7TH ALL INDIA SCHOOL EDUCATION SURVEY

A Project Report

Submitted by

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BONAFIDE CERTIFICATE

Certified that this project report **7TH ALL INDIA SCHOOL EDUCATION SURVEY** is the bonafide work of **KARIA DARSHAN J.** & **KOTAK KETAN M.** who carried out the project work under my supervision.

SIGNATURE **SIGNATURE**

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ABSTRACT

The main purpose of All India Educational Surveys (AISES) conducted periodically by the National Council of Educational Research and Training (NCERT) under the Ministry of Human Resource Development (MHRD), Government of India, is to collect, compile and disseminate information of the countries overall progress in the area of school education. These Surveys provide basic inputs to develop educational plans at micro-level as well as at macro-level, to formulate educational policies, and to monitor the progress of various educational schemes of the Central and State Governments. The 7th Survey has been named as All India School Education Survey (AISES). It covers availability of schooling facilities in rural habitations, physical and educational facilities in schools, incentive schemes and beneficiaries, medium of instructions and languages taught, enrolment particularly of SCs, STs, girls and educationally backward minority community, teachers and their academic and professional qualifications, library, laboratory, ancillary staff and subject-wise enrolment at +2 stage of education. In addition, the enrolment and teachers in unrecognised schools, Alternative Schools and AIE Centers, Oriental Schools covering Sanskrit Pathshalas, Madarsas and Maktabs; Special Schools for children with disabilities, and Pre-primary Institutions are covered.

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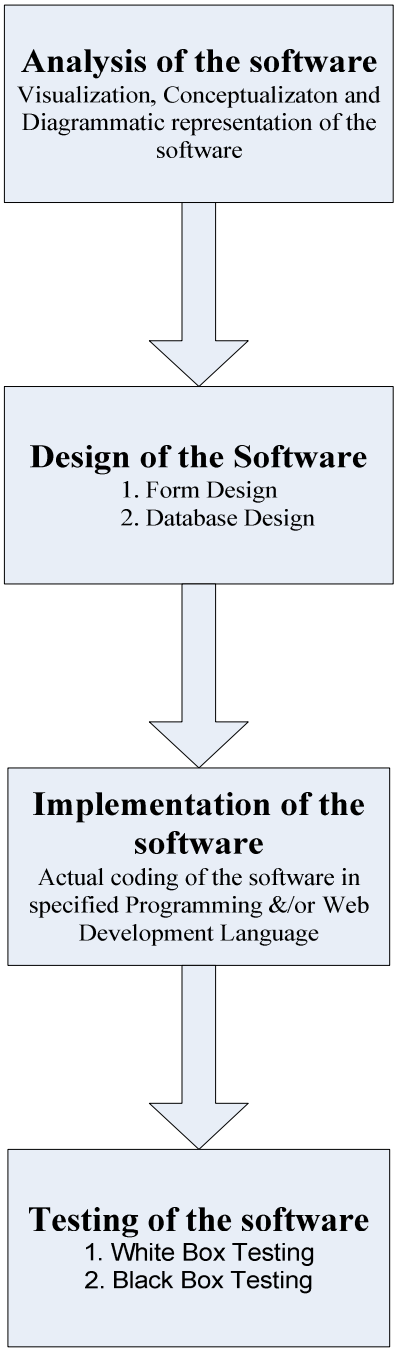
Introduction

This form is to be canvassed in all the recognized primary and upper primary schools. The aspects covered in this form are:

- School Name, Address, Location, Management, Its type, Status, Classes taught.
- Provision of teaching through the Mother Tongue.
- Type of School Building, Ownership, Number of rooms, Basic amenities.
- Housing facilities for Teachers.
- Medical check-up facility.
- Blackboards, furniture, mats/furniture for students
- Details of teaching staff in the school.
- State-Wise, Sex-Wise number of children with disabilities.
- Mid-Day incentive details etc.

SDLC of the Project

In the System Development Life Cycle (SDLC) of this project, the whole work is divided in the four main phases which are as described below:



Analysis:

In this phase, the analysis of the whole project will be done i.e. how the project will be developed, what the whole project will contain and how all the functions that are included in this project will work. All these things will be visualized, conceptualized and put on the paper work which will take the body of the actual project work.

The working of the whole project work will be described by Data Flow Diagrams, Class Diagrams, Use Case Diagrams etc. so that the prior idea of the actual functionality of the project, the functions of different modules and classes and the user interface of the project can be visualize.

Design:

The design phase of this project contains manly two parts:

Form Design: The Form Design is the actual GUI by which the user of this software will interact with it. It contains different forms that are differing from each other functionality wise. All those forms include different tools like buttons, textboxes, tables, labels etc. which are useful for a user to generate different kinds of actions.

This is the Front End of the software which will be developed using different JAVA technologies.

Database Design: Database Design is nothing else but the design of different kinds of tables that are logically related with each other. Various kinds of constraints at the database level will be defined here only.

This is actually the Back End of the software which is actually not visible to the user but whatever the operations performed by the user by using the Frond End of the software will affect the database only and the data that is retrieved, inserted, modified or deleted by the user, is performed using the various kinds of the database activities only.

For this project, the database that will be used is Oracle.

Implementation:

The implementation phase is the phase in which we have to actually implement the functionalities in the software by coding some logic using some programming/web development language as like JAVA, JSP etc. for this project.

We are supposed to implement all those things that are visualized and conceptualized in the analysis phase. The representation of the whole logic of the software that was represented as different types of diagrams in the analysis phase will be implemented as coding in this phase.

Testing:

This is actually the most important phase of the software. In this phase we find the bugs and defects that are present in the software and make them correct by changing some part of the coding of the software.

These defects can be direct one as well as logical one also. The wrong relationships established between the different tables of the database can be counted as the logical defects while different kinds of exceptions coming in the software can be counted as the direct defects.

Testing can be of two types:

White Box Testing: In this type of testing, along with what the data is given as input to the software and coming as output from the database, we can have surveillance upon the actual operation performed in the coding part of the software.

Black Box Testing: In this type of testing, we can have concern with the data given as input to the software and accordingly the output that we are getting. We don't have concern with what the operation is carried out in the coding part of the software between different classes.

After the successful completion of all the above phases, we have our software as a product which is 7th All India School Education Survey (AISES) in our case.

Project Requirements

Hardware Requirement

128 MB RAM

Intel Pentium 3 – 1 GHz or equivalent processor

Software Requirements

Java Runtime Environment 1.5 or above

Apache Tomcat 4.1

Oracle 8i

Collected Information

We have collected the information required by Education Board by conducting survey.

Following informations are needed and for that we will design a form which will contain following fields as input :

- School Name, Address, Location, Management, Its type, Status, Classes taught.
- Provision of teaching through the Mother Tongue.
- Type of School Building, Ownership, Number of rooms, Basic amenities.
- Housing facilities for Teachers.
- Medical check-up facility.
- Blackboards, furniture, mats/furniture for students
- Details of teaching staff in the school.
- State-Wise, Sex-Wise number of children with disabilities.
- Mid-Day incentive details etc.

Feasibility Analysis

Cost-Benefit Analysis

In terms of cost to build, there will be only cost in terms of time and work, which is to be done. There will not be any cost to purchase any software as we are using all freeware software to build the project.

This project is used to collect information about all schools online. So it reduces time required to analyze the data regarding it. So in this way, this project gives lots of benefits to the required firm.

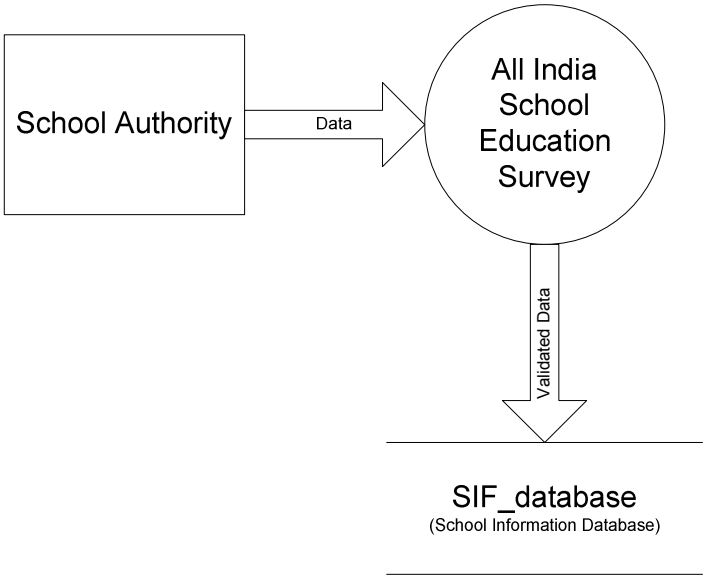
Technical Feasibility

This project is technically feasible to my team, as we are learning all technologies required to develop this project within current academic semester. So there is no technical hurdle as per current analysis.

Operational Feasibility

7^{th} All India School Education Survey is targeted to collect data about all schools of India and make a central database of the same. This will help to access data of any school from any place because the database is kept at a central place and accessible from internet. So this adds additional value to our project.

Data Flow Diagram



Context Diagram

Data Dictionary

Field No	Database field	Field Description	type	Length
1(a)	areacd	Area Code (1 for Rural, 2 for Urban)	numeric	1
1(b)	isslum	1 for Yes/ 2 for No	numeric	1
2	shcat	1 for Primary, 2 for Upper Primary	numeric	1
3	shmgt	Management of school	numeric	1
4	shtype	Type of school	numeric	1
5	isash	Ashram School (1 for Yes/ 2 for No)	numeric	1
6	fromcl	From Class	numeric	2
	tocl	To Class	numeric	2
7(a)	mtp	pupils taught through their mother tongue at Primary stage (1 for Yes, 2 for No, 3 for NA)	numeric	1
7 (b)	mtu	pupils taught through their mother tongue at Upper Primary stage(1 for Yes, 2 for No, 3 for NA)	numeric	1
8	nmep	Number of media of instruction Primary stage	numeric	1
	nmeup	Number of media of instruction Primary stage	numeric	1
11(a)	clplcd	majority of classes (including sections) held	numeric	1
11(b)	shblcd	School building owned or rented or rent free	numeric	1
12(a)	norm	Total number of rooms in the school	numeric	3

12(b)	hdrm	Separate head master room present or not	numeric	1
12(c)	noclrm	Number of rooms used for teaching purposes	numeric	3
12(d)	adclrm	Number of additional classrooms required	numeric	3
12(e)	covartot	Total covered area (in sq m) of the school building covering all the floors	numeric	6
12(f)	covartch	Covered area (in sq m) used for teaching purposes	numeric	6
13(a)	water	Is drinking water facility available to students within school premises	numeric	1
13b(i)	tap	Tap water is available in the school or not	numeric	1
13b(ii)	hdp	Hand pump water is available in the school or not	numeric	1
13b(iii)	well	Well water is available in the school or not	numeric	1
13b(iv)	pitbukpot	Pitcher/ Bucket/Pot water is available in the school or not	numeric	1
13c	cndhdp	Is hand pump in working condition or not	numeric	1
14(a)	urnl	Urinal(s) within school premises	numeric	1
14(b)	urnlg	Separate urinal for girls or not	numeric	1
15(a)	lav	Lavatory (ies) within school premises	numeric	1
15(b)	lavg	Separate lavatory for girls	numeric	1
16	elcon	Electric connection in school or not	numeric	1
17	hfacw	Housing facility to women teachers provided	numeric	1
18(a)	shplg	Play ground facility available or not	numeric	1
18(b)i	plgex	Play ground exclusively for the school	numeric	1
18(b)ii	plgcnd	Play ground in usable condition	numeric	1
18(b)iii	plgpr	Play ground within school premises	numeric	1

18(c)	plgar	Area of playground (in sq m)	numeric	5
19(a)	medckp	Medical check-up of students done annually	numeric	1
19(b)	vac	Vaccination / inoculation given to students	numeric	1
21(a)	ntchsac	Number of teaching posts sanctioned	numeric	3
23(b)	npmstpa	Number of Primary Male Special Trained Para Teahers	numeric	2
	npfstpa	Number of Primary Female Special Trained Para Teahers	numeric	2
	numstpa	Number of Upper Primary Male Special Trained Para Teahers	numeric	2
	nufstpa	Number of Upper Primary Female Special Trained Para Teachers	numeric	2
25(b)	iedc	Programme of Integrated Education for Disabled Children (IEDC) present or not	numeric	1
25(c)	iedcno	Number of teachers who are trained in facilitating teaching children with disabilities	numeric	2
26(a)	ppcl	Pre-primary classes present in the school or not	numeric	1
26(b)i	nbenpp	Number of boys enrolled in pre-primary classes	numeric	4
	ngenpp	Number of girls enrolled in pre-primary classes	numeric	4
26(c)	nomtpp	Number of male teachers teaching pre-primary classes	numeric	2
	noftpp	Number of Female teachers teaching pre-primary classes	numeric	2

27	nenb	Total enroll Boys as on 30th September 2002	numeric	4
	neng	Total enroll Girls as on 30th September 2002	numeric	4
	nenscb	Total enroll SC Boys as on 30th September 2002	numeric	4
	nenscg	Total enroll SC Girls as on 30th September 2002	numeric	4
	nenstb	Total enroll ST Boys as on 30th September 2002	numeric	4
	nenstg	Total enroll ST Girls as on 30th September 2002	numeric	4
	nenmib	Total enroll Muslim Boys as on 30th September 2002	numeric	4
	nenmig	Total enroll Muslim Girls as on 30th September 2002	numeric	4
30(a)	mmp	Mid-Day Meal scheme for primary stage children	numeric	1
30(b)	mmptype	Form in which Mid-Day Meal is provided to students	numeric	1
30(c)	cmp	All the children studying in primary classes given cooked meal	numeric	1
	cmpday	Cooked meal is being provided on all the working days or not	numeric	1
31	ststat	almirah(s)/trunk(s)/box(es) for storing records present in the school or not	numeric	1

Design Report

This software is specially made for NCERT and Education Department (Government of India) to analyze the educational condition across the country with number of teachers per student and how students are given facility by school.

There are mainly 4 phases of the design report.

1. System Inputs
2. System outputs
3. Validations on Inputs
4. User Interface with the system

System Inputs

The system inputs for this software are divided into the above said two categories as below:

Administrator

Administrator can search the survey report using different field combinations school category whether it is primary school or secondary, according to type of school whether it is boys' school or girls' or co-education and according to structure you can classify different schools too.

Survey

Survey can be filled by any of the school administrator. He will insert all the necessary fields related to school.

System Outputs

In system output administrator can view all the survey report according to his necessity and also can analyze all the fields of schools and can get the records of different cities.

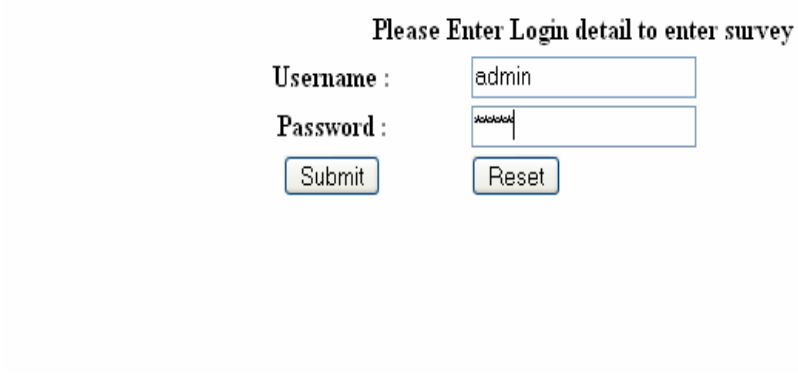
Input Validations

Input is validates using validate.js file on lost focus of text boxes also validate the fields on the next page that is insert.jsp before entering into database if any field is left blank then it will be redirected to error page.

PROJECT DESCRIPTION

Screen Shots

Welcome Screen



Administrator Login Form

Survey Analysis

Home Logout

All India School Education Survey

Saurashtra High School

Saint Maries School

G T Sheth School

Nirmala Convent School

Smt S. K. Pathak Vidhyamandir

Result Page

Home Logout

All India School Education Survey

Search Report

School Name	Saurashtra High School
Area	Urban
School Category	Primary
Management of School	Government
Majority of classes are held in	Pucca building
Total number of rooms in the school	20
Number of Male Full Time Teachers	50
Number of Female Full Time Teachers	130
Number of Male Head Teachers	120
Number of Female Head Teachers	50
Number of Male Para-teachers	130
Number of Female Para-teachers	120
Number of Male Part-time teachers	50
Number of Female Part-time teachers	130

Detail Page

Conclusions

- To assess the availability of Schooling facility for primary, upper-primary, secondary and higher secondary stages within the habitations (including SC/ST) in different population slabs. In case the facility is not within the habitation, the distance at which available.
- To assess availability of basic facilities in the recognized schools such as building, classrooms, drinking water, electricity, urinals, lavatories, furniture for students and teachers, incentive schemes and beneficiaries, medical check-up and vaccination/inoculation of students.
- To know class-wise enrolment in all stages of recognized schools and to know number of children with disabilities in all stages of recognized schools.

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