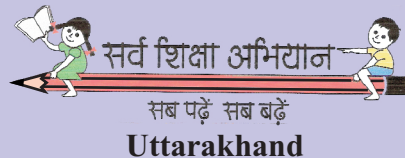


5% Sample Checking of DISE Data

(Year 2007-08)

Submitted to :



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A large, light blue, stylized graphic of a person sitting at a desk with a computer monitor. The person is facing right, and the monitor is on the left. The graphic is semi-transparent and serves as a background for the text.

5% Sample Checking of DISE Data

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Executive Summary

1. Key Objectives

- 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. Methodology

2.1 Sample Selection

- 2.1.1 The sample checking exercise was done in 39 (3 blocks from each district) blocks with due consideration to SC/ST & minority dominated blocks and literacy rate.
- 2.2.2 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 442 schools were selected for checking of the DISE data.

2.2 Instruments Used

- 2.2.1 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. In addition to this, separate schedule for District Coordinators was also used to capture implementation process of DISE.

2.3 Method of Analysis

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

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

3. Major Findings

3.1 Verification of DISE Data

3.1.1 Overall, for 99 percent of selected sample schools, the data was found available in the DISE CDs provided to us.

3.1.2 The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 95 percent of the schools, except the information relating to Year of Establishment of the schools where a matching of 78 percent was found between the same.

3.1.3 In more than 83 percent of the schools, the DISE and the sample survey data relating to the ownership, building type and number of classroom was found to be completely matching.

3.1.4 During cross verification of DISE data regarding enrolment, it emerged that in 6 percent of the schools having primary classes and 9 percent of those having upper primary classes, either the data regarding enrolment was completely missing or is internally inconsistent in the DISE CD provided to us.

- 3.1.5 The micro-level (school-wise) analysis of the data reveals that in around 53 percent primary and 50 percent upper primary schools, the enrolment figures provided in the DISE CD are matching exactly with the figures collected by us through the sample checking survey.
- 3.1.6 During cross verification of data relating to '**Repeaters**', it transpired that in a sizeable number of schools, the school authorities, who filled up DISE formats, have clubbed all the three categories i.e. failures, long absentees and re-admissions into one. As a result, our number of '**Repeaters**' (which denotes only the failed students) is found to be matching with the departmentally collected DISE data in around 67 percent of the primary schools and in more than 73 percent of the upper primary schools.
- 3.1.7 As far as the data regarding annual examination is concerned, an exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in more than 64 percent of the schools having primary classes and in more than 52 percent of those having upper primary classes.
- 3.1.8 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 around 66 percent of the schools. In majority of the remaining schools, a variation of ± 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.
- 3.1.9 The data relating to availability of the basic amenities, such as, electricity, toilet, boundary wall, source of drinking water, play ground, number of computers and seating arrangement for children reveals that in more than 67 percent of the schools, the survey data matches with the departmentally collected DISE data.

3.2 Availability and Up-keep of Records

- 3.2.1 The overall analysis of availability of school records relating to the DISE data reveals that in 83 percent of the schools the records were readily available.
- 3.2.2 During data collection, around 92 percent of the schools were in a position to provide information regarding enrolment, achievement and other informations relating to students.

3.3 Training of School Authorities on DISE

- 3.3.1 DISE data plays an important role in providing required information on various aspects relating to schools. Hence, it is important that the DISE formats are carefully filled-up to ensure correctness. This necessitates proper and intensive training of the school authorities responsible for filling-up of DISE formats. The training on filling-up of the formats for the current academic year was provided to only 57 percent of the school authorities, which is barely sufficient for accomplishment of such an important task.

3.4 Availability of 'School Report Card'

- 3.4.1 During our visit to the schools covered under the study, we also checked the availability of 'School Report Card'. These 'School Report Cards' were available in only 58 percent of the schools visited by us. Though this situation is not very satisfactory but it is much better as compared to last academic year when only 25 percent of the schools were found having school report cards.

3.5 Availability of Office Copy of DISE Formats

- 3.5.1 DISE Data is so important that every school ought to keep an office copy of the same in the school. However, the analysis of the data in this regard reveals that only 49 percent of the schools had retained the office copy of the DISE formats for the current academic year (2007-08).

3.6 Presence of Teachers and Students on the Day of Survey

- 3.6.1 During the sample checking survey, apart from 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.
- 3.6.2 The analysis of number of teachers absent on the day of our visit reveals that in the category of schools having 1 or 2 teachers in-position, in a little over two-third (69 percent), 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 less than one-third (29 percent). As a matter of fact, in almost one-third (34 percent) of the schools of this category, 2 or more teachers were found absent on the day of our visit. This shows an interesting phenomenon, that is, with increase in the strength of teachers in the schools, their absenteeism also increased.
- 3.6.3 So far as attendance of students is concerned, all the schools taken together, 81 percent of them were found to be present on the day of our visit to the school. The attendance of students in the schools having primary with upper primary classes was found to be very high (92 percent) on the day of visit. On the other hand, the attendance of students in the schools having only primary classes and only upper primary classes was found to be 81 percent and 78 percent, respectively.

We have also compared the findings of current academic year with those of the last academic year.

* * * * *

Comparison Sheet
(Current Year Vs. Last Year)

COMPARISON SHEET

Current (Y2007-08) Vs. Last Year (Y2006-07)

Percentage of Schools where survey data matches with the departmentally collected DISE DATA

Variables	2006-07	2007-08	Remark
Schools for which data was found available in the DISE CD	95%	99%	Improved
School Particulars			
School Location	98.8%	95.2%	
Establishment Year	82.6%	78.4%	
School Category	95.2%	94.3%	
School Type	99.0%	99.1%	Improved
Lowest Class	97.8%	98.6%	Improved
Highest Class	95.2%	94.7%	
School Management	95.7%	96.1%	Improved
Residential Facility	NA	96.1%	-
Shift School	NA	98.9%	-
Ownership and Type of School Building			
Ownership	95.6%	88.8%	
Type of Building	94.3%	83.9%	
No. of Classrooms	85.8%	83.3%	
Primary Schools where data regarding enrolment was matching			
Boys (Overall)	59.7%	53.2%	
Girls (Overall)	62.4%	54.5%	
Boys (SC)	69.0%	66.6%	
Girls (SC)	69.3%	68.8%	
Boys (ST)	91.7%	91.6%	
Girls (ST)	93.4%	92.5%	
Upper Primary Schools where data regarding enrolment was matching			
Boys (Overall)	64.5%	49.6%	
Girls (Overall)	55.3%	60.5%	Improved
Boys (SC)	68.4%	63.9%	
Girls (SC)	63.2%	74.8%	Improved
Boys (ST)	93.4%	92.4%	
Girls (ST)	92.1%	95.8%	Improved
Repeaters			
Primary Level - Boys	54.4%	68.7%	Improved
Primary Level -Girls	57.8%	66.3%	Improved
Upper Primary Level - Boys	64.6%	72.5%	Improved
Upper Primary Level - Girls	62.5%	80.2%	Improved

Variables	2006-07	2007-08	Remark
Annual Examination (Class -5)			
Boys Enrolled	65.5%	72.5%	Improved
Boys Appeared	65.5%	71.0%	Improved
Boys Passed	65.1%	69.6%	Improved
Girls Enrolled	66.1%	66.3%	Improved
Girls Appeared	66.1%	66.7%	Improved
Girls Passed	65.1%	64.1%	
Annual Examination (Class -8)			
Boys Enrolled	51.2%	53.9%	Improved
Boys Appeared	52.3%	56.9%	Improved
Boys Passed	51.2%	52.0%	Improved
Girls Enrolled	47.7%	64.7%	Improved
Girls Appeared	45.3%	66.7%	Improved
Girls Passed	45.3%	64.7%	Improved
Teachers In-position			
Education Department	72.0%	75.37%	Improved
Private Schools	41.3%	30.53%	
Basic Amenities			
Availability of Electricity	NA	92.0%	-
Availability of Common Toilets	NA	79.4%	-
Separate Toilet For Girls	NA	73.9%	-
Condition of Boundary Wall	NA	69.0%	-
Source of Drinking Water	NA	68.8%	-
Play Ground In School	NA	69.7%	-
Total No. of Computers	NA	87.4%	-
Seating Arrangement for Children	NA	67.7%	-

MAIN REPORT

1. Introduction

1.1 Background

- 1.1.1 Indian education system is one of the largest education systems in the world, which caters to the needs of more than 1,028 million people. In order to plan and implement various educational interventions effectively, it was necessary to evolve a proper monitoring and supervision mechanism for various educational activities as well as for future planning.
- 1.1.2 In the case of education statistics, 'Educational Development in India' dates back to 1870. Since educational planning and administration for elementary education is a state subject, the primary responsibility for collection, collation, tabulation, analysis and transmission of educational data lies with the education departments of the states/UTs. The educational statistics in India are collected on 100 percent count basis. The data is collected through the teachers working in the same school for which data is recorded through a survey form. The data collected from the schools was not validated at any level. At some levels, the aggregated data was compared with the previous years to determine if there were violent fluctuations, which were difficult to explain. Some adjustments were made to fine tune the aggregated data but there was no record of the nature and magnitude of the adjustment. This aspect was been criticized by many educational experts.
- 1.1.3 At the time of initiating District Primary Education Programme (which was later subsumed into Sarva Shiksha Abhiyan), it was felt that a sound information system is essential for successful monitoring and implementation of the programme. It was felt that DPEP, with a focus on decentralized planning, required up-to-date and reliable school level information soon after it was collected.

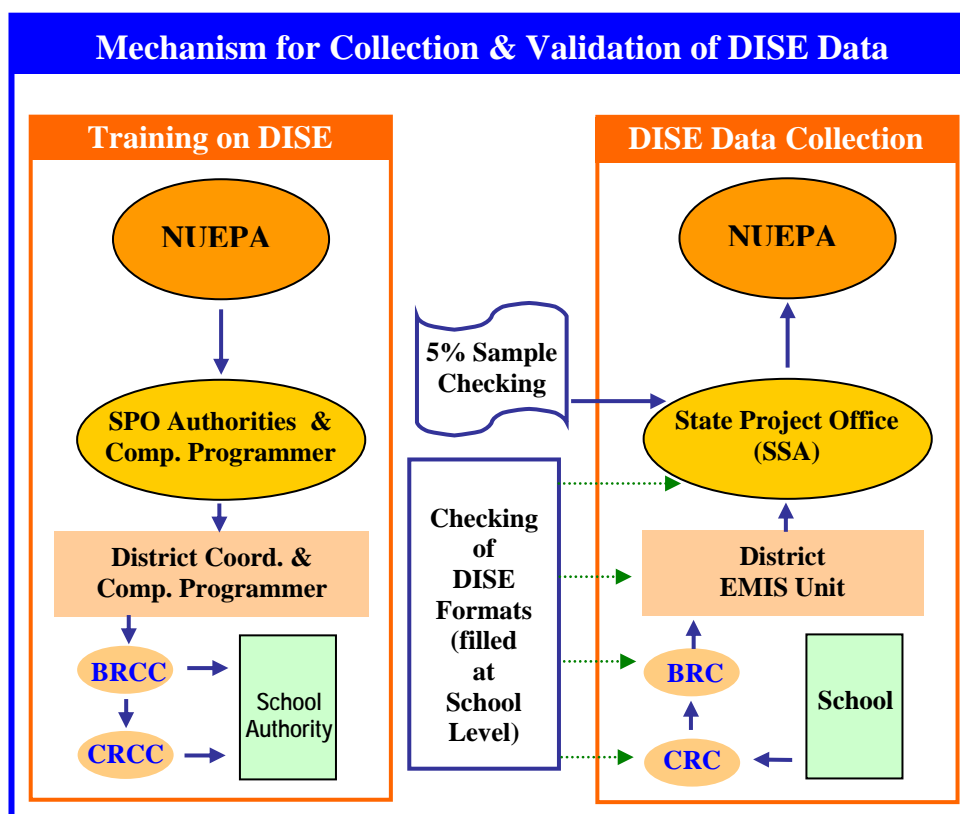
1.2 District Information System for Education (DISE)

1.2.1 Accordingly, the Ministry of Human Resource Development in 1994, as a part of the DPEP national endeavor, decided to design and develop a school based computerized information system, the main responsibility for which was entrusted to National University of Educational Planning and Administration (NUEPA). For this purpose, district was selected as a nodal point for collection and computerization of school level data.

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 DISE-2001. With the advent of SSA in 2000-01, the scope of this version (DISE-2001) was also extended to cover the information up to elementary level.

1.3 Collection of DISE Data

1.3.1 The flow of data plays very important role in information system. Under DISE-2001, the basic data is collected at the school level in the



prescribed format. It is required to be verified and randomly checked by the concerned CRC Coordinator and BRC Coordinator for its completeness and correctness and then delivered to the EMIS In-charge in the District Project Office, where it is entered into the computer. The responsibility for checking the consistency of data vests with the District Project Office.

- 1.3.2 The validated data is stored at the district level and made available to the State Project Office, where it is aggregated using the DISE@S software, specially designed for analysis and tracking the progress of key performance indicators.

1.4 Sample Checking of DISE Data

- 1.4.1 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.
- 1.4.2 Accordingly, Academy of Management Studies (AMS) was commissioned by the State Project Office, Sarva Shiksha Abhiyan to undertake the sample checking of DISE data for the academic year 2007-08.

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, suggested by the State Project Office, Uttaranchal Sabhi Ke Liye Shiksha Parishad, Uttarakhand, was adopted for the purpose of this study—
1. All the districts of the State were surveyed for overall representation.
 2. From each district, 3 blocks were identified for the purpose of this study with due consideration to SC/ST & minority dominated blocks and literacy rate.
 3. Within each sample block, a random sample of 5% of the schools was selected after complete listing of all the schools in the block from the School Directory.
- 2.2.2 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.
- 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 442 schools were selected for checking of the DISE data.

2.3 Instruments 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-1).

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, 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) was done and presented under three heads—

- (1) Proportion of schools where in the DISE data, the concerned information was either not at all filled (the field is left blank or zero) or was not available (denoted by code=9).
- (2) Proportion of schools where although the concerned information was filled in the DISE data, but it did not match with the information provided to us during the sample checking survey.
- (3) Proportion of schools where the concerned information was filled in the DISE data and it matched 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 442 selected (sample) schools and filled up the prescribed data collection formats provided by State Project Office, Sarva Shiksha Abhiyan, district-wise CDs of DISE data were provided to us by the concerned district for comparison and verification. The CD for each district contained the following files in 'Excel Format'—

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

3.1.2 For the purpose of 5% sample checking of DISE data, out of the above mentioned 15 files, the following 8 files were used for comparison and verification of the information available in the special DCF—

- | | |
|---------------|---------------|
| 1. Master | 2. Teacher |
| 3. EnrolAge1 | 4. EnrolAge2 |
| 5. EnrCentXam | 6. Incentives |
| 7. Population | 8. Disability |

3.1.3 For the purpose of cross-verification of data, first of all, the name and location of the sampled schools was matched with the departmentally collected DISE data. In this respect, for 9 out of total 13 districts, data for cent-percent of the selected sample schools was found to have been computerized and was available in DISE CD provided to us. In the remaining 4 districts, namely, Rudraprayag, Pauri, Haridwar and Tehri, the data for 6 schools was found completely missing (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. Chamoli	30	30	100%
2. Rudraprayag	51	50	98%
3. U.S.Nagar	31	31	100%
4. Pauri	32	30	94%
5. Almora	32	32	100%
6. Pithoragarh	38	38	100%
7. Nainital	34	34	100%
8. Haridwar	35	34	97%
9. Tehri	34	32	94%
10. Uttarkashi	26	26	100%
11. Dehradun	29	29	100%
12. Champawat	26	26	100%
13. Bageshwar	44	44	100%
Total	442	436	99%

3.1.4 Overall, for 99 percent (436 out of 442) 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 436 schools.

3.2 Information about School Particulars

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

- Name of the school
- School Location (Rural or Urban)
- Year of Establishment
- School Category (Primary; Primary with upper primary; Primary with upper primary and secondary/higher secondary; Upper primary; or Upper primary with secondary/higher secondary)
- School Type (Only for boys; Only for girls; or Co-education)
- Lowest and highest classes in the school

- School Management (Education Department; Tribal Welfare Department; Local Body; Private Aided; Govt. Recognized Private Schools, Unrecognized Private Schools; or Any Other)
- Residential facility
- Shift School

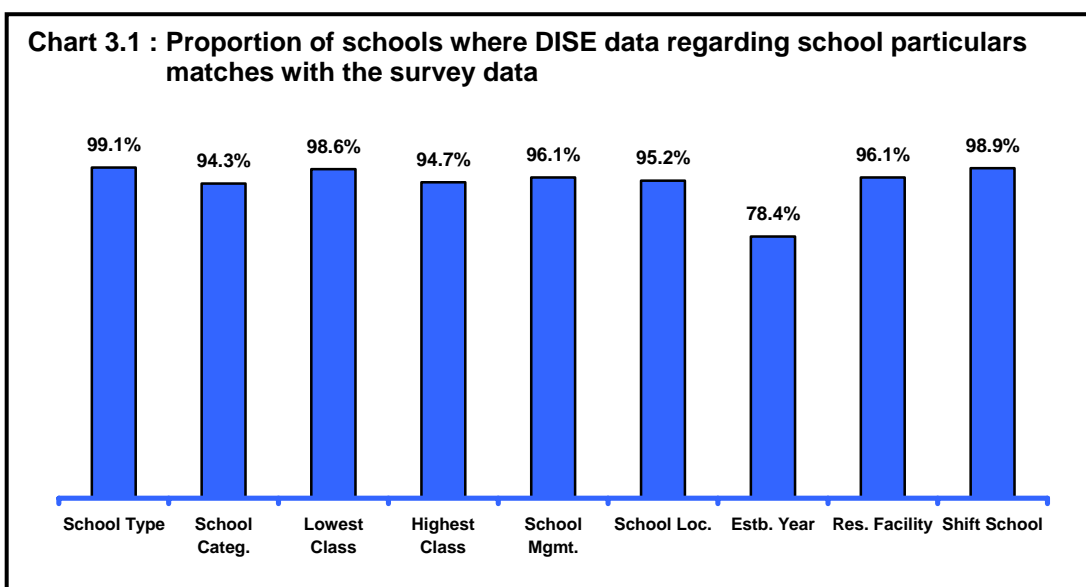
3.2.2 A comparative analysis of the DISE and sample checking data pertaining to school particulars has been done and presented in Table 3.2 under the following three heads—

- (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 is 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 Location	436	0	0.0%	21	4.8%	415	95.2%
Establishment Year	436	4	0.9%	90	20.6%	342	78.4%
School Category	436	0	0.0%	25	5.7%	411	94.3%
School Type	436	0	0.0%	4	0.9%	432	99.1%
Lowest Class	436	0	0.0%	6	1.4%	430	98.6%
Highest Class	436	0	0.0%	23	5.3%	413	94.7%
School Management	436	0	0.0%	17	3.9%	419	96.1%
Residential Facility	436	0	0.0%	17	3.9%	419	96.1%
Shift School	436	2	0.5%	3	0.7%	431	98.9%

3.2.3 The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 95 percent of the schools, except the information relating to Year of Establishment of the schools where a matching of 78 percent was found between the same (Table 3.2). The high level of variation (22 percent) in the two sets of data in case of Establishment Year may very well be on account of the lack of knowledge on the part of informants. 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.



3.3 Ownership and Type of School Building

3.3.1 During the sample survey, information was collected regarding 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.

3.3.2 As regards the ownership of school building, in around 89 percent of the schools, the DISE and the sample survey data were found to be completely matching. However, in respect of the type of building and number of classrooms, a variation in around 16 percent of the cases was observed. Besides possible data entry errors, this variation could also be

on account of the school authorities having not been able to understand the prescribed DISE guidelines for counting the number of rooms being used for teaching activities. This variation could also be due to lack of their participation in DISE training.

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	436	0	0.0%	49	11.2%	387	88.8%
Type of Building	436	0	0.0%	70	16.1%	366	83.9%
No. of Classrooms	436	0	0.0%	73	16.7%	363	83.3%

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

3.4.1 Category-wise breakup of the 436 schools covered under the sample checking survey was as under—

School Category	Schools in the Sample
Only primary classes	305
Primary with upper primary classes	17
Primary with upper primary & secondary/higher secondary classes	4
Only upper primary classes	76
Upper primary with secondary/ higher secondary classes	34
Total	436

3.4.2 In accordance with the above, the data regarding enrolment in primary classes has been analyzed for $305+17+4=326$ schools, whereas, the analysis in respect of upper primary classes has been done for $17+4+76+34=131$ schools.

Enrolment in Primary Classes :

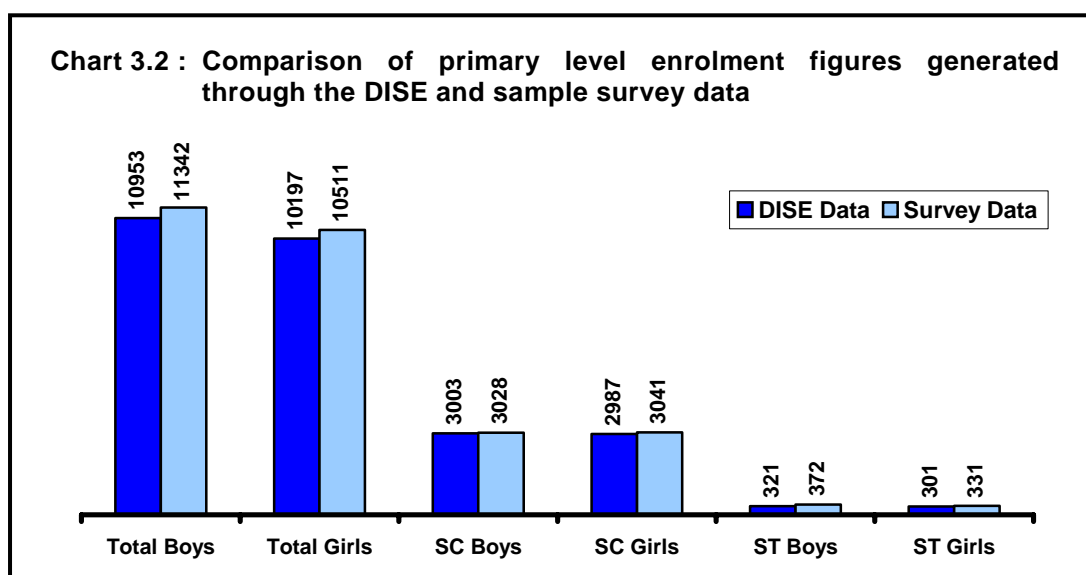
3.4.3 We began by examining the internal consistency of the DISE data regarding enrolment. It emerged that out of 326 schools having primary classes, in 18 schools (6 percent), either the data regarding enrolment was completely missing or is internally inconsistent in the DISE CD

provided to us. Therefore, only 308 schools have been analysed for comparison and verification of enrolment data of primary classes.

3.4.4 The macro-level variation between the enrolment figures given in the DISE data and those collected during the sample checking survey was found within 16 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 308 sample schools having primary classes showing complete and consistent DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
Overall :			
Boys (Overall)	10953	11342	3.6%
Girls (Overall)	10197	10511	3.1%
Scheduled Castes :			
Boys (SC)	3003	3028	0.8%
Girls (SC)	2987	3041	1.8%
Scheduled Tribes :			
Boys (ST)	321	372	15.9%
Girls (ST)	301	331	10.0%



3.4.6 The micro-level (school-wise) analysis reveals that in around 53 percent of the schools, the sex-wise enrolment figures given in the DISE CD were found to be exactly matching with the data collected by us. Similarly, in case of caste-wise (SC and ST) enrolment figures, the data was found to be matching in around 67 percent cases in Scheduled Caste and around 92 percent in case of Scheduled Tribes students (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.	%
Overall :					
Boys (Overall)	308	144	46.8%	164	53.2%
Girls (Overall)	308	140	45.5%	168	54.5%
Scheduled Castes :					
Boys (SC)	308	103	33.4%	205	66.6%
Girls (SC)	308	96	31.2%	212	68.8%
Scheduled Tribes :					
Boys (ST)	308	26	8.4%	282	91.6%
Girls (ST)	308	23	7.5%	285	92.5%

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

- (i) 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 around 92 percent 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 overall enrolment of students who are much higher in number, the

matching between DISE and survey data is observed in only around 53 percent of the schools.

- (ii) 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).
- (iii) In the sample survey, the mandated cut-off date of 30th September, 2007 was strictly adhered to by us. 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.

3.4.8 To completely eliminate the likely hood of the error on account of making manual computations and giving category-wise detailed break-up of enrolment figures in a cross tabulated form for each class, it is suggested that 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.

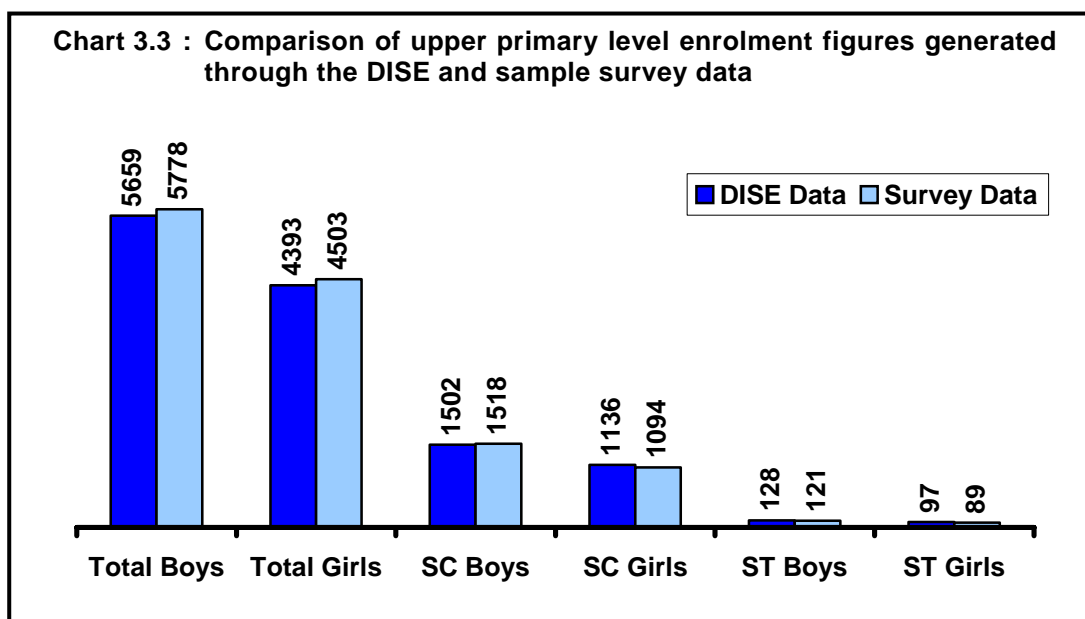
Enrolment in Upper Primary Classes :

3.4.9 Here too, we began by examining the internal consistency of the DISE data regarding enrolment. It emerged that out of 131 schools having upper primary classes, in 12 schools (9 percent), either the data regarding enrolment was completely missing or is internally inconsistent in the DISE CD provided to us. Therefore, only 119 schools have been analyzed for comparison and verification of enrolment data of upper primary classes.

3.4.10 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 1 to 8 percent (Table 3.6).

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

Categories	For the 119 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	
Overall :			
Boys (Overall)	5659	5778	2.1%
Girls (Overall)	4393	4503	2.5%
Scheduled Castes :			
Boys (SC)	1502	1518	1.1%
Girls (SC)	1136	1094	3.7%
Scheduled Tribes :			
Boys (ST)	128	121	5.5%
Girls (ST)	97	89	8.2%



3.4.11 The micro-level (school-wise) analysis reveals that the data relating to enrolment was found to be matching in more than 92 percent schools in case of ST students and in more than 63 percent schools in case of SC students. However, the incidence of matching of data in case of overall (boys) and overall (girls) was observed only in 50 percent and 61 percent cases, respectively (Table 3.7).

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

Category-wise Enrolments	Total No. of Schools (n) *	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Overall :					
Boys (Overall)	119	60	50.4%	59	49.6%
Girls (Overall)	119	47	39.5%	72	60.5%
Scheduled Castes :					
Boys (SC)	119	43	36.1%	76	63.9%
Girls (SC)	119	30	25.2%	89	74.8%
Scheduled Tribes :					
Boys (ST)	119	9	7.6%	110	92.4%
Girls (ST)	119	5	4.2%	114	95.8%

* No. of sample schools having upper primary classes for which DISE data was found consistent

3.4.12 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. 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 Repeaters

3.5.1 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

3.5.2 "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। ”

(A Repeater is a student who has been enrolled in the same class for more than one year)

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

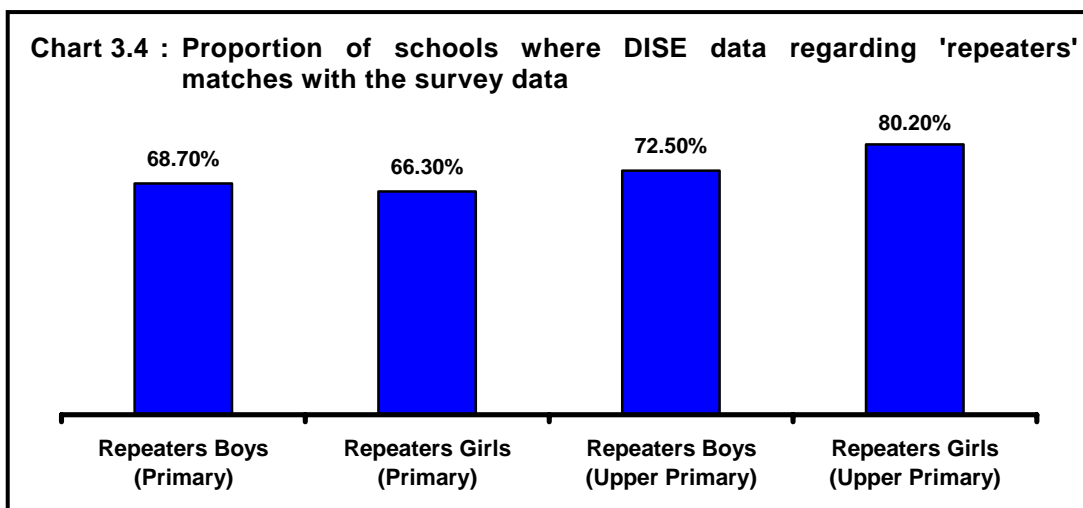
1. **Failed** : The students who appeared in the annual examination and were declared failed.
2. **Absent for a long period** : The students who had been absent for more than 3 months without any information but started coming again.
3. **Re-admissions** : The students whose name was struck off from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

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

3.5.5 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 around 67 percent of the schools. At upper primary level, the number of repeaters was found to be matching in around 73 percent of the schools in respect of boys and in around 80 percent of the schools in respect of girls (Table 3.8).

Table 3.8 : 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.	%
Primary Level :					
Repeaters Boys	326	102	31.3%	224	68.7%
Repeaters Girls	326	110	33.7%	216	66.3%
Upper Primary Level :					
Repeaters Boys	131	36	27.5%	95	72.5%
Repeaters Girls	131	26	19.8%	105	80.2%



3.6 Data regarding Distribution of Free Text Books

3.6.1 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.

3.6.2 The above anomaly regarding 'reference period' continues to persist from previous years. As such, 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.

3.6.3 In district U.S. Nagar and Pithoragarh, we saw a few DISE formats wherein the Tables provided to capture the above data were captioned as under—

(झ) प्रोत्साहन (गत शैक्षिक सत्र केवल प्राथमिक कक्षाओं के लिए) 2007–08

(ज) प्रोत्साहन (गत शैक्षिक सत्र केवल उच्च प्राथमिक कक्षाओं के लिए) 2007–08

While the text refers to the previous academic session (गत शैक्षिक सत्र), the current year 2007-08 has been mentioned alongside, which is likely to cause a confusion. It would have been more appropriate to print the previous year (2006-07) instead of the current one. It should be helpful to bear this in mind while the forms for the future are being printed.

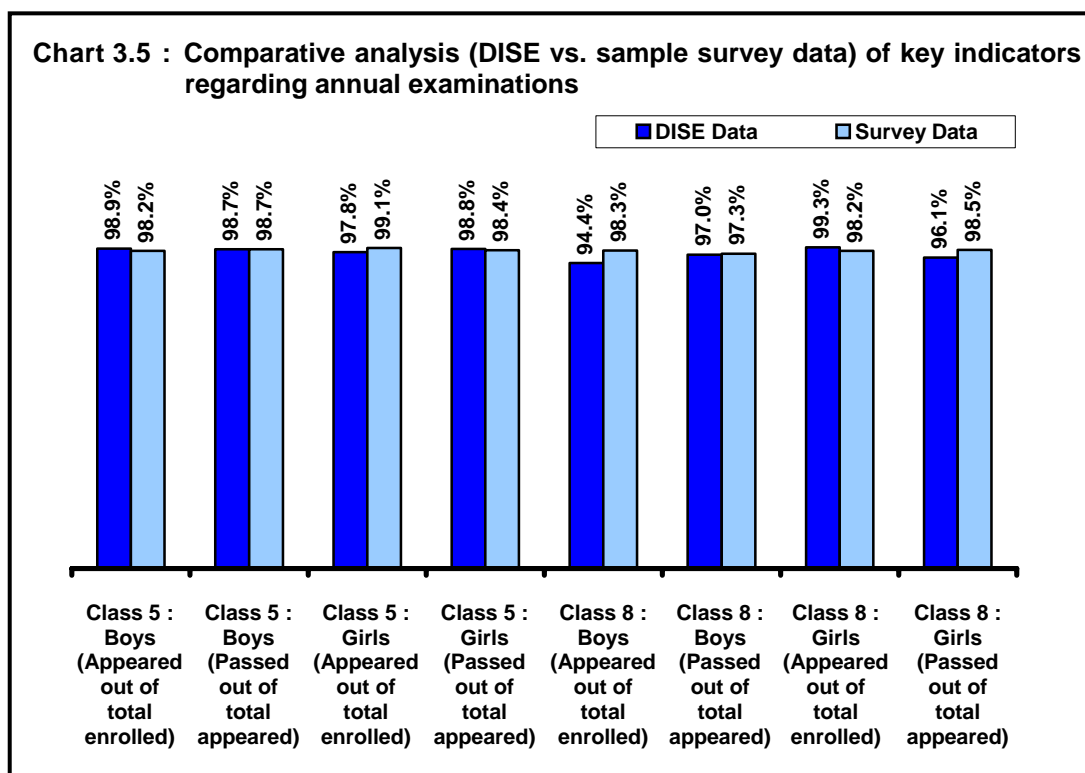
3.7 Data regarding Annual Examinations

3.7.1 During the cross verification of survey data with DISE data, in 64 schools, either the data regarding examinations was totally missing in the DISE CD or was internally inconsistent (number of passed students being more than those shown appeared in the examination, etc.). Further, in the case of another 6 schools, the examination data could not be collected by us despite making a repeat visit.

3.7.2 If one excludes these 70 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 3.9).

Table 3.9 : Comparative analysis of key indicators regarding annual examinations

Examination	DISE Data	Survey Data
Annual Examination - Class 5 : Boys		
• % of students appeared out of total enrolled	98.9%	98.2%
• % of students passed out of total appeared	98.7%	98.7%
Annual Examination - Class 5 : Girls		
• % of students appeared out of total enrolled	97.8%	99.1%
• % of students passed out of total appeared	98.8%	98.4%
Annual Examination - Class 8 : Boys		
• % of students appeared out of total enrolled	94.4%	98.3%
• % of students passed out of total appeared	97.0%	97.3%
Annual Examination - Class 8 : Girls		
• % of students appeared out of total enrolled	99.3%	98.2%
• % of students passed out of total appeared	96.1%	98.5%



3.7.3 As is evident, the key ratios which are used for ascertaining the quality of education were found to be matching quite closely. An exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in more than 64 percent of the schools having primary classes and in more than 52 percent of those having upper primary classes (Table 3.10).

Table 3.10 : 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.	%
Annual Examination - Class 5 : Boys					
Number Enrolled	276	76	27.5%	200	72.5%
Number Appeared	276	80	29.0%	196	71.0%
Number Passed	276	84	30.4%	192	69.6%
Annual Examination - Class 5 : Girls					
Number Enrolled	276	93	33.7%	183	66.3%
Number Appeared	276	92	33.3%	184	66.7%
Number Passed	276	99	35.9%	177	64.1%

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.	%
Annual Examination - Class 8 : Boys					
Number Enrolled	102	47	46.1%	55	53.9%
Number Appeared	102	44	43.1%	58	56.9%
Number Passed	102	49	48.0%	53	52.0%
Annual Examination - Class 8 : Girls					
Number Enrolled	102	36	35.3%	66	64.7%
Number Appeared	102	34	33.3%	68	66.7%
Number Passed	102	36	35.3%	66	64.7%

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

3.8 Data regarding Teachers in Position

- 3.8.1 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 around 66 percent of the schools. In majority of the remaining schools, a variation of ± 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.
- 3.8.2 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 31 percent) in the case of private schools (Table 3.11) as compared to the schools run by Education Department (76 percent).
- 3.8.3 In regard to recording the data relating to the teachers in position in DISE format, a specific date for recording the number of teachers positioned in the school must be introduced. This date should also be introduced in the sample checking format.

Table 3.11 : 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	436	286	65.60%
Education Department	340	257	75.59%
Other Govt. Department	1	0	0.00%
Private Schools	95	29	30.53%

3.9 Basic Amenities Available in the Schools

3.9.1 The data relating to availability of the basic amenities, such as, electricity, toilet, source of drinking water, seating arrangement for children, etc. in the schools reveals that in more than 67 percent of the schools, survey data matched with the departmentally collected data.

Table 3.12 : Basic Amenities available in the schools

Facilities	Sample size (n)	Not filled/ not available in DISE data C1		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
Availab. of Electricity	436	0	0.0	35	8.0	401	92.0
Availab. of Common Toilets	436	1	0.2	89	20.4	346	79.4
Separate Toilet For Girls	436	0	0.0	114	26.1	322	73.9
Condition of Boundary Wall	436	3	0.7	132	30.3	301	69.0
Source of Drinking Water	436	3	0.7	133	30.5	300	68.8
Play Ground In School	436	0	0.0	132	30.3	304	69.7
Total No. of Computers	436	0	0.0	55	12.6	381	87.4
Seating Arrang. for Children	436	82	18.8	59	13.5	295	67.7

3.9.2 As is evident from Table 3.12, the data relating to availability of electricity, computers and common toilet facility matches in more than three-fourth of the schools. Surprisingly, in case of the data relating to facilities available for seating arrangement of children, around 19 percent of the schools did not fill-up the data and the concerning field in the computer has been left blank.

4. Availability of Records

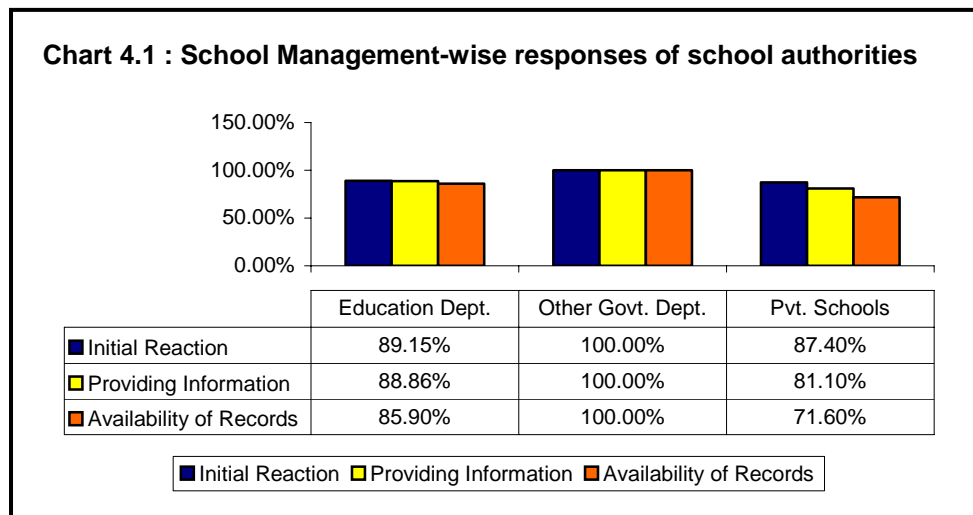
4.1 Visits to the Schools

4.1.1 During our visit to all the 436 selected schools for data collection, 425 (97 percent) were found open and the work of data collection in these schools was completed on the very first day, except in the case of 3 schools where the work could not be completed on the first day itself due to non-availability of concerned school authority responsible for providing relevant data. In case of the remaining 11 schools found closed on the first day, the data was collected on the second day.

4.2 Reaction of School Authorities

School Management-wise Responses of School Authorities

4.2.1 As presented in Chart 4.1 below, the initial reaction of school authorities during first interaction with our Research Investigator, their response in



providing information and ready availability of records was found to be good in more than three-fourth of the schools, except in a single case of private school where the reaction of school authority in providing required

information was not positive. This may be due to the fact that these schools do not need the records as much as the government schools.

District-wise Initial Reaction of School Authorities

4.2.2 During our visit to different schools for collection of DISE data, the average reaction of school authorities in the first instance was observed to

Table 4.1 : District-wise Initial reaction of school authorities

District	Total no. of schools covered	School authorities with positive initial reaction	
		No.	%
Overall	436	387	88.76%
Chamoli	30	26	86.67%
Rudraprayag	50	49	98.00%
U.S.Nagar	31	31	100.00%
Pauri	30	30	100.00%
Almora	32	25	78.13%
Pithoragarh	38	31	81.58%
Nainital	34	31	91.18%
Haridwar	34	27	79.41%
Tehri	32	17	53.13%
Uttarkashi	26	24	92.31%
Dehradun	29	28	96.55%
Champawat	26	25	96.15%
Bageshwar	44	43	97.73%

be positive (Table 4.1). District-wise, the reaction of school authorities in Rudraprayag, U.S. Nagar, Pauri, Dehradun, Champawat and Bageshwar was extremely positive, while in the remaining districts it was lukewarm. As an exception, the overall response in Tehri district at 53 percent cannot be considered to be satisfactory by any means.

District-wise Reaction of School Authorities in Providing Information

4.2.3 As presented in Table 4.2, the district-wise analysis of the data relating to the reaction of school authorities in providing DISE information reveals that the response had been overwhelmingly positive in majority (87 percent) of the districts except in case of Tehri (59 percent) and Chamoli (70 percent), where it can not be considered to be satisfactory.

Table 4.2 : District-wise reaction of school auth. in providing information

District	Total no. of schools covered	Schools with positive reaction in providing information	
		No.	%
Overall	436	380	87.16%
Chamoli	30	21	70.00%
Rudraprayag	50	46	92.00%
U.S.Nagar	31	28	90.32%
Pauri	30	27	90.00%
Almora	32	30	93.75%
Pithoragarh	38	37	97.37%
Nainital	34	28	82.35%
Haridwar	34	27	79.41%
Tehri	32	19	59.38%
Uttarkashi	26	25	96.15%
Dehradun	29	27	93.10%
Champawat	26	22	84.62%
Bageshwar	44	43	97.73%

District-wise Analysis of Availability of Records

4.2.4 The district-wise analysis of availability of school records relating to the DISE data reveals that in 8 out of 13 districts of the State, the records

Table 4.3 : District-wise status of availability of records

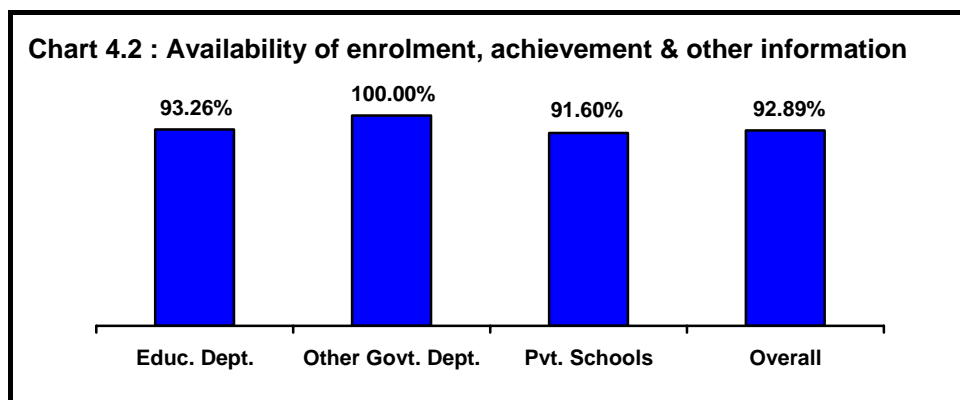
District	Total no. of schools covered	Schools with availability of records	
		No.	%
Overall	436	361	82.80%
Chamoli	30	20	66.67%
Rudraprayag	50	44	88.00%
U.S.Nagar	31	22	70.97%
Pauri	30	28	93.33%
Almora	32	28	87.50%
Pithoragarh	38	35	92.11%
Nainital	34	26	76.47%
Haridwar	34	25	73.53%
Tehri	32	20	62.50%
Uttarkashi	26	25	96.15%
Dehradun	29	24	82.76%
Champawat	26	21	80.77%
Bageshwar	44	43	97.73%

were found to be up-to-date and well maintained (Table 4.3). In these districts, between 81 percent to 98 percent of the schools were found to

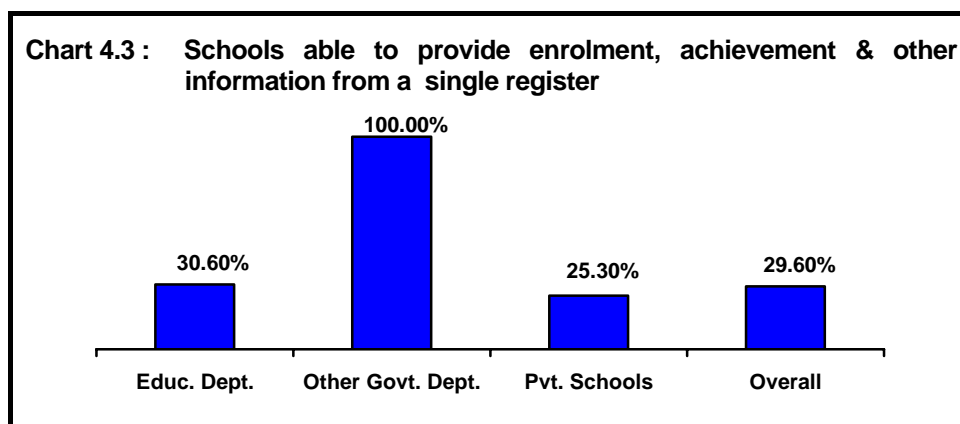
be keeping their records well maintained. In six districts, namely, Chamoli, U.S. Nagar, Nainital, Haridwar and Tehri, the records were not so well maintained and up-to-date.

4.3 Maintenance of Records Relating to Enrolment, Achievement, etc.

4.3.1 During data collection, more than 90 percent of the schools were in a position to provide information regarding enrolment, achievement and other information relating to students. (Chart 4.2).



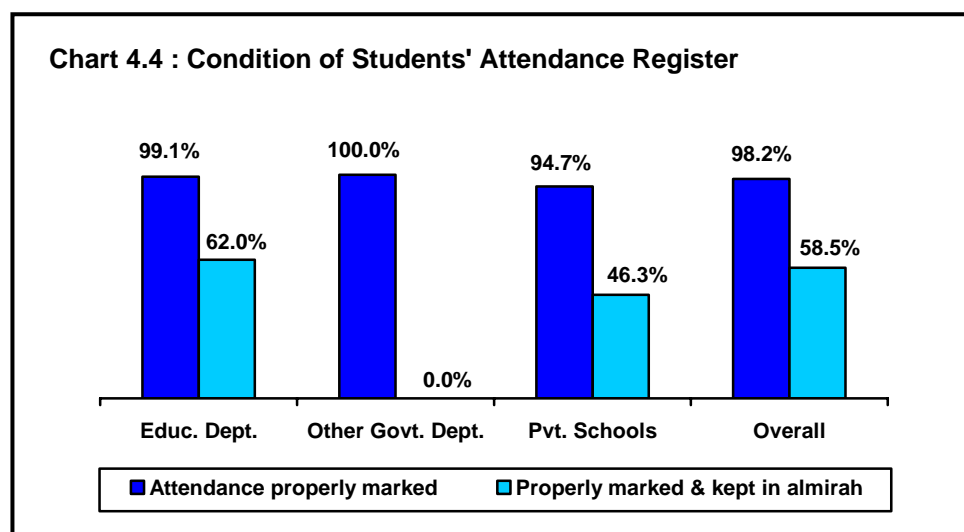
4.3.2 Out of those schools which were in a position to provide the required information relating to students, around 30 percent were able to provide the same from a single register (Chart 4.3). The proportion of the schools able to provide information from a single register was more or less identical in case of the schools run by the Education Department and Private schools. Although, the percentage of the schools run by other Government Departments providing information from a single register was cent-percent, but this does not hold much significance in view of the fact there was only one school in this category.



4.4 Maintenance & Upkeep of Students' Attendance Register

4.4.1 Overall, in an overwhelming majority (98 percent) of the schools, students' attendance register was found to have been marked properly. However, the performance of private schools in this regard was not as good as that of the schools run by Education and Other Government Departments.

4.4.2 As far as proper marking of the attendance register and keeping the same in Almirah is concerned, overall, majority (58 percent) of the schools were found to be marking properly and keeping the same in the Almirah. In this regard, though overall situation was not found to be satisfactory, the performance of the schools run by Education Department was found to be better than that of the Private Schools. In fact, only around 46 percent of the Private Schools were found to be marking properly and keeping the same in the Almirah, as against 62 percent of the schools run by Education Department.



4.5 Availability of Display Board

4.5.1 As presented in table 4.4, more than half (56 percent) of the schools were found to be having display board. The data relating to availability of display board in 5 out of 13 districts, namely, Nainital, Champawat, Uttarkashi, Dehradun and U.S. Nagar shows that around three-fourth (70 percent) of the schools in these districts were having display board. On the other hand, in 4 districts, namely, Ruraprayag, Pithoragarh, Haridwar and Bageshwar the situation regarding availability of display board was

found to be unsatisfactory, with more than 60 percent of the schools not having the display board.

Table 4.4 : Schools having display board

District / Category (School Management)	Total no. of schools covered	Schools having display board	
		No.	%
Overall	436	244	56.0%
<i>District-wise Analysis</i>			
Chamoli	30	18	60.0%
Rudraprayag	50	19	38.0%
U.S.Nagar	31	22	71.0%
Pauri	30	16	53.3%
Almora	32	20	62.5%
Pithoragarh	38	11	28.9%
Nainital	34	25	73.5%
Haridwar	34	14	41.2%
Tehri	32	17	53.1%
Uttarkashi	26	21	80.8%
Dehradun	29	24	82.8%
Champawat	26	19	73.1%
Bageshwar	44	18	40.9%
<i>School Management-wise Analysis</i>			
Education Department	340	195	57.4%
Other Govt. Depts.	1	0	0.0%
Private Schools	95	49	51.6%

4.5.2 The availability of display board in the schools run by Education Department (57 percent) and Private Schools (52 percent) does not exhibit any distinct variation between them. At least the Government Schools are expected to have the display board.

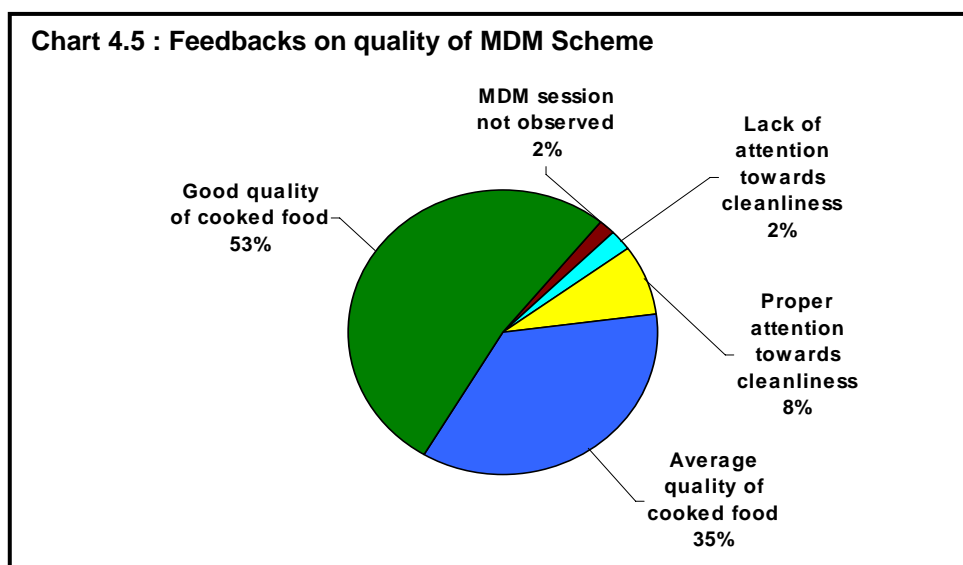
4.6 Provision for Mid-Day Meal (MDM)

4.6.1 The Mid-Day Meal programme is centrally sponsored scheme for children of primary stage (class I to V) in Government, Local Body and Government Aided Schools and has been extended to EGS and AIE Centres. During our visit to the schools, the MDM scheme was found to be operational in all the schools run by Education and Other Govt. Departments, which form around 58 percent of the total schools covered under the study.

Table 4.5 : Schools having provision of Mid-day meal

District / Category (School Management)	Total no. of schools covered	Schools having provision of mid-day meal	
		No.	%
Overall	436	254	58.3%
School Management-wise Analysis			
Education Department	340	253	74.4%
Other Govt. Depts.	1	1	100.0%
Private Schools	95	0	0.0%

4.6.2 Feedback on major important aspects of MDM Scheme has been presented in Chart 4.5 below. In around 53 percent of the schools, the quality of cooked food was reported to be good by our Research Investigators, whereas the same was reported to be of average quality in 35 percent of the schools. Reportedly, in 8 percent of the schools, proper attention was being given to general hygiene and cleanliness in preparation of food.



4.7 Problems Faced by Research Investigators during Data Collection

4.7.1 By and far, out of 436 schools covered under the study, no problems were faced by the research investigators in 412 (94 percent) schools. Out of the

remaining 24 (6 percent) schools, one or more of the following problems were faced by them during data collection—

- ❖ 11 schools were such where no proper cooperation was extended.
- ❖ In 11 schools, the Head Master was absent on the day of our visit, which hindered the process of data collection.
- ❖ In 3 schools, due to non-availability of trained school authorities on DISE, a lot of time had to be spent during data collection.

5. Training for Implementation of DISE

5.1 Training of CRC, BRC and District level Officials on DISE

District Level Officials

5.1.1 It was reported by all the District Coordinators that all of them had received 2 days training on implementation of DISE along with their Computer Programmer/Computer Operators at State Project Office, Sarva Shiksha Abhiyan, Uttarakhand. The training was provided by the State DISE In-charge and the System Analyst.

5.1.2 It would be apt to highlight here that in 3 districts, namely, Bageshwar, Champawat and Pithoragarh, difficulties were faced by the District Coordinator (DISE) and Computer Programmer/operator in understanding the DISE software during data entry. The State Programme Analyst personally visited these districts to remove their difficulties.

Block Level Officials

5.1.3 After receiving training at State Project Office, SSA, the district-level officials of all the districts conducted 1 to 2 day(s) training at DIET, DPO, BRC or some other convenient place for the training of block level officials on DISE. In these trainings, the participants mainly comprised of BRC, ABRC and CRC Coordinators. In district Pauri, all the Deputy Block Education Officers were also given training on DISE. In some of the districts, namely, Pithoragarh, Haridwar, U.S. Nagar and Champawat, the Head Teachers were also invited in the block-level training. The duration of block level training was of 2 days in districts Chamoli and Pauri, whereas, in other districts, it was of only 1 day duration. It is a matter of concern that in district Tehri, no training on DISE was imparted to block level officials.

CRC Co-ordinators

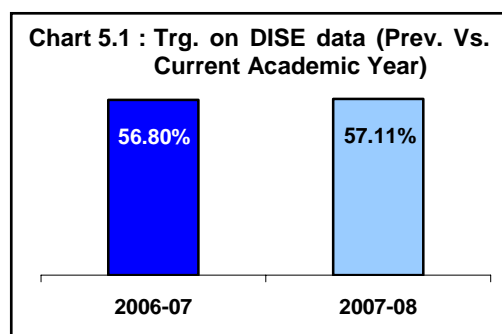
5.1.4 Although, the CRC Coordinators of most of the districts were given training at block level along with block level officials, in few districts,

namely, Rudraprayag, Pauri and Uttarkashi, the training for CRC Coordinator was organized at the concerned Block Resource Centre or any other convenient Cluster Resource Centre. The duration of training in all these 3 districts was of 1 day.

5.2 Training of School Authorities (Principal, Head Teacher, etc.)

Training on DISE Data —*Previous Vs. Current Year*

5.2.1 DISE data plays an important role in providing required information on various aspects relating to schools, such as, school particulars, human resource, physical infrastructure, enrolment, etc. Hence, it is important that the DISE formats



are carefully filled-up to ensure correctness. This necessitates proper and intensive training of the school authorities responsible for filling-up of DISE formats. The role of these functionaries is most crucial as DISE data is generated from their end. However, reportedly, the training on filling-up of the formats for the current academic year was provided to only 57.11 percent of the school authorities, which, though slightly better than the previous academic year (56.80 percent), is barely sufficient for accomplishment of such an important task.

District-wise Analysis of Training on DISE Data

5.2.2 The district-wise and overall status of training received by the school authorities on filling up DISE formats during the academy year 2007-08 has been presented in Table 5.1 given on the next page. It is evident from this table that in 3 districts, namely, Pithorgarh, Champawat & Nainital, in more than 80 percent of the schools, the school authorities reported that they had received training on DISE for the academic year 2007-08. On the other hand, the situation was reported to be extremely poor in 4 out of the remaining 10 districts, namely, Pauri, Almora, Chamoli and Haridwar where in less than 40 percent of the schools, the school authorities reported having received training on DISE. Keeping the above in view,

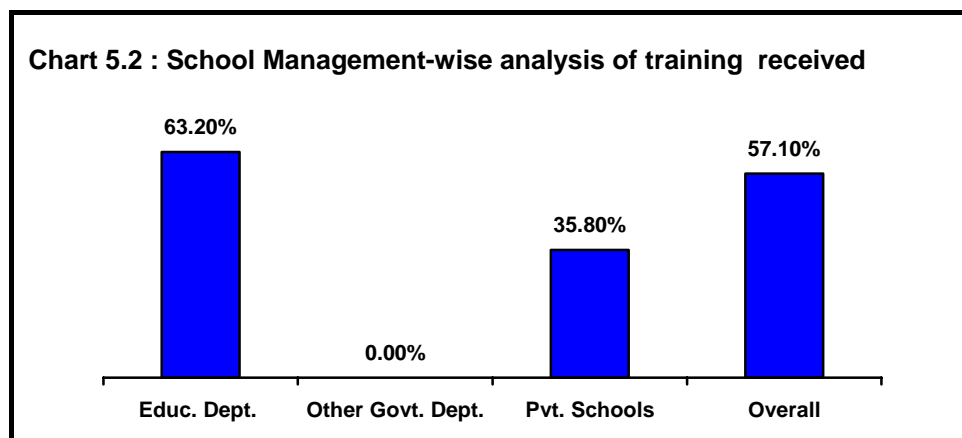
more attention is required to be paid towards the training of school authorities for proper implementation of DISE data in future in general and in the aforementioned 4 districts in particular.

Table 5.1 : District-wise analysis of schools where school authorities had received training on DISE

District	Total no. of schools covered	Schools where school authorities had received training	
		No.	%
Overall	436	249	57.11%
Chamoli	30	11	36.67%
Rudraprayag	50	31	62.00%
U.S.Nagar	31	19	61.29%
Pauri	30	7	23.33%
Almora	32	9	28.13%
Pithoragarh	38	34	89.47%
Nainital	34	29	85.29%
Haridwar	34	13	38.24%
Tehri	32	16	50.00%
Uttarkashi	26	12	46.15%
Dehradun	29	15	51.72%
Champawat	26	23	88.46%
Bageshwar	44	30	68.18%

School Management-wise Analysis of DISE Training

5.2.3 School management-wise analysis of DISE data reveals that majority of school authorities trained on DISE belonged to the schools run by Education Department (63 percent). In private schools, only 36 percent school authorities reported having received DISE training (Chart 5.2). It is, thus, evident that equal thrust on the training of school authorities on DISE



in private schools is also required to be given as these schools also form part and parcel of education system.

- 5.2.4 When enquired from those school authorities who had not received any training on DISE, a great majority (99 percent) informed that they did not receive any information about conduction of any training on DISE. However, a negligible number of school authorities (1 percent) informed that some information on filling-up of DISE formats was provided to them during regular CRC meetings and no formal training on DISE was provided to them.

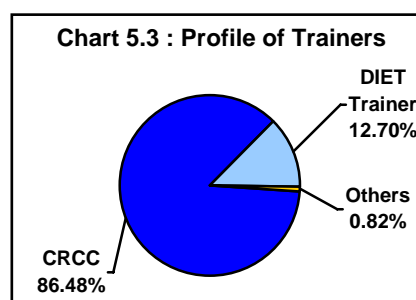


Considering the importance of DISE data for proper planning, implementation and monitoring of the crucial Sarva Shiksha Abhiyan, there is an urgent need that timely information regarding conduction of training is conveyed to the school authorities of all the concerned schools so that maximum participation can be ensured during these trainings

In 5 out of 249 schools where school authorities had received training, it was reported that though training had been conducted in these schools but detailed information regarding trainings in these schools could not be obtained due to non-availability of concerned school authorities on the day of survey. Hence, for further analysis, only 249 – 5 = 244 schools have been considered.

Profile of Trainers

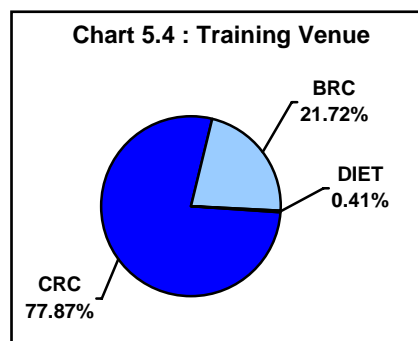
- 5.2.5 As can be seen from the Chart 5.3 alongside, in majority of the cases (86 percent), the training on DISE was given by CRC Coordinators. However, in 13 percent cases, the training was given by the DIET trainers.



5.2.6 When probed about the quality of training, almost all the school authorities, who had received training, reported that the DISE format was explained to them properly and in great detail.

Training Venue

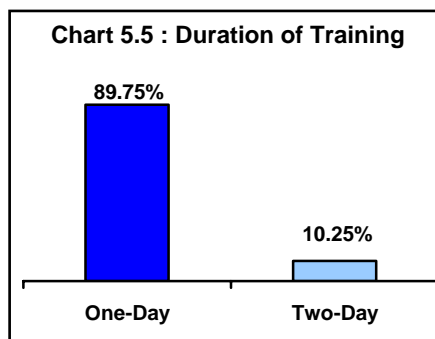
5.2.7 The break-up of training venues has been presented in chart 5.4 along side. Keeping in view the easy accessibility of school authorities to the training venue, in more than three-fourth (78 percent) of the cases, trainings were organized at the respective Cluster Resource Centres (CRCs). Similarly, in



around one-fourth (22 percent) of the cases, trainings were organized at Block Resource Centres (BRCs). In a few cases, the trainings were conducted at DIET also.

Duration of Training

5.2.8 The school authorities who had received trainings on DISE were also probed about its duration. As is clear from the Chart 5.5, around 90 percent of such authorities reported that the training attended by them was of 1 day duration. The balance 10 percent of the reported training programmes



to have been of duration of 2 days. Further analysis of the data collected from the schools revealed that the training programmes of two-day duration were conducted in several schools of Chamoli, Pithoragarh and Dehradun districts and in some schools of Rudraprayag, U.S. Nagar, Haridwar, Tehri and Nainital districts.

5.3 Availability of 'School Report Card'

5.3.1 During our visit to the schools covered under the study, we also checked the availability of 'School Report Card'. The report card was available in only 58 percent of the schools visited by us. Though this situation is not very satisfactory but it is much better as compared to last academic year when only 25 percent of the schools were found having school report card.

5.3.2 District-wise analysis of the data regarding availability of 'School Report Card' reveals that in 5 out of 13 districts of the State, namely, Nainital, Uttarkashi, Pauri, Dehradun and Champawat, more than three-fourth of the schools had received their 'School Report Card' for the last academic year. However, the situation was found to be dismal in district U.S. Nagar, Chamoli and Bageshwar where less than 40 percent of the schools were found to have received their 'School Report Card' (Table 5.2).

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

District / Category (School Management)	Total no. of schools covered	Schools who reported having received school report card	
		No.	%
Overall	436	255	58.49%
<i>District-wise Analysis</i>			
Chamoli	30	10	33.33%
Rudraprayag	50	23	46.00%
U.S.Nagar	31	7	22.58%
Pauri	30	25	83.33%
Almora	32	14	43.75%
Pithoragarh	38	20	52.63%
Nainital	34	33	97.06%
Haridwar	34	17	50.00%
Tehri	32	22	68.75%
Uttarkashi	26	23	88.46%
Dehradun	29	23	79.31%
Champawat	26	20	76.92%
Bageshwar	44	18	40.91%
<i>School Management-wise Analysis</i>			
Education Department	340	211	62.10%
Other Govt. Department	1	0	0.00%
Private Schools	95	44	46.30%

5.3.3 The school management-wise analysis of the data relating to availability of 'School Report Card' reveals that the situation was much better in Education/Other Government Departments where 62 percent of the schools reported having received the school report card, which is even better than the overall average of 58 percent. On the other hand, the situation was reported to be poor in Private Aided Schools. This calls for paying more attention towards these schools for ensuring timely supply of school report cards.

5.4 Availability of Office Copy of DISE Format with Schools

5.4.1 DISE Data is so important that every school ought to keep an office copy of the same in the school. However, the analysis of the data in this regard does not present a satisfactory picture as, overall, only 49 percent of the schools had retained, the office copy of the DISE data for the current academic year (2007-08).

Table 5.3 : Availability of office copy of DISE Format with the school

District / Category (School Management)	Total no. of schools covered	Schools who reported having retained office copy of DISE format	
		No.	%
Overall	436	212	48.62%
<i>District-wise Analysis</i>			
Chamoli	30	5	16.67%
Rudraprayag	50	18	36.00%
U.S.Nagar	31	13	41.94%
Pauri	30	2	6.67%
Almora	32	14	43.75%
Pithoragarh	38	19	50.00%
Nainital	34	24	70.59%
Haridwar	34	18	52.94%
Tehri	32	19	59.38%
Uttarkashi	26	16	61.54%
Dehradun	29	9	31.03%
Champawat	26	20	76.92%
Bageshwar	44	35	79.55%
<i>School Management-wise Analysis</i>			
Education Department	340	177	52.10%
Other Govt. Departments	1	0	0.00%
Private Schools	95	35	36.8%

- 5.4.2 The district wise availability of office copy of DISE format is presented in the Table 5.3. It is evident from this table that a high degree of inter-district variations are there in regard to maintenance of office copy of DISE data, with as high as 80 percent to as low as 7 percent. The district-wise picture of schools having retained office copy of DISE format presents a satisfactory picture in districts Bageshwar, Champawat and Nainital, where around three-fourth of the schools had retained office copy of the DISE format. On the other hand, the situation in district Pauri and Chamoli in this regard was found to be extremely unsatisfactory with only around 17 percent and 7 percent schools, respectively, having retained the office copy of DISE format.
- 5.4.3 School management-wise variations in regard to maintenance of office copy of DISE format does not reveal any major difference among various categories. However, the situation in Government schools was found to be better as compared to the schools run by other government departments and private management.

6. District MIS Unit

6.1 Infrastructure in the District EMIS Unit

6.1.1 As already stated in Chapter 1 under the head 'Collection of DISE Data', the DISE formats filled-up at school level by the school authorities are randomly checked and verified by the concerned CRC Coordinator, BRC Coordinator and In-charge District EMIS Unit before entering the data in the computer at district level.

Availability of Computers and Computer Operators/Prog. for DISE

6.1.2 The availability of computers and computer operator(s) in EMIS units of all the districts is presented in Table 6.1. As is evident from this table, in 10 out of 13 districts, only 1 computer is available in each district along with 1 computer operator/programmer. In remaining 3 districts, namely, Almora, Pithoragarh and Haridwar, 5, 3 and 2 computers, respectively, are available for entry of DISE data.

Table 6.1: Availability of computers and computer operator

District	Computers Available	Computers Functional	Computer Operator/ programmer
Chamoli	1	1	1
Rudraprayag	1	1	1
U.S.Nagar	1	1	1
Pauri	1	1	1
Almora	5	5	1
Pithoragarh	3	3	4
Nainital	1	1	2
Haridwar	2	2	1
Tehri	1	1	1
Uttarkashi	1	1	1
Dehradun	1	1	4
Champawat	1	1	1
Bageshwar	1	1	1

- 6.1.3 This distribution of computers (Table 6.1) is alright for the smaller districts like Champawat, Rudraprayag and Bageshwar but not adequate for bigger districts like U.S. Nagar, Pauri, Chamoli, Tehri and Uttarkashi, where the total number of schools is much higher as compared to the smaller districts.
- 6.1.4 As is evident from the Table 6.1, it is interesting to note that in district Almora only 1 computer operator has been appointed for entry of DISE data, whereas, 5 computers have been made available there. Similarly, in district Haridwar only 1 computer operator has been appointed against a provision of 2 computers. When probed as to why only 1 computer operator had been deployed against more than 1 computer made available, the concerned District Coordinators stated that they do not rely on getting the data entry made through an untrained person as the same increases the possibility of errors. On the other hand, the availability of computer operator was found to be otherwise in district Dehradun where against 1 computer, 4 computer operators were reported to have been appointed. When probed regarding this, the District Coordinator, Dehradun stated that this being a time bond activity, they had to hire 4 computer operators for data entry in shifts to accomplish the task timely.

6.2 Verification of Correctness of DISE Data

- 6.2.1 As per the guidelines issued to the District Project Authorities, all the DISE formats filled-up by school authorities are required to be checked and verified by the concerned CRC Coordinator. Further, 10 percent and 5 percent of these formats are to be checked and verified randomly by the concerned BRC Coordinator and District Coordinator, respectively.
- 6.2.2 During our study, it was reported by almost all the District Coordinators that adherence to above procedure was ensured in their respective district. Interestingly, in Pithoragarh district, it was reported that instead of 25 percent, 100 percent checking of DISE formats was carried out at the BRC level. Similarly, in district Chamoli and Pauri, 25 percent DISE formats were checked at BRC level.

Steps taken by different level Officials for removal of Errors

6.2.3 It was reported by the District Coordinators that two DISE formats are issued for each school. Generally both these formats are filled up by the school authorities and submitted to the concerned CRC. After cross checking and verification, the CRC coordinators forward one copy to BRC and send another copy back to the school for record. Further, BRC Coordinators check and verify the same on random basis before sending to their District EMIS Unit. The copy forwarded by BRC Coordinators is finally checked on random basis by the concerned District Coordinators and entered in the computer.

- **In district Chamoli, it was reported by the District Coordinator that out of the 2 DISE formats issued to the schools, one was filled-up by the respective school authorities and on the basis of the same, the second copy was filled-up by the CRC Coordinator himself after checking and verification. The copy so filled by the CRC Coordinator himself was forwarded to the District EMIS Unit through BRC.**
- **In district Uttarkashi, it was reported by District Coordinator that the DISE format was filled-up by the school authorities at school level in presence of the concerned CRC Coordinator. The CRC Coordinator provided guidance to the school authorities in filling-up the format.**
- **In district Champawat, it was reported that the filled-in DISE formats were cross-checked at District EMIS Unit with the information collected for other purposes. In this process, the formats having errors were sent back to the concerned schools through respective BRC and CRC for removing the discrepancies.**

6.3 Suggestions of District Authorities

6.3.1 During the discussions with district level officials responsible for proper implementation of DISE, we also invited their suggestions in regard to improvements in quality and collection process of DISE data. Some of their important suggestions made by them are as under—

- ❖ The number of computers for data entry in the bigger districts should be increased as it becomes difficult to enter the data timely with a single computer.

- ❖ The installation of Data Entry Software and training on DISE should be arranged timely for timely data collection and completion of data entry.
- ❖ The private schools generally do not take training on DISE and filling-up of DISE formats seriously. In this regard, it was suggested that a system should be evolved whereby the District Education Officer may take action against the erring private schools.
- ❖ The data entry of DISE formats should be done at BRC level to reduce the time lost in multi-level handling of DISE formats. This will also help in sorting out the data errors expeditiously as contacting the concerned authorities within block will become easier.

7. Presence of Teachers and Students

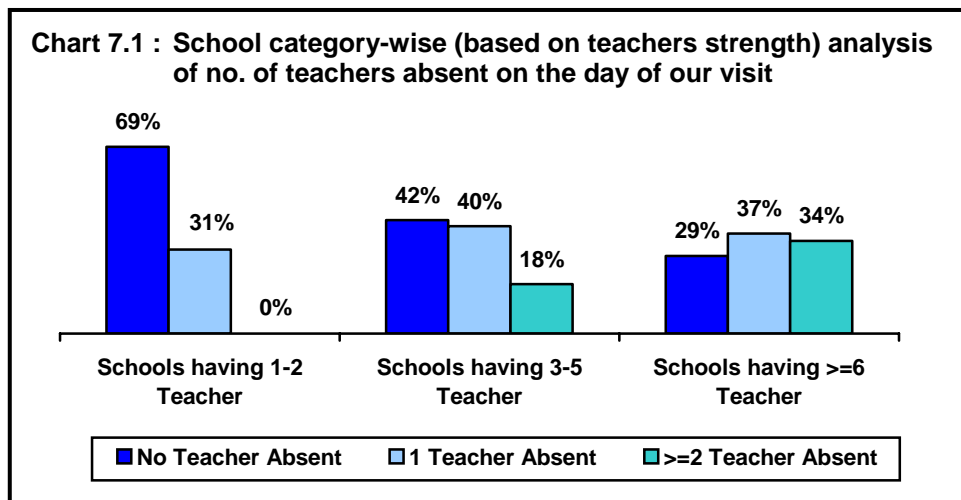
7.1 Number of Teachers — Present Vs. In-Position

7.1.1 During the sample checking survey, apart from 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	232	160 (69%)	72 (31%)	0 (0%)
Schools having 3-5 teachers	131	55 (42%)	52 (40%)	24 (18%)
Schools having ≥ 6 teachers	73	21 (29%)	27 (37%)	25 (34%)

7.1.2 School category-wise (based on teachers' strength) analysis of number of teachers absent on the day of our visit has been presented in chart 7.1. It is observed that in the category of schools having 1 or 2 teachers in-position, in a littler over two-third (69 percent), 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 less than one-third (29 percent). As a matter of fact, in almost one-third (34 percent) of the schools of this category, 2 or more teachers were found absent on the day of our visit.



7.1.3 Normally the teachers' absenteeism is expected to be less in the private schools in comparison to Government schools. However, in our study, 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 very less in comparison to 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.	%
Overall	436	236	54.13%
Government Schools	341	199	58.36%
Private Schools	95	37	38.95%

7.3 Presence of students on the day of survey

School category-wise analysis of presence of students on day of survey

7.3.1 All 436 schools taken together, more than 81 percent of the students were found to be present in the schools on the day of our visit. However, in the schools having primary with upper primary classes,

around 92 percent children were found to be present. It may be due to flexibility in rotation of teachers from upper primary classes to primary classes and vice-versa.

Table 7.3 : School category-wise analysis of presence of students on the day of survey

School Category	No. of schools	Enrolled Students	Presence of Students on the day of visit	
			No.	%
Overall	436	34288	27887	81.33%
Schools having primary classes (class I- V)	305	20465	16534	80.79%
Schools having primary with upper primary classes (class I- VIII)	21	4369	4017	91.94%
Schools having upper primary classes (class VI- VIII)	110	9454	7336	77.60%

School Type-wise analysis of presence of students

7.3.2 The school type-wise analysis of data shows better presence of girls students as compared to that of the boys. Whereas the schools meant only for girls show better presence (82 percent) of students, the same proportion was found to be much less (71 percent) in the schools meant only for boys. The presence of students was found to be equal (82 percent) in the schools meant only for girls and in the co-educational schools, which also shows a definite impact of girls students in the attendance in the co-educational schools (Table 7.4).

Table 7.4 : School type-wise analysis of presence of students on the day of survey

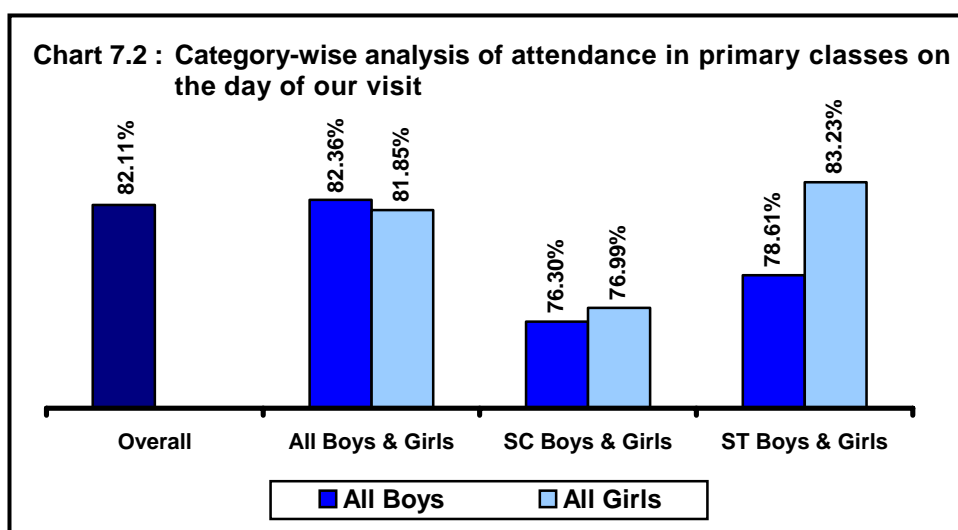
School Type	Enrolled Students	Presence of Students on the day of visit	
		No.	%
Overall	34288	27887	81.33%
Meant only for Boys	592	419	70.78%
Meant only for Girls	671	547	81.52%
Co-educational	33025	26921	81.52%

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 436 schools surveyed by us, 326 were having primary classes. Table 7.5 presents the overall picture of the attendance of children of various categories in these 326 schools taken together.

Table 7.5 : 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	23297	19130	82.11%
All boys taken together	12180	10031	82.36%
All girls taken together	11117	9099	81.85%
Boys belonging to Sch. Castes	3274	2498	76.30%
Girls belonging to Sch. Castes	3233	2489	76.99%
Boys belonging to Sch. Tribes	346	272	78.61%
Girls belonging to Sch. Tribes	322	268	83.23%

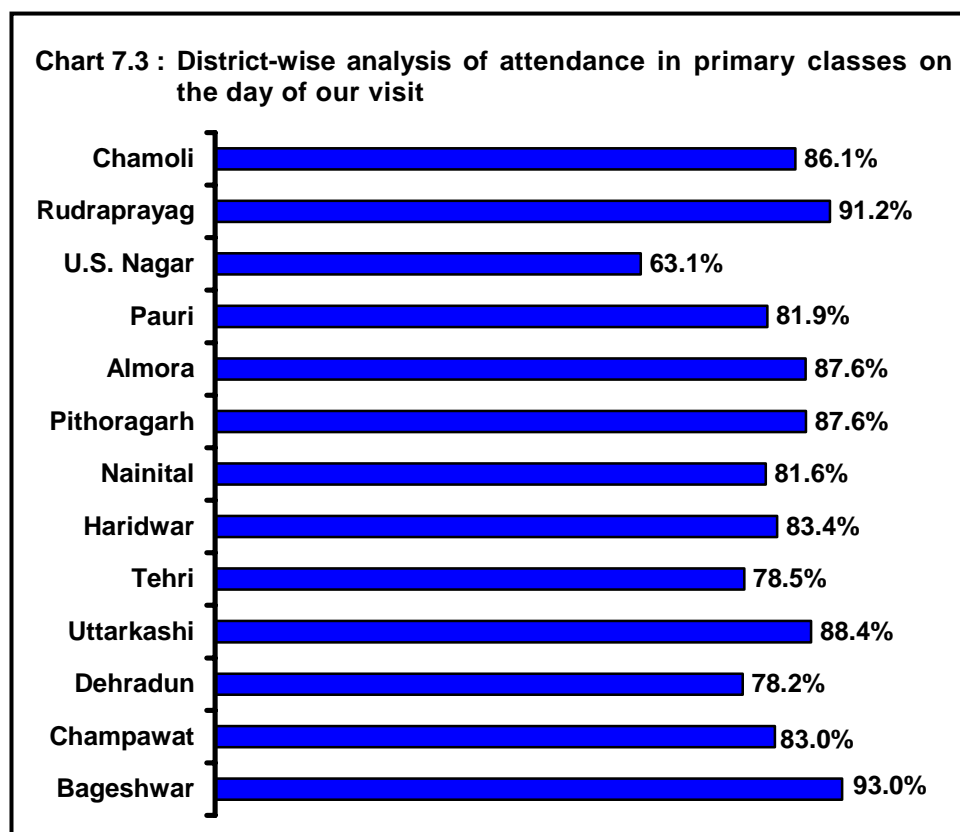


7.2.2 All 326 schools taken together, the attendance level in the primary classes was found to be very high, around 82 percent. Further, the overall attendance level for boys and girls was found to be almost equal. Even caste-wise, there was no significant difference in the attendance of children belonging to different castes.

Table 7.6 : District/school category-wise analysis of attendance in primary classes

District / Category (School Management)	Total number enrolled	Attendance on the day of visit	
		No.	%
Overall	23297	19130	82.11%
<i>District-wise Analysis</i>			
Chamoli	1348	1160	86.05%
Rudraprayag	2267	2067	91.18%
U.S.Nagar	3454	2180	63.12%
Pauri	1258	1030	81.88%
Almora	1161	1017	87.60%
Pithoragarh	2053	1799	87.63%
Nainital	1426	1164	81.63%
Haridwar	3480	2901	83.36%
Tehri	1082	849	78.47%
Uttarkashi	1420	1255	88.38%
Dehradun	1530	1197	78.24%
Champawat	966	802	83.02%
Bageshwar	1852	1709	92.28%
<i>School Management-wise Analysis</i>			
Government Schools	15419	12727	82.54%
Private Schools	7878	6403	81.28%

7.2.3 However, significant inter-district variation was noted in the overall attendance of children enrolled in primary classes (Table 7.6). It ranged from a low of 63 percent (in districts U.S. Nagar) to a high of almost 92 percent in Bageshwar and Rudraprayag. It would be apt to highlight here that the attendance level in primary classes was found to be higher in two of the smaller districts of the State, namely, Rudraprayag (91 percent) and Bageshwar (92 percent).



7.2.4 No significant variation in the attendance level in the primary classes was found according to school management wise analysis.

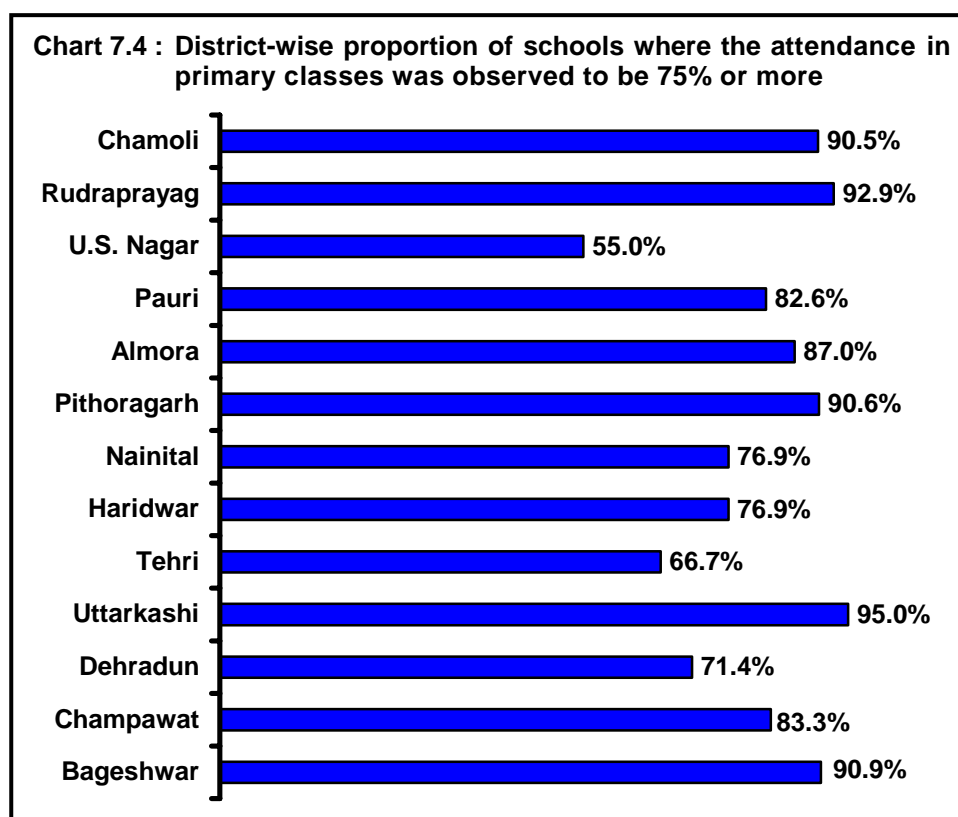
7.2.5 We have also conducted a detailed individual school-wise analysis of the attendance level observed in the primary classes. It reveals that out of the total 326 schools having primary classes, in 270 (83 percent), the overall attendance at primary level was observed to be 75% or more on the day of our visit (Table 7.7).

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 U.S. Nagar, Tehri and Dehradun. In U.S. Nagar in less than half (45 percent) of the schools surveyed, the attendance level was found to be less than 75 percent on the day of our visit. Similarly, the attendance level on the day of our visit in one-third (33 percent) of the schools in district Tehri and in a little over one-fourth (29 percent) of the schools in district Dehradun was found to be less than 75 percent.

Table 7.7 : 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.	%
Overall	326	270	82.82%
<i>District-wise Analysis</i>			
Chamoli	21	19	90.48%
Rudraprayag	42	39	92.86%
U.S.Nagar	20	11	55.00%
Pauri	23	19	82.61%
Almora	23	20	86.96%
Pithoragarh	32	29	90.63%
Nainital	26	20	76.92%
Haridwar	26	20	76.92%
Tehri	21	14	66.67%
Uttarkashi	20	19	95.00%
Dehradun	21	15	71.43%
Champawat	18	15	83.33%
Bageshwar	33	30	90.91%

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



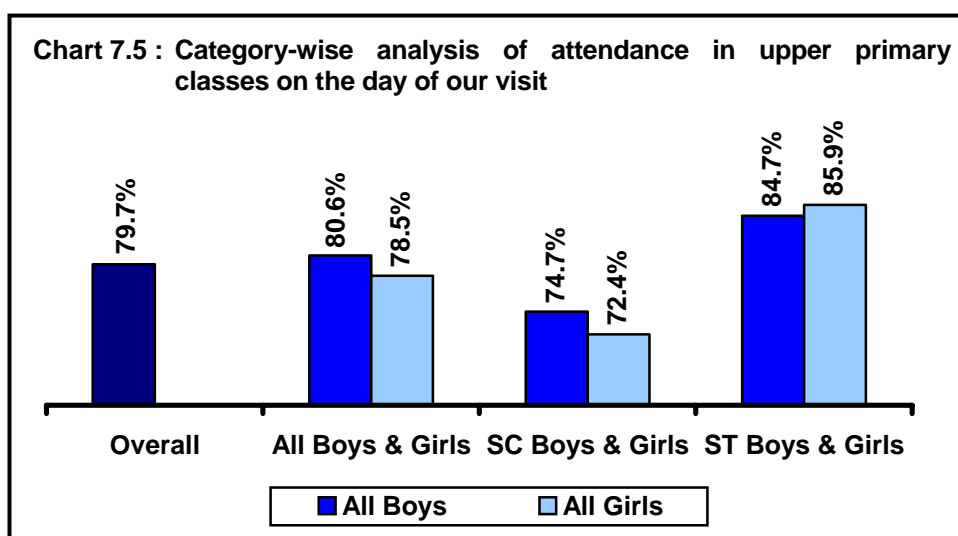
7.3 Attendance Level Observed in Upper Primary Classes

7.3.1 Out of total 436 schools surveyed by us, 131 were found to be having upper primary classes. Table 7.8 presents the combined picture of the attendance level observed in upper primary classes in these 131 schools taken together.

7.3.2 All categories combined, the overall attendance at upper primary level was observed to be 80 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 boys (81 percent) was slightly higher than that of the girls (78 percent).

Table 7.8 : 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	10991	8757	79.67%
All boys taken together	6217	5010	80.59%
All girls taken together	4774	3747	78.49%
Boys belonging to Sch. Castes	1615	1207	74.74%
Girls belonging to Sch. Castes	1159	839	72.39%
Boys belonging to Sch. Tribes	131	111	84.73%
Girls belonging to Sch. Tribes	99	85	85.86%



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 Tribes was observed to be better than the rest.

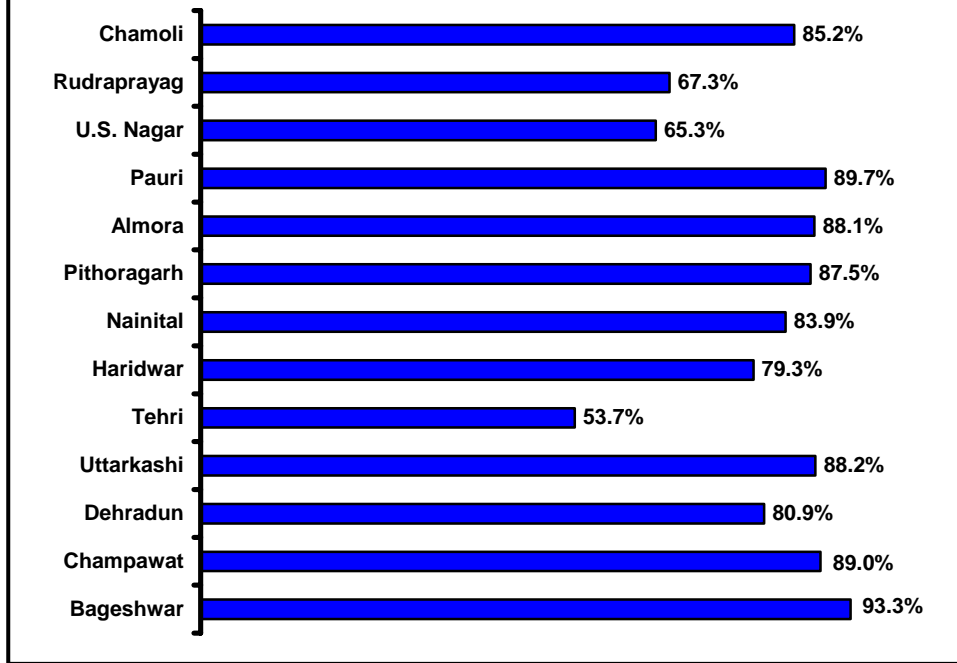
7.3.4 There was also a significant inter-district variation in the attendance of children enrolled in upper primary classes (Table 7.9). It ranged from a low of 54 percent in Tehri to a high of 93 percent in Bageshwar.

Table 7.9 : 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.	%
Overall	10991	8757	79.67%
<i>District-wise Analysis</i>			
Chamoli	824	702	85.19%
Rudraprayag	544	366	67.28%
U.S.Nagar	1741	1137	65.31%
Pauri	377	338	89.66%
Almora	814	717	88.08%
Pithoragarh	649	568	87.52%
Nainital	566	475	83.92%
Haridwar	1558	1236	79.33%
Tehri	708	380	53.67%
Uttarkashi	804	709	88.18%
Dehradun	669	541	80.87%
Champawat	742	660	88.95%
Bageshwar	995	928	93.27%
<i>School Management-wise Analysis</i>			
Government Schools	6694	5130	76.64%
Private Schools	4297	3627	84.41%

7.3.5 The School management-wise analysis reveals a significant difference between government and private schools. Whereas in the private upper primary schools, the attendance was observed to around 84 percent, the same was found to be 77 percent in Government schools.

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



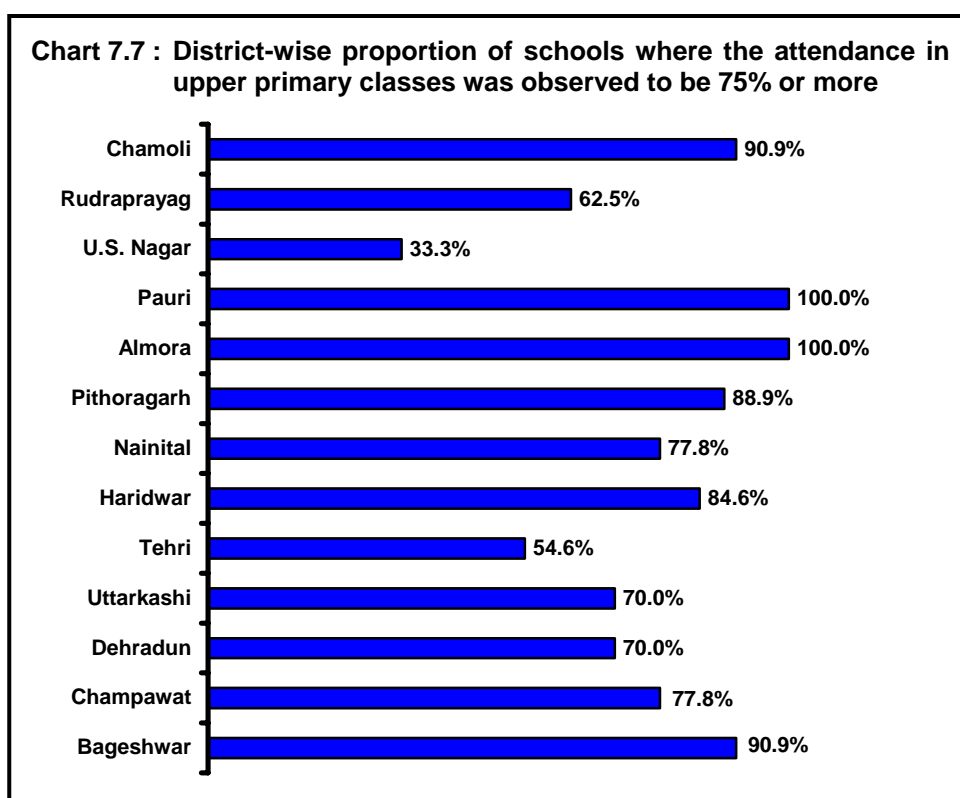
7.3.5 We have also conducted a detailed individual school-wise analysis of the attendance level observed in the upper primary classes. It reveals that out of the total 131 sample schools having upper primary classes, in 110 (76 percent), the overall attendance at upper primary level was observed to be 75% or more on the day of our visit (Table 7.10).

Table 7.10 : 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.	%
Overall	131	100	76.34%
<i>District-wise Analysis</i>			
Chamoli	11	10	90.91%
Rudraprayag	8	5	62.50%
U.S. Nagar	12	4	33.33%
Pauri	8	8	100.00%
Almora	10	10	100.00%
Pithoragarh	9	8	88.89%
Nainital	9	7	77.78%

Contd....

District	Total schools (n)	Schools where attendance was $\geq 75\%$ on survey day	
		No.	%
Haridwar	13	11	84.62%
Tehri	11	6	54.55%
Uttarkashi	10	7	70.00%
Dehradun	10	7	70.00%
Champawat	9	7	77.78%
Bageshwar	11	10	90.91%



7.3.6 As a matter of fact, in Pauri and Almora districts, in cent-percent of the sample schools, the attendance at upper primary level was observed to be 100% on the day of our visit.

8. Major Findings & Recommendations

The current research study entitled "**5% Sample Checking of DISE Data**" throws light on the important aspects of DISE data collection process, such as, training on DISE, filling up of DISE formats at school level, verification of DISE data, entry of data into the computer, analysis of data at State level by State Project Office (SPO) for its validity, etc.

The major findings deal with important revelations as a result of cross verification, along with other important aspects, such as, students' attendance and presence of teachers in the schools. As far as possible, suggestions concerning various crucial issues have been made right after discussing the same.

MAJOR FINDINGS

8.1 Verification of DISE Data

- 8.1.1 The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 95 percent of the schools, except the information relating to Year of Establishment of the schools where a matching of 78 percent was found.
- 8.1.2 In more than 83 percent of the schools, the DISE and the sample survey data relating to the ownership, building type and number of classrooms was found to be completely matching.
- 8.1.3 During cross verification of DISE data regarding enrolment, it emerged that in 6 percent of the schools having primary classes and 9 percent of these having upper primary classes, either the data regarding enrolment was completely missing or was internally inconsistent in the DISE CD provided to us.

- 8.1.4 The micro-level (school-wise) analysis of the data reveals that in around 53 percent primary and 50 percent upper primary schools, the enrolment figures provided in the DISE CD are matching exactly with the figures collected by us through the sample checking survey.
- 8.1.5 During cross verification of data relating to '**Repeaters**', it transpired that in a sizeable number of schools, the school authorities, who filled DISE formats, have clubbed all the three categories, that is, failures, long absentees and re-admissions into one. As a result, our number of '**Repeaters**' (which denotes only the failed students) is found to be matching with the departmentally collected DISE data in around 67 percent of the primary schools and in more than 73 percent of the upper primary schools.
- 8.1.6 As far as the data regarding annual examination is concerned, an exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in more than 64 percent of the schools having primary classes and in more than 52 percent of those having upper primary classes.
- 8.1.7 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 around 66 percent of the schools. In majority of the remaining schools, a variation of ± 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.
- 8.1.8 The data relating to availability of the basic amenities, such as, electricity, toilet, boundary wall, source of drinking water, play ground, number of computers, and seating arrangement for children reveals that in more than 67 percent of the schools, the survey data matches with the departmentally collected DISE data.

8.2 Availability and Up-keep of Records

- 8.2.1 Overall analysis of availability of school records relating to the DISE data reveals that in more than 83 percent of the schools the records were readily available.
- 8.2.2 During data collection, around 92 percent of the schools were in a position to provide information regarding enrolment, achievement and other information relating to students.

8.3 Training of School Authorities on DISE

- 8.3.1 DISE data plays an important role in providing required information on various aspects relating to schools. Hence, it is important that the DISE formats are carefully filled-up to ensure correctness. This necessitates proper and intensive training of the school authorities responsible for filling-up of DISE formats. The training on filling-up of the formats for the current academic year was provided to only 57 percent of the school authorities, which is barely sufficient for accomplishment of such an important task.

8.4 Availability of 'School Report Card'

- 8.4.1 During our visit to the schools covered under the study, we also checked up availability of 'School Report Card'. 'School Report Card' was available in only 58 percent of the schools visited by us. Though this situation is not very satisfactory but it is much better as compared to last academic year when only 25 percent of the schools were found having school report card.

8.5 Availability of Office Copy of DISE Formats

- 8.5.1 DISE Data is so important that every school ought to keep an office copy of the same in the school. However, the analysis of the data in this regard reveals that only 49 percent of the schools had retained the office copy of the DISE format for the current academic year (2007-08).

8.6 Presence of Teachers and Students on the Day of Survey

- 8.6.1 During the sample checking survey, apart from 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.
- 8.6.2 The analysis of number of teachers absent on the day of our visit reveals that in the category of schools having 1 or 2 teachers in position, in a little over two-third (69 percent), 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 less than one-third (29 percent). As a matter of fact, in almost one-third (34 percent) of the schools of this category, 2 or more teachers were found absent on the day of our visit.
- 8.6.3 So far as attendance of students is concerned, all the schools taken together, 81 percent of them were found to be present on the day of our visit to the school. The attendance of students in the schools having primary with upper primary classes was found to be very high (92 percent) on the day of visit. On the other hand, the attendance of students in the schools having only primary and only upper primary classes was found to be 81 percent and 78 percent, respectively. This shows an interesting phenomenon, that is, with increase in the strength of teachers in the schools, their absenteeism also increased.

RECOMMENDATIONS

8.7 Proper Training on DISE:

- 8.7.1 Considering the crucial role of DISE for planning, implementation and monitoring, there is an urgent need to ensure the training of all school authorities responsible for filling-up the DISE formats.
- 8.7.2 Our survey reveals that a number of mistakes have been committed by the school authorities in filling-up DISE format because of their not having been able to understand the guidelines given for filling up of

DISE format. ***For example, the number of class rooms available in school has not been filled up properly as many of them have not been able to understand as to which room(s)/attachment should be treated as a class room.*** As such there is a need to explain all such items to the school authorities in detail. This will go a long way in doing away with the minor mistakes committed in filling up DISE formats in future.

- 8.7.3 Apart from this, it was also observed during the study, that the private schools generally do not take training on filling-up of DISE formats seriously. In this regard, a system should be evolved whereby the concerned District Project Officer may take action against the erring private schools.

8.8 Verifications and removal of errors in the DISE format:

- 8.8.1 Considering the importance of DISE, the State Project Office has developed a system for proper cross-checking and verification of DISE formats at different levels (CRC, BRC and district). Judging by the quantum of variations found in our study, it seems that implementation of this system has not been taken seriously by the concerned authorities. The State Project Office should follow up vigorously the officials responsible for cross checking and verification of DISE formats for adhering to the system developed for cross-checking and verification of DISE data.

8.9 Data Entry of DISE Formats:

- 8.9.1 Data entry of DISE formats is done at district MIS unit. For this purpose, generally one computer operator has been provided in most of the districts. It is felt that the provision of single computer operator for entry of DISE formats is inadequate, particularly in case of large districts. DISE being a time bound assignment, it is suggested that additional computer operators be trained on DISE software in the bigger districts. This is also necessary in view of DISE being a time bound activity.

8.10 Guidelines given with the DISE formats:

- 8.10.1 All the guidelines for filling up various items in the DISE format have been given together at the beginning of the DISE format. It is suggested that instead of this, the guidelines corresponding to each item, if any, in the DISE formats should be given right under the concerned item for easy comprehension and specific attention of school authorities while filling up the same.

8.11 Amendment in Guidelines Provided for Repeaters

- 8.11.1 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'.

- 8.11.2 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.

- 8.11.3 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.

8.12 Simplification of DISE Format

- 8.12.1 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.

8.13 Re-designing Sample Format

- 8.13.1 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.

* * * * *

ANNEXURES

Annexure – 1
(Instrument Used)

जिला शैक्षिक सूचना प्रणाली

5 % पोस्ट इन्यूमरेशन स्टडी हेतु विशिष्ट आंकड़ा अभिग्रहण प्रपत्र (DCF)

(शैक्षिक सत्र : 2007-08)

विद्यालय में भ्रमण का दिनांक : / / 2008

उत्तरदाता का नाम : पदनाम : फोन नं० :

जनपद : ब्लॉक : सर्वेक्षणकर्ता का नाम :

सर्वेक्षण करने वाली एजेन्सी का नाम :

एकेडमी ऑफ मैनेजमेंट स्टडीज (ए.एम.एस.), सी-126, सेक्टर-III, डिफेंस कालोनी, देहरादून

A : विद्यालय स्थिति

- गांव/कस्बे का नाम (वार्ड नं०) :
- ब्लॉक/नगर का नाम : क्षेत्र : (ग्रामीण-1; शहरी-2).....
- DISE स्कूल कोड :

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B : विद्यालय विवरण

- विद्यालय का पूरा नाम :
- प्रधानाध्यापक का नाम : श्री/श्रीमती
- प्रधानाध्यापक की शैक्षिक योग्यता : व्यावसायिक योग्यता :
- वर्तमान विद्यालय में प्रधानाध्यापक के रूप में कितने वर्ष से कार्य कर रहे हैं? वर्ष माह
- प्रधानाध्यापक के रूप में कुल कार्य अनुभव वर्ष माह
- विद्यालय स्थापना का वर्ष :
- विद्यालय श्रेणी : (प्राथमिक-1; प्राथमिक के साथ उच्च प्राथमिक-2; प्राथमिक के साथ माध्यमिक अथवा उच्च माध्यमिक-3; केवल उच्च प्राथमिक-4; उच्च प्राथमिक के साथ माध्यमिक अथवा उच्च माध्यमिक-5)
- विद्यालय का प्रकार : (केवल बालकों के लिए-1; केवल बालिकाओं के लिए-2; सह-शिक्षा-3).
- विद्यालय में निम्नतम कक्षा :
- विद्यालय में उच्चतम कक्षा :

11. विद्यालय प्रबन्धन : (शिक्षा विभाग-1; जनजाति कल्याण विभाग-2; स्थानीय निकाय-3; प्राइवेट सहायता प्राप्त-4; प्राइवेट गैर-सहायता प्राप्त-5; गैर मान्यता प्राप्त-6; अन्य (स्पष्ट करें))
12. आवासीय विद्यालय (हाँ-1; नहीं-2).....
- 12.1 यदि हाँ, तो आवासीय विद्यालय का प्रकार (आश्रम (सरकारी)-1; गैर आश्रम (सरकारी)-2; प्राइवेट-3; अन्य (स्पष्ट करें).....)
13. क्या विद्यालय भवन का उपयोग Shift School के रूप में किया जाता है? हाँ-1; नहीं-2).....

C : प्राथमिक तथा उच्च प्राथमिक विद्यालयों में कार्यरत शिक्षकों/अन्य कर्मचारियों का विवरण

1. विद्यालय में शिक्षकों के स्वीकृत पदों एवं कार्यरत शिक्षकों का विवरण।

पद नाम	स्वीकृत पद	कार्यरत

2. प्राथमिक तथा उच्च प्राथमिक विद्यालयों में विभिन्न पदों पर कार्यरत कर्मचारियों का विवरण।

अध्यापक विवरण	प्राथमिक		उच्च प्राथमिक	
	पुरुष	महिला	पुरुष	महिला
अध्यापकों की संख्या (प्रधानाध्यापक को छोड़कर)				
पैरा टीचर/शिक्षाकर्मी/गुरुजी/सामुदायिक अध्यापक				
गैर-शिक्षण कर्मचारी				
मध्याह्न भोजन योजना में भोजन पकाने के लिए नियुक्त कर्मचारियों की संख्या				
शौचालयों की सफाई करने हेतु नियुक्त कर्मचारियों की संख्या				
सर्वेक्षण के दिन विद्यालय में उपस्थित अध्यापकों की संख्या				

D : विद्यालय में उपलब्ध सुविधाओं का विवरण

1. विद्यालय भवन की स्थिति : (प्राइवेट-1; किराये पर-2; सरकारी-3; सरकारी स्कूल किराया मुक्त भवन में-4; कोई भवन नहीं-5)
2. विद्यालय भवन का प्रकार : (पक्का-1; अर्ध पक्का-2; कच्चा-3; टैन्ट-4; कोई भवन नहीं-5)....
3. विद्यालय में कक्षा कक्षों (Class Rooms) की संख्या :

4. विद्यालय में कक्षा कक्षाओं तथा अन्य कक्षाओं की स्थिति ।

☞ कृपया नीचे दी गयी स्थिति के अनुसार उपयुक्त स्थान पर कक्ष संख्या अंकित करें -

स्थिति	कक्षा कक्षाओं की संख्या	अन्य कक्षाओं की संख्या	टिप्पणी (यदि कोई हो)
अच्छी स्थिति			
लघु मरम्मत की आवश्यकता			
वृहद मरम्मत की आवश्यकता			
उपयोग के लिए अनुपयुक्त			

5. विद्यालय में बिजली की उपलब्धता (हाँ-1; नहीं-2).....
6. विद्यालय में सामूहिक शौचालयों की उपलब्धता (हाँ-1; नहीं-2).....
7. विद्यालय में बालिकाओं के लिए अलग से शौचालय की उपलब्धता (हाँ-1; नहीं-2).....
8. विद्यालय में कर्मचारीगणों के लिए अलग से शौचालय की उपलब्धता (हाँ-1; नहीं-2).....
9. विद्यालय में चाहर दीवारी (Boundary Wall) की स्थिति : (पक्का-1; पक्का लेकिन टूटी हालत में-2; कंटीली तारबाड़-3; हैज की बाड़-4; कोई चाहर दीवारी नहीं-5; अन्य (स्पष्ट करें).....)
10. विद्यालय में पीने के पानी का स्रोत : (हेण्ड पम्प-1; कुआँ-2; नल का पानी-3; पीने के पानी की सुविधा नहीं-4; अन्य (स्पष्ट करें).....)
11. क्या विद्यालय में खेल का मैदान है? (हाँ-1; नहीं-2).....
12. विद्यालय में उपलब्ध कम्प्यूटरों का विवरण : कुल कम्प्यूटर .. चालू हालत में कम्प्यूटर...
13. विद्यालय में बच्चों के बैठने की व्यवस्था : .(सभी बच्चों के लिए फर्नीचर -1; कुछ बच्चों के लिए फर्नीचर-2; कोई फर्नीचर नहीं, बच्चे फर्श पर बैठते हैं-3, अन्य (स्पष्ट करें).....)

E : विद्यार्थियों का नामांकन

1. विगत शैक्षिक सत्र 2006-07 में नामांकित विद्यार्थियों का विवरण (30 सितम्बर 2006 के अनुसार)

कक्षा	कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
कक्षा में अनुभागों की संख्या																
लिंग (B: Boys ; G: Girls)	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कुल नामांकन																
रिपीटर्स																
अनु० जाति के नामांकित बच्चे																
अनु० जनजाति के नामांकित बच्चे																
अन्य पिछड़े वर्ग (OBC) के नामांकित बच्चे																
निशुल्क पाठ्य पुस्तक प्राप्त करने वाले बच्चों की संख्या																
नामांकित विकलांग बच्चे																
विद्यालय छोड़ने वाले बच्चे																

2. सर्वेक्षण के दिन बच्चों का नामांकन और उपस्थिति विवरण।

☞ 'नामांकन' से तात्पर्य है, विद्यालय रजिस्टर में सर्वेक्षण के दिन नामांकित बच्चों की संख्या
'उपस्थिति' से तात्पर्य है, सर्वेक्षण के दिन कक्षा में वास्तविक रूप से उपस्थित बच्चों की संख्या

कक्षा	सर्वेक्षण के दिन नामांकित बच्चों का विवरण								सर्वेक्षण के दिन उपस्थित बच्चों का विवरण							
	कुल		अनु० जाति		अनु० जनजाति		पिछड़ी जाति		कुल		अनु० जाति		अनु० जनजाति		पिछड़ी जाति	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कक्षा-1																
कक्षा-2																
कक्षा-3																
कक्षा-4																
कक्षा-5																
कक्षा-6																
कक्षा-7																
कक्षा-8																

3. वर्तमान शैक्षिक सत्र 2007-08 में नामांकित विद्यार्थियों का विवरण (30 सितम्बर 2007 के अनुसार)

कक्षा	कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
कक्षा में अनुभागों की संख्या																
लिंग (B: Boys ; G: Girls)	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कुल नामांकन																
रिपीटर्स																
अनु० जाति के नामांकित बच्चे																
अनु० जनजाति के नामांकित बच्चे																
अन्य पिछड़े वर्ग (OBC) के नामांकित बच्चे																
निशुल्क पाठ्य पुस्तक प्राप्त करने वाले बच्चों की संख्या																
नामांकित विकलांग बच्चे																
विद्यालय छोड़ने वाले बच्चे																

4. श्रेणीवार परीक्षा विवरण जिसके आधार पर विगत शैक्षिक सत्र 2006-07 में वार्षिक परीक्षा सम्पन्न करायी गयी।

श्रेणी	शैक्षिक सत्र के अन्त में नामांकन								परीक्षा में बैठने वाले विद्यार्थी								परीक्षा में उत्तीर्ण विद्यार्थी							
	कुल		एस.सी.		एस.टी.		ओ.बी.सी.		कुल		एस.सी.		एस.टी.		ओ.बी.सी.		कुल		एस.सी.		एस.टी.		ओ.बी.सी.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कक्षा-4/5																								
कक्षा-7/8																								

1. क्या डायस फार्मेट भरने के लिए विद्यालय के प्रधानाध्यापक अथवा किसी शिक्षक ने प्रशिक्षण प्राप्त किया है? (हाँ-1; नहीं-2)

यदि हाँ, तो प्रश्न 1.1 से 1.6 तक पूछें, यदि नहीं तो प्रश्न 1.7 पूछें-

1.1 प्रशिक्षण किसने प्राप्त किया था? नाम : पद नाम :

1.2 प्रशिक्षण कहाँ पर हुआ था?

1.3 प्रशिक्षण किसने दिया था?

1.4 प्रशिक्षण कितने दिन का था?

1.5 क्या प्रशिक्षण में डायस फार्मेट के बारे में विस्तार से समझाया गया था? (हाँ-1; नहीं-2)....

अ) यदि नहीं तो, क्या कमी रही थी?

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1.6 क्या डायस फार्मेट प्रशिक्षण प्राप्त प्रधानाध्यापक/अध्यापक द्वारा ही भरा गया था? (हाँ-1; नहीं-2).....

अ) यदि नहीं, तो क्यों?.....

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यदि नहीं, तो -

1.7 डायस सम्बन्धी प्रशिक्षण क्यों नहीं प्राप्त किया?

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हस्ताक्षर

नाम :

पदनाम :

मोहर

H : सर्वेक्षणकर्ता का फीड बैक (प्रतिपुष्टि) अनुसूची

- (i) विद्यालय में भ्रमण की तिथि : / / 2008
- (ii) क्या प्रथम भ्रमण के दिन विद्यालय खुला था? (हाँ-1; नहीं-2).....
- (iii) यदि नहीं तो दूसरी बार विद्यालय का भ्रमण कब किया? (दिनांक) : / / 2008
- (iv) क्या दूसरी बार भ्रमण के दिन विद्यालय खुला था? (हाँ-1; नहीं-2).....
- (v) विद्यालय से सूचना प्राप्त करने के लिए कुल कितनी बार भ्रमण किया गया?.....

(यदि दोनो दिवसों में विद्यालय बंद हो तो बी.आर.सी./सी.आर.सी. समन्वयक से दूसरे विद्यालय के चयन के लिए सम्पर्क करें, ऐसा केवल बहुत ज्यादा जरूरी होने पर ही करें)

सूचनायें प्राप्त करने के दौरान प्रधानाध्यापक की प्रतिक्रिया

विवरण	प्रतिक्रियायें				
	बहुत अच्छा	अच्छा	औसत	खराब	बहुत खराब
प्रधानाध्यापक की प्रारम्भिक प्रतिक्रिया					
सूचना देने में प्रधानाध्यापक की प्रतिक्रिया					
अभिलेखों की उपलब्धता					

- क्या प्रधानाचार्य/प्रधानाध्यापक नामांकन और उत्तीर्ण विद्यार्थियों की प्रतिशत सम्बन्धित सूचनायें देने में सक्षम थे? (हाँ-1; नहीं-2).....
- क्या प्रधानाचार्य नामांकन एवं अन्य विवरण केवल एक ही रजिस्टर से देने में समक्ष थे? (हाँ-1; नहीं-2)..
.....
- क्या विद्यालय में अध्यापक उपस्थिति रजिस्टर ठीक ढंग से भरते हैं? (हाँ-1; नहीं-2)
- क्या प्रधानाचार्य के पास वर्ष के अन्त में सभी बच्चों का वार्षिक विवरण उपलब्ध था? (हाँ-1; नहीं-2)
.....
- क्या विद्यालय में 'रिपोर्ट कार्ड' उपलब्ध था? (हाँ-1; नहीं-2)
- क्या छात्र उपस्थिति रजिस्टर ठीक ढंग से भरा था और अलमारी में रखा हुआ था? (हाँ-1; नहीं-2)....
- क्या सभी अध्यापक विद्यालय में समय से आते हैं? (हाँ-1; नहीं-2)
- क्या विद्यालय में DISE फार्मेट की भरी हुई फोटो प्रति उपलब्ध थी? (हाँ-1; नहीं-2)
- क्या सर्वेक्षणकर्ता को विद्यालय से सूचना प्राप्त करने में किसी समस्या का सामना करना पडा? (हाँ-1; नहीं-2)

9.1 यदि हाँ, तो सर्वेक्षणकर्ता को विद्यालय से सूचनायें लेने में जिन-जिन समस्याओं का सामना करना पड़ा उनका संक्षिप्त वर्णन लिखें।

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10. क्या विद्यालय में 'डिस्पले-बोर्ड' है? (हाँ-1; नहीं-2)

11. क्या विद्यालय में माध्याह्न भोजन की व्यवस्था है? (हाँ-1; नहीं-2)

11.1 यदि हाँ, तो मध्याह्न भोजन योजना में बच्चों को दिये जाने वाले भोजन की गुणवत्ता कैसी है? ...

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12. विद्यालय में बच्चों के बैठने हेतु क्या व्यवस्था की गयी है?.....

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जिला शैक्षिक सूचना प्रणाली

5% पोस्ट इन्चुमरेशन स्टडी हेतु विशिष्ट आंकड़ा अभिग्रहण प्रपत्र (DCF)

(शैक्षिक सत्र : 2007-08)

☞ प्राथमिकता के आधार पर जिला समन्वयक, डायस से साक्षात्कार करें।

साक्षात्कार का दिनांक : / / 2008

उत्तरदाता का नाम : पदनाम : फोन नं० :

जनपद : साक्षात्कारकर्ता का नाम :

सर्वेक्षण करने वाली एजेन्सी का नाम :

एकेडमी ऑफ मैनेजमेंट स्टडीज (ए.एम.एस.), सी-126, सेक्टर-III, डिफेन्स कालोनी, देहरादून

A : जनपद स्तर पर MIS इकाई का ढाँचा

- आपके जनपद में डायस फॉर्मेट की डाटा एंट्री किस-किस स्तर पर होती है? (जनपद-1; बी.आर.सी.-2; सी.आर.सी.-3).....
- डायस डाटा एंट्री के लिए उपलब्ध कम्प्यूटरों का विवरण

विवरण	जिला परियोजना कार्यालय	बी.आर.सी. कार्यालय	सी.आर.सी. कार्यालय
कुल कम्प्यूटर			
चालू हालत में कम्प्यूटर			
खराब कम्प्यूटर			
कम्प्यूटर में खराबी का कारण			

- डायस डाटा की एंट्री के लिए कुल कितने डाटा एंट्री ऑपरेटर नियुक्त किये गये हैं?.....
- कितने डाटा एंट्री ऑपरेटर को डायस डाटा की एंट्री के लिए उपयुक्त प्रशिक्षण दिया गया है?...

B : डायस के सम्बन्ध में प्रशिक्षण की स्थिति

- क्या जनपद स्तर पर डायस की गतिविधियों का संचालन करने वाले अधिकारियों को डायस सम्बन्धी प्रशिक्षण दिया गया है? (हाँ-1; नहीं-2).....
- यदि हाँ, तो क्या प्रशिक्षण में डायस सम्बन्धी सभी बिन्दुओं को स्पष्ट कर दिया गया था? (हाँ-1; नहीं-2).....

- 1.2 यदि नहीं, तो प्रशिक्षण में कौन-कौन से बिन्दुओं को शामिल नहीं किया गया था?.....
.....
- 1.3 प्रशिक्षण कहाँ पर आयोजित किया गया था?.....
- 1.4 प्रशिक्षण किसके द्वारा दिया गया था?.....

2. बी.आर.सी., सी.आर.सी. तथा विद्यालय स्तर पर डायस सम्बन्धी गतिविधियों हेतु दिये जाने वाले प्रशिक्षण का विवरण।

क्रं.	विवरण	बी.आर.सी.	सी.आर.सी.	विद्यालय
1.	प्रशिक्षण किसने दिया?			
2.	प्रतिभागियों का विवरण			
3.	प्रशिक्षण का स्थान			
4.	प्रशिक्षण की अवधि			

3. डायस फार्मेट की सत्यता की जांच किस-किस स्तर पर तथा कैसे की गई है/जा रही है?
.....
.....
4. सी.आर.सी. स्तर पर डायस फार्मेट भरे जाने के दौरान रह गयी सम्भावित त्रुटियों को दूर करने के लिए क्या प्रक्रिया अपनायी गयी है?.....
.....
.....
5. बी.आर.सी. स्तर पर डायस फार्मेट भरे जाने के दौरान रह गयी सम्भावित त्रुटियों को दूर करने के लिए क्या प्रक्रिया अपनायी गयी है?.....
.....
.....
6. जनपद परियोजना कार्यालय में डायस फार्मेट भरे जाने के दौरान रह गयी सम्भावित त्रुटियों को दूर करने के लिए क्या प्रक्रिया अपनायी गयी है?.....
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7. डायस डाटा के सम्बन्ध में आपके विशेष सुझाव।.....
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Annexure – 2
(List of Sample Blocks)

List of Sample Blocks

SN	District	Blocks
1	Chamoli	Dasholi
		Joshimath
		Ghat
2	Rudraprayag	Augustyamuni
		Jakholi
		Ukhimath
3	US Nagar	Bazpur
		Jaspur
		Kashipur
4	Pauri	Dugadda
		Kaljikkhal
		Kot
5	Almora	Bhasiachanna
		Dwarahat
		Sult
6	Pithoragarh	Gangolihat
		Munsiyari
		Bin
7	Nainital	Bhimal
		Ramnagar
		Okhal Kanda
8	Haridwar	Narsan
		Bahadradab
		Khanpur
9	Tehri	Jakhnidhar
		Jaunpur
		Thauldhar
10	Uttarkashi	Purola
		Bhatwari
		Chinyalisaur
11	Dehradun	Kalsi
		Vikas Nagar
		Sahaspur
12	Champawat	Barakot
		Pati
		Lohaghat
13	Bageshwar	Bageshwar
		Kapkot
		Garur