A. K. Singh  
State Informatics Officer  
National Informatics Centre  
Assam State Unit, Block 'F'  
Dispur, Guwahati 781 006  
Assam
18. Shri K. Rajasekhar  
State Informatics Officer  
National Informatics Centre  
Meghalaya State Unit  
Computer Cell, Room No. 10  
Additional Secretariat  
Shillong 793 001  
Meghalaya
19. Shri R. Siva Kumar  
Officer-in-charge, NIC  
A.P. State Unit  
Computer Cell  
C/o Shri A. K. Paitandi  
Secretary, Government of Arunachal Pradesh  
Department of Planning  
Itanagar
20. Shri G. V. N. Krishna  
State Informatics Officer  
National Informatics Centre  
Mizoram State Unit, Computer Cell  
C/o Dr Vanlaljara  
Scientific Officer  
Science, Technology and Environment  
Department of Planning  
Government of Mizoram  
Aizawl 796 001
21. Dr N. V. Koteswar Rao  
Senior Technical Director  
NIC, Southern Region  
A-Block, G.O.C.  
Tank Bund Road  
Hyderabad 500 029  
Andhra Pradesh
22. Shri Suresh Bahl  
NIC, Manipur State Unit  
Computer Cell, Room No. 79  
New Secretariat Building  
Imphal 785 001  
Manipur
23. Dr K. Santhana Raman  
State Informatics Officer  
NIC, Kerala State Unit  
ER and DC Building, Keltron House  
Vellayambalam  
Thiruvananthapuram, 695 033  
Kerala
24. Shri M. Manivanan  
State Informatics Officer  
National Informatics Centre  
Pondicherry Union Territory Unit  
4th Floor, Chief Secretariat  
Pondicherry 605 001
25. Shri K. Prakash  
State Informatics Officer  
National Informatics Centre  
Lakshadweep Union Territory Unit  
Kavarathi 682 555
26. Dr V. Subha Rao  
State Informatics Officer  
National Informatics Centre  
Andaman and Nicobar State Unit  
Old Dab Building  
Administration Secretariat  
Portblair 744 101
27. Shri Sanjay Arora  
State Informatics Officer  
National Informatics Centre  
Union Territory of Chandigarh  
Room No. 17, 2nd Floor  
Estate Office, Building Sector-17  
Chandigarh 160 017
28. Shri N. K. Das  
District Informatics Officer  
NIC, Tripura State Unit  
Old Conference Hall  
Civil Secretariat  
Agartala 799 001  
Tripura
29. Shri Prasadu Varghese  
State Informatics Officer  
National Informatics Centre  
Nagaland State Unit  
C/o Development Commissioner  
Kohima 797 001  
Nagaland
30. Shri Ramesh Prasad  
State Informatics Officer  
NIC Computer Cell  
Government of Delhi  
1, Kripa Narayan Marg  
Delhi 110 064
31. Dr Ahmad Cameron  
Officer-in-charge  
National Informatics Centre  
Computer Training Centre  
Lal Bahadur Shastri National  
Academy of Administration  
Mussorie 248 179  
Uttar Pradesh
32. Shri V. V. Ringe  
Programmer  
NIC, Sikkim State Unit  
C/o Shri L. B. Chhetri  
Secretary, Department of  
Rural Development  
Sikkim Secretariat  
Gangtok 737 103  
Sikkim



## APPENDIX VIII

### **Survey Time Schedule**

The Steering Committee of the Sixth AES in its first meeting decided to have the following time schedule for the survey.

<i>Activities / Tasks</i>	<i>Responsibility/ Organisation</i>	<i>Time Schedule</i>
1. Appointment of State Staff	MHRD/State/UT	1.9.93 to 10.9.93
2. Release of funds to States/UTs	NCERT	16.8.93 to 30.8.93
3. Release of funds to NCERT	MHRD	1.9.93 to 30.9.93
4. Development of draft tools/ instructions, etc.	NCERT	1.8.93 to 16.8.93
5. Modification of draft tools	NCERT/NIC	17.8.93 to 23.8.93
6. Try-out of draft tools	NCERT	16.9.93 to 30.9.93
7. Trial run of data on computers through data-entry and test system	NIC	1.9.93 to 15.9.93
8. Finalisation of tools and other materials	NCERT/NIC	16.10.93 to 31.10.93
9. National Level meeting of State Survey Officers	NCERT/NIC	1.10.93 to 15.10.93
10. Translation of tools into regional languages	State/UT	1.11.93 to 15.11.93
11. Development of Analysis Plan	NCERT	13.9.93 to 30.9.93
12. Printing of tools (except in English)	State/UT	16.11.93 to 30.11.93
13. Printing of guidelines and tools in English	NCERT	1.10.93 to 29.10.93
14. Despatch of material to State Survey Officers	NCERT	1.12.93 to 31.12.93
15. Despatch of material to DEOs/BEOs	State/UT	22.11.93 to 30.11.93
16. Training of Assistant State Survey, District Survey and Block Education Officers	NCERT/NIC and States/UTs	1.11.93 to 31.12.93
17. Training of computer personnel of the NIC	NIC	1.11.93 to 31.12.93

<i>Activities / Tasks</i>	<i>Responsibility/ Organisation</i>	<i>Time Schedule</i>
18. Development and finalisation of computer software	NIC	1.10.93 to 31.12.93
19. Collection of data	State/UT	1.2.94 to 28.2.94
20. Scrutiny of data	State/UT/ NCERT/NIC	1.3.94 to 31.3.94
21. Handing over of data to the NIC along with blockwise provisional information about schools	State/NIC	1.4.94 to 15.4.94
22. Data-entry	NIC	16.4.94 to 15.6.94
23. Validation reconciliation	States/NIC	16.6.94 to 15.7.94
24. Transmission of district data files to the NIC headquarters	NIC	16.7.94 to 31.7.94
25. Flashing of statistics	NCERT	1.8.94 to 31.8.94
26. Processing of data	NIC	1.8.94 to 30.11.94
27. Concise report	NCERT	1.10.94 to 30.11.94
28. Report writing—main report	NCERT	1.12.94 to 31.3.95
29. Word-processing of report	NCERT	1.4.95 to 15.4.95
30. Editing of draft report	NCERT	16.4.95 to 15.5.95
31. Correction/editing to be incorporated	NIC	16.5.95 to 31.5.95
32. Printing of the main report	NCERT	1.6.95 to 30.6.95

**Proformae of Tools**





राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

VIF

## Sixth All India Educational Survey

### Village Information Form (VIF)

1991 Census Codes

State/UT \_\_\_\_\_

District \_\_\_\_\_

C.D. Block \_\_\_\_\_

Tehsil \_\_\_\_\_

Village \_\_\_\_\_


Village population \_\_\_\_\_  
(As per 1991 Census)

In case this village is falling into a new district, tehsil or C.D. block created after 1991 Census, please mention

New District Name \_\_\_\_\_

New Tehsil Name \_\_\_\_\_

New C.D. Block Name \_\_\_\_\_


**PLEASE READ THE INSTRUCTIONS GIVEN OVERLEAF  
BEFORE FILLING THIS FORM**

## Instructions

**Introduction** The present educational survey, sixth in the series, is being conducted throughout the country. In this survey data are being collected from each and every village, city/town and school to assess the status of educational facilities and their utilisation.

**Village Information Form (VIF)** This Form seeks information relating to population, schooling and other educational facilities in the **revenue village** as on 30.9.1993.

**Your Help Needed** The quality of the results of this survey depends on the accuracy and completeness of the information to be furnished by you. Therefore, please answer each item carefully and accurately.

**How to Answer** (a) This Form is to be filled in by the headmaster of the recognised school of the village with the help of Village Officer/Patwari.

(b) Please use the **international numerals** while supplying the information in numbers.

(c) The information collected from you will be computerised by the **National Informatics Centre**. Take extra care to read the procedures of supplying the information which are printed in *italics*.

(d) In certain items the information is to be provided after converting it into numeric codes.

(e) Certain terms are defined and explained below. Please read these before answering.

### Definition and Explanation for Item 3

1. **Habitation** : A habitation is
  - (a) a distinct cluster of houses existing in a compact and contiguous manner;
  - (b) with a local name; and
  - (c) its population should not be less than 25 in plain areas and not less than 10 in hilly/desert/sparsely populated areas.
2. Any habitation with population less than 10 in hilly /desert /sparsely populated areas or with population less than 25 in plain areas may not be given a separate status of a 'habitation' and its population be included in the nearest habitation of the same village. But this condition will not apply to a village with one habitation only.
3. The **distance** between a habitation and a school is the convenient walking distance between the central point of the habitation and the school.
4. A village may have one or more than one habitation, except when it is a deserted/*Bechirag* village.

**Thank you for your cooperation**

## Village Information Form (VIF)

1. Give actual population, if available, otherwise give estimated population of the village as on 30.9.1993.

Population : \_\_\_\_\_

2. Number of **recognised school(s)** in the village as on 30.9.1993.

*Types of Recognised Schools*

*Number of Schools*

(a) Primary Schools

\_\_\_\_\_

(b) Upper Primary(Middle) Schools

\_\_\_\_\_

(c) Secondary Schools

\_\_\_\_\_

(d) Higher Secondary Schools  
(Senior Secondary Schools/PUC/  
Inter/Junior Colleges)

\_\_\_\_\_

(e) Degree colleges having classes  
XI and XII/PUC attached

\_\_\_\_\_

3. Population and schooling facilities in each habitation of the village:

(a) Number of habitations

(b) Give details of habitations in the table given on the next page.

— Start with main habitation.

— Distance of schooling facility from the habitation is to be given up to one decimal place of km.

— In column 4

If SC population is 50% or more, write 1

If ST population is 50% or more, write 2

Otherwise, write 3.

Sl. No.	Name of the Habitation	Actual Estimated Population	Type of Population	Schools within the Habitation with Classes			If the schooling facility at any particular stage is not available within the habitation, give information about nearest habitation where the schooling facility is available								No. of Non-Formal Education Centres in the Habitation
				From Class	To Class	No. of Schools	Primary Stage		Upper Primary (Middle) Stage		Secondary Stage		Hr. Sec. Stage or its equivalent		
							Name of the Habitation and Village	Distance in km from the Habitation in Col. 2	Name of the Habitation and Village	Distance in km from the Habitation in Col.2	Name of the Habitation and Village	Distance in km from the Habitation in Col.2	Name of the Habitation and Village	Distance in km from the Habitation in Col.2	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Note : (i) The degree colleges with attached Classes XI and XII/PUC are to be considered in columns 5, 6, 7, 14 and 15 only.  
(ii) If the village has more habitations, use a separate sheet with the same format. Please attach this sheet with this form.





6. School(s) for the disabled (handicapped) children in the village as on 30.9.1993.

Write 0 if there is no school and proceed to question 7.

(a) Number of schools : \_\_\_\_\_

(b) In case the village has schools for disabled children, please list them along with other information in the following table.

— Provide information for each school separately.

— Under column 3 write 1 for boys, 2 for girls and 3 for both boys and girls.

Sl. No.	Name of the School	Type of School	Disability-wise Enrolment				
			Blind	Deaf and Dumb	Orthopaedically Handicapped	Mentally Retarded	Others
1	2	3	4	5	6	7	8

7. (a) Whether the facility for pre-primary education exists in the village?  
(Write 1 for Yes, 2 for No in the box.)

(b) If 'Yes', please give the following information as on 30.9.1993.

Sl. No.	Type of Facility	Number of Institutions	Number of Teachers		Number of Children	
			Male	Female	Boys	Girls
1	2	3	4	5	6	7
1.	Balwadi/Anganwadi					
2.	Independent pre-primary school					
3.	Pre-primary stage/classes attached to be a school (including LKG, UKG and Nursery)					

Dated \_\_\_\_\_

\_\_\_\_\_  
Signature of the Headmaster  
with official seal

**Manual Scrutiny**

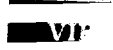
**Block Level**

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



**District Level**

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

### **Sixth All India Educational Survey**

#### **Urban Information Form (UIF)**

1991 Census Codes

State/UT \_\_\_\_\_

District \_\_\_\_\_

C.D. Block \_\_\_\_\_

Tehsil \_\_\_\_\_

City/Town \_\_\_\_\_


City/Town population \_\_\_\_\_  
(As per 1991 Census)

In case this City/Town is falling into a new district, tehsil or C.D. block created after 1991 Census, please mention

New District Name \_\_\_\_\_

New Tehsil Name \_\_\_\_\_

New C.D. Block Name \_\_\_\_\_


**PLEASE READ THE INSTRUCTIONS GIVEN OVERLEAF  
BEFORE FILLING THIS FORM**

## **Instructions**

**UIF**

**Introduction** The present educational survey, sixth in the series, is being conducted throughout the country. In this survey data are being collected from each and every village, city/town and school to assess the status of educational facilities and their utilisation.

**Urban Information Form (UIF)** This Form seeks information relating to population, schooling and other educational facilities in the **city/town** as on 30.9.1993.

**Your Help Needed** The quality of the results of this survey depends on the accuracy and completeness of the information to be furnished by you. Therefore, please answer each question carefully and accurately.

**How to Answer** (a) Please use the **international numerals** while supplying the information in numbers.

(b) The information collected from you will be computerised by the **National Informatics Centre**. Take extra care to read the procedures of supplying the information which are printed in *italics*.

(c) In certain items the information is to be provided after converting it into numeric codes.

**Thank you for your cooperation**



4. School(s) for the disabled (**handicapped**) children in the city/town as on 30.9.1993

— Write 0 if there is no school and proceed to question 5.

(a) Number of schools : \_\_\_\_\_

(b) In case the city/town has schools for disabled children, please list them along with other information in the following table.

— Provide information for each institution separately.

— Under column 3 write 1 for boys, 2 for girls and 3 for both boys and girls.

Sl. No.	Name of the School	Type of School	Disability-wise Enrolment				
			Blind	Deaf and Dumb	Orthopaedically Handicapped	Mentally Retarded	Others
1	2	3	4	5	6	7	8

5. (a) Whether the facility for pre-primary education exists in your city/town?  
(Write 1 for Yes, 2 for No in the box.)

(b) If 'yes', please give the following information as on 30.9.1993.

Sl. No.	Type of Facility	Number of Institutions	Number of Teachers		Number of Children	
			Male	Female	Boys	Girls
1	2	3	4	5	6	7
1.	Balwadi/Anganwadi					
2.	Independent pre-primary school					
3.	Pre-primary stage/classes attached to a school (including LKG, UKG and Nursery)					

Dated \_\_\_\_\_

\_\_\_\_\_  
Signature of the Respondent  
with official seal

**U1F**

**Manual Scrutiny**

**City/Town Level**

**Date of Scrutiny** \_\_\_\_\_

**Scrutinised by Name** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Signature** \_\_\_\_\_

**District Level**

**Date of Scrutiny** \_\_\_\_\_

**Scrutinised by Name** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Signature** \_\_\_\_\_





S12

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**Sixth All India Educational Survey**

**School Information Form - 1 (SIF-1)**  
(for Recognised Schools only)

1991 Census Codes

State/UT \_\_\_\_\_  
District \_\_\_\_\_  
C.D. Block \_\_\_\_\_  
Tehsil \_\_\_\_\_  
City/Town/Village \_\_\_\_\_


(Write name and postal address of the school in ENGLISH CAPITAL LETTERS)

Name of the school \_\_\_\_\_

--	--	--	--

Postal Address \_\_\_\_\_

\_\_\_\_\_ Pin 

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

**PLEASE READ THE INSTRUCTIONS GIVEN OVERLEAF  
BEFORE FILLING THIS FORM**

## Instructions

### Introduction

The present educational survey, sixth in the series, is being conducted throughout the country. In this survey data are being collected from each and every village, city/town and school to assess the status of educational facilities and their utilisation.

### School Information Form-1 (SIF-1)

This Form seeks information about enrolment in different classes, teaching posts sanctioned and other facilities as on 30.9.1993 from recognised schools /Junior colleges/Intermediate colleges/Pre-University colleges not attached to degree colleges. This Form will be completed by the Headmaster/Principal of the school/college.

### Your Help Needed

The quality of the results of this survey depends on the accuracy and completeness of the information to be furnished by you. **Therefore, please fill in each item of this Form carefully and accurately.**

### How to Answer

- (a) Please use the **international numerals** while supplying the information in numbers.
- (b) The information collected from you will be computerised by the **National Informatics Centre**. Take extra care to read the procedure of supplying the information which is printed in *italics* along with the questions.
- (c) Most of the items have been provided with two or more alternative responses. Each alternative has been provided with a code. The number in brackets is the code for that response. In addition, a blank box is provided in the right margin for writing the response code.

#### Writing the response code in box is essential.

In such items, only one alternative is applicable to your school situation. Please put a tick mark in the brackets (✓) of the applicable response and write its code in the box provided in the right margin.

**Example:** Management of school

- |                 |           |
|-----------------|-----------|
| Government      | ( 1 )     |
| Local body      | (✓) ( 2 ) |
| Private aided   | ( 3 )     |
| Private unaided | ( 4 )     |

2

In this example, the applicable response is 'Local body'. A tick in the bracket has been put against 'Local body' and the code 2 is written in the box.

- (d) Regarding items 2 and 4 certain terms are defined below. Please read these before answering the questions.
- (e) **The part A of this Form is to be filled in by all the schools whereas part B of the Form is to be responded by Secondary/Higher Secondary/Junior Colleges, etc.**

### Definition and Explanation for Certain Terms

#### Item 2

**Government Schools :** All schools run by the state government, central government, public sector undertakings or autonomous organisations completely financed by the government.

**Local Body Schools :** All schools run by municipal corporations, municipal committees, notified area committees, zila parishads, panchayat samities, cantonment boards, etc.

**Private Aided Schools :** All schools run by private organisations or agencies receiving maintenance grant from the government or local bodies.

**Private Unaided Schools :** All schools managed by private organisations or agencies and not receiving maintenance grant from the government or local bodies.

#### Item 4

**Boys School:** A school is 'school for boys' if boys are admitted to all classes and admission of girls is restricted to some specific classes only.

**Girls School :** Similarly, a school is 'school for girls' if girls are admitted to all classes but admission of boys is restricted to some specific classes only.

**Co-educational School :** A school is co-educational, if both boys and girls are admitted to all the classes in the school.

**Thank you for your cooperation**

# School Information Form - 1

SIC

## Part A

(To be filled in by all schools)

1. Area in which school is located

Rural ( 1 )                      Urban                      ( 2 )

2. (a) Management of school

Government ( 1 )

Local body ( 2 )

Private aided ( 3 )

Private unaided ( 4 )

(b) If Government, the school is managed by

State Government ( 1 )

Navodaya Vidyalaya Samiti ( 2 )

Kendriya Vidyalaya Sangathan ( 3 )

Other Central Government Agency ( 4 )

3. (a) Does the school have a minority community status?

Yes ( 1 )                      No ( 2 )

(b) If 'Yes', is it a

Religious minority ( 1 )

Linguistic minority ( 2 )

Both Religious and  
Linguistic minority ( 3 )

4. Type of school

Boys ( 1 )

Girls ( 2 )

Co-educational ( 3 )

5. Classes taught in recognised schools (including permitted classes).

512-01

Do not include pre-primary classes, if any

From class

To Class

6. Are the majority of pupils taught through their mother tongue at each of the following stages?

If the school does not have a particular stage, then give response as 'Not Applicable' for that stage

- (a) Primary stage

Yes ( 1 )

No ( 2 )

Not Applicable ( 3 )

- (b) Upper primary stage

Yes ( 1 )

No ( 2 )

Not Applicable ( 3 )

7. Does the school follow three language formula at each of the following stages?

If the school does not have a particular stage, then give response as 'Not Applicable' for that stage

- (a) Upper primary stage

Yes ( 1 )

No ( 2 )

Not Applicable ( 3 )

- (b) Secondary stage

Yes ( 1 )

No ( 2 )

Not Applicable ( 3 )

8. **Majority** of classes(including sections) are held in

The construction may be considered Pucca, Partly Pucca, Kuchcha or Thatched hut as per State norms.

Pucca building ( 1 )

Partly Pucca building ( 2 )

Kuchcha building ( 3 )

Thatched hut ( 4 )

Tent ( 5 )

Open space ( 6 )

9. (a) Total number of rooms in the school \_\_\_\_\_

(b) Number of rooms used for Teaching purposes (excluding Laboratories, Library, Staff-room, Workshops, Craft-room, etc.) \_\_\_\_\_

**S12**

10. Is drinking water facility available to students within school premises?

Yes ( 1 ) No ( 2 )

11. (a) Does the school have urinal(s) within school premises?

Yes ( 1 ) No ( 2 )

(b) if 'yes', is there a separate urinal for girls?

Yes ( 1 ) No ( 2 )

12. (a) Does the school have lavatory(ies) within school premises?

Yes ( 1 ) No ( 2 )

(b) if 'yes', is there a separate lavatory for girls?

Yes ( 1 ) No ( 2 )

13. (a) Give the number of teaching posts sanctioned in your school as on 30.09.1993. \_\_\_\_\_

(b) Furnish the following information about teachers in position as on 30.9.1993.

*Include all the full-time teachers and also those who are on short leave. Exclude honorary teachers and also teachers appointed for a specific period.*

Category	Number of Full-time teachers in Position		
	Male	Female	Total
1	2	3	4
All Communities			
Scheduled Castes			
Scheduled Tribes			
Other Backward Communities (OBC)*			

\* As per state norms.

SIF-1

13. (c) Number of Voluntary/Contractual/other teachers  
(i) Male \_\_\_\_\_  
(ii) Female \_\_\_\_\_
- (d) Number of part-time teachers  
(i) Male \_\_\_\_\_  
(ii) Female \_\_\_\_\_

14. Number of teachers staying outside the city/town/village in which the school is located.  
Male \_\_\_\_\_  
Female \_\_\_\_\_

15. (a) Does the school management provide housing facility to teachers  
Yes ( 1 ) No ( 2 )

- (b) If 'yes', number of teachers availing housing facility  
Male \_\_\_\_\_  
Female \_\_\_\_\_

16. Give following information about teachers for the academic session. 1992-93 (excluding teachers appointed for specific period).

- (a) Number of teachers in position at the beginning of the session \_\_\_\_\_
- (b) Number of teachers retired \_\_\_\_\_
- (c) Number of teachers resigned \_\_\_\_\_
- (d) Number of teachers whose services were terminated \_\_\_\_\_
- (e) Number of teachers transferred to take up non-teaching posts (excluding teachers on lien temporarily) \_\_\_\_\_
- (f) Number of teachers who died \_\_\_\_\_

17. Number of teachers exclusively for physical education / physical training / yoga / other similar activities. \_\_\_\_\_

18. Give below the class-wise **enrolment** as on 30.9.1993.

Class	Number of Students					
	All Communities		Scheduled Castes		Scheduled Tribes	
	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
IX						
X						
XI						
XII						
Total						

19. (a). Does the school have Integrated Educational Programme(IEP) for the disabled(handicapped) children?

Yes ( 1 ) No ( 2 )

(b) If 'yes', number of Resource Teachers \_\_\_\_\_

(c) Give below the enrolment of disabled children.

*In column 6, others include children with multiple disabilities, spastics, etc.*

Stage	Number of Disabled Children				
	Visually Impaired	Hearing Impaired	Orthopaedically Handicapped	Mentally Retarded	Others
1	2	3	4	5	6
Primary					
Upper Primary					
Secondary					
Higher Secondary					

20. Does the school have pre-primary classes (including unrecognised also) attached to it?

Yes ( 1 ) No ( 2 )



**PART B**

SIF-I

(To be filled in by Secondary Schools and Higher  
Secondary Schools / Inter Colleges / Junior Colleges / PUC ONLY)

21. (a) Does the school have a librarian ?  
Yes ( 1 ) No ( 2 )
- (b) If 'Yes', she/he is a  
Full-time trained librarian ( 1 )  
Full-time untrained librarian ( 2 )  
Part-time trained librarian ( 3 )  
Part-time untrained librarian ( 4 )
22. (a) Does the school provide educational and vocational  
guidance counselling to students?  
Yes ( 1 ) No ( 2 )
- (b) If 'Yes', does the school provide services of a  
(i) trained guidance counsellor ? Yes (1) No (2)   
(ii) teacher counsellor ? Yes (1) No (2)   
(iii) career master ? Yes (1) No (2)
23. (a) Does the school have provision for teaching of Home Science?  
Yes ( 1 ) No ( 2 )
- (b) If 'Yes', does the school have Home Science laboratory?  
Yes ( 1 ) No ( 2 )
24. (a) Does the school have a swimming pool ?  
Yes ( 1 ) No ( 2 )
- (b) If 'Yes',  
(i) Is it in usable condition ?  
Yes ( 1 ) No ( 2 )   
(ii) Is the facility open to the  
community after school hours ?  
Yes ( 1 ) No ( 2 )

25. (a) Does the school have indoor hall for games ?

Yes ( 1 ) No ( 2 )

(b) If 'Yes',

(i) is it in usable condition ?

Yes ( 1 ) No ( 2 )

(ii) is the facility open to the community after school hours ?

Yes ( 1 ) No ( 2 )

26. (a) Does the school have laboratory facilities for teaching science at the **Secondary stage**?

Yes ( 1 ) No ( 2 )

(b) If 'Yes', which **one** of the following combinations is available ?

Separate laboratories for Physics, Chemistry and Biology ( 1 )

Combined laboratory for Physics, Chemistry and Biology ( 2 )

Combined laboratory for Physics and Chemistry but separate for Biology ( 3 )

**For Schools with Higher Secondary stage**

27. Types of courses available at Higher Secondary stage ( + 2 stage ) only

(a) Arts (Humanities and Social Sciences)

Yes (1) No (2)

(b) Science

Yes (1) No (2)

(c) Commerce

Yes (1) No (2)

(d) Agriculture

Yes (1) No (2)

(e) Vocational/Technical

Yes (1) No (2)

(f) Any other \_\_\_\_\_  
(Please specify)

Yes (1) No (2)

28. Give below the enrolment in Classes XI and XII for the different courses.

**SIT**

Type of Course	XI						XII						
	All		SC		ST		All		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Arts (Humanities and Social Science)													
Science													
Commerce													
Agriculture													
Vocational/ Technical													
Any other (Please specify)													

B - BOYS G - GIRLS

29. If the school has provision of teaching science at the **Higher Secondary** stage,

(a) Does the school have facility to teach the following subject(s) ?

- |                   |         |        |                          |
|-------------------|---------|--------|--------------------------|
| (i) Physics       | Yes (1) | No (2) | <input type="checkbox"/> |
| (ii) Chemistry    | Yes (1) | No (2) | <input type="checkbox"/> |
| (iii) Mathematics | Yes (1) | No (2) | <input type="checkbox"/> |
| (iv) Biology      | Yes (1) | No (2) | <input type="checkbox"/> |

(b) Does the school have qualified teachers exclusively for teaching of the following subject(s) ?

- |                   |         |        |                          |
|-------------------|---------|--------|--------------------------|
| (i) Physics       | Yes (1) | No (2) | <input type="checkbox"/> |
| (ii) Chemistry    | Yes (1) | No (2) | <input type="checkbox"/> |
| (iii) Mathematics | Yes (1) | No (2) | <input type="checkbox"/> |
| (iv) Biology      | Yes (1) | No (2) | <input type="checkbox"/> |

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29. (c) Does the school have

- (i) separate laboratories for Physics, Chemistry and Biology? ( 1 )
- (ii) separate laboratories for Physics and Chemistry but none for Biology? ( 2 )
- (iii) combined laboratory for Physics, Chemistry and Biology? ( 3 )
- (iv) combined laboratory for Physics and Chemistry but none for Biology? ( 4 )
- (v) combined laboratory for Physics and Chemistry but separate for Biology? ( 5 )
- (vi) No laboratory for any of the subjects? ( 6 )



**Signature of Headmaster/Principal**  
Seal

*Manual Scrutiny*

Block/City/Town Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

District Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

STEP

## Sixth All India Educational Survey

### School Information Form - 2 (SIF-2)

(for Recognised Schools only)

1991 Census Codes

State/UT \_\_\_\_\_

District \_\_\_\_\_

C.D. Block \_\_\_\_\_

Tehsil \_\_\_\_\_

City/Town/Village \_\_\_\_\_


(Write name and postal address of the school in ENGLISH CAPITAL LETTERS)

Name of the school \_\_\_\_\_

--	--	--	--

Postal Address \_\_\_\_\_

\_\_\_\_\_ Pin

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

**PLEASE READ THE INSTRUCTIONS GIVEN OVERLEAF  
BEFORE FILLING THIS FORM**

## Instructions

**Introduction** The present educational survey, sixth in the series, is being conducted throughout the country. In this survey data are being collected from each and every village, city/town and school to assess the status of educational facilities and their utilisation.

**School Information Form - 2 (SIF-2)** This Form seeks information about media of instructions, type of school building, incentive schemes, etc. as on 30.9.1993 from recognised schools /Junior colleges/Intermediate colleges/Pre-University colleges not attached to degree colleges. This Form will be completed by the Headmaster/Principal of the school/college.

**Your Help Needed** The quality of the results of this survey depends on the accuracy and completeness of the information to be furnished by you. **Therefore, please fill in each item of this Form carefully and accurately.**

**How to Answer**

(a) Please use the **international numerals** while supplying the information in numbers.

(b) The information collected from you will be computerised by **National Informatics Centre**. Take extra care to read the procedure of supplying the information which is printed in *italics* along with the items.

(c) Most of the items have been provided with two or more alternative responses. Each alternative has been provided with a code. The number in brackets is the code for that response. In addition, a blank box is provided in the right margin for writing the response code.

**Writing the response code in the box is essential.**

In such items, only one alternative is applicable to your school situation. Please put a tick mark in the brackets (✓) of the applicable response and write its code in the box provided on the right-hand side.

**Example:** Management of school

Government	( 1 )
Local body	( 2 )
Private aided	( 3 )
Private unaided	( 4 )

2

In this example, the applicable response is 'Local body', a tick in the bracket has been put against 'Local body' and the code 2 is written in the box.

(d) **In items 2, 3 and 16(a), response is to be given in codes only.** Codes to each alternative response are explained along with the corresponding items. Please select codes as per your school situation and write them at the indicated places.

**Thank you for your cooperation**

## Language Codes

SI-2

<i>Language</i>	<i>Code</i>	<i>Language</i>	<i>Code</i>	<i>Language</i>	<i>Code</i>
Angami	01	Kakbarak	17	Nicobarce	33
Ao	02	Kannada	18	Oriya	34
Arabic	03	kashmiri	19	Oriya (lower)	35
Assamese	04	Khasi	20	Persian	36
Bengali	05	Konkani	21	Portuguese	37
Bhoti	06	Konyak	22	Punjabi	38
Bhutia	07	Laddakhi	23	Rajasthani	39
Bodhi	08	Lepcha	24	Sanskrit	40
Bodo	09	Limboo	25	Sema	41
Dogri	10	Lotha	26	Sindhi	42
English	11	Malayalam	27	Tamil	43
French	12	Manipuri	28	Telugu	44
Garó	13	Marathi	29	Tibetan	45
Gujarati	14	Maithili	30	Urdu	46
German	15	Mizo	31	Zeliang	47
Hindi	16	Nepali	32	<b>Others</b>	<b>99</b>

## School Information Form - 2

## 1. Stages of education in the school :

- |                      |           |          |                      |
|----------------------|-----------|----------|----------------------|
| (a) Primary          | Yes ( 1 ) | No ( 2 ) | <input type="text"/> |
| (b) Upper Primary    | Yes ( 1 ) | No ( 2 ) | <input type="text"/> |
| (c) Secondary        | Yes ( 1 ) | No ( 2 ) | <input type="text"/> |
| (d) Higher Secondary | Yes ( 1 ) | No ( 2 ) | <input type="text"/> |

## 2. Write code for medium/media of instruction at different stages of education.

- *Medium of Instruction is the language through which subjects other than languages are taught.*
- *There can be more than one medium of instruction at each stage of education. Give codes for as many media as applicable (maximum 4) to your school situation.*
- *The language codes are given on page 3.*

Stage of Education	Number of Media of Instruction	Medium/Media of Instruction (Write language code in box)			
Primary		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Upper Primary		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Secondary		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Higher Secondary		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## 3. Write code for language taught as first, second and third language at different stages of education.

*For each first/second/third language, there is provision for 4 languages. Write language codes (given on page 3) as many as applicable to your school situation.*

## (a) Primary Stage

Language Status	Number of Languages	Language(s) Taught (Write language code in box)			
First Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Third Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



**(b) Upper Primary Stage**

Language Status	Number of Languages	Language(s) Taught (Write language code in box)			
First Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Third Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**(c) Secondary Stage**

Language status	Number of Languages	Language(s) Taught (Write language code in box)			
First Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Third Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**(d) Higher Secondary Stage**

Language Status	Number of Languages	Language(s) Taught (Write language code in box)			
First Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Language		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Major portion of school building is

Owned (1)

Rented (2)

Rent-free (3)

5. (a) Total area of the school campus \_\_\_\_\_ sq. m.  
Conversion : 1 sq. ft. = 1/10 sq. m. (approx.)

(b) Total covered area of the school building covering all the floors \_\_\_\_\_ sq. m.

6. (a) Does the school require additional classrooms?  
 Yes ( 1 ) No ( 2 )
- (b) If 'Yes', number of additional classrooms required (or in case of schools running in open space or tents, write total number of rooms required)
- (c) How can additional classrooms be added, if required?
- (i) Using available land Yes ( 1 ) No ( 2 )
- (ii) Constructing additional storeys on the existing building Yes ( 1 ) No ( 2 )
7. School premises is generally used for
- (i) Another school/college Yes ( 1 ) No ( 2 )
- (ii) Adult education/functional literacy classes Yes ( 1 ) No ( 2 )
- (iii) Non-formal education centre for children of school-going age Yes ( 1 ) No ( 2 )
- (iv) Other educational purposes Yes ( 1 ) No ( 2 )
- (v) Any other purpose Yes ( 1 ) No ( 2 )
8. Give information about blackboards, furniture for teachers and furniture for students.  
 ( Please check : col. 5 + col. 6 + col. 7 = col. 2 )

Stage	Number of Sections	Number of Usable Blackboards	Number of Sections having Furniture for Teachers	Number of Sections having		
				Adequate Mats/ Furniture for Students	Inadequate Mats/ Furniture for Students	No Mats/ Furniture for Students
1	2	3	4	5	6	7
Primary						
Upper Primary						
Secondary						
Higher Secondary						

9. For storing records does the school have
- (a) Almirah(s)? Yes ( 1 ) No ( 2 )
- (b) Trunk(s)/Box(es) Yes ( 1 ) No ( 2 )
10. (a) Does the school have adequate supply of chalks? Yes ( 1 ) No ( 2 )
- (b) Does the school have adequate number of dusters? Yes ( 1 ) No ( 2 )
11. (a) Does the school have a library ? Yes ( 1 ) No ( 2 )
- (b) If 'Yes', mention the total number of books in the library \_\_\_\_\_
- (c) If the school has a library, are dictionaries available? Yes ( 1 ) No ( 2 )
12. (a) Does the school subscribe to newspaper(s)? Yes ( 1 ) No ( 2 )
- (b) Does the school subscribe to magazine(s)/journal(s)? Yes ( 1 ) No ( 2 )
13. Does the school have a textbook bank? Yes ( 1 ) No ( 2 )
- Yes ( 1 ) No ( 2 )
14. Does the school have contingency fund? Yes ( 1 ) No ( 2 )
15. (a) Does the school have playground facility? Yes ( 1 ) No ( 2 )
- (b) If 'Yes', is playground facility
- (i) exclusively for the school? Yes ( 1 ) No ( 2 )
- (ii) in usable condition? Yes ( 1 ) No ( 2 )
- (iii) adequate? Yes ( 1 ) No ( 2 )
- (iv) within school premises? Yes ( 1 ) No ( 2 )

16. (a) Give information regarding games and sports played and availability of material for those games in your school.

*In each column, write 1 for 'Yes' and 2 for 'No' for every game /sport as applicable.*

Games and Sports	Whether Played (Write 1 for yes and 2 for No)	Whether Material Available (Write 1 for Yes and 2 for No)
i) Football		
ii) Hockey		
iii) Cricket		
iv) Basketball		
v) Volleyball		
vi) Badminton		
vii) Shotput		
viii) Javelin		
ix) Hammer		
x) Discus throw		
xi) Gymnastics		
xii) Athletics		
xiii) Kho Kho		
xiv) Kabbadi		
xv) Archery		

(b) Percentage of time assigned for sports and games in a week in the school time-table.

Nil (1)

Up to 5% (2)

6-10% (3)

11-15% (4)

Above 15% (5)







23. Give below the age-wise enrolment of children belonging to **Scheduled Castes** as on 30.09.1993 :

Class	Number of Students of Age (in years)												Total		
	4 to below 6		6 to below 11		11 to below 14		14 to below 16		16 to below 18		18 and above		Boys	Girls	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I															
II															
III															
IV															
V															
VI															
VII															
VIII															
IX															
X															
XI															
XII															
Total															





25. Give below the class-wise repeaters as on 30.9.1993.

*Repeater: A student who was in the same class in the previous year*

Class	Number of Repeaters					
	All Communities		Scheduled Castes		Scheduled Tribes	
	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
IX						
X						
XI						
XII						
Total						

26. Give below **fee charged** per student per annum :

Item of Information	Annual Fee (in Rs) Charged at			
	Primary Stage	Upper Primary Stage	Secondary Stage	Higher Secondary Stage
1	2	3	4	5
(a) Admission fee				
(b) Tuition fee				
(c) Library fee				
(d) Laboratory fee				
(e) Building fund				
(f) Games fee				
(g) Student welfare fund				
(h) Others				
Total				

27. Give below the **income** of the institution during the year 1992-93 :

Source	Income (in Rs)	
	Recurring	Non-recurring
(a) Government grants	(i) Government	
	(ii) Local body	
(b) Management's contribution		
(c) Fees		
(d) Donations		
(e) Endowments		
(f) Parent Teacher Association (PTA)		
(g) Community		
(h) Others		
Total		

28. Give below the Recurring expenditure of your institution during the year 1992-93.

<i>Item of Recurring Expenditure</i>	<i>Amount (in Rs)</i>
(a) Salaries of teaching staff	_____
(b) Salaries of non-teaching staff	_____
(c) Audio-visual Aids	_____
(d) Library, Books and Magazines	_____
(e) Rent	_____
(f) Maintenance	_____
(g) Contingencies	_____
(h) Games and Sports	_____
(i) Others	_____
<b>Total</b>	_____

29. Give below the Non-recurring expenditure of your institution during the year 1992-93.

<i>Item of Non-recurring Expenditure</i>	<i>Amount (in Rs)</i>
(a) Construction	_____
(b) Furniture	_____
(c) Office Equipment	_____
(d) Laboratory Equipment	_____
(e) Purchase of Land	_____
(f) Games and Sports	_____
(g) Others	_____
<b>Total</b>	_____

Signature of Headmaster/Principal  
Seal

**Manual Scrutiny**

Block/City/Town Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

**District Level**

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**Sixth All India Educational Survey**

**Teacher Information Form (TIF)**

1991 Census Codes

State/UT \_\_\_\_\_  
District \_\_\_\_\_  
C.D. Block \_\_\_\_\_  
Tehsil \_\_\_\_\_  
City/Town/Village \_\_\_\_\_


**(Write name and postal address of the school in ENGLISH CAPITAL LETTERS)**

Name of the school \_\_\_\_\_

--	--	--	--

Postal Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Pin 

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

Name of the teacher

--	--	--

**PLEASE READ THE INSTRUCTIONS GIVEN OVERLEAF  
BEFORE FILLING THIS FORM**

## Instructions

**Introduction** The present educational survey, sixth in the series, is being conducted throughout the country. In this survey data are being collected from each and every village, city/town and school to assess the status of educational facilities and their utilisation.

**Teacher Information Form (TIF)** This Form seeks information relating to educational qualifications, experience, specialisation and other activities of the teachers **as on September 30, 1993**. All full-time teachers, voluntary teachers, contractual teachers and other similar teachers are to fill this Form.

**Your Help Needed** The quality of the results of this survey depends on the accuracy and completeness of the information to be furnished by you. Therefore, please answer the questions carefully and accurately.

**How to Answer** (a) Please use the **international numerals** while supplying the information in numbers.  
(b) The information collected from you will be computerised by the **National Informatics Centre**.  
(c) In most of the items two or more alternative responses have been provided. Each alternative has been provided with a Code. Within the brackets is the code for that response. In addition, a blank box is provided in the right margin.

**Writing the response code in box is essential for computerisation.**

In such items, only one alternative is applicable to your school situation. Put a tick mark in the brackets (✓) of the applicable response and write its code in the box provided in the right margin.

**Example:** Management of school

Government	( 1 )
Local body	( 2 )
Private aided	( 3 )
Private unaided	( ✓ )

4
---

In this example the applicable response is 'Private Unaided'. A tick in the bracket has been put against 'Private Unaided' and the code 4 is written in the box.

(d) Certain terms need elaboration and explanation. These are given below. Please read these before answering the questions.

**Thank you for your cooperation**

***Definitions and Explanation***

**Item 3**

**Permanent** teachers are those who are working against regular posts and have received the orders from the concerned authority declaring them Permanent.

Teachers working against regular posts but who have not been given written orders as Permanent will be treated as **Temporary**.

The teachers who are working against a Non-regular (temporary) posts, will be treated as **Ad-hoc**.

## Teacher Information Form (TIF)

1. Stage at which teaching predominantly.

*Choose the stage at which you are devoting maximum time per week. If you are teaching at more than one stage and you are devoting equal time at two or three stages, then please choose the highest stage at which you are teaching.*

- Primary (1)
- Upper Primary (2)
- Secondary (3)
- Higher Secondary/ PUC./Intermediate or Equivalent (4)

2. Working as

- Full-time Teacher (1)
- Voluntary/Contractual Teacher (2)
- Part-time Teacher (3)

3. Tenure of service

- Permanent (1)
- Temporary (2)
- Ad-hoc (3)

4. Give your highest academic qualification

- Below Secondary (1)
- Secondary (2)
- Higher Secondary/ PUC/Intermediate or Equivalent (3)
- Graduate or Equivalent (4)
- Post-graduate or Equivalent (5)
- M. Phil./Ph. D. (6)
- Any other (Please specify) (7)

5. (a) Are you a

- trained teacher? (1)
- deemed trained teacher? (2)
- untrained teacher? (3)

(b) If trained teacher, give your highest professional qualification

- J.V./J.B.T. or Equivalent (1)
- S.V./C.T./S.B.T. or Equivalent (2)
- L.T./B.T./B.Ed. or Equivalent (3)
- M.Ed. (4)



5. (c) Other training(s) in
- |                                  |                |                          |
|----------------------------------|----------------|--------------------------|
| (i) Vocational Education         | Yes (1) No (2) | <input type="checkbox"/> |
| (ii) Fine Arts                   | Yes (1) No (2) | <input type="checkbox"/> |
| (iii) Music/Dance                | Yes (1) No (2) | <input type="checkbox"/> |
| (iv) Physical Education/Yoga     | Yes (1) No (2) | <input type="checkbox"/> |
| (v) Home Science                 | Yes (1) No (2) | <input type="checkbox"/> |
| (vi) Computer Science            | Yes (1) No (2) | <input type="checkbox"/> |
| (vii) Any other (Please specify) | Yes (1) No (2) | <input type="checkbox"/> |

6. Are you teaching the subject(s) in which you took your Post-graduate degree(s)?

Yes (1)	No (2)	Not Applicable (3)	<input type="checkbox"/>
---------	--------	--------------------	--------------------------

7. (a) Have you studied science?

Yes (1)	No (2)	<input type="checkbox"/>
---------	--------	--------------------------

(b) If Yes, up to what level?  
Choose the highest applicable level

- |   |     |                          |
|---|-----|--------------------------|
| Below Secondary                                     | (1) |                          |
| Secondary   | (2) |                          |
| Higher Secondary/ PUC/Intermediate<br>or Equivalent | (3) |                          |
| B.Sc.   | (4) |                          |
| M.Sc.   | (5) |                          |
| M.Phil./Ph.D.                                       | (6) | <input type="checkbox"/> |

8. (a) Are you teaching science?

Yes (1)	No (2)	<input type="checkbox"/>
---------	--------	--------------------------

(b) If Yes, up to what level?  
Choose the highest applicable level

- |   |     |                          |
|---|-----|--------------------------|
| Primary   | (1) |                          |
| Upper Primary                                       | (2) |                          |
| Secondary   | (3) |                          |
| Higher Secondary/ PUC/Intermediate<br>or Equivalent | (4) | <input type="checkbox"/> |

9. (a) Have you studied **mathematics**?

Yes (1)

No (2)

(b) If Yes, up to what level?

*Choose the highest applicable level*

Below Secondary

(1)

Secondary

(2)

Higher Secondary/ PUC/Intermediate

(3)

or Equivalent

B.Sc.

(4)

M.Sc.

(5)

M.Phil./Ph.D.

(6)

10. (a) Are you teaching **mathematics**?

Yes (1)

No (2)

(b) If Yes, up to what level?

*Choose the highest applicable level.*

Primary

(1)

Upper Primary

(2)

Secondary

(3)

Higher Secondary/ PUC/Intermediate

(4)

or Equivalent

11. Are you

Male

(1)

Female

(2)

12. Category you belong to

Scheduled Castes (SC)

(1)

Scheduled Tribes (ST)

(2)

Other Backward

Communities (OBC)

(3)

General (other than SC/ST/OBC)

(4)

13. Age (in complete years as on 30.9.1993) \_\_\_\_\_

14. Total teaching experience  
(in complete years as on 30.9.1993)

\_\_\_\_\_

15. Have you attended any in-service training/refresher course  
(of not less than two weeks duration) during 1992-93?

Yes (1)

No (2)

Teacher's signature: \_\_\_\_\_

**Manual Scrutiny**

Block/City/Town Level

Date of Scrutiny

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

**District Level**

Date of Scrutiny

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

## Sixth All India Educational Survey

**College Information Form (CIF)**  
(for Degree Colleges having Classes XI and XII)

1991 Census Codes

State/UT \_\_\_\_\_  
District \_\_\_\_\_  
C.D. Block \_\_\_\_\_  
Tehsil \_\_\_\_\_  
City/Town/Village \_\_\_\_\_


(Write name and postal address of the college in ENGLISH CAPITAL LETTERS)

Name of the College \_\_\_\_\_

--	--	--	--

Postal Address \_\_\_\_\_

\_\_\_\_\_ Pin 

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**PLEASE READ THE INSTRUCTIONS GIVEN OVERLEAF  
BEFORE FILLING THIS FORM**

## **Instructions**

**Introduction** The present educational survey, sixth in the series, is being conducted throughout the country. In this survey data are being collected from each and every village, city/town and school to assess the status of educational facilities and their utilisation.

**College Information Form (CIF)** This Form seeks information from Degree Colleges about enrolment in Classes XI and XII as on 30.9.1993. This Form will be completed by the Principal of the college.

**Your Help Needed** The quality of the results of this survey depends on the accuracy and completeness of the information to be furnished by you. **Therefore, please fill in each item of this Form carefully and accurately.**

**How to Answer** (a) Please use the **international numerals** while supplying the information in numbers.  
(b) The information collected from you will be computerised by **National Informatics Centre.**

**Thank you for your cooperation**

**Q12**

1. Please supply the enrolment in Classes XI and XII only.

Type of Course	XI						XII					
	All		SC		ST		All		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts (Humanities and Social Science)												
Science												
Commerce												
Agriculture												
Vocational/Technical												
Any other												
Total												

B-BOYS G-GIRLS

Signature of Principal  
Seal

Manual Scrutiny

Block/City/Town Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

District Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**Sixth All India Educational Survey**

**Educational Finance Form (EFF)**

*(This form is to be filled by the District Education/Survey Officer in charge of the Sixth Survey at the District.)*

1991 Census Codes

State/UT \_\_\_\_\_

District \_\_\_\_\_


**PLEASE READ THE INSTRUCTIONS GIVEN OVERLEAF  
BEFORE FILLING THIS FORM**

## **Instructions**

**Introduction** In the case of fees charged from students in private aided schools, it is presumed that in all schools the fees will be same at respective school stages like government schools in the entire district.

**Educational Finance Form (EFF)** The total recurring and non-recurring expenditure at the district level separately for government and private schools may please be given.

**How to Answer** (a) Please use the **international numerals** while supplying the information in numbers.

(b) The information collected from you will be computerised by the **National Informatics Centre**. Take extra care to read the procedure of supplying the information which is printed in *italics* below the item.

**Note:** The information about Local Body Schools is to be included in the information about government schools.

**Thank you for your cooperation**





2. Please give the total income received at the district level during the year 1992-93.

Sl. No.	Source	Income in Rupees		
		Government Schools	Private Aided Schools	Total
1	2	3	4	5
1.	Government grants			
2.	Management Contribution			
3.	Total Fee			
4.	Donations			
5.	Endowments			
6.	Others			
7.	Total			

3. Please give below the total recurring expenditure incurred up to Higher Secondary stage of education in the district during 1992-93.

Sl. No.	Items of Expenditure	Income in Rupees		
		Government Schools	Private Aided Schools	Total
1	2	3	4	5
1.	Salary of teaching staff			
2.	Salary of Non-teaching staff			
3.	Purchases for library			
4.	Purchases for laboratories on consumable articles			
5.	Rent			
6.	Maintenance			
7.	Games and sports			
8.	Contingency			
9.	Others			
10.	Total			

4. Please give the total non-recurring expenditure incurred up to Higher Secondary stage of education in the district during 1992-93.

Sl. No.	Source	Total Non-recurring Expenditure		
		Government Schools	Private Aided	Total
1	2	3	4	5
1.	Construction			
2.	Office equipment			
3.	Furniture			
4.	Laboratory equipment			
5.	Land			
6.	Games and sports			
7.	Others			
8.	Total			

*Manual Scrutiny*

District Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by \_\_\_\_\_

Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

## Sixth All India Educational Survey

### Educational Statistics - A Flash (ESF)

(Provisional as on 30.9.1993)

ESF

State/UT \_\_\_\_\_

District \_\_\_\_\_

C.D. Block \_\_\_\_\_

Tehsil \_\_\_\_\_

City/Town \_\_\_\_\_

1991 Census Codes


(To be compiled at C.D. Block/Town)

**A. Educational Facilities in Rural Habitations**  
(Source : VIF)

1. Total Number of Habitations
2. Number of Habitations having Primary stages in them
3. Number of Habitations having Upper Primary stages in them
4. Number of Habitations having Secondary stages in them
5. Number of Habitations having Higher Secondary stages in them

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**B. Schools (Source : SIF-1/CIF)**

<i>Type of School</i>	<i>Number of Schools</i>		
	<i>Rural</i>	<i>Urban</i>	<i>Total</i>
1	2	3	4
Primary			
Upper Primary			
Secondary			
Higher Secondary			
Degree Colleges having Classes XI and XII			

**C. Enrolment (Source : SIF1/CIF)**

Class	Area	Enrolment		
		Boys	Girls	Total
1	2	3	4	5
I	Rural			
	Urban			
II	Rural			
	Urban			
III	Rural			
	Urban			
IV	Rural			
	Urban			
V	Rural			
	Urban			
VI	Rural			
	Urban			
VII	Rural			
	Urban			
VIII	Rural			
	Urban			
IX	Rural			
	Urban			
X	Rural			
	Urban			
XI	Rural			
	Urban			
XII	Rural			
	Urban			
Total	Rural			
	Urban			

**D. Teachers (Source : SIF-1)**

Type of School	Area	Number of Teachers		
		Male	Female	Total
1	2	3	4	5
Primary	Rural			
	Urban			
Upper Primary	Rural			
	Urban			
Secondary	Rural			
	Urban			
Higher Secondary	Rural			
	Urban			
Total	Rural			
	Urban			

Signature of the  
Block Education Officer  
Seal

*Manual Scrutiny*

Block/City/Town Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

District Level

Date of Scrutiny \_\_\_\_\_

Scrutinised by Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

NIEPA



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