

State/UT -----

SEMIS
(Secondary Education Management Information System)

DATA CAPTURE FORMAT (DCF)¹

**for Recognized Secondary & Higher Secondary Schools; and
Intermediate/Junior/Degree Colleges having Classes XI and
XII**

(Academic Year 2010-11)

¹ In 2007/08, States and UTs started collecting data from recognized institutions having secondary (IX & X) and higher secondary (XI & XII) classes using a structured Data Capture Format (DCF). This was the initial year of SEMIS (Secondary Education Management Information System), a database created to facilitate planning and management of secondary education in states and union territories. In SEMIS, relevant data relating to institutional profile; enrolment and repeaters; teacher provision; infrastructure and teaching learning facilities; and examination results were collected with the basic objective of assessing the baseline status of secondary education. Now, this exercise for creating a comprehensive database in the form of SEMIS has been institutionalized under the RMSA for planning and management of secondary education, which means that the data collection using the structured DCF would be an annual exercise. As states have already captured the relevant backlog data using the existing DCF (Academic Year 2009/10), this revised DCF (Academic Year 2010-11) is designed to capture data for a single year, i.e. 2010-11, which can also be used for collecting data for subsequent years by changing the academic year. Heads of all recognized secondary and higher secondary institutions and colleges having classes XI and XII are requested to cooperate with the Government in its efforts to make quality secondary education accessible to all.

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Secondary Education Management Information System (SEMIS)

Instructions for filling up the Data Capture Format² for Recognized Secondary & Higher Secondary Schools; and Intermediate/Junior/Degree Colleges having Classes XI and XII

(Academic Year 2010-11)

Purpose of SEMIS

The Secondary Education Management Information System aims at creating a comprehensive database on secondary and higher secondary education for facilitating planning, monitoring and related secondary education management activities under the RMSA. The SEMIS intends to cover all recognized institutions in the State/UT imparting secondary and higher secondary education. It envisages collecting relevant data relating to profile of the institution, enrolment, repeaters, passouts, teacher provisions, infrastructure and teaching-learning facilities, and school level income and expenditures. Data thus collected using the DCF under the SEMIS would be processed and stored both at the district and state levels. Accordingly, necessary arrangements are being made at the district level to institutionalize SEMIS under the RMSA.

As part of this exercise, this Data Capture Format (DCF) is to be administered to all recognized secondary and higher secondary schools, intermediate/junior colleges/pre-university classes attached to degree colleges in the State/UT. This DCF is to be filled in by the Headmaster/Principal of the school/college. Since the reliability of the SEMIS database depends on the accuracy and completeness of the information to be furnished by the institution, you are requested to answer each item in the DCF carefully and accurately. Your commitment and cooperation have huge implications for effective planning and management of secondary education in the State/UT.

Please read the instructions before filling up the DCF.

General Instructions

- (a) This DCF seeks information from all those institutions having classes IX-X and/or XI-XII. If your institution is having only secondary section (Classes IX-X) or higher secondary section (Classes XI-XII), please fill up the relevant questions (or items of the questions) and strike out (X) the question(s)/item(s) and clearly overwrite on it '**Not Applicable**'. For example, if your institution has only Secondary section, item (b) in Question 8 is not relevant and you are requested to show it as given below:

Stream-wise number of sections at higher secondary level in the school/college:

Stream	Whether Exists (Yes = 1; No =2)	Number of sections in Class XI	Number of sections in Class XII
Arts			
Science			
Commerce			
Vocational			
Agriculture			
Home Science			
Other Streams			
Total			

² The DCF has been developed by the Department of Educational Planning, NUEPA, New Delhi-16 in consultation with the States and UTs and also with the Department of School Education and Literacy, MHRD, Government of India. The DCF has been revised this year keeping in view the quality and reliability of data collected from the recognized secondary and higher secondary institutions.

- (b) Please use the international numerals while supplying the information in numbers.
- (c) The information collected from you will be computerized. Take extra care to read the question-wise instructions before supplying the information.
- (d) Most of the questions have been provided with one or more alternative responses. Each alternative response has been provided with a code. Please write the appropriate response code(s) in the given box (es).
- (e) Please do not leave any question blank/unanswered.
- (f) It was found that several institutions did not provided their full name and complete postal address while filling in the DCF during the first year of the data collection (i.e. 2007/08). This time, please ensure to provide full name and the complete postal address of the institution in the space provided in Page 1 of this DCF.

Question-wise Instructions

Question 1: School category will be determined on the basis of the highest class in a school/college. For example, if an institution has classes up to X , it may be termed as ‘Secondary School’, and if it has classes up to XII, it may be termed as ‘Higher Secondary School’ and if classes XI and XII are part of intermediate/junior/degree college, the category of the institution may be decided accordingly.

Question 2: Write the year(s) of establishment, recognition and up-gradation of the institution (if applicable) in the relevant boxes.

Question 3: Write the appropriate response code in the box.

Question 4 (a to k): Please consider the following while responding to this question:

Government: A Government School is one which is run by the State/UT Government or Central Government or Public Sector Undertaking or an Autonomous Organization and which is fully financed by the Government.

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

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

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

Accordingly, write the appropriate response code in the box.

Question 5: Write the appropriate response code in the box.

Boys' School/College: Boys' school/college is one in which boys are admitted to all classes and admission of girls is restricted to some specific classes.

Girls' School/College: Girls' school/college is one in which girls are admitted to all classes and admission of boys is restricted to some specific classes.

Co-educational School/College: Co-educational school/college is one in which both boys and girls are admitted to all classes in the school.

Question 6: Write the appropriate response code in the box.

Question 7: Please do not include pre-primary classes. Use numbers to indicate the classes, for example, if the school has classes VI to X, it should be mentioned as 06 to 10 and so on.

- Question 8:** (a) Write the class-wise number of sections in the Table.
 (b) Write the appropriate response code and the stream-wise number of classes/sections in the relevant columns.

Question 9 (a to e): Write the appropriate response code in the box.

Questions 10 & 11: Please note that the medium of instruction is the language through which subjects other than languages are taught. Write the appropriate response codes in the boxes using the language code given below:

Language Code

Language	Code	Language	Code	Language	Code
Angami	01	Kakbarak	17	Nicobaree	33
Ao	02	Kannada	18	Oriya	34
Arabic	03	Kashmiri	19	Oriya (lower)	35
Assamese	04	Khasi	20	Persian	36
Bengali	05	Konkani	21	Portuguese	37
Bhoti	06	Konyak	22	Punjabi	38
Bhutia	07	Laddakhi	23	Rajasthani	39
Bodhi	08	Lepeha	24	Sanskrit	40
Bodo	09	Limboo	25	Sema	41
Dogri	10	Lotha	26	Sindhi	42
English	11	Malayalam	27	Tamil	43
French	12	Manipuri	28	Telugu	44
Garo	13	Marathi	29	Tibetan	45
Gujarati	14	Maithili	30	Urdu	46
German	15	Mizo	31	Zeliang	47
Hindi	16	Nepali	32	Other languages	48

Questions 12 to 15: Provide the quantitative figures on enrolment/repeaters in the relevant columns in the given Tables. In case of Nagaland, the reference date for providing enrolment and repeaters data is April 1. If possible, schools in Nagaland should provide data on enrolment and repeaters taking 30th September as the reference period.

Question 16: Provide the quantitative figures on enrolment and **repeaters** in the Table. Physically challenged children includes children having orthopedic disability, and those having visual or hearing or intellectual or other multiple (i.e., children having more than one disability) impairments. Include those children who have 40% or more of disability. Enrolment and **repeaters** data for class VIII are to be provided in States/UTs where class VIII is part of secondary education. Otherwise, put zero in cells provided for giving enrolment and **repeaters** data for class VIII.

Question 17 (a & b): Provide the quantitative figures on enrolment in the Table. Please ensure that the total enrolment figures reported here [against Question No. 17(a)] for classes VIII, IX and X must be the same as the total enrolment reported for classes VIII, IX and X for the year 2010-11- as reported in Question 12. Similarly, the total enrolment figures reported for classes XI and XII[against Question No. 17 (b)] must be the same as the total enrolment reported for classes XI and XII for the year 2010-11 as reported in Question 14 .

Question 18 (a & b): Provide the quantitative figures on teachers in the Table. In some states, government and aided secondary schools have no separate teachers for teaching English. In these states, a teacher who teaches English also teaches Social Studies. Similarly, a teacher who teaches Physics, Chemistry and Mathematics also teaches Chemistry, Botany and Zoology. In such cases, identify a subject teacher on the basis of maximum time devoted for teaching

that subject. Please ensure that, the total teachers of the school/college for classes IX-X and XI-XII must be equal to the sum of total regular and temporary teachers.

Question 19 (a & b): Provide the quantitative figures in the Table. Trained teacher refers to pre-service training such as B. Ed., M. Ed., etc. the total numbers of teachers by sex, educational qualification and training status reported in Question No 19 (a) & (b) must be equal to the total number of teachers by sex reported in Question No 18 (a) & (b) respectively.

Question 20 (a to c): Provide the response code/quantitative figures in the boxes. If the school/college does not have its own building, provide information about the covered area of the rented/rent free school/college building. If the school/college does not have its own building, put zeroes in the given boxes as the response to Question 21(c).

Question 21: A school building is to be treated as *Pucca* if it has its walls made of burnt bricks, stones (duly packed with lime or cement), cement concrete or timber, plywood, artificial wood of synthetic material and PVC, and the roof made of tiles, G.I./metal/asbestos sheets, concrete, bricks, stone, timber plywood, artificial wood of synthetic material and PVC.

A school building is to be considered as *Partly Pucca* if it has its walls are made of the materials mentioned above, and roof is made of other than the materials such as bamboos, grass, thatch, etc.

A school building is to be treated as *Kuchcha* if its walls and roof are made of the materials other those mentioned above.

Question 22: Provide the quantitative figures in the Table.

Question 23 (a & b): Provide the quantitative figures in the Tables. Please follow the definitions given against Question 22 above for classifying the classrooms according to their condition.

Conversion: 1 sq. ft. = 0.0929 sq. meter approximately.

Question 24: Write the response code and the quantitative figures in the relevant columns.

Question 25 (a & b): Write the response codes in the given boxes.

Questions 26 to 35: Write the appropriate response codes and the quantitative figures in the relevant boxes/columns in tables.

Question 36: Provide the quantitative figures in the Table. Adequate provision of furniture implies at least chairs/benches and tables/desks for every student. Similarly, there should be at least a table and a chair for the teacher in every classroom.

Questions 37 to 44: Write the appropriate response codes and quantitative figures in the relevant boxes/columns in tables.

Question 45: K-YN is equipment in which all types of facilities like LCD, Computer, etc. are available. Write the appropriate response codes and the quantitative figures in the relevant columns.

Questions 46 to 49: Write the appropriate response codes in the relevant boxes.

Questions 50 to 52: Write the quantitative figures in the relevant columns in the given tables. Please note that while classifying the students according to their percentage of marks in class X and Class XII public examinations, include a student in a class interval who has scored marks \geq the lower limit of the class interval and $<$ the upper limit of that class interval. For example, if a student has scored 50.0% of marks, he/she should be included in the class interval 50-60%, not in the class interval of 40-50%.

Question 53: Provide the details of grants disbursed to schools under the RMSA in the financial year 2009-10, their utilization and spillovers (if any) as on 1st April of the next financial year. Please refer to the relevant footnotes while filling in the table.

Serial Number of the DCF³:

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Data Capture Format for Recognized Secondary and Higher Secondary Schools/Intermediate/Junior/Degree Colleges (Academic Year 2010-11)

(To be filled in by the Head of the Institution)

School Code⁴:

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State/Union Territory: _____

Revenue District: _____

Name of the CD Block⁵: _____

Name of the Gram Panchayat (for rural area)/ Ward (for urban area): _____

Name of the Village/Town/City: _____

Name of the School/College: _____

Complete Postal Address of the School/College: _____

Post Office: _____

Pin Code:

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

Telephone Number of the School (with STD code): _____

E-mail address (if any): _____

³ The serial number of the DCF is to be filled-in by the Office of the District Inspector of Schools or District Education Officer.

⁴ The boxes will be filled in at the time of data feeding at the district/state level after generating the codes. If the school has already been given the school code under SEMIS, the same may be mentioned here. Please note that the school code under the SEMIS provided here must not be different from the earlier school code provided under the SEMIS.

⁵ Community Development Block or the equivalent administrative unit.

I. School/College Profile

1. What category of institution is this?
 (Secondary School = 1; Hr. Secondary School = 2; Intermediate/Junior College = 3;
 Degree College with +2 level = 4; Post-graduate College with +2 and +3 levels = 5.

2. (a) Year of establishment of the school/college:

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 (b) Year of recognition of the school/college:

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(c) If upgraded to secondary school, mention the year of up-gradation, otherwise put zeros in the boxes. (If not applicable put 0001 in the boxes)

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(d) If upgraded to higher secondary school/college, mention the year of up-gradation, otherwise put zeros in the boxes. (If not applicable put 0001 in the boxes)

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3. Status and source of funding of the school/college:
 [Recognized and fully funded by the State/UT government = 1; Funded by the local government = 2; Recognized and fully funded by the central government (KVS/NVS, etc.) = 3; Recognized Pvt. aided⁶ (i.e. the government contributes to the major share (more than 50% of the school's budget) = 4; Recognized but not aided by the government (i.e. Private un-aided) = 5; Un-aided secondary/higher secondary section in a recognized school/college = 6; Others = 7]

4. (a) Management of the school/college:
 [State/UT Government (Department of Education) = 1; Local Body/Municipal Corporation = 2; Tribal Welfare Department = 3; Social Welfare Department = 4; Public Sector = 5; State/UT Government (Department of Labour) = 6; Private Body such as Trusts/Companies/Private Body/Missionaries/NGOs, etc. = 7; MHRD (or by Bodies such as KVS, NVS, etc. under the MHRD) = 8; Other Central Government Ministries/Departments/Undertakings = 9]

(b) Whether the School Management and Development Committee (SMDC) has been constituted: (Yes = 1; No = 2)

(c) If yes, give the following details about the composition of the SMDC; (Otherwise, please report Not Applicable = 1 in the box, and cross the following table):

Sl. No.	Details of Members/Representatives	Whether represented on the SDMC (Yes = 1; No = 2)	Number		
			Male	Female	Total
(i)	Representatives of Parents/Guardians/PTA				
(ii)	Representatives/nominees from local government/urban local body				

⁶ Includes schools/sections run by individual(s) or a private organization and receiving grants from government or local bodies for recurring expenditures, including teacher salary.

(iii)	Member from Educationally Backward Minority Community				
(iv)	Member from any Women Group		--		
(v)	Member from SC/ST community				
(vi)	Nominee of the District Education Officer (DEO)				
(vii)	Member from Audit and Accounts Department (AAD)				
(viii)	Subject experts (one each from Science, Humanities and arts/Crafts/Culture) nominated by District Programme Coordinator (RMSA)				
(ix)	Teachers (one each from Social Science, Science and Mathematics) of the school				
(x)	Vice-Principal/Asst. Headmaster, as member				
(xi)	Principal/Headmaster, as Chairperson				
(xii)	Total number of members of the SMDC, including the Principal/Headmaster of the school/college)	---			

(d) Number of SMDC meetings held during the last academic year:
(Not Applicable = 99)

(e) Whether the SMDC has prepared any School Improvement Plan (SIP) since April 2009: (Yes = 1; No = 2; Not Applicable = 3)

(f) Whether a separate Bank Account of the SMDC is being maintained: (Yes = 1; No = 2; Not Applicable = 3)

(g) If yes, Bank name _____
Branch _____

Bank A/C No.

(h) Whether the School Building Committee (SBC) has been constituted: (Yes = 1; No = 2)

(i) Whether the school has constituted its Academic Committee (AC): (Yes = 1; No = 2)

(j) Whether the school has constituted its Parent-Teacher Association (PTA): (Yes = 1; No = 2)

(k) If yes, number of PTA meetings held during the last academic year:

5. Type of the school/college: (Boys only = 1; Girls only = 2; Co-ed. = 3)

6. Is it a school/college exclusively for children with special needs (CWSN)? (Yes = 1; No = 2)

7. Classes taught in the school/college: From class to class

8. (a) Total number of existing sections by class in the school/college as on September 30, 2010.

Class/Grade	Number of classrooms ⁷
IX	
X	
XI	
XII	

- (b) Stream-wise number of existing sections at higher secondary level in the school/college as on 30th September 2010:

Stream	Whether Exists (Yes = 1; No =2)	Number of sections in Class XI	Number of sections in Class XII
Arts			
Science			
Commerce			
Vocational			
Agriculture			
Home Science			
Other Streams			
Total			

9. (a) Location of the school/college :
(Rural = 1; Urban = 2)
- (b) Whether the school/college is located in the tribal area:
(Yes = 1; No = 2)
- (c) Whether the school/college is located in the hilly area:
(Yes = 1; No = 2)
- (d) Whether the school/college is located in the SC dominated area:
(Yes = 1; No = 2)

⁷ For example, if a school has two sections, say IX-A & IX-B for grade IX, then the number of classrooms for grade IX becomes equal to 02.

10. Mention the medium of instruction at secondary and higher secondary stages in your school/college. Write code for languages for medium/media of instruction as given in the instructions for filling up this question. There can be more than one medium of instruction at secondary and higher secondary stages. Give codes for as many media as applicable (maximum 5) to your school/college situation.

Stage	Number of media of instruction	Media/Medium of Instruction (write language code only)
Secondary (Classes IX-X)	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Higher Secondary (Classes XI-II)	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

11. Mention the languages taught as first, second and third languages at secondary and higher secondary stages in your school/college. Write code for languages as given in the instructions for filling up this question. Here information is to be given for maximum of four combinations, each having three languages being taught as first, second and third language. Write language codes as applicable to your school/college situation.

Language Combination	Code for language taught in Secondary stage as			Code for language taught in Higher Secondary stage as		
	First Language	Second Language	Third Language	First Language	Second Language	Third Language
Combination 1	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Combination 2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Combination 3	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Combination 4	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

II. Enrolment and Repeaters

12. Enrolment by class, gender and social category at secondary level as on 30th September 2010:

Category	Enrolment as on September 30, 2010					
	Class VIII		Class IX		Class X	
	Boys	Girls	Boys	Girls	Boys	Girls
SC						
ST						
OBC						
Others						
Total						

13. Repeaters by class, gender and social category at secondary level as on 30th September 2010:

Category	Repeaters as on September 30, 2010					
	Class VIII		Class IX		Class X	
	Boys	Girls	Boys	Girls	Boys	Girls
SC						
ST						
OBC						
Others						
Total						

14. Enrolment by stream, class, gender and social category at higher secondary level as on September 30, 2010:

Stream	Category	Enrolment in Class XI		Enrolment in Class XII	
		Boys	Girls	Boys	Girls
All Streams					
	SC				
	ST				
	OBC				
	Others				
	Total				
Arts					
	SC				
	ST				
	OBC				
	Others				
	Total				
Science					
	SC				
	ST				
	OBC				
	Others				
	Total				
Commerce					

	SC				
	ST				
	OBC				
	Others				
	Total				
Vocational Courses					
	SC				
	ST				
	OBC				
	Others				
	Total				
Other Courses					
	SC				
	ST				
	OBC				
	Others				
	Total				

15. Repeaters by stream, class, gender and social category at higher secondary level as on September 30, 2010:

Stream	Category	Repeaters in Class XI		Repeaters in Class XII	
		Boys	Girls	Boys	Girls
All Streams					
	SC				
	ST				
	OBC				
	Others				
	Total				
Arts					
	SC				
	ST				
	OBC				
	Others				
	Total				
Science					
	SC				

	ST				
	OBC				
	Others				
	Total				
Commerce					
	SC				
	ST				
	OBC				
	Others				
	Total				
Vocational Courses					
	SC				
	ST				
	OBC				
	Others				
	Total				
Other Courses					
	SC				
	ST				
	OBC				
	Others				
	Total				

16. Total number of physically challenged children enrolled and repeating in classes VIII, IX, X, XI and XII as on 30th September 2010:

Class/ Section	Enrolment (physically challenged children) as on Sept. 30, 2010			Repeaters (physically challenged children) as on Sept. 30, 2010		
	Boys	Girls	Total	Boys	Girls	Total
VIII						
IX						
X						
XI						
XII						

17. (a) Total enrolment by single age in classes VIII, IX and X as on 30th September 2010:

[Please cross check that the total enrolment by grade and sex provided in the last row of the table below must be the same as that of the total enrolment by grade and sex given against Question No. 12]

Age (In years)	Enrolment in Class VIII as on Sept. 30, 2010			Enrolment in Class IX as on Sept. 30, 2010			Enrolment in Class X as on Sept. 30, 2010		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Below 13									
13									
14									
15									
Above 15									
Total									

(b) Total enrolment by single age in classes XI and XII as on 30th September 2010:

[Please cross check that the total enrolment by grade and sex provided in the last row of the table below must be the same as that of the total enrolment by stream, grade and gender given against Question No. 14]

Age (In years)	Enrolment in Class XI as on Sept. 30, 2010			Enrolment in Class XII as on Sept. 30, 2010		
	Boys	Girls	Total	Boys	Girls	Total
Below 15						
15						
16						
17						
Above 17						
Total						

III. Teacher Provision (as on 30th September 2010)

18. (a) Give the following information about the teaching staff (including Headmaster/Principal) employed in the school/college (for classes IX-X) as on 30th September 2010. Include those full-time teachers also who are on short leave. Teachers appointed for other classes/stages and honorary teachers appointed for a specific period should not be included.

(Important Note: A teacher has to be identified according to the stage he/she is predominantly teaching, i.e. the stage of education (viz., upper primary/ secondary/ higher secondary.) at which maximum time (more than 50%) is devoted. If a teacher is teaching at more than one stage of education and devoting equal time at all the stages then he/she is to be classified at the highest stage at which he/she is teaching.)

Subject	Number of Regular Full-Time Teachers in Position for Classes IX-X as on Sept. 30, 2010			Total Number of Teachers in Position for Classes IX-X as on Sept. 30, 2010 (including Full-Time and Part-Time Temporary/ Contractual Teachers of the institution but excluding the honorary teachers)		
	Male	Female	Total	Male	Female	Total
Regional Language						
English						
Hindi						
Sanskrit						
Other Languages						
Physical Science						
Biological Science						
Social Science						
Mathematics						
Science						
Computer Education						
Physical Education						
Work Experience						
Art						
Music						
Dance						
Others (not covered above)						
Total						

- (b) Give the following information about the teaching staff (including Headmaster/Principal) employed in the school/college (for classes XI-XII) as on 30th September 2010. Include those full-time teachers also who are on short leave. Teachers appointed for other classes/stages and honorary teachers appointed for a specific period should not be included.

(Please note that a teacher has to be identified according to the stage he/she is predominantly teaching, i.e. the stage of education (viz., secondary/higher secondary) at which maximum time (more than 50%) is devoted. If a teacher is teaching at more than one stage of education and devoting equal time at all the stages then he/she is to be classified at the highest stage at which he/she is teaching.)

Subject	Number of Regular Full-Time Teachers in Position for Classes XI-XII as on Sept. 30, 2010			Total Number of Teachers in Position for Classes XI-XII as on Sept. 30, 2010 (including Full-Time and Part-Time Temporary/Contractual Teachers of the institution but excluding the honorary teachers)		
	Male	Female	Total	Male	Female	Total
Accountancy						
Agriculture						
Biology						
Business Studies						
Chemistry						
Computer Science						
Dance						
English						
Economics						
Engineering						
Drawing						
Fine Arts						
Geography						
Hindi						
History						
Home Science						
Mathematics						
Music						
Philosophy						
Physical Education						
Physics						
Political Science						
Psychology						
Russian						
Regional Language						
Sociology						
Spanish						
Others (not covered above)						
Total						

19. (a) Give the information about the highest academic qualification and training status of the total number of regular and temporary teachers in position in the school/college for classes IX-X as mentioned against Question No. 18(a).

(Please cross check that the total number of teachers by sex, educational qualification and training status provided in the table below must be the same as that of the total number of regular and temporary teachers by sex given against Question No. 18a.)

Educational Qualification	Total Teachers in Position (for Classes IX-X as on Sept. 30, 2010)		Trained Teachers in Position (for Classes IX-X as on Sept. 30, 2010)	
	Male	Female	Male	Female
Undergraduate				
Graduate or equivalent				
Post-Graduate or equivalent				
M. Phil or Ph. D or equivalent				
Total				

- (b) Give the information about the highest academic qualification and training status of the total number of regular and temporary teachers in position in the school/college for classes XI-XII as mentioned against Question No. 18(b).

(Please cross check that the total number of teachers by stream, sex, educational qualification and training status provided in the table below must be the same as that of the total number of regular and temporary teachers by stream and sex given against Question No. 18b.)

Stream	Highest Educational Qualification	Total Teachers in Position (for Classes XI-XII as on Sept. 30, 2010)		Trained Teachers in Position (for Classes XI-XII as on Sept. 30, 2010)	
		Male	Female	Male	Female
Arts					
	Post-Graduate or equivalent				
	M. Phil or Ph. D or equivalent				
Science					
	Post-Graduate or equivalent				
	M. Phil or Ph. D or equivalent				
Commerce					
	Post-Graduate or equivalent				
	M. Phil or Ph. D or equivalent				
Vocational Courses					
	Post-Graduate or				

	equivalent				
	M. Phil or Ph. D or equivalent				
Other Streams					
	Post-Graduate or equivalent				
	M. Phil or Ph. D or equivalent				

IV. Infrastructure and Teaching-Learning Facilities (as on 30th September 2010)

20. (a) Does the school/college have its own building? (Yes = 1; No = 2)

(b) If yes, the total covered area (in sq. m.) of the school/college building covering all the floors: Sq. m.

(c) Area (in sq. m.) of vacant space in the school/college which can be used for expansion of infrastructure facilities? Sq. m.

21. Type of the school/college building:
(Pucca = 1; Partly Pucca = 2; Kuchcha = 3; Tent = 4; Others = 5)

22. Number and area of classrooms and other rooms in usable condition in the school/college as on 30th September 2010

Type of Room	Number	Area (In sq. m.)
Classrooms for classes IX and X		
Classrooms for classes XI and XII		
Rooms for administrative staff		
Staff rooms (for teachers only)		
Common rooms for students		
Other rooms		
Total		

23. (a) Number and condition of classrooms used for classes IX-X as on 30th September 2010

Type	Total number of classrooms	Average size of classrooms (In sq. m.)	Number of classrooms in good condition	Number of classrooms which require major repair	Number of classrooms which require minor repair
Pucca					
Partially Pucca					
Kuchcha					
Tent					
Total ⁸					

⁸ The total number of classrooms for classes IX-X reported here must be equal to the total number of classrooms for classes IX-X reported against Question No. 22.

(b) Number and condition of classrooms used for classes XI-XII as on 30th September 2010

Type	Total number of classrooms	Average size of classrooms (In sq. m.)	Number of classrooms in good condition	Number of classrooms which require major repair	Number of classrooms which require minor repair
Pucca					
Partially Pucca					
Kuchcha					
Tent					
Total ⁹					

24. Does the school have the following facilities as on 30th September 2010?

	Item	(Yes = 1; No = 2)	No. of Rooms
a.	Separate room for Head Master/Principal		
b.	Separate room for Asst. Head Master/ Vice Principal		
c.	Auditorium		
d.	Separate common room for girls		
e.	Separate common room for boys		
f.	Staffroom for teachers		
g.	Separate staff room for female teachers		
h.	Library rooms		
i.	Laboratory rooms		
j.	Computer laboratory/room		
k.	Room for indoor games		
l.	Co-curricular/activity room		
m.	NCC/NSS/Scout & Guide room		
n.	First aid/sick room		
o.	Room to store sports equipment		
p.	Guidance and counseling room		
q.	Room for Chowkidar/watchman		
r.	Staff quarters (including residential quarters for Head Master/Principal and Asst. Head Master/ Vice Principal)		
s.	Kitchen shed/canteen		
t.	Garden and social forestry		
	Total		

⁹ The total number of classrooms for classes XI-XII reported here must be equal to the total number of classrooms for classes XI-XII reported against Question No. 22.

25. (a) Does the school/college have boundary walls? (Yes = 1; No= 2)
- (b) If yes, what kind of boundary walls does the school/college have? (Pucca = 1; Kuchcha = 2; Partially Pucca = 3; Pucca but Broken = 4; Barbed Wire Fence = 5; Green Fence = 6; Does not exist =5)
26. (a) Does the school/college have **playground of its own**? (Yes = 1; No= 2)
- (b) If yes, whether the playground is in usable condition? (Yes = 1; No= 2; Not Applicable = 3)
- (b) What is the area of the playground irrespective of its condition? (Not Applicable = 00000) Sq. m.
- (d) Does the school/college have adequate sports material? (Yes = 1; No= 2)
- (e) Does the school/college have facilities for indoor games? (Yes = 1; No= 2)
27. (a) Does the school/college have a boys' hostel(s)? (Yes = 1; No= 2)
- (b) Does the school/college have a girls' hostel(s)? (Yes = 1; No= 2)
- (c) Number of boarders residing in the hostel:
Boys: Girls: Total:
28. Number of teachers for whom residential accommodation is available in the school/college as on 30th September 2010:
29. Does the school/college have electricity connection? (Yes = 1; No= 2)
30. If no, what is the distance between the school/college and the nearest electricity substation/source? (Less than 1 km.= 1; 1-2 Km.= 2; 2-3 Km. = 3; 3-5 Km.= 4; More than 5 Km.= 5)
31. (a) Number of bulbs/tubes and ceiling fans in working condition in the school/college:
Bulbs & Tubes Ceiling Fans Total
- (b) Does the school have Generator set as a back up or substitute for electricity facility? (Yes = 1; No= 2)
32. Number of computers in working condition available in the school/college:
(a) For teaching and learning purposes:
- (b) For use in the school/college office:

33. (a) Does the school/college have Internet connectivity?
(Yes = 1; No = 2; Not applicable = 3)
- (b) If yes, what is the bandwidth (if it is a broadband connection)?
(less than 256 kbps = 1; more than 256 kbps = 2; Not Applicable = 3)
34. (a) Does the school/college have drinking water facility available
to students within the school/college premises? (Yes=1; No=2)
- (b) If yes, how many of the following sources of drinking water is/are available in the
school/college.

Source of Drinking Water	Number
Tap	
Hand Pump	
Well	
Pitcher/Bucket/Pot	

- (c) Does the school/college have drinking water purifying system within the school/college
premises? (Yes=1; No=2)

35. Give details about the following facilities in the school/college as on 30th September 2010.

	Item	Whether exist (Yes = 1; No = 2)	Number	Whether adequate (Yes= 1; No = 2; Not Applicable = 3)
a.	Urinals in usable condition within the school/college premises			
b.	Lavatory in usable condition within the school/college premises			
c.	Separate urinals for girls in usable condition within the school/college premises			
d.	Separate lavatories for girls in usable condition within the school/college premises			
e.	Separate urinals for physically challenged students in usable condition within the school/college premises			
f.	Separate lavatories for physically challenged students in usable condition within the school/college premises			
g.	Separate urinals for teachers in usable condition within the school/college premises			
h.	Separate lavatories for teachers in usable condition within the school/college premises			

36. Give information about the blackboards and furniture for students and teachers in the classrooms as on 30th September 2010:

Class	Number of classrooms/ sections	Number of usable blackboards	Number of sections having furniture for teachers	Number of Sections		
				Having adequate furniture for students	Having inadequate furniture for students	Not having furniture for students
VIII						
IX						
X						
XI						
XII						
Total						

37. Number of students for whom desk/table and benches/chairs are available:

Classes IX-X

Classes XI-XII

38. (a) Total number of administrative and support staff in position (including laboratory and library assistants)
- (b) Number of laboratory assistants in position
- (c) Does the school/college have furniture for administrative staff? (Yes = 1; No = 2)
- (d) If yes, total number of administrative and support staff for whom furniture are available
39. Does the school/college have library facility? (Yes = 1; No = 2)
40. (a) If yes, total number of books available in the library:
Textbooks Reference books
- (b) Does the school/college have a full-time librarian? (Yes = 1; No = 2; NA = 3)
- (c) Does the school have reading room/section in the library? (Yes = 1; No = 2; Not Applicable = 3)
41. Number of journals subscribed by the school/college:
42. Is the library housed in a pucca building: (Yes = 1; No = 2; Not Applicable = 3)

43. Does the school/college have integrated science laboratory?
(Integrated laboratory is the one in which Physics,
Chemistry and Biology practicals are held)
(Yes = 1; No =2)

44. Does the school/college have the following as on 30th September 2010?

Laboratory	Whether exists (Yes = 1; No = 2)	Present Condition (Fully equipped = 1; Partially equipped = 2; Not equipped =3; Not Applicable = 4)	Floor Area (in Sq. m.)
Physics			
Chemistry			
Biology			
Computer			
Mathematics			
Language			
Geography			
Home Science			
Psychology			

45. Does the school/college have the following in working/usable condition as on 30th September 2010?

Equipment	(Yes =1; No = 2)	Number
Television		
Audio/Visual/Public Address System		
VCR/CD/DVD Player		
Tape Recorder		
LCD Projector		
Overhead Projector		
Radio		
Cable TV		
Musical Instruments		
School Band Set		
K-YN Equipment		

46. Does the school/college have the following in working/usable condition as on 30th September 2010?

Item	(Yes =1; No = 2)	Number
Type writer		
Xerox machine/Photocopier		
Cyclostyle machine		
Almirahs/boxes to store records		
Fire Extinguisher		
Water Cooler and Water Filter		

47. (a) Does the school/college regularly bring out its Magazine?
(Yes = 1; No = 2)

(b) Does the school/college regularly bring out its Annual Report?
(Yes = 1; No = 2)

48. Does the school/college have a physical training instructor?
(Yes = 1; No = 2)

49. Does the school/college have disabled friendly infrastructure, specifically ramp (s)?
(Yes =1; No = 2)

V. Examination Results

50. (a) Results of the Class X Board Examination for the academic year 2009-10:

Category	Number of Students Appeared in the Class X Board Examination, 2009-10			Number of Students Passed in the Class X Board Examination, 2009-10		
	Boys	Girls	Total	Boys	Girls	Total
SC						
ST						
OBC						
Others						
Total						

50. (b) Results of the Class XII Board/University Examination in 2009-10:

Stream	Number of Students Appeared in the Class XII Board/University Examination, 2009-10										Number of Students Passed out in the Class XII Board/University Examination, 2009-10										
	SC		ST		OBC		Others		Total		SC		ST		OBC		Others		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Arts																					
Science																					
Commerce																					
Vocational Courses																					
Other Streams																					
Total (All Streams)																					

51. Distribution of the total number of students who passed out the Secondary School Board (Class X) Examination by range of marks secured and also by social category in 2009-10.¹⁰

Range of Marks	Total Passouts		Scheduled Castes		Scheduled Tribes		Other Backward Castes		Others	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Up to 40%										
40-50%										
50-60%										
60-70%										
70-80%										
80-90%										
90-100%										
Total										

¹⁰ Please ensure that the total number of passouts by range of marks reported here must be equal to the total number of passouts reported in Question No. 50(a).

52. Distribution of total number of students, who passed out the Higher Secondary School Board/University (Class XII) Examination (in all streams) by range of marks and social category in 2009-10.¹¹

Range of Marks	Total Passouts		Scheduled Castes		Scheduled Tribes		Other Backward Castes		Others	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Up to 40%										
40-50%										
50-60%										
60-70%										
70-80%										
80-90%										
90-100%										
Total										

¹¹ Please ensure that the total number of passouts by range of marks reported here must be equal to the total number of passouts reported in Question No. 50(b).

VI. Receipts and Expenditures

53. Grants received by the school and expenditures made under the RMSA during the financial year 2009-10¹²

Sl. No.	Details of school level grants under RMSA	Grants received under the RMSA, 2009-10 (In Rs.)	Grants utilized/spent under the RMSA, 2009-10 (In Rs.)	Spillovers as on 1st April 2010 (In Rs.)
(i)	Civil works			
(ii)	Annual School Grants (recurring)			
	(a) Minor repair/maintenance			
	(b) Repair and replacement of laboratory equipments, purchase of laboratory consumables and articles, etc.			
	(c) Purchase of books, periodicals, newspapers, etc.			
	(d) Grant for meeting water, telephone and electricity charges			
(iii)	Others			
(iv)	Total¹³ (Grants at the School Level)			

Date:

(Signature of the Principal/Headmaster with Seal)

¹² Pvt. un-aided schools/institutions need not provide data against this item. Pvt. un-aided school while filling in this DCF may simply cross this table.

¹³ The total grants received at the school level must be equal to the sum of grants received against Items (i) to (iii). Further, the total grants received at the school level under the RMSA in 2009-10 must be equal to the sum of the total grants utilized in 2009-10 and spillovers as on 1st April 2010.