SCHOOLS

Number of Schools
1535610

Urban Area	Rural Area
2.39	12.97
in Lakh	in Lakh

TEACHERS

Number of Teachers
8905811

Urban Area	Rural Area
24.01	65.05
in Lakh	in Lakh

STUDENTS

Number of Students
253108405

Boys	Girls
131.40	121.71
in Lakh	in Lakh

Academic Year - 2016-17

PERFORMANCE DASHBOARD
Impact of Various Schemes and Initiatives

GROSS ENROLMENT RATIO

Primary	Secondary
95.12%	79.35%

TRANSITION RATE

Primary to Upper Primary	Upper Primary to Secondary
88.56	90.32

GENDER PARITY INDEX

Elementary	Secondary
1.05	1.02

SCHOOLS WITH FUNCTIONAL TOILET

Boys	Girls
92.53%	94.37%
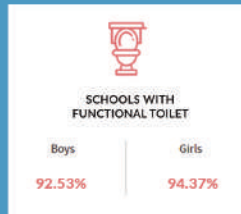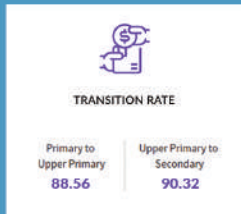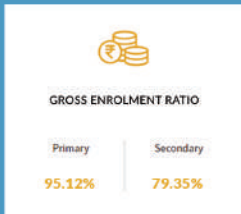
UDISE+
UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS

UDISE+

UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS
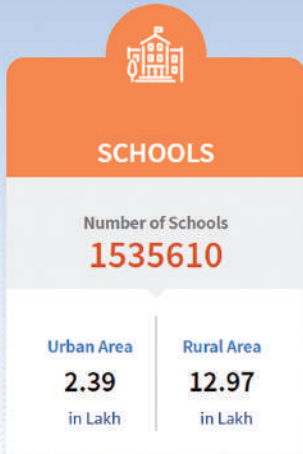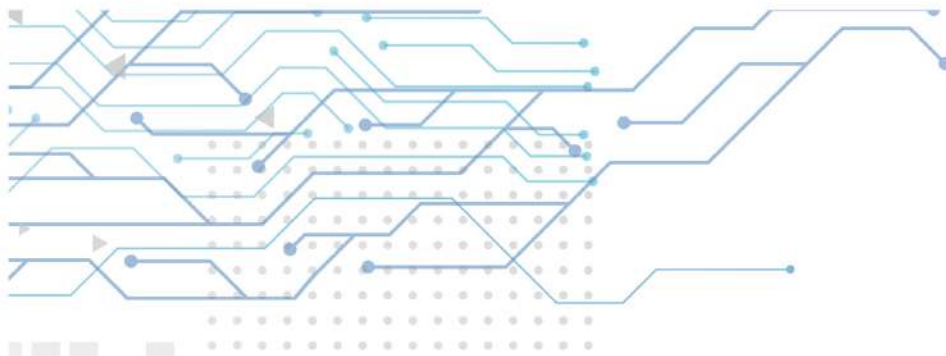
APRIL 2019

MHRD
Government of India
Ministry of Human Resource Development
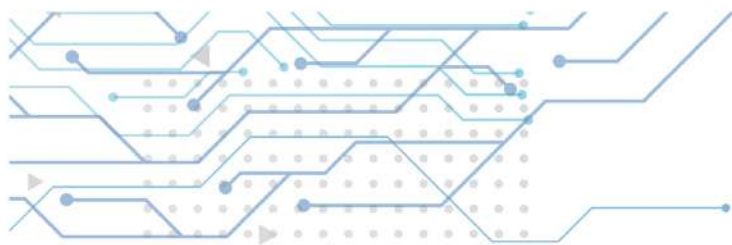Department of School Education and Literacy

INTRODUCTION

A. Unified District Information System For Education - (UDISE)

The School Education system in India is one of the largest in the world comprising more than 1.5 million schools, 8.5 million teachers and over 250 million students from varied socio economic backgrounds across 29 States and 7 Union Territories (UTs).

A robust, real time and credible information collection mechanism is a prerequisite for an objective evaluation of the system, based on which specific interventions for improvement can be designed.

In the early 1990s, as part of the District Primary Education Programme (DPEP) national endeavour, a school based computerised information system was designed and developed. An Education Management Information System (EMIS), called the District Information System for Education (DISE) was created for Classes I to V for planning and monitoring the implementation of DPEP in 42 districts of 7 selected States. Over the years this was extended to cover the entire elementary level of education till Class VIII. In 2008- 09, with the introduction of the Rashtriya Madhyamik Siksha Abhiyan (RMSA), a separate and dedicated Secondary Education Management Information System (SEMIS) was started for Classes IX to XII. Subsequently, in 2012-13, the Unified District Information System for Education (UDISE) was launched by integrating the DISE for elementary education and SEMIS for secondary education.

Since then, UDISE has acquired the status of Official Statistics of Ministry of Human Resource Development (MHRD) and is now operational in all the districts of the country. All parallel systems of data collection, including annual data collection by the Department of School Education & Literacy (DoSE&L), MHRD, have been discontinued and UDISE is the only source of information for school education system. All MHRD publications with regard to school education statistics are now exclusively based on UDISE data.
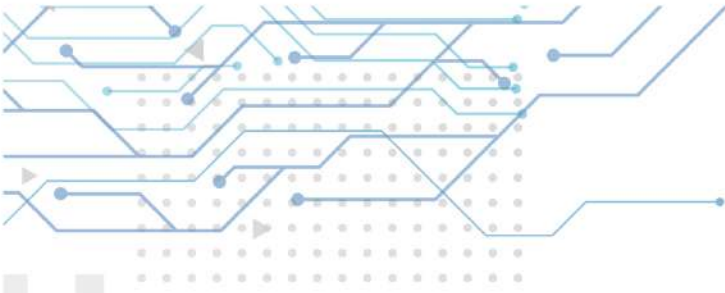
B. Limitations of UDISE

However, the system had many limitations which, overtime, reduced the credibility and authenticity of the data. Major challenges in the implementation of the system and application of the data were also faced.

Although the coverage of schools has increased across the years under UDISE, there was a big question mark on the quality and reliability of the data, especially on enrolment and infrastructure. As almost all financial allocations are made on the basis of enrolment figures reported under UDISE, the accuracy of the data is very critical.

1. Offline data collection system

Under the UDISE, 1.5 million schools fed data manually at the school level in the paper version of the Data Capture Format (DCF) by the cut off date of 30th September of each year. It involved collection of school-wise data on enrolment, physical infrastructure, teacher and enrolment data etc. Such data was computerized at the block level or even at the district level, collated at the State and UT level and thereafter shared with MHRD to build a national database.

The aggregation of this data at the State/UT level took considerable time, usually around one year, thereby rendering the information outdated and not amenable to analysis for taking prompt and evidence based decisions. In view of the large number (1.5 million) of schools, the compilation of reports took more than two years. By the time the analysis of one year's data was completed it was already time to start the collection of data for the next year. Hence the level of analysis was not satisfactory and left a lot to be desired.

2. Lack of accountability due to absence of audit trail

The data was uploaded in the system by district/block MIS officials who were mostly contractual in nature. In many States the data entry work was totally outsourced. Hence, there was no clear traceability/audit trail of those who were responsible for the authenticity of the information provided. Transfer of officials at the cluster, block and district levels further compounded the problem as a result of which the data was never verified. Since there was no accountability, the officials concerned did not take adequate care to upload consistent and correct data, thereby compromising the reliability of the UDISE.
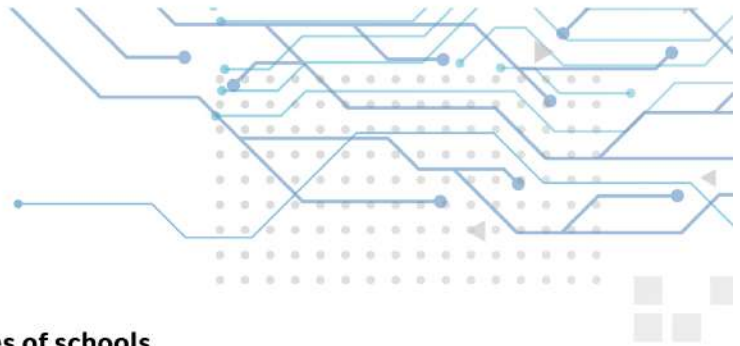
3. Single DCF for all categories of schools

In UDISE there was one Master DCF for all schools irrespective of the category (categorisation of schools is based on the number of Classes that the schools have). However, many of the fields were not applicable for a particular category of school. For example, in the case of standalone primary schools, which have only Classes I to V (numbering 0.8 million schools which is almost 55% of the total number of schools in the country),questions relating to science labs which were for classes IX to XII were not relevant. Similarly, questions relating to the Right to Education Act (RTE) such as School Management Committee (SMC) and out of school children were not relevant for Classes IX to XII.This created confusion as a result of which there were instances where the data for the relevant school category was not fully filled in and the data which were not relevant for the particular category was wrongly inserted. Consequently, the information provided by the schools suffered from inconsistencies.

4. Lack of verification and analysis of Data

With an aim to improve the quality and reliability of the data, it was mandatory from 2006-07 for all States and UTs to carry out sample check of the UDISE data by an independent agency. A sample of 10 percent of districts, subject to a minimum of two districts in each State was suggested to be drawn for sample checking. However, largely due to lack of proper guidelines, standard methodology of verification and poor monitoring, the verification of the UDISE data was hardly being carried out. Where it was being done, the reports were all bulky paper reports which were never analysed and feedback was not made available to the States and UTs for taking corrective action. As a result, the school system lost an excellent opportunity to realise the objectives of sample check like assessment of accuracy of the data, identification of the gaps and weaknesses, seeking suggestions regarding remedial measures for strengthening the system for further improving the quality of data.
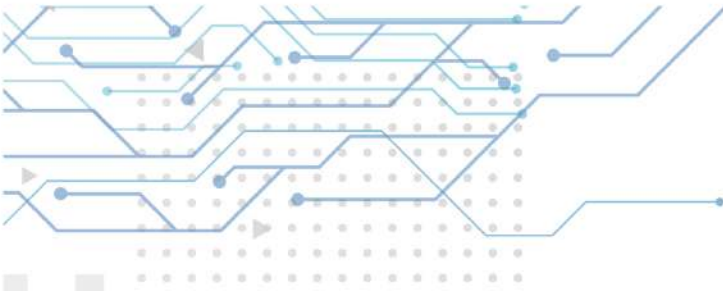
5. Lack of coordination and supervision

Since its inception, all aspects of UDISE was handled by the National Institute of Educational Planning and Administration (NIEPA), which is an organisation under the Department of Higher Education, MHRD. Over time and with the introduction of Sarva Siksha Abhiyan (SSA) and the RTE Act leading to increase in large number of schools, it became a big challenge to maintain the data on school education. NIEPA lacked the requisite infrastructure, expertise and authority for coordinating with officials of the States and UTs to ensure smooth and timely availability of the information. Further, the UDISE was being handled in the project mode by a small team and data was hosted in a private server rendering it vulnerable.

6. Multiple versions of data collection software

Because of the limitations of UDISE, many States and UTs developed their own MIS systems to collect data required in the UDISE DCF. Therefore at the national level, the Department had to contend with two sets of data, one was the data flowing from the UDISE and the other flowing from the MIS systems of these States and UTs, which they claimed to be more robust and consistent. Both these sets of data were largely different and in many cases the variation was huge. Thus, overtime, the authenticity and utility of the UDISE gradually decreased and aggregation of data at the national level became difficult.

UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS - (UDISE +)

A. Consultation Process to improve UDISE

In order to overcome the limitations of the UDISE system, DoSE&L over the last three years, has held several rounds of consultations with stakeholders, domain experts and others. Visits and interactions with States such as Andhra Pradesh, Gujarat, Maharashtra, Kerala and Delhi which are considered to be advanced in implementing and managing ICT applications were undertaken and the modern MIS systems of these States and UTs were studied. Detailed
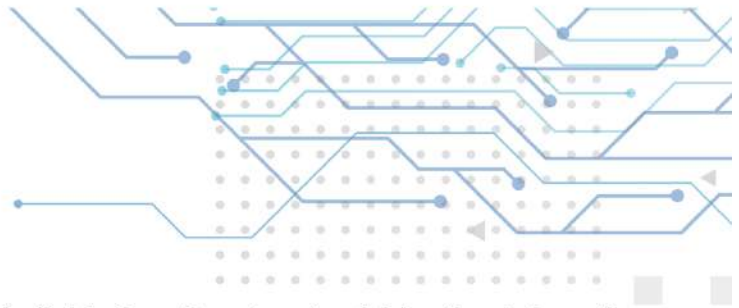
deliberations were held with several officials from Departments of Education, Information Technology Department, Secretaries and State Project Directors (SPDs) of the States, District Education Officers, etc and their suggestion on the challenges faced by them in using the UDISE platform. Interactions with international bodies like the World Bank, UNICEF and UNESCO were also held.

Following these extensive and comprehensive deliberations and collaborations spanning over three years, the Department has developed the UDISE+ system with many unique features which respond to the limitations of UDISE and also adds value to the system.

B. Features of UDISE+

The salient features of UDISE+ can be categorised under the following heads:

1 Data Capture
2 Data Mapping
3 Data Verification
4 Data Analytics.

1. Data Capture

a) Online uploading of data

To enable real time exchange of information, online uploading of UDISE+ data has been made mandatory from 2018-19. Since UTs have internet connectivity in most of the schools therefore the UTs have been asked to compulsorily upload the data online. In case of States, provision for filling up of paper forms or offline filling in of data has been provided for only in those remote areas, where it is not possible to upload data electronically. However, even this data has to be uploaded electronically at the block level. Inbuilt validation checks are part of the software. With the introduction of this system it will be easier for the States & UTs and the Department to monitor the progress of the schools and to reduce the time taken in data collection and analysis.

This feature of UDISE+ will also help the Department to make proxy checks on various components of schemes, provisions of funding etc. which are covered under UDISE+ data. For example, it will allow the Department to map these schools which received funds for computers, and internet connectivity but which are not uploading the data online. Such checks will ensure that the equipment reaches the school and they are put to proper use.

b) Traceablity and audit trail of offcials uploading the data

The DCF has been designed to capture the details of all persons responsible for and filling in the data provided at each level - right from the school to the State & UT through the software. A certificate on correctness of data from the head of the school and the Cluster Resource Coordinator has been made a part of the DCF. The data will be allowed to be submitted at different levels (block, district and State/UT) only if it is accompanied with this certificate. Due to these measures, audit trails can be maintained in the system. This will help in fixing responsibility in case data submitted is found to be incorrect. Disciplinary action could also be taken against the concerned officials in case of major discrepancies. These measures are expected to improve accountability of officials providing the data at each level which, in turn, would improve the credibility of the data collected in UDISE+. provided would improve substantially.

c) Separate DCFs for each category of Schools

Based on the number of classes (Classes I to V, I to VIII, IX to X, IX to XII etc) the schools have been categorised differently. As on date, there are 18 such categories of schools spanning all States and UTs. The Department has therefore developed a separate DCF for each school category making a total of 18 DCFs. Now a standalone primary school with Classes I-V will need to respond to questions pertaining only to that category of school, thereby eliminating any ambiguity.The size of the DCF has as a result been reduced considerably and the schools are happier to receive a slimmer DCF rather than the earlier bulky one where half of the questions did not pertain to them. Reduced size of the data capture format will go a long way in eliminating data entry errors and thus make the data more consistent.

d) Rationalization of DCF

Following field trials conducted in schools and on the basis of their inputs, the questions in the DCF have been redesigned so that they are simpler and easier to understand. Irrelevant and unnecessary questions have been removed and some have been modified. Additional questions have been introduced to include the new components under the Samagra Siksha such as Pre-primary, Sports equipment, Library books, ICT lab, School safety etc. The DCFs, thus, have been made more relevant and persons entering the data can easily understand the questions and provide correct data. This also, would reduce errors in data entry.

e) Real time collection of data

100% Real time data updation will be made possible in due course of time. Schools will then update the data online directly. Thus, changes, if any, in the status of infrastructure or enrolment can be captured without delay and at regular frequencies thus allowing States & UTs as well as the Department to monitor the status as on date rather than waiting for one full year as was being done earlier. Real time data will therefore enable dynamic planning and initiation of quick action.

f) Control and Supervision

To eliminate the problems of coordination, supervision, monitoring and security of the UDISE data, the UDISE+ is now hosted on the server of the National Informatics Centre (NIC) and has been brought under the overall supervision of the Department. The NIC, which has vast experience in handling big database in secured servers of several Government Departments in the Centre and the States, is now in charge of the UDISE+. The security of the data has been ensured through this step. Further, there is a dedicated group of personnel to look into all technical aspects of the software and handle the queries from States and UTs. NIC is also providing web-services for those States & UTs which have their own MIS so that they can upload their data on the UDISE+ portal seamlessly. Due to these measures the earlier problems relating to non-uniformity and divergence of data has been eliminated. Specific officers of the Department have been assigned the responsibility of coordinating with the States and UTs to check the smooth and quick redressal of any outstanding issues in this regard. Several training sessions for States and UTs to use the software have been undertaken.

Since UDISE+ is under the overall supervision of the DoSE&L, sample checks to be carried out by officials at different levels of the State and UT Education Departments to ensure the correctness and completeness of the data, can be enforced. In fact, the instructions issued to the States and UTs include sample checks, level-wise.
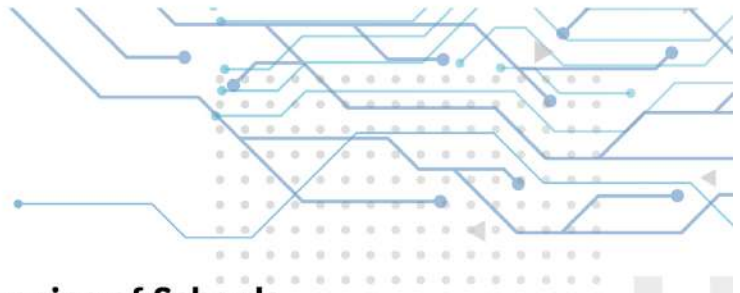
2. Data Mapping - GIS Mapping of Schools

GIS School Mapping, a new feature of UDISE+, integrates a Geo-Spatial Database with UDISE+ Data. In this application, the school is mapped onto base map services which show physical features like topography of the area where the school is located. There are numerous ways in which the GIS mapping of schools can help to improve the quality of education. One of these is in the field of school consolidation which is now being considered in cases where a large number of small, unviable schools co-exist within a very small physical area.
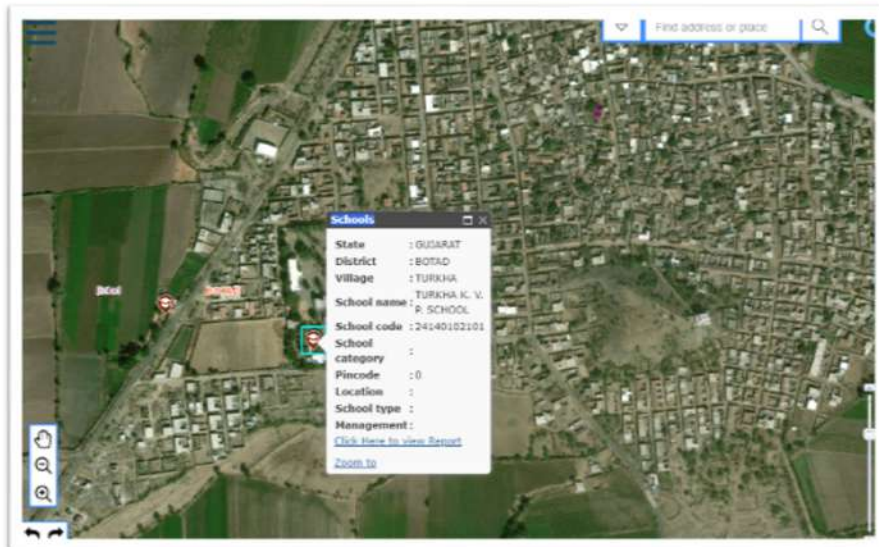
To illustrate, section 6 of the RTE Act provides for childrens' access to elementary schools within the defined area, 1 km for primary schools and 3 kms for upper primary schools. On a detailed examination it was observed that around 28% of all stand-alone primary schools and 15% of upper primary schools/sections have enrolment less than 30 children. There are also 10% stand-alone primary schools with less than 15 enrolled students. These schools usually have only one teacher and on account of the low enrolment, the facilities are also limited. Such schools can be considered unviable.

The situational analysis of these schools done in some States reveal that many villages or localities have two or more such unviable Govt. Schools functioning in close proximity.

The analysis done has revealed that if children and resources presently spread in this two or more small schools are combined together within the habitation, it will not only provide a better teaching learning environment but will also make schools RTE compliant. In view of this, States have now started school consolidation within the stipulation of RTE Act in a given habitation to

However, consolidation, only on the basis of aerial distance between schools may not always be the correct way. There are several instances where due to natural barriers like rivers, hills, valleys and man made constructions like highways, railway crossings etc., it is not feasible or desirable to

merge schools even if they fall within the RTE stipulated distance norms and have low enrolment. To identify such cases, information on topography of the area, which is provided by the GIS based application, is essential as it will not only accurately indicate the location of the school premises but will also provide a snapshot of the other schools that exist in the neighbourhood and the unique geographical features.

Before deciding on school merger, besides distance between the schools to be merged, it is also important to look at certain parameters of the schools such as school management, school category, enrolment, number of teachers. Infrastructure facilities like toilets, drinking water, library, labs etc and condition of the school building & classrooms have also to be considered. Hence, the School Report Card which has all these will also be a part of the GIS map in addition to physical location of the school with latitude & longitude and its terrain.
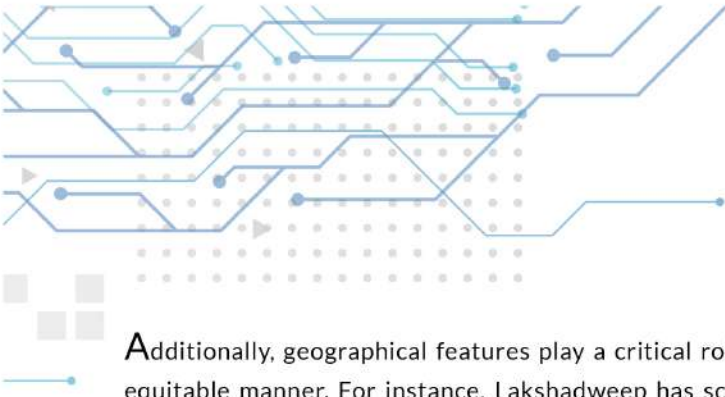
Additionally, geographical features play a critical role, in deciding allocation of resources in an equitable manner. For instance, Lakshadweep has schools spread across 10 islands in 3 blocks. Provisioning resources for every block as per the norms of the schemes will not be the optimal solution. For example the erstwhile Sarva Siksha Abhiyan (SSA) provided computers at the block level. Therefore, Lakshadweep was to receive 3 computers since it has 3 blocks. However, the GIS mapping clearly showed that this was incorrect planning and subsequently Lakshadweep received one computer for every island.

Thus the UDISE+ through this GIS mapping feature will take a big leap by mapping all the 1.5 million schools and thereby allowing the Department to locate, identify, analyse, and rationalise the distribution of schools.

3. Data Verification

In order to ensure accuracy of data provided through UDISE+, an application (App) for Third Party Verification is one of the features of the UDISE+. This App can be installed in any smart phone and can be used for on the spot verification of data provided by schools on UDISE+. The checks will be done on a random basis and the mobile App will have the following features:

1. A provision for photographs of schools to be directly uploaded to the NIC server without this being saved on the mobile device.

2. The time of the upload will be captured from the server and not from the device to ensure correctness of time.

3. The App will ensure easy upload of image with low internet bandwidth.

4. To ensure that only authorised persons carry out the verifications, an OTP will be sent to their registered mobile number.

5. The App will track the location of the person carrying out the verification to ensure that it is an on the spot verification and the report is not being uploaded from some other location.
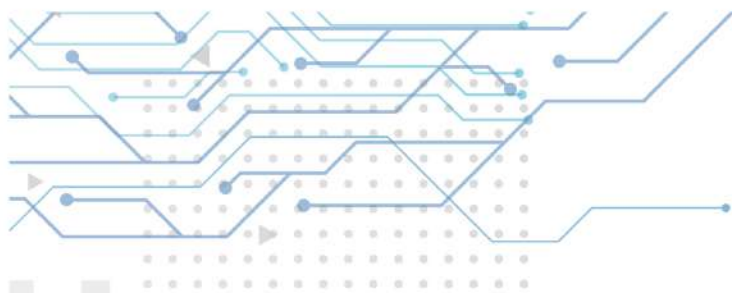
6. In case the data uploaded during the verification is different from that in the UDISE+ database, then the App will generate discrepancy reports which will be sent to the respective States/UTs for resolution.
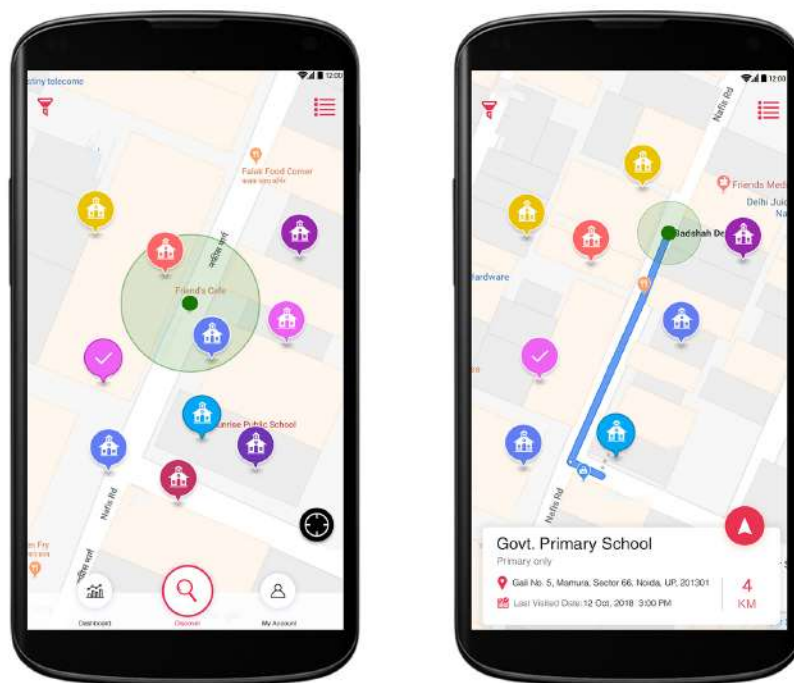
The officials of DoSE&L, MHRD and its attached offices, State Departments of Education, State Council of Educational Research and Training (SCERTs), District and Block level officers etc. will carry out the physical verification of the information provided by the schools in UDISE+ with the help of this App. Separate formats on the basis of school category have been developed to verify the data for various aspects under UDISE+. Enabled by the GIS mapping software, the App will help track the location with the help of geo coordinates. The App will also indicate the schools in the neighbourhood and the official who is verifying the data can visit these schools on a random basis. Wherever there is internet connectivity the data can be transmitted instantaneously to the server. In case of no connectivity the data can be stored and sent subsequently from a location that has internet connectivity.

Use of digital technology in this form will go a long way in plugging leakages and ensuring optimal utilisation of resources to get the desired outcome.
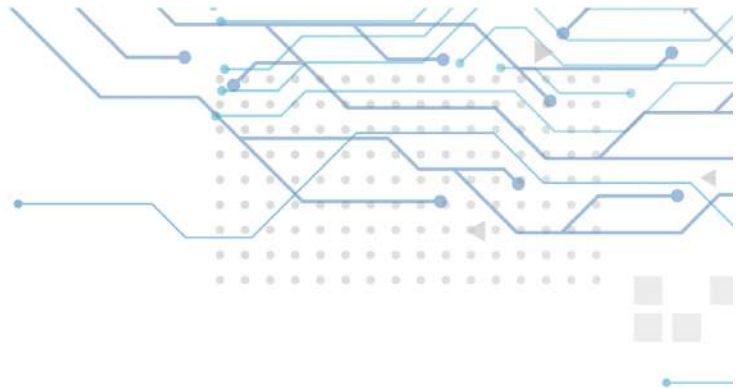
4. Data Analytics

Creating a strong data base of schools would be meaningful only if it is followed by a proper analysis of the data collected and conversion of data into information that can be used for evidence-based decisions and policy making. With

the huge amount (Volume) of data generated by one of the world's largest school education system, the diverse facets (Variety) of the information and the speed of data (Velocity) enabled by an efficient and seamless real time information gathering system, the stage would be set for applications of big data management and analytics in this sector. The data analytics section of UDISE+ will be powered by an automated programme which will generate State and UT wise real time reports of parameters relating to the school education system. Trends, patterns and relationships will be identified. The system would also be able to cater to query based reports and charts as and when required. It will have inbuilt feature of tracking and correlating physical progress vis-a-vis financial outlays. Time series and cross sectional analysis of the data will also be enabled by the system.
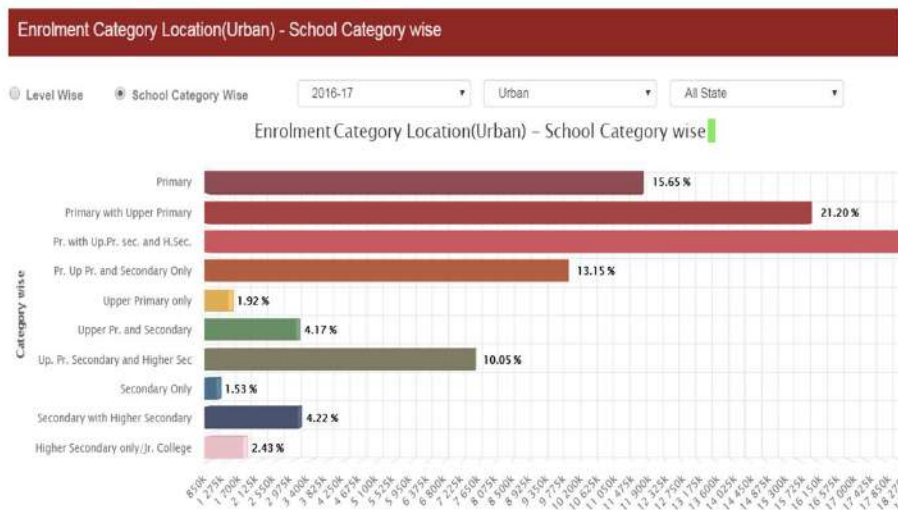
NB: *The figures shown in the chart and graphs in pages 12 and 13 are illustrative and do not contain the actual statistics.*

All the four forms of big data analytics viz. descriptive, diagnostic, predictive and prescriptive would be possible in this application of UDISE+. The descriptive analysis will be a commentary of the situation as it exists, and would be encapsulated in a dashboard providing the macro level information, such as number of schools, number of students, number of teachers etc. Diagnostic

Number of teachers (location)

I / 8842541 (26.88 %)

RURAL – 6465920 / 8842541 (73.12 %)
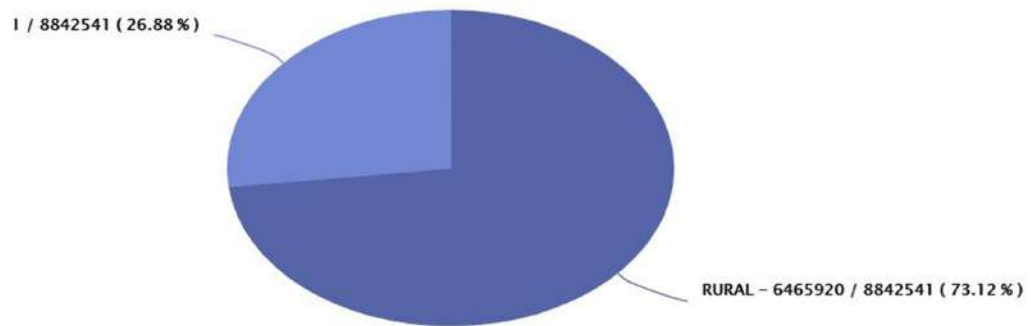
analysis will aid in determining the causation of particular events as observed over a period of time eg. whether learning outcomes is impacted by the frequency of in-service trainings received by the school teachers. Predictive analysis will help in forecasting likely scenarios in the future based on the analysis of the past information eg. if there is a strong correlation between the learning outcomes and the frequency of in service trainings then what would be the number of trainers required to impart such trainings across the country. The most comprehensive, however, would be the prescriptive analysis which will determine what type of policy interventions need to be taken to

Category - Location(Urban) - School Category wise

Level Wise | School Category Wise | 2016-17 | Urban | All State

Category – Location(Urban) – School Category wise

Primary — 35.18 %
Primary with Upper Primary — 26.85 %
Pr. with Up.Pr. sec. and H.Sec. — 8.21 %
Pr. Up Pr. and Secondary Only — 9.11 %
Upper Primary only — 4.71 %
Upper Pr. and Secondary — 4.80 %
Up. Pr. Secondary and Higher Sec — 3.45 %
Secondary Only — 2.96 %
Secondary with Higher Secondary — 2.44 %
Higher Secondary only/Jr. College — 2.29 %

improve the education system eg. based on the diagnostic analysis establishing the correlation between the learning outcomes and in service training of teachers and the predictive analysis of the requirement of such trainers, prescriptive analysis will throw light on what should be the policy of the government for ensuring availability of such trainers across the length and breadth of the country both in terms of quantity and quality. Reports will be generated on the basis of these analysis which will convert complex data sets into actionable insights.

CONCLUSION

The UDISE+ will definitely improve the quality and credibility of the data provided thereby making its analysis more robust and accurate. The Performance Grading Index Report of the States, which is published annually, is largely based on indicators for which the information is obtained from the UDISE+. Accuracy and reliability of this information would make the inferences drawn more accurate thereby enabling the States and UTs to undertake evidence based planning and design appropriate interventions to improve the system. The prescriptive analytics feature of the UDISE+ system will further assist in corroborating the policy interventions. The verification app, along with the inbuilt features for enhancing accuracy and consistency will ensure that the substantial budget on school education by the Centre and all States & UTs every year leads to much better outcomes in this sector. The data mapping and data analytics features of the system will also provide the general citizens of the country an overview of the national, sub national and local purview of the school education system with contemporary and credible facts and figures. It will also serve as a one stop shop for data mining and analysis for researchers in this field.

Expected Outcomes

- Data analytics to identify factors affecting school performance in terms of enrolment, retention etc.
- Time series data to study the trend over years and monitor improvement/growth
- Evidence based planning and decision making
- Track Key Performance Indicators
- Real time and quality data
- School and teacher rationalisation
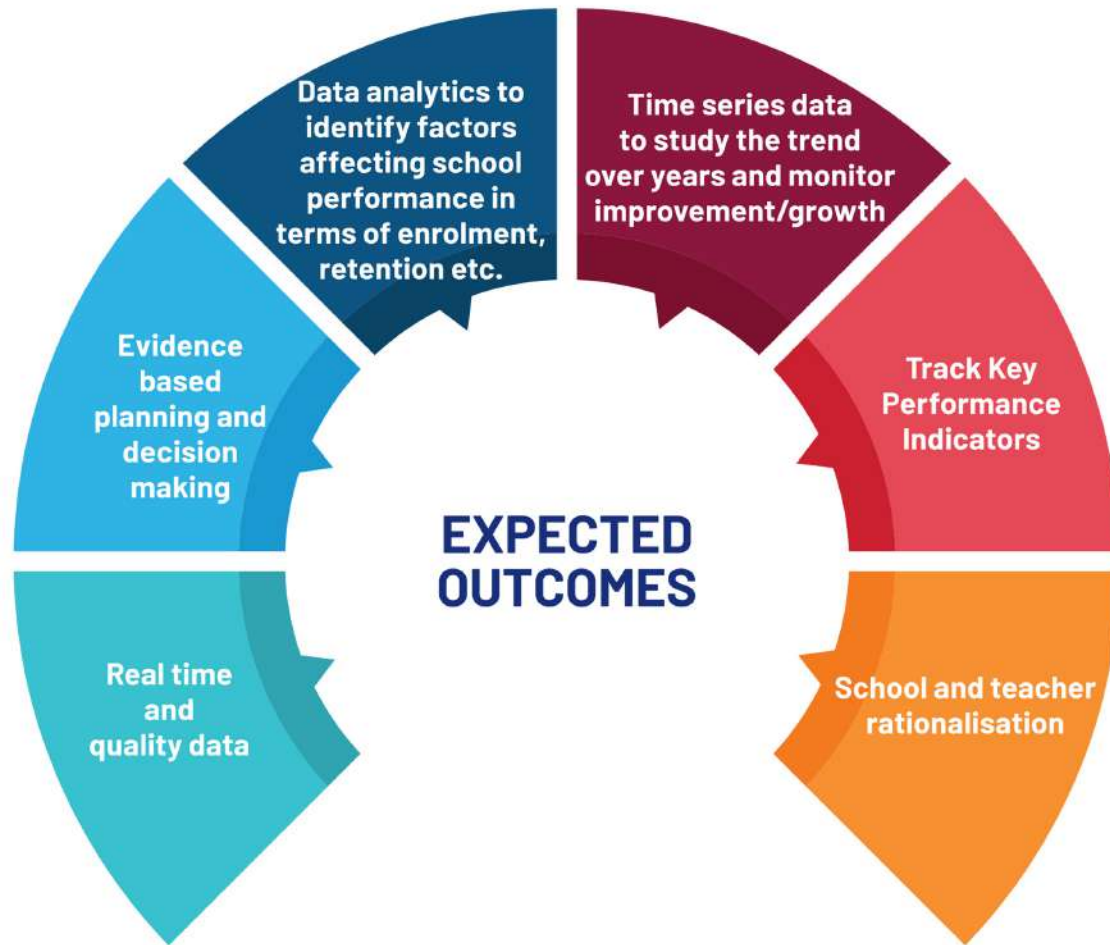
SCREEN-SHOTS OF THE UDISE+ SOFTWARE

1. Home Page

Homepage of UDISE+ software allows login at various levels. Clicking on any level will take the user directly to the login page, relevant to the level.

2. LOGIN Pages:

For school login, UDISE Code of the school is username. Password will be provided by Block MIS Coordinator.
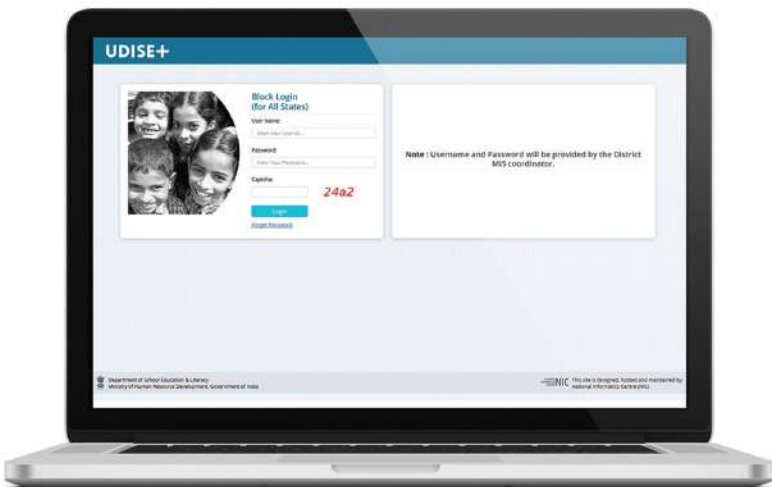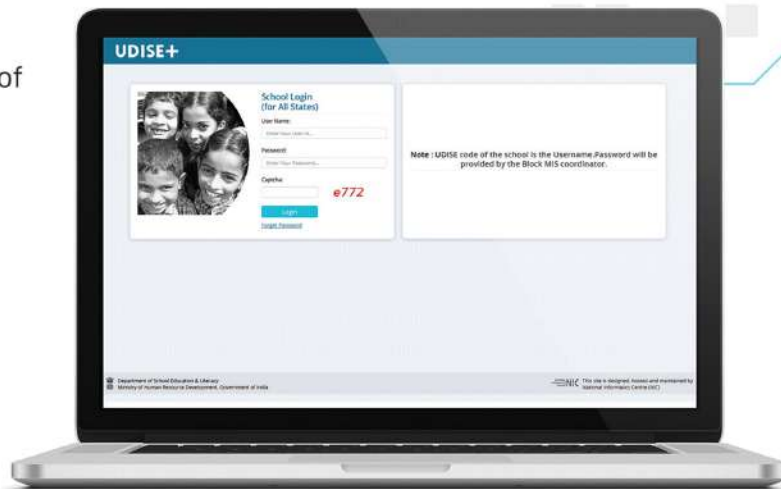
For Block login, username and password will be provided by District MIS coordinator.

Similar Login pages are created for State and District. Application has separate login page for States and UTs at each level, namely, school, block, district and state.
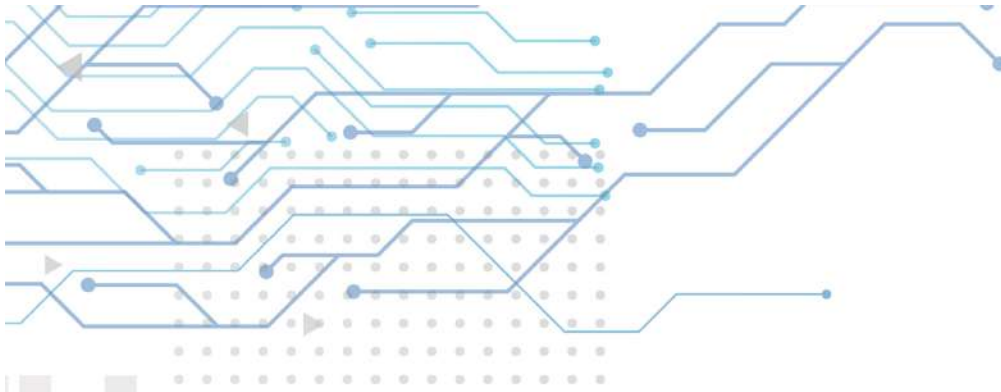
3. Dashboard for State/District/Block Admin

This is the Dashboard for District admin which would appear on the screen after logging in. A user may see further information at block level by clicking on the name of the District. Similar pages exist in the software for state and block level users also.
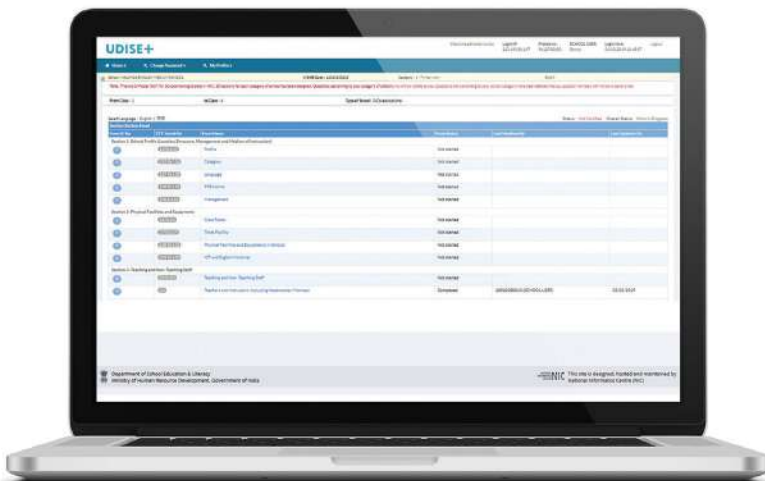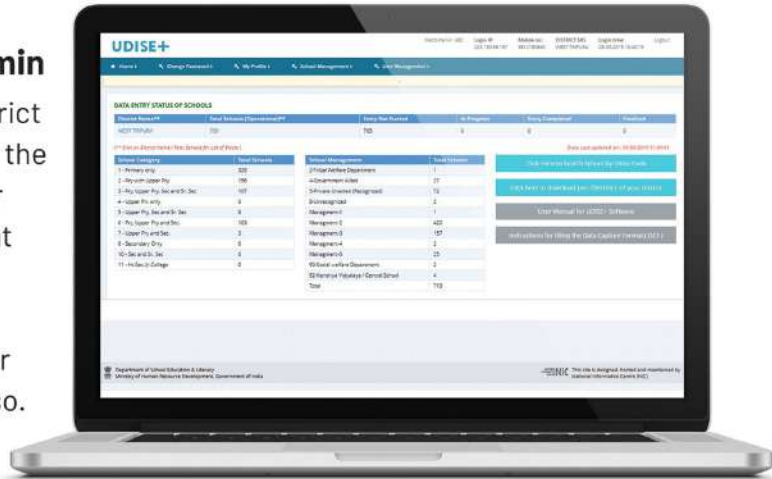
4. Data Capture Format (DCF)

The DCF has been divided into many sections as given in the picture to the left. This is school user page through which user may fill-up the Data Capture Format (DCF) for that particular school by clicking different forms.
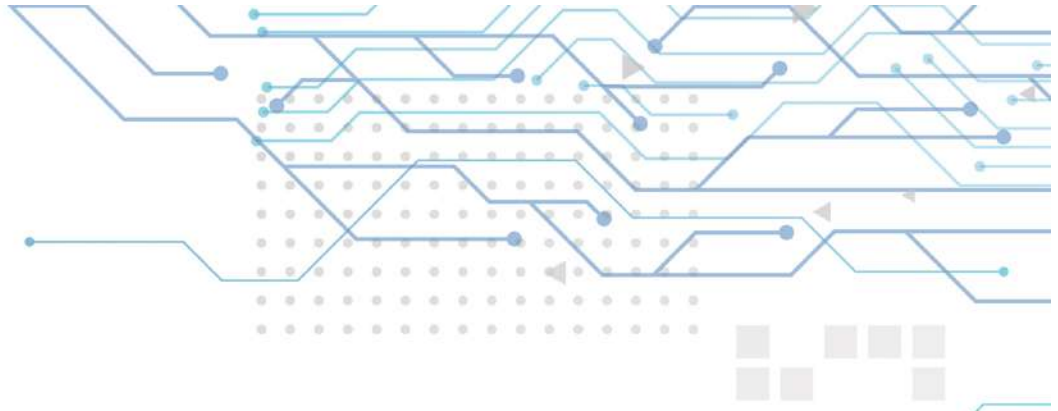
5. Input form for the School

Clicking on any of the link provided in the screen shot in section 4 on prepage will take the user to the detailed input form for that particular link.
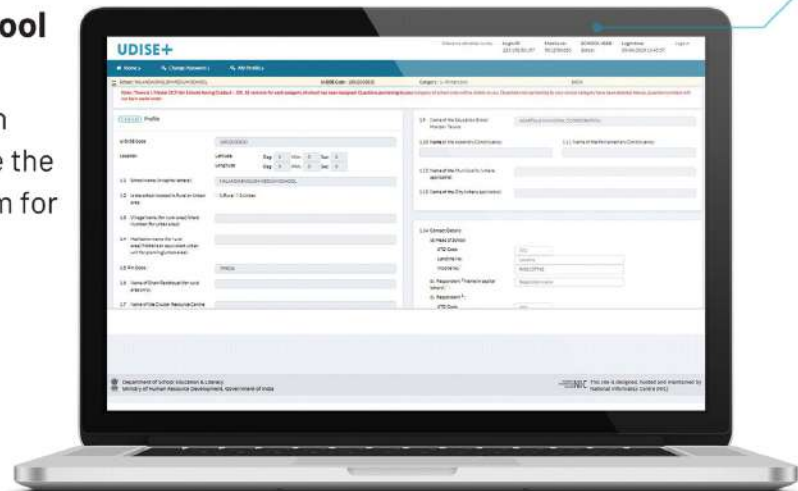
One master DCF along with 18 versions have been prepared based on category of school. Questions pertaining to the particular selected category of schools only have been kept. Questions not relevant to the particular selected category of schools have been deleted. Hence, the questions may not appear in serial order.

INSTRUCTIONS FOR FILLING IN THE DATA CAPTURE FORMAT (DCF) FOR STATES AND ROLES & RESPONSIBILITIES OF USERS AT EACH LEVEL

From the year 2018 – 2019, information for school database will be collected by MHRD on new software (UDISE+) developed by NIC, MHRD. This software is real time and online.

A. General Instructions:

The UDISE+ software is online. However, since all schools may not have internet facility, schools are also being given the option of filling the DCF offline where internet facility is not available. **However, at the block level, the entire data entry should be online.**

1. Schools that have internet access have to provide data directly in the online UDISE+ Software. UDISE code of the school is the User Name and Password for the software for all schools shall be provided by the Block MIS Coordinator.

2. Schools that do not have any internet access have to fill the physical DCF provided by Block Resource Coordinator (BRC)/Cluster Resource Coordinator (CRC). The Block MIS Coordinator/ Data Entry Operator shall feed the data of all such schools online using the UDISE + software.

3. The information is to be furnished in respect of all schools in the State as per the School UDISE code including Private schools, Madarasa, Government Aided schools and all Government schools being run under the aegis of different departments/ organisations.

4. Correct and authentic updated data based on school registers and other official records should be entered.

5. All data must be verified by the following:

  I. For Senior Secondary and Secondary Schools: Principal/Vice-Principal

  II. For Elementary Schools: Head Teacher/Head Master

  III. For Primary Schools and Upper Primary Schools: Head Teacher/Senior most Teacher

The above mentioned shall be held responsible for all the data in the DCF. They should be very careful and ensure that the data is correct.

6. In case the school is directly filling the online DCF, then it will have to give complete details of the person who is uploading the information. This person may be different from the person mentioned at Sl.No. 5 above, or may be the same. This person may be a government official or someone on contract basis or from agency etc. Irrespective of who the person is, it is mandatory to fill in his/her complete details in the DCF.

B. Instructions for filling data in offline mode (only at school level):

The success of UDISE+ lies in clear specification of duties/responsibilities for the persons who will be involved in the task from the school level till the State level. All schools irrespective of management are to be included as per previous practice. All information provided by school in UDISE+ must be record based only.

i. School Level:

1. Where text is to be entered, it should be in capital letters only. All numeric data are to be provided in Arabic numerals i.e. 1, 2, 3, 4..... etc.

2. Appropriate codes should be entered at places where such provision exists. Care should be taken to fill in the correct code number as mentioned in the DCF.

3. Do not scribble on the DCF. It should be kept neat and clean. Do not overwrite on a wrong entry, instead strike out a wrong entry and rewrite the correct entry above it.

4. All Boxes should be filled in completely. No box should be left blank.

5. a) The authorized person at A5 above should verify the data and in case of corrections, sign on the left hand margin of the page.

   b) He/she has to stick to the schedule of updation and handover the data to the BRC/CRC for verification and onward submission for computerization.

   c) He/she should sign on the last page of the DCF with stamp.

6. The verified and finalized DCF shall be submitted to BRC/CRC.

ii. Cluster Level:

CRC/HM of the nodal school in absence of CRC (block to nominate a school as nodal school where there is no CRC) will be the nodal in-charge for the UDISE+ updation process for all schools in the cluster. The nodal in-charge shall be responsible for authenticity of data for their respective schools. He/She shall perform the following activities:

1. Collect the DCFs from block MIS unit and distribute to the Schools in the cluster which do not have internet facility.
2. Impart training to the Head Master/the person responsible for filling the data in the DCF.
3. Give a certificate for the completeness and correctness of the data submitted for each school under his/her jurisdiction.
4. Collect the updated DCFs from the schools.
5. Carry out 100% verification of data before handover of the DCFs to the block MIS coordinator.
6. Give a certificate for the completeness and correctness of the data collected from all the schools under his/her jurisdiction.

C. Instructions for filling data in online mode

i. School Level:

1. The School shall get User Name and Password from Block MIS Coordinator.
2. The School will open the UDISE+ website (URL: www.udiseplus.gov.in).
3. On the Home Page, click on 'Login'. Enter the User Name and Password provided by the Block MIS coordinator for logging in the website.
4. User is advised to change the password after first successful login for secured access. Subsequently, password could be changed as per requirement any number of times.
5. Before filling data, school should download the User Manual from the web site.
6. It is advisable to download the DCF in PDF format and prepare the data before entering the data online.
7. The authorized person at A5 above should monitor, supervise and cross check the authenticity of the information provided.
8. The verified and finalized DCF shall be submitted online.

ii. Cluster level:

1. Monitor, supervise and cross check for the correctness of information uploaded in the portal.
2. Carry out 100% verification of data before submitting the DCF to the block MIS coordinator.
3. Give a certificate for the completeness and correctness of the data submitted for all the schools under his/her jurisdiction.

D. Instructions for Block Level:

From the block level, all data entry shall be online.

For the schools which are filling the data offline, BRC shall distribute the DCFs to CRC and re-collect filled in DCFs from them.

BRCs/BEOs are the field level officers to take the sole responsibility to collect UDISE+ data from all types of schools within their jurisdiction. Where there is no block, DPC/DEO shall assign CRC or any other officer, the responsibility of entering the data of all schools in his/her jurisdiction in the UDISE+ software. BRCs/BEOs/Block MIS Coordinators will perform the following tasks at their assigned blocks and will be responsible for non-completion of the task in concerned blocks.

1. Conduct the block level training programme to train the CRCs on the procedure of filling in the DCF.
2. Maintain the log register of CRCs and schools and ensure the updation and collection of updated DCFs from all schools under the Block assigned to them.
3. a) The Block MIS co-ordinator (user) shall open the UDISE+ Software (URL: www.udiseplus.gov.in).
   b) On the Home page click on 'Login'. Enter the User Name and Password provided by the District MIS coordinator for logging in the website.
   c) User is advised to change the password after first successful login for secured access. Subsequently, password could be changed as per requirement any number of times.
   d) Download the User Manual from the web site.
   e) Monitor progress of data entry by schools which are providing data online through the software.
   f) Enter data of schools which have provided data on physical DCF.

4. All the parameters of teachers table in the UDISE+ DCF to be verified thoroughly by the BRC for the Government and Government Aided schools.
5. Cross check the authenticity of the information through field visit. At least 30% schools will be checked on sample basis.
6. Intimate the progress of the task in time to the District Project Office (MIS Unit).
7. The BRC/BEO will be responsible for the data provided for the schools in his/her jurisdiction.
8. BRC/BEO will give certification for the 100% coverage and correctness of data in their jurisdiction. Without certification, data cannot be submitted to the next level.
9. After certification, the Block MIS coordinator shall submit the data to the District MIS Coordinator online.

E. Instructions at District Level:

The District Collector (DC)/Chief Executive Officer (CEO) has to take personal interest in forming the teams for success of the UDISE+. As DC/CEO is head of the district administration, it is advisable that a job chart may be prepared for all the officers concerned and issued with the signature of the DC/CEO.

The District Project Coordinator (DPC)/District Education Officer (DEO) will monitor the whole process of UDISE+ implementation in their districts for all schools and ensure the timely completion of entire process of their district. DPC/DEO/District MIS Coordinator will perform the following tasks:

1. Ensure that no school remains left out from the UDISE+ master list and the management and category codes of the schools are confirmed and incorporated in the UDISE+ software at district level, prior to the printing of UDISE+ DCF.
2. Print and transport printed DCFs from districts to blocks/clusters for the schools that do not have internet facility.
3. Conduct district level training programme to train the block level officers on the procedure of filling in the DCF.
4. Take the responsibility of training, supervision &monitoring of the process with the support of BRCs & CRCs every year.
5. DPC/DEO will sample check 10% of schools during the UDISE+ data collection period through field visit.

6. a) The District MIS coordinator (user) shall open the UDISE+ Software (URL: www.udiseplus.gov.in).

   b) On the Home page, click on 'Login'. Enter the User Name and Password provided by the State MIS coordinator for logging in the website.

   c) User is advised to change the password after first successful login for secured access. Subsequently password could be changed as per requirement any number of times.

   d) Before creating user, the District MIS coordinator should download the User Manual from the web site.

   e) User Name and Password shall be created for all the blocks.

   f) The District MIS coordinator shall ensure availability of data for all schools in the district. He/She shall check the data for consistency and accuracy.

   g) The district MIS coordinator will be responsible for analysis of the different indicators for planning and generation of reports for implementation of different activities during each year.

7. The DPC/DEO will be responsible for the data provided for the schools in his/her district.

8. DPC/DEO will give certification for the 100% coverage and correctness of data in their jurisdiction. Without certification, data cannot be submitted to the next level.

9. After certification, the District MIS coordinator shall submit the data to the State MIS Coordinator online.

F. Instructions at State Level:

The Samagra Shiksha SPD office and State MIS unit will work as the Control units to train & guide all the above teams. The State MIS Team will visit all the districts during the data updation schedule to guide and monitor the process there. The team shall perform the following tasks:

1. Proper training and orientation to District and Block MIS coordinators.

2. Intimate the proper time schedule for their activities.

3. Guide and monitor the functionaries during the entire process of data collection.

4. a) The State MIS Coordinator (user) shall open the UDISE+ Software (URL: www.udiseplus.gov.in).

   b) On the Home page, click on 'Login'. Enter the User Name and Password provided by the NIC/TSG, MHRD for logging in the website.
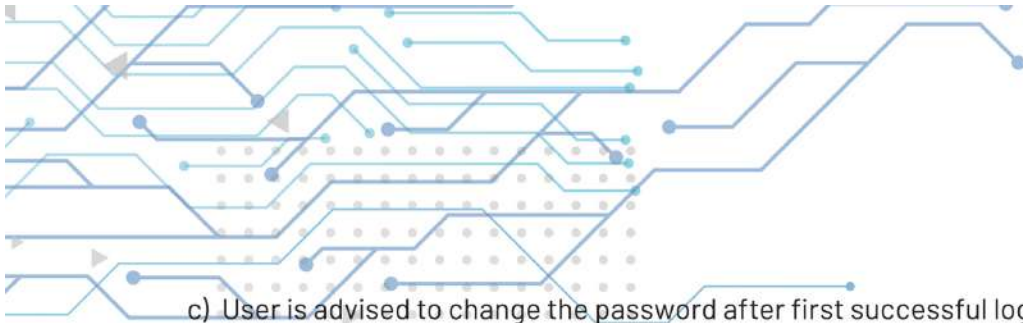
c) User is advised to change the password after first successful login for secured access. Subsequently, password could be changed as per requirement any number of times.

d) Before creating district users, State MIS coordinator shall download the User Manual from the web site.

e) User Name and Password shall be created for all the districts.

f) The State MIS Unit will check the data submitted by the districts for consistency and accuracy.

5. The State Secretariat will get sample check done of 5-10% of schools through field visit.

6. The SPD will be responsible for the data provided for all the schools in the state.

7. SPD will give certification for the 100% coverage and correctness of data before submission at National level. Without certification, data cannot be submitted to the National level.

8. After certification, the State MIS coordinator shall submit the data at National level online.

INSTRUCTIONS FOR FILLING IN THE DATA CAPTURE FORMAT (DCF) FOR ALL UTs INCLUDING DELHI & PUDUCHERRY AND ROLES & RESPONSIBILITIES OF USERS AT EACH LEVEL

From the year 2018 – 2019, information for school database will be collected by MHRD on new software (UDISE+) developed by NIC, MHRD. This software is real time and online.

A. General instructions:

The UDISE+ software is online.

1. Every school in the UTs, including Delhi and Puducherry has a computer and it is understood that with a few exceptions, internet is available at the school level. Therefore, at the first instance, all schools in all UTs including Delhi and Puducherry shall upload data directly on the UDISE+ software. UDISE Code of the school is the User Name and Password for the software shall be provided by the Block MIS Coordinator.

2. In the rare cases where schools do not have any internet access, all data shall be entered in PC/Laptop in offline mode and uploading may be done at CRC/BRC where internet facility is available.

3. There shall be no physical data entry at any stage.

4. The information is to be furnished in respect of all schools in the UTs as per the School UDISE code including Private schools, Madarasa, Government Aided schools and all Government schools being run under the aegis of different departments/organisations.

5. Correct and authentic updated data based on school registers and other official records should be entered.

6. All data must be verified by the following:

   I. For Senior Secondary and Secondary Schools: Principal/Vice-Principal

   II. For Elementary Schools: Head Teacher/Head Master

   III. For Primary Schools and Upper Primary Schools: Head Teacher/Senior most Teacher

The above mentioned shall be held responsible for all the data in the DCF. They should be very careful and ensure that the data is correct.

7. The school has to give complete details of the person who is uploading the information. This person may be different from the person mentioned at Sl.No. 6 above, or may be the same. This person may be a government official or someone on contract basis or from agency etc. Irrespective of who the person is, it is mandatory to fill in his/her complete details in the DCF.

B. Instructions for filling in the DCF in the software:

i. School level:

1. UDISE code of the school is the User Name. The School shall get Password from Block MIS Coordinator.

2. The School will open the UDISE+ website (URL: www.udiseplus.gov.in).

3. On the Home Page, click on 'Login'. Enter the User Name and Password provided by the Block MIS coordinator for logging in the website.

4. User is advised to change the password after first successful login for secured access. Subsequently, password could be changed as per requirement any number of times.

5. Before filling data, school should download the User Manual from the web site.

6. It is advisable to download the DCF in PDF format and prepare the data before entering the data online.

7. The authorized person at A6 above should monitor, supervise and cross check the authenticity of the information provided.

8. The verified and finalized DCF shall be submitted online.

ii. Cluster level:

1. Monitor, supervise and cross check for the correctness of information uploaded in the portal.
2. Carry out 100% verification of data before submitting the DCF to the Block MIS coordinator.
3. Give a certificate for the completeness and correctness of the data submitted for each school under his/her jurisdiction.

Instructions for Block/Taluka Level:

BRCs/BEOs are the field level officers to take the sole responsibility to collect UDISE+ data from all types of schools within their jurisdiction. Where there is no block/taluka, DPC/DEO shall assign CRC or any other officer, the responsibility of getting the data entered by all schools in his/her jurisdiction in the UDISE+ software. BRCs/BEOs/Block MIS Coordinators will perform the following tasks at their assigned blocks/talukas and will be responsible for non-completion of the task in concerned blocks/talukas.

1. Conduct the block level training programme to train the CRCs on the procedure of filling in the DCF.
2. Maintain the log register of CRC and schools and ensure data entry by all schools under the block/taluka assigned to them.
3. a) The Block MIS co-ordinator (user) shall open the UDISE+ Software (URL: www.udiseplus.gov.in).
   b) On the Home page, click on 'Login'. Enter the User Name and Password provided by the District MIS coordinator for logging in the website.
   c) User is advised to change the password after first successful login for secured access. Subsequently, password could be changed as per requirement any number of times.
   d) Download the User Manual from the web site.
   e) Monitor progress of data entry by schools.
4. All the parameters of teachers table in the UDISE+ DCF to be verified thoroughly by the BRC for the Government and Government Aided schools
5. Cross check the authenticity of the information through field visit. At least 30% schools will be checked on sample basis.
6. Intimate the progress of the task in time to the District Project Office (MIS Unit).
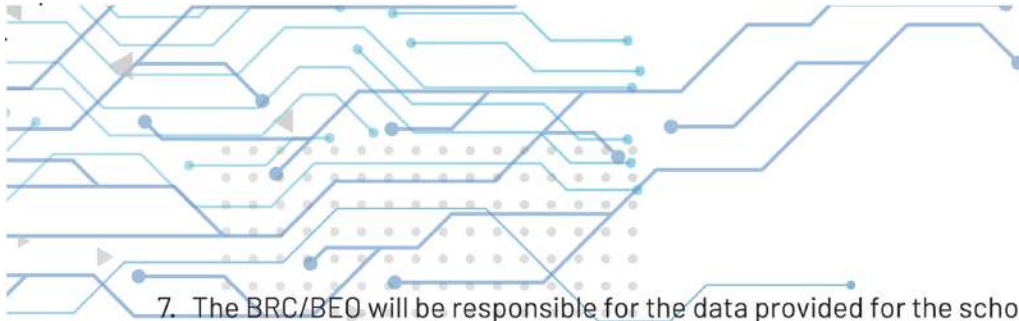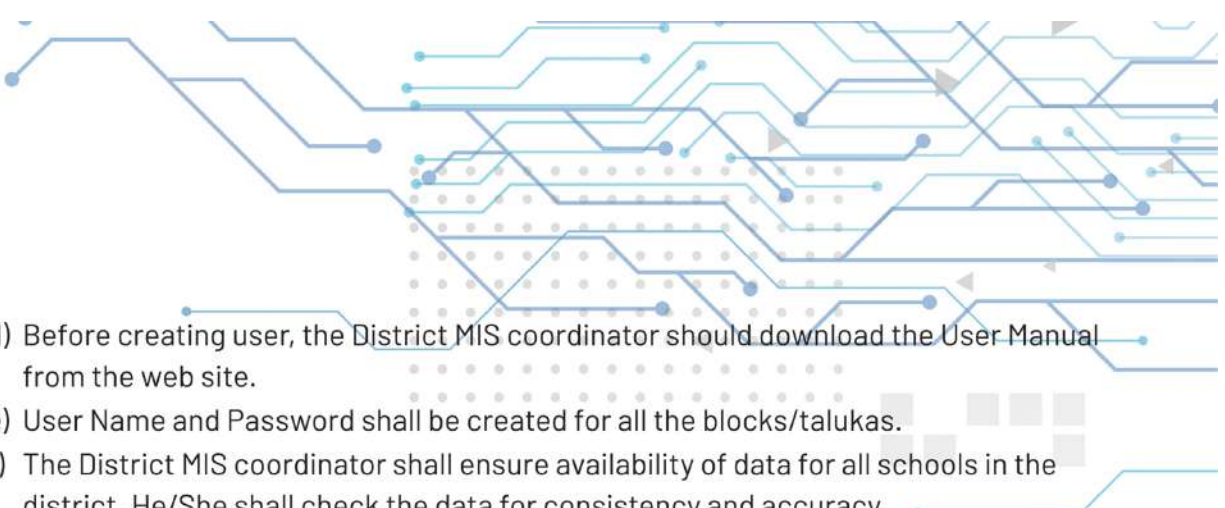
7. The BRC/BEO will be responsible for the data provided for the schools in his/her jurisdiction.

8. BRC/BEO will give certification for the 100% coverage and correctness of data in their jurisdiction. Without certification, data cannot be submitted to the next level.

9. After certification, the Block MIS coordinator shall submit the data to the District MIS Coordinator online.

C. Instructions at District Level:

The District Collector (DC) has to take personal interest in forming the teams for success of the UDISE+. As DC is head of the district administration, it is advisable that a job chart may be prepared for all the officers concerned and issued with the signature of the DC.

The District Project Coordinator (DPC)/District Education Officer (DEO) will monitor the whole process of UDISE+ implementation in their districts for all schools and ensure the timely completion of entire process for their district. DPC/DEO/District MIS Coordinator will perform the following tasks:

1. Ensure that no school remains left out from the UDISE+ master list and the management and category codes of the schools are confirmed and incorporated in the UDISE+ software at district level.

2. Conduct district level training programme to train the block level officers on the procedure of filling in the DCF online.

3. Take the responsibility of training, supervision &monitoring of the process with the support of BRCs & CRCs every year.

4. DPC/DEO will sample check 10% of schools during the UDISE+ data collection period through field visit.

5. a) The District MIS coordinator (user) shall open the UDISE+ Software (URL: www.udiseplus.gov.in).

   b) On the Home page, click on 'Login'. Enter the User Name and Password provided by the State MIS coordinator for logging in the website.

   c) User is advised to change the password after first successful login for secured access. Subsequently, password could be changed as per requirement any number of times.

d) Before creating user, the District MIS coordinator should download the User Manual from the web site.

e) User Name and Password shall be created for all the blocks/talukas.

f) The District MIS coordinator shall ensure availability of data for all schools in the district. He/She shall check the data for consistency and accuracy.

g) The district MIS coordinator will be responsible for analysis of the different indicators for planning and generation of reports for implementation of different activities during each year.

6. The DPC/DEO will be responsible for the data provided for the schools in his/her district.

7. DPC/DEO will give certification for the 100% coverage and correctness of data in their jurisdiction. Without certification, data cannot be submitted to the next level.

8. After certification, the District MIS coordinator shall submit the data to the State MIS Coordinator online.

D. Instructions at UT Level:

The Samagra Shiksha SPD office and UT MIS unit will work as the control units to train & guide all the above teams. The UT MIS Team will visit all the districts during the data updation schedule to guide and monitor the process there. The team shall perform the following tasks:

1. Proper training and orientation to District and Block MIS coordinators.

2. Intimate the proper time schedule for their activities.

3. Guide and monitor the functionaries during the entire process of online data entry.

4. a) The UT MIS Coordinator (user) shall open the UDISE+ Software (URL: www.udiseplus.gov.in).

   b) On the Home page, click on 'Login'. Enter the User Name and Password provided by the NIC/TSG, MHRD for logging in the website.

   c) User is advised to change the password after first successful login for secured access. Subsequently, password could be changed as per requirement any number of times.

   d) Before creating district users, UT MIS coordinator shall download the User Manual from the web site.
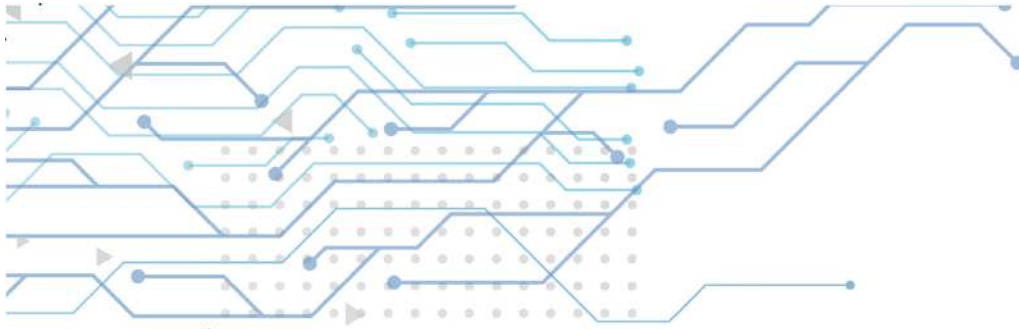
e) User Name and Password shall be created for all the districts.

f) The UT MIS Unit will check the data submitted by the districts for consistency and accuracy.

5. The UT Secretariat will get sample check done of 5-10% of schools through field visit.

6. The SPD will be responsible for the data provided for all the schools in the UT.

7. SPD will give certification for the 100% coverage and correctness of data before submission at National level. Without certification, data cannot be submitted to the National level.

8. After certification, the UT MIS coordinator shall submit the data at National level online.

UDISE+: INSTRUCTIONS FOR STATES USING THEIR OWN DATA ENTRY SOFTWARE

1. From the year 2018 – 2019, information for school database will be collected by MHRD on new software (UDISE+) developed by NIC, MHRD. This software is online and will become real time in due course of time. The new software has the following additional features:

    a) School category-wise DCFs, which are pre-filled, to facilitate ease of data entry and usage by the schools. Further, DCFs have been revised to include Samagra Shiksha interventions, PGI indicators and school safety related indicators etc.

    b) A Dashboard for visualization and presentation of complex data in a simple form with standard as well as query based reports and comparative charts.

    c) Link to GIS mapping which will have various attributes of schools like exact geographical location of school with latitude & longitude, school category, school management, infrastructure status, etc.

    d) Third party verification to ensure data quality. A mobile app will also be developed for this purpose.

2. The State which is collecting data using their own software and intends to continue doing so, will be allowed to share the data in any of the following digital mode:

    i. Through Web Services

    ii. Through Database Backup (CSV or PostgreSQL Database Dump)

However, the features of the software mentioned in the above para will be applicable. When the UDISE+ software becomes real time, the data pertaining to such states shall also need to be updated in the defined periodicity.

3. To ensure data reliability, certificates for data verification will be generated through the UDISE+ software. The same may be built-in in the State's existing software along with the additional fields required under revised DCF.

4. The persons to be made responsible for the data at various levels are as defined below:

a) School Level:

I.   For Senior Secondary and Secondary Schools: Principal/Vice-Principal

II. For Elementary Schools: Head Teacher/Head Master

III. For Primary Schools and Upper Primary Schools: Head Teacher/Senior most Teacher

The above mentioned shall be held responsible for all the data in the DCF. They should be very careful and ensure that the data is correct.

In case the school is directly filling the online DCF, then it will have to give complete details of the person who is uploading the information. It is mandatory to fill in his/her complete details in the DCF.

b) Cluster Level:

CRC/HM of the nodal school in absence of CRC (block to nominate a school as nodal school where there is no CRC) will be responsible for authenticity of data for their respective schools in their cluster. He/She shall carry out 100% verification of data before handing over/ submitting the DCF to the block MIS coordinator. He/She shall give a certificate for the completeness and correctness of the data collected/submitted from all the schools under his/her jurisdiction.

c) Block Level:

BRC/BEO will be responsible for the data provided for the schools in his/her jurisdiction. BRC/BEO will give certification for the 100% coverage and correctness of data in their jurisdiction.

BRC/BEO shall maintain the record of schools in the block that are providing data online through the State software.
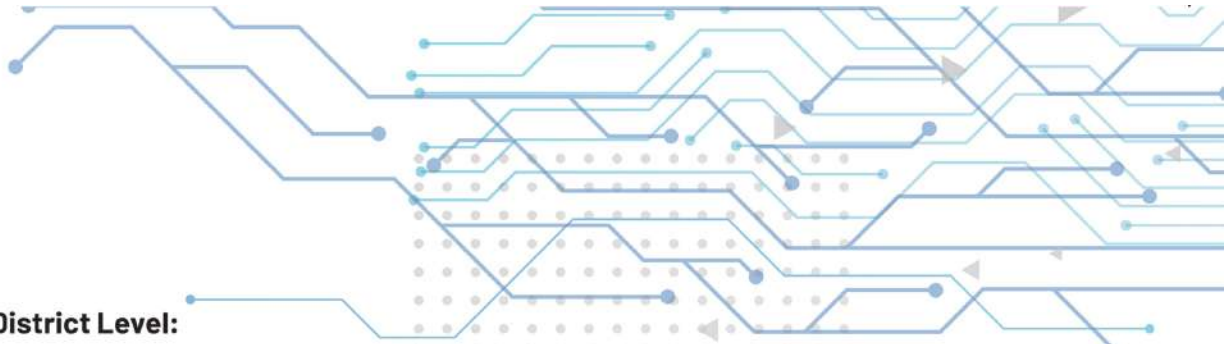
d) District Level:

The District Project Coordinator (DPC)/District Education Officer (DEO) will be responsible for the data provided for all the schools in his/her district. DPC/DEO will sample check 10% of schools during the data collection period through field visit. DPC/DEO will give certification for the 100% coverage and correctness of data in their jurisdiction.

DPC/DEO shall maintain the record of schools in the district that are providing data online through the State software.

e) State Level:

The State Secretariat will get sample check done of 5-10% of schools through field visit. The Samagra Shiksha SPD will be responsible for the data provided for the schools in his/her State/UT. SPD will give certification for the 100% coverage and correctness of data.

5. The data shared through any of the methods mentioned in Para 2 above will be accepted only if they are accompanied with the certificate of SPD. SPD shall also confirm availability of certificates issued at all the other 4 levels, namely, School, Cluster, Block and District. SPD, along with data, shall also provide district-wise number of schools that have provided data online.
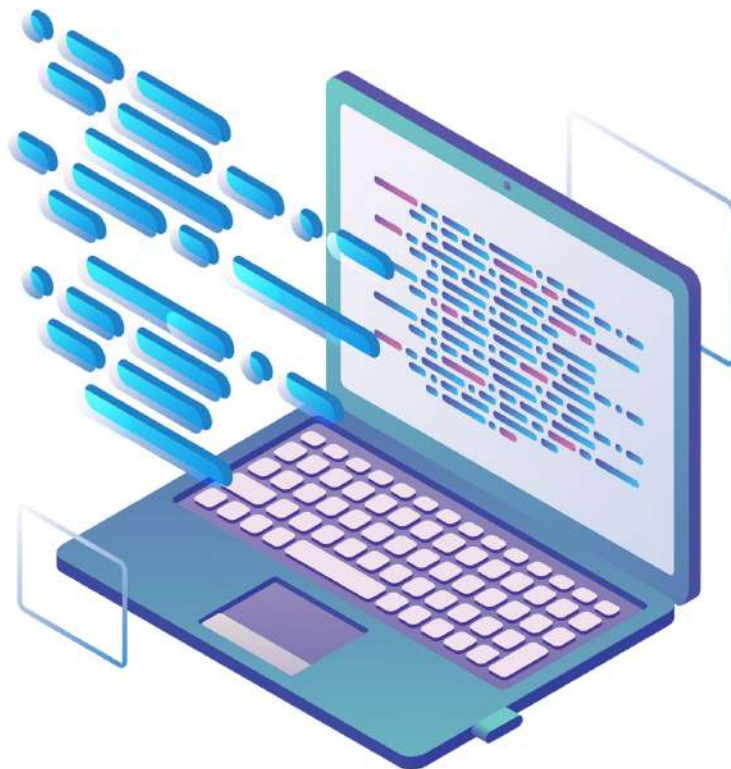
UDISE Code

Data Capture Format

for

Unified District Information System for Education Plus
(UDISE+)

(For Higher Secondary Schools having Grades I-XII)

Department of School Education & Literacy
Ministry of Human Resource Development
Government of India

Section	Information
Section 1	School Profile (Location, Structure, Management and Medium of Instruction)
Section 2	Physical Facilities and Equipments
Section 3	Teaching and Non- Teaching Staff
Section 4	New Admissions, Enrolment and Repeaters
Section 5	Incentives and facilities provided to children
Section 6	Annual Examination Result
Section 7	Board Examination Result
Section 8	Receipts and Expenditure
Section 9	Vocational Education under NSQF at Institutional Level
Section 10	PGI Indicators
Section 11	School Safety

Note :-There is 1 Master DCF (for Schools having Grades I – XII). 18 versions for each category of school has been designed. Questions pertaining to your category of school only will be visible to you. Questions not pertaining to your school category have been deleted. Hence, question numbers will not be in serial order.

All fields are mandatory for your category of DCF and should not be left blank.

UDISE Code

Data Capture Format
The Unified District Information System for Education (UDISE+)

Reference Date: 30th September 2018

UDISE Code										
	State Code		District Code		Block Code		Village/ Ward Code		School Code	

Geographical Location :	Deg		Min		Sec	Latitude	Deg		Min		Sec	Longitude
						N						E

Section 1: School Profile (Location, Structure, Management and Medium of Instruction)

1.1	School Name (In Capital Letters):	
1.2	Is the school located in Rural or Urban area:	(Rural=1, Urban=2)
1.3	Village Name (for rural area)/Ward Number (for urban area):	
1.4	Habitation name (for rural area)/Mohalla or equivalent urban unit for planning(urban area):	
1.5	Pin Code:	
1.6	Name of Gram Panchayat (for rural area only):	
1.7	Name of Cluster Resource Centre (CRC):	
1.8	Name of Community Development (CD) Block/ Mandal/Taluka:	
1.9	Name of the Educational Block/ Mandal/Taluka:	
1.10	Name of the Assembly Constituency:	
1.11	Name of the Parliamentary Constituency:	
1.12	Name of the Municipality (where applicable):	
1.13	Name of the City (where applicable):	

UDISE Code

1.14 Contact Details:

(a) Head of School:

STD Code	Landline Number	Mobile Number

(b) Respondent* Name :
(In Capital Letters)

(c) Respondent Contact No.:

(d) Email of School:

(e) Website of School:

*Respondent =person actually filling this form

1.15 School Category (Code):

Details of Category	Code	Details of Category	Code
Primary only with grades 1 to 5	1	Secondary/Sr. Sec. with grades 1 to 10	6
Upper Primary with grades 1 to 8	2	Secondary/Sr. Sec. with grades 6 to 10	7
Higher Secondary with grades 1 to 12	3	Secondary/Sr. Sec. only with grades 9 & 10	8
Upper Primary only with grades 6 to 8	4	Higher Secondary with grades 9 to 12	10
Higher Secondary with grades 6 to 12	5	Hr. Sec. /Jr. College only with grades 11 & 12	11

1.16 Lowest and highest classes in the school (For Pre-primary enter 0):

(a) Lowest Class in the School: (b) Highest Class in the School:

1.17 Type of School: (Boys = 1; Girls = 2; Co-educational = 3)

1.18 Number of sections by class *(if the class is stand alone, has no section then enter 1)*

Classes	Number of Sections	Classes	Number of Sections
Pre-Primary		VII	
I		VIII	
II		IX	
III		X	
IV		XI	
V		XII	
VI			

1.19　Management of the school (Code):

Details of Management	Code	Details of Management	Code
Department of Education	1	Ministry of Labour	91
Tribal Welfare Department	2	Kendriya Vidyalaya / Central School	92
Local Body	3	Jawahar Navodaya Vidyalaya	93
Government Aided	4	Sainik School	94
Private Unaided (Recognized)	5	Railway School	95
Other Govt. managed schools	6	Central Tibetan School	96
Unrecognized	8	Madarsa Recognized (by Wakf board /Madarsa Board)	97
Social Welfare Department	90	Madarsa Unrecognized	98

1.20　Year of establishment of School:

1.21　Year of Recognition of School (Only for Govt. Aided and Private Unaided School):

(a) Primary　　　　　(b) Upper Primary

(c) Secondary　　　　(d) Higher Secondary

1.22　Year of upgradation of the School (if applicable):

(a) Primary to Upper Primary:

(b) Upper Primary to Secondary

(c) Secondary to Higher Secondary

1.23　Is this a special school for CWSN?:　　(Yes=1, No=2)

1.24　Is this a shift school?:　　(Yes=1, No=2)

1.25　Is this a residential school?:　　(Yes=1, No=2)

(a) *If Yes, Type of residential school:*

(Ashram (Govt.) =1, Non-ashram (Govt.)=2, Private=3, Others =4, KGBV =6, Model School=7, Eklavya Model Residential School=8)

(b) Whether boarding facilities are available for the following stage/level:

		Number of Girls	Number of Boys
(i) Primary:	(Yes=1, No=2)		
(ii) Upper Primary:	(Yes=1, No=2)		
(iii) Secondary:	(Yes=1, No=2)		
(iv) Higher Secondary:	(Yes=1, No=2)		

1.26   Is this a minority managed school ?   *(Yes=1, No=2)*

       (a) *If Yes, type of minority community managing the School:*

       (Muslim=1, Sikh=2, Jain=3, Christian=4, Parsi=5, Buddhist=6, Any other=7, Linguistic Minority=8)

1.27   Are majority of the pupils taught through their mother tongue at the primary level?

                    (Yes=1, No=2)

1.28   Medium of instruction(s) in the school:*

       (i)   (ii)   (iii)   (iv)

       * Assamese=01, Bengali=02, Gujarati=03, Hindi=04, Kannada=05, Kashmiri=06, Konkani=07, Malayalam=08, Manipuri=09, Marathi=10, Nepali=11, Odia=12, Punjabi=13, Sanskrit=14, Sindhi=15, Tamil=16, Telugu=17, Urdu=18, English=19, Bodo=20, Dogri=22, Khasi=23, Garo=24, Mizo=25, Bhutia=26, Lepcha=27, Limboo=28, Santhali=39, Maithili=51, French=29, Other languages=99

       If other languages, please specify:

1.29   Language(s) taught as a subject (mention upto three languages below)*

       (i)   (ii)   (iii)

       *Assamese=01, Bengali=02, Gujarati=03, Hindi=04, Kannada=05, Kashmiri=06, Konkani=07, Malayalam=08, Manipuri=09, Marathi=10, Nepali=11, Odia=12, Punjabi=13, Sanskrit=14, Sindhi=15, Tamil=16, Telugu=17, Urdu=18, English=19, Bodo=20, Dogri=22, Khasi=23, Garo=24, Mizo=25, Bhutia=26, Lepcha=27, Limboo=28, French=29, Angami=41, Ao=42, Arabic=43, Bhoti=44, Bodhi=45, German=46, Kakbarak=47, Konyak=48, Laddakhi=49, Lotha=50, Maithili=51, Nicobaree=52, Odia(lower)=53, Persian=54, Portuguese=55, Rajasthani=56, Russian=57, Sema=58, Spanish=59, Tibetan=60, Zeliang=61, Other languages=99

1.30   Does the school offer any pre-vocational course(s) at Upper-Primary stage?   *(Yes=1, No=2)*

1.31   Does the school provide educational and vocational guidance/counseling to students:

                    (Yes=1, No=2)

1.32   Affiliation Board of School : *(CBSE=1, State Board=2, ICSE=3, International Board=4, Others=5, Both CBSE & State Board=6)*

       (a) For Secondary Sections: Affiliation Number:

       If others, then name of the board:

       (b) For Higher Secondary Sections: Affiliation Number:

       If others, then name of the board:

1.33   Distance of the school (in km.) from the nearest Govt./Aided school:(for example:2.6)

     (a) From Primary school/section:

     (b) From Upper Primary school/section:

     (c) From Secondary School/Section

     (d) From Higher Secondary School/Junior College

'Distance' is defined as 'walking distance after discounting for all natural and man-made barriers on the way to the school' like highways, train lines, etc.

1.34   Whether school is approachable by all-weather road?   *(Yes=1, No=2)*

1.35   Whether pre-primary section (other than Anganwadi) attached to school ?   *(Yes=1, No=2)*

     (a) If Yes, Total students in the pre-primary section:

	LKG	UKG
Boys		
Girls		

1.36   Whether Anganwadi Centre is located inside school premises?   *(Yes=1, No=2)* (For Govt. and Aided Schools)

     If yes,

     (a) Code of the Anganwadi Centre :

     (b) Total Children in Anganwadi Centre:

Boys	Girls

     (c) Is the Anganwadi Worker trained in early childhood education: *(Yes=1, No=2)*

1.37   Number of instructional days (previous academic year):

     (a) Pre-primary   (d) Secondary

     (b) Primary   (e) Higher Secondary

     (c) Upper Primary

1.38   Average school hours for children (per day)-Number of hours children stay in school e.g. for five hours and forty minutes write 5.40:

     (a) Pre-primary   (d) Secondary

     (b) Primary   (e) Higher Secondary

     (c) Upper Primary

1.39 Average working hours for Teachers (per day)-Number of hours teachers stay in school e.g. for five hours and forty minutes write 5.40:

(a) Pre-primary   (d) Secondary

(b) Primary   (e) Higher Secondary

(c) Upper Primary

1.40 Is CCE being implemented in school? *(Yes=1, No=2)*

(a) Primary [ ]   (b) Upper Primary [ ]   (c) Secondary [ ]   (d) Higher Secondary [ ]

If yes,

(a) Are cumulative records of pupil being maintained?   *(Yes=1, No=2)*

(b) Are cumulative records of pupil being shared with parents?   *(Yes=1, No=2)*

1.41 For **Private Unaided and Aided Schools**

(a) No. of children enrolled at entry level under Section 12 of the RTE Act in current academic year:

(b) No. of students continuing who got admission under Section 12 of the RTE Act in previous years:

1.42 (a) Total no. of students enrolled under Section 12 of the RTE Act

	Pre-Primary		Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
I. In Private unaided and Specified Category schools under section 12(1)(c)																		
II. In Schools that have received land, building, equipment or other facilities at concessional rate																		

(b) No. of Economically Weaker Section*(EWS) students enrolled :

	Class IX		Class X		Class XI		Class XII	
	B	G	B	G	B	G	B	G
I. In Schools that have received land, building, equipment or other facilities at concessional rate								

*: As defined in Section 2(e) of the RTE Act i.e. child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification.

Question No. 1.43 to 1.51 (only for Government and Aided Schools)

1.43   Whether any Out of School Children enrolled in the school are attending Special Training?

[   ]   *(Yes=1, No=2)*

If yes, details of Special Training

	Boys			**Girls**		
(a) No. of children enrolled for Special Training in current year:						
(b) No. of children enrolled for Special Training in previous academic year:						
(c) No. of children completed Special Training in previous academic year:						

(d) Who conducts Special Training?:

[   ]   *(School teachers=1, specially engaged teachers=2, both 1&2 =3, NGO =4, Others =5)*

(e) Where is Special Training conducted?

[   ]   *(School premises =1, other than school premises =2, both 1&2=3)*

(f) Type of Training being conducted?:

[   ]   *(Residential=1, non-residential=2, both=3)*

1.44   No. of students attending Remedial Teaching in current year :   [| | |]

1.45   When does the academic session start? Give the month:

[|]   *(e.g. January should be written as `01')*

1.46   Whether full set of textbooks received in current academic year?   [   ] *(Yes=1, No=2)*

If yes, when were the text books received in current academic year? (Month)   [|]

1.47   Whether the School has received graded supplementary material in previous academic year?

[   ]   *(Yes=1, No=2)*

1.48   Availability of free Text books, Teaching Learning Material (TLM) and play material (in current academic year)

	Pre-Primary	Primary	Upper Primary	Secondary	Higher Secondary
Whether complete set of free textbooks received (Yes =1, No = 2, Not applicable =3)					
Whether TLM available for each grade (Yes=1, No =2)					
Whether play material, games and sports equipment available for each grade (Yes=1, No =2)					

1.49   Details of visits to the school during the previous academic year:

(a) No. of academic inspections:

(b) No. of visits by CRC Co-ordinator:

(c) No. of visits by Block Level Officers (BRC/BEO):

(d) No. of visits by District/State Level Officers :

1.50   Whether School Management Committee (SMC) has been constituted?   *(Yes=1, No=2)*

If Yes,

	Male	Female
(a) Total number of members in SMC:		
(b) Number of parents /guardians:		

Of the numbers in (b) above, provide number of parents belonging to :

i) SC   ii) ST   iii) EWS   iv) Minority

	Male		Female	
(c) Number of Representatives/nominees from local authority/local government/urban local body:				
(d) Number of teachers:				
(e) Number of members provided training:				

(f) Number of meetings held by SMC during the previous academic year

(g) Whether SMC has prepared the School Development Plan?:   *(Yes=1, No=2)*

(h) Whether separate bank account for SMC is being maintained?:   *(Yes=1, No=2)*

If yes,

Bank Name :

Branch :

Account Number :

Account in the Name of :

IFSC Code :

1.51   Whether School Management Committee (SMC) and School Management and Development Committee (SMDC) are same in the school?:   *(Yes=1, No=2)*

If No,

(a) Whether School Management and Development Committee has been constituted:

[ ] *(Yes=1, No=2)*

If Yes,

Sl. No.	Details of Members/Representatives	Male		Female	
	Total Members				
(i)	Number of Representatives of Parents/Guardians/PTA				
(ii)	Number of representatives of parents of EWS children				
(iii)	Number of Representatives/Nominees from local government/urban local body				
(iv)	Number of members from Educationally Backward Minority Community				
(v)	Number of members from any Women's Group				
(vi)	Number of members from SC/ST community				
(vii)	Number of nominees of the District Education Officer (DEO)				
(viii)	Number of members from Audit and Accounts Department (AAD)				
(ix)	Number of Subject experts (one each from Science, Humanities and Arts/Crafts/Culture) nominated by District Programme Co-ordinator				
(x)	Number of teachers (one each from Social Science, Science and Mathematics) of the school				
(xi)	Vice-Principal/Asst. Head Teacher, as member				
(xii)	Principal/Head Teacher, as Chairperson				
(xiii)	Chairperson (If Principal/Head Teacher is not the Chairperson)				
(xiv)	Number of members provided training				

(b) Number of SMDC meetings held during the last academic year: [ ]

(c) Whether SMDC has prepared School Improvement Plan ? [ ] *(Yes=1, No=2)*

(d) Whether separate Bank Account for SMDC is being maintained ? [ ] *(Yes=1, No=2)*

If yes, give bank details of the SMDC

Bank Name : [ ]

Branch Name: [ ]

Account Number : [ ]

Account in the Name of: [ ]

IFSC Code : [ ]

(e) Whether the School Building Committee (SBC) has been constituted?   *(Yes=1, No=2)*

(f) Whether the school has constituted its Academic Committee(AC)?   *(Yes=1, No=2)*

(g) Whether the school has constituted its Parent-Teacher Association (PTA)?   *(Yes=1, No=2)*

If yes,

1. Number of PTA meetings held during the last academic year

Section 2: Physical Facilities and Equipments

Section 2.1 Physical Facilities and Equipments in Schools

2.1   Status of the school building?

(Private=1, Rented=2, Government=3, Government school in a rent free building=4, No Building=5, Building Under Construction=7, School running in other Department Building= 10)

2.2   Type of the school building?

Total Number of building blocks of the school	Out of the total number of building blocks, number of					
	Pucca building	Partially pucca (building with pucca walls and floor without concrete roof)	Kuchcha building	Tent	Dilapidated Building	Building Under Construction

2.3   Type of boundary wall

(Pucca=1, Pucca but broken=2, Barbed wire fencing=3, Hedges=4, No boundary walls=5, Others=6, Partial=7, Under Construction=8)

2.4   Details of classrooms available in the schools (For classes Pre Primary to XII)

(a)

No. of Classrooms used for instructional purposes	No. of Classrooms under construction	Total Classrooms in dilapidated condition

(i) Out of the Total Classrooms used for instructional purposes, the details by stage/level:

Pre-primary   Secondary

Primary   Higher Secondary

Upper Primary

(b) Total number of rooms other than classrooms available in the school:

(c) Class rooms by condition

Type of building block	No. of classrooms by condition		
	Good condition	Need minor repair	Need major repair
Pucca			
Partially pucca			
Kuccha			
Tent			

2.5 Whether land is available for expansion of school facilities   *(Yes=1, No=2)*

2.6 Whether separate room for Head Teacher/Principal available   *(Yes=1, No=2)*

2.7 Does the school have toilet?   *(Yes=1, No=2)*

If yes,

(a) Details of toilets

Sl. No.	Description	Boys		Girls		Total	
		Total (1)	Functional* (2)	Total (3)	Functional* (4)	Total (5)	Functional* (6)
(i)	No. of toilet seats available excluding CWSN friendly toilets						
(ii)	No. of CWSN friendly toilet seats						
(iii)	Total number of toilet seats including CWSN friendly toilets						
(iv)	Total number of Urinals available						

(b) Out of the total number of functional toilets & urinals given in Table 2.7(a), how many have running water available in the toilet/urinal for flushing and cleaning?

Boys	Girls

*Note: - * Definition of functional toilet: water available in the toilet, minimal odour (no foul smell), unbroken seat, regularly cleaned, dry, with working drainage system, accessible to users, closable door*

(c) Is hand washing facility with soap available near toilets/urinals block?   *(Yes=1, No=2)*

(d) Whether incinerator is available in/attached to girls toilet?   *(Yes=1, No=2, Yes, but not functional=3)*

2.8 Whether drinking water is available in the school premises?   *(Yes=1, No=2)*

If Yes, (a) Main Source of drinking water

Source	Number of Units	Number of Functional Units
Hand pumps		
Protected Well		
Unprotected Well		
Tap water		
Packaged/Bottled Water		
Others		

(b) Whether water purifier/RO is available in the school   *(Yes=1, No=2, Yes, but not functional=3)*

(c) Whether water quality is tested from water testing lab?   *(Yes=1, No=2)*

2.9 Does the school have provision for rain water harvesting?

(Yes=1, No=2, Yes, but not functional=3)

2.10   Whether hand washing facility with soap available for washing hands before and after meal?

(Yes=1, No=2)

(a) If Yes, number of wash points

2.11a   Whether electricity connection is available in the school?   _(Yes=1, No=2, Yes, but not functional=3)_

2.11b   Whether solar panel is available in school?   _(Yes=1, No=2, Yes, but not functional=3)_

2.12   Whether the school has library facility/Book Bank/ Reading Corner?

	Available(Yes=1,No=2)	Total numbers of books	Total number of books from NCERT, NBT or any other Government publisher
Library			
Book Bank			
Reading Corner			

(a) Does the school have a full-time librarian?   _(Yes=1, No=2)_

(b) Does the school subscribe to newspapers/magazines?   _(Yes=1, No=2)_

2.13   Whether Playground facility is available?   _(Yes=1, No=2)_

(a) If no, whether school has made adequate arrangements for children to play outdoor games and other physical activities in an adjoining playground/ municipal park etc.   _(Yes=1, No=2)_

2.14   Whether Medical check-up of students was conducted in last academic year   _(Yes=1, No=2)_
If Yes,

(a) Total number of Medical check-ups conducted in the school during last academic year

(b) De-worming tablets given to children ?   (Complete (two doses)=1, Partially (one dose)=2, Not given=3)

(c) Iron and Folic acid tablets given to children as per guidelines of WCD   _(Yes=1, No=2)_

2.15   Whether ramp for disabled children to access school building exists?   _(Yes=1, No=2)_

(a) If yes, whether Hand-rails for ramp is available   _(Yes=1, No=2)_

2.16   Whether School has special educator?   _(Dedicated=1, At cluster level =2, No=3)_

2.17   Whether Kitchen Garden is available in school?   _(Yes=1, No=2)_

2.18   Does the school have dustbins for collection of waste?

(a) Each Class Room   _(Yes and all =1, No=2, Yes but some=3)_

(b) Toilet   _(Yes=1, No=2)_

(c) Kitchen   _(Yes=1, No=2)_

2.19   No. of students for whom furniture is available ?

Section 2.2 Physical Facilities and Equipment

2.20   Does the school have the following facilities **(Secondary/Higher Secondary Sections)**

	Particulars	Availability (Yes=1, No=2)
a	Separate room for Assistant Head Teacher/Vice Principal	
b	Separate common room for girls	
c	Staffroom for teachers	
d	Co-curricular activity room/arts and crafts room	
e	Staff quarters (including residential quarters for Head Teacher/ Principal and Asst. Head Teacher/ Vice Principal)	
f	Integrated science laboratory (integrated laboratory is the one in which Physics, Chemistry and Biology practical are held) for Secondary sections only	
g	Library room	
h	Computer room	
i	Tinkering Lab	

2.21   Does the school have the following laboratories? **(For Higher Secondary sections only)**

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

2.22   Does the school have the following equipment(s)?

Equipment/Facility	Availability (Yes=1,No=2,Yes but not functional=3)
Audio/Visual/Public Address System	
Science Kit*	
Math Kit**	
Biometric device	

*Availability of general items, chemicals, glass ware, microscope, electroscope, multimeter, resistance boxes ,kerosene burner, electricity and magnetism kit, optics kit, spring balance etc.

** Availability of cubes, cutouts of various shapes, an innovative geoboard, abacus, Trigonometric Circle Board, Pythagoras Theorem Square, algebraic tiles etc.

Section 2.3: Computers and Digital Initiatives

2.31   Which Computer Lab is available in the School ?   *(ICT=1, CAL=2, Both=3, None = 4)*

If ICT Lab is available,

(a) Year of implementation

(b) Whether the ICT Lab is functional or not ?   *(Yes=1, No=2)*

(c) Which model is implemented in the school ?   *(BOOT Model = 1, BOO Model = 2, Other = 3)*

(d) Type of the ICT Instructor in the school ?   *(Full time = 1, Part Time = 2, Not Available = 3)*

2.32   Does the school have the following ?

Items	Available (Yes=1, No=2)	Total No. of units	No. of Functional Units
Laptop/Notebook			
Tablets			
Desktop Computers			
PCs with Integrated Teaching Learning Devices			
Digital Boards with Content Management Systems and solutions (CMS)/ Learning Management System			
Server			
Projector			
LCD/ LED/ Plasma Screen			
Printer			
Scanner			
Web Camera			
Generator/Invertor/UPS			
Internet facility			
DTH-TV Antenna			
E- Content and Digital Resources for I-XII			
Assistive tech-based solutions for CWSN			

2.33   Whether ICT based tools are used for teaching ?   *(Yes=1, No=2)*

(a) If yes , number of hours spent per week

Section 3: Teaching and Non- Teaching Staff

3.1.   Number of Non-teaching/Administrative and Support staff in–position

Staff Designation	No. of Staff In-position
Accountant	
Library Assistant	
Laboratory Assistant	
UDC/Head Clerk	
LDC	
Peon/MTS	
Night Watchman	

3.2   Number of Teaching staff in Position

Teaching Staff in-position	Total Number of Teaching Staff
Teaching Staff (Regular Teacher)	
Teaching Staff (Contract Teacher)	
Part-time instructors for Arts, Health and Physical Education positioned as per RTE norms for upper primary section	
Out of total teachers, how many teachers have Aadhar number?	

3.3   Teachers and Instructors (Including Head Teacher) [Write appropriate code given in next page]

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
1. Teacher Code (if available)					
2. Name					
3. Gender					
4. Date of Birth (dd/mm/yyyy)					
5. Social Category					
6. Type of Teacher					
7. Nature of Appointment					
8. Date of Joining in Service					
9. Highest Academic Qualification					
10. Highest Professional Qualification					
11. Classes Taught					
12. Appointed for Subject					
13. Main Subject Taught 1					
14. Main Subject Taught 2					

15-18 **Total** days of in- service training received in last academic year (Sl. No. 15 to 17 is only for Teachers teaching at elementary level)					
15. BRC					
16. CRC					
17. DIET					
18. Others					
19a.Training Received					
19b. Training Need					
20. No. of working days spent on non teaching assignments					
21. Maths Studied upto					
22. Science Studied upto					
23. English studied upto					
24. Language (as per Schedule VIII) studied upto					
25. Social Studies Studied upto					
26. Working in Present School Since(Year)					
27. Type of Disability, if any					
28. Trained for teaching CWSN					
29. Trained in use of computer &teaching through computer					
30. Mobile Number					
31. Email id					

(3)   Male=1,Female=2,Transgender=3

(5)   Social Category: General=1, SC=2, ST=3, OBC=4, ORC=5, Others=6

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

(7)   Nature of appointment: Regular=1, Contract=2, Part-Time=3

(9, 21 to 25)
         Below secondary=1, Secondary=2, Higher secondary=3, Graduate=4, Post graduate=5, M.Phil.=6, Ph.D.=7,Post- Doctoral=8

(10)   Professional qualification: Diploma or certificate in basic teachers' training of a duration not less than two years=1, Bachelor of Elementary Education (B.El.Ed.)=2, B.Ed. or equivalent=3, M.Ed. or equivalent=4, Others=5, None=6, Diploma/degree in special education=7, pursuing any relevant professional course=8

(11)   Classes taught: Primary only=1, Upper primary only=2, Primary and Upper Primary=3, Secondary only=5, Higher Secondary only = 6, Upper primary and Secondary =7, Secondary and Higher Secondary =8, Pre-Primary Only= 10, Pre- Primary & Primary = 11

(12, 13 & 14)

    All subjects=1, Language(if teaching more than one language)=2,Mathematics=3, Environment studies=4, Sports=5, Music=6, Science=7, Social studies=8, Accountancy=10, Biology=11, Business Studies=12, Chemistry=13, Computer Science=14, Economics=15, Engineering Drawing=16, Fine Arts=17, Geography=18, History=19, Home Science=20, Philosophy=21, Physics=22, Political Science=23, Psychology=24, Foreign Language=25, Botany=26, Zoology=27, Hindi=41, Sanskrit=43, Urdu=45, English=46, Regional Language=47, Art education =91, Health & physical education=92, Work education=93, other subjects=0

(19 a and b)

    Training needs / received: Not required=0; Subject knowledge =1; Pedagogical issues = 2: ICT Skills = 3; Knowledge and skills to engage with CWSN =4; Leadership and management skills = 5, Sanitation & Hygiene = 6; Others = 7

(27)   Disability: Not applicable=1, Loco motor=2, Visual=3, Others=4, Hearing impaired=5

(28, 29) Yes=1, No=2

Section 4 : New Admissions, Enrolment and Repeaters

4.1 New Admission in Grade I

| | Age (in completed years) | | | | Total Children admitted in grade 1 | Out of the Total in Grade I Number of children with pre-school experience in | | |
	Below 5	5	6	7	Above 7		Same School	Another School	Anganwadi/ ECCE Centre
Boys									
Girls									

Academic Year: 2018-19

UDISE Code

4.2 Enrolment in current academic session (by social category)

(a)

Classes	Pre-Primary		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
General																										
SC																										
ST																										
OBC																										
Total																										

(b) Out of the total enrolment, provide details of enrolment belonging to following Minority groups*

Muslim																										
Christian																										
Sikh																										
Buddhist																										
Parsi																										
Jain																										
Other																										

(c) Out of the total enrolment, provide number of students

Having AADHAAR																										
BPL																										

(d) Out of the total enrolment, provide number of Transgender students

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Transgender												

* Minority as defined in the constitution

Academic Year: 2018-19

UDISE Code ☐☐☐☐☐☐☐☐☐☐☐

4.3 Repeaters by grade in the current academic session (by social category)

(a)

Classes	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
General																								
SC																								
ST																								
OBC																								
Total																								

(b) Out of the total repeaters, provide details of repeaters belonging to the following minority groups*

Classes	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Muslim																								
Christian																								
Sikh																								
Buddhist																								
Parsi																								
Jain																								
Other																								

* Minority as defined in the Constitution.

Academic Year: 2018-19

UDISE Code

4.4 Enrolment by grade in the current academic session (by Age in completed years)

Note: Total students (class wise) should match with class wise total students (Row E of 4.2 DCF)

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

Academic Year: 2018-19

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4.5 Enrolment by grade in the current academic session (By medium of instruction)

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

4.6 Enrolment by grade for Children with Special Needs

Classes	Pre-Primary		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII	
Type of Impairment	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Blindness																										
Low Vision																										
Hearing impairment																										
Speech and Language																										
Locomotor Disability																										
Mental illness																										
Specific Learning Disabilities																										
Cerabral palsy																										
Autism Spectrum Disorder																										
Multiple Disability including deaf, blindness																										
Leprosy Cured students																										
Dwarfism																										
Intellectual Disability																										
Muscular Dystrophy																										
Chronic Neurological cond																										
Multiple Sclerosis																										
Thalassemia																										
Hemophilia																										
Sickle Cell disease																										
Acid Attack victim																										
Parkinson's disease																										

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4.7 Availability of academic stream in the school (Only for Higher Secondary Schools/Junior Colleges)

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

4.8 Enrolment and Repeaters by academic stream

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

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4.9 Enrolment and repeaters by academic stream (by Minority groups)

Stream	Minority Group	Enrolment				Repeaters			
		Class XI		Class XII		Class XI		Class XII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Arts	Muslim								
Arts	Christian								
Arts	Sikh								
Arts	Buddhist								
Arts	Parsi								
Arts	Jain								
Arts	Other								
Science	Muslim								
Science	Christian								
Science	Sikh								
Science	Buddhist								
Science	Parsi								
Science	Jain								
Science	Other								
Commerce	Muslim								
Commerce	Christian								
Commerce	Sikh								
Commerce	Buddhist								
Commerce	Parsi								
Commerce	Jain								
Commerce	Other								
Vocational	Muslim								
Vocational	Christian								
Vocational	Sikh								
Vocational	Buddhist								
Vocational	Parsi								
Vocational	Jain								
Vocational	Other								

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Stream	Minority Group	Enrolment				Repeaters			
		Class XI		Class XII		Class XI		Class XII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Other streams	Muslim								
Other streams	Christian								
Other streams	Sikh								
Other streams	Buddhist								
Other streams	Parsi								
Other streams	Jain								
Other streams	Other								

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Section 5: Incentives and facilities provided to children (For Govt. and Aided schools only)

5.1 Facilities provided to children (Previous academic year, Primary Grade I–V)

Type of Facility	General Students		SC Students		ST Students		OBC Students		Total Students		Muslim Minority		Other Minority Groups	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Free textbooks														
Uniforms														
Transport facility														
Escort														
Bicycle														
(State defined)														

5.2 Facilities provided to children (Previous academic year, for Upper Primary Grade VI–VIII)

Type of Facility	General Students		SC Students		ST Students		OBC Students		Total Students		Muslim Minority		Other Minority Groups	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Free textbooks														
Uniforms														
Transport facility														
Escort														
Bicycle														
(State defined)														

5.3 Facilities provided to CWSN (Previous academic year)

Type of Facility	Pre-Primary		Primary		Upper Primary		Secondary		Higher Secondary	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Braille Book										
Braille Kit										
Low vision Kit										
Hearing aid										
Braces										
Crutches										
Wheel Chair										
Tri-cycle										
Caliper										
Escort										
Stipend										

Section 6: Annual Examination Result at Elementary Level

6.1 Annual Examination Result in Previous Year for Grade V

Examination Result	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of Students Appeared										
Number of Students Passed/Qualified										
Number of Students Passed with Marks>=60%										

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6.2 Annual Examination Result in Previous Year for Grade VIII

Examination Result	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of Students Appeared										
Number of Students Passed/Qualified										
Number of Students Passed with Marks>=60%										

Section 7: Board Examination Result

7.1 Result of the Grade X Board Examination in the previous academic year

(a) Regular Students

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

(b) Other Than Regular Students

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7.2 Number of **Regular Students** passed/qualified the Secondary School Board (Grade X) Examination by range of marks (in previous academic year)

Range of Marks	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<40%										
40-<60%										
60-<80%										
>=80%										
Total										

7.3 Number of **Other than Regular** Students passed/qualified the Secondary School Board (Grade X) Examination by range of marks (in previous academic year)

Range of Marks	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<40%										
40-<60%										
60-<80%										
>=80%										
Total										

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7.4 Results of the Grade XII Board/University Examination in previous academic year **(for Regular Students)**

Regular Students

	Number of Students Appeared										Number of Students Passed/Qualified									
	General		SC		ST		OBC		Total		General		SC		ST		OBC		Total	
Stream	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Arts																				
Science																				
Commerce																				
Vocational																				
Other streams																				
Total																				

7.5 Results of the Grade XII Board/University Examination in previous academic year **(for Other than Regular Students)**

Other than Regular Students

	Number of Students Appeared										Number of Students Passed/Qualified									
	General		SC		ST		OBC		Total		General		SC		ST		OBC		Total	
Stream	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Arts																				
Science																				
Commerce																				
Vocational																				
Other streams																				
Total																				

7.6 Results of the Grade XII Board/University Examination in previous academic year by range of marks (for Regular Students)

Range of Marks	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<40%										
40-<60%										
60-<80%										
>=80%										
Total										

7.7 Results of the Grade XII Board/University Examination in previous academic year range of marks (For Other than Regular Students)

Range of Marks	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<40%										
40-<60%										
60-<80%										
>=80%										
Total										

Section 8: Receipts and Expenditure

8.1 School funds received during the financial year 2017-18 excluding MDM for elementary schools/sections (Govt. and Aided Schools)

School Grant (under SSA)	Receipt(In Rs.)	Expenditure(In Rs.)
(a) School Development Grant		
(b) School Maintenance Grant		
(c) TLM/Teachers Grant		

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8.2 Grants received by the school & expenditure made during financial year 2017-18.(For Secondary & Hr. Secondary Schools/Sections)(Govt. and Aided Schools)

Details of school level grants (Under RMSA)	Receipt(In Rs.)	Expenditure(In Rs.)
Civil Works		
Annual School Grants(recurring)		
Minor Repair/maintenance		
Repair and replacement of laboratory equipments , purchase of laboratory consumables and articles etc.		
Purchase of books,periodicals, newspaper, etc.		
Grant for meeting water,telephone and electricity charges.		
Others		
Total(Grants at the school level)		

8.3 Grants received by the school & expenditure made during the financial year 2018-19(Govt. Schools)

Grants under Samagra Shiksha	Receipt(In Rs.)	Expenditure(In Rs.)
Composite School Grant		
Library Grant		
Grant for sports and physical Education		
Grant for Media and Community Mobilization		
Grant for Training of SMC/SMDC		
Grant for support at Preschool Level (Only for primary schools/sections)		

8.4 Financial Assistance received by the school

	Yes=1, No =2	If Yes,	
		Name	Amount (in Rs.)
Non – Govt. Organization(NGO)			
Public Sector Undertaking(PSU)			
Community			
Other			

8.5 Whether school is maintaining Inventory Register for the following:

	Availability (Yes=1, No =2)
ICT Items	
Sports Equipments	
Library Books	

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Section 9: Vocational Education under NSQF at Institutional Level

9.1 Whether covered under the centrally sponsored scheme of vocationalisation of secondary education (Yes=1 No=2) [   ]

9.2 Does the school provide any vocational course (Yes =1 , No =2) [   ]

If Yes, Subjects/Trades available in the school: Sector 1 [   ] Year of starting Sector 1 [   ]   Sector 2 [   ] Year of starting Sector 2 [   ]

Sector Codes:
61–Agriculture, 62–Apparels, 63–Automotive, 64–Beauty & Wellness, 65–Banking Financial Services and Insurance (BFSI), 66–Construction, 67–Electronics, 68–Healthcare, 69–IT–ITES, 70–Logistics, 71–Capital Goods, 72–Media & Entertainment, 73–Multi – Skilling, 74–Retail, 75–Security, 76–Sports, 77–Telecom, 78–Tourism & Hospitality , 79– Plumbing, 80– Electrician Skill

9.3 (a) Enrolment in current academic session 2018-19 (by trade and by social category)

Vocational Sector under NSQF (as specified in question no 9.2)	Social Category	IX		X		XI*		XII*	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sector 1	A – General								
	B – SC								
	C – ST								
	D – OBC								
	Total (A+B+C+D)								
				Out of total enrolment (A+B+C+D)					
	Muslim								
	Christian								
	Sikh								
	Buddhist								
	Parsi								
	Jain								
	Other								
	CWSN								

*Excluding students opting for dedicated vocational stream, not under NSQF

Vocational Sector under NSQF (as specified in question no 9.2)	Social Category	IX		X		XI*		XII*	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sector 2	A – General								
	B – SC								
	C – ST								
	D – OBC								
	Total (A+B+C+D)								
	Out of the total enrolment (A+B+C+D)								
	Muslim								
	Christian								
	Sikh								
	Buddhist								
	Parsi								
	Jain								
	Other								
	CWSN								

*Excluding students opting for dedicated vocational stream, not under NSQF

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9.3 (b) Enrolment in current academic session 2018-19 (by trade and by job role)

Vocational Sector under NSQF	Job Role	IX		X		XI		XII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Agriculture	Animal Health Worker								
Agriculture	Dairy Farmer / Entrepreneur								
Agriculture	Dairy Worker								
Agriculture	Floriculturist (Open Cultivation)								
Agriculture	Micro Irrigation Technician								
Agriculture	Paddy Farmer								
Agriculture	Solanaceous Crop Cultivator								
Agriculture	Gardener								
Apparels, Made ups & Home Furnishing	Assistant Designer – Home furnishing								
Apparels, Made ups & Home Furnishing	Assistant Fashion Designer								
Apparels, Made ups & Home Furnishing	Hand Embroiderer								
Apparels, Made ups & Home Furnishing	Self Employed Tailor								
Apparels, Made ups & Home Furnishing	Sewing Machine Operator								
Automotive	Automotive Service Technician L3								
Automotive	Automotive Service Technician L4								
BFSI	Business Correspondent								
Beauty & Wellness	Assistant Beauty Therapist								
Beauty & Wellness	Beauty Therapist								
Construction	Assistant mason								
Construction	Mason General								
Electronics & Hardware	Field Technician – Other Home Appliances								
Electronics & Hardware	Field Technician – Wireman Control Panel								
Electronics & Hardware	Field Technician – Computing and Peripheral								
Electronics & Hardware	TV Repair Technician								
Healthcare	General Duty Assistant								
Healthcare	Vision Technician								
IT/ITeS	CRM Domestic Voice								
IT/ITeS	Domestic Biometric Data Entry Operator								
IT/ITeS	Domestic Data Entry Operator								
IT/ITeS	Domestic IT Help desk Attendant								

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Vocational Sector under NSQF	Job Role	IX		X		XI		XII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Media & Entertainment	Roto Artist								
Media & Entertainment	Texturing Artist								
Media & Entertainment	Story Board Artist								
Media & Entertainment	Animator								
Multi Skilling	Multi Skill Assistant Technician								
Multi Skilling	Multi Skill Foundation Course								
Physical Education & Sports	Physical Trainer/Teacher								
Plumbing	Plumber (General)								
Plumbing	Plumber (General II)								
Power	Consumer Energy Meter Technician								
Retail	Cashier								
Retail	Store Operation Assistant								
Retail	Sales Associate								
Retail	Trainee Associate								
Security	Unarmed Security Guard								
Telecom	Optical Fiber Splicer								
Telecom	Customer Care Executive(Call Centre)								
Telecom	In Store Promoter								
Tourism & Hospitality	Counter Sales Executive								
Tourism & Hospitality	Food & Beverage Service Trainee								
Tourism & Hospitality	Housekeeping attend manual cleaning								
Tourism & Hospitality	Meet & Greet Officer								
Tourism & Hospitality	Travel Consultant								
Tourism & Hospitality	Tour Guide								
Transportation, Logistics & Warehousing	Warehouse Packer								

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9.4 Details of Classes conducted (Previous academic year)

Vocational Sector under NSQF (as specified in question no. 9.2)	Type of classes conducted	Class IX	Class X	Class XI	Class XII
Sector 1	Theory (in hours)				
	Practical (in hours)				
	Field visit (in numbers)				
	Training in Industry* (in hours)				
Sector 2	Theory (in hours)				
	Practical (in hours)				
	Field visit (in numbers)				
	Training in Industry* (in hours)				

*Hands on Skill Training in Industrial/Commercial Establishments

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9.5 Results of students who have cleared class X with one vocational subject (Previous academic year)

Range of Marks (aggregate of all subjects)	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sector 1										
below 40%										
40% to below 60%										
60% to below 80%										
80% and Above										
Sector 2										
below 40%										
40% to below 60%										
60% to below 80%										
80% and Above										

9.6 Results of students who have cleared class XII with one vocational subject (Previous academic year)

Range of Marks (aggregate of all subjects)	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sector 1										
below 40%										
40% to below 60%										
60% to below 80%										
80% and Above										
Sector 2										
below 40%										
40% to below 60%										
60% to below 80%										

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9.7 Details of the Vocational / Skill Training Providers (VTP) engaged with the school

S. No.	Name of the agency	Trade for which VTP is engaged	Certification/Accreditation No.	Name of Certification/Accreditation Agency
1				
2				
3				
4				

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9.8 Details of Resource persons including teachers/skill trainers, skill training provider, guest faculty for NSQF Vocational Courses

Sl. No.	Name of the teacher	Gender (Male=1, Female=2, Transgender=3)	DOB (dd/mm/yy)	(1) Social Category	(2) Nature of appointment	Highest qualification		(5) Industry Experience	(5) Training Experience	(6) Classes Taught	(7) Sector for which Appointed	Received Induction training [Yes=1, No=2]	Received In-service training in this academic year [Yes=1, No=2]	Mobile Number
						(3) Academic	(4) Professional							
1														
2														
3														
4														

Codes:

1. Social Category - General=1, SC =2, ST =3, OBC =4

2. Nature of appointment: Regular=1, Contract=2, Guest faculty/Part-Time=3, Through VTP=11

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

4. Professional qualification:Certificate course in concerned Vocational Sector =51, Diploma in Concerned Vocational Sector=52, Degree in Concerned Vocational Sector =53, Any other=5, None =6

5. Industry/Training experience in concerned vocational sector: Less than 1 year=0, 1 to 2 Years=1, above 2 but less than 3 Year=2, 3 or + Years=3

6. Classes taught –[Secondary only=5, Higher Secondary only=6, Secondary and Higher Secondary=8]

7. Sectors/subjects – (as specified in question no 9.2): 61–Agriculture, 62–Apparels, 63–Automotive, 64–Beauty & Wellness, 65–Banking Financial Services and Insurance (BFSI), 66–Construction, 67–Electronics, 68–Healthcare, 69–IT-ITES, 70–Logistics, 71–Capital Goods, 72–Media & Entertainment, 73–Multi – Skilling, 74–Retail, 75–Security, 76–Sports, 77–Telecom, 78–Tourism & Hospitality 79– Plumbing, 80–Electrician Skill.

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9.9 Student Placement Details (After Class X in previous year)

	Social Category	Number of students opted for placement/ apprenticeship		Number of students Placed/given apprenticeship		Number of Students opted for Higher Secondary Education in vocational field (ITIs/ Polytechnic)		Number of students opted for Higher Secondary Education in field other than vocational		Number of self employed students	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sector 1	General										
	SC										
	ST										
	OBC										
	Total 1										
Sector 2	General										
	SC										
	ST										
	OBC										
	Total 2										
Total (1+2)											

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9.10 Student Placement Details (After Class XII in previous year)

	Social Category	Number of students opted for placement/ given apprenticeship		Number of students Placed / given apprenticeship		Number of Students opted for Higher education in vocational field (ITIs/Polytechnic/B. Voc.)		Number of students opted for Higher Education in field other than vocational		Number of self employed students	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sector 1	General										
	SC										
	ST										
	OBC										
	Total 1										
Sector 2	General										
	SC										
	ST										
	OBC										
	Total 2										
	Total (1+2)										

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Section 10 : PGI Indicators (only for Government and Aided Schools)

10.1	Number of teachers with Aadhar or whose unique ID is seeded in any electronic data base	
10.2	Whether the school has in place a system to capture student attendance electronically [Yes =1 No = 2)	
10.3	Whether the school has in place a system to capture teacher attendance electronically? [Yes =1 No = 2)	
10.4	Has school evaluation been completed [Yes =1 No = 2)	
10.5	Has school made Improvement Plans on the basis of Evaluation? [Yes =1 No = 2)	
10.6	Is the school registered under PFMS? [Yes =1 No = 2)	

Section 11 : School Safety

Sl.No.	Status of implementation	Availability (Yes=1,No=2)
11.1	Whether the School Disaster Management Plan (SDMP) has been developed ?	
11.2	Whether Structural Safety Audit has been conducted ?	
11.3	Whether Non- structural Safety Audit has been conducted ?	
11.4	Whether CCTV Cameras available in school ?	
11.5	Whether Fire Extinguishers are installed ?	
11.6	Does the school have a nodal teacher for school safety?	
11.7	Whether students and teachers undergo regular training in school safety and disaster preparedness ?	
11.8	Whether disaster management is being taught as part of the curriculum ?	
11.9	Whether school has received grant for Self Defense Training for Girls ?	
11.9.(a)	If yes, No. of students provided training (provide actual number of student trained)	

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School Name :

Declaration By School in Charge (Principal/Vice-Principal/Head Teacher/Senior Most Teacher)

Academic Year: 2018-19

I hereby declare that the information entered in this Data Capture Format (DCF) is true and correct to the best of my Knowledge. I undertake to inform any changes therein, immediately.

Signature

Name

Designation

Place

Date

Office Seal

Verification by CRC

I hereby certify that the data submitted is complete and correct to the best of my knowledge.

Signature

Name

Designation

Place

Date

Office Seal