

GUIDELINES FOR SURVEY OFFICERS

EIGHTH ALL INDIA SCHOOL EDUCATION SURVEY (8<sup>th</sup> AISES)

NCERT



**EIGHTH ALL INDIA SCHOOL EDUCATION SURVEY  
(8<sup>th</sup> AISES)**

# **Guidelines For Survey Officers**

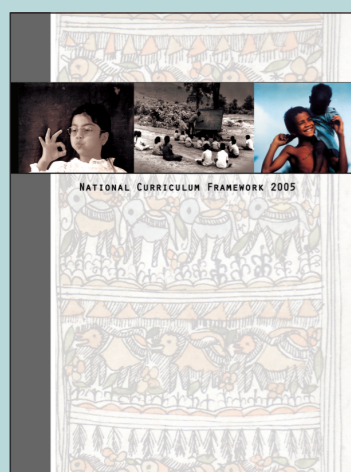
**Prepared by  
Department of Educational Surveys and Data  
Processing, NCERT**

**In collaboration with  
National Informatics Centre,  
Ministry of Communication and Information Technology**



एन सी ई आर टी  
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**राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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### **AN IMPORTANT NOTE**

The 8<sup>th</sup> All India School Education Survey has various phases such as planning, training of staff, data collection, manual scrutiny, and preparation of data for their transcription on magnetic media. These activities are interlinked. Therefore, poor work in one of these phases may well ruin the Survey in which everything else is done well.

The Survey, being a gigantic operation, is to be executed by a large number of persons at the national, state, district and CD block/town levels. For smooth conduct of the Survey, it is important to maintain uniformity in execution at all the levels. It will help in maintaining the quality as well. It is, therefore, necessary that the guidelines contained in this document are adhered to while

- imparting training to field staff,
- planning and executing every phase of the Survey.

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## **Contents**

Chapter 1	:	Introduction	1
Chapter 2	:	Concepts and Definitions	5
Chapter 3	:	Tools	11
Chapter 4	:	Organisation of the Survey	17
Chapter 5	:	Training of Survey Officers	24
Chapter 6	:	Coding Procedure	27
Chapter 7	:	Maintenance of Registers	34
Chapter 8	:	Manual Scrutiny of Forms	36
Chapter 9	:	Handling of forms	49
Chapter 10	:	Checking and Correction of Errors	52
Chapter 11	:	Monitoring of Survey Activities	53

### **APPENDICES**

I	Formats for Registers
II	Letter Formats for Transfer of Forms
III	Formats for Progress Reports
IV	Survey Time Schedule
V	National Level Project Coordinator
VI	Directors of Survey
VII	State Survey Officers
VIII	State Informatics Officers
IX	Tools to be used in the Survey



# CHAPTER 1

## INTRODUCTION

### Significance of the Survey

After independence of the country, systematic and planned efforts were needed to fulfill the national commitment enshrined under Article 45 of the Constitution for providing free and compulsory education for children upto the age of 14 years. Certain basic inputs such as identification of school-less habitations, their population and distance at which schooling facility is available were required for making planned efforts in the direction of fulfilling the said commitment. The First All India Educational Survey (AIES), undertaken in 1957 by the then Union Ministry of Education provided this information by covering all the States/UTs. Since then six more surveys have been undertaken by the National Council of Educational Research and Training (NCERT) which provided basic inputs for planning new schools, upgrading existing schools, and also for enhancing the essential facilities in them. In addition, these surveys have also provided inputs to make schools more attractive as well as to provide quality education. Therefore, contribution of these education surveys in macro as well as micro-level planning of school education is recognised as quite significant. It may be pertinent to mention that, over a period of time, these surveys have acquired important status and are considered major source of educational statistics by different organisations at the national and international levels. The seventh in the series of AIESs was renamed as 7<sup>th</sup> All India School Education Survey (7<sup>th</sup> AISES ) to specifically indicate its scope i.e., School Education.

The proposed Survey is eighth in the series of AISESs. Its date of reference is **30<sup>th</sup> September 2009**. The proposed eighth AISES data would be useful for monitoring of implementation and assessing the impact of SSA, to provide Universal access, enrolment, retention and improvement of quality in elementary education and planning for Universalisation of Secondary Education.

### Objectives of the Survey

In school education, lots of changes have taken place since 2002 in terms of schooling facilities and growth in enrolment due to various initiatives such as SSA. The objective of the survey is to develop the database to calculate and analyze a set of educational indicators for:

- (i) describing the current status of School education system at different levels with respect to access, enrolment, retention, participation in school process and achievement,

- (ii) assessing the progress of educational development and indirectly the success of policies, programmes and project interventions by tracking the direction and magnitude of change in the values of the indicators over time, and identifying problems or deficiencies in the system for necessary intervention, and
- (iii) assessing equity in educational opportunities and achievements across relevant levels and sub-populations of the education system for possible interventions needed to remove disparity by administrators, policy makers and researchers.

The objectives will be met by collecting data on the aspects broadly listed hereunder:

- (i) Availability of schooling facility for primary, upper-primary, secondary and higher secondary stages within the habitations (including SC/ST) in different population slabs. In case the facility is not within the habitation, the distance at which available.
- (ii) Availability of basic facilities in the recognised schools such as building, classrooms, drinking water, electricity, urinals, lavatories, incentive schemes and beneficiaries, medical check-up and vaccination/inoculation of students.
- (iii) Class-wise enrolment (Total, SC, ST, OBC, EBMC ñ Muslim) and children with disabilities by sex in primary, upper primary, secondary and higher secondary stages of recognised schools.
- (iv) The number of children with disabilities along with degree of disability in primary, upper primary, secondary and higher secondary schools.
- (v) The subject-wise enrolment and availability of teachers at higher secondary stage, availability of laboratories and library, physical education teachers, librarian, guidance counselor, non-teaching staff in the recognized secondary and higher secondary schools.
- (vi) The position of teachers (by sex and SC/ST/OBC) with academic and professional qualifications at different school stages in recognised schools.
- (vii) Distribution of recognised schools in regard to languages taught and languages used as medium of instruction.
- (viii) Enrolment and teachers in primary/upper primary classes of unrecognised schools.
- (xi) The position of enrolment and instructors in schools/centres under Education Guarantee Scheme & Alternative and Innovative Education (EGS&AIE).
- (x) Number of children and teachers by sex in pre-primary schools.
- (xii) The position of enrolment and teachers in oriental schools, viz., *Maktabs*, *Madrasas* and *Sanskrit Pathshalas*.
- (xiii) Class-wise enrolment by single age, new entrants, promotees, and repeaters in the context of UEE.

### **Operational Aspects of the Survey**

At the national level three organisations, namely, union Ministry of Human Resource

Development (MHRD), National Council of Educational Research & Training (NCERT) and National Informatics Centre (NIC) are involved. The MHRD is to provide funds for the survey and administrative support for its efficient execution. The NCERT is to share the responsibility of providing all academic inputs, management and coordination of survey activities right from planning of the survey to dissemination of outcomes/reports. The NIC will be responsible for all computerisation activities of the survey and their coordination. Data entry of filled-in forms will be done by MIS unit of SSA at the district level.

A Steering Committee under the Chairmanship of Education Secretary (School Education, MHRD) will have representatives from MHRD, NCERT, NIC, RGI, NSSO, CSO and States/UTs. This committee will guide and monitor the progress of the survey and take administrative decisions from time to time.

To provide academic and administrative support in the execution of the survey and to monitor the progress of the survey, an Advisory Committee has been constituted at the national level. This Committee is chaired by the Director, NCERT and Head of the Department of Educational Surveys & Data Processing (DES&DP) is the ex-officio member-convener.

A State Survey Unit is created in every State/UT and the State Survey Officer (SSO) will be responsible for execution of all survey activities. Further in the case of states, District Survey Unit is to be created in each district. Whereas in case of UTs District Survey Units are not to be created and the work at the district level will be executed by the State Survey Unit. District Survey Officer (DSO) will be responsible for all the survey activities in the district. Data entry work will be undertaken at the district level with the help of MIS Unit under District Project Coordinator (SSA). Block/Town level Education Officer at the Block/town level will be responsible for data collection with the help of Headmasters/Principals/Enumerators. The data collection in case of Class I cities is to be organised at the Ward level. A Headmaster/Principal will be made in-charge of the ward for this purpose. Block/Town level officers will be responsible for providing complete and error free data by undertaking manual scrutiny with the assistance of teachers.

Every State Government and Union Territory Administration will constitute a State level Monitoring and Review Committee for providing administrative and operational support to the State Survey Unit. This Committee will be headed by the principal secretary/commissioner of Education/secretary of the State Government/UT Administration. In order to have close coordination between state and national teams, NCERT and NIC HQ are to be represented on this Committee. The State Survey Officer is the member-convenor of the Committee.

**The first task of the survey is to prepare a comprehensive, up-to-date list of recognised schools for each block/town (ward in class I cities).** This list will be of great help in distribution of survey tools and receiving them back after they are filled-in. Prior to data collection every state has to develop a comprehensive plan for training at various levels, regarding data collection and manual scrutiny of data. Activities to be undertaken after completion of data collection and data scrutiny are transcription, validation and processing of data. Responsibility for accomplishing these activities lies with the DSO in close contact with DPC (SSA). DIO(NIC) would be responsible for proper

functioning of softwares to be used for the activities concerned. State Survey Units will be providing necessary support. For ensuring complete and error free data, exercise of data validation is to be undertaken at MIS unit of SSA at the district level.

For estimating extent of response error on some important items, the internal evaluation is to be undertaken after dispatch of filled-in tools for data processing. This will be done by undertaking iPost Enumeration Survey<sup>1</sup> on a sample of recognized schools from sampled districts of country. In addition to the data items for internal evaluation of the survey, data on attendance of teachers will also be collected from these sampled schools to assess the situation of teachers' absenteeism. The iPost Enumeration Survey<sup>1</sup> will be conducted by specially trained enumerators by personally visiting the selected schools and collecting data from school records. The Guidelines containing methodology, sampling design, tool for data collection, etc., will be made available separately.

As per the Survey Time-Schedule at Annexure-IV, the translation, printing and dispatch of tools have to be completed by the end of November 2009. The training of District Survey Officers has to be completed within the month of December 2009-January, 2010. The collection of data is to be carried out during months of January-February, 2010. Further, the Flash Statistics are to be released on priority basis latest by June, 2010 and Final Statistics to be released by the end of March 2011.

The periodical monitoring of utilisation of funds by the NIC and States/UTs is necessary. Therefore, statement of expenditure at the end of every quarter in the prescribed proforma is to be submitted to NCERT by NIC and all the State Survey Units.

## **CHAPTER 2**

### **CONCEPTS AND DEFINITIONS**

The concepts and definitions of some important terms to be used in the 8<sup>th</sup> AISES are given below.

#### **1. Urban Area**

All areas which were identified as urban at the time of the Census 2001 or subsequently notified to be so are to be treated as urban.

#### **2. Rural Area**

Areas that are not urban shall be treated as rural.

#### **3. Community Development Block (C.D. Block)**

C.D. Block connotes the Block under the community project administration. In this survey the C.D. Block (not educational) is the lowest administrative and planning unit for organisation of fieldwork and tabulation of data. In states where the scheme of Community Development Blocks is not in vogue, Tahsil/Taluka/Mandal or their equivalent will be the unit for the purpose of this survey.

#### **4. Village**

Village refers to **revenue village**, which has definite surveyed boundaries. The revenue village may comprise several hamlets but the entire village will be treated as one unit for presentation of data. In the unsurveyed areas like settlements within the forest areas, each habitation area with locally recognised boundaries within each forest range officer's area will be treated as a separate village. A village with no population is to be termed as Bechirag or deserted or uninhabited.

#### **5. Rural Habitation**

- (a) 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 not less than 10 in hilly/desert/sparsely populated areas. In case there exists more than one such cluster of houses in a village, they will not be treated as separate habitations unless the convenient walking distance between them is more than 200 meters.
- (b) Any habitation with population less than 25 in plain areas or with population less than 10 in hilly/desert/sparsely populated 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.**

- (c) A village may have one or more than one habitation, except when it is a deserted/ Bechirag village.

## **6. Distance of a School from Rural Habitation**

The **distance** between a habitation and a school is the convenient walking distance between the central point of the habitation and the school.

## **7. Recognised School**

A recognised school is that in which the course(s) of study followed is/are prescribed or recognised by the Government (Central/State) 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 Corporation/Committees, Board, etc., with regard to its standard of efficiency. It runs regular classes and sends candidates for public examination, if any.

## **8. Unrecognised School**

Unrecognised school is that which is not recognized but running classes on the pattern of recognized school. This does not include coaching centres.

## **9. Management of School**

The authority, which runs a school, determines its type of management. For the purpose of the survey the following managements have been considered.

*Government* : A Government School is that which is run by the State Government or Central Government or Public Sector Undertaking or an Autonomous Organisation completely financed by the Government.

*Local Body* : A Local Body School is that which is run by Panchayati Raj or local body institutions such as Zilla Parishad, Municipal Corporation, Municipal Committee, Notified Area Committee and Cantonment Board.

*Private Aided* : A Private Aided School is that which is run by an individual or a private organisation and receives grant from government or local body.

*Private Unaided* : A Private Unaided School is that which is managed by an individual or a private organisation and does not receive any grant either from government or local body.

## **10. Type of School**

*Boysí School* : Boysí school is that in which boys are admitted to all classes and admission of girls is restricted to some specific classes.

*Girls' School* : Girls' school is that in which girls are admitted to all classes and admission of boys is restricted to some specific classes.

*Co-educational School* : Co-educational school is that in which both boys and girls are admitted to all classes in the school.

## 11. School Stage

Combination of classes for different school stages differs from state to state. Various combinations of classes of the school system constitute primary, upper primary, secondary and higher secondary stages.

Generally, in most of the states classes I-IV/I-V constitute **primary** stage; classes V ñ VII/ VI-VII/ VI-VIII constitute **upper primary** stage; classes VIII-X/IX-X constitute **secondary** stage; and classes XI-XII as **higher secondary** stage.

Some of the States and Union Territories have provision for junior colleges, independent Pre-University Classes (PUC), intermediate colleges and degree colleges having the higher secondary classes. In this survey, these classes/colleges will be considered along with the higher secondary stage.

## 12. School Category

School category will be determined **as per state pattern** on the basis of the highest class in a school.

For example, in a state where classes I - V, VI-VIII, IX-X and XI- XII form primary, upper primary, secondary and higher secondary stages respectively the category of the school will be decided as follows:

A school having classes up to V will be termed as **Primary school**.

A school having highest class either VI, VII or VIII will be termed as **Upper primary school**.

A school having highest class either IX or X will be termed as **Secondary school**.

A school having highest class either XI or XII will be termed as **Higher Secondary school**.

## 13. 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 is more than one Section in a class they are labelled as Section A, Section B, Section C and so on.

**Example:** If there are 110 students in class VI, they may be placed into three groups of 40, 40 and 30. These groups may be labelled as Section VI-A, Section VI-B and as Section VI-C.



#### **14. Mother Tongue**

Mother tongue(s) are the languages of the home, street, neighbourhood, peer group, and kinship networks.

#### **15. Medium of Instruction**

Medium of instruction is the language through which subjects other than languages are taught.

#### **16. School Building**

*Pucca Building* : A school building is to be treated as pucca if it has its walls and roof made of the following materials.

*Wall Material*: Burnt bricks, stones (duly packed with lime or cement), cement concrete or timber, plywood, bamboo, artificial wood of synthetic material and PVC.

*Roof Material* : Tiles, G.I./metal/asbestos sheets, concrete, bricks, stones, timber, bamboo, plywood, artificial wood of synthetic material and PVC.

*Partly Pucca Building*: A school building is to be treated as partly pucca if it has its walls made of the above mentioned material but roof is made of the materials other than those mentioned above such as bamboos, grass, thatch, etc.

*Kuchcha Building* : School building, the walls and/or roof of which are made of materials other than those mentioned above such as unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones is to be treated as kuchcha building.

#### **17. Repeaters**

Repeaters are those pupils who were studying in the same class during the previous year.

#### **18. Alternative Schools (AS)**

Schools set up in unserved habitations (with no schooling facilities within one km) under the Education Guarantee Scheme (EGS) component of the EGS&AIE Scheme to provide education to out of school children are termed as **Alternative Schools**. EGS schools in the States of Madhya Pradesh, Orissa, Uttar Pradesh; Maavadi in Andhra Pradesh; Multi-grade learning centers in Kerala; Shishu Shiksha Karamsuchi Kendras in West Bengal; Contract schools in Maharashtra; Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan are some of the examples of Alternative Schools.

#### **19. Alternative & Innovative Education (AIE) Centres**

The centres set up for very specific, difficult groups of out of school children for mainstreaming or otherwise, under the AIE component of the EGS&AIE scheme, are termed as Alternative & Innovative Education Centers. Some of the examples of AIE Centres are seasonal hostels for migrating children, condensed bridge courses/ back to

school camps for mainstreaming out of school children and to achieve competencies appropriate for their age in a short period, residential camps/drop-in centers for street and slum children.

## **20. Education Volunteers**

The persons appointed for teaching in Alternative Schools/ AIE Centres on a fixed remuneration are called Education Volunteers (EVs).

## **21. Pre-Primary Education Facility**

Pre-primary education facility covers Balwadi/Anganwadi, Nurseries, Kindergarten and other such Pre-primary classes attached to schools.

## **22. Para-teachers**

Para-teachers are those teachers who have been appointed in primary and upper primary schools either on contract and / or on terms and conditions different from the regular teacher cadre.

A few examples of a Para Teachers are Vidya Volunteers in Andhra Pradesh, Nagar Shikshak/Panchayat Shikshak/Prakhand Shikshak in Bihar, Rehbar -E-Taleem/Contact teacher/Third Teacher/Substitute to Zonal Resource Persons in J & K, Samvida Shikshak in M.P., Shiksha Sevak in Maharashtra, Shiksha Sahayak in Orissa, Shiksha Sahayogi in Rajasthan, Shiksha Mitra in U.P. & Uttrakhand, Shiksha Karmi in Chattisgarh, Additional Parateacher, Lady Para teacher, Para Physical teacher in Jharkhand etc.

## **23. Special Educators**

Teachers having Certificate/Diploma/Degree in special education recognized by Rehabilitation Council of India.

## **24. Disability**

Disability may be defined as any restriction or lack of abilities to perform an activity in the manner or within the range considered normal for a human being. Persons having any of the disabilities, namely, visual, intellectual, communication (hearing and / or speech) and locomotors, will be considered physically disabled.

*Visual Impairment:* A person having no light perception, or having light perception but not able to count the fingers of a hand correctly (using the glasses if ordinarily used) from a distance of 3 metres in good day light with both eyes open.

*Hearing Impairment:* A person, who can not hear at all, or could hear only loud sounds, or can hear only shouted words, or can hear only when the speaker is sitting in the front, or usually asking to repeat the words spoken or would like to see the face of the speaker.

*Orthopaedic ( Locomotor) Disability:* Loss or lack of normal ability of an individual to move himself / herself and / or objects from one place to another.

*Intellectual Impairment (Mental Retardation):* A condition of arrested or incomplete development of mind of a person which is specially characterised by sub-normality of intelligence.

*Multiple Impairment:* Children with more than one disability will be classified under Multiple Impairment categories.

## **CHAPTER 3**

### **TOOLS**

Keeping in view the objectives of the Survey, the following schedules have been developed:

<b>Name of the Tool</b>	<b>To be Canvassed in</b>
1. Village Information Form (VIF)	All villages
2. Urban Information Form (UIF)	All urban Areas
3. School Information Form-1: (SIF-1)	All recognised primary and upper primary schools
4. School Information Form-2: (SIF-2)	All recognised secondary and higher secondary schools
5. College Information Form (CIF)	All degree colleges with classes XI and XII
6. State Policies and Practices in School Education (SPPSE)	All States and Union Territories
7. Post Enumeration School Information Form (PESIF)	Sample Schools

Detailed instructions on various items have been provided in these forms to help the respondents to give correct information.

#### **Village Information Form (VIF)**

Information will be collected through this form in respect of all villages, which are in existence as on September 30, 2009. The following aspects have been covered in the VIF.

1. Actual/estimated population of the village as on 30<sup>th</sup> September 2009.
2. Category-wise number of recognised schools.
3. Actual/estimated population in various habitations of the village.
4. Number of schools available within the habitations.
5. Habitations predominantly populated by Scheduled Castes and Scheduled Tribes.

6. Distance at which the schooling facilities for primary, upper primary, secondary and higher secondary stages are available for each habitation.
7. Availability of Village Education Committee (VEC).
8. Number of unrecognised schools; school-wise & class-wise(I-VIII) enrolment number of teachers in unrecognized school.
9. Number of alternative schools; class-wise enrolment by sex; number of education volunteers.
10. Number of AIE centers, enrolment by sex in different age-groups; number of education volunteers.
11. Number of Sanskrit Pathshalas, Maktabs/Madrasas following system of general education; classes taught; stage-wise enrolment by sex; number of teachers.
12. Number of Maktabs/Madrasas not following system of general education; enrolment by sex in different age-groups; number of teachers.
13. Number of Pre-primary Schools/Balwadis/Anganwadis/ECCE Centres; number of children enrolled; number of teachers.

At the end of VIF a detachable Flash Statistics sheet is attached which contains information about availability of schooling facility, number of unrecognized schools having upper primary classes and enrolment in them at primary and upper primary stages. This sheet is to be filled from the information already supplied in the VIF.

### **Respondent**

Village Information Form (VIF) is to be filled by the Principal/Headmaster of the recognised school in the village. In case there is more than one recognised school in a village, the Principal/Headmaster of the school having the highest class will fill up the form. However, if the village has no such school, the form may be filled by the Headmaster of the school located in the nearest village.

While filling this form help may be taken from the village level officer (Patwari/Village Level Worker) or some knowledgeable person who has the information about the village.

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

This form is to be filled for each of the urban areas. **However, in case of class I cities this form is to be filled for each Ward separately.** The aspects on which information will be collected in this form are:

1. Actual/estimated population of the City/Town/Ward as on September 30, 2009.
2. Category-wise number of recognised schools.
3. Number of unrecognised schools; school-wise & class-wise(I-VIII) enrolment number of teachers in unrecognized school.
4. Number of AIE centres, enrolment by sex in different age groups; number of education volunteers.

5. Number of Sanskrit Pathshalas, Maktabas/Madrasas following system of general education; classes taught; stage-wise enrolment by sex; number of teachers.
6. Number of Maktabas/Madrasas not following system of general education; enrolment by sex in different age groups; number of teachers.
7. Number of Pre-primary Schools/Balwadis/Anganwadis/ECCE Centres; number of children enrolled; number of teachers.

**Respondent**

This form is to be filled by the concerned Education Officer of the city/town. In case of class I cities a Principal/Headmaster of a school in each ward will be assigned the responsibility of filling the UIF.

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

This form is to be canvassed in all recognised primary and upper primary schools. The aspects covered in this form include:

1. Name and complete postal address, telephone no., mobile no. and email of school.
2. Location, category and management of school.
3. Type of school ñ Boys/Girls/Co-educational.
4. Religious Minority Status
5. Classes taught in the school.
6. Provision of teaching through mother tongue of the children at primary stage.
7. Medium/media of instruction at primary and upper primary stages.
8. Languages taught at primary stage.
9. Type of school building.
10. Ownership of building.
11. Total number of rooms along with number of rooms used for teaching purposes; additional classrooms required.
12. Total covered area; covered area used for teaching purposes.
13. Boundary wall/fencing; garden and its area.
14. Basic amenities like drinking water, urinals and lavatories.
15. Playground, its condition; Games and Sports played and availability of sports material.
16. Housing facility to teachers.
17. Medical check-up and vaccination/inoculation of students.
18. Teaching staff in the school: number of teaching posts sanctioned; number of full-time teachers, para/contract teachers and part-time teachers; qualification

- of full-time and para/contract teachers teaching at different stages; stage-wise number of trained and untrained teachers; stage-wise number of teachers who attended in-service training.
19. Age-group wise and sex-wise teachers in school.
  20. Subject-wise teachers at upper primary stage.
  21. Stage-wise and sex-wise number of children with disabilities; degree of disability; availability of instructional materials and infrastructural facilities.
  22. Availability of Inclusive Education for Disabled Children; infrastructural facilities; equipments and instructional materials.
  23. Schools having pre-primary classes attached to them; number of teachers and children enrolled in pre-primary classes.
  24. Class-wise enrolment separately for all communities, Scheduled Castes, Scheduled Tribes, Other Backward Castes (OBC) and EBMC (Muslim)
  25. Enrolment by single year age in classes I to VII/VIII
  26. Annual examination results of terminal classes of primary and upper primary stages in the year 2008-09.
  27. Mid-Day Meal Scheme, its form, availability of Kitchen cum Store, Kitchen devices (utensils etc) and water for cooking purpose.
  28. Availability of incentive schemes (other than Mid-day Meal) and number of beneficiaries by SC/ST/OBC/EBMC (Muslim)

At the end of the schedule a detachable Flash Statistics sheet is to be filled from the information already supplied in the SIF-1.

### **Respondent**

This form is to be filled by the Headmaster of the school.

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

This form is to be canvassed in all recognised secondary and higher secondary schools. In addition to the aspects covered in SIF-1 given at Sl. No. 1 to 28, the information on the following aspects will also be collected through SIF-2

1. Pre-vocational course(s) at the secondary stage; number of pre-vocational teachers and total enrolment by sex.
2. Number of teachers exclusively for physical education/physical training/yoga.
3. Availability of school library; number of books in the library; availability of trained/untrained librarian.
4. Non-teaching staff.



5. Educational and vocational guidance facility to students.
6. Number of computers; printers available with school, internet connectivity, LAN.
7. Equipments and materials like Television set, Cable TV connection, Audio/Video cassettes, link-up facility with EDUSAT.
8. Availability of laboratory facility for science, mathematics, social science and pre-vocational subject at secondary stage.
9. Subject-wise enrolment and availability of teachers in the academic stream at the higher secondary stage.
10. Availability of vocational course(s) at +2 stage; vocational area-wise enrolment and availability of teachers.
11. Availability of laboratories for various subjects at the higher secondary stage.

At the end of the schedule a detachable Flash Statistics sheet is to be filled from the information already supplied in the SIF-2.

### **Respondent**

This form is to be filled by the Principal of the school.

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

CIF is to be canvassed in all degree colleges with classes XI and XII. Through this form, information will be collected on the following aspects.

1. Name and complete postal address of college.
2. Location and management of college.
3. Enrolment in classes XI and XII for all communities, Scheduled Castes, Scheduled Tribes, OBC and EBMC (Muslim)
4. Number of children with disabilities enrolled in classes XI and XII, degree of disability of such students, availability of infrastructural facilities, equipments and infrastructural materials to such students.
5. Annual Examination results for the academic session 2008-09.
6. Number of computers; printers available with school, internet connectivity, LAN,
7. Subject-wise enrolment and availability of teachers in the academic stream for classes XI and XII.
8. Availability of vocational stream/ course(s); vocational area-wise enrollment and availability of teachers.

At the end of the schedule a detachable Flash Statistics sheet is to be filled from the information already supplied in the CIF.

**Respondent**

This form is to be filled by the Principal of the college.

**State Policies and Practices in School Education (SPPSE)**

The information sought through this form relates to some aspects of policy and practices on school education in the state. The following aspects are covered in this form.

1. Stage-wise structure of school education.
2. Policy and norms for opening Primary/Upper Primary Schools.
3. Requirements for admission of children to class I: minimum age, maximum age, date and month of attaining the required age.
4. Conduct of external examination at primary and upper primary stages.
5. Duration of academic session.
6. Working days in an academic session.
7. Availability of different incentive schemes; students' category covered.
8. Availability of different types of scholarships; students' category covered.
9. Types of scholarship offered in State/UT.
10. Health and Physical Education as part of school curriculum
11. Sports policy for schools, Sports fee charged per month.
12. Programme/Scheme on education of girl child.
13. Minimum prescribed qualifications for recruitment of teachers at different stages; Pay scales of different categories of teachers.
14. Policy and norms for appointing Science and Mathematics teachers at Upper Primary stage.
15. Norms/Criteria for providing teachers in schools.
16. Policy in state to employ Para-teachers in the schools: designation, qualification and monthly emoluments.
17. State norms on leave admissible to regular teachers.
18. Category of children covered under Education Guarantee Scheme and Alternative and Innovative Education (EGS&AIE) in the State/UT.
19. State policy on teaching of languages at different stages; medium of instructions; most common medium of instructions; class at which English is introduced as a language in school.

**Respondent**

This form is to be filled by the State Survey Officer.

## **CHAPTER 4**

### **ORGANISATION OF THE SURVEY**

The Survey covers all the States and Union Territories of the country. There will be three levels of organisations namely, National, State and District involved in conducting this Survey. At the National level the National Council of Educational Research and Training (NCERT) will have the responsibility of providing necessary academic inputs and coordinating all the activities of the Survey. The National Informatics Centre (NIC) will collaborate and share the responsibility of computerisation of survey data. Also, in 8<sup>th</sup> AISES, for the first time SSA infrastructure in the States/UTs will be performing the data entry work at District/Block level. The Union Ministry of Human Resource Development will make available the finances and necessary administrative support for the smooth execution of the Survey.

At the state level, State Survey Unit (SSU) is established at the headquarters of each State and Union Territory for execution of the Survey and coordination of all activities in respect of the State/UT. In each state a District Survey Unit (DSU) for every district is established to undertake the responsibility of the execution of the Survey for that district. The Block Education Officer (BEO) will carryout the Survey work at the Block level. **There will be no DSU in a Union Territory.** Data entry of filled-in forms will be done by MIS units of SSA at the district level. District Project Coordinator (SSA) will ensure the completion of data entry with the help of MIS coordinator.

The roles and functions to be performed by different organisations at National, State, District and Block level are specified in the subsequent sections. Before undertaking the Survey activities there are certain essential steps which needs to be completed at the State, District and Block level. They are as under:

#### **Updation of list of District/Town/Block**

It has been decided to use the complete list of towns/villages with coding scheme as followed by the Registrar General of India (RGI) in Population Census 2001. However, after the conduct of Population Census, there are many changes in the districts, blocks, villages, wards and towns by way of creation of new districts or blocks or towns or change in the name of the districts, block or town or change in the status of a town or notification of creating a new town, etc., which have taken place. Therefore, it is necessary that the list of villages/towns with codes of Census 2001 is updated by making necessary changes that have taken place between the last Census and the date of reference of 8<sup>th</sup> Survey i.e. 30<sup>th</sup> September, 2009. The list as stated above will be made available by NCERT to each State Survey Unit which in turn will forward it to DSU and BEO for updation as on 30<sup>th</sup> September 2009. After updation the list will be sent back to NCERT. NCERT will then assign the codes to the new administrative units and send the list again to the State Survey Unit (SSU), so that the updated location codes are placed on each of the schedules (forms).

### **Preparation of list of Schools**

Before undertaking the work of data collection from the schools it is necessary that the comprehensive and up-to-date list of all the recognised schools is available. The Block Education Officer has the responsibility of getting such list revised in rural areas. In case of cities/towns, the Town Level Education Officer will be responsible for updating list of recognised schools excluding Class-I cities. In case of Class-I cities these lists will be revised for each Ward by the designated principal/headmaster of the Ward. It is important to note that each recognised school will have a unique code within block/town/ward. The scheme of coding for location codes has been discussed in a separate chapter.

### **Data Collection**

After training of the Field Staff at various levels, the data collection will commence. The State Survey Unit may use media including newspaper, T.V. and Radio prime time for soliciting cooperation in supplying the information to the survey workers. After receipt of the blank forms (schedules), Block/Town Level Education Officers will get the location codes filled-in on the cover page of each form. These forms will be distributed to the villages and schools for collection of data with the help of revised list. The Education Officers at Block and town levels will ensure that they have received all filled-in forms as per list. Further, all the filled-in forms need to be manually scrutinised as per instructions given in Chapter 8 for complete and consistent information. It is necessary that the staff of District Survey Unit and State Survey Unit will also undertake manual scrutiny on the sample basis to ensure quality of the filled-in forms.

### **Release of Flash Statistics**

One of the features of this Survey is to release important statistics in quickest possible time. For this purpose, detachable Flash Statistics sheet has been attached with each VIF, SIF-1, SIF-2 and CIF. Items pertaining to Flash Statistics in these forms are to be scrutinised first on priority basis by the Block/Town level officers. They will ensure that location codes and information given in these sheets are correct and consistent. In case of Class I towns, the Headmaster/Principal in-charge of the Ward will ensure that these sheets are intact and location codes are properly filled in. After scrutiny at Block/Town level, these sheets will be detached and sent to DSO in two bundles. One bundle will contain VIF sheets from all Blocks and the other bundle will contain SIF-1, SIF-2 and CIF sheets from all C.D. Blocks and Towns. The DSO will ensure that both the bundles from each Block/Town are received and handed over to District Project Coordinatore (DPC) of SSA for data entry by the MIS unit of SSA. Data entry of flash sheets will be done on priority basis.

After despatch of Flash Statistics sheets and complete scrutiny of the data, the filled-in forms are to be properly packed at the Block/Town level and despatched to the DSO for handing them over to DPC (SSA). DPC (SSA) will maintain the proper records and submit the progress to DSO. DSO will get updated status of form collection on the AISES website. The data will be entered by using Data Entry Software, which shall be

provided by NIC. After ensuring the completion of data entry, the same will be validated by using validation software. A list of errors generated will be made available to the District Survey Officer for rectification. After rectification, necessary corrections will be made and validation software shall be run till the zero error is arrived. The same will then be communicated to SSO and will be uploaded on NIC server by DPC (SSA). The tabulation of the data will be undertaken by NIC. The State Survey Unit will provide necessary support for smooth completion of state tables. The State Survey Unit will generate the State Survey Reports (Tables) through the web based software.

In case in a district, if DSO and DPC is the same Officer-in-Charge, the role of DSO and DPC will vest with the same officer and his office.

### **Role of Different Organisations/Departments**

While performing the activities of the Survey the various organisations have to shoulder the responsibility for smooth and timely completion of the survey. The roles to be performed by the NCERT, NIC, State Survey Unit, District Survey Unit, District Project Unit of SSA and Block/Town Level Officers are listed below:

#### **Role of the NCERT**

- Providing academic guidance, coordination, management and monitoring of the progress of the Survey;
- Coordination of computerisation related activities with NIC and SPD (SSA);
- Release of funds to NIC and to States/UTs;
- Maintenance of survey accounts;
- Development of the tools and instructions for filling the tools;
- Development of Guidelines for Survey Officers;
- Development of checks for manual scrutiny of the filled-in forms;
- Printing of the Guidelines for Survey Officers;
- Printing of tools (English & Hindi versions);
- Despatch of material to States/UTs;
- Development of tabulation plan;
- Development of scrutiny checks for data validation on computers;
- Training of State Survey Officers in the execution of survey activities;
- Providing academic support to the State Survey Officers in conducting training programme for the District Survey Officers;
- Scrutiny of the filled-in forms on sample basis;
- Development of scrutiny checks for tables;
- Scrutiny of the State and National level tabulations;
- Preparation and printing of national level survey reports; and

- Making available of database on certain items to NIC to be put on website.

### **Role of the NIC**

- Management and coordination of computer related activities with the States/UTs/DPC (SSA);
- Development and maintenance of monitoring software and hosting it on website;
- Development of Technical Manual and User Manual;
- NCERT will provide the up-to-date lists of States, Districts, Blocks, Villages, Towns, Wards and Schools with complete addresses, for development of software;
- Render tools computer worthy;
- Drafting of chapters on computerisation aspects for the Guidelines for Survey Officers;
- Impart training to State and District level officers in computerisation aspect of the Survey;
- Development of different software;
- Implementation of software for data entry, validation and tabulation (Report Generation) and providing technical support towards completion of the work;
- Making available complete database on CDs to NCERT and states;
- Development of retrieval system; and
- Making available database on some selected items on NCERT's website.

### **Role of the State Survey Unit (SSU)**

- Supervision, monitoring and control of survey operations in the state;
- Coordination with NCERT, NIC and State Project Director (SPD) of SSA;
- Coordination with SPD (SSA) and state NIC officials for monitoring activities;
- State Survey Unit should have the following records at the state level:
  - a. Postal addresses, telephone/mobile numbers and email addresses of the DSOs and DPC (SSA) in the state;
  - b. Latest district-wise list of C.D. Blocks and towns along with the codes;
  - c. Block-wise list of villages for each district alongwith the codes;
  - d. List of Wards in Class I cities;
  - e. Latest Block/ Town-wise lists of recognised primary, upper primary, secondary and higher secondary schools/ Intermediate Colleges/ Junior Colleges/ PU Colleges. In Class I cities this list will be prepared Ward-wise; and
  - f. District-wise list of Degree Colleges having classes XI and XII;
- Translation into regional language and printing of Survey tools (VIF, SIF-1

- and SIF-2). The remaining tools (UIF, CIF, and SPPSE) in English will be made available to SSO by the NCERT;
- Training 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 forms on sample basis in each district;
  - Ensuring reconciliation of errors in the data at the district level during the computer validation stage;
  - Checking and validation of State/District tabulations;
  - Development of Block, District and State tables and making it available to NCERT and other concerned agencies;
  - Preparation of the State Survey Report;
  - Maintaining database, State and District tables and reports for future reference and use;
  - Maintaining the survey accounts and submitting it quarterly to NCERT; and
  - Submitting finalised accounts to NCERT before disbanding of the Survey Unit.

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

- Guiding, supervising and monitoring the survey work in the district;
- Coordination of the survey related work with the Blocks/ Towns and State HQ and DPC (SSA);.
- District Survey Unit should have the following records at the district level.
  - a. Latest district-wise list of C.D. Blocks and towns along with the codes;
  - b. Block-wise lists of villages for district alongwith the codes;
  - c. List of Wards in Class I cities, if any;
  - d. Latest Block/ Town-wise lists of recognised primary, upper primary, secondary and higher secondary schools/ Intermediate Colleges/ Junior Colleges/ PU Colleges. In Class I cities this list will be prepared Ward-wise; and
  - e. District-wise list of Degree Colleges having Classes XI and XII.
- Receiving Survey material from the SSO and supplying the same to the Block/ Town level officers for data collection;
- Training of the Block/Town/Ward (in Class I cities) level officers at the District HQ;
- Handing over of Flash Statistics sheets to District Project Coordinator of SSA for data entry;
- Submission of progress reports to SSO/NCERT;



- Scrutiny of 10% of filled-in forms at the district level;
- Handing over of filled-in forms to the District Project Coordinator of SSA for data entry;
- Reconciliation of errors reported by DPC (SSA)
- Maintenance of registers for proper handling of forms; and
- Maintenance of Survey accounts and submitting the same to SSO.

#### **Role of the District Project Coordinator of SSA**

- Receipt of filled-in forms for data entry from DSO and maintainance of inventory;
- Installation of data entry and validation software received from DIO(NIC)/DSO;
- Management and coordination of data entry related activities with the DSO and DIO;
- Coordination and monitoring progress of the data entry activities of Survey and providing feedback to DSO;
- Running of validation software, generating and handing over error reports to DSO;
- Correction of errors after reconciliation of the same by DSO;
- Transfer of validated district level data to NIC for updating database; and
- Handling over filled-in forms to DSO after transfer/ uploading of validated data.

#### **Role of the Block/ Town Level Education Officers**

- Supervision and monitoring of survey activities at the Block/Town level;
- Preparation of list of recognised primary, upper primary, secondary and higher secondary schools/ Intermediate Colleges/ Junior Colleges/ PU Colleges and Degree Colleges having Classes XI and XII. In class I cities, ward-wise list will be prepared;
- Procurement of list of Wards in class I cities;
- Procurement of lists of villages and codes from District Survey Officer and getting these entered on each form before distribution to schools;
- Preparation of the following lists required for filling up the UIF/VIF: -
  - a. unrecognised schools;
  - b. Maktabas/ Madrasas/ Sanskrit Pathshalas following system of general education;
  - c. Maktabas/ Madrasas not following system of general education;
  - d. centres under Education Guarantee Scheme and Alternative & Innovative Education (EGS & AIE), and
  - e. Pre-primary schools including pre-primary classes attached to unrecognised schools.

In the case of Class-I cities, such lists will be prepared for each Ward by the incharge of the Ward.

- Training of teachers for filling the forms;
- Maintenance of registers for distribution, receipt, manual scrutiny and despatch of filled-in forms to DSO;
- Scrutiny of items pertaining to Flash Statistics on priority basis and preparation of bundles of Flash Statistics sheets separately for VIF, SIF-1, SIF-2 and CIF and submit the same to DSO;
- Manual scrutiny of all the filled-in forms to ensure complete coverage and correctness of the information; and
- Handing over of all the filled-in forms to the DSO for onward transmission to the District Project Coordinator (SSA) for data entry.

# **CHAPTER 5**

## **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 8<sup>th</sup> Survey is to be organised at four levels viz. at the national level for State Survey Officers (SSOs), at the state level for District Survey Officers (DSOs), at the district level for Block/Town (wards in class I cities) Level Officers, and at the block/town level for the concerned teachers/headmasters involved in data collection. The training of survey officers at each level should be conducted comprehensively and uniformly throughout the country. Any deviation in training at the State, District or C.D. Block/Town level will adversely affect the quality of results and also the time-schedule of the survey. The objective of the training is to prepare field staff in implementation of survey activities as per specifications given in the guidelines. Computer and NICNET facilities will be used in the eighth survey for efficient processing, tabulation of data, dissemination of information and monitoring the progress. For successful computerisation of data, it is imperative that prescribed records and registers are maintained properly. In addition to the discussion on concepts and definitions, data items and strategy of data collection, the following aspects need to be emphasised in the training:

1. entering of location codes and response codes for obtaining valid and reliable data,
2. use of international numerals for writing numerical response and codes,
3. manual scrutiny of filled-in forms for ensuring complete and consistent data, and
4. maintenance of records and handling of forms.

The above aspects are necessary for successful completion of the Survey.

### **Training Strategy**

The training in each state will be organised at the State, District and Block/ Town (Ward in class I cities) Level, whereas in the case of Union Territories only one training of two days duration will be organised for all the persons involved in the Survey.

#### **State level Training**

*Duration* ñ two to three days

*Participants* ñ District Survey Officers, Assistant State Survey Officers, Statistical Assistants

*Resource Persons* ñ 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.

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*Material to be brought by DSOs*

- (i) Block/Town/Ward-wise up-to-date lists of recognised schools.
- (ii) Up-to-date lists of C.D. Blocks, Villages, Towns and Wards.

*Contents*

- (i) Organisation of Survey
- (ii) Role and functions of Assistant State Survey Officers/District Survey Officers and Statistical Assistants.
- (iii) Discussion on Survey tools.
- (iv) Coding procedure.
- (v) Scrutiny procedure of Flash Statistics sheets in VIF, SIF-1, SIF-2 and CIF.
- (vi) Procedure of handing over of Flash Statistics sheets to District Project Coordinator (SSA).
- (vii) Manual scrutiny of the filled-in forms.
- (viii) Maintenance of records and registers.
- (ix) Procedure of handing over of filled-in forms to District Project Coordinator (SSA).
- (x) Monitoring and submission of progress report to SSO/NCERT.

*Material to be supplied to DSOs*

- (i) Printed Survey Tools
- (ii) Guidelines for Survey Officers
- (iii) One copy of the duly checked list of towns/cities/wards (in class I cities) along with their codes.

**Training at the District Level**

*Duration* ñ Two days

*Participants* - Block/Town Level Education Officers, Principals (or their nominees) of Kendriya Vidyalaya/Sainik Schools/Navodaya Vidyalayas, Degree Colleges having classes XI and XII and other recognised schools affiliated to CBSE and other examining bodies. In case of class I cities the designated Headmaster/Principal incharge of the ward will also attend the training programme.

*Resource Persons* - District Survey Officer will conduct the training and Assistant State Survey Officer may provide him necessary help.

*Material to be brought by Block /Town/Ward (in Class I cities) Level Officers*

- (i) List of recognised Primary, Upper Primary, Secondary, Higher Secondary schools, junior colleges/PU colleges and Degree colleges having Classes XI and XII.

- (ii) Lists of unrecognised schools; Maktabas/Madrasas/Sanskrit Pathshalas following system of general education; Maktabas/Madrasas not following system of general education; centres under Education Guarantee Scheme and Alternative & Innovative Education (EGS & AIE); and Pre-primary Institutions required for filling up Urban Information Form (UIF).

### *Contents*

- (i) Role and functions of Block/Town/Ward (in Class I cities) level education officers.
- (ii) Discussion on Survey tools.
- (iii) Coding procedure and filling up of codes on the cover page of the forms.
- (iv) Detachable Flash Statistics sheets in VIF, SIF-1, SIF-2 and CIF.
- (v) Manual scrutiny of detachable Flash Statistics sheets at block/town/ward level.
- (vi) Handing over of Flash Statistics sheets to DSO.
- (vii) Manual scrutiny of the filled-in forms at block/town/ward level.
- (viii) Maintenance of records and registers.
- (ix) Handing over of filled-in forms to DSO.

### *Material to be supplied to Block/Town Level Education Officers*

- (i) Printed Survey tools.
- (ii) A copy of Guidelines for Survey Officers.
- (iii) Codes ñ Block, City/Town/Wards in class I cities.

### **Training at the Block/Town (Ward in Class I Cities) level**

*Duration* ñ One day

*Participants* - Teachers/Headmasters/Principals responsible for filling the forms.

*Resource Persons* - Block/Town (Ward in class I Cities) Level Officer will conduct the training and District Survey Officer may provide necessary help.

### *Contents*

- (i) Discussion on survey tools.
- (ii) Procedure of filling the forms.
- (iii) Detachable Flash Statistics sheets in VIF, SIF-1, SIF-2 and CIF.

### *Material to be supplied to Teachers/Headmasters/Principals.*

- (i) VIF, SIF-1, SIF-2 and CIF concerning to them.

# CHAPTER 6

## CODING PROCEDURE

In the 8<sup>th</sup> All India School Education Survey, data pertaining to school education will be collected from various units like, villages, towns, schools by canvassing the following tools.

- i Village Information Form (VIF)
- i Urban Information Form (UIF)
- i School Information Form ñ 1 (SIF-1)
- i School Information Form ñ 2 (SIF-2)
- i College Information Form (CIF)

The information collected through above mentioned tools is to be computerised for tabulation and storage for future use. It is therefore necessary to supply the information in the coded form. The coded information is of two types, i.e., (i) location codes, and (ii) response codes.

The **location code** is a unique number by which villages, urban areas, recognised schools, and colleges of the country can be identified. The location code identifies State/ Union Territory, District, Tahsil, C.D. Block, City/Town/Village and Ward (in class I cities). **Therefore, the location codes are to be written on the cover page of every tool in advance before distribution. In addition, the same codes are to be written on the detachable flash statistics sheets of VIF, SIF-1, SIF-2 and CIF.**

**Response codes** are generally of two types ñ one in quantitative and other in qualitative form (for example, the enrollment in a school is quantitative and types of building is qualitative). In the later case the response code to suitable applicable response is to be given in the box against the item. Instructions about response codes are specified in the schedules. The instructions should be followed while answering the items.

### **Location Code**

Every location code adopted from Census 2001, has been assigned a fixed number of digits. On the cover page of every tool, location codes are to be filled up in the contiguous boxes as per **Master List**. The following table shows the number of digits of the code and displays the length of every code in the form of contiguous boxes. In each box only one digit is to be written. The location codes of State/UT, District, Tahsil, C.D. Block, Village/City and Ward (in case of class I cities only) will be provided. In case of villages and schools of rural areas, Ward code will be ë000í. Similarly in case of Towns and schools of urban areas, the code for Tahsil and CD Block will be ë0000í.

Location	No. of Digits	Boxes on the cover page
State/UT	2	<input type="text"/> <input type="text"/>
District	2	<input type="text"/> <input type="text"/>
Tehsil	4	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
C.D. Block	4	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
City/Town/Village	8	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Ward(in class I cities)	3	<input type="text"/> <input type="text"/> <input type="text"/>
School	4	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

## 1. Procedure for Updating of school directories

The list of schools prepared for the Seventh All India School Education Survey is required to be updated for the Eighth All India School Education Survey with reference date as **30<sup>th</sup> September 2009**. The list of schools is to be updated separately for each block, town (other than class I cities), and ward in class I city.

### 1.1 Updating Codes for Recognised Schools in Rural Areas

The list of recognized schools in rural areas for the Seventh All India School Educational Survey was prepared in September 2002 and all the recognized schools in rural areas were allocated codes. The School Codes were unique within a C.D. Block and were initialised from 00011 for each C.D. Block, in order of primary, upper primary, secondary and higher secondary/inter colleges/pre university course/junior colleges/degree colleges with classes XI and XII. Now this list needs to be updated for each CD Block. The BEO will update the list of schools including the name of district/block/village and its code, where the school is located.

This list containing all the schools as on **30<sup>th</sup> September 2002** in rural areas has been provided to all States/UTs. The list for recognized schools in rural areas is in the following format.





In the above table the columns 14-16 are additional columns added to the list (prepared in September,2002) of schools in rural areas. The column 14 is meant for registering changes in the administrative units, Column 15 is meant for registering change in the school category and column 16 is meant for registering change in school existence status. In this list check the name of district, block and village in which your school falls. In case you come across any change in spellings of these units, then change accordingly.

If the particular school now falls in a new district/block/village, then write 'Y' in column 14.

If there is a change in the category of the school then write the code for the new category in column 15 (Primary-1; Upper Primary-2; Secondary-3; Hr. Secondary-4; Degree college/PUC/Intermediate ñ 5).

If a particular school is closed then write 'Y' in column 16.

The list of schools needs to be updated by completing the table given below. The information about schools falling in new administrative units i.e. new district/block/village after **30<sup>th</sup> September 2002** and before **30<sup>th</sup> September 2009**, has to be reported in this table (please ensure that, all the schools which have been marked as 'Y' in the Column 14 of above list are reported along with new administrative unit details in the following format).

**List of Schools in Rural Area opened/shifted  
after 30<sup>th</sup> September 2002 and up to 30<sup>th</sup> September 2009**

State Code	State	District Code*	District	Block Code*	Block	Village Code*	Village	School Code*	School Name	School Add.	Area Code	School Category Code
1	2	3	4	5	6	7	8	9	10	11	12	13

*\* If it is a new District/Block/Village/School then leave the column blank.*

List out the schools in the new districts/ blocks created after **30<sup>th</sup> September 2002** by adding the schools in this list in order of their school category. It means that all the new primary schools may be written first followed by new upper primary, new secondary, new higher secondary and new degree colleges. Also list out new schools opened after **30<sup>th</sup> September 2002** and before **30<sup>th</sup> September 2009** in existing district/block/village and leave the school code column blank in column 9. The NCERT will allot codes to the new schools. Write complete name of the school in column 10, school address in column 11, area code in column 12; write 1 in for rural area and 2 for urban area, school category in column 13 (Primary-1; Upper Primary-2; Secondary-3; Hr. Secondary-4; Degree college /PUC/ Intermediate ñ 5).

## **1.2 Updating of lists for Recognised Schools in Cities/Towns/Wards**

The list of recognised schools in towns/class I cities was also prepared in September

2002. The school codes were unique within a town and in case of class I city, the school codes were unique within a ward. The school codes were initialized from 0001 in order of primary, upper primary, secondary, higher secondary/inter colleges/pre university course/junior colleges/degree colleges with classes XI and XII. The Town level Education Officer needs to update the list of schools in the city/town.

This list containing all the schools as on **30<sup>th</sup> September 2002** in urban areas has been provided to all States/UTs. The list for recognized schools in urban areas is in the following format.

**List of Schools in Urban Area  
(As on 30<sup>th</sup> September 2002)**

State Code	State	District Code	District	Town Code	Town	Ward Code	School Code	School Name	School Address	Area Code	School Category Code	If the School falls in the new administrative unit District/Block/ Write (Y)	If School Category change write New Category	If School closed Write (Y)
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

This list contains all the schools as on **30<sup>th</sup> September 2002** in the city/town. The list for recognized schools in urban areas had 12 columns. The columns 13-15 are added to the list of schools in urban areas. The column 13 is meant for registering changes in the administrative units, Column 14 is meant for registering change in the school category and column 15 is meant for registering change in school existence status.

In this list, please check the name and code of district, town and ward in which the schools fall. In case you come across any change in spellings of these units, then change accordingly. If the particular school now falls in a new district/town/ward then write 'Y' in column 13 of the above list. If there is a change in the category of the school then write the code for the new category in column 14 (Primary-1; Upper Primary-2; Secondary-3; Hr.Secondary-4; Degree college/PUC/Intermediate ñ 5).

If a particular school is closed then write Y in column 15 of List .

List out the schools in the new districts/towns/wards created after **30<sup>th</sup> September 2002** by adding the list of schools in the following format in order of their school category. It means that all the new primary schools may be written first followed by new upper primary, new secondary, new higher secondary and new degree colleges. If the school now falls in a new district/town/ward then provide its previous code of 2002 in column 9, In case of new school opened after **30<sup>th</sup> September 2002** and before **30<sup>th</sup> September**

**2009** leave the school code column blank in column 9. The NCERT will allot codes to the new schools. Write complete name of the school in column 10, school address in column 11, area code in column 12, write 1 in for rural area and 2 for urban area (please ensure that, all the schools which have been marked as 'Yi' in the Column 13 of above list are reported along with new administrative unit details in the following format).

**List of Schools in Urban Area opened/shifted  
after 30<sup>th</sup> September 2002 and upto 30<sup>th</sup> September 2009**

State Code	State	District Code*	District	Town Code*	Town	Ward Code*	Ward Name	School Code*	School Name	School Add.	Area Code	School Category Code
1	2	3	4	5	6	7	8	9	10	11	12	13

\* If it is a new District/Town/Ward/School then leave the column blank.

*Example 1:* The location codes for a school on the cover page of VIF, SIF-1, SIF-2 and CIF in rural area is to be filled up as shown below

Location	Boxes on the cover page	Remarks
State/UT	0 5	If the State code is 05
District	1 7	If the District code is 17
Tehsil	0 0 1 2	If the Tehsil code is 0012
C.D. Block	0 0 0 9	If the C.D. Block code is 0009
City/Town/Village	0 0 0 1 5 1 0 0	If the village code is '00015100'
Ward(in class I cities)	0 0 0	As the school does not belong to class I town the <b>Ward code</b> will be entered as '000'
School	0 0 5 3	If the school code is 0053

**Note:** All the location codes are copied from the master list of schools in rural area.

*Example 2 :* The location codes for a school in class I city is to be filled up as shown below

Location	Boxes on the cover page	Remarks
State/UT	0 5	If the State code is 05
District	1 3	If the District code is 13
Tahsil	0 0 0 0	As the school belongs to urban area, the <b>Tahsil code</b> will be entered as 0000
C.D. Block	0 0 0 0	As the school belongs to urban area, the <b>Block code</b> will be entered as 0000
Village/City/Town	4 1 3 0 6 0 0 0	If the city/ town code is 41306000 (*)
Ward(in class I cities)	0 0 3	As the school is in class I city the Ward code will be 003" if the ward number is 3
School	0 0 8 5	If the school code is 0085

(\*) It may be noted that code for all the cities/town start with 4 in first box from the left. It is a unique identifier for town.

*Example 3 :* The location codes for a school in city / Town (other than Class I) is to be filled up as shown below

Location	Boxes on the cover page	Remarks
State/UT	0 5	If the State code is 05
District	1 3	If the District code is 13
Tahsil	0 0 0 0	As the school belongs to urban area, the <b>Tahsil code</b> will be entered as 0000
C.D. Block	0 0 0 0	As the school belongs to urban area, the <b>Block code</b> will be entered as 0000
Village/City/Town	4 1 3 0 6 0 0 0	If the city/ town code is 41306000 (*)
Ward(in class I cities)	0 0 0	As the School belongs to city/ town (other than Class I) the <b>Ward code</b> will be entered as 000
School	0 1 3 5	If the school code is 0135

(\*) It may be noted that code for all the cities/town start with 4 in first box from the left.

# **CHAPTER 7**

## **MAINTENANCE OF REGISTERS**

The most important activity of the 8<sup>th</sup> All India School Education Survey is to collect data by means of filling up of various forms. In order to ensure that all the villages/towns have been covered and none of the schools/colleges have been left out, all the survey officers such as Block/Town Level Education Officers, District Survey Officers and District Project Coordinator, SSA must maintain certain registers indicating the movement of forms from one level to another.

It is absolutely essential that the District Survey Officer and Block/Town Level Education Officer must use the master lists of villages/towns and schools for keeping track of distribution of blank forms as well as their receipt and manual scrutiny. Thereafter, the filled-in forms will be handed over from one level to another and finally to the District Project Coordinator (SSA). The usage of master lists would ensure complete coverage of villages, towns, schools and degree colleges having classes XI and XII attached to them.

Two registers will be maintained at the District and Block/Town level. Register 1 called **“Distribution/Receipt Register”** will be used for keeping track of distribution of **blank forms**, receipt of filled-in forms and their manual scrutiny. Register 2 called **“Despatch Register at Block/town level for Form sent to DSO”** will keep track of the handing over of the bundles of Flash Statistics sheets as well as **filled-in forms** ñ VIF/UIF, SIF-1, SIF-2 and CIF to DSO. The District Survey Officer and Block/Town Level Education Officer must maintain these two registers in the prescribed format as given in Appendix I.

### **1. Registers to be maintained at Block/Town Level**

As explained earlier, the Block/Town Level Education Officer will maintain the **“Distribution/Receipt Register”** and the **“Despatch Register”**. These registers will enable the Block/Town Level Education Officer to keep track of the progress of data collection. **“Despatch Register”** is to be filled only when filled-in forms have been received from all the villages, towns/Wards (in case of class I cities), and schools/colleges.

- i Register 1: “Distribution/Receipt Register”** consists of two parts. Part I deals with VIF and UIF whereas Part II deals with SIF-1, SIF-2 and CIF.

**Part I** is further divided into two sections. **Section “A”** deals with VIF and **Section “B”** deals with UIF. Thus the Section “A” is to be filled up only by the Block Level Education Officer and Section “B” is to be filled up by the Town Level Education Officer/Ward incharge.

**VIF** is to be filled-in by the Headmaster/Principal of recognised school of the village with the help of Village Officer/Patwari. Hence, entries in Section “A” pertains to the distribution of blank VIF form to the Headmaster/Principal and receipt back of filled-in VIF and their manual scrutiny.

In class I cities with population more than one lakh, **UIF** is to be filled-in separately in respect of each Ward by the Incharge of Ward. The Ward Incharge Officer will hand over the filled-in UIF to the Town Level Education Officer. However, in other cities the Town level Education Officer who is Incharge of that city/town will fill-in one single UIF form for his city/town. Hence, Section 6B needs to be filled-in by the Town Level Education Officer. The entries in Section 6B pertain to the distribution of blank UIF to the Ward Incharge Officers, receipt of filled-in UIF from them and their manual scrutiny.

**Part II** deals with the distribution of blank **SIF-1, SIF-2 and CIF** to Headmasters/Principals of schools/colleges, their receipt and manual scrutiny. The format given in Appendix I should be prepared for each of these forms separately.

- i **Register 2: 6Despatch Register** also consists of two parts.

**Part I** deals with despatch of Flash Statistics sheets, and

**Part II** deals with the despatch of filled-in VIF/UIF, SIF-1, SIF-2 and CIF to the DSO.

## 2. Registers to be Maintained at the District Level

Similarly, District Survey Officer will also maintain both the **6Distribution/Receipt Register** and the **6Despatch Register** to keep track of the progress of the data collection work. The **6Despatch Register** again is to be filled-in only when filled-in forms have been received from all the blocks/towns.

- i **Register 3: 6Distribution/Receipt Register** consists of two parts.

**Part I** deals with the receipt of two bundles 6Flash Statistics-VIF and Flash Statistics-(SIF-1, SIF-2 and CIF) containing filled-in flash statistics sheets from each block/town.

**Part II** deals with receipt of bundles containing VIF/UIF, SIF-1, SIF-2 and CIF from each block/town of the concerned district.

The DSO will receive VIF, SIF-1, SIF-2 and CIF pertaining to rural areas from the Block Level Education Officer and the UIF, SIF-1, SIF-2 and CIF pertaining to urban areas from the Town Level Education Officers.

- i **Register 4: 6Despatch Register** also consists of two parts.

**Part I** deals with handing over bundles of Flash Statistics sheets of all the blocks/towns of the district to DPC (SSA).

**Part II** deals with the handing over bundles of rest of the forms namely VIF, UIF, SIF-1, SIF-2 and CIF of each block/town to the DPC (SSA).



## **CHAPTER 8**

### **MANUAL SCRUTINY OF FORMS**

In a large-scale survey, like the present one, which covers every habitation and all recognized schools in the country, information furnished by some respondents is likely to be incomplete or inconsistent due to various reasons. Since most of the information is to be supplied in the form of codes, the possibility of committing an error is quite high. It is, therefore, imperative for the officers responsible for data collection and scrutiny, to take the utmost care that the information collected is complete and consistent in all respects. The following procedure for scrutiny of filled-in forms is to be adhered to:

- (i) Education Officers at the C.D. Block/Town/City are required to scrutinize all the filled-in forms in their respective jurisdiction.
- (ii) In class I cities, Headmaster/Principal **in-charge of the ward**, will ensure that
  - (a) UIF Form for each ward is filled
  - (b) The filled-in forms of all the recognised schools have been received as per the list of schools and also tally with the respective number of categorywise schools given in item 2 of UIF,
  - (c) Proper location codes on the cover page of the forms have been written and copied on the detachable Flash Statistics sheets of VIF, SIF-1, SIF-2 and CIF correctly.
  - (d) All the filled-in forms are handed over to the City Level Education Officer.
- (iii) The District Survey Officer will make sure that the registers for distribution of forms are maintained properly and all the filled-in forms are properly scrutinised at the Block/Town level. To ensure this, 10% of the filled-in forms from each block/town will be scrutinised at the district level. The discrepancies noticed in the forms will be got removed. In case, common type of discrepancies are observed in most of the forms scrutinised at the district level, the Block/Town Level Officer should be asked to remove the discrepancies in all the forms. A report of the scrutiny is to be sent to the State Survey Officer.
- (iv) The State Survey Officer will ensure that scrutiny of all the filled-in forms by the Block/Town Level Officers and 10% of the forms by the District Level Officers has been undertaken. He is required to scrutinise a sample of 1% filled-in forms of each district with the help of Assistant State Survey Officer(s) and Statistical Assistant(s). In case the filled-in forms are not scrutinised properly, the same may be got re-scrutinised and the discrepancies, if any, be removed.

#### **Basic Principles of Scrutiny**

The procedure of scrutiny is based on the following principles.

- Receipt of all the filled-in forms from all villages/towns/schools.

- Location codes (State, District, etc.) are correctly and properly written in the boxes given on the cover page of the forms and Flash Statistics sheet. No box is left blank.
- All codes and numerical data are in **international numerals** only.
- Applicable response of an item and its code should be written in the box.
- Logical relationship should hold well within an item, between the two or more items of a form and also between items of two or more forms.
- **Over-writing is strictly not permissible.**
- Corrections are to be made in a neat and clean manner by **using red ink.**

### Scrutiny Instructions

Scrutiny instructions are classified into general instructions and schedule-specific instructions.

#### General Instructions

- (i) All the filled-in forms are to be checked from the Register for distribution of forms so that their receipt is ensured. In case the number of filled-in forms received is less, the non-responding institutions are to be pursued.
- (ii) There may be some new villages/towns/schools which existed on September 30, 2009, but are not included in the updated list prepared before data collection. Please check that these villages/towns/schools are included at the end of the list given in the Register for distribution of forms and appropriate location codes have been assigned to them. Also ensure that names of such villages/towns/schools along with location codes have been informed to the District Survey Officer for updation of list at the district, state and national levels.
- (iii) Location codes written on the cover page of the filled-in forms should be verified with help of master code list.
- (iv) In the filled-in forms all codes and numerical figures should be written in **international numerals**. In case **any other numerals** are used, change them into international numerals, without **over-writing**.
- (v) Check that each item has been responded to as per instructions given in the form. In case an item or a part thereof is not applicable, **it should be left blank**.
- (vi) Wherever the totals are asked for, these must be checked for correctness by adding the individual entries.
- (vii) Wherever Information to items in the schedules is to be given in codes, Please check that appropriate codes are given.
- (viii) To ensure complete coverage, receipts of all the filled-in VIF/UIF are to be checked against the updated list of villages/towns.
- (ix) Please ensure complete coverage of schools in each block/town/Ward (in class I cities). For this purpose receipt of filled-in SIF-1 / SIF-2 / CIF is to be checked

against the updated list of recognised schools and Degree Colleges having classes XI and XII.

- (x) The number of filled-in SIF-1 for primary and upper primary schools pertaining to a village/town/Ward (in class I cities) should be equal to the respective number of primary and upper primary schools written in item 2 of VIF/UIF of that village/town/Ward (in class I cities). Similarly the number of filled-in SIF-2 for secondary and higher secondary schools pertaining to a village/town/ward (in class I cities) should be equal to the respective number of secondary and higher secondary schools or its equivalent shown in item 2 of VIF/UIF of that village/town/Ward (in class I cities). The same check will also be applied for the filled-in CIF.

### **Schedule-Specific Instructions**

Scrutiny checks for each schedule are given separately. Care is to be taken to see that the data are consistent within as well as between schedules.

### **Scrutiny Checks for VIF**

#### *Item 1 (a)*

Please check that the population of the village is provided as on 30<sup>th</sup> September 2009. If actual figure of population is not available, write estimated population.

#### *Item 3(b)*

- (i) The total number of habitations listed in Col.2 of item 3 (b) should be equal to number of habitations given in item 3(a).
- (ii) Check that the total population of all the habitations in Col. 3 of item 3(b) is the same as shown in item 1.
- (iii) Category-wise number of schools given in Col.7 of item 3(b) should be equal to that of item 2.
- (iv) For each habitation, check that if the schooling facility for a particular stage is available within the habitation, then write **111** under name of the habitation and **0.01** is be written in the corresponding distance column. When there is no schooling facility available for a particular stage within the habitation the distance in **km up to one decimal place** should be given for that stage only. Non-availability of a particular stage can be ascertained from columns 5, 6 and 7 where number of schools with classes is given.
- (v) Check that either code 1 or 2 or 3 or 4 or 5 is written under column 4 against each habitation.
- (vi) Check that either code 1 or 2 or 3 or 4 is written under column 16 against each habitation.

*Item 4(b)*

Check that the number of unrecognised schools listed in Col. 2 of item 4(b) is equal to the number given in item 4(a).

*Item 5(b)*

- (i) Check that if code 1 or 3 is written in Col. 16 of item 3 (b), information about Alternative Schools (AS) is given in item 5 (b).
- (ii) Check that the number of Alternative Schools listed in Col. 2 of item 5(b) is equal to the number given in item 5(a).
- (iii) Enrolment shown in cols. 3 to 12 should be as per state pattern

*Item 6(b)*

- (i) Check that if code 2 or 3 is written in Col. 16 of item 3 (b), then information about AIE Centres is given in item 6(b).
- (ii) Check that the information is given separately for as many AIE centres as shown in item 6(a).

*Item 7(b)*

- (i) Check that the information is given separately for as many Sanskrit Pathshalas/ Maktabs/Madrasas as shown in item 7(a).
- (ii) Check that either code 1 or 2 or 3 is given in Col. 3 against each Maktab/ Madrasa/Sanskrit Pathshala.
- (iii) Check that either code 1 or 2 or 3 or 4 or 5 is written in Col. 4 against each Maktab/Madrasa/Sanskrit Pathshala.
- (iv) Enrolment shown in Col. 7 to 14 are as per state pattern. Check that the corresponding classes pertaining to that stage are written in Col. 5 and 6.

*Item 8(b)*

- (i) Check that the information is given separately for as many Maktabs/Madrasas as shown in item 8(a).
- (ii) Check that either code 1 or 2 is written in Col. 3 against each Maktab/ Madrasa.

*Item 9(b)*

If yes to item 9(a), check that item 9(b) is not left blank. In case no meeting is held, the response to this item should be as follows.

*Item 10(b)*

- (i) Check that the information is given separately for as many institutions as shown in item 10(a).

- (ii) Check that either code 1 or 2 or 3 or 4 or 5 is given in Col. 3 against each institution.

### **Information for Flash Statistics**

- (i) Please check that the codes for state, district, tahsil/taluk, CD block and village given in this sheet tally with the codes written on the cover page of the VIF.
- (ii) Check that the number of habitations in the village given at Sl. No. 1 is equal to that given in item 3(a) of VIF.
- (iii) **Check that the number of habitations having primary stage schooling facility within them given at Sl. No. 2 is equal to the number of times 0.01 is written under Col. 9 of item 3(b) of VIF.**
- (iv) **Check that the number of habitations having upper primary stage schooling facility within them given at Sl. No. 5 is equal to the number of times 0.01 is written under Col. 11 of item 3(b) of VIF.**
- (v) Check that the sum of habitations given at Sl. No. 2, 3 and 4 is equal to the number of habitations in the village given at Sl. No. 1. Similarly, sum of habitations given at Sl. No. 5, 6 and 7 is equal to the number of habitations given at Sl. No. 1.
- (vi) Check that number of unrecognized schools given at Sl. No. 8 is equal to that given in item 4(a).
- (vii) Check the enrolment in unrecognized schools at primary stage given at Sl. No. 9(i) is equal to the sum of Col. 3 to 10/12 (as per state pattern) and upper primary stage given at Sl. No. 9(ii) is equal to sum of Col. 11/13 to 16/18 of item 4(b).

### **Scrutiny Checks for UIF**

Please ensure that

- (i) **Codes for all Cities/Towns start with 4 in the first box from the left.**
- (ii) **In other than class I cities Ward code should be written as 0001.**
- (iii) Separate form for each Ward is filled in case of class I cities.

#### *Item 1(a)*

Please check that the population of the City/Town/Ward is provided as on 30<sup>th</sup> September 2009. If actual figure of population is not available, write estimated population.

#### *Item 3(b)*

Check that the number of unrecognised schools listed in Col. 2 of item 3(b) is equal to the number given in item 3(a).

*Item 4(b)*

- (i) Check that the information is given separately for as many centres as shown in item 4(a).
- (ii) Check that the number of Alternative Schools listed in Col. 2 of item 4(b) is equal to the number given in item 4(a).
- (iii) Enrolment should be given in Col. 6 to 13 according to the age.

*Item 5(b)*

- (i) Check that the information is given separately for as many Maktab/ Madrasas/ Sanskrit Pathshalas as shown in item 5 (a).
- (ii) Check that either code 1 or 2 or 3 is given in Col. 3 against each Sanskrit Pathshala/Maktab/Madrasa.
- (iii) Check that either code 1 or 2 or 3 or 4 or 5 is written in Col. 4 against each Sanskrit Pathshala/Maktab/Madrasa.
- (iv) Enrolment shown in cols. 7 to 14 are as per state pattern. Check that corresponding classes pertaining to that stage are written in Col. 5 and 6.

*Item 6 (b)*

- (i) Check that the information is given separately for as many Maktab/ Madrasas as shown in item 6(a).
- (ii) Check that either code 1 or 2 is written in Col. 3 against each Maktab/ Madrasa.

*Item 7 (b)*

- (i) Check that the information is given separately for as many institutions as shown in item 7(a).
- (ii) Check that either code 1 or 2 or 3 or 4 or 5 is given in Col. 3 against each institution.

**Scrutiny Checks for SIF-1 and SIF-2***Item 1(a)*

If code 1 is written in the box of item 1 (a), check that location codes for C.D. Block and Village are written on the cover page. Similarly, if code 2 is written in the box of item 1 (a) then City/Town location code should be given on the cover page. Also check that location codes for tahsil and CD Block are entered as 00000. It may be noted that value of City/Town in the left most column is 4 whereas Village code starts from 0.

*Item 1(b)*

Check if the code 2 is written in box of item 1(a) then response code should be given in item 1(b) also.

*Item 5(b)*

Check if code 1 is written in box of item 5(a) then response should be given in item 5(b) also.

*Item 7(b)*

Check if code 1 is written in box of 7(a) item response should be given in item 7(b) also.

*Item 8*

- (i) Check that pre-primary classes are not included.
- (ii) Check that highest class corresponds with the category of school given in item 2.
- (iii) Check that classes are in accordance with the enrolment given in item 31(a).

*Item 9*

If code 3 is written as response in item 9, check that the school does not have primary stage as ascertained from item 8.

*Item 10*

- (i) Check that the language codes are written in the boxes under Col.3 against the stages of education applicable to the school.
- (ii) For a particular stage, check that as many codes are written in Col.3 as the number of media of instruction shown in Col.2.
- (iii) If code 0 is written in Col. 2 at any stage, check that the school does not have that stage ascertain from item 8.

*Item 11*

This item is to be responded if primary stage exists in the school ascertained from item 8 otherwise, it should be left blank.

*Item 13*

- (i) The number of rooms used for teaching purposes given in item 13(c) should not exceed the total number of rooms given in item 13(a).
- (ii) Covered area used for teaching purposes given in item 13(e) should not exceed the total covered area given in item 13(d).

*Item 15(b)*

Check if code 1 is written in box of 15(a) then response should be given in Item 15(b) also.



*Item 16*

If code 1 is written in item 16(a), check that

- (i) Either code 1 or 2 is written in item 16(b) if girls are enrolled in the school
- (ii) Code 3 is written in item 16(b), if girls are not enrolled in the school.

*Item 17*

If code 1 is written in item 17(a), check that

- (i) Either code 1 or 2 is written in item 17(b) if girls are enrolled in the school
- (ii) Code 3 is written in item 17(b), if girls are not enrolled in the school.

*Item 19(b)*

Check if code 1 is written in box of 19(a) then response should be given in Item 19(b) also.

*Item 19(c)*

Check if code 1 is written in box of 19(b) then response should be given in item 19(c) also.

*Item 21(b)*

- (i) In each row the number of male teachers given in item Col. 3 should not be less than the sum of SC, ST and OBC male teachers given in Col. 4, Col. 5 and Col. 6. Similarly, the female teachers given in Col. 7 should not be less than the sum of female teachers given in Col. 8, Col. 9 and Col. 10.
- (ii) Check that Full time Regular Teachers, Para/Contract teachers and Part-time teachers given in Col. 3 should match with Full time Regular Teacher, Para/Contract teacher and Part time teachers given in item 21(a) (i), (ii) and (iii) respectively.

*Item 22(a)*

**SIF-1:** Sum of male teachers given in Col.3 and Col.5 should be equal to the number of Full-time teachers (male) given in Col. 3 of item 21(b). Similarly, sum of female teachers given in Col.4 and Col.6 should be equal to the number of Full-time teachers (female) given in Col.7 of item 21(b).

**SIF-2:** Sum of male teachers given in Col.3, Col.5, Col.7, Col.9 and Col.11 should be equal to the number of Full-time teachers (male) given in Col.3 of item 21(b). Similarly, sum of female teachers given in Col.4, Col.6, Col.8, Col.10 and Col.12 should be equal to the number of Full-time teachers (female) given in Col.7 of item 21(b).

*Item 23(a)*

Sum of male Para-teachers given in Col.3 and Col.5 of item 23(a) should be equal to the number of male Para-teachers given in Col.3 of item 21(b). Similarly, sum of female Para-teachers given in Col.4 and Col.6 of item 23(a) should be equal to the number of female Para-teachers given in Col.7 of item 21(b).

*Item 25(b)*

If no teacher received training, write '00' in given boxes.

*Item 29(b)*

If code 1 is written in the box of item 29(a), check that sub-items 29(b) (i) and (ii) should be responded.

*Item 30(a)*

- (i) For each class, total enrolment of boys given in Col.2 should not be less than the sum of SC, ST and OBC boys given in Col.4, Col.6 and Col.8.
- (ii) For each class, total enrolment of girls given in Col.3 should not be less than the sum of SC, ST and OBC girls given in Col.5, Col.7 and Col.9.
- (iii) Check that the totals in each column are correct.

*Item 30 (b)*

- (i) In class I, total enrolment of boys given in Col 2 should not be less than the sum of SC, ST and OBC boys given in Col.4, Col. 6 and Col.8.
- (ii) In class I, total enrolment of girls given in Col 3 should not be less than the sum of SC, ST and OBC girls given in Col.5, Col. 7 and Col.9.
- (iii) In Col.10 and Col.11, Enrolment of EBMC (Muslims) should be figured out of the Total Enrolment given in Col.2 and Col.3.

*Item 31(a)*

- (i) Check that classes for which enrolment is given tallies with the classes given in item 8.
- (ii) For each class, total enrolment of boys given in Col.2 should not be less than the sum of SC, ST and OBC boys given in Col.4, Col.6 and Col.8.
- (iii) For each class, total enrolment of girls given in Col.3 should not be less than the sum of SC, ST and OBC girls given in Col.5, Col.7 and Col.9.
- (iv) Check that the totals in each column are correct.

*Item 31(b)*

- (i) For each class, total number of boys admitted directly as given in Col.2 should not be less than the sum of SC, ST and OBC boys given in Col.4, Col.6 and Col.8.
- (ii) For each class, total number of girls admitted directly as given in Col.3 should not be less than the sum of SC, ST and OBC girls given in Col.5, Col.7 and Col.9.

*Item 31(c)*

- (i) For each class, total number of repeater boys given in Col.2 should not be less than the sum of SC, ST and OBC repeater boys given in Col.4, Col.6 and Col.8.
- (ii) For each class, total number of repeater girls as given in Col.3 should not be less than the sum of SC, ST and OBC repeater girls given in Col.5, Col.7 and Col.9.
- (iii) Number of repeaters given in cells of 31(c) should not be more than enrolment figures given in corresponding cell of 31(a)

*Item 32*

- (i) Check that the total of each column should be correct. It should match with the class wise total enrolment for boys & girls given in Col. 2 and Col. 3 respectively of item 31(a)

*Item 33*

- (i) For each terminal class, boys/girls appeared in the annual examination is given in Col.3 should not be less than the sum of SC, ST and OBC boys/girls given in Col.5, Col.7 and Col.9.
- (ii) For each terminal class, boys/girls passed in the annual examination as given in Col.4 should not be less than the sum of SC, ST and OBC boys/girls as given in Col.6, Col.8 and Col.10.
- (iii) Check that figures in Col. 4, Col.6, Col.8, Col.10 and Col.12 should not be more than the figures in Col.3, Col.5, Col.7, Col.9 and Col.11, respectively.

*Item 34*

- (i) If code 1 is written in the box of item 34(a)(i) or 34(a)(ii), check that sub-items 34(b)(i), (ii) and (iii) are responded.
- (ii) Please check if a particular stage is not available in the school the code 3 should be given in item 34 (a) for that stage.

*Item 35*

- (i) If code 1 is written in Col.3 against an incentive scheme, check that the number of beneficiaries is given in Col.4 to Col.15.
- (ii) Please check that the number of beneficiaries given in Col.4 to Col.11 in any

incentive scheme should be less than corresponding enrolment figures in item 31(a) row 'Total'.

*Item 36*

**SIF-1:** Check that sum of Col.2 of item 36 should not be greater than the number as given in item 21(a) (i).

**SIF-2:** Check the sum of Col.2 of item 36 and Col.7 of item 45 should not be greater than the number as given in item 21(a) (i).

**Scrutiny Checks for SIF-2 only**

*Item 37*

If code 1 is written in the box of item 37(a), check that the item 37(b) is responded.

*Item 38*

If physical education/ physical training / yoga teacher is not available, check '00' should be written in the box.

*Item 39*

If code 1 is written in the box of item 39(a), check that the items 39(b) is responded.

*Items 45 & 46*

- (i) If enrolment of boys and girls for classes XI and XII is given in item 31(a), check that the enrolment is also given in academic and/or vocational stream.
- (ii) Check the code of subject/vocational courses given on page 6 to 8.
- (iii) If code 1 is written in the box of item 46(a), check that item 46(b) is responded.
- (iv) Check the sum of Col.7 of item 45 and Col.2 of item 36 should not be greater than item 21(a) (i).

*Item 47*

- (i) If a subject is taught in the school as per item 45, check that either code 1 or 2 is given against that subject in Col.3 of item 47; otherwise, code 3 should be written in this column against that subject.
- (ii) If code 1 is given in Col.3 against a subject, check that either code 1 or 2 is written in Col.4 against that subject.
- (iii) Check the code of Vocational courses given on page 7 and 8.

**Information for Flash Statistics for SIF-1 and SIF-2**

1. Please check that the location codes for State, District, Tahsil/Taluk, C.D. Block, Village/City/Town, Ward in class I cities, and name of the school given in this sheet tally with those given on the cover page of the SIF-1 / SIF-2.
2. Check that the codes given in the boxes of items 1, 2 and 3 of this sheet should tally with those given in items 1, 2 and 3 of the schedule respectively.
3. Check that the code given in item 4 of this sheet should tallies with that of item 12(a) of the schedule.
4. Check that the codes given in the boxes of items 5, 6 and 7 of this sheet should tally with those given in items 15(a), 16(a) and 19(b) of the schedule respectively.
5. Check that the number of male and female teachers given in item 8(a) is equal to the corresponding number of full-time teachers given under Col.3 and Col.7 of item 21(b).
6. Check that the number of male and female para-teachers given in item 8(b) is equal to the corresponding number of para-teachers given under Col.3 and Col.7 of item 21(b).
7. Check that the class-wise enrolment for boys and girls given in item 9 of this sheet is equal to the corresponding enrolment given under Col.2 and Col.3 of item 31(a).

**Scrutiny Checks for CIF***Item 1(a)*

If code 1 is written in the box of item 1 (a), check that location codes for C.D. Block and Village are written on the cover page. Similarly, if code 2 is written in the box of item 1 (a) then City/Town location code should be given on the cover page. Also check that location codes for tahsil and CD Block are entered as '0000'. It may be noted that value of City/Town in the left most column is 4 whereas Village code starts from 0.

*Item 1(b)*

Check that the code 2 is written in box of item 1(a) then only response to item 1(b) is given.

*Item 2*

Check that either code 1 or 2 or 3 or 4 is written in the box.

*Item 3*

- (i) For each class, total enrolment of boys as given in Col.2 should not be less than the sum of enrolment given in Col.4, Col.6 and Col. 8.

- (ii) For each class, total enrolment of girls as given in Col.3 should not be less than the sum of enrolment given in Col.5, Col.7 and Col.9.
- (iii) Check the **total** of each Column Carefully.

*Item 7*

- (i) For each stream, boys/girls appeared in the annual examination is given in Col.3 should not be less than the sum of SC, ST and OBC boys/girls given in Col.5, Col.7 and Col.9.
- (ii) For each stream, boys/girls passed in the annual examination is given in Col.4 should not be less than the sum of SC, ST and OBC boys/girls given in Col.6, Col.8 and Col.10.
- (iii) Figures of EBMC (Muslims) given in Col.11 and Col.12 should be out of total given in Col 3 and Col.4 respectively.
- (iv) Check that figures in Col.4, Col.6, Col.8, Col.10 and Col.12 should not be more than the figures in Col.3, Col.5, Col.7, Col.9 and Col.11

*Items 9 & 10*

- (i) If enrolment of boys and girls for classes XI and XII is given in item 3, check that the sum of enrolment of academic stream given in item 9 and vocational stream in item 10 should be equal to enrolment in item 3.
- (ii) Check the code of subject/vocational courses are same as given on page 6 - 8.
- (iii) If code 1 is written in the box of item 10(a), check that item 10(b) is responded.

**Information for Flash Statistics for CIF**

1. Please check that the location codes for state, district, tahsil/taluk, C.D. block, village/city/town, ward in class I cities, and name of the college given in this sheet tally with the codes written on the cover page of CIF.
2. Check that the code given in the box of item 1 and 2 of this sheet tallies with that given in item 1(a) and 2 of the schedule.
3. Check that the class-wise enrolment for boys and girls given in item 3 of this sheet is equal to the corresponding enrolment given under Col.2 and Col.3 of item 3 of the schedule.

# CHAPTER 9

## HANDLING OF FILLED-IN FORMS

Systematic planning, maintenance of records and flow of data are important components to ensure complete coverage at all levels of survey operation. Once the data collection activity at the Block/Town level is complete and all the filled-in forms are scrutinised, the same may be transferred personally from Block/Town level to the District Survey Officer as per details given in chapter 7. After the sample scrutiny of filled-in forms, the District Survey Officer will prepare the bundles of Flash Statistics sheets and all other filled-in forms as per specification given in Register 4 for despatch. In this regard certain aspects for handling of forms are mentioned below.

### Handling of Flash Statistics sheets

- (i) Flash Statistics is to be released immediately just after the completion of data collection. For this purpose a **detachable sheet** information for Flash Statistics has been appended in VIF, SIF-1, SIF-2 and CIF. Items pertaining to Flash Statistics in these forms will be scrutinised first on priority basis by the Block/Town level officers, and they will ensure that location codes and information given in these sheets is correct and consistent.
- (ii) The sheets will be detached by the Block/Town Level Education Officers and will be arranged in two bundles. First bundle will contain the flash statistics sheets detached from the VIF, and second bundle will contain flash statistics sheets detached from the SIF-1, SIF-2 and CIF. A content slip on the top of each bundle will be pasted having following information: -

i Flash Statistics -VIF sheets:	District name	_____
	Block name	_____
	Block code	_____
	Bundle No.	<u>1</u>
	No. of sheets.	_____
i Flash Statistics-(SIF-1, SIF-2 and CIF)		
(a) Rural Areas	District name	_____
	Block name	_____
	Block code	_____
	Bundle No.	<u>2</u>
	No. of SIF-1 sheets	_____
	No. of SIF-2 sheets	_____
	No. of CIF sheets	_____
	Total No. of sheets	_____



(b) Urban Areas	District name	_____
	Town name	_____
	Town code	_____
	Bundle No.	<u>3</u>
	No. of SIF-1 sheets	_____
	No. of SIF-2 sheets	_____
	No. of CIF sheets	_____
	Total No. of sheets	_____

The Block/Town Level Education Officer will ensure that the number of sheets match with the corresponding number of villages/schools/colleges of the master lists and the respective filled-in forms. Block/Town Level Education Officer will further handover these bundles to the DSO along with a covering letter. The format of this letter is given as Letter 1 in Appendix II.

- (iii) The DSO will ensure that both the bundles from each Block/Town are received. The bundles received from all the Blocks/Towns are to be put together. The content slip on the top of the container should have the Address of the DPC (SSA) and total number of bundles. The backside of the container should have the State name and District name.
- (iv) The DSO will hand over the bundles of flash statistics sheets along with covering letter to DPC (SSA) for data entry. Two copies of the covering letter should be made. The DSO will retain one copy of the covering letter as office copy and give one copy of the covering letter to the DPC (SSA). The format of this letter is given as Letter 2 in Appendix-II.
- (v) The DPC (SSA), will check the number of forms and acknowledge the same to the District Survey Officer. In case there are any discrepancies, the same will be intimated to the District Survey Officer for getting them removed. After the discrepancies are removed the DSO will get the status updated on survey monitoring website. The format of this letter is given as letter 3 in the Appendix II.

#### **Handling of VIF, UIF, SIF-1, SIF-2 and CIF**

After completing the manual scrutiny of VIF/UIF, SIF-1, SIF-2 and CIF at block/town level, these filled-in forms are to be arranged in bundles as explained below.

- (i) Handling of VIF/UIF, SIF-1, SIF-2 and CIF forms: - Each of these forms is to 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. The content slip on the top of each bundle should indicate:-  
Form name : VIF/UIF, SIF-1, SIF-2 and CIF (strike out whichever is not applicable)

Bundle number : \_\_\_\_\_  
District name : \_\_\_\_\_  
Block/Town name : \_\_\_\_\_  
Block/Town code : \_\_\_\_\_  
No. of forms : \_\_\_\_\_

- (ii) These bundles are to be transferred by Block/Town Level Education Officers to the District Survey Officer along with a covering letter. The format of this letter is given as Letter 4 in Appendix II. Two copies of this covering letters are to be prepared. One is to be retained as office copy and one copy will be sent to the District Survey Officer along with the bundles of filled-in forms. The DSO will get the status of data collection updated on survey monitoring website.
- (iii) Complete receipt of all forms according to the covering letter from each of the Block/Town Level Education Officer are to be checked at District Office and in case of any discrepancy it is to be reconciled. After this the DSO will carry out 10% manual scrutiny of each type of form.
- (iv) After ensuring complete receipt of all filled-in forms from all Blocks/ Towns in the district, the bundles of the filled-in forms are to be handed over by the District Survey Officer to DPC (SSA) with a covering letter. The format of this letter is given as Letter 5 in Appendix II. Two copies of this letter are to be prepared. One copy of the letter will be retained as the office copy, another copy of the letter will be handed over to DPC( SSA) alongwith the bundles of schedules.
- (v) After receiving the bundles of filled-in forms, the DPC (SSA) should give an acknowledgement letter to the District Survey Officer. The DPC (SSA), while taking the bundles of filled-in forms, will check total no. of bundles mentioned in the covering letter of each type of schedule with the total no. of bundles received by them. In case there are any discrepancies, the same will be intimated to the DSO. The format of acknowledgement letter is given as Letter 6 in Appendix II.

# **CHAPTER 10**

## **CHECKING AND CORRECTION OF ERRORS**

In large-scale survey operations, three types of errors, namely, content errors, coverage errors and errors due to data transcription may occur. Besides them, there may occur inconsistencies within the tables and between different tables at the tabulation stage. Content errors related to discrepancy in understanding of the items and related concepts have already been taken care of at the stage of finalisation of tools and their try out. Filled-in tools have been manually scrutinised at the Block/Town/District/State level for completeness and consistency as per the procedure laid down in the Chapter 8 (Manual Scrutiny of Forms). The important steps to improve the data quality are as under: -

1. DPC (SSA) should give top priority to data entry of Flash Statistics sheets. All the entered records of Flash Statistics sheets would be uploaded on NIC server for immediate processing.
2. DPC (SSA) should ensure that the inventory of filled-in forms received from the DSO is physically verified with the master list of villages, towns (Wards in class I cities) and schools by checking actual number of filled-in forms. Any difference found may be intimated to the concerned DSO. The forms pertaining to VIF/UIF/SIF-1/SIF-2/CIF found missing would be traced out for data entry.
3. The office of DPC (SSA) will enter data of all filled-in forms, viz. VIF, UIF, SIF-1, SIF-2 and CIF.
4. Information about number of schools in the village and urban area given at item 2 of VIF/UIF will also be checked with corresponding actual number of school forms (SIF-1/SIF-2/CIF) entered.
5. Further, it is necessary to run data validation software. This software will include specifications for range checks, validity of codes, checks for correctness of totals and consistency checks of related items within and between forms, etc
6. During the validation stage, error lists will be generated which will be handed over to DSO for making necessary corrections. The list after correction will be handed over to DPC (SSA) for carrying out the corrections in data.
7. After checking of error lists and ensuring error-free data, all filled-in forms shall be returned by the office of the DPC (SSA) to District Survey Unit (DSU).
8. The data entered by the office of DPC (SSA) will be uploaded on server after completing the validation process for further processing.
9. State level tabulations for internal consistencies within the table and between different tables will be scrutinised by the staff of the State Survey Unit and they will also validate these tabulations against Seventh Survey data. Discrepancies, if any, will be communicated to NIC for carrying out corrections.
10. After thorough scrutiny and satisfactory level of tabulation, final clearance shall be given by the State Survey Officer to generate state, district, block/town level tabulations and transmission of data to the National level for further processing.

# **CHAPTER 11**

## **MONITORING OF SURVEY ACTIVITIES**

At the national level two committees have been constituted – first the Steering Committee Chaired by Secretary Education (SE&L), MHRD, to provide administrative guidance and support and second is an Advisory Committee chaired by the Director NCERT to provide academic support and to monitor the progress of the survey. At the State/UT level a Monitoring and Review Committee headed by the State Education Secretary will provide administrative and operational support to the State Survey Unit. In order to have close coordination, NCERT and NIC HQ will have representation on this Committee.

The Eighth All India School Education Survey involves more than 10,000 survey officers in the management, execution, collection and processing of data. Therefore, to ensure smooth conduct, effective coordination and monitoring of survey activities, the NIC communication network facility will be utilised. This will help in resolving the problems faced by the field staff in the quickest possible time and monitoring the progress of different activities. A close and effective coordination between the NCERT, State Project Director (SSA) and NIC shall be maintained at the national level as well as at state level using this network facility. In order to have proper coordination between different agencies and monitoring the survey activities the following procedures are to be adopted.

1. The State Survey Officer of each State/ UT will plan and inform NCERT the dates of conducting training for the districts and block/town level officers and the dates of data collection.
2. Flash Statistics is to be released quickly. Scrutiny of Flash Statistics sheets should be undertaken by the block/town level officers immediately after the receipt of filled-in forms at block/town level. The DSO is required to monitor the progress of scrutiny and their receipt at the district;
3. The District Survey Officer shall give monthly progress report to the State Survey Officer and NCERT HQ about the receipt of the filled-in forms and their manual scrutiny as per format given in report 1 of the Appendix III. For this purpose they will be using the NICNET facility of NIC.
4. The District Project Coordinator(SSA) shall send a fortnightly progress report regarding data entry and validation of data to the State Survey Officer, NCERT and NIC HQ. as per format given in Report 2 of the Appendix III .
5. The State Survey Officer will send an Accounts Statement on utilisation of budget at the end of each quarter to NCERT.

# APPENDIX I

## FORMATS FOR REGISTERS

### Register 1: Distribution/Receipt Register

To be maintained by Block/Town Level Education Officers for keeping track of distribution of forms to schools, receipt of filled-in forms from schools and manual scrutiny of VIF, UIF, SIF-1, SIF-2 and CIF forms.

#### PART-I: VIF/UIF

##### Section A: VIF

Block Level Education Officer will get the VIF filled and then scrutinize the forms manually.

State Name: \_\_\_\_\_ District Name: óóóóóóóóóóóó

CD Block : \_\_\_\_\_ CD Block Code : óóóóóóóóóóóó

Date of Distribution \_\_/\_\_/2010

Sl. No.	Village Name	Name of School responsible for filing up of VIF form	Date of Receipt	Date of Manual Scrutiny
1.			__/__/2010	__/__/2010
2.			__/__/2010	__/__/2010

Total No. of VIF: \_\_\_\_\_ No. of flash statistics sheets (VIF) \_\_\_\_\_

**Note:** Flash Statistics sheets should be equal to the number of VIF

**Section B: UIF**

Town / City Level Officer ( Ward incharge in Class I cities) will get the UIF forms filled and scrutinize the forms manually

State Name : \_\_\_\_\_ District Name : \_\_\_\_\_

Town/City Name : \_\_\_\_\_ Town/City Code : \_\_\_\_\_

Date of Distribution \_\_/\_\_/2010

Ward No.	Date of Receipt of filled in forms	Date of Manual Scrutiny
1.	__/__/201__	__/__/201__
2.	__/__/201__	__/__/201__

Total number of UIF \_\_\_\_\_

**PART-II: SCHOOL FORMS (SIF-1, SIF-2 and CIF)**

State Name: \_\_\_\_\_ District Name: \_\_\_\_\_

CD Block/Town Name/Ward: \_\_\_\_\_ CD Block/Town/Ward Code: \_\_\_\_\_

Date of Distribution \_\_/\_\_/2010

**Type of Form: SIF-1/SIF-2/CIF**

(Please strike out whichever is not applicable. Make separate tables for SIF-1, SIF-2 and CIF)

Sl. No.	Name of School /College	Date of Receipt of filled in forms	Date of Manual Scrutiny
1.		__/__/2010	__/__/2010
2.		__/__/2010	__/__/2010

Total No. of SIF-1 forms \_\_\_\_\_

Total No. of SIF-2 forms \_\_\_\_\_

Total No. of CIF forms \_\_\_\_\_

Flash Statistics Sheets detached from SIF-1, SIF-2 and CIF should be equal to the SIF-1, SIF-2 and CIF forms respectively.

**Note:**

1. SIF-1 is to be distributed to both primary and upper primary schools and SIF-2 is to be distributed to both secondary and higher secondary schools.
2. Block/Town level Education Officer should ensure that they receive back all the filled-in forms as per the master list of villages/towns and schools.

**Register 2:** Despatch Register at Block/Town Level for Forms sent to DSO

To be maintained by Block/Town level Education Officer for keeping track of dispatch of bundles of flash statistics sheets, VIF/UIF, SIF-1, SIF-2 and CIF.

**PART I: DESPATCH OF FLASH STATISTICS SHEETS TO DSO**

State Name: \_\_\_\_\_ District Name: \_\_\_\_\_

CD Block/Town Name: \_\_\_\_\_ CD Block/Town Code: \_\_\_\_\_

Date of Distribution \_\_/\_\_/2010

Flash Statistics	Bundle No.	Total No. of Sheets
VIF	1	
SIF-1, SIF-2, CIF	2	

**PART II: DESPATCH OF VIF/UIF, SIF-1, SIF-2 AND CIF TO DSO**

State Name : \_\_\_\_\_ District Name : \_\_\_\_\_

CD Block/Town Name: \_\_\_\_\_ CD Block/Town Code: \_\_\_\_\_

Date of Despatch: \_\_/\_\_/2010

Sl. No.	Filled in Forms	Total Number of Bundles	Total No. of Forms
1.	VIF		
2.	SIF-1		
3.	SIF-2		
4.	UIF and CIF		
Total			

**Note :**

1. Block/Town level Education Officer may refer to chapter 9 'Handling of Forms' for information about packaging of forms into bundles and for writing Bundle No. in Register 2 .



**Register 3: Distribution/Receipt Register**

Register 3 is to be maintained by District Survey Officers (DSO) for keeping track of distribution and receipt of VIF/UIF, SIF-1, SIF-2, CIF and Flash Statistics sheets.

State Name : \_\_\_\_\_ District Name : \_\_\_\_\_

Date of distribution of forms \_\_/\_\_/2010

**PART 1: FLASH STATISTICS SHEETS**

Sl. No.	Block/Town Name	Location Code	Flash Statistics	Receipt of		
				Date	Bundle No.	Total No. of Sheets
1.			VIF	__/__/2010	1.	
			SIF-1, SIF-2 and CIF	__/__/2010	2.	
2.						

**PART 2: VIF/UIF, SIF-1, SIF-2 and CIF**

Sl. No.	Name of Block/Town	Location Code	Date and Receipt of Filled in Forms of					
			Date	VIF	SIF-1	SIF-2	UIF	CIF
1.			__/__/2010					
2.			__/__/2010					

**Register 4: Despatch Register at District Level for Flash Forms sent to DPC (SSA) for Data Entry**

To be maintained by District Survey Officer (DSO) for keeping track of handing over the bundles containing flash statistics sheets, VIF/UIF, SIF-1, SIF-2 and CIF forms to DPC (SSA) for Data Entry.

**Part I: Handing over the bundles of Flash Statistics Sheets to DPC (SSA)**

State Name : \_\_\_\_\_ District Name : \_\_\_\_\_

Date of Handing over \_\_/\_\_/2010

Sl. No.	Name of Block/Town	Location Code	Date of Despatch	No. of Flash Sheets			
				VIF	SIF-1	SIF-2	CIF
1.							
2.							
.							
.							
.							
20.							

**Register 4: Despatch Register at District Level for main Forms sent to DPC(SSA) for Data Entry**

**Part II: Handing over of VIF, UIF, SIF-1, SIF-2 & CIF filled-in-forms**

State Name : \_\_\_\_\_ District Name : \_\_\_\_\_

Date of Handing over \_\_/\_\_/2010

Sl. No.	Name of Block/Town	Location Code	Date of Despatch	Date and Receipt of Filled in Forms of				
				VIF	SIF-1	SIF-2	UIF	CIF
1.								
2.								

## APPENDIX II

### Letter Formats for Transfer of Forms

**Letter 1:** Letter for sending Flash Statistics Sheets to District Survey Officer by Block/  
Town Education Officer

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

Date: \_\_/\_\_/2010

From

Name of CD Block / Town Education Officer  
Name of CD Block/ Town (Code No.)

To

The District Survey Officer  
District Name  
Address

Subject: Transfer of filled-in detachable Flash Statistics sheets.

Dear Sir/Madam,

The following two bundles containing **Flash Statistics** sheets are transferred  
herewith for further necessary action at your end.

<b>Flash Statistics Sheets</b>	<b>Bundle No.</b>	<b>Total No. of Sheets (in each bundle)</b>
VIF	1	
SIF-1/SIF-2/CIF	2	
Total		

Yours faithfully,

Signature of  
Block/Town Level Education Officer  
With seal

**Letter 2:** Letter for Handing over filled-in Flash Statistics sheets by DSO to the District Project Coordinator, SSA.

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

Date: \_\_/\_\_/2010

From

District Survey Officer  
Address

To

District Project Coordinator (SSA)  
Address

Subject: Handing over the filled-in Flash Statistics sheets.

Dear Sir/Madam,

The following block-wise filled-in flash statistics sheets of all the CD Blocks/Towns of the District are being handed over for data entry purposes.

Sl. No.	Block/Town Name	Location Code	Bundle No.	Flash Statistics sheets of	Total No. of flash statistics sheets
1.			1	VIF	
			2	SIF-1, SIF-2 and CIF	
2.			1	VIF	
			2	SIF-1, SIF-2 and CIF	
.			1	VIF	
			2	SIF-1, SIF-2 and CIF	
.			1	VIF	
			2	SIF-1, SIF-2 and CIF	
30.			1	VIF	
			2	SIF-1, SIF-2 and CIF	
<b>Total</b>				VIF, SIF-1, SIF-2 and CIF	

Yours faithfully,

Signature of District Survey Officer  
with Seal

**Letter 3:** Acknowledgement of receipt of filled-in Flash Statistics sheets by District Project Coordinator (SSA) to District Survey Officer.

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

Date: \_\_/\_\_/2010

From

District Project Coordinator (SSA)  
Address

To

District Survey Officer  
District Name  
Address

**Subject:** Receipt of filled-in Flash Statistics sheets

Dear Sir/Madam,

1. Please refer to your letter no. \_\_\_\_\_ dated \_\_/\_\_/20\_\_ regarding handing over the bundles of filled-in flash statistics sheets. It is, hereby, acknowledged that we have received a total of \_\_\_\_\_ bundles of flash statistics - VIF and flash statistics -SIF-1/SIF-2/CIF.

2. \*However, while tallying the no. of bundles the following discrepancies have come to our notice. Please arrange to reconcile them quickly.

**Block/Town-Wise Discrepancies of the District** \_\_\_\_\_

Sl. No.	Name of Block/Town / Location Code	Bundle/Sheets not Received			
		Bundle No.	Type of Form	No. of Sheets	Remarks
1.					
2.					

Yours faithfully,

Signature of DPC (SSA)  
with seal

**Letter 4:** Letter by Block/Town Education Officer for sending filled-in VIF/UIF, SIF-1, SIF-2 and CIF to District Survey Officer

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

Date: \_\_/\_\_/2010

From

Name of CD Block / Town Education Officer  
CD Block/ Town (Code No.)  
Address

To

District Survey Officer  
District Name  
Address

Subject: Transfer of filled-in VIF/UIF, SIF-1, SIF-2 and CIF forms.

Dear Sir/Madam,

The following filled-in forms are transferred herewith for necessary action at your end.

Sl. No.	Type of form	Total Number of Bundles	Total No. of Forms
1.	VIF		
2.	SIF-1		
3.	SIF-2		
4.	UIF, -CIF		
Total			

Yours faithfully,

Signature of Block/Town Level Education Officer  
with seal

**Letter 5:** Letter by District Survey Officer for handing over the filled-in VIF, UIF, SIF-1, SIF-2 and CIF Forms to DPC (SSA)

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

Date: \_\_/\_\_/2010

From

District Survey Officer  
Address

To

District Project Coordinator (SSA)  
Address

Sub: Handing over the filled-in Forms.

Dear Sir/Madam,

The filled-in forms of the following CD Blocks/Towns are sent herewith for data entry purposes.

Sl. No.	Block/Town Name and Location	Code	Type of Form	Total Number of Bundles	Total No. of Forms
1.			VIF SIF-1 SIF-2 UIF CIF		
2.			VIF SIF-1 SIF-2 UIF CIF		

Yours faithfully,

Signature of District Survey Officer  
with seal

**Letter 6:** Acknowledgement of receipt of filled-in forms by District Project Coordinator (SSA) to District Survey Officer.

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

Date: \_\_/\_\_/2010

From

District Project Coordinator (SSA)  
Address

To

District Survey Officer  
District Name  
Address

Subject: Receipt of filled-in VIF, UIF, SIF-1, SIF-2 and CIF

Dear Sir/Madam,

1. Please refer to your letter no. \_\_\_\_\_ dated \_\_/\_\_/201\_ regarding handing over the bundles of filled-in VIF, UIF, SIF-1, SIF-2 and CIF. It is acknowledged that we have received the following bundles: -

- |      |   |       |
|------|---|-------|
| i)   | Total No. of Bundles of VIF forms         | _____ |
| ii)  | Total No. of Bundles of SIF-1 forms       | _____ |
| iii) | Total No. of Bundles of SIF-2 forms       | _____ |
| iv)  | Total No. of Bundles of UIF and CIF forms | _____ |

2. \*However, while tallying the no. of bundles the following discrepancies have come to our notice. Please arrange to reconcile them quickly.



Sl. No.	Block/Town Name	Code No.	Not Received			
			Type of Forms	Bundle No.	Number of Forms	Remarks
1.			VIF UIF			
2.			SIF-1 SIF-2			

\*Point 2 is to be written only if there is any discrepancy as explained in the example given above

Yours faithfully,

Signature of DPO  
with seal

### APPENDIX III

**Report 1:** Format for Monthly Progress Report to be sent by the District Survey Officer to SSO and copy by email to NCERT.

Progress Report for the month of \_\_\_\_\_

Name of the State \_\_\_\_\_ State Code \_\_\_\_\_

Name of the District \_\_\_\_\_ District Code \_\_\_\_\_

No. of Blocks \_\_\_\_\_ No. of Towns other than Class I \_\_\_\_\_

No. of Class I Towns \_\_\_\_\_ No. of Wards in Class I Towns \_\_\_\_\_

Sl. No.	Type of Form	No. of Forms Required to be filled-in	Receipt of Filled-in Forms			Scrutiny of Filled-in Forms		
			Date	No. of Blocks/Towns	No. of Forms	Date	No. of Blocks/Towns	No. of Forms
1.	VIF							
2.	UIF							
3.	SIF-1							
4.	SIF-2							
5.	CIF							

Signature of District Survey Officer  
With Seal

**Report 2:** Format for Fortnightly Progress Report on Data Entry to be sent by DPC (SSA) to SSO, NCERT and NIC. (on 1<sup>st</sup> and 16<sup>th</sup> of every month) for the previous fortnight.

Fortnight progress report for the period ending on \_\_\_\_\_

Name of the State \_\_\_\_\_ State Code \_\_\_\_\_

Name of the District \_\_\_\_\_ District Code \_\_\_\_\_

Sl. No.	Type of Forms	Receipt for 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	No. of Forms	No. of Districts	No. of Forms	
1.	VIF					
2.	UIF					
3.	SIF-1					
4.	SIF-2					
5.	CIF					

Signature of State Informatics Officer  
With Seal

## APPENDIX-IV

### Survey Time Schedule

Sl. No.	Activities/Tasks	Responsibility/ Organisation	Revised Time Schedule
1.	Appointment of staff	MHRD/States/UT	May-Oct 2009
2.	Release of first installment to NCERT	MHRD	April 2009
3.	Release of first installment to States/UTs	NCERT	November 2009
4.	Date Users' Conference (One day)	NCERT	May 2009
5.	Development of draft tools, instructions, etc.	NCERT	March-Aug 2009
6.	Development of Guidelines, procedure of data collection, scrutiny checks, etc.	NCERT & NIC	July-Oct, 2009
7.	First Meeting of Advisory Committee of 8 <sup>th</sup> AISES	NCERT	October 2009
8.	Finalization of tools and Guidelines for Survey Officers	NCERT & NIC	October, 2009
9.	National level meeting of State Survey Officers (two days)	NCERT	October, 2009
10.	Printing of Guidelines and tools in English & Hindi	NCERT	Oct-November 2009
11.	Translation of tools and other materials	State/UT	Oct-November, 2009
12.	Printing of tools (Except in English & Hindi)	State/UT	Nov-December, 2009
13.	Development of data entry software and testing	NIC	Nov-December, 2009
14.	Development of tabulation plan for data analysis	NCERT	Oct-November, 2009
15.	Development and finalization of computer software for data analysis	NIC	December 2009 to March 2010
16.	Despatch of materials to State Survey Officers	NCERT	Nov-December, 2009
17.	Despatch of material to DSOs, BEOs	State/UT	December 2009
18.	Training of Asstt. State Survey, District Survey and Block Education Officers	NCERT, State/UT and NIC	December 2009 to January, 2010
19.	Collection of data	State/UT	January-February 2010
20.	Training of computer personnel of the NIC and DPC (SSA) on data entry and validation software	NIC	January, 2010
21.	Manual scrutiny of data	State/UT/NCERT	February-March, 2010
22.	Handing over of filled-in forms to DPC (SSA)	NCERT/DSU	February-March, 2010
23.	Data entry of Flash Statistics and data entry of schedules	State/UT	March-April, 2010

*contd.....*

24.	Validation/reconciliation of data and release of flash statistics	State/UT/NIC/DPC (SSA)	April-June, 2010
25.	Training of JPF/Statistics Assistants for collection of post enumeration (One day)	NCERT/State/UT	March-April, 2010
26.	Data Collection of post enumeration, checking of data quality and handing over of filled-in forms to DPC (SSA)	State/UT	May-June 2010
27.	Data entry of post enumeration	DPC (SSA)	July 2010
28.	Processing of data and generation of reports	NIC	July-August, 2010
29.	Software development for retrieval of database	NIC	June-July, 2010
30.	Checking and validation of tables	NCERT/SSU	November 2010 - January 2011
31.	Processing of data of post enumeration	NIC	Feb -April, 2011
32.	Release of final statistics	NCERT	Feb-March, 2011
33.	Handing over of database to NCERT and States/UTs and upload on internet	NIC	April-May, 2011
34.	Concise Report	NCERT	June 2011
35.	Preparation of Comprehensive Report	NCERT	July-September, 2011

## **APPENDIX V**

### **National Level Project Coordinator**

<b>Sl. No.</b>	<b>Name and Address</b>	<b>Phone, Fax &amp; email</b>
1.	Prof. D K Vaid, Head, DES&DP, NCERT, Sri Aurobindo Marg, New Delhi-110 016	Tel./Fax 011-26865909 Email: headesdp@rediffmail.com
2.	Sh. A K Jain, Sr. Technical Director, NIC, CGO Complex, New Delhi  Sh. Anshul Aggrawal Sr. Technical Director, NIC, CGO Complex, New Delhi	Tel. : 011-24363238 Email: akjain@nic.in  Tel. 011-23015684 Fax 011-23015684 Email: anshul@nic.in

## APPENDIX VI

### Director of Survey

1.	Andhra Pradesh	Smt. Poonam Malakondaiah, IAS, Commissioner and Director of School Education, Hyderabad, Andhra Pradesh	Tel-040-23231972 Fax-040-23236354
2.	Arunachal Pradesh	Sh. T Taloh, Director of School Education Government of Arunachal Pradesh Education Department Secretariat Itanagar-791 111, Arunachal Pradesh	Tel-0360-2212390 Fax-0360-2290251
3.	Assam	Sh. M. Ali, Director of Secondary Education & Ex-officio Director of Survey Education Department Kahilipara, Guwahati-781 009, Assam	Tel-0361-2381657 Mob-9435341393
4.	Bihar	Director Secondary Education Deptt. of HRD Government of Bihar New Secretariat Patna- 800 015, Bihar	Tel-0612-2231151
5.	Chhattisgarh	Shri K.R. Pisda Director, Public Instructions Directorate of Public Instructions Government of Chattisgarh Mantralaya, Dau Kalyan Singh Bhawan Raipur-492 001, Chattisgarh	Tel-0771-2221248 Fax-0771-2221230 Mob-9425260432
6.	Goa	Dr. Celsa Pinto Director of Education, SCERT Ex-officio Director of Survey Govt. of Goa, Alto-Porvorim,Goa-403 001	Tel-0832-2221521 e-mail- direduc.goa.nic.in
7.	Gujarat	Sh. Madhubhai Patel, Director, Gujarat State School Text Book Board, Sector-10A, near Municipal Finance Board, Gandhi Nagar-382010 Gujarat	Tel- 079-23222536 Fax-079-23222654 Mob - 9909971600 Email-directortext bookboard@yahoo.com

8.	Haryana	Sh. A K Yadav, Commission and Director General, Director of Survey, School Education Civil Secretariat, Sector-1 Haryana Main Chandigarh, Haryana	Tel-0172-2701333 0172-2701347 Email-edusecondary@ hry.nic.in
9.	Himachal Pradesh	Sh. O. P. Sharma Director of Education Govt. Of Himachal Pradesh, Shimla	Tel-0177-2656621
10.	Jammu & Kashmir	Mr. Arifulla School Education Education Department Govt. of Jammu & Kashmir Civil Sectt. Srinagar Srinagar- 190 009, J&K	Tel-0194-2450574 Fax-0194-2471906
11.	Jharkhand	Director Secondary Education Deptt. of Human Resource Development Govt. of Jharkhand MDI Building, Telephone Bhawan Dhurva, Ranchi- 534 001, Jharkhand	Tel-0654-2400973 Fax-0651-2400858
12.	Karnataka	Sri Chidreshankaraiah Swamy Director, Secondary Education O/o Commisisoner for Public Instructions New Public Offices, Nrupatunga Road, Bangluru Karnataka	Tel-080-22212873
13.	Kerala	Shri A.F.M. Mohammed Hanish, IAS Director of Public Instruction & Ex-Officio Director of Survey Jagathy, Thiruvananthapuram- 695001	Telefax-0471- 2331509, 2324605
14.	Madhya Pradesh	Dr. A. K. Mishra Director, Public Instructions Directorate of Public Instructions Govt. of Madhya Pradesh Mantralaya Bhopal - 462 004, Madhya Pradesh	Tel- 0755-2583622 Fax-0755-25836513 0755-25869995



15.	Maharashtra	Shri M.R. Kadam Director of Primary Education (I/C) Directorate of Primary Education Govt. of Maharashtra Maharashtra State, Pune-1, Maharashtra	Tel-020-26124572 Fax-020- 26054103,26128157 Mob-09850156846
16.	Manipur	Sh. M Harekrishna, Director of Education (S), Govt. of Manipur, Secretariat Education Department, Old Secretariat Building, Imphal, Manipur	Tel-0385-2311348
17.	Meghalaya	Shri Jerrery D. Sangma Director, Elementary & Mass Education Govt. Of Meghalaya, Kennel Worth Road, Latium Khrah, Shillong-793003	Tel-0364-225356 Fax-0364-225038
18.	Mizoram	Mr. K Riachho IAS, Secretary cum Director, School Education Department, Directorate of School Education Mc. Donald Hill, Zarka Aizawl. Mizoram-796 007	Tel- 0389-2341233 Fax- 0389-2349542 Mob-9436141848
19.	Nagaland	Shri Nipusilie Angami Director of School Education Govt. of Nagaland School Education Department Civil Secretariat Kohima-797 001, Nagaland	Tel-0370-2260146 Fax-0370-2260187
20.	Punjab	Shri Krishan Kumar Director, General School Education & Director of Survey (8 <sup>th</sup> AISES) S.C.O. 104-106, IInd Floor, Sector 34-A, Chandigarh- 160 034	Tel-0172-26230006 2623207 Fax- 0172-2624687 Mob-09417802873 Email- ssa.punjab@yahoo.com
21.	Rajasthan	Director SCERT, Rajasthan & Director of Survey (8 <sup>th</sup> AISES) Prasar Seva Vibhag Govt. of Rajasthan Udaipur, Rajasthan	Tel-0294-3415171
22.	Sikkim	Shri S.D. Dhakal Director, School Education Deptt. of HRD Govt. of Sikkim P.O. Gangtok -737 101 Tashiling Secretariat, Sikkim	Telefax-03592-203050

23.	Tamil Nadu	Dr. P Perumalsamy Director of School Education and Director of Survey, DPI, Chennai-600006	Tel- 044-28278796, 044-25672790, Fax-044-25676388 044-28236580 Mob-09444189340
	Tripura	Director of School Education Directorate of School Education, Agartala- 799 001, Tripura	Telefax 0381-2323835
25.	Uttarakhand	Ms. Pushpa Manas Director of School Education Govt. of Uttarakhand Directorate of School Education Nanoorkhera, Nalapani Road, P.O. Topovan Dehradun- 248 001	Tel-0135-2781440 Fax-0135-281903 Mob-09412992520
26.	Uttar Pradesh	Shri Sanjay Mohan Director (Secondary) 18, Park Road Lucknow - 226 001	Telefax-0522-238220
27.	West Bengal	Director of School Education Director of Survey Directorate of School Education Govt. of West Bengal Bikas Bhavan, 7 <sup>th</sup> Floor, Salt Lake Kolkata- 700 091	Tel-033-23342228 Fax-033-23376561
28.	A&N Islands	Shri Sanjay Kumar Saxena Director of Education Directorate of Education A&N Administration Port Blair- 744 101	Tel-03192-232777 Fax-03192-230101
29.	Chandigarh	Shri Samwartak Singh DPI (S) Chandigarh Administration First Floor, Additional Deluxe Building Sector-9-D Chandigarh-160 009	Telefax-0172-2749680 Mob-09915711481
30.	Dadra & Nagar Haveli	Shri K. J. R. Burman Director cum Secretary Education UT Administration of Dadra and Nagar Haveli, Silvasa-396230	Mob-9662040226

31.	Daman & Diu	Shri K.J.R. Burman Director-cum-Secretary Education U.T. Administration of Daman & Diu Directorate of Education Secretariat, Moti Daman - 396220	Tel-0260-2230726 Fax-0260-2230550 Mob-9662040226
32.	Delhi	Director of Education & Directorate of Education O/o State Project Director (SSA) Disstt. North Office Building Lucknow Road, Delhi-110 054	Tel-011-23810647 Fax-011-23811442
33.	Lakshadweep	Dr. M.S. Sayed Ismail Koya Director of Education UT of Lakshadweep P.O. Kavaratti- 682555	Tel-04896-2622241 Fax-04896-262264
34.	Pudducherry	Dr. S. Sundaravadivelu Director of School Education Directorate of School Education Anna Nagar, Pudducherry-605 005	Tel-0413-2334484 Fax-0413-2205930

\*The name and contact no. of the Director of Survey for State Orissa could not be available

## APPENDIX VII

### State Survey Officer

1.	Andhra Pradesh	Sri M. Ramalingam D.D. (Plg) School Education Department, Government of Andhra Pradesh Secretariat Building, 'D' Block, 2 <sup>nd</sup> Floor Hyderabad-500 022, Andhra Pradesh	Telefax-040-23236354
2.	Arunachal Pradesh	Shri B. Yirang Jt. DSE (Esstt) Government of Arunachal Pradesh Education Department Secretariat Itanagar-791 111, Arunachal Pradesh	Tel-360-2290463 Mob-9436043583
3.	Assam	Dr. H K Hazarika, Joint Director of Secondary Education Kahilipara, Guwahati-781 009, Assam	Tel-0361-2261605 Fax-0361-2261980, 2381180(EE) 2382507(SCERT) Mob-9435309950
4.	Bihar	Shri Avadh Bihari Ram Joint Director (Statistics) Government of Bihar New Secretariat Patna 800 015, Bihar	Tel-0612-2224616, 0612-2215250 (R) Fax-0612-2227108
5.	Chhattisgarh	Shri R.S.Chauhan Dy. Director Directorate of Public Instructions Government of Chhattisgarh Pension Wada, Raipur-492 001, Chhattisgarh	Tel-0771-2331383 Fax-0771-2421957 (School Instruction) 0771-244515(DPI) Mob-9826269538
6.	Goa	Shri Vijay B. Saxena Joint Director Directorate of Planning Statistics and Evaluation Junta House, IV Lift, III Floor Panaji-Goa-403 001	Tel-0832-2422516, 0832-2426633 (R) Fax-0832-2424250 Mob-09850685080
7.	Gujara	Sh. V B Bhensdadia, Dy. Director (Education), Commissioner (School and Mid day meal scheme) Sachivalaya, Gandhi Nagar, Gujarat	Tel-079-23222536 Fax-079-23222654

8.	Haryana	Sh. Ajit Singh Rathi, Education Department Government of Haryana Room No.-39, 7 <sup>th</sup> Floor Civilt Secretariat, Sector-1 Haryana Main Chandigarh, Haryana	Tel-0172-2740960 Fax-0172-2748033 Mob-09876555900
9.	Himachal Pradesh	Ms. Meera Walia Principal SCERT Complex Rabon Solan- 173211 Himachal Pradesh	Telefax-01792- 2228135 Mob-9816000023, 9418000023 E-mail-scert- hp@nic.in
10.	Jammu & Kashmir	Mr. M. R. Mattoo School Education Department Govt. of Jammu & Kashmir Civil Sectt. Srinagar Srinagar-190 009, J & K	Tel-0194-2485421 Fax-0194-2471906 Mob-09419113645
11.	Jharkhand	Shri Pran Kumar Jha Officer on Soecial Duty Planning & Budget Deptt. of Human Resource Development Govt. of Jharkhand MDI Building, Telephone Bhawan Dhurva, Ranchi 534 001, Jharkhand	Tel-0651-2400797 Fax-0651-2400751 Mob-09431108086
12.	Karnataka	Sri K. Annalah Hobildar Joint Director (School Education) Office of the Commissioner for Public Instruction, New Public Office, Nrupatunga Road, Banglore Karnataka	Tel-080-22123260 Fax-080-22211086 Mob-09686370962
13.	Kerala	Sri P.K. Krishnan Joint Commissioner in Charge of Joint Director (Academic) Directorate of Public Instruction Kerala, Thiruvananthapuram-695 001	Tel-0471-2331509 Fax-0471-2341171 Mob-09446810868
14.	Madhya Pradesh	Smt. Asma Naseer Joint Director Directorate of Public Instructions Govt. of Madhya Pradesh Mantralaya Bhopal- 462 004, Madhya Pradesh	Tel-0755-2583622 Fax-0755-25836513 Mob-9893186991

15.	Maharashtra	Sh. N V Nangre Deputy Director of Education, (Administrative Officer) Balchitravani, State Institute of Educational Technology, Govt. of Maharashtra Pune 04, Maharashtra	Telefax-020-25652882 Mob-09423438505
16.	Manipur	Sh. L Amumacha Singh, Directorate of Education (S), Govt. of Manipur Secretariat Imphal 795001, Manipur	Mob-09856326066 Fax-0385-2415398
17.	Meghalaya	Sh. B. S. Sohliya, MCS Deputy Secretary Govt. of Meghalaya Education Department Shillong-796 001, Meghalaya	Telefax-0364-225624 Mob-094361 15861
18.	Mizoram	Mr. F Lalhluna, Joint Director of School Education, Directorate of school Education Mc. Donald Hill, Zarkawt, Aizwal- 796 007, Mizoram	Telefax-0364-2210194 Fax-0364-2226015 Mob-9436115861
19.	Nagaland	Sh.i K. John Lohe Joint Director, School Education Govt. of Nagaland School Education Department Civil Secretariat Kohima-797 001, Nagaland	Tel-0370-2292058 Fax-0370-2270058 Mob-09436000991 E-mail- kjlohe@hotmail.com
20.	Orissa	Dr. Sebak Tripathy Director, TE & SCERT Govt. of Orissa Bhubneshwar - 751 001, Orissa	Tel-0674-2502928 Mob -9437051549
21.	Punjab	Shri Vijay Kaushal Deputy State Project Director Govt. of Punjab S.C.O. 104 106, IInd Floor, Sector 34-A, Chandigarh- 160 034	Tel- 0172-2623006, 2623207 Fax-0172-2624687 Mob-09814741179 e-mail- ssa.punjab@yahoo.com
22.	Rajasthan	Smt. Laxmi Nanama Joint Director SCERT Prasar Seva Vibhag Govt. of Rajasthan, Udaipur	Tel-0294-2415171 Mob-9414266717
23.	Sikkim	Shri B.B. Bagdass Joint Director, PME HRD Department Govt. of Sikkim P.O. Gangtok-737 101 Tashiling Secretariat, Sikkim	Telefax-03592-203050

24.	Tamil Nadu	Dr. D. Rajendran Joint Director Directorate of School Education College Road Nungambakkam Chennai- 600 006	Tel-044-28273591 Fax-044-28232580 Mob-0944402069
25.	Tripura	Shri S. Roy Choudhury Senior Research Officer Directorate of School Education, Agartala- 799 001, Tripura	Telefax-0381-2325096
26.	Uttarakhand	Shri Vinod Kumar Dhondiyal Deputy Director Govt. of Uttarakhand Directorate of School Education Nanoorkhera, Nalapani Road P.O. Tapovan, Dehradun-248 001	Tel-0135-2781440 Fax-0135-2781903 Mob-09897394738
27.	Uttar Pradesh	Sh. Mahinder Singh, Joint Director, SCERT, Nishat Ganj Lucknow (U.P.)-226 007	Telefax-0522-2383220
28.	West Bengal	Shri A.R. Sanyal Dy. Director of School Education Directorate of School Education Govt. of West Bengal Bikas Bhawan, 7 <sup>th</sup> Floor, Salt Lake Kolkata- 700 091	Tel-033-23342228 Fax-033-23376561
29.	A&N Administration	Shri S.V. Uvaraj Asstt. Director of Education (Plg.) A&N Administration Education Department Port Blair - 744 101	Tel-03192-233227 Fax-03192-232236
30.	Chandigarh	Shri Chanchal Singh D.E.O. Chandigarh Administration UT Secretariat Delux Building, Sector - 9-D Chandigarh - 160 009	Tel-0172-274008, 2740216 Fax-2740337 Mob-09417224533
31.	Dadra & Nagar Haveli	Sh. Peter Bara, Assistant Director of Education Department of Education, Dadra & Nagar Haveli UT-Administration, Education Deptt. Silvasa-396230 (Via Vapi W. Rly)	Tel-0260-2230726 Fax-0260-2230550
32.	Daman & Diu	Shri J. Pandey Dy. Director Deptt. of Planning & Statistics Directorate of Education U.T. Administration of Daman & Diu Daman - 396 220	Tel-0260-2230726 Fax-0260-2230550

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33.	Delhi	Shri V.P. Singh State Project Director (SSA) Directorate of Education O/o State Project Director (SSA) Distt. North Office Building Lucknow Road, Delhi-110 054	Tel- 23890119 Mob-9818102115
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35.	Pudducherry	Thiru J.J. Krishnaraju Joint Director Directorate of School Education Anna Nagar, Pudducherry-605005	Tel-0413-2334484 Fax-0413-2205930





## APPENDIX VIII

### State Informatics Officers

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## **APPENDIX IX**

### **TOOLS TO BE USED IN THE SURVEY**

- i Village Information Form (VIF)
- i Urban Information Form (UIF)
- i School Information Form-1 (SIF-1)  
(For recognised Primary and Upper Primary Schools Only)
- i School Information Form-2 (SIF-2)  
(For all Recognised Secondary and Higher Secondary Schools only)
- i College Information Form (CIF)  
(For Degree Colleges having classes XI and XII)
- i Post Enumeration School Information Form (PESIF)
- i State Policies and Practices in School Education (SPPSE)