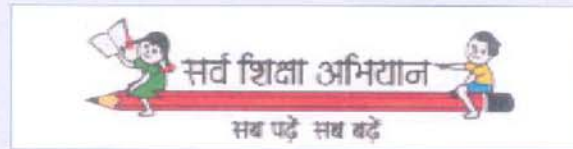


# Report on 5% Sample Checking of DISE Data

*Submitted to :*



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**Annexure – 1**  
**(Block-wise List of Sample Schools)**

**Annexure – 2**  
**(Instrument Used)**

# **MAIN REPORT**

# EXECUTIVE SUMMARY

## 1. Verification of DISE Data

1.1 In around 12 percent of the schools having primary classes and 20 percent of those having upper primary classes, either the data regarding enrolment has been found to be completely missing in the DISE CD provided to us or is internally inconsistent in one or more of the following ways—

- In some records, there is a totalling mistake, that is, the figure filled in the cell showing total enrolment of boys or girls in a particular class does not tally with the caste-wise break-up given in the pertinent column.
- Further, it is clearly mentioned in the in the Hindi DISE schedule being used in the State that the total enrolment figures for boys and girls in various classes as given in the Table named 'नामांकन', should match with the total enrolment figures given in the Table showing instruction medium-wise breakup ('शिक्षण माध्यम के आधार पर नामांकन'). In some records, a variation has been found between the two.

1.2 The micro-level (school-wise) analysis reveals that in more than 60 percent of the schools, the enrolment figures given in the DISE CD are matching exactly with the figures collected through the sample checking survey. The variation observed in the rest is not too high.

1.3 As a matter of fact, if one excludes the incomplete and inconsistent cases, the macro-level variation between the enrolment figures given in the DISE data and those collected during the sample checking survey is found to be well within  $\pm 10$  percent for enrolment at various levels.

*The DISE format requires the schools to make manual computations and give category-wise detailed breakup of the enrolment figures in a cross-tabulated form for each class. In such a process, there is a significant likelihood of committing computation errors. If the DISE format is revised to collect student-wise information on gender, caste and age for various classes and the cross-tabulation is done by the computer, the likelihood of this error will get completely eliminated.*

1.4 As regards 'repeaters', it has been noted that the definition of 'repeaters' given in the DISE format guidelines is different from that given in the sample survey guidelines



*While for the sample checking, 'repeaters' mean only the failed students, for the DISE format, they include all the students repeating the class on any account whatsoever. There is a need to clarify the definition of 'repeaters'.*

- 1.5 Similar to the case of 'repeaters', while the sample checking survey format captures the data regarding distribution of free text books during the current academic year, in the DISE format, the reference period for this data is the previous academic year. As such, the two sets of data are non-comparable.

*As the system of sample checking is crucial for ensuring the accuracy and quality of DISE data, there is a definite need to revisit the data collection format mandated for sample checking and ensure that its questions conform to the corresponding questions in the DISE format.*

- 1.6 As far as the data regarding annual examinations is concerned, the percentage of students appearing in the examination (out of total enrolled) and the percentage of students passing the examination (out of total appeared) is observed to be quite matching in the two data sets— DISE and the sample survey. However, in terms of absolute numbers, in around half of the schools, there is some variation in the DISE and survey data. An exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination is observed in only 65 percent of the schools having primary classes and around 50 percent of those having upper primary classes.
- 1.7 A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicates a matching in case of 69 percent of the schools. In majority of the remaining schools, a variation of  $\pm 1$  has been observed in the overall number of teachers. This variation does not necessarily mean a wrong reporting or wrong entry because neither the DISE nor the sample checking formats specify any particular date for recording the number of teachers and there was a time gap between filling up the DISE formats and the sample checking survey.

## **2. Availability and Condition of School Records**

2.1 In overwhelming majority of the schools, full cooperation was given to us during the sample checking survey. As a matter of fact, in three-fourth of the schools, the necessary records were made available to us quite readily and were found being maintained up-to-date. However, it would be apt to point out that in more than half (58 percent) of the schools visited by us in district Uttarkashi and 40 percent of the schools in district Haridwar, the records were not found to be up-to-date.

## **3. Training for Proper Implementation of DISE**

3.1 The training for filling up the DISE format was going on at the time of our sample checking survey (November, 2006). As such, in only 57 percent of the schools visited during the sample checking survey, it was reported that the Principal/Head-Teacher had received the training for proper implementation of DISE and most of them stated that the DISE format had been well explained during the training.

3.2 However, considering the fact that the training had been provided by their CRC/BRC Coordinator, who are supposed to report on their functioning, the statement of Principals/Head-Teachers regarding the quality of training needs to be taken with a pinch of salt. As a matter of fact, the comparative analysis of DISE and sample survey data clearly highlights a lack of comprehension on the part of a sizeable proportion of Principals/Head-Teachers.

*Considering the overwhelming importance of DISE for proper planning, implementation and monitoring of the crucial Sarva Shiksha Abhiyan, there is an urgent need to ensure a high quality training of Principals/Head-Teachers for filling up the DISE format. It would certainly be more appropriate to outsource the entire DISE training to any well-experienced professional agency, rather than the present system.*

\* \* \* \* \*



# 1. Introduction

## 1.1 Background

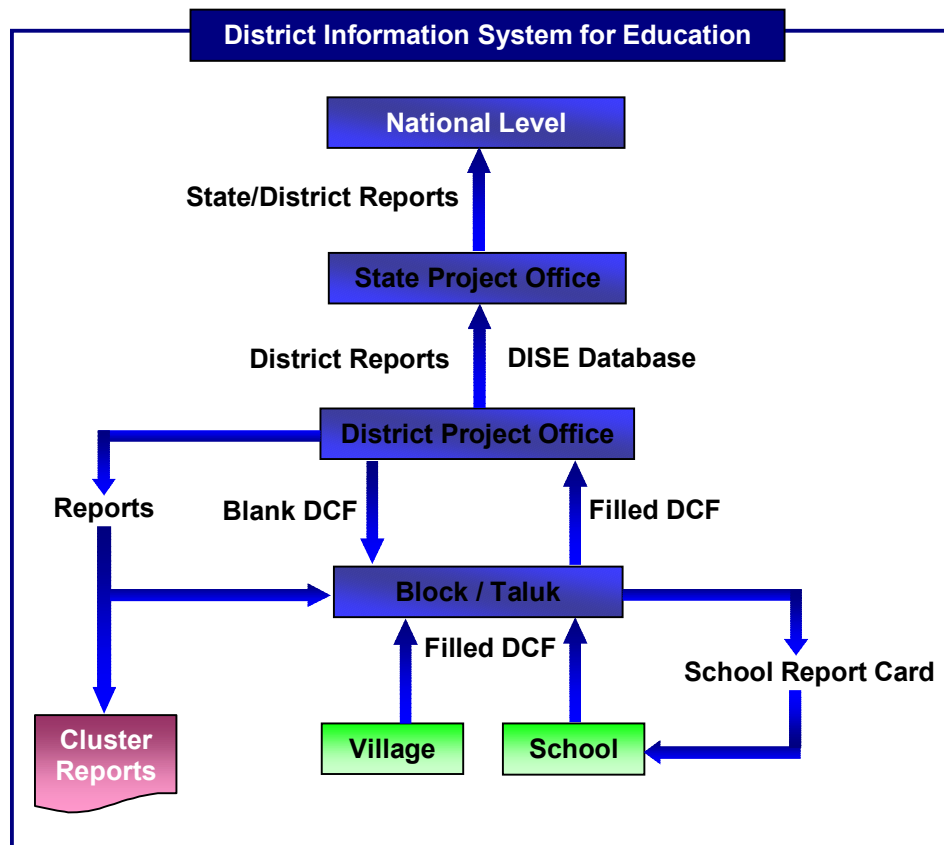
- 1.1.1 India has had a long, interesting history of education and has been a major seat of learning for centuries. Its current state presents a much varied picture. While the country has some of the best universities (IITs, IISc, IIMs, AIIMS, etc.) in the world, it is also dealing with challenges in its primary education and strives to reach 100% literacy. Universal Primary Education, with its challenges of keeping poorer children in school and maintaining quality in rural regions, has been difficult to achieve (Kerala has been the only state to reach this goal so far).
- 1.1.2 The role of education in improving the choice and quality of lives, enhancing social and economic productivity, and initiating the process of empowerment and redistribution of resources is well-documented in the past fifty eight years of research. Despite India's commitment to provide "free and compulsory education for all children until they complete the age of 14" and achieve Universalization of Elementary Education (UEE) and Millennium Development Goal (MDG) with substantial improvement in the quality, the average years of schooling has remained low at less than three years.
- 1.1.3 Sarva Shiksha Abhiyan (SSA) is a significant step towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach to be implemented in Mission mode in partnership with the States. For successful implementation of any educational programme, effective monitoring, coupled with efficient information system, is essential. As a matter of fact, at the inception of the first DPEP in 1994 (which was later subsumed into SSA), it was realized that a sound information base for planning and monitoring of various interventions was a non-negotiable requirement.
- 1.1.4 The prevailing information system for education had completely lost its credibility with the data users. The educational statistics collected by the states under the guidance of the MHRD were not only inadequate to meet the growing needs of the decentralized planning but were characterized by inordinate delays, highly aggregative and were not amenable to validation and reliability tests. Since school statistics formed the core of educational statistics, it was rightly recognized that

major reforms in school statistics both in terms of their scope and coverage as well as availability and use have to be carried out. Accordingly, NIEPA took up this as a challenge and accepted the responsibility for designing and implementing such a system for primary education.

## 1.2 District Information System for Education (DISE)

1.2.1 The task of developing a school based statistical system was initiated by NIEPA during 1995. In tune with the spirit of DPEP, the district was selected as a nodal point for collection and computerization of school level data. Accordingly, a software named as District Information System for Education (DISE) was developed and released during the middle of 1995.

1.2.2 The first major review of DISE was undertaken during 1997-98 and was further followed by an extensive review during 2000-01 resulting in DISE2001. With the advent of SSA in 2000-01, the scope of this version (DISE2001) was also extended to cover the information upto elementary level covering 8 years of education.



- 1.2.3 The flow of data plays very important role in information system. Under DISE2001, the basic data is collected at the school level in the prescribed formats. It is to be verified by the Block Education Officer/Block Resource Coordinator for its completeness and delivered to the EMIS In-charge in the District Project Office where it is entered into computer. The responsibility for checking the consistency of data vests with the District Project Office.
- 1.2.4 The validated data is stored at the district level and made available to the State Project Office where it is aggregated using DISE@S software which is specially designed for state level analysis and tracking the progress of key performance indicators.

### **1.3 Sample Checking of DISE Data**

- 1.3.1 Further, in order to verify the accuracy of DISE data, it has been made mandatory for all States/UTs to get the DISE data sample checked by an external agency, every year. As a matter of fact, it has been decided by the Government of India that the DISE data from the States/UTs will not be received at the national level without a report on the sample checking of data.
- 1.3.2 Accordingly, Academy of Management Studies (AMS) was commissioned by the State Project Office, Sarva Shiksha Abhiyan to undertake the sample checking of DISE data (2006-07). AMS is a professional institution offering knowledge-based services to Government Organizations and International Agencies, such as, World Bank (VID No. 81249), UNICEF, UNDP, UNWFP, USAID, etc. AMS has a rich experience of undertaking a number of research studies and monitoring & evaluation assignments in the education sector for a number of organizations, including the Sarva Shiksha Abhiyan in Uttarakhand, Rajasthan and Jharkhand.

## 2. Methodology

### 2.1 Key Objectives

2.1.1 The two key objectives of the sample checking exercise were—

1. To verify the accuracy of the DISE data being collected in the State; and
2. To identify the gaps/weaknesses and suggest appropriate remedial measures for strengthening the system.

### 2.2 Sample Selection

2.2.1 For selecting the sample for the DISE data checking, the following methodology has been suggested by the Government of India/ NIEPA—

1. All the districts in a State should be represented in the sample.
2. Depending upon the total number of blocks in the district, a sample of 3-4 blocks should be selected as shown below.

Total No. of Blocks in the District	No. of Sample Blocks to be Selected
1-30	3
More than 30	4

3. While selecting the sample blocks, due consideration should be given to educational development (literacy rate), rural/urban areas and proportion of SC/ST population.
4. Within each sample block, a random sample of 5% of the schools should be selected after complete listing (School Directory) of all the schools therein.

2.2.2 Since all the 13 districts in the State have less than 30 blocks, in keeping with the above guidelines, the sample size was fixed as 3 blocks per district. Thus, the sample checking exercise was done in 39 (out of total 95) blocks in the State, signifying a very high sampling proportion of over 40 percent at the block level. Identification of the sample blocks was done on the basis of low literacy rate and high SC/ST population.

2.2.3 In each sample block, a complete listing of all the schools was done and a sample of 5% schools was chosen through the systematic random sampling technique. All the 39 sample blocks taken together, a total of 435 schools were selected for checking of the DISE data. Their complete list is presented as Annexure – 1.

## **2.3 Instrument Used**

2.3.1 For the purpose of sample checking, a data collection format was provided to us by the State Project Office (SSA, Uttarakhand) and we were mandated to use the same. As this format was in English, for the ease of administering, it was translated by us into Hindi. The translated version was shared with the SSA Officials and it was finalized with their concurrence (Annexure – 2).

2.3.2 Besides collecting the key information for verifying the accuracy of DISE school level data, the sample checking format also contained a qualitative assessment of the implementation of the DISE mechanism in the school (quality of training provided, receipt of School Summary Report, supervision by the CRC Coordinator, etc.). In addition, it also captured the actual attendance of students and teachers on the day of the visit.

## **2.4 Method of Analysis**

2.4.1 A comparative analysis of the DISE and sample checking data pertaining to various aspects (variables) has been done and presented under three heads—

- (1) Proportion of schools where in the DISE data, the concerned information is either not at all filled (the field is left blank or zero) or not available (denoted by code=9).
- (2) Proportion of schools where although the concerned information is filled in the DISE data, it does not match with the information provided to us during the sample checking survey.
- (3) Proportion of schools where the concerned information is filled in the DISE data and it matches with the information provided to us during the sample checking survey.

## 3. Verification of DISE Data

### 3.1 Availability of DISE Data for Sample Schools

3.1.1 After we had visited all the 435 selected (sample) schools and filled up the prescribed data collection format, district-wise CDs of DISE data were provided to us by the State Project Office for comparison and verification.

The CD for each district contained the following files—

- |               |                |
|---------------|----------------|
| 1. District   | 9. Master      |
| 2. Block      | 10. Teacher    |
| 3. Cluster    | 11. EnrolAge1  |
| 4. Panchayat  | 12. EnrolAge2  |
| 5. Village    | 13. EnrCentXam |
| 6. Habitation | 14. Incentives |
| 7. Population | 15. Disability |
| 8. School     |                |

3.1.2 For 8 of the total 13 districts, data for cent-percent of the selected sample schools was found to have been computerized and was available in the DISE CD provided to us (Table 3.1).

**Table 3.1 : District-wise availability of DISE data for sample schools**

District	No. of Sample Schools	Schools for which data was found available in the DISE CD	
		Number	Percentage
1. Dehradun	38	30	79%
2. Haridwar	27	27	100%
3. Tehri	44	39	89%
4. Pauri	27	23	85%
5. Chamoli	20	20	100%
6. Champawat	26	26	100%
7. Rudraprayag	44	44	100%
8. Pithoragarh	34	34	100%
9. U.S. Nagar	38	36	95%
10. Uttarkashi	33	31	94%
11. Bageshwar	44	44	100%
12. Almora	28	28	100%
13. Nainital	32	32	100%
<b>Total</b>	<b>435</b>	<b>414</b>	<b>95%</b>

3.1.3 In the remaining 5 districts, data for some schools was found missing. In a few of such missing cases, although the school name was there in the 'School' file, the corresponding records were missing in the other files.

3.1.4 Overall, for 95 percent (414 out of 435) of the selected sample schools, the data was found available in the DISE CDs provided to us. Accordingly, the further analysis has been done in respect of 414 schools.

## **3.2 Information about School Particulars**

3.2.1 During the sample checking survey, information had been collected about the following school particulars—

- School Type (Only for boys; Only for girls; *or* Co-education)
- School Category (Primary; Primary with upper primary; Primary with upper primary and secondary; Upper primary; *or* Upper primary with secondary/higher secondary)
- Lowest and highest classes in school
- School Management (Education Department; Tribal Welfare Department; Local Body; Private Aided; Private Unaided; *or* Any Other)
- School Location (Rural *or* Urban)
- Year of Establishment

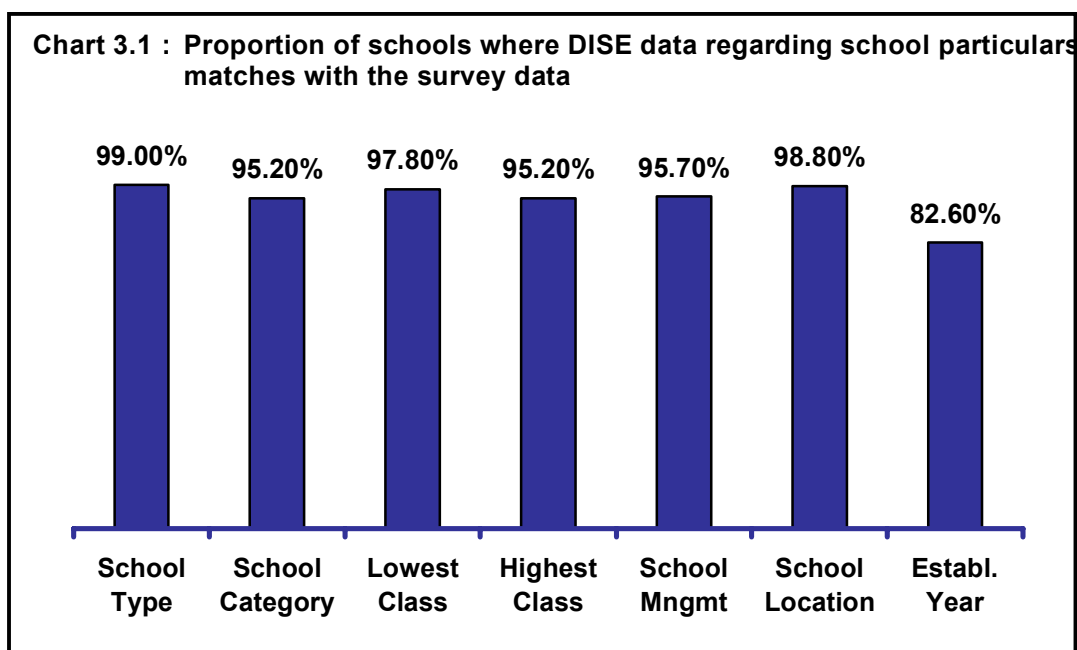
3.2.2 A comparative analysis of the DISE and sample checking data pertaining to school particulars has been done and presented in Table 3.2 under three heads—

- (1) Proportion of schools where in the DISE data, the concerned information is either not at all filled (the field is left blank or zero) or not available (denoted by code=9).
- (2) Proportion of schools where although the concerned information is filled in the DISE data, it does not match with the information provided to us during the sample checking survey.
- (3) Proportion of schools where the concerned information is filled in the DISE data and it matches with the information provided to us during the sample checking survey.

**Table 3.2 : Comparative analysis of data regarding school particulars**

Information collected	Sample size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
School Type	414	2	0.5%	2	0.5%	410	99.0%
School Category	414	2	0.5%	18	4.3%	394	95.2%
Lowest Class	414	3	0.7%	6	1.4%	405	97.8%
Highest Class	414	2	0.5%	18	4.3%	394	95.2%
School Management	414	2	0.5%	16	3.9%	396	95.7%
School Location	414	1	0.2%	4	1.0%	409	98.8%
Establishment Year	414	8	1.9%	64	15.5%	342	82.6%

3.2.3 As is evident from Table 3.2, for more than 95 percent of the schools, the information filled in the DISE data about various school particulars matches with the information provided to us during the sample checking survey. It would be apt to add that in some instances, the Head Master/Principal of the school could not be met during the sample checking survey and the school information was given to us by the Teacher/Para-teacher present there. The high level of variation between the two sets of data in the case of Establishment Year, may very well be on account of the lack of knowledge on the part of such informants.



### 3.3 Ownership and Type of School Building

3.3.1 During the sample survey, information was collected regarding the ownership of the school building, its type (pucca, semi-pucca or kuchcha) and the number of classrooms therein. A comparative analysis of the DISE and sample checking data for these variables is presented in Table 3.3.

**Table 3.3 : Comparative analysis of data regarding ownership and type of building**

Information collected	Sample size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
Ownership	414	2	0.5%	16	3.9%	396	95.6%
Type of Building	414	6	1.4%	18	4.3%	390	94.3%
No. of Classrooms	414	6	1.4%	53	12.8%	355	85.8%

3.3.2 As regards the ownership of school building, in 96 percent of the cases, the DISE and the sample survey data were found to be completely matching. An almost equally high matching was found in respect of building type as well. However, in respect of the number of classrooms, a variation was noted in around 13 percent of the cases. Besides possible data entry errors, this variation could also be on account of their not having been able to understand the prescribed DISE guidelines for counting the number of rooms being used for teaching activities.

### 3.4 Enrolment of Boys and Girls (Total, SC and ST)

3.4.1 Category-wise breakup of the 414 schools covered under the sample checking survey was as under—

School Category	Schools in the Sample
Only primary classes	318
Primary with upper primary classes	10
Primary with upper primary and secondary classes	1
Only upper primary classes	47
Upper primary with secondary/ higher secondary classes	38
<b>Total</b>	<b>414</b>

3.4.2 Accordingly, the data regarding enrolment in primary classes has been analyzed for  $318+10+1=329$  schools, whereas, the analysis in respect of upper primary classes has been done for  $10+1+47+38=96$  schools.

3.4.3 **Enrolment in Primary Classes** : We began by examining the internal consistency of the DISE data regarding enrolment. It emerged that out of 329 schools having primary classes, in 39 schools (12 percent),

either the data regarding enrolment was completely missing in the DISE CD provided to us or was internally inconsistent in one or more of the following ways—

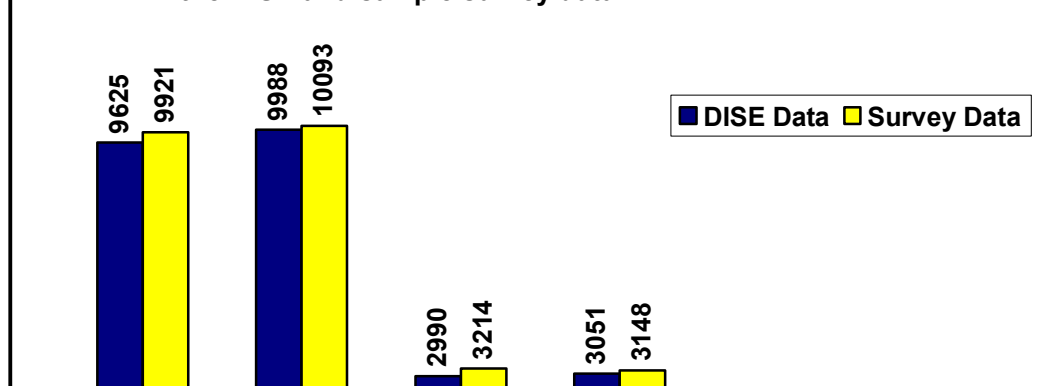
1. The EnrCentXam file contains the data regarding caste-wise enrolment of boys and girls in various classes (Table named 'नामांकन' in the Hindi DISE schedule used in the State). In some records, there is a totalling mistake, that is, the figure filled in the cell showing total enrolment of boys or girls in a particular class does not tally with the caste-wise breakup given in the pertinent column.
2. Further, it is clearly mentioned in the DISE schedule that the total enrolment figures for boys and girls in various classes as given in the Table named 'नामांकन', should match with the total enrolment figures given in the Table showing instruction medium-wise breakup (Table named 'शिक्षण माध्यम के आधार पर नामांकन' in the Hindi DISE schedule used in the State). In some records, a variation has been found between the two.

3.4.4 If one excludes these incomplete and inconsistent cases, the macro-level variation between the enrolment figures given in the DISE data and those collected during the sample checking survey is within 10 percent (Table 3.4).

**Table 3.4 : Macro-level variation in the primary level enrolment figures generated through the DISE and sample checking data**

Categories	For the 290 sample schools having primary classes showing complete and consistent DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
<b>Overall :</b>			
Boys (Overall)	9625	9921	3%
Girls (Overall)	9988	10093	1%
<b>Scheduled Castes :</b>			
Boys (SC)	2990	3214	7%
Girls (SC)	3051	3148	3%
<b>Scheduled Tribes :</b>			
Boys (ST)	637	650	2%
Girls (ST)	712	721	1%

**Chart 3.2 : Comparison of primary level enrolment figures generated through the DISE and sample survey data**



3.4.5 The micro-level (school-wise) analysis reveals that in more than 60 percent of the schools, the enrolment figures given in the DISE CD were found to be exactly matching with the figures collected through the sample checking survey (Table 3.5).

**Table 3.5: School-wise comparative analysis of data regarding primary level enrolments**

Category-wise Enrolments	No. of sample schools having primary classes for which DISE data was found consistent (n)	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Overall :</b>					
Boys (Overall)	290	117	40.3%	173	59.7%
Girls (Overall)	290	109	37.6%	181	62.4%
<b>Scheduled Castes :</b>					
Boys (SC)	290	90	31.0%	200	69.0%
Girls (SC)	290	89	30.7%	201	69.3%
<b>Scheduled Tribes :</b>					
Boys (ST)	290	24	8.3%	266	91.7%
Girls (ST)	290	19	6.6%	271	93.4%

3.4.6 In the remaining cases, there were variations which could have occurred on account of various reasons, such as—

- The DISE format requires the schools to make manual computations and give category-wise detailed breakup of the enrolment figures in a cross-tabulated form for each class. In such a process, there is a significant likelihood of committing computation errors. The computation error committed during cross tabulation does appear to be the major source of variation because in more than 90 percent of the schools, the DISE data for enrolment is found to be matching with the survey data in respect of ST

students who are much smaller in number. On the other hand, in respect of enrolment of general category students who are much higher in number, the matching between DISE and survey data is observed in only around 60 percent of the schools.

*If the DISE format is revised to collect student-wise information on gender, caste and age for various classes and the cross-tabulation is done by the computer, the likelihood of this error will get completely eliminated.*

- On matching some filled-in DISE forms with the corresponding data entered in the computer, we also spotted cases of data entry errors (data having been entered into a wrong field or an outright typing mistake).
- In the sample survey, the mandated cut-off date of 30<sup>th</sup> September, 2006 was strictly adhered to by our investigators. It appears that in some cases, the schools had mentioned the enrolment position as on the date of filling-up the form rather than that on the stipulated cut-off date.

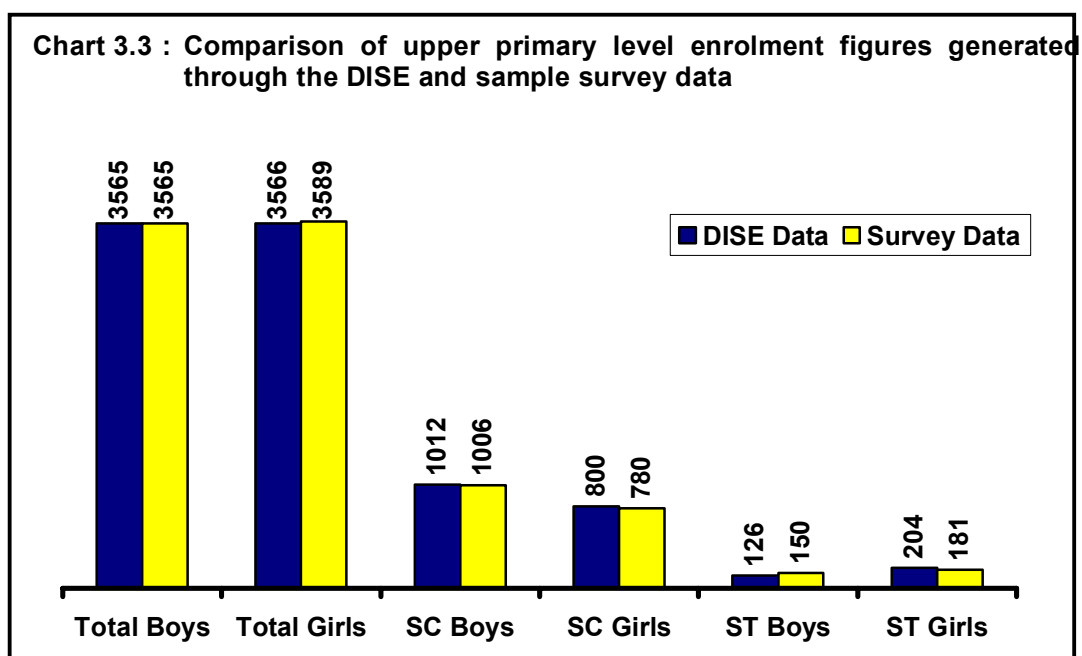
3.4.7 **Enrolment in Upper Primary Classes** : Here too, we began by examining the internal consistency of the DISE data regarding enrolment. It emerged that out of 96 schools having upper primary classes, in 20 schools (21 percent), either the data regarding enrolment was completely missing in the DISE CD provided to us or was internally inconsistent. The inconsistency problems were the same as the ones mentioned for the enrolment in primary classes (Section 3.3.3).

3.4.8 If one excludes these incomplete and inconsistent cases, the macro-level variation between the enrolment figures given in the DISE data and those collected during the sample checking survey is observed to be in the range of 0 to 3 percent for 4 of the 6 categories for which data was collected during the survey (Table 3.6). In the remaining 2 categories, although the percentage variation appears to be quite high (13-16 percent), it is not so high in absolute terms. As a matter of fact, the percentage of variation appears to be quite high mainly on account of low base (denominator).

**Table 3.6 : Macro-level variation in the upper primary level enrolment figures generated through DISE and sample checking data**

Categories	For the 76 sample schools having upper primary classes and showing complete and consistent DISE data	Variation
------------	--	-----------

	As generated through the DISE	As found during sample checking survey	
<b>Overall :</b>			
Boys (Overall)	3565	3565	Nil
Girls (Overall)	3566	3589	1%
<b>Scheduled Castes :</b>			
Boys (SC)	1012	1006	1%
Girls (SC)	800	780	3%
<b>Scheduled Tribes :</b>			
Boys (ST)	126	150	16%
Girls (ST)	204	181	13%



3.4.9 The micro-level (school-wise) analysis reveals that in more than 55 percent of the schools, the enrolment figures given in the DISE CD were found to be exactly matching with the figures collected through the sample checking survey (Table 3.7).

**Table 3.7 : School-wise comparative analysis of data regarding upper primary level enrolments**

Category-wise Enrolments	No. of sample schools having upper primary classes for which DISE data was found consistent (n)	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%

<b>Overall :</b>					
Boys (Overall)	76	27	35.5%	49	64.5%
Girls (Overall)	76	34	44.7%	42	55.3%
<b>Scheduled Castes :</b>					
Boys (SC)	76	24	31.6%	52	68.4%
Girls (SC)	76	28	36.8%	48	63.2%
<b>Scheduled Tribes :</b>					
Boys (ST)	76	5	6.6%	71	93.4%
Girls (ST)	76	6	7.9%	70	92.1%

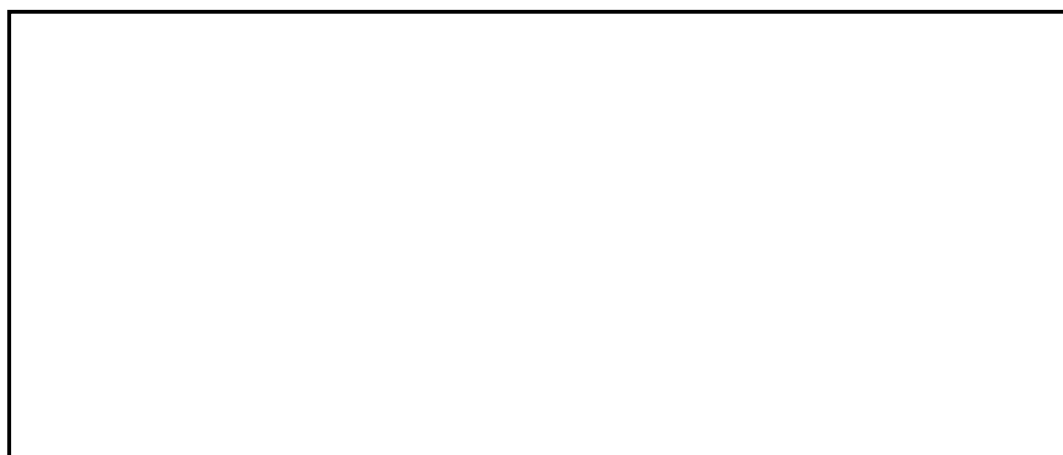
3.4.10 Notwithstanding the data entry and cut-off date errors, here too, the computation error committed during the manual cross-tabulation appears to be the major source of variation. In more than 90 percent of the schools, the DISE data for enrolment is found to be matching with the survey data in respect of ST students who are much smaller in number. On the other hand, in respect of enrolment of general category students who are much higher in number, the matching between DISE and survey data is observed in only around 60 percent of the schools. Considering the crucial importance of accurate enrolment data for proper planning, the need for simplifying the DISE format can hardly be overemphasized.

### 3.5 Number of Disabled Students

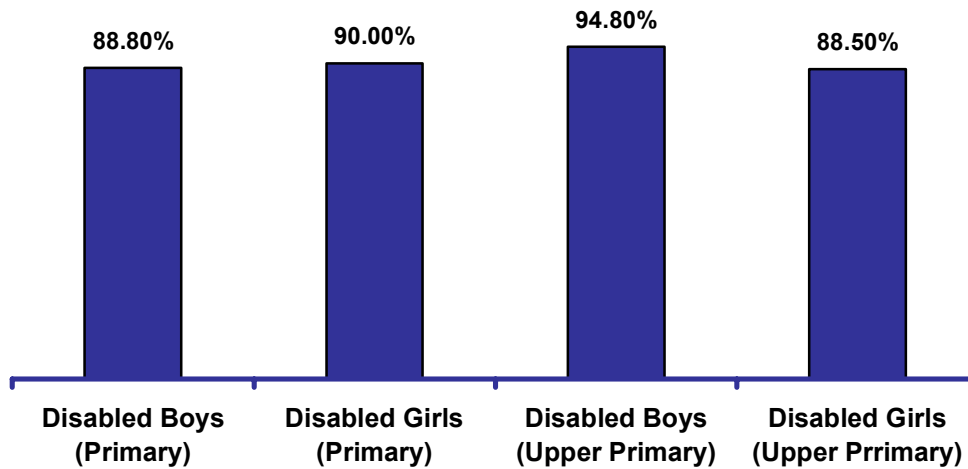
Table 3.8 : Comparative analysis of data regarding disabled students

Category-wise no. of disabled students	No. of schools having primary or upper primary classes (n)	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Primary Level :</b>					
Disabled Boys	329	37	11.2%	292	88.8%
Disabled Girls	329	33	10.0%	296	90.0%
<b>Upper Primary Level :</b>					
Disabled Boys	96	5	5.2%	91	94.8%
Disabled Girls	96	11	11.5%	85	88.5%

3.5.1 As shown in Table 3.8, in almost 90 percent of the schools, the number of disabled boys and girls at primary and upper primary levels was found to be completely matching in the DISE and sample survey data.



**Chart 3.4 : Comparative analysis of data regarding disabled students (prop. of schools where DISE data matches with survey data)**



### 3.6 Number of Repeaters

3.6.1 Before making any comments on this issue, it would be apt to go into the definition of 'repeaters' provided to us for sample checking and the one provided to the schools for filling up the DISE formats. The definition given to us was as under—

**Definition Given in the Sample Survey Guidelines**

*A repeater is one who has been enrolled in the same class for more than one year on account of unsatisfactory performance. A student readmitted to the same class on account of not attending classes for a major part of the year will not be treated as a repeater.*

**Definition Given in the DISE Format Guidelines**

*पुनरावर्तक (रिपीटर) वह छात्र है जिसका किसी कक्षा में एक से अधिक बार उसी कक्षा में नामांकन किया गया।*

3.6.2 The DISE format required the number of 'repeaters' to be given under three sub-heads—

1. Failed : The students who appeared in the annual examination and were declared failed.
2. Absent for a long period : The students who had been absent for more than 3 months without any information but started coming again.
3. Readmissions : The students whose name was struck off from the rolls of the school but were readmitted in the same class after a gap of more than one academic session.

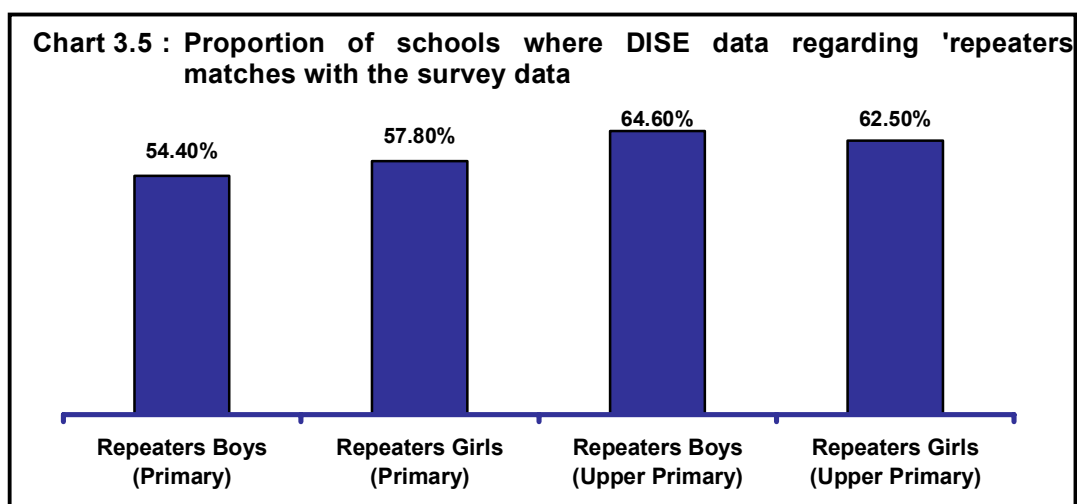


*As is quite evident, while for the sample checking, 'repeaters' meant only the failed students, for the DISE format, it meant all the three categories as mentioned above.*

3.6.3 It appears that in a sizeable number of schools, the persons filling up the DISE format have clubbed all the three categories into one and consequently, for such cases, our number of repeaters (which denotes only the failed students) will not tally with their DISE data. As a result, the number of repeaters (boys and girls) at primary level is found to be matching in only 55 percent of the schools and their number at upper primary level, in around 65 percent of the schools covered under the survey (Table 3.9).


**Table 3.9 : Comparative analysis of data regarding 'repeaters'**

Category-wise no. of 'repeaters'	No. of schools having primary or upper primary classes (n)	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Primary Level :</b>					
Repeaters Boys	329	150	45.6%	179	54.4%
Repeaters Girls	329	139	42.2%	190	57.8%
<b>Upper Primary Level :</b>					
Repeaters Boys	96	34	35.4%	62	64.6%
Repeaters Girls	96	36	37.5%	60	62.5%



### 3.7 Data regarding Distribution of Free Text Books

3.7.1 The data collection format mandated for the sample checking survey captured the data regarding distribution of free text books during the current academic year. On the other hand, in the DISE format, the reference period for this data was the previous academic year. As such, the two sets of data are non-comparable.

 ***There is a definite need to revisit the data collection format designed for sample checking and ensure that its questions conform to the corresponding questions in the DISE format.***

3.7.2 May be also point out that we saw a few DISE formats wherein the Tables provided to capture the above data were captioned as under—

(>) izksRIkgu (xr 'kSf{k d l= dsoy izkFkfed d{k kvksa ds fy, ) 2006&07

(t) izksRIkgu (xr 'kSf{k d l= dsoy mPp izkFkfed d{k kvksa ds fy,) 2006&07

While the text refers to the previous academic session (xr 'kSf{k d l=), the current year 2006-07 has been mentioned alongside, which is likely to cause a confusion. It would have been more appropriate to print the previous year (2005-06) instead of the current one. It should be helpful to bear this in mind while the forms for the next year are being printed.

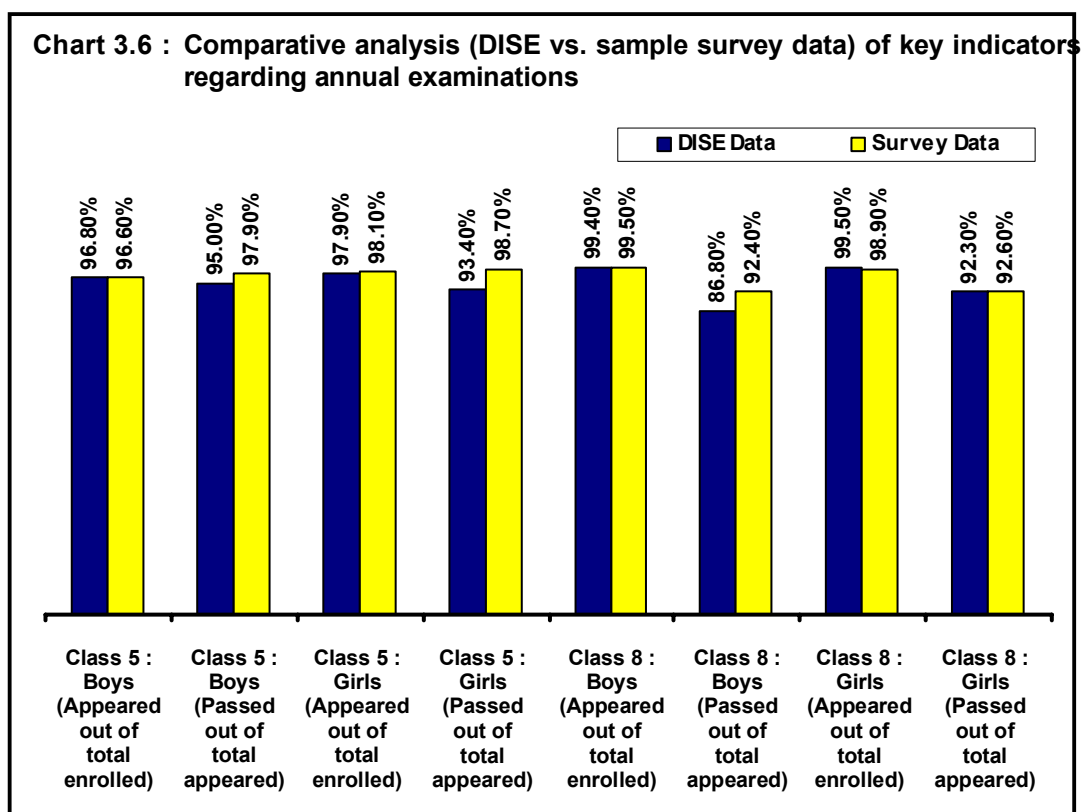
### 3.8 Data regarding Annual Examinations (Previous Year)

3.8.1 In contrast to the data regarding distribution of free textbooks, the reference year for the data regarding annual examinations was one and the same in both the formats. We began by examining the internal consistency of the DISE data in this regard. It emerged that in the case of 24 schools, either the data regarding examinations was totally missing in the DISE CD provided to us or was internally inconsistent (number of passed students being more than those shown appeared in the examination, etc.). Further, in the case of another 8 schools, the examination data could not be collected by us despite making a repeat visit.

3.8.2 If one excludes these 32 cases, the percentage of students appearing in the examination (out of total enrolled) and the percentage of students passing the examination (out of total appeared) is observed to be quite matching in the two data sets— DISE and the sample survey (Table 3.10).

**Table 3.10 : Comparative analysis of key indicators regarding annual examinations**

Examination	DISE Data	Survey Data
<b>Annual Examination - Class 5 : Boys</b>		
• % of students appeared out of total enrolled	96.8%	96.6%
• % of students passed out of total appeared	95.0%	97.9%
<b>Annual Examination - Class 5 : Girls</b>		
• % of students appeared out of total enrolled	97.9%	98.1%
• % of students passed out of total appeared	93.4%	98.7%
<b>Annual Examination - Class 8 : Boys</b>		
• % of students appeared out of total enrolled	99.4%	99.5%
• % of students passed out of total appeared	86.8%	92.4%
<b>Annual Examination - Class 8 : Girls</b>		
• % of students appeared out of total enrolled	99.5%	98.9%
• % of students passed out of total appeared	92.3%	92.6%



3.8.3 As is evident, the key ratios which are used for ascertaining the quality of education, were found to be matching quite closely. However, in terms of numbers, in around half of the schools, there was some variation in the DISE and survey data. An exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in only 65 percent of the schools having

primary classes and around 50 percent of those having upper primary classes (Table 3.11).


**Table 3.11 : School-wise comparative analysis of data regarding annual exams**

Category-wise Enrolments	No. of sample schools (n) *	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Annual Examination - Class 5 : Boys</b>					
Number Enrolled	307	106	34.5%	201	65.5%
Number Appeared	307	106	34.5%	201	65.5%
Number Passed	307	107	34.9%	200	65.1%
<b>Annual Examination - Class 5 : Girls</b>					
Number Enrolled	307	104	33.9%	203	66.1%
Number Appeared	307	104	33.9%	203	66.1%
Number Passed	307	107	34.9%	200	65.1%
<b>Annual Examination - Class 8 : Boys</b>					
Number Enrolled	86	42	48.8%	44	51.2%
Number Appeared	86	41	47.7%	45	52.3%
Number Passed	86	42	48.8%	44	51.2%
<b>Annual Examination - Class 8 : Girls</b>					
Number Enrolled	86	45	52.3%	41	47.7%
Number Appeared	86	47	54.7%	39	45.3%
Number Passed	86	47	54.7%	39	45.3%

\* No. of sample schools having primary/upper primary classes for which DISE data was found consistent (n)

### 3.9 Data regarding Teachers in Position

3.9.1 A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicates a matching in case of 69 percent of the schools. In majority of the remaining schools, a variation of  $\pm 1$  has been observed in the overall number of teachers. This variation does not necessarily mean a wrong reporting or wrong entry because neither the DISE nor the sample checking formats specify any particular date for recording the number of teachers and there was time gap between filling up the DISE formats and the sample checking survey.

 ***It would be apt to highlight that for making a proper assessment of the teachers in-position in the schools, DISE must introduce a specific date for recording the number of teachers positioned in the school. Needless to say that the same date should also be introduced in the sample checking format.***

3.9.2 Interestingly, the proportion of schools where the number of teachers in position was found to be matching in the DISE and sample survey data was much lower (only 41 percent) in the case of private schools (Table 3.12).

**Table 3.12 : Comparative analysis of number of teachers in position**

School category	Total sample schools in the category (n)	Schools where the number of teachers was found to be matching in the DISE and sample survey data	
		No.	%
All Schools Combined	414	284	68.6%
Government Schools	368	265	72.0%
Private Schools	46	19	41.3%

## 4. Availability and Condition of School Records

### 4.1 Initial Reaction of Principals/Head-Teachers

4.1.1 In majority of the cases, the sample survey information was elicited from the Principals/Head-Teachers of the sampled schools. Wherever the Principal/Head-Teacher was not available, the required information was elicited from the senior-most teacher present in the school. In almost 90 percent of the schools, their initial reaction was quite positive, while in the rest it was lukewarm (Table 4.1). It may be highlighted that in Champawat, our investigators found a very positive initial reaction in cent-percent of the schools visited by them, whereas, the proportion of such schools was comparatively much lower (just 77 percent) in Dehradun.

**Table 4.1 : Initial reaction of Principals/Head-Teachers**

District / Category (School Management)	Total no. of schools covered	Schools where the initial reaction was found to be quite positive	
		No.	%
<b>Overall</b>	<b>414</b>	<b>367</b>	<b>88.6%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	30	23	76.7%
Haridwar	27	22	81.5%
Tehri	39	38	97.4%
Pauri	23	20	87.0%
Chamoli	20	19	95.0%
Champawat	26	26	100.0%
Rudraprayag	44	39	88.6%
Pithoragarh	34	30	88.2%
U.S.Nagar	36	29	80.6%
Uttarkashi	31	26	83.9%
Bageshwar	44	40	90.9%
Almora	28	26	92.9%
Nainital	32	29	90.6%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	324	89.8%
Run by Other Govt. Depts.	7	6	85.7%
Private Schools	46	37	80.4%

- 4.1.2 The proportion of schools giving an initial positive reaction to the sample checking survey was noted to be the least (80 percent) among the private schools, while it was the highest (90 percent) among those run by the Education Department.

## 4.2 Response of Principals/Head-Teachers in Providing the Necessary Information

- 4.2.1 In 90 percent of the schools, not only was their initial reaction quite positive, they were also very helpful in providing the necessary information (Table 4.2). Here too, the situation was observed to be the best in Champawat.

**Table 4.2 : Principals/HTs' response in providing the information**

District / Category (School Management)	Total no. of schools covered	Schools readily forthcoming with the information	
		No.	%
<b>Overall</b>	414	371	89.6%
<b><i>District-wise Analysis</i></b>			
Dehradun	30	25	83.3%
Haridwar	27	21	77.8%
Tehri	39	37	94.9%
Pauri	23	19	82.6%
Chamoli	20	19	95.0%
Champawat	26	26	100.0%
Rudraprayag	44	41	93.2%
Pithoragarh	34	30	88.2%
U.S.Nagar	36	32	88.9%
Uttarkashi	31	26	83.9%
Bageshwar	44	39	88.6%
Almora	28	26	92.9%
Nainital	32	30	93.8%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	325	90.0%
Run by Other Govt. Depts.	7	6	85.7%
Private Schools	46	40	87.0%

- 4.2.2 It may be added that a number of private schools whose initial reaction was lukewarm, became quite cooperative in giving the necessary information after they were explained the importance of DISE for proper planning of educational interventions.

### 4.3 Ready Availability of Records

4.3.1 In 80 percent of the schools, the records were made available to us quite readily (Table 4.3). Here too, the situation was observed to be the best in Champawat.

**Table 4.3 : Ready availability of records**

District / Category (School Management)	Total no. of schools covered	Schools where the records were made readily available	
		No.	%
<b>Overall</b>	<b>414</b>	<b>328</b>	<b>79.2</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	30	24	80.0%
Haridwar	27	17	63.0%
Tehri	39	33	84.6%
Pauri	23	16	69.6%
Chamoli	20	17	85.0%
Champawat	26	23	88.5%
Rudraprayag	44	37	84.1%
Pithoragarh	34	28	82.4%
U.S.Nagar	36	27	75.0%
Uttarkashi	31	20	64.5%
Bageshwar	44	35	79.5%
Almora	28	24	85.7%
Nainital	32	27	84.4%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	289	80.1%
Run by Other Govt. Depts.	7	5	71.4%
Private Schools	46	34	73.9%

4.3.2 Further, the proportion of schools where records were made readily available, was noted to be lower among the private schools and those run by other Government Departments, as compared to those run by the Education Department.

### 4.4 Physical Condition of the Records

4.4.1 In three-fourth (77 percent) of the total schools covered under the sample checking survey, the physical condition of the school records was observed to be quite good (Table 4.4). It may be pointed out that in Haridwar and Uttarkashi districts, in almost half of the schools visited during the sample checking survey, the condition of school records was observed to be not so good. On the other hand, in district Champawat, the

records were observed to be in good condition in nearly 90 percent of the schools.

**Table 4.4 : Physical condition of school records**

District / Category (School Management)	Total no. of schools covered	Schools where physical condition of records was observed to be good	
		No.	%
<b>Overall</b>	<b>414</b>	<b>320</b>	<b>77.3%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	30	25	83.3%
Haridwar	27	13	48.1%
Tehri	39	33	84.6%
Pauri	23	16	69.6%
Chamoli	20	17	85.0%
Champawat	26	23	88.5%
Rudraprayag	44	38	86.4%
Pithoragarh	34	29	85.3%
U.S.Nagar	36	23	63.9%
Uttarkashi	31	17	54.8%
Bageshwar	44	35	79.5%
Almora	28	24	85.7%
Nainital	32	27	84.4%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	281	77.8%
Run by Other Govt. Depts.	7	3	42.9%
Private Schools	46	36	78.3%

4.4.2 Further, school category-wise analysis reveals that in majority of the schools run by local bodies, the physical condition of records left much to be desired.

## **4.5 Up-to-date Maintenance of Records**

4.5.1 In three-fourth of the schools, the records were found to be maintained up-to-date (Table 4.5). It would be apt to point out that in more than half (58 percent) of the schools visited by us in district Uttarkashi and 40 percent of the schools in district Haridwar, the records were not found to be up-to-date.

4.5.2 School category-wise analysis reveals that in majority of the schools run by local bodies, not only the physical condition of the records left much to be desired, they were also not up-to-date.

**Table 4.5 : Up-to-date maintenance of school records**

District / Category (School Management)	Total no. of schools covered	Schools where records were found to be up-to-date	
		No.	%
<b>Overall</b>	<b>414</b>	<b>309</b>	<b>74.6%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	30	23	76.7%
Haridwar	27	16	59.3%
Tehri	39	31	79.5%
Pauri	23	17	73.9%
Chamoli	20	15	75.0%
Champawat	26	20	76.9%
Rudraprayag	44	38	86.4%
Pithoragarh	34	30	88.2%
U.S.Nagar	36	23	63.9%
Uttarkashi	31	13	41.9%
Bageshwar	44	36	81.8%
Almora	28	24	85.7%
Nainital	32	23	71.9%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	271	75.1%
Run by Other Govt. Depts.	7	4	57.1%
Private Schools	46	34	73.9%

- 4.5.3 To conclude, in overwhelming majority of the schools, full cooperation was given to us during the sample checking survey. As a matter of fact, in three-fourth of the schools, the necessary records were made available to us quite readily and were found being maintained up-to-date.

## 5. Training for Proper Implementation of DISE

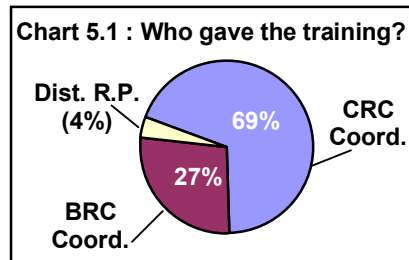
### 5.1 Training of Principals/Head-Teachers on DISE

5.1.1 The training for filling up the DISE format was going on at the time of our sample checking survey (November, 2006). As such, in only 57 percent of the schools visited during the sample checking survey, it was reported that the Principal/Head-Teacher had received the training for proper implementation of DISE (Table 5.1).

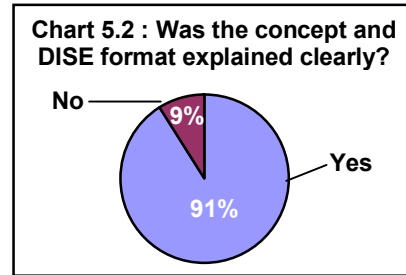
**Table 5.1 : Schools where Principal/HT had received training on DISE**

District / Category (School Management)	Total no. of schools covered	Schools where the Principal/HT had received trg. on DISE by Nov' 06	
		No.	%
<b>Overall</b>	<b>414</b>	<b>235</b>	<b>56.8%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	30	24	80.0%
Haridwar	27	10	37.0%
Tehri	39	28	71.8%
Pauri	23	14	60.9%
Chamoli	20	11	55.0%
Champawat	26	18	69.2%
Rudraprayag	44	19	43.2%
Pithoragarh	34	11	32.4%
U.S.Nagar	36	9	25.0%
Uttarkashi	31	13	41.9%
Bageshwar	44	28	63.6%
Almora	28	23	82.1%
Nainital	32	27	84.4%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	222	61.5%
Run by Other Govt. Depts.	7	2	28.6%
Private Schools	46	11	23.9%

5.1.2 In over two-third (69 percent) of the cases, the training was reported to have been conducted by the CRC Coordinator, while in one-fourth (27 percent) cases, it had been given by the BRC Coordinator. Most of them reported the duration of training to be just one day.



5.1.3 As regards the quality of training, overwhelming majority (91 percent) stated that the concept and DISE format was explained quite clearly during the training and all their doubts were removed completely. However, considering the fact that the training had been provided by their CRC/BRC



Coordinators who are supposed to report on their functioning, the statement of Principals/Head-Teachers regarding the quality of training needs to be taken with a pinch of salt. As a matter of fact, the comparative analysis of DISE and sample survey data clearly highlights a lack of comprehension on the part of a sizeable proportion of Principals/ Head-Teachers.

**Considering the overwhelming importance of DISE for proper planning implementation and monitoring of the crucial Sarva Shiksha Abhiyan there is an urgent need to ensure a high quality training of Principals/Head-Teachers for filling up the DISE format. It would certainly be more appropriate to outsource the entire DISE training to any well-experienced professional agency, rather than the present system.**

## 5.2 Receipt of School Summary Report

5.2.1 During the sample checking survey, it was also asked whether the school had received the School Summary Report (for the last year) or not. Overall, only one out of every four schools confirmed having received this report (Table 5.2).

5.2.2 As a matter of fact, not receiving any feedback was a major concern voiced by the schools, specially the private ones where only 17 percent reported receiving this report.

5.2.3 District-wise analysis about the receipt of School Summary Report reveals a high degree of inter-district variation. On the one hand, in two districts (Tehri and Almora), not even a single school reported having received this report. On the other hand, in districts Dehradun and Nainital, this report was reported to have been received by over half of the schools.

**Table 5.2 : Schools who had received last year's School Summary Report**

District / Category (School Management)	Total no. of schools covered	Schools who reported having received this report	
		No.	%
<b>Overall</b>	<b>414</b>	<b>104</b>	<b>25.1%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	30	16	53.3%
Haridwar	27	12	44.4%
Tehri	39	0	0.0%
Pauri	23	2	8.7%
Chamoli	20	7	35.0%
Champawat	26	4	15.4%
Rudraprayag	44	10	22.7%
Pithoragarh	34	4	11.8%
U.S.Nagar	36	10	27.8%
Uttarkashi	31	8	25.8%
Bageshwar	44	13	29.5%
Almora	28	0	0.0%
Nainital	32	18	56.3%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	94	26.0%
Run by Other Govt. Depts.	7	2	28.6%
Private Schools	46	8	17.4%

5.2.4 Notwithstanding the fact that three-fourth of the schools had not received their School Summary Report, majority (89 percent) of those who had received, had found it to be quite accurate reflecting their real situation.

### **5.3 Suggestions Given for Improving the Quality of Reporting**

5.3.1 During the sample checking survey, we also solicited the suggestions for improving the quality of reporting. The suggestions received have been summarized below—

- Since a large number of them had not received the training for filling up the DISE format, 'being given a proper training on DISE' emerged as their foremost concern. Many of them wanted that the training should not be restricted to the Principals/Head-Teachers only, but should be given to all the teachers in the school.
- Majority of them found the DISE format to be too large and complicated and most of them emphasized the need for simplifying the present format.

- A sizeable number of them complained about not receiving any feedback on the filled-in formats submitted by them. They stated that a proper and timely feedback would go a long way in improving the quality of DISE data being filled-in by them.
- Some of them also expressed their concern over the late receipt of DISE forms and desired that it should be supplied to them well-in-time.

## 6. Supervision of Schools

### 6.1 Composition of Village Education Committees

6.1.1 The Sarva Shiksha Abhiyan aims to achieve its goal through community participation and accordingly, Village Education Committees (VECs) have been constituted throughout the State to ensure community participation at the grass-root level. The VECs are involved in planning and supervising the activities of the Government schools situated in their village.

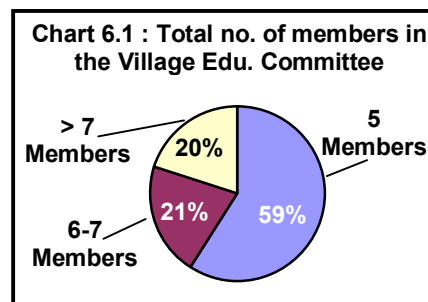
6.1.2 During the sample checking survey, we also collected the data regarding the composition of VECs and the number of meetings held by them in the last 3 months prior to the survey. Proper data regarding VECs was available in respect of 341 schools, which has been analyzed and presented below.

6.1.3 As per the guidelines, the composition of VEC should be as under—

President	- Gram Sabha Pradhan
Member	- Three guardians of students (with atleast one female member) of the school to be nominated by ABSA
Member Secretary	- Head Master of the school / senior most Head Master of the Gram Sabha schools, in case there are more than one school in the Gram Sabha.

However, there may be more members in the VEC subject to the fulfillment of above criteria.

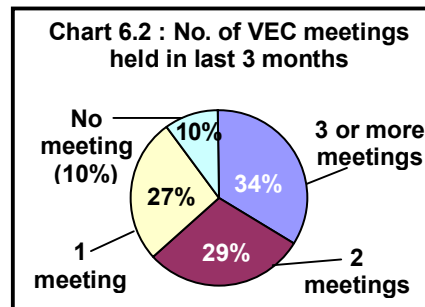
6.1.4 In three-fifth of the cases, the schools reported the total number of members in their VEC to be 5, the mandated minimum number. Another one-fifth reported it to be 6 or 7, while in the remaining cases, the total number of members in the VEC was reported to be more than 7 (mostly 8 to 11).



- 6.1.5 Gender-wise analysis of members reveals that all the VECs had the minimum mandated one female member. We would like to highlight that in almost two-third (64 percent) of the cases, the VECs were reported to be having more than one female member. As a matter of fact, in a few cases, the entire Committee was composed of female members only.
- 6.1.6 Caste-wise analysis of members reveals that three-fourth (74 percent) of the VECs had at least one member belonging to the Scheduled Castes. In few cases, it was found that the entire Committee was composed of SC members only.
- 6.1.7 Further, in the villages having Scheduled Tribes population, they had been given due representation in the VEC. On the whole, 15 percent of the VECs were found to be having at least one member belonging to the Scheduled Tribes.

## 6.2 VEC Meetings Held in the Last 3 Months

- 6.2.1 In overwhelming majority (90 percent), the VECs were reported to have held at least one meeting during the last 3 months prior to the survey. While 10 percent of them had not met even once during the last 3 months, in a sizeable one-third of the cases, they were reported to have met 3 times or even more.



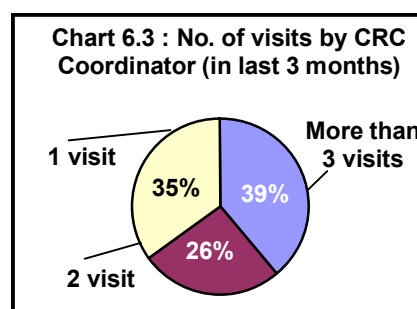
## 6.3 CRC Coordinators' Visits in the Last 3 Months

- 6.3.1 During the sample survey of schools, we also enquired about the number of visits made by the CRC Coordinator to the school in the last 3 months. Around three-fourth of the schools reported that their CRC Coordinator had visited them at least once during the last 3 months (Table 6.1).
- 6.3.2 It may be highlighted that in two districts (Pauri and Bageshwar), more than 40 percent of the schools reported that their CRC Coordinator had not visited them even once during the last 3 months. On the other hand, in all the three Foot Hill districts (Dehradun, Haridwar and Udham Singh Nagar), overwhelming majority (almost 90 percent) of the schools reported to have been visited by their CRC Coordinator during the last 3 months.

**Table 6.1 : Schools visited at least once in last 3 months by their CRC Coordinator**

District / Category (School Management)	Total no. of schools covered	Schools who reported to have been visited at least once	
		No.	%
<b>Overall</b>	<b>414</b>	<b>315</b>	<b>76.1%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	30	28	93.3%
Haridwar	27	23	85.2%
Tehri	39	27	69.2%
Pauri	23	13	56.5%
Chamoli	20	16	80.0%
Champawat	26	20	76.9%
Rudraprayag	44	34	77.3%
Pithoragarh	34	29	85.3%
U.S.Nagar	36	32	88.9%
Uttarkashi	31	20	64.5%
Bageshwar	44	25	56.8%
Almora	28	23	82.1%
Nainital	32	25	78.1%
<b><i>School Management-wise Analysis</i></b>			
Run by Education Department	361	282	78.1%
Run by Other Govt. Depts.	7	6	85.7%
Private Schools	46	27	58.7%

6.3.3 Further analysis of the schools which reported to have been visited by their CRC Coordinator during the last 3 months reveals that 39 percent of them had been visited thrice or more. Another 35 percent of them reported just 1 visit during the last 3 months while the remaining 26 percent had received 2 visits.



## 7. Presence of Teachers and Students on the Day of Survey

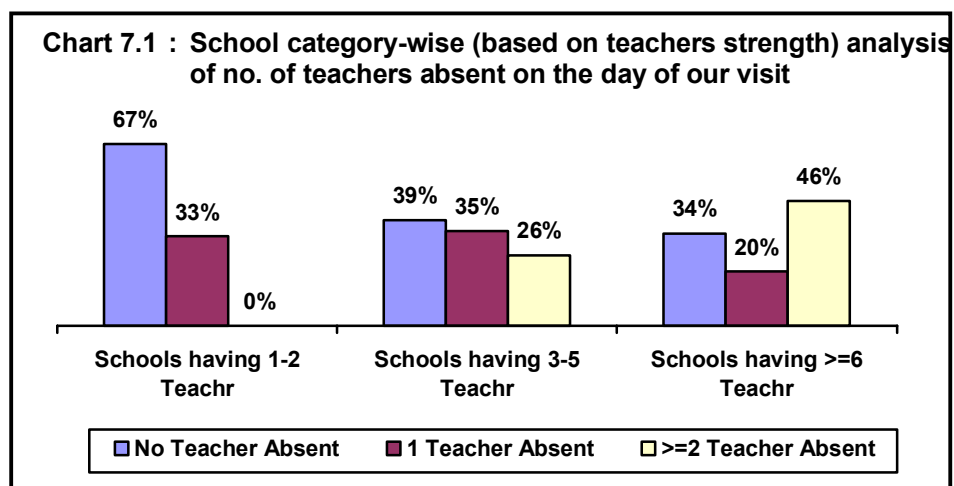
### 7.1 Number of Teachers : Present Vs. In-position

7.1.1 Besides asking about the total number of teachers posted in the school, we also observed and recorded the number of teachers actually present on the day of our visit. Teachers strength-wise analysis (Table 7.1) reveals an interesting phenomenon.

**Table 7.1 : School category-wise (based on teachers strength) analysis of no. of teachers absent on the day of our visit**

School category (according to the no. of teachers in-position)	Total no. of such schools visited	Classification of schools according to the no. of teachers found absent on the day of our visit		
		None	Only 1	> 1
Schools having 1-2 teachers	231	154 (67%)	77 (33%)	-
Schools having 3-5 teachers	124	48 (39%)	44 (35%)	32 (26%)
Schools having $\geq 6$ teachers	59	20 (34%)	12 (20%)	27 (46%)

7.1.2 It is observed that in the category of schools having 1 or 2 teachers in-position, in two-third, all the teachers were found present on the day of the survey. On the other hand, in the category of schools having 6 or more teachers, the corresponding proportion (where all the teachers were present) was only one-third. As a matter of fact, in almost half of the schools of this category, 2 or more teachers were found absent on the day of our visit.



- 7.1.3 We expected the teachers absenteeism to be less in the private schools in comparison to Government schools. Interestingly, the proportion of private schools where all the teachers reported to be in-position were found to be present on the day of our visit (that is, schools showing no absenteeism) works out to be nearly the same as that in the case of Government schools (Table 7.2). It appears that some of the private schools have reported a higher number of teachers in-position than their actual strength.

**Table 7.2 : Comparative analysis of teachers' absenteeism in government and private schools**

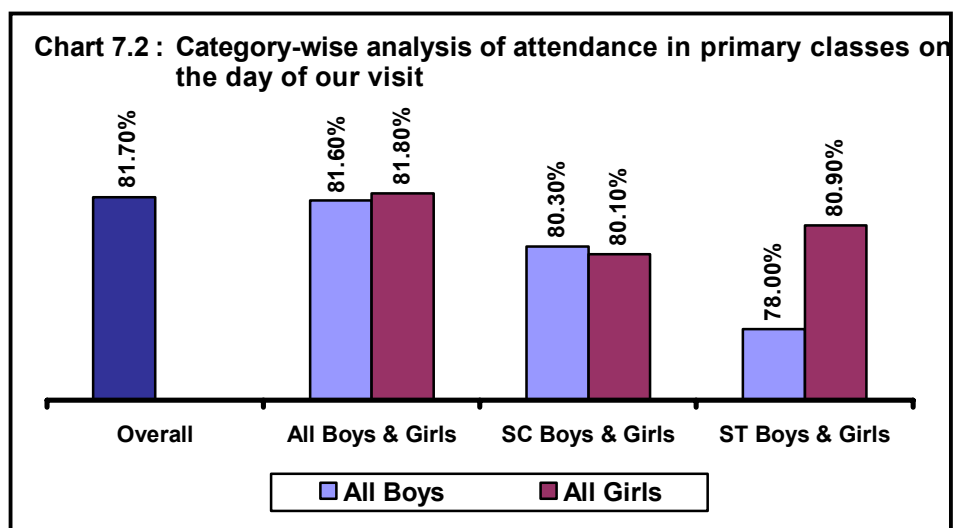
School category	Total no. of schools visited	Schools where all the teachers reported to be in-position were found present	
		No.	%
Government Schools	368	197	53.5%
Private Schools	46	25	54.3%

## 7.2 Attendance Level Observed in Primary Classes

- 7.2.1 During the sample checking survey, besides recording category-wise number of children enrolled in various classes, we also recorded the actual number of children present on the day of our visit. As already mentioned, out of the total 414 schools surveyed by us, 329 were having primary classes. Table 7.3 presents the overall picture of the attendance of children of various categories in these 329 schools taken together.

**Table 7.3 : Category-wise analysis of attendance in primary classes on the day of our visit**

Category	Number enrolled	Attendance on the day of visit	
		No.	%
All children taken together	24009	19615	81.7%
All boys taken together	11965	9765	81.6%
All girls taken together	12044	9850	81.8%
Boys belonging to Sch. Castes	3722	2988	80.3%
Girls belonging to Sch. Castes	3616	2898	80.1%
Boys belonging to Sch. Tribes	726	566	78.0%
Girls belonging to Sch. Tribes	784	634	80.9%

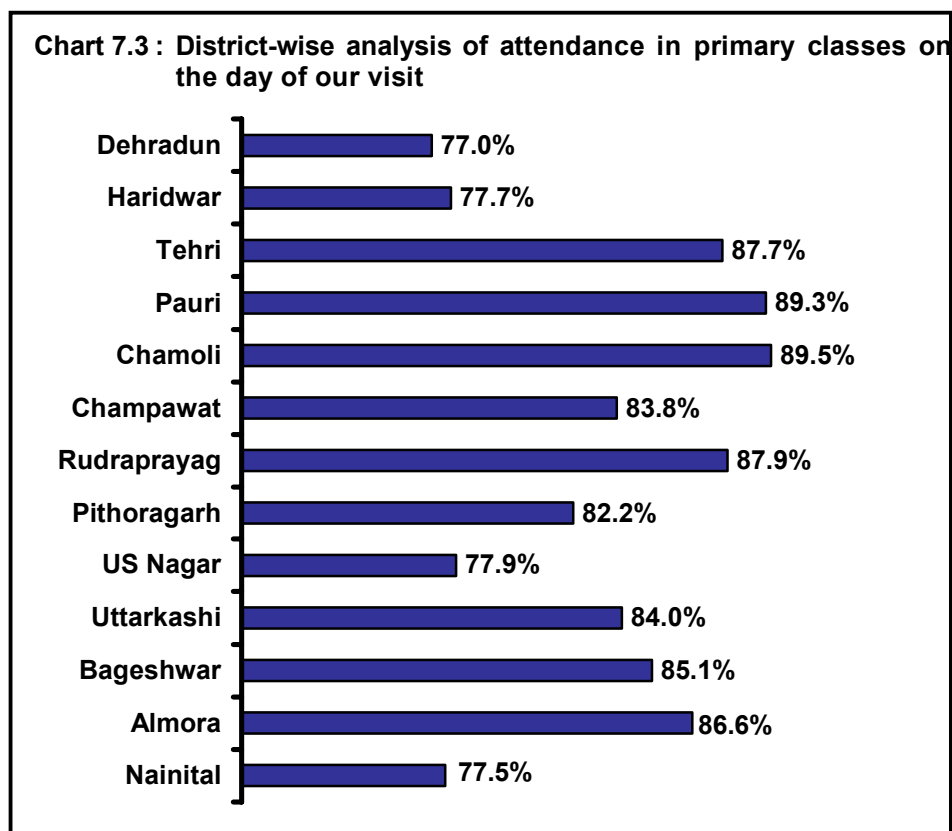


7.2.2 All 329 schools taken together, the attendance level in the primary classes was found to be very high, above 80 percent. Further, the overall attendance level for boys and girls was found to be almost equal. Even caste-wise, there was no significant difference in the attendance of children belonging to different castes.

**Table 7.4 : District/school category-wise analysis of attendance in primary classes**

District / Category (School Management)	Total number enrolled	Attendance on the day of visit	
		No.	%
<b>Overall</b>	<b>24009</b>	<b>19615</b>	<b>81.7%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	2400	1849	77.0%
Haridwar	3751	2914	77.7%
Tehri	1579	1384	87.7%
Pauri	1121	1001	89.3%
Chamoli	769	688	89.5%
Champawat	1045	876	83.8%
Rudraprayag	1833	1612	87.9%
Pithoragarh	1199	985	82.2%
U.S.Nagar	4719	3675	77.9%
Uttarkashi	1245	1046	84.0%
Bageshwar	1329	1131	85.1%
Almora	1267	1097	86.6%
Nainital	1752	1357	77.5%
<b><i>School Management-wise Analysis</i></b>			
Government Schools	20705	16624	80.3%
Private Schools	3304	2991	90.5%

7.2.3 However, significant inter-district variation was noted in the overall attendance of children enrolled in primary classes (Table 7.4). It ranged from a low of 77 percent (mostly in the Foot Hill districts) to a high of almost 90 percent in Tehri and Pauri.



7.2.4 The attendance level in the primary classes was found to be significantly greater in the private schools (91 percent) as compared to that in the Government schools (80 percent).

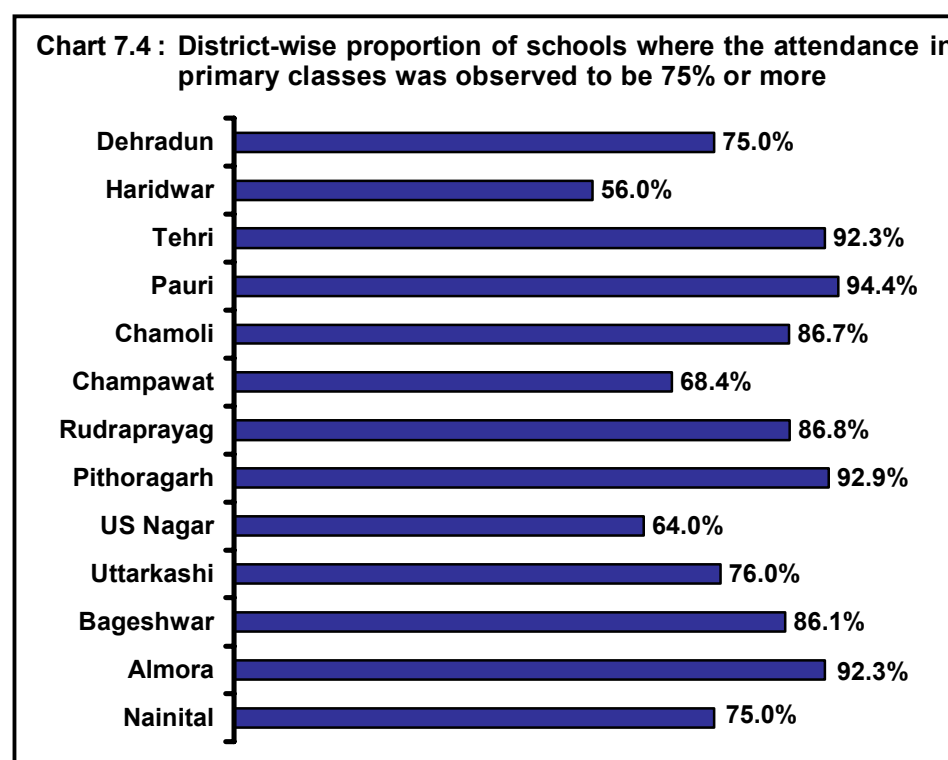
7.2.5 We have also conducted a detailed individual school-wise analysis of the attendance level observed in the primary classes. It reveals that out of the total 329 schools having primary classes, in 266 (81 percent), the overall attendance at primary level was observed to be 75% or more on the day of our visit (Table 7.5).

7.2.6 It would be apt to point out that the proportion of the schools where the attendance at primary level was found to be below 75%, was quite high in districts Haridwar and U.S. Nagar. In Haridwar, in as high as more than two-fifth (44 percent) of the schools surveyed, the attendance level was found to be less than 75% on the day of our visit. Likewise, in U.S. Nagar, in one-third (36 percent) of the schools surveyed, the attendance level was found to be less than 75% on the day of our visit.

**Table 7.5 : District-wise proportion of schools where the attendance in primary classes was observed to be 75% or more**

District	Total schools (n)	Schools where attendance was $\geq 75\%$ on survey day	
		No.	%
<b>Overall</b>	<b>329</b>	<b>266</b>	<b>80.9%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	24	18	75.0%
Haridwar	25	14	56.0%
Tehri	26	24	92.3%
Pauri	18	17	94.4%
Chamoli	15	13	86.7%
Champawat	19	13	68.4%
Rudraprayag	38	33	86.8%
Pithoragarh	28	26	92.9%
U.S.Nagar	25	16	64.0%
Uttarkashi	25	19	76.0%
Bageshwar	36	31	86.1%
Almora	26	24	92.3%
Nainital	24	18	75.0%

**Chart 7.4 : District-wise proportion of schools where the attendance in primary classes was observed to be 75% or more**



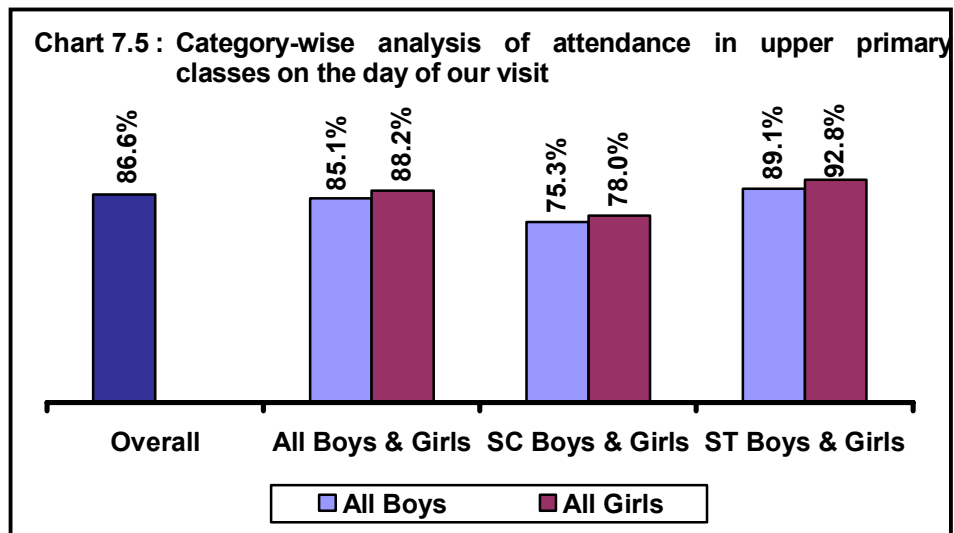
### 7.3 Attendance Level Observed in Upper Primary Classes

7.3.1 Out of total 414 schools surveyed by us, 96 were found to be having upper primary classes. Table 7.6 presents the combined picture of the attendance level observed in upper primary classes in these 96 schools taken together.

7.3.2 All categories combined, the overall attendance at upper primary level was observed to be a very high 87 percent. While the attendance of boys and girls at the primary level was observed to be almost equal, at the upper primary level, the attendance of girls (88 percent) was higher than boys (85 percent).

**Table 7.6 : Category-wise analysis of attendance in upper primary classes on the day of our visit**

Category	Number enrolled	Attendance on the day of visit	
		No.	%
All children taken together	9607	8323	86.6%
All boys taken together	4858	4133	85.1%
All girls taken together	4749	4190	88.2%
Boys belonging to Sch. Castes	1146	863	75.3%
Girls belonging to Sch. Castes	963	751	78.0%
Boys belonging to Sch. Tribes	338	301	89.1%
Girls belonging to Sch. Tribes	279	259	92.8%



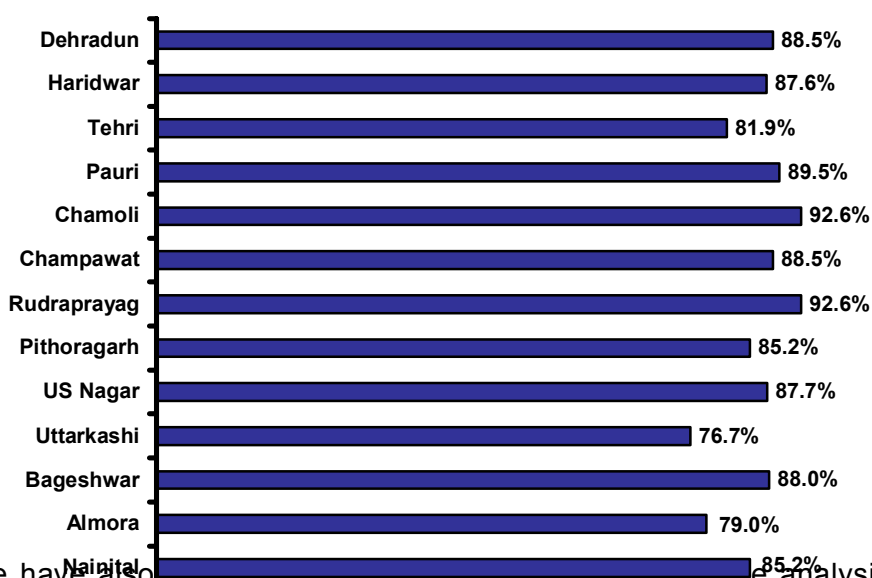
7.3.3 Similarly, while at the primary level, there was no significant difference in the attendance of children belonging to different social categories, at the upper primary level, the attendance of children belonging to scheduled castes was observed to be significantly lower than the rest.

7.3.4 There was also a significant inter-district variation in the attendance of children enrolled in upper primary classes (Table 7.7). It ranged from a low of 77 percent in Uttarkashi to a high of 93 percent in Chamoli and Rudraprayag.

**Table 7.7 : District-wise analysis of attendance in upper primary classes on the day of our visit**

District	Total number enrolled	Attendance on the day of visit	
		No.	%
<b>Overall</b>	<b>9607</b>	<b>8323</b>	<b>86.6%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	956	846	88.5%
Haridwar	590	517	87.6%
Tehri	1152	944	81.9%
Pauri	427	382	89.5%
Chamoli	489	453	92.6%
Champawat	523	463	88.5%
Rudraprayag	632	585	92.6%
Pithoragarh	480	409	85.2%
U.S.Nagar	1881	1650	87.7%
Uttarkashi	490	376	76.7%
Bageshwar	882	776	88.0%
Almora	319	252	79.0%
Nainital	786	670	85.2%

**Chart 7.6 : District-wise analysis of attendance in upper primary classes on the day of our visit**



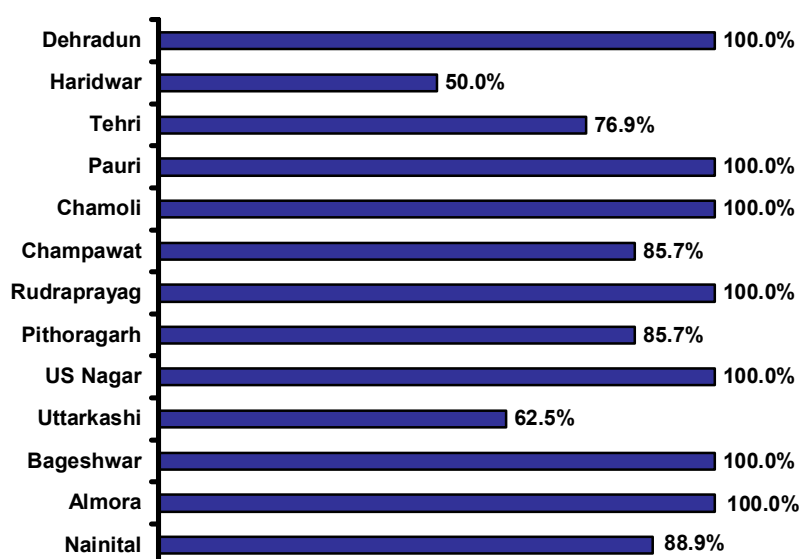
7.3.5 We have also conducted a detailed individual school wise analysis of the attendance level observed in the upper primary classes. It reveals that out of the total 96 sample schools having upper primary classes, in

85 (89 percent), the overall attendance at upper primary level was observed to be 75% or more on the day of our visit (Table 7.8).

**Table 7.8 : District-wise proportion of schools where the attendance in upper primary classes was observed to be 75% or more**

District	Total schools (n)	Schools where attendance was $\geq 75\%$ on survey day	
		No.	%
<b>Overall</b>	<b>96</b>	<b>85</b>	<b>88.5%</b>
<b><i>District-wise Analysis</i></b>			
Dehradun	7	7	100.0%
Haridwar	4	2	50.0%
Tehri	13	10	76.9%
Pauri	6	6	100.0%
Chamoli	6	6	100.0%
Champawat	7	6	85.7%
Rudraprayag	7	7	100.0%
Pithoragarh	7	6	85.7%
U.S.Nagar	12	12	100.0%
Uttarkashi	8	5	62.5%
Bageshwar	8	8	100.0%
Almora	2	2	100.0%
Nainital	9	8	88.9%

**Chart 7.7 : District-wise proportion of schools where the attendance in upper primary classes was observed to be 75% or more**



7.3.6 As a matter of fact, in half of the districts of the State, in cent-percent of the sample schools, the attendance at upper primary level was observed to be 75% or more on the day of our visit.

## 8. Major Findings & Recommendations

The sample checking survey has revealed a few crucial issues concerning the present DISE format as well as the mechanism adopted for its implementation. Besides presenting a summary of major findings, we have also presented our suggestions for strengthening the system. For easy comprehension, the suggestions concerning a particular issue have been presented right after discussing the same. The suggestions have been put in a box and distinctly highlighted.

### 8.1 Verification of DISE Data

- 8.1.1 For more than 95 percent of the schools, the information filled in the DISE data about various school particulars has been found to be matching with the information provided to us during the sample checking survey.
- 8.1.2 In around 12 percent of the schools having primary classes and 20 percent of those having upper primary classes, either the data regarding enrolment has been found to be completely missing in the DISE CD provided to us or is internally inconsistent in one or more of the following ways—
1. In some records, there is a totalling mistake, that is, the figure filled in the cell showing total enrolment of boys or girls in a particular class does not tally with the caste-wise break-up given in the pertinent column.
  2. Further, it is clearly mentioned in the in the Hindi DISE schedule being used in the State that the total enrolment figures for boys and girls in various classes as given in the Table named 'नामांकन', should match with the total enrolment figures given in the Table showing instruction medium-wise breakup ('शिक्षण माध्यम के आधार पर नामांकन'). In some records, a variation has been found between the two.
- 8.1.3 The micro-level (school-wise) analysis reveals that in more than 60 percent of the schools, the enrolment figures given in the DISE CD are matching exactly with the figures collected through the sample checking survey. The variation observed in the rest is not too high.
- 8.1.4 As a matter of fact, if one excludes the incomplete and inconsistent cases, the macro-level variation between the enrolment figures given in

the DISE data and those collected during the sample checking survey is found to be well within  $\pm 10$  percent for enrolment at various levels.



***The DISE format requires the schools to make manual computations and give category-wise detailed breakup of the enrolment figures in a cross-tabulated form for each class. In such a process, there is a significant likelihood of committing computation errors. If the DISE format is revised to collect student-wise information on gender, caste and age for various classes and the cross-tabulation is done by the computer, the likelihood of this error will get completely eliminated.***

8.1.5 As regards the number of disabled boys and girls, in almost 90 percent of the schools, their number at various levels is found to be completely matching in the DISE and sample survey data.

8.1.6 As regards 'repeaters', it has been noted that the definition of 'repeaters' given in the DISE format guidelines is different from that given in the sample survey guidelines, as shown under—

**Definition Given in the DISE Format Guidelines**

*पुनरावर्तक (रिपीटर) वह छात्र है जिसका किसी कक्षा में एक से अधिक बार उसी कक्षा में नामांकन किया गया।*

**Definition Given in the Sample Survey Guidelines**

*A repeater is one who has been enrolled in the same class for more than one year on account of unsatisfactory performance. A student readmitted to the same class on account of not attending classes for a major part of the year will not be treated as a repeater.*




***As is quite evident, while for the sample checking, 'repeaters' mean only the failed students, for the DISE format, they include all the students repeating the class on any account whatsoever. As such, there appears to be a need to clarify the definition of 'repeaters'.***

8.1.7 Although the DISE format requires the number of 'repeaters' to be given under three sub-heads (Failed, absent for a long period and readmissions), it appears that in a sizeable number of schools, the persons filling up the DISE format have clubbed all the three categories into one. As a result, the number of repeaters (boys and girls) at primary level is found to be matching in only 55 percent of the schools and their

number at upper primary level, in around 65 percent of the schools covered under the survey.

- 8.1.8 Similar to the case of 'repeaters', while the sample checking survey format captures the data regarding distribution of free text books during the current academic year, in the DISE format, the reference period for this data is the previous academic year. As such, the two sets of data are non-comparable.

 ***As the system of sample checking is crucial for ensuring the accuracy and quality of DISE data, there is a definite need to revisit the data collection format mandated for sample checking and ensure that its questions conform to the corresponding questions in the DISE format.***

- 8.1.9 As far as the data regarding annual examinations is concerned, the percentage of students appearing in the examination (out of total enrolled) and the percentage of students passing the examination (out of total appeared) is observed to be quite matching in the two data sets— DISE and the sample survey. However, in terms of absolute numbers, in around half of the schools, there is some variation in the DISE and survey data. An exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination is observed in only 65 percent of the schools having primary classes and around 50 percent of those having upper primary classes.

- 8.1.10 A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicates a matching in case of 69 percent of the schools. In majority of the remaining schools, a variation of  $\pm 1$  has been observed in the overall number of teachers. This variation does not necessarily mean a wrong reporting or wrong entry because neither the DISE nor the sample checking formats specify any particular date for recording the number of teachers and there was a time gap between filling up the DISE formats and the sample checking survey.

## **8.2 Availability and Condition of School Records**


- 8.2.1 In overwhelming majority of the schools, full cooperation was given to us during the sample checking survey. As a matter of fact, in three-fourth of the schools, the necessary records were made available to us quite readily and were found being maintained up-to-date.

8.2.2 However, it would be apt to point out that in more than half (58 percent) of the schools visited by us in district Uttarkashi and 40 percent of the schools in district Haridwar, the records were not found to be up-to-date.

### **8.3 Training for Proper Implementation of DISE**

8.3.1 The training for filling up the DISE format was going on at the time of our sample checking survey (November, 2006). As such, in only 57 percent of the schools visited during the sample checking survey, it was reported that the Principal/Head-Teacher had received the training for proper implementation of DISE and most of them stated that the DISE format had been well explained during the training.

8.3.2 However, considering the fact that the training had been provided by their CRC/BRC Coordinator, who are supposed to report on their functioning, the statement of Principals/Head-Teachers regarding the quality of training needs to be taken with a pinch of salt. As a matter of fact, the comparative analysis of DISE and sample survey data clearly highlights a lack of comprehension on the part of a sizeable proportion of Principals/Head-Teachers.

 ***Considering the overwhelming importance of DISE for proper planning implementation and monitoring of the crucial Sarva Shiksha Abhiyan there is an urgent need to ensure a high quality training of Principals/Head-Teachers for filling up the DISE format. It would certainly be more appropriate to outsource the entire DISE training to any well-experienced professional agency, rather than the present system.***

### **8.4 Supervision of Schools**

8.4.1 As mandated, the functioning of VECs and visits to the schools by CRC Coordinators have also been analyzed. In overwhelming majority (90 percent) of the cases, it has been reported that the VECs have held at least one meeting during the last 3 months prior to the survey.

8.4.2 Similarly, around three-fourth of the schools have reported that their CRC Coordinator had visited them at least once during the last 3 months. However, it may be highlighted that in two districts (Pauri and Bageshwar), more than 40 percent of the schools have reported that their CRC Coordinator had not visited them even once during the last 3 months.

### **8.5 Presence of Teachers and Students on the Day of Survey**

- 8.5.1 As mandated, we also observed and recorded the number of teachers and students actually present on the day of our visit. Our analysis reveals that in the category of schools having 1 or 2 teachers in position, in two-third, all the teachers were present on the day of the survey. On the other hand, in the category of schools having 6 or more teachers, the corresponding proportion (where all the teachers were present) was only one-third. As a matter of fact, in almost half of the schools of this category, 2 or more teachers were absent on the day of our visit.
- 8.5.2 On an overall basis, the attendance level in the primary classes has been found to be very high, above 80 percent. The overall attendance at upper primary level has been found to be even higher (87 percent). While the attendance of boys and girls at the primary level is observed to be almost equal, at the upper primary level, the attendance of girls is a little higher than boys. Similarly, while at the primary level, there is no significant difference in the attendance of children belonging to different social categories, at the upper primary level, the attendance of children belonging to scheduled castes is observed to be significantly lower than the rest.
- 8.5.3 However, significant inter-district variations have been noted in the overall attendance of children at both primary and upper primary levels. In the case of primary level, it ranges from a low of 77 percent to a high of almost 90 percent in Tehri and Pauri. Similarly, in the case of upper primary level, it ranges from a low of 77 percent in Uttarkashi to a high of 93 percent in Chamoli and Rudraprayag.



**To conclude—**

- (1) In order to ensure the quality of DISE data, there is an urgent need to simplify the present DISE format. For instance, it would be much simpler for the schools to provide student-wise information on gender, caste and age for various classes, rather than doing the manual cross-tabulation as required by the present format.**
- (2) Moreover, there is no point in asking static information (which is unlikely to change on a year-to-year basis) from all the schools every year. For example, a large part of the information being asked on the first page is of static nature, unlikely to change on a year-to-year basis.**
- (3) As the system of sample checking is crucial for the accuracy and quality of DISE data, the sample checking format should also be redesigned in such a way that its questions conform to the corresponding questions in the DISE format.**

***(4) Further, considering the overwhelming importance of DISE for proper planning, implementation and monitoring of the crucial Sarva Shiksha Abhiyan, there is an urgent need to ensure a high quality training of Principals/Head-Teachers for filling up the DISE format. It would certainly be more appropriate to outsource the entire DISE training to any well-experienced professional agency, rather than the present system.***

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