

# **Department of Educational Management Information System (EMIS)**

(Formally Operations Research and Systems Management Unit)

## **1. About the Department- (Brief Description)**

The Department of EMIS was created about a decade back replacing earlier Operation Research and Systems Management (ORSM) unit. The genesis of Department lie in the work done under the project COPE to create a computerised system for collection and collation of data on primary education. From the very inception, the Department has been focussing on using latest advances in ICT, methodologies in collection, analysis and dissemination of data on education in general and school education in particular. The widely known collection and dissemination of data on school education under DISE/U-DISE is managed by the Department.

The Department is largely engaged in collection, collation, data analysis and dissemination of data on school education under U-DISE. It currently brings out several annual and occasional publications based on U-DISE data and sponsors research on school education exclusively based on U-DISE data.

The Department initiated DISE in 1994 to collect data on primary education in districts where DPEP was being implemented with support from Ministry of Human Resource Development (MHRD) and United Nations Children's Fund (UNICEF). The Coverage of DISE was extended to more districts along with extension of DPEP to more districts. In 2003, the coverage of DISE was extended to the entire country and also to upper primary stage of education. In 2013, SEMIS developed independently to collect and disseminate data on secondary education was merged with DISE. From 2012-13 onwards DISE was collecting data on entire spectrum of school education starting from Grade I to Grade XII. DISE is collecting data from more than 1.5 million schools consisting government, private aided, private unaided schools, and schools run by various other central and state government departments such as tribal and social welfare, etc. The coverage includes primary, upper primary, secondary and composite schools having primary, upper primary and secondary sections in different combinations. The Department of EMIS is bringing out many annual publications to disseminate data-important among Flash Statistics-Elementary Education, Flash Statistics-Secondary Education, and School Education in India. In addition to database on schools, the Department also maintains database on teachers. It is also increasingly felt that student database may have to be created and maintained to improve the consistency of data on school education and to reduce fake/double enrolment. In view of this, the Department has initiated collection of student wise data as part of U-DISE from 2016-17 data collection for which it has specifically designed and developed a student portal.

An important feature of DISE is availability of unit level data. Researchers, policy makers can make access unit level data for context specific analysis. The Department of EMIS also played a critical role in inception of All India Higher Education Survey in 2013 but later the same was shifted to Ministry of HRD.

The flagship programmes to achieve universal elementary education and secondary education viz., SSA and RMSA designed to use latest data in planning, decision making and monitoring implementation. Data also plays a critical role to report the status and progress of education to the nation. NUEPA engaged in providing technical expertise for planning, policy making and monitoring implementation of various schemes, programmes and national goals set for education. The data collected and disseminated under U-DISE is in complete harmony with the mandate of NUEPA. The Annual Work Plans, state level planning and monitoring activities and decision making critically depends on data collated under U-DISE. The data collated under U-DISE is being extensively used in research on education in India and abroad.

The faculty members of Department have varied research interests and regularly publish in educational journals and engaged in various research projects. The faculty members of Department are on various committees and expert groups on education and extended technical assistance to national and provincial governments. The Department organized several conferences, seminars, workshops and training programmes.

## **2. Perspective of the Department**

Data are critical in planning and policy making, monitoring implementation, decision making and research. The Department has been engaging in collection, collation, and sharing and dissemination data on education. The Department intends to continue with this task and envisages in further strengthening it by adopting latest technological advances, ensuring relevance, reliability and timeliness of data to contemporary trends in education. The Department aims to undertake research, capacity building activities and to provide technical advice to strengthen the database and Management Information Systems (MIS) on education in India and across different countries of the world.

## **3. Focus areas of Research and Training of the Department.**

The Department engages in research, knowledge generation and sharing relating collection, collation and dissemination of data and indicators. The research includes both that examines relevancy and veracity of data and methodological advances in collection, collation and computation of indicators. The Department organises training programmes

to improve technical expertise of personnel involved in collection of data and in using data.

#### **4. Research Studies Conducted**

The following researches were undertaken by the faculty members of Department.

##### ***Post Enumeration Survey of DISE data: A study of Andhra Pradesh, Himachal Pradesh and Maharashtra, 2013 (Principal Researcher: Anugula N. Reddy)***

The project examines the veracity of data collected under DISE in the year 2009-10. Three states viz., Andhra Pradesh, Himachal Pradesh and Maharashtra were chosen to carry out the study. Two districts were chosen randomly from each state to carry out the study. Two blocks from each district were chosen randomly from each district. In all data was collected from over 1000 schools spread across 12 blocks in three states viz., Andhra Pradesh, Himachal Pradesh and Maharashtra. The study discusses various methodologies to examine the veracity of data on education like triangulating of data collected by different agencies, comparing data of consecutive years, and carrying out post enumeration surveys. It points out strengths and limitations of each method particularly in relation to ground realities. The study finds that though at aggregate levels, data disseminated by different agencies appear to be converging but at disaggregated even at state level one can find large variations across various states and by different components like private and public sectors on the one hand and number of teachers, schools and enrolment and enrolment by social categories on the other. However no particular patterns can be discerned in the variations between data reported by different agencies. The post enumeration survey carried out in 12 blocks in three states critically analyses variations in enrolment, and infrastructure facilities in schools. The principal contribution of the study is in suggesting different methodologies to examine veracity of data, and a framework to analyse data collected under post enumeration survey.

##### ***A Pilot Project to Develop Geo-Spatial Information System for School Education (Anugula N. Reddy) (nearing completion)***

As part of the study a model for rationalisation of teachers was developed taking Haryana as an illustration. All primary and upper primary schools in Haryana were categorised as surplus, deficit and just meet the requirements based on norms prescribed under RTE 2009 for teacher deployment. Teachers would be transferred from surplus schools to deficit within a range of 5 km and 10 km so as to ensure that teachers would not be dislocated from locations. The study demonstrates how more schools can be made compliant with RTE norms without dislocating teachers and appointing additional teachers.

As part of the study segregation by social category among schools is being examined. Many schools are located within a distance of 2-3 km from each other. How students are distributed among these nearby schools

***Research Programme on Elementary Education Using DISE Data (Arun C. Mehta and Anugula N. Reddy) (completed)***

The Department initiated a research programme on elementary education using DISE data to encourage use of DISE data in educational research in 2014-15. The research programme has provision to fund 10 research proposals. Ten research proposals were selected out of several dozens of proposals received in response to open call for proposals after peer review. The researchers were provided necessary guidance to complete the study. Two workshops one at the beginning of the project to further fine tune objectives, methodology, data analysis and the other towards end of the project to share draft reports for further improvement were conducted by the Department. In all following seven research studies were conducted:

1. *Social Class and Gender Effects of Elementary School Enrolment in Madhya Pradesh Evidence from DISE*, Mr. Aalok Ranjan Chaurasia, SHYAM Institute, Bhopal, Madhya Pradesh
2. *A Study on Internal Efficiency of Elementary Education in different districts of Uttar Pradesh using U-DISE and Block-wise Analysis of Indicators of Best, Medium and Worst Performing Districts*, Dr. Amit Khanna, SIEMET, Uttar Pradesh
3. *Understanding Implementation of 25% Reservation Policy for Disadvantaged Students under the Right to Education Act: Analysis using DISE Data*, Mr. Ambrish Dongre & Vibhu Tewary, Accountability Initiative Centre for Policy Research, Chanakyapuri, Delhi
4. *A Study of Implementation of RTE in Jharkhand: Analysis of DISE Report in Six Major Tribal Concentrated Districts*, Dr. Sujit Kumar Choudhary, Central University of Jharkhand
5. *Clench towards RTE-2009 in Elementary Level Education of North-East India*, Dr. Aurobindo Mahato & Mr. Rajeev Dubey, Department of Rural Management & Development Tripura University, Tripura
6. *Study of Trends in Dropout Rates at Elementary Level based on DISE Data of 2008-09 to 2013-14*, Professor A.B.L. Srivastava, Delhi; and
7. *A Study on Present Situation of Educational Access and Participation of Children at Elementary Level: A Comparative Study of Madhya Pradesh and Chhattisgarh*, Dr. Madhumita Bandyopadhyay

***Study on Standardization of concepts, definitions, and methodologies used in collation of data and calculation of indicators in school education (Anugula N. Reddy)(ongoing)***

The purpose of study is to standardize of concepts, definitions and calculation methodology of indicators employed various data collection agencies in education. In particular the concepts and definitions used by AISES (NCERT), DISE (NUEPA) and MHRD have been examined and efforts to reconcile differences if any in concepts, definitions and calculation methodology would be made.

***Universal Elementary Education in Slums: A study of Hyderabad as part of ten cities (as part of Research Programme on Universal Elementary Education in Slums: A Study of Ten Cities)***

The implementation of RTE 2009 assumes critical importance in urban areas particularly in slums and other marginal places of Urban. Notwithstanding opulence of city, the slums located in urban areas continue to be places of squalor and misery. The many slum dwellers lack regular employment and adequate income, often face uncertain situations. Slums may also lack basic necessities of life including provision for universal elementary education. Against this background this study (being carried out in collaboration with CESS) explores the provision of and participation in universal elementary education in slums of Hyderabad city. Field work was carried out in five slums of Hyderabad. Data analysis and report writing is being initiated.

**Training/ Capacity Building Programmes Organised**

Numerous number of training programmes were organised during this period on various themes. Of these about 12 programmes are on using indicators in planning and monitoring of elementary education, one on school education statistics, three (two are field) are on using indicators in planning and monitoring of secondary education and one on using data for implementation of RTE in North Eastern States (field based).

**Annual Workshop on U-DISE** is being regularly organised each year in the months of July/August to chalk out planning for next years' data collection which is being attended by MIS Officers from across the country. Perhaps one of the most important activities launched in 2016 was **Student Data Collection In-sync with U-DISE** for which NUEPA, UNICEF and MHRD conducted Six Regional Technical Workshops were conducted which were attended by large number of state and district level MIS officers (35 states & 750 participants) from across the Country. Technical Workshops have helped states in understanding purpose of student data collection, as well as getting acquaintance with the different modes of data entry. The following modes of data-entry have been provided to states and they have adopted one or more as per convenience:

- i. Complete on-line application which is hosted in-house at NUEPA on its blade server
- ii. Bulk uploading through specially designed EXCEL Template which has provision for Off-line validation
- iii. An independent application, namely SDMIS through which data can be entered in off-line mode from schools which doesn't require back and front-end software; and
- iv. A component on Student Data has been added to the existing U-DISE Software which has already been installed in all the districts of the country to which users are very much familiar.

It may be observed that student data collection was initiated as on 30th September 2016 and Student Portal has more than 200 million student records which is further getting momentum. We are confident barring a couple of states, all other states would be able to collect and generate U-DISE enrolment reports based on student data next year. 2016-17 was only the beginning and states would require continued and intensive support in years that follows.

***Regional Training Programme on Using Indicators in Planning and Monitoring of Secondary Education*** on October 5-9, 2015 at Pune. Nearly 30 officers dealing with planning and monitoring and those working in EMIS sections in Directorate of Secondary Education and RMSA from western, central southern states of India have participated.

***Training Programme on Use of U-DISE data for Decision Making for Implementation of RTE for North-Eastern States*** on May 20-22, 2015. (in collaboration with UNICEF) in Guwahati. Nearly 40 district and state level officers from SSA from North-Eastern states have participated in the training programme.

***Regional Training Programme on Using Indicators in Planning and Monitoring of Secondary Education*** on December 15-19, 2014 Gandhinagar. Nearly 30 officers dealing with planning and monitoring and those working in EMIS sections in Directorate of Secondary Education and RMSA from western and central states of India have participated.

***Training Programme on Using Indicators in Planning and Monitoring of Secondary Education*** on September 16-20, 2013. Over 40 officers dealing with planning and monitoring and those working in EMIS sections in Directorate of Secondary Education and RMSA have participated. Similar programme is being organised on December 15-19, 2014 for states in Western parts of India.

***Orientation Programme in School Education Statistics*** on September 22-26, 2009. Over 50 officers from Directorates of school education and Directorates of Economics and Statistics from various states in India including officers from Planning Commission, CSO, MOPSI, Government of India have participated in the programme.

#### **5. Seminars, conferences and workshops organised highlighting the focus, participants and outcomes**

***Global Conclave of Young Scholars of Indian Education*** on January 27-29, 2011 at NUEPA, New Delhi. The faculty of the Department prepared concept note for the Global Conclave, oversaw call for papers and selection of them and designed schedule and played kernel role in both academic and logistic aspects of the Conclave under the overall guidance of Vice-Chancellor, NUEPA. Over 80 researchers from India and abroad have presented their papers in four parallel sessions. In addition two policy forums and two special lectures were organised as part of Global Conclave.

***Consultation Meeting on Post 2015 Education Goals and Indicators*** organised January 9, 2015. The Consultation Meeting was organised in the context of global debate on Post 2015 education goals following Muscat agreement and OWG sustainable goals and attempts finalise a Post 2015 education goals later this year.

***National Workshop on Educational Development Index (EDI)*** to be organised on July 30, 2014. NUEPA has been calculating EDI based on DISE data nearly a decade i.e. 2005-06 and ranking the states on the basis of EDI. The purpose of workshop is to revisit the methodology and variable used in calculating EDI so that variables that better represent educational development could be identified and methodology can be further refined and improved.

***South Asian Workshop on Education Outcomes*** jointly with UNESCO on December 7-8, 2011. Nearly 30 participants from South Asian countries have participated in the Workshop

***National Seminar on School Education Statistics*** on March 3-4, 2008. Nearly 30 papers were presented. Researchers from NUEPA, NIPFP, JNU, the World Bank, UIS Montreal, MHRD, NSSO, CSO, ISI, Calcutta, Osmania University, Pratham, Planning Commission, CORD and officers from various state governments have participated in the seminar.

***Workshop on Unified System of Collection of School Education Statistics*** on June 27-29, 2012. Over 40 officers from more than 20 states have participated. The aim of

workshop is familiarize the participants Unified system of collection of school education statistics that is emerging.

***National Workshop and Expert Meetings on School Records-*** One National Workshop on June 28-30, 2010 and two meeting of experts on August 30-September 1, 2010 and October 11-12, 2010 on School Records was organised with a view to development a set of core records to be maintained by all schools. Over 60 participants working at various levels viz., national, state, district and sub-district levels have participated in the workshop. Nearly 20 experts of have participated in the expert meetings. The outcome of the workshop and expert meetings was presented before Expert Group on Creation of Unified System of School Education Statistics.

***National Workshop on Using DISE data in Educational Research*** on February 5-6, 2009. Over 20 researchers from IIM, Bangalore; DFID; The World Bank; Roomtoread; CORD; Giri Institute of Development Research, Lucknow; TISS, Mumbai; Institute of Advanced Study in Education, University of Baroda, Baroda; etc and 25 state government officers have participated in the workshop.

***Technical Consultation on Out-of-School Children*** on August 29, 2014 in collaboration with UNICEF. The workshop was organised to discuss a study on Out-of-School Children carried by UNICEF.

## **6. Consultancy and Extension Activities and Outreach**

*Visit of officers of Department of Education, Government of Afghanistan to India* on December 17 to December 24, 2012 focussing EMIS in India

Coordinated a public lecture on Assessment of Non-Cognitive Skills and Use of Information for Education Improvements by Dr. Silvia Montoya, Director of UNESCO Institute for Statistics (UIS) on July 24, 2015 at NUEPA

## **7. Policy and Planning support to the Central and State Governments and other organisations**

The faculty of the Departments are members of following committees and/or provided support to various organisations, committees, etc.

Member of Technical Advisory/Monitoring Group on Demand and Supply of Teachers for School Education in India constituted by National Council for Teacher Education (NCTE)



Member of a committee on ‘Standardization of Concepts, Definitions of Indicators related to Education Statistics’ constituted by Central Statistical Office, Ministry of Statistics and Programme Implementation, Government of India (continuing).

Member of a committee for developing a format for capturing data in respect of the minorities in higher and technical education constituted by MHRD (2013)

Prepared a note on ‘Educational status of Muslim children at elementary level: A statistical profile’ for Standing Committee of National Monitoring Committee for Minorities Education of MHRD (2013)

Prepared a note on estimation of dropout children, never enrolled children and out-of-school children for 17<sup>th</sup> JRM of SSA (January 2013)

Member, Expert Group on Creation of Unified System of Data Collection for School Education Statistics-Constituted by Ministry of Human Resource Development, Government of India) in 2013; Prepared draft report

Estimated resource requirements to implement The Right to Free and Compulsory Education Act, 2009 in 2010

Estimated resource requirements to implement Right to Education for CABE Committee on Right to Education, 2005

Member, Advisory Board on Enrolment Projection and Trend of School Education by 2025 set-up by the *Director, National Council of Educational Research and Training*, New Delhi, 2017

Member, Technical Committee of Population Projection set-up by the Statistics Division, *Department of School Education and Literacy, Ministry of Human Resource Development*, Government of India, New Delhi, 2018

Member, Department Advisory Committee, Department of Educational Planning set-up by the *Vice-Chancellor, National Institute of Educational Planning and Administration*, New Delhi, 2018

Review Committee on Educational Statistics set-up by the Ministry of HRD, Government of India

Expert Group on Creation of Unified System of Data Collection for School Education Statistics set-up by the Ministry of HRD, Government of India

## **9. Annual Publications of EMIS Department**

The Department brings out with the following 14 annual publications exclusively based on U-DISE.

- Elementary Education in Rural India: Analytical Tables

- Elementary Education in Urban India: Analytical Tables
- Elementary Education in India: Where do we stand?, District Report Cards, Volume I & Volume II
- Elementary Education in India: Where do we stand? State Report Cards
- Elementary Education in India: Thematic Maps
- Elementary Education in India: Graphic Presentation
- Elementary Education in India: Progress towards UEE, Analytical Tables
- Elementary Education in India: Trends, 2005-06 to 2015-16
- Secondary Education in India: Progress towards UEE: U-DISE Flash Statistics (Printed)
- Secondary Education in India: U-DISE Flash Statistics (printed)
- Secondary Education in India: Thematic Maps
- Secondary Education in India: Graphic Presentation
- Secondary Education in India: Where do we stand? State Report Cards
- U-DISE School Education in India

Over a period of 15 years, Department had never missed the dead-line and brought out about **131 Volumes**, both in printed and web-enabled formats and made available the same in the public domain

✓ **10. Faculty development and enrichment, and awards and honours conferred to the members of the faculty**

- ❖ e-Governance 2009-10 National Award
- ❖ eINDIA 2010 National Award
- ❖ Manthan Award South Asia 2010 and
- ❖ EMPI-Indian Express Indian Innovation Award.

**11. Any other activity or contribution which department would like to include and highlight**

In addition to organising capacity building programmes, the faculty members of Department are responsible for taking courses on Statistics and data, EMIS, as part of DEPA and IDEPA and a course on statistics as part of M.Phil programme.

Specifically the faculty of Department are in charge to following courses in IDEPA, DEPA and M.Phil.

Course No. 206 on Use of Quantitative Techniques in Educational Planning as part of International Diploma in Educational Planning and Administration (IDEPA) from academic year 2012-13 onwards

Course No. 107 on Use of Quantitative Techniques in Educational Planning as part of Diploma in Educational Planning and Administration (DEPA) for academic year 2012-13 and 2013-14

Elective course on EMIS to M. Phil/Ph. D. students during academic year 2012-13

**12. A brief SWOC (Strength, Weakness, Opportunities and Challenges) analysis of report of the department/centres/units including the areas which require of improvement.**

*Strengths:* The Department of EMIS manages DISE has created niche for itself. Currently this is the only source of data on school education and is widely used across the country and world. The technical expertise faculty members in managing data and analysis is of high quality

*Weakness:* The strength of faculty is small (just two). DISE is running in project mode with project staff. The faculty of Department is not diversified due small strength.

*Opportunities:* As importance of data is growing in the currently particularly in the context of large scale interventions and commitments to SDGs, the Department several opportunities to contribute and reinvent.

*Challenges:* Increasing the strength of faculty is a critical challenge. Another challenge is to improve professional competency of faculty through partnerships with international agencies.

**Contributions of the individual faculty members (research, publications and other activities). This may be included as Annexure**

***Articles in Journals***

'Rural Transformation of a Village in Telangana, A Study of Dokur since 1970s' in *International Journal of Rural Management* Vol. 12 No. 2, pp. 143-178, October 2016 (co-author)

'Towards Sustainable Indicators of Food and Nutritional Outcomes in India' in *World Journal of Science, Technology and Sustainable Development*, Vol.13, No. 2, (2016) pp. 128-142 (co-author)

‘Financing Elementary Education in Himachal Pradesh: Lessons other States can Learn’ in *Journal of Social and Economic Development*, Vol. 14 No. 2 (July-December 2012), pp. 181-201

‘Secondary Education in India’ in *ANTRIP Newsletter*, Vol. 12, No. 2 and Vol. 13, No. 1 (July 2007-June 2008) (co-author), pp. 7-11

‘Public Financing of Elementary Education in India’ in *Indian Journal of Social Development*, Vol. 8, No. 1 (June 2008), pp. 19-36

‘Financing of Secondary Education in India: Trends and Prospects’ in *Man and Development*, Vol. XXIX, No.1 (March 2007) pp. 39-66

‘Privatisation of Secondary education in India: Problems and Prospects’ in *NORD-SUD Aktuell* Vol. XIX No. 2, 2005 (Published from Hamburg by DUI) pp. 193-203

#### *Working Papers*

Redistributing Teachers using Local Transfers (with others) Indian Statistical Institute (ISI) Discussion paper 16-8, September 2016

Status report on closure of schools after RTE Act 2009, National Coalition for Education (NCE), 2016

Education of Scheduled Tribes’ for National Human Development Report for Scheduled Tribes’ prepared for UNDP, India as part of National Trabal Human Development Report, 2015

Regional Disparities in Rural and Agricultural Development in undivided Andhra Pradesh, India (co-author), Working Paper No. 47, ICRISAT Research Program: Markets, Institutions and Policies, 2014

#### *Chapters in books*

‘School dropouts or push outs?: overcoming barriers for right to education’ (with Professor Shanta Sinha) in *Who Goes to School? Exploring Exclusion in Indian Education* edited by R. Govinda, Oxford, New Delhi, 2011

‘Secondary Education and Inclusion of SCs and STs’ in ‘*Dalits and Tribes of India*’ edited by J. Cyril Kanmony, Mittal Publications, New Delhi, 2010, pp 1-16

‘Public Financing of Elementary Education under Economic Liberalisation Policies in India’ in ‘*Rethinking India's Growth Strategy: Services Vs Manufacturing*’ edited by R. K. Mishra and Nandita Sethi, Institute of Public Enterprise (IPE), Hyderabad and Concept Publishing Company, New Delhi (2008), pp. 710-722

‘School Education Statistics: Changing status and persisting problems’ forthcoming in an edited volume being brought by Asia Development Research Institute (ADRI), Patna (*A N Reddy*)

‘Financing of Higher Education: A Critical Review of Trends in Andhra Pradesh’ in *Higher Education in India: Challenges and Possibilities* edited by D. Parimala, Kanishka, New Delhi, 2017 (*A N Reddy*)

‘Educational Status of Scheduled Tribes in Central Indian States’ is being prepared for Bharat Rural Livelihood Foundation (BRLF), 2017 (*A N Reddy*)

Redistributing Teachers using Local Transfers (co-author) Forthcoming (*A N Reddy*)

Status of Financing Right to Education in India, by National Coalition for Education (*A N Reddy*)

### **Major Achievement: Strengthening EMIS through U-DISE**

- Has helped in reducing time-lag in availability of educational statistics from earlier 7-8 years to less than a year at the national level
  - Data on parameters required to formulate school education plans are now available at disaggregated levels from school to national levels
  - Strong dissemination adopted has helped in improving quality of data
  - Both elementary as well as secondary education plans are exclusively based on U-DISE data
  - Government has acquired U-DISE the status of Official Statistics as all MHRD’s publications on school education statistics from 2012-13 onwards will be based on data generated through U-DISE
  - Quality of data has improved significantly even though there are still a few areas of concern, we are trying to further improve the quality, coverage, sharing, consistency, dissemination and utilization of U-DISE Data
  - Semi-online version of U-DISE SW introduced as well as Student Database Management Information application
  - U-DISE Consistency and Reporter module enhanced by adding a variety of reports
  - Online Reporter module launched
- ✓ **MIS Units:** Through concerted efforts, the MIS Units have been made operational both at the district and state levels across the country and is equipped with necessary hardware and software. Provisions have also been made to decentralize the data entry to the level of block for which a MIS Coordinator and necessary hardware and software is being provided under the SSA to all the blocks of the country; a few states have already

decentralized the data entry and have appointed MIS Coordinators at this level. In Karnataka, data entry even at cluster level is taking place at few places.

- ✓ **Coverage:** Over a period of time, the number of schools covered under the DISE increased significantly. During 2014-15, data has been collected from more than 1.5 million schools (*including 327 thousand private schools*), with a comprehensive profile of more than 8.5 million teachers also being maintained by the DISE. U-DISE receives data from more than 680 districts spread over 36 State & UTs from as many as 82 thousand Clusters and 7.2 thousand Blocks from across the country..
- ✓ **Time-Lag:** What is more remarkable about the DISE is that it has drastically reduced the time-lag in the availability of educational statistics, which is now down from 7-8 years to about a year at the national level and only a few months at the district and state levels.
- ✓ **DISE Software:** The DISE software, developed in-house at NUEPA, is now operational in all the districts of the country (36 States and UTs) and is providing vital information for preparation of district elementary education plans annually. DISE software is time-tested, user-friendly, menu-driven, and error-free with no scope for manipulation.
- ✓ **Supplementary Variables:** The states have flexibility of adding 'n' number of supplementary/additional variables depending upon their specific requirements. No additional software (other than U-DISE software) for computerization and analysis of data is required.
- ✓ **RTE Monitoring:** It may also be observed that the DISE is perhaps the most comprehensive source of information on elementary education and can provide all such information which may be required for efficient monitoring of the RTE Act, 2009. RTE Grading can be seen in School Report Cards in case of all schools covered under U-DISE.
- ✓ **Data-Gaps:** The DISE has eliminated data gaps as comprehensive information is now available on all aspects of universal elementary education at different levels over a period of time.
- ✓ **Disaggregated Data:** Time-series as well as disaggregated data on all aspects of schools education is available at school, cluster, block, district, state and also at the national level.
- ✓ **Data Utilization:** Every effort was made to promote the use of U-DISE data for planning, management and monitoring of the SSA through case studies, orientation and training workshops of educational planners and administrators. About 7,200 users from across the World are registered for downloading of raw data and quite a good number of researchers are exclusively working on DISE data. District Elementary as well Secondary Education Plans across the country (600+ districts) is being developed annually are exclusively based on U-DISE data.
- ✓ **EDI:** NUEPA has been computing EDI for the last five years starting 2005-06 which is based on DISE data. It is hoped that the EDI will help in deciding the future course of investment on elementary education which has become very important in view of the Right to Education Act. A few states, computed EDI, district-wise and within the district, block-wise. During the year, a Workshop on EDI was conducted to further stream-line the set of indicators and methodology of EDI computation. MHRD is likely to constitute a group of experts to look into existing indicators and suggest new set of indicators, if necessary.
- ✓ **Creating Demand for Data:** Concerted efforts have been made to create demand for the DISE data which has created awareness about the DISE data. In order to further promote use of the DISE data, of late option of downloading raw data in Excel/DB format, has also been provided to users so that empirical studies based on the DISE data can be undertaken. More than 8,600 users from across the World have been registered for downloading of the raw data.
- ✓ **Sample Checking of Data:** With the aim of further improving the quality and reliability of data, it has been made mandatory for all the States & UTs to get the DISE data sample checked by an independent agency from the year 2006-07 onwards, for which the NUEPA suggested

the sampling methodology and developed a special data capture format for Post Enumeration Survey (PES). Summary of state-specific reports are made available at [www.dise.in](http://www.dise.in). However, all states couldn't launch studies in the absence of specific funds for the same. The matter has been taken up with the Ministry.

- ✓ Countries such as Cambodia, Southern-Sudan, Ghana etc. have approached NUEPA to review their MIS and suggest modalities for improvement.

## **Websites**

The Department of EMIS maintains the following websites which are the *recipient of the following four National Awards: e-Governance 2010, eINDIA 2010 National Award, Manthan Award South Asia 2010 & EMPI-Indian Express Indian Innovation Award 2012*

[www.dise.in](http://www.dise.in)

[www.schoolreportcards.in](http://www.schoolreportcards.in)

[www.udise.in](http://www.udise.in)

[www.student.udise.in](http://www.student.udise.in)

All our websites are hosted from in-house for which NUEPA has developed a *state-of-the-art* Server Room where along with other servers; U-DISE Server is also installed. To ensure that Websites are functional all time, two dedicated UPS each of 5 KV have been installed. In addition, we have also acquired an additional internet connection to ensure that websites are always functional. There is a proposal to further strengthen the Data Centre.