

Report on 5% Sample Checking of DISE Data

Submitted to

**State Project Director (SSA)
Himachal Pradesh, Shimla-171001**



By

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Acknowledgement

The present report is based on findings in term of the correctness of DISE data collected by the teachers as on 30-9-2008. This report is the outcome of dedicated commitment to field survey by research investigators and co-operation received from teachers along with officials of Serva Shiksha Abhiyan.

We are extremely grateful to Mr. Rajesh Sharma, State Project Director(SSA), Himachal Pradesh for his valuable co-operation and support in the project.

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Last but not the least, we express our thanks to all those who were directly and indirectly involved and helped in conducting the survey and bringing out this report.

We hope this study will be useful for department i.e. Serva Shiksha Abhiyan for improving quality of data collection in the years to come.

Project Team

Managing Director
SGI Enterprises

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Executive Summary

SSA is a program undertaken by government of India to provide free and compulsory education to children. SSA was launched in 2000-01 in partnership with State government . This program aims to provide useful relevant and need based elementary education to all children in the age group 6 to 14 by 2010.

DISE (District Information System for Education) is a system for scientific collection of data related to schools. The system collects detailed data through Data Capture Format(DCF) about school location, management, teachers, school infrastructure, enrolment by gender, disabled children etc. DISE data is collected from each school for Ist to 8th class in the whole of the State on regular basis every year by 30 September and these DCF (Data capture format) are filled by teacher of school.

To ensure its consistency and accuracy it has been decided to have a sample checking of DISE Data on 5% basis to avoid discrepancies and to provide corrective measures to help in improving the quality of data being collected .That is why it has been made mandatory for all states to get DISE data sample checked by an agency.

Himachal Pradesh is a State having 12 districts. Two districts were selected for sample checking. Out of aprox. 2100 schools 106 schools were selected randomly for sample checking using 'special DCF for Post Enumeration Survey'. Which include 66 Primary Schools and 40 Upper Primary schools. We have visited 107 schools as one school was found closed twice. We have given

substitute for this school from the State office. We have conducted this survey with the professional care and our major findings are as under.

Findings:

The comparative analysis of DISE data reveals that some of the schools have not properly filled the DISE format. Our findings of 106 schools of two districts are as under

The overall deviation of DISE data from

- Within the available comparable data few schools did not provide the information on some of the items.
- Overall deviation is below 16% exclude fields like year of establishment & annual result. However category wise deviation may be high.
- Highest deviation of DISE data with survey data is observed in few items i.e. School category, Type of building, Number of Class Room, Year of establishment and annual result of 5th & 8th Class.
- In 24% schools 'School Code' is either wrong or not filled by teachers in DISE format.
- 10.34% Schools are not aware about their School Category.
- 15.09% schools differ in 'number of class room'. It was observed that in some school office room is also used for teaching purpose.

- 16.04 % deviation occur in ‘Type of school building’. It was found that many schools have both ‘kuccha as well as pucca structure’. This is the major cause of deviation in this field.
- 23.58% deviation occur in ‘Year of establishment’
- Overall in 19% Schools, DISE result do not match with PES result. It was observed that in some schools DISE Format were not filled properly. Teacher had specified consolidated result instead of 5th and 8th class result.
- Initial reaction was not positive in 7% of schools
- Response of head teacher/teacher was not quite positive in 9% Schools.
- In 8% schools record was not easily available.
- In 9% schools condition of record was bad.
- In 11% schools no training for head teacher is provided
- In 71 % schools no grant information was displayed on board.
- 74.53% schools had not received the school report card.
- In 30.2% schools no CRC visit was there during last three months.
- In 41.51% schools no VEC meeting was conducted in last three months.
- 100% teachers were present only in 56% school on the day of survey.
- 80% students out of total students enrolled were present on the day of survey.
- 98% of students appeared in exam out of total enrolled

- 86% of students passed in exam out of total appeared.
- One school was closed twice during the survey

Description of Comparable items	Unit	Quantitative Numbers	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation (In %)	Precision (In %)
Location of schools	School	106	0	106	0%	100%
Year of establishment	School	106	27	79	25%	75%
Category of schools	School	106	11	95	11%	89%
Type of schools	School	106	1	105	1%	99%
Lowest Class in Schools	School	106	2	104	2%	98%
Highest Class in Schools	School	106	2	104	2%	98%
Management of schools	School	106	1	105	1%	99%
Type of School Bldg.	School	106	17	89	16%	84%
Status of School Bldg.	School	106	1	105	1%	99%
Number of class rooms	School	106	16	90	15 %	85%
8 th & 5 th Class Result	School	106	20	86	19%	81%

Description of Comparable items	unit	DISE Data	PES Data	Deviation (In %)	Precision (In %)
Total Students in schools	Student	6710	6702	0.12%	99.88%
SC students in schools	Student	2288	2279	0.39%	99.61%
ST students in schools	Student	102	118	14%	86%
Disable students in schools	Student	73	60	18%	82%
Repeaters	Student	843	872	3%	97%
Total Teachers in schools	Teacher	360	371	3%	97%

Result last annual Exams					
	Enrolled	Appeared	Passed	Appear %	Pass %
No. of students	7011	6936	5988	99%	86%

Main Report

1. Introduction

The education of children at elementary level has not received such amount of special efforts by government and non-government agencies in past as in present days. The attitude of the community in general towards the education of the children have undergone change with the development of the society and civilization.

Special efforts as specified above include universalization and extension of education facilities under elementary education. So SSA has been launched in the country in the year 2000-01. In simple terms, it is the introduction of a new idea, a process or technique and its adoption for wide-spread, used to replace an existing practice or technique. It is not a change for the sake of change. It is controlled and regulated by testing and experimentation. There is first invention or research, then its testing out, evaluation and development, then diffusion and lastly adoption for use. So this approach implies an awareness of the inadequacy of an existing, practice or technique, an attitude of searching for new ideas, willingness to test them out, and finally put them to use and take feed back.

The purpose of feedback devices is to supply knowledge of results and information at school level when they are questioned on what they have experienced. Accordingly a software named as “District information system for education” (DISE) was developed. The format for collection of requisite data are circulated among all the concerned schools and information is obtained which is then compiled at the state level. Now in order to verify the accuracy, preciseness and reliability of DISE data it has been desired that a sample check of the DISE data on 5% basis be conducted in the two districts of the state by an independent

agency, every year. For this purpose SGI enterprises, as an independent agency was allotted to conduct sample checking of DISE in the two districts (i.e. Hamirpur & Sirmaur) on 5% sample basis.

The contents of the report of 5% sample checking of DISE data has been presented in seven chapters.

It is hoped that our report will be helpful to executives and middle level management in finding out reliability of DISE data and information system so that good decisions can be taken to achieve the desired goals.

2. Methodology

Main objectives

The two key objectives of the sample checking exercise were:

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

Sample selection

We have been allotted 5% sample checking survey of two districts covering 15 blocks (5 blocks from Hamirpur district and 10 blocks from Sirmaur district.). The method for selection of the number of schools for particular block was 5 schools or 5% of the total schools in a particular block, whichever is more. Further, for selection of particular schools in a block, method/formula is given below –

= total number of school in a block \div 5 or 5% of the schools (out of total schools in a block) whichever is more.

Instrument Used

We have been provided with the special data collection format for the purpose of sample checking by the State Project Office (SSA, Himachal Pradesh) which has been given in annexure II of this report. We were directed to use this format only. Moreover, we have been provided with the selected DISE Data Capture Format for the purpose to make comparison with special data capture format (i.e. survey format.)

Method of Analysis

For analysis purpose, we have computerized all the data collected through survey format as well the DISE data format given by State Project Office(HP). Then made the comparative analysis for reporting purpose.

3. Comparative analysis

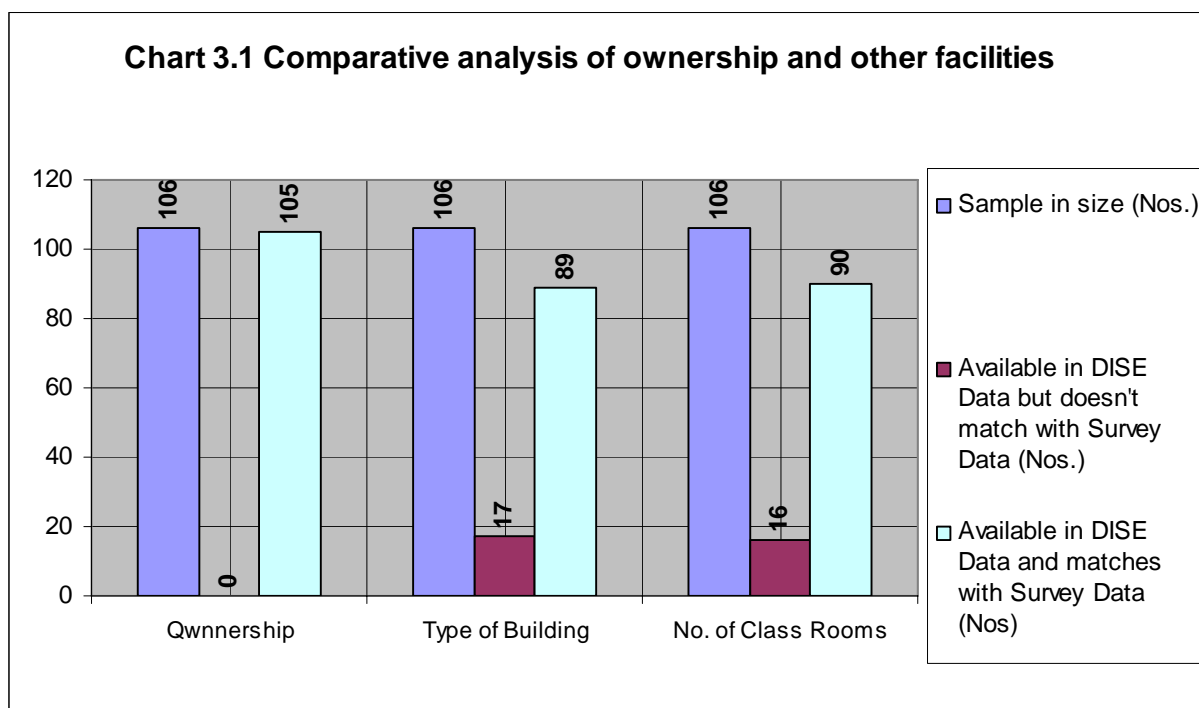
In this chapter we make comparative analysis of DISE data with survey data such as facilities available in the school, school particulars, school categories, enrolment of students, disable students, repeaters, annual exams and teacher in position. Our detailed analysis regarding these are as given in the following paragraphs, Tables and graphs.

3.1 Ownership and Facilities available in the school

3.1.1 During survey, data regarding ownership & facilities available at school has been collected and later on compared with the DISE data. In this regard our findings and comparative analysis has been given in following table No.3.1.

Table 3.1 Comparative analysis of Data regarding ownership & facilities available at school

Information Collected	Sample in size	Schools for which data is not available		Available in DISE Data but doesn't match with Survey Data		Available in DISE Data and matches with Survey Data	
		Nos.	%	Nos.	%	No.	%
Ownership	106	1	0.4	0	0.00%	105	99.06%
Type of Building	106	0	0.0	17	16.04%	89	83.96%
No. of Class Rooms	106	0	0.0	16	15.09%	90	84.91%



- 3.1.2** During survey it was found that many schools have not taken difference between total rooms and class rooms, that is why deviation level is going as high as 15.09%. It was also found that most of the schools have both 'Kuccha' as well as 'Pucca' Building Structure, so they got confused in building type specification. Due to this reason deviation level in building type is 16.04%. It is suggested that proper definition about particular field must be given in the instruction issued with DISE format.

3.2 School Categories

- 3.2.1** The survey has been conducted in two districts (i.e. Hamirpur and Sirmaur). Hamirpur district is covering 5 Blocks having 38 schools and Sirmaur district is covering 10 blocks having 68 schools. The category wise breakup of these schools are given below in table No. 3.2.

Table 3.2 Category-wise breakup of 106 schools for sample checking survey

School Category	Schools in the sample
Only primary classes	66
Only upper primary classes	23
Upper primary with Sec./Hr. Sec. classes	17
Total	106

3.3 School particulars

In this section certain specific information were asked about school particulars and enrolment of students in different categories. In this regard our findings are as under.

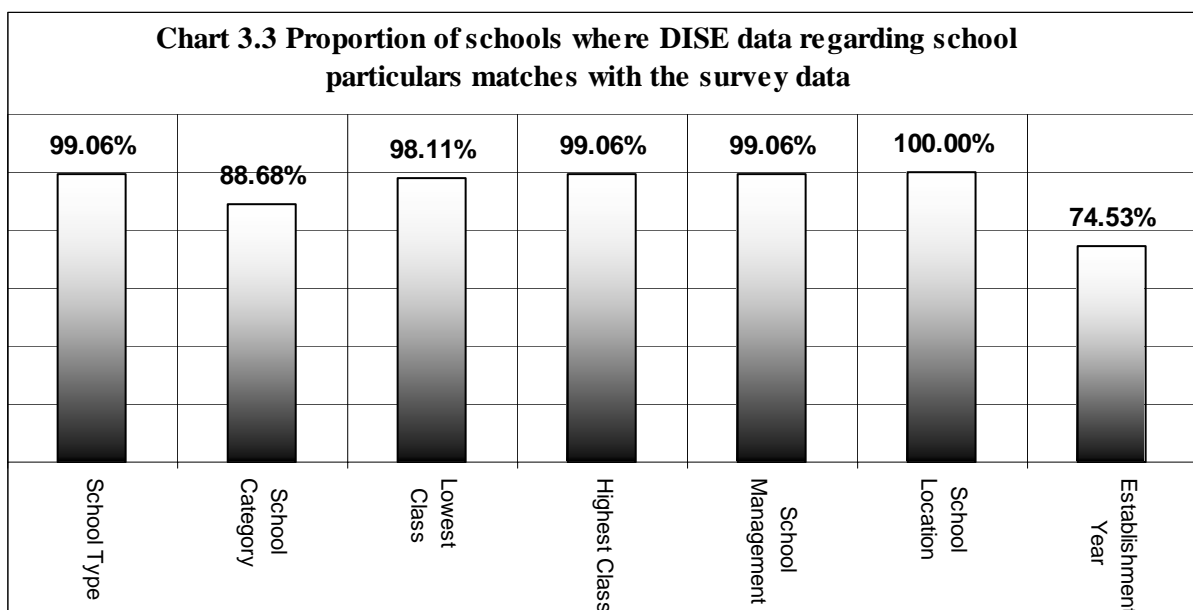
3.3.1 Comparative analysis of data regarding school particulars

A comparative analysis of the DISE and sample checking data regarding school particulars has been done and presented in Table 3.3 below

Table 3.3 Comparative analysis of data regarding school particulars

Information Collected	Sample in size	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 Survey Data	
		Nos.	%	Nos.	%	Nos.	%
School Type	106	1	0.94%	0	0.00%	105	99.06%
School Category	106	1	0.94%	11	10.38%	94	88.68%
Lowest Class	106	1	0.94%	1	0.94%	104	98.11%
Highest Class	106	1	0.94%	0	0.00%	105	99.06%
School Management	106	1	0.94%	0	0.00%	105	99.06%
School Location	106	0	0.00%	0	0.00%	106	100.00%
Establishment Year	106	2	1.89%	25	23.58%	79	74.53%

3.3.2 It is clear from the above table that regarding school particular precision level above 98% has been achieved in all fields except school category and establishment year. Deviation level in school category is 10.38%. After the comparative analysis it was found that in many schools teachers have filled wrong category in DISE Format (eg. *particularly they have specified category 'Primary with Upper Primary' instead of category 'Upper Primary Only'*). As concerned establishment year low precision level is due to non availability of proper records about establishment.



3.4 Category-wise Enrolment of students

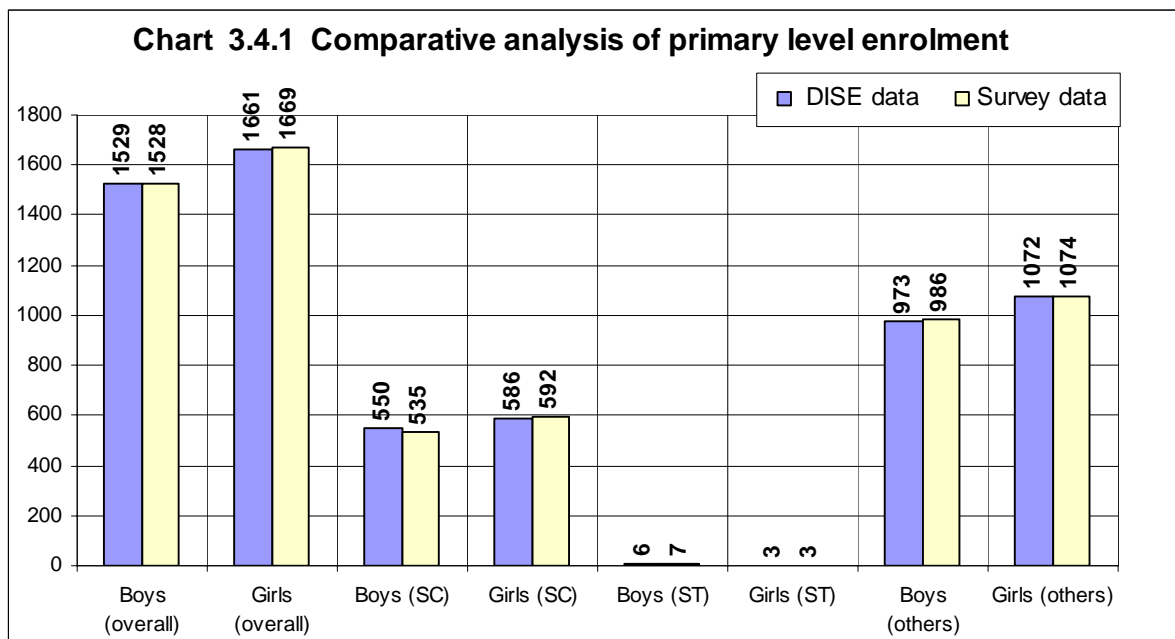
A Enrolment in primary classes

Primary classes enrolment analysis has been divided into two sections namely student-wise vis-à-vis school wise and our findings and comparative analysis are given below in table nos. 3.4 and 3.4.2

Table 3.4 Student-wise comparative analysis in the primary level enrolment figures generated through the DISE and sample checking data

Categories	No. of Students as generated through DISE	No. of Students as found during sample checking survey	Variation in Nos.	Deviation in %	Precision in %
Overall:					
Boys (overall)	1529	1528	1	0.07%	99.93%
Girls (overall)	1661	1669	8	0.48%	99.52%
Scheduled Castes:					
Boys (SC)	550	535	15	2.80%	97.20%
Girls (SC)	586	592	6	1.01%	98.99%
Scheduled Tribes:					
Boys (ST)	6	7	1	14.29%	85.71%
Girls (ST)	3	3	0	0.00%	100.00%
Others:					
Boys (others)	973	986	13	1.32%	98.68%
Girls (others)	1072	1074	2	0.19%	99.81%

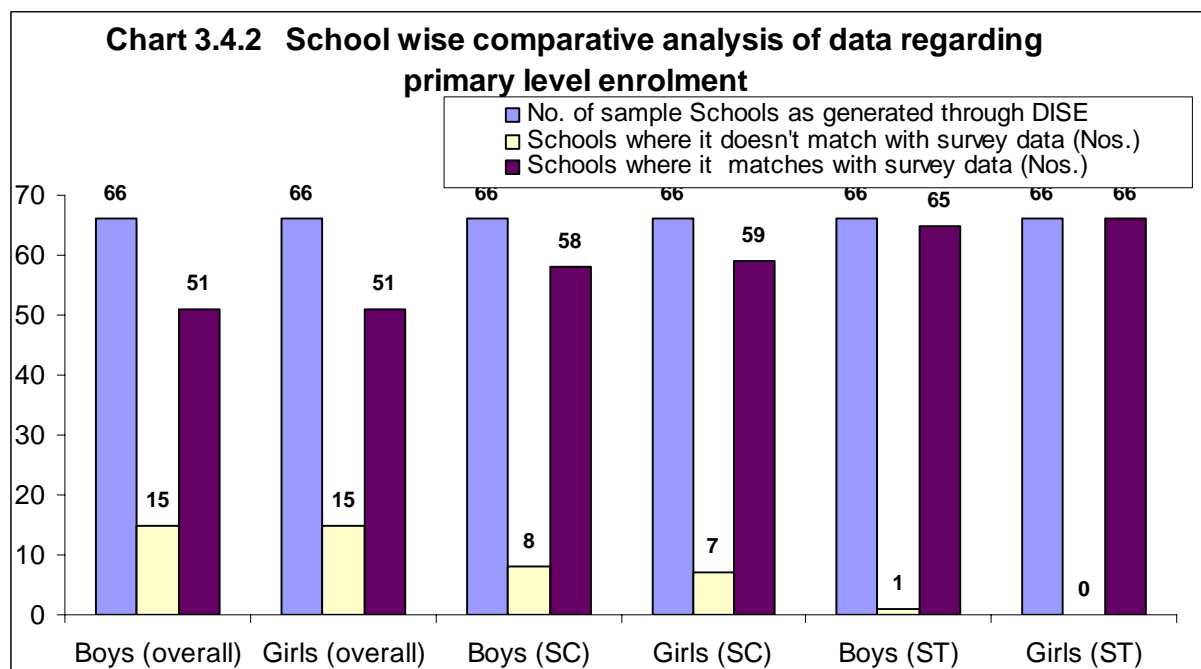
3.4.1 As it is evident from the above table that deviation in primary level enrolment of students ranges between 0% to 2.80% excluding ST(boys) enrolment. This shows that overall variations are negligible and precision level is satisfactory. However, enrolment of ST(Boys) shows deviation of 14.29% but in this case number of ST(boys) are very low ie. 7 and variation is just 1.



3.4.2 Deviation in number of schools in primary level enrolment was ranging between 0% to 22.73%. In 15 schools out of 66 schools DCF data does not match with survey data. It was found during survey that in some schools the DCF were not properly filled by the teachers.

Table 3.4.2 School wise comparative analysis of data regarding primary level enrolments:

Categories	No. of sample Schools as generated through DISE	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Overall:					
Boys (overall)	66	15	51	22.73%	77.27%
Girls (overall)	66	15	51	22.73%	77.27%
Scheduled Castes:					
Boys (SC)	66	8	58	12.12%	87.88%
Girls (SC)	66	7	59	10.61%	89.39%
Scheduled Tribes:					
Boys (ST)	66	1	65	1.52%	98.48%
Girls (ST)	66	0	66	0.00%	100.00%



B Enrolment in upper primary classes

For reporting purpose upper primary classes enrolment analysis has also been divided into two sections namely student-wise vis-à-vis school wise and our findings and comparative analysis are given in table nos. 3.4.3 and 3.4.4 below.

Table 3.4.3 Student-wise comparative analysis in the upper primary level enrolment figures generated through the DISE and sample checking data

Categories	No. of Students as generated through DISE	No. of Students as found during sample checking survey	Variation in Nos.	Deviation in %	Precision in %
Overall:					
Boys (overall)	1833	1832	1	0.05%	99.95%
Girls (overall)	1687	1673	14	0.84%	99.16%
Scheduled Castes:					
Boys (SC)	591	590	1	0.17%	99.83%
Girls (SC)	488	492	4	0.81%	99.19%
Scheduled Tribes:					
Boys (ST)	15	14	1	7.14%	92.86%
Girls (ST)	7	7	0	0.00%	100.00%
Others:					
Boys (others)	1227	1228	1	0.08%	99.92%
Girls (others)	1192	1174	18	1.53%	98.47%

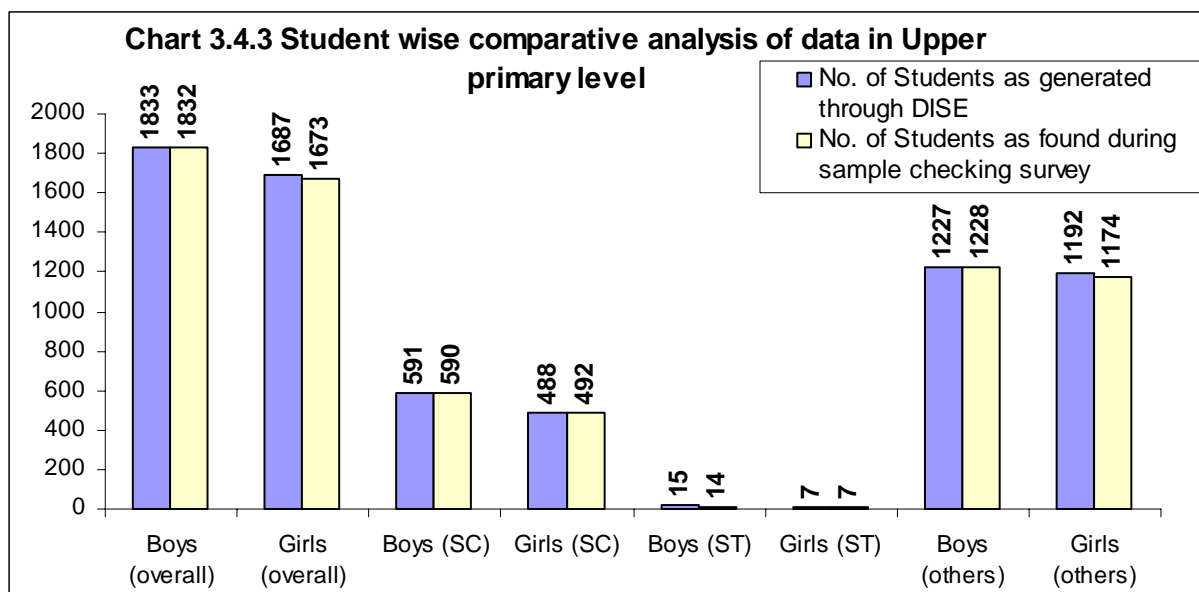
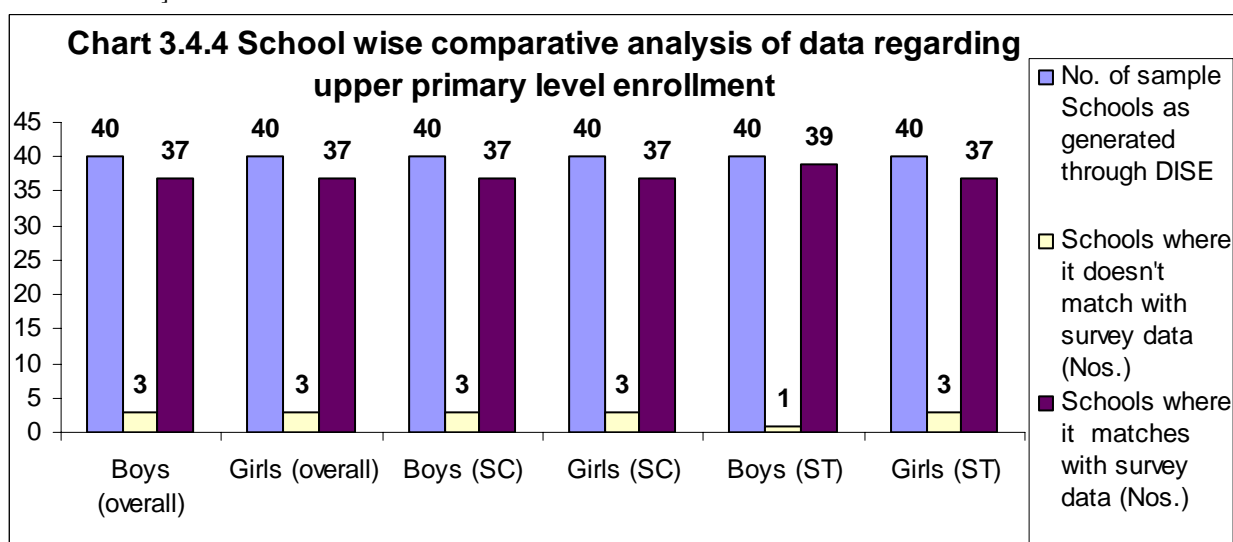


Table 3.4.4 School wise comparative analysis of data regarding upper primary level enrolments:

Categories wise enrolments	No. of sample Schools as generated through DISE	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Overall:					
Boys (overall)	40	3	37	7.50%	92.50%
Girls (overall)	40	3	37	7.50%	92.50%
Scheduled Castes:					
Boys (SC)	40	3	37	7.50%	92.50%
Girls (SC)	40	3	37	7.50%	92.50%
Scheduled Tribes:					
Boys (ST)	40	1	39	2.50%	97.50%
Girls (ST)	40	3	37	7.50%	92.50%

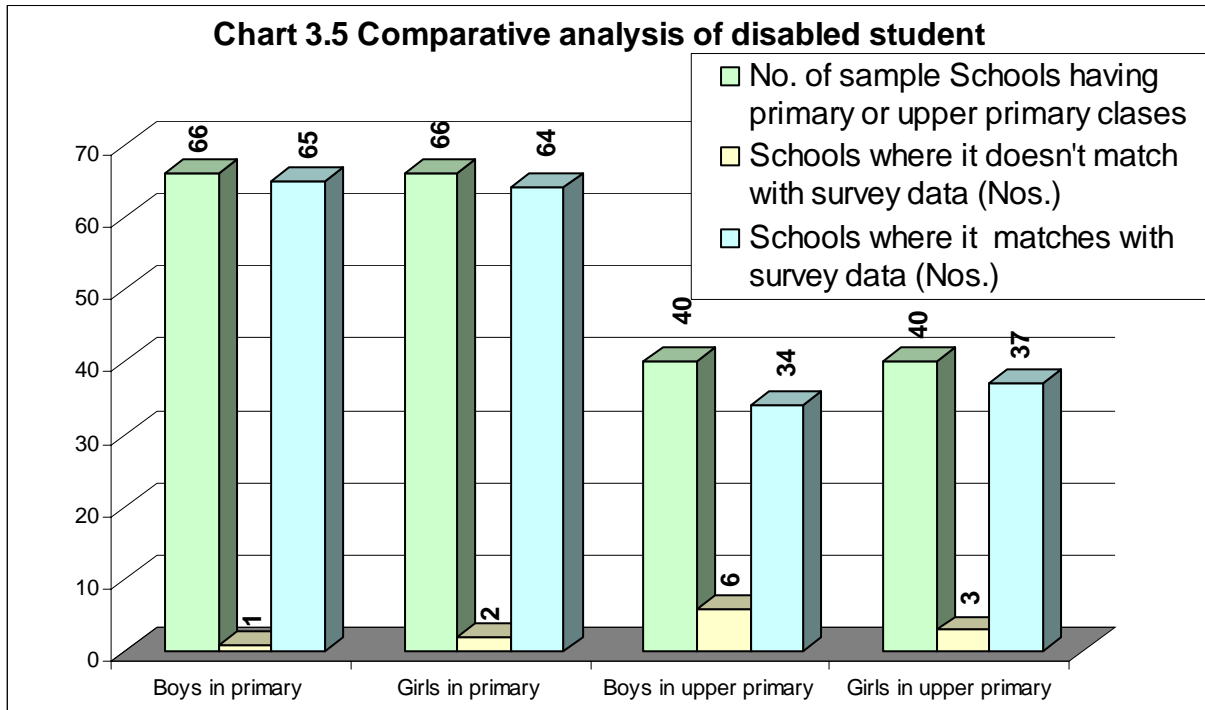


3.5 Disabled Students

We began by examining the internal consistency of the DISE data regarding disable students. It was found that variation is high in upper primary as compared to primary. Deviation in number of schools ranged between 1.52% to 15% as shown in following table no.3.5.

Table 3.5 School wise comparative analysis of data regarding disabled students:

Categories	No. of sample Schools having primary or upper primary classes	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Primary Level					
Boys	66	1	65	1.52%	98.48%
Girls	66	2	64	3.03%	96.97%
Upper Primary Level					
Boys	40	6	34	15.00%	85.00%
Girls	40	3	37	7.50%	92.50%



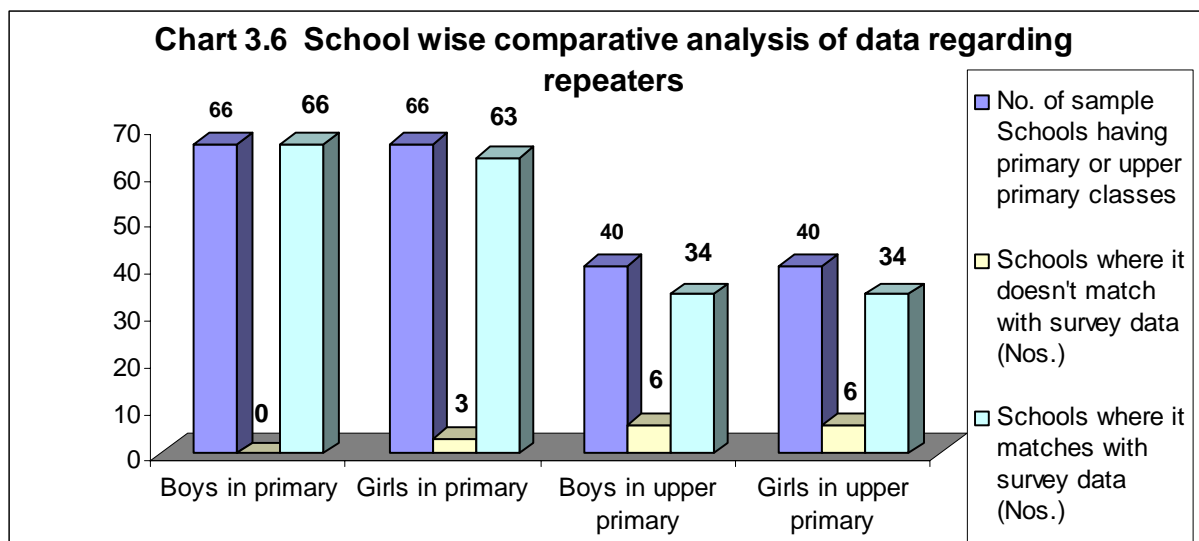
3.5.1 Here again due to lack of proper definition of disabled students precision level is not achieved up to satisfactory level. In some schools even slow Learner students are treated as disabled students

3.6 Repeaters:

We have checked inconstancy of DISE data regarding repeaters and found that variation is high in upper primary level as compared to primary level. The overall variation ranged between 0% to 15.36% as per table no. 3.6 below.

Table 3.6 School wise comparative analysis of data regarding "repeaters":

Categories	No. of sample Schools having primary or upper primary classes	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Primary Level					
Boys	66	0	66	0.00%	100.00%
Girls	66	3	63	4.55%	95.45%
Upper Primary Level					
Boys	40	6	34	15.00%	85.00%
Girls	40	6	34	15.00%	85.00%



3.7 Data regarding to Distribution of Free Text Books

We have collected the data of distribution of free text books for current academic year as the data capture format mandated for sample checking survey captured the data regarding distribution of free text books for current academic year. Whereas DISE format captured the data of free text books for previous year. However it was found that almost all the girl students and student belonging to SC category had received the free text books. It was also noted that in some cases boys of general category had also received the books.

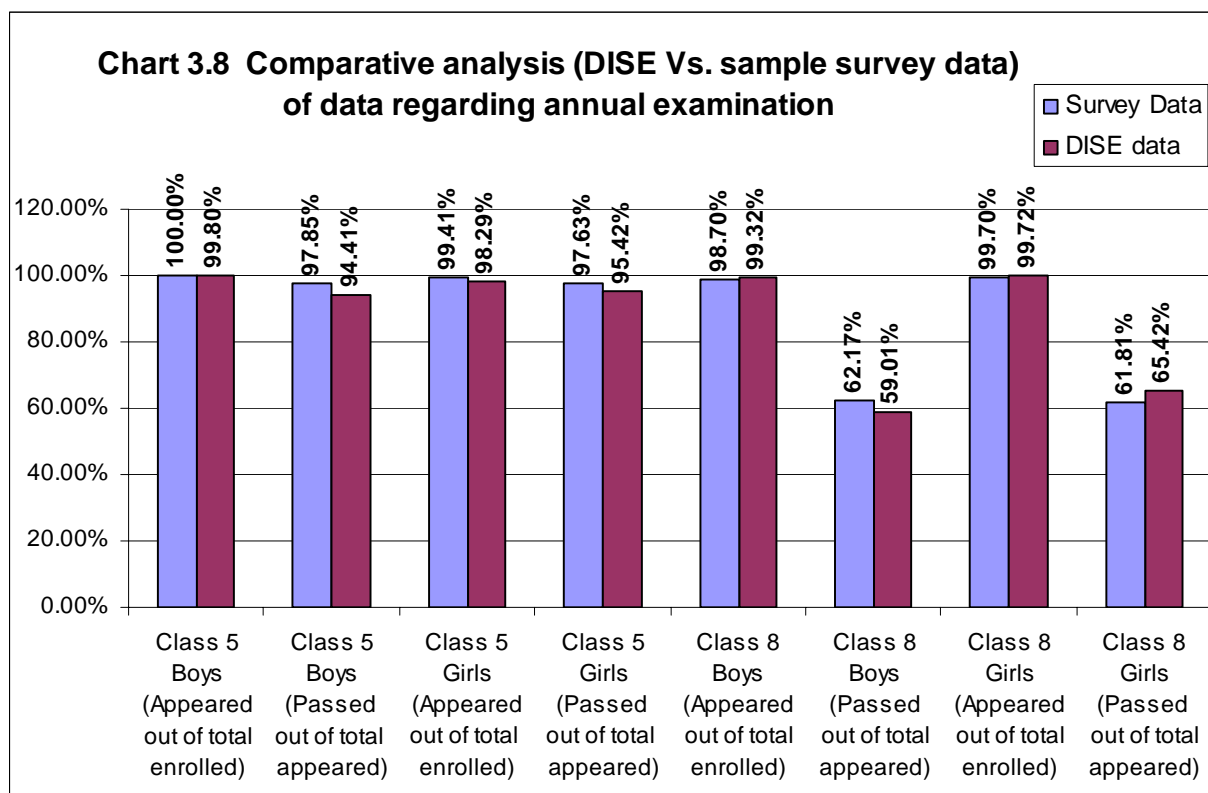
3.8 Last Annual Examination

We have collected the data regarding annual examination from 1st to 8th classes but comparative analysis has been done only for 5th and 8th classes as DISE data was

made available to us was for 5th and 8th only. So comparative analysis of students enrolled, appeared and passed are made with DISE data

Table 3.8 Student wise comparative analysis of data regarding "annual exams":

Annual Examinations	No. of students as per survey data	No. of students as per DISE data	% of students appeared(o/o enrolled) and passed (o/o appeared)in survey data	% of students appeared(o/o enrolled) and passed (o/o appeared)in DISE data	Difference in No. of students as per survey data and DISE data	Deviation in %	Precision in %
Class 5th boys							
Number Enrolled	372	502			130	34.95%	65.05%
Number Appeared	372	501	100.00%	99.80%	129	34.68%	65.32%
Number Passed	364	473	97.85%	94.41%	109	29.95%	70.05%
Class 5th girls							
Number Enrolled	340	467			127	37.35%	62.65%
Number Appeared	338	459	99.41%	98.29%	121	35.80%	64.20%
Number Passed	330	438	97.63%	95.42%	108	32.73%	67.27%
Class 8th boys							
Number Enrolled	691	732			41	5.93%	94.07%
Number Appeared	682	727	98.70%	99.32%	45	6.60%	93.40%
Number Passed	424	429	62.17%	59.01%	5	1.18%	98.82%
Class 8th girls							
Number Enrolled	675	722			47	6.96%	93.04%
Number Appeared	673	720	99.70%	99.72%	47	6.98%	93.02%
Number Passed	416	471	61.81%	65.42%	55	13.22%	86.78%



3.8.1 The table 3.8 shows variation in number of students between DISE data and our survey. Further percentage of total students appeared out of total students enrolled and total students passed out of total students appeared are also found out. Deviation of number of students with DISE data ranged between 1.18% to 37.35%. Deviation is too high and after comparative analysis it was found that in some schools DCF were not properly filled by teachers. ***It was also found that in 10 schools of Sirmaur district teachers have filled the consolidated result of all classes instead of filling Fifth or Eighth class result.*** This is the major cause of high percentage of deviation It is suggested that proper definition about particular field must be given in the instruction issued with DISE format.

Table 3.8.2 School wise comparative analysis of data regarding "annual exams":

Categories wise enrolments	No. of sample Schools having primary or upper primary classes	Not filled in DISE Data	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Class 5th boys						
Number Enrolled	66	0	12	54	18.18%	81.82%
Number Appeared	66	0	12	54	18.18%	81.82%
Number Passed	66	0	12	54	18.18%	81.82%
Class 5th girls						
Number Enrolled	66	0	12	54	18.18%	81.82%
Number Appeared	66	0	12	54	18.18%	81.82%
Number Passed	66	0	11	55	16.67%	83.33%
Class 8th boys						
Number Enrolled	40	0	8	32	20.00%	80.00%
Number Appeared	40	0	9	31	22.50%	77.50%
Number Passed	40	0	6	34	15.00%	85.00%
Class 8th girls						
Number Enrolled	40	0	6	34	15.00%	85.00%
Number Appeared	40	0	6	34	15.00%	85.00%
Number Passed	40	0	6	34	15.00%	85.00%

3.8.2 It is clear from above table that due to inconstancy in some schools deviation percentage is high and it ranges between 15.% to 22.50%. This is due negligence on the part of teacher in filling the DISE format.

3.9 Teachers in position

We have examined number of teachers in position and compared with DISE data. It is evident from table 3.9 that the deviation level is not much high in teachers category but as concerned head teacher deviation is high. *We have collected the data about head teachers and teacher according to instruction manual for special DCF provided to us along with award letter according to which in teacher who is the administrative head of the school under the government order should be recorded as head teacher. But after comparative analysis it was found that in Upper primary, Hr Secondary and Sr. Secondary schools teacher have not filled Principal & Head Master as head teacher.* Due to this reason variation occurs in head teacher and deviation ranges upto 40.91%. Teacher should be aware about this through proper instruction and proper training.

Table 3.9 Teacher-wise comparative analysis of data regarding "Teachers in position":

Teacher Category	No. of teachers as per survey data	No. of teachers as per DISE data	Difference in No. of teachers as per survey data and DISE data	Deviation in %	Precision in %
Head Teachers					
Male	22	13	9	40.91%	59.09%
Female	21	20	1	4.76%	95.24%
Teachers					
Male	207	211	4	1.93%	98.07%
Female	118	116	2	1.69%	98.31%

Table 3.10 School wise comparative analysis of data regarding "Teachers in position":

School Category	No. of sample Schools having primary or upper primary classes	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Primary Classes	66	2	64	3.03%	96.97%
Upper Primary Classes	40	10	30	25.00%	75.00%

3.10 It is clear from above table that precision level in Primary schools is satisfactory but in upper primary schools deviation is 25%, however the number of schools that vary from DISE data are only 10.

4. Response and status of record

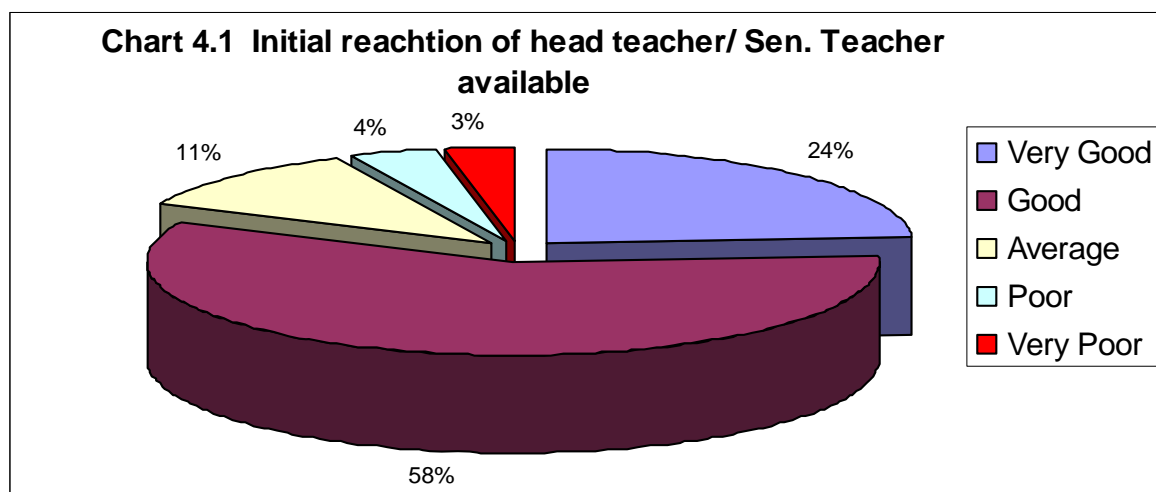
In this chapter we are going to include our observations regarding records maintained by the school, its condition, initial reaction and response from where we obtained information. In many schools the information was collected from senior most teacher available in the school as Principal/Head-Teacher was not available in the school. However, in majority of schools data is collected from Principal/Head-teachers.

4.1 Initial Reaction of Principal/Head-Teacher

As concerned with initial relation of Principal/Head-teacher/senior most teacher available our observation was as given in table number 4.1 below. In 93% of schools the initial reaction was quite positive and only 7% cases it was below average.

Table 4.1 Initial Reaction of Principal/Head-Teacher

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	10	26%	15	22%	25	24%
Good	18	47%	44	65%	62	58%
Average	7	18%	5	7%	12	11%
Poor	2	5%	2	3%	4	4%
Very Poor	1	3%	2	3%	3	3%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)						95%



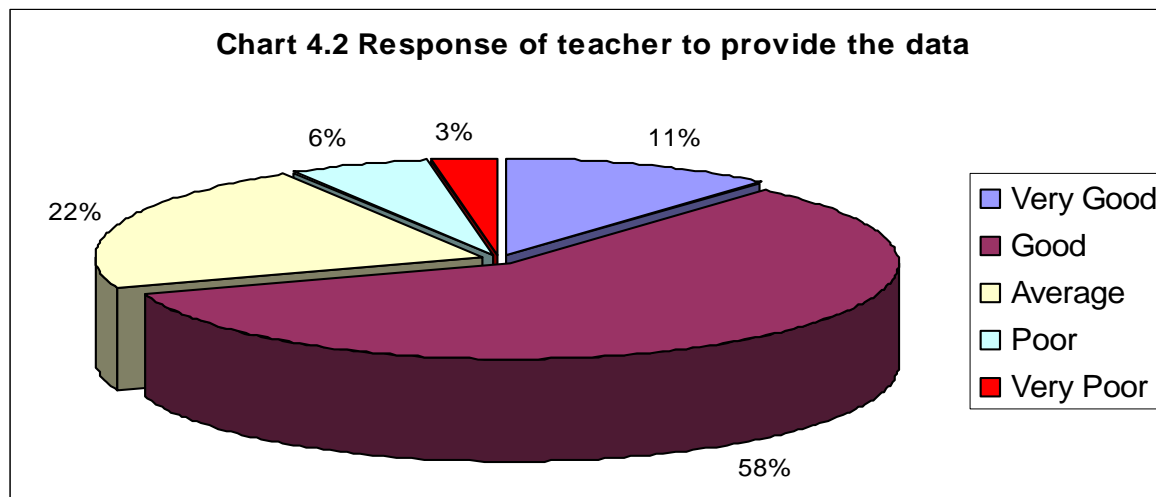
4.2 Response of Principals/Head-Teachers in providing necessary information

The response in providing the necessary data was quite positive with the exception of 9% schools and district wise detailed analysis are as given in table number 4.2 below.

Table 4.2 Response of Principals/Head-Teachers in providing information

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	7	18%	5	7%	12	11%
Good	20	53%	42	62%	62	58%
Average	7	18%	16	24%	23	22%
Poor	3	8%	3	4%	6	6%
Very Poor	1	3%	2	3%	3	3%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	97%

Chart 4.2 Response of teacher to provide the data

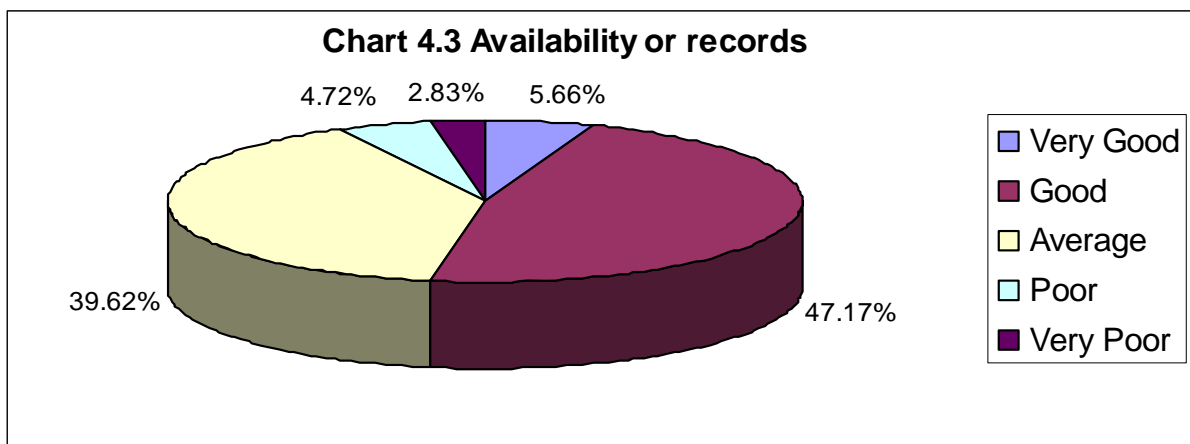


4.3 Availability of Records

As concerned with availability of records for survey checking we found that in 92% of schools the records was readily available to us and only 8% cases it was below average. Further, the district wise break up are as under in table 4.3.

Table 4.3 Availability of Records

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	4	11%	2	3%	6	5.66%
Good	18	47%	32	47%	50	47.17%
Average	13	34%	29	43%	42	39.62%
Poor	2	5%	3	4%	5	4.72%
Very Poor	1	3%	2	3%	3	2.83%
Total	38		52		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	97%

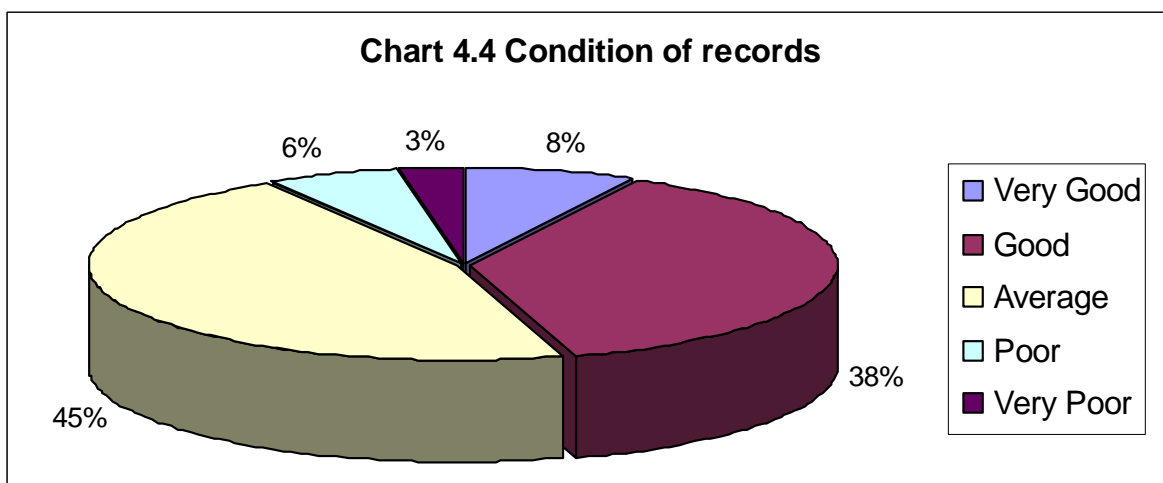


4.4 Physical condition of school records

During survey we found that overall physical condition of school records was satisfactory with the exception of 9% schools as given in table 4.4 below.

Table 4.4 Analysis of physical condition of school records

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	6	16%	2	3%	8	8%
Good	16	42%	24	35%	40	38%
Average	12	32%	37	54%	49	46%
Poor	2	5%	4	6%	6	6%
Very Poor	2	5%	1	1%	3	3%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	83%



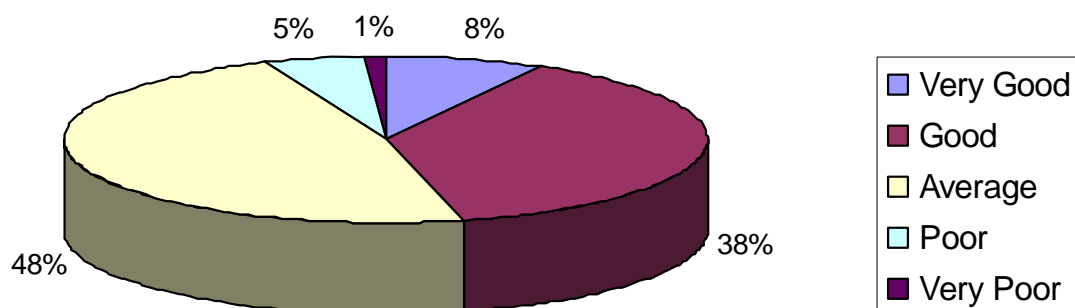
4.5 Up-to-date maintenance of school records

During survey it was found that in only 11% school record was not up-to-date. Our observation in relation to up-to-date maintenance of school records are as under in table 4.5 below.

Table 4.5 Up-to-date maintenance of school records

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	4	11%	2	3%	6	6%
Good	14	37%	20	29%	34	32%
Average	16	42%	39	57%	55	52%
Poor	1	3%	4	6%	5	5%
Very Poor	3	8%	3	4%	6	6%
Total	38		68		106	

Chart 4.5 Up-to- date maintenance of records



5. Observation and Findings

In this chapter we are going to analyze Teacher Training, availability of report card in the school and grant information etc. Our detailed analysis regarding these are as given in the following paragraphs, Tables and graphs.

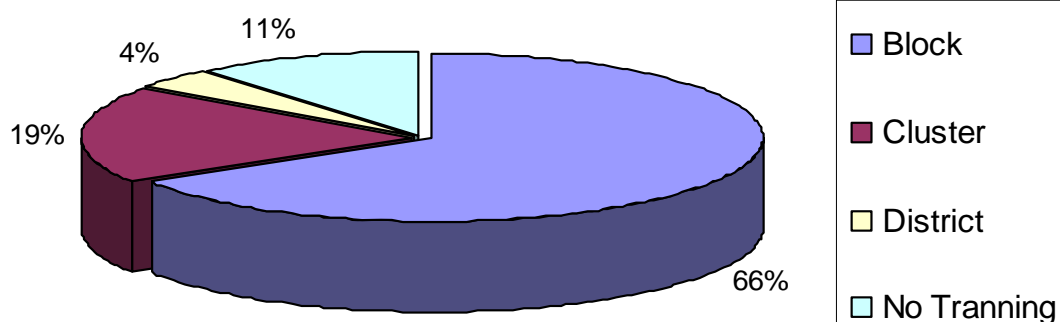
5.1 Location of Head Teacher Training

There are various trainings of teachers conducted by SSA so that quality of data can be improved, but we have collected the information for training of data capture format (DCF) only. During survey we found there are 12 schools (i.e. 11%) out of 106 schools where head teacher had not received the training during the academics year 2008-09 for proper implementations of DISE.

Table 5.1 Breakup of location of head teacher training

Training Location	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Block	18	47%	52	76%	70	66%
Cluster	10	26%	10	15%	20	19%
District	4	11%	0	0%	4	4%
No Training	6	16%	6	9%	12	11%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	97%

Chart 5.1 Analysis of data regarding location of training

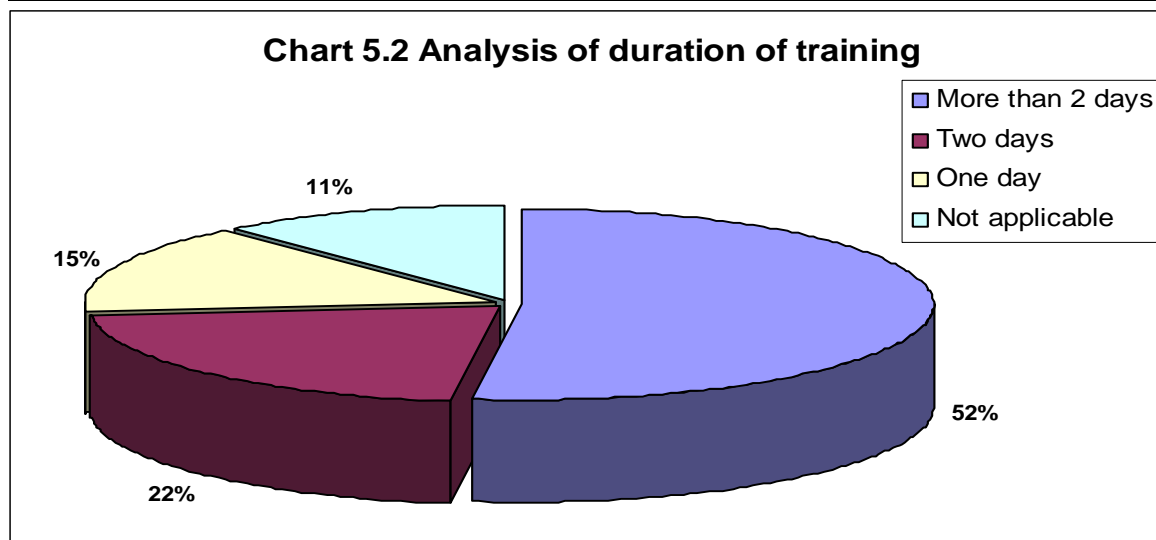


5.2 Duration of Training

As in 12 schools (i.e. 11%) no training was conducted so question of duration of training not exists at all. Breakup of remaining 94 schools where the training was conducted the duration of the training are as under in table 5.2

Table 5.2 Analysis regarding duration of training

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
More than 2 days	19	50%	36	53%	55	52%
Two days	3	8%	20	29%	23	22%
One day	10	26%	6	9%	16	15%
Not applicable	6	16%	6	9%	12	11%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	65%

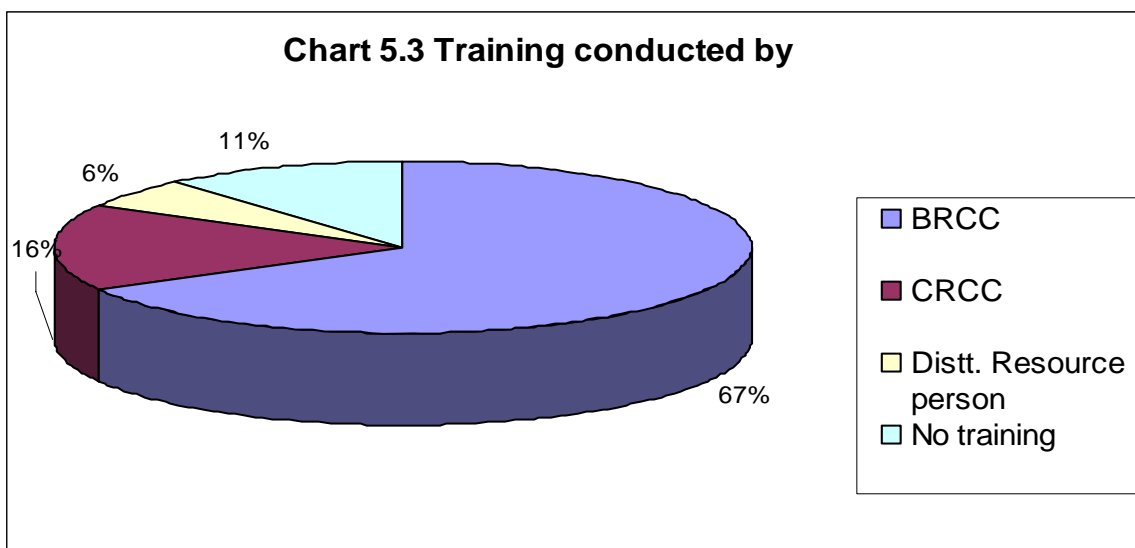


5.3 Who gave the training

We have examined that who had given the training to teachers and our findings to 94 schools for which the training had been actually conducted are as below in table 5.3. It was found that mostly (i.e. 67%) the training was conducted by BRCC.

Table 5.3 Analysis of data regarding training conducted by

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
BRCC	20	53%	51	75%	71	67%
CRCC	6	16%	11	16%	17	16%
Distt. Resource person	6	16%	0	0%	6	6%
Not applicable	6	16%	6	9%	12	11%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	98%

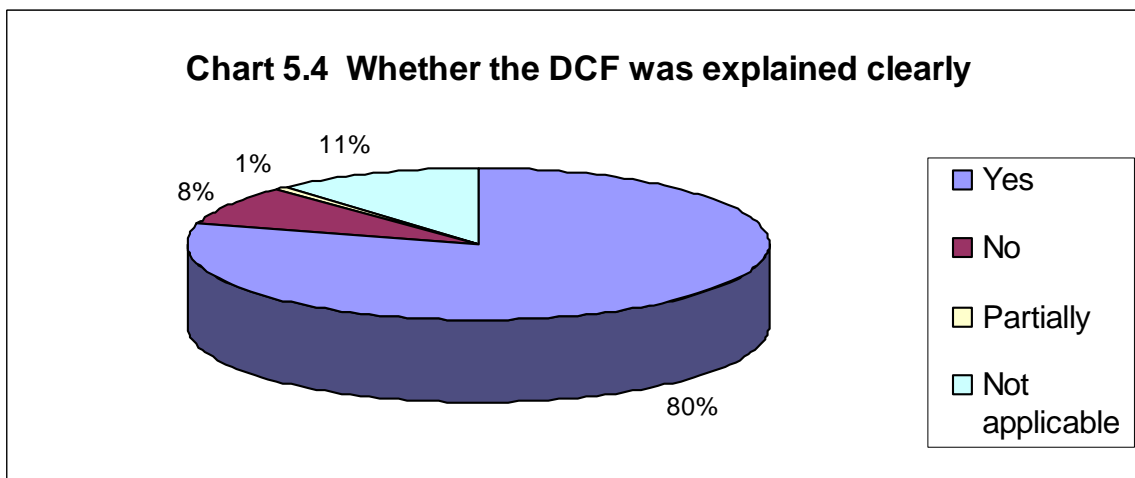


5.4 Was the Concept and DISE format explained clearly

We asked whether DCF/Concept was explained clearly or not and only in 8% schools we found answer in negative and detailed breakup of which are as under in table 5.4

Table 5.4 Whether DCF/Concept was explained clearly

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	25	66%	59	87%	84	80%
No	7	18%	2	3%	9	8%
Partially	0	0%	1	1%	1	1%
Not applicable	6	16%	6	9%	12	11%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	97%



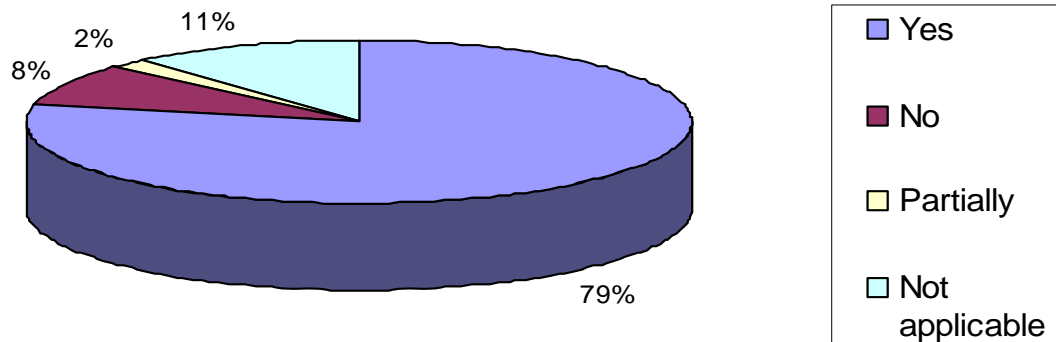
5.5 Was the doubt fully removed

We had been provided with the information that doubts had not been removed during training in 9 schools (i.e. 8%) whereas in 1 school (i.e. 2% schools) doubts were removed partially. Detailed breakup are as under in table 5.5

Table 5.5 Whether the doubt was fully removed

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	25	66%	58	85%	83	79%
No	6	16%	3	4%	9	8%
Partially	1	3%	1	1%	2	2%
Not applicable	6	16%	6	9%	12	11%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	99%

Chart 5.5 Whether the doubt was fully removed



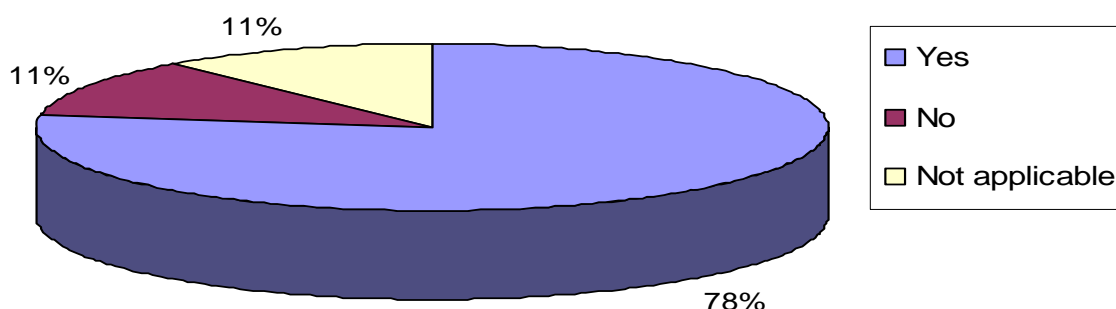
5.6 Was the trained teacher provide the data for 2008-09 DISE DCF

As in 12 schools (i.e. 11%) no training was conducted so question of providing the data do not exists at all. Breakup of remaining 94 schools where the training was conducted, the data was provided by the teacher who obtained the training in 82 schools (i.e.77%) only. So, in remaining 12 (i.e. 11%) schools data had not been provided by the trained teacher for Academic year 2008-09 as shown in the table 5.6

Table 5.6 whether the teacher who obtained the training provide the data for 2007-08 DISE data Capture Format for this school

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	22	58%	60	88%	82	78%
No	10	26%	2	3%	12	11%
Not applicable	6	16%	6	9%	12	11%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	95%

Chart 5.6 Whether the trained teacher provide the data for 2008-09 DISE data format



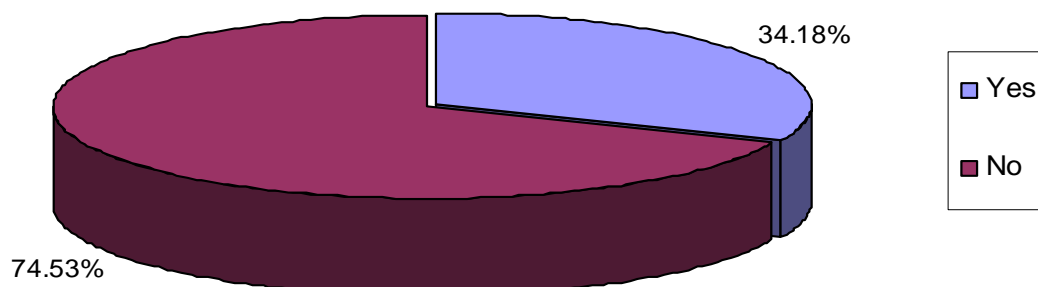
5.7 Did the school receive the School Report Card

In our finding 79 (i.e. 74.53%) schools had not been provided with School Report Card for academic year 2007-2008. Only 27 (i.e. 34.18%) schools had received School Report Card . District wise break-up are given in table 5.7 below

Table 5.7 Did the school receive the School Report Card

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	7	18%	20	29%	27	34.18%
No	31	82%	48	71%	79	74.53%
Total	38		68		106	

Chart 5.7 Did the school receive the School Report Card

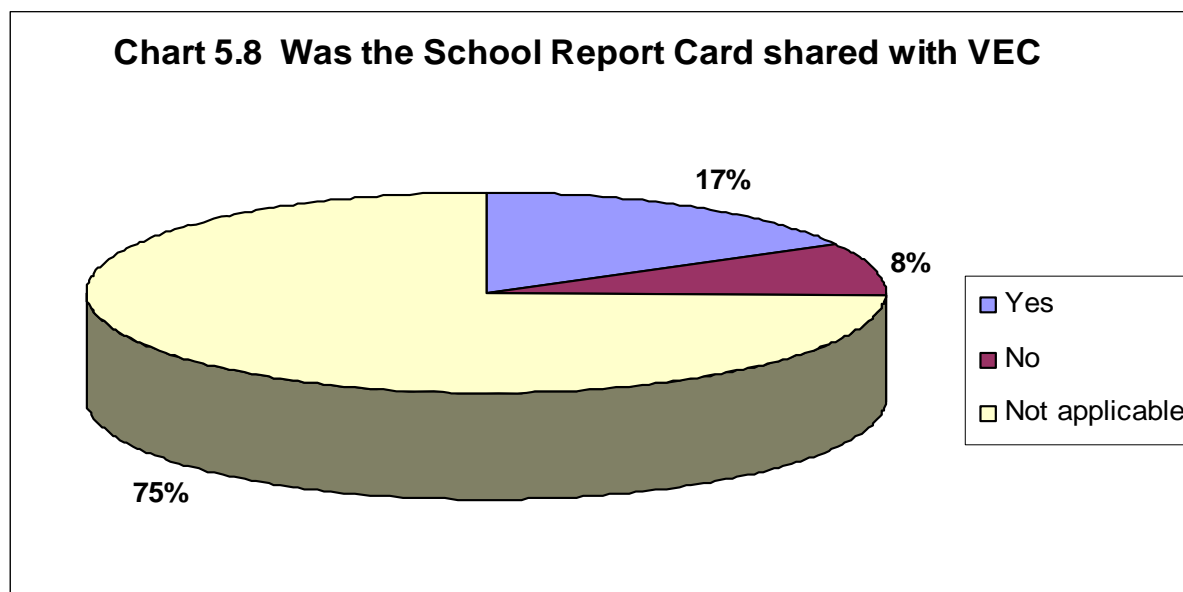


5.8 Whether the report card was shared with VEC

As in 79 schools (i.e. 75%) report card was not received by schools so the question of sharing it with VEC do not exists at all. Breakup of remaining 27 schools where the report card was received by the schools are given as under in the table 5.8

Table 5.8 Was the report card shard with the VEC

	District Hamirpur		District Sirmaur		Total	
	No .of school	%	No. of school	%	No. of school	%
Yes	4	11%	14	21%	18	17%
No	3	8%	6	9%	9	8%
Not applicable	31	82%	48	71%	79	75%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	99%

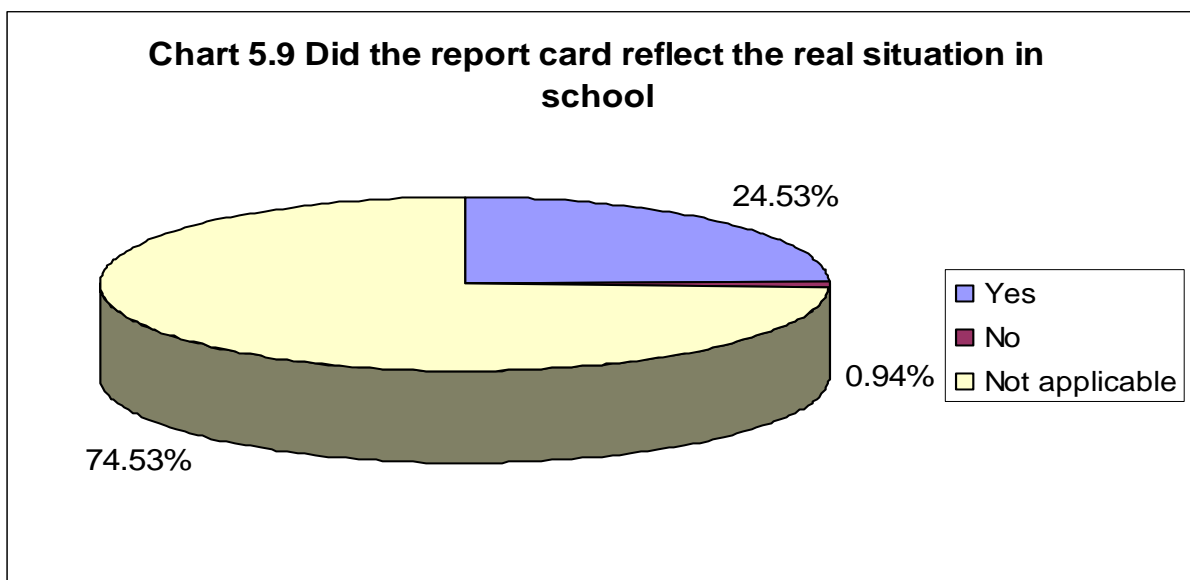


5.9 Did the school report Card reflect the real situation in the school

As in 76 schools (i.e. 44%) no report card was received. So our analysis for reflecting real situation are for remaining 96 schools only which are given in the table 5.9 below

Table 5.9 Did the school card reflect the real situation in the school

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	7	18%	19	28%	26	24.53%
No	0	0%	1	1%	1	0.94%
Not applicable	31	82%	48	71%	79	74.53%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	99%

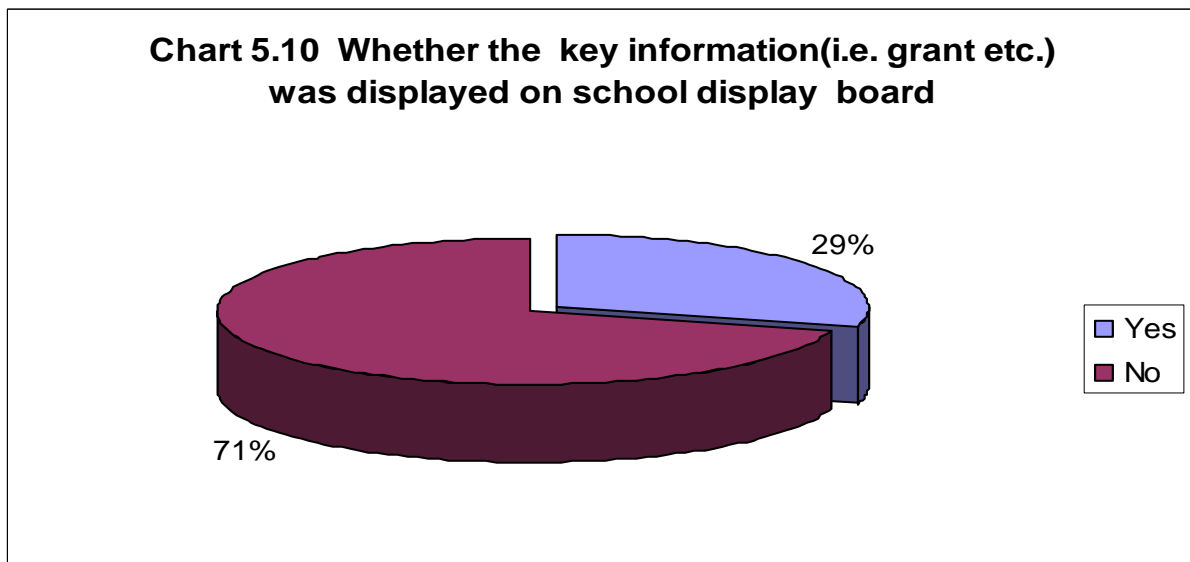


5.10 Analysis regarding key information displayed on school display board

During the survey it was found that in majority of cases notice board was build, but the information was not displayed on it. However in 29% cases notice board as well as information was displayed on it. District wise detail for the same are as under in table 5.10.

Table 5.10 Was the key information(grant) displayed on the school display board

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	21	55%	10	15%	31	29%
No	17	45%	58	85%	75	71%
Total	38		68		106	



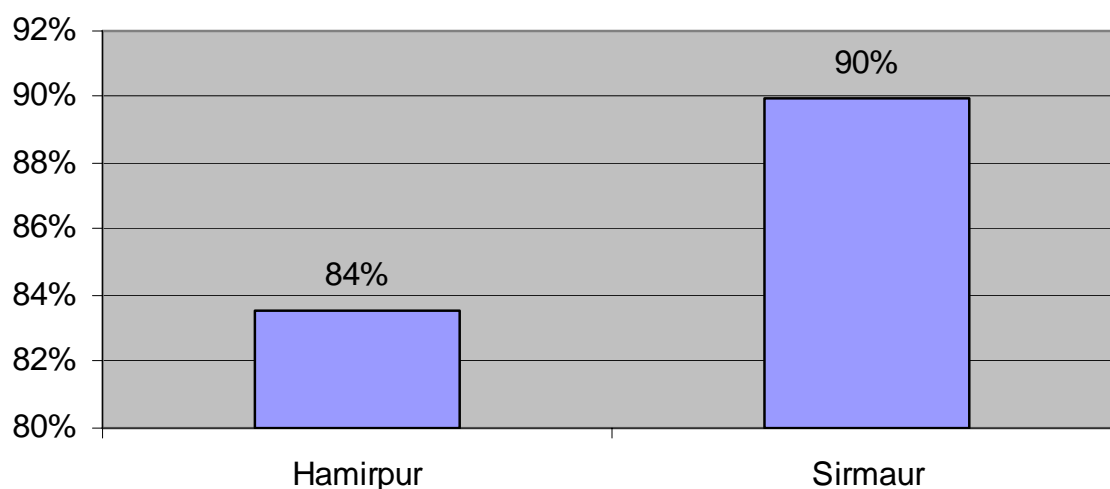
5.11 Teacher training for academic year 2008-2009

During the survey it was found that above 88% teachers had received the training for academic year (2008-2009) in sample schools. Most of the teachers who had not received the training are para teacher. District wise brake-up of teachers who received the training are given in table 5.11 below

Table 5.11 District wise analysis of teacher who had received the training

	District Hamirpur		District Sirmaur		Total	
	No. of teachers	%	No. of teachers	%	No. of teachers	%
No. of teachers	122	84%	200	90%	322	88%
Total Teachers	146		222		368	

Chart 5.11 Proportion of teacher training in Hamirpur & Sirmaur Districts



6. Supervision of Schools

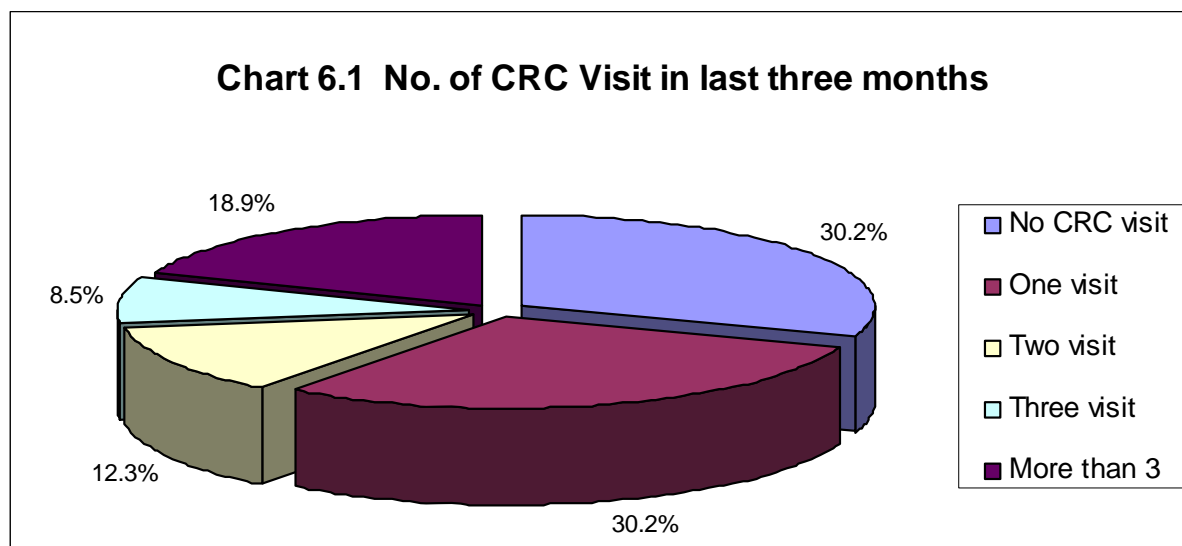
In this chapter we include how supervision of schools are going on. During survey of 106 schools we found that village education committees have been constituted in all schools. We collected the data regarding composition of village education committee, frequency of CRC visit and meetings. Our detailed analysis regarding these are as given in the following paragraphs, Tables and graphs.

6.1 Number of CRC visits in last three months

As per guidelines at least one visit must be there with in last three months. During survey we found that number of schools where no CRC visit was there in last three months were 10(ie. 26%) in Hamirpur district and 22(32%) in Sirmaur. The school where CRC is posted consider in '*More than 3 visit*' category Detailed analysis of these are given in table 6.1 below.

Table 6.1 Analysis of data regarding No. of CRC visit

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
No CRC visit	10	26%	22	32%	32	30.2%
One visit	10	26%	22	32%	32	30.2%
Two visit	5	13%	8	12%	13	12.3%
Three visit	6	16%	3	4%	9	8.5%
More than 3 visit	7	18%	13	19%	20	18.9%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	93%



6.2 Composition of Village Education Committee

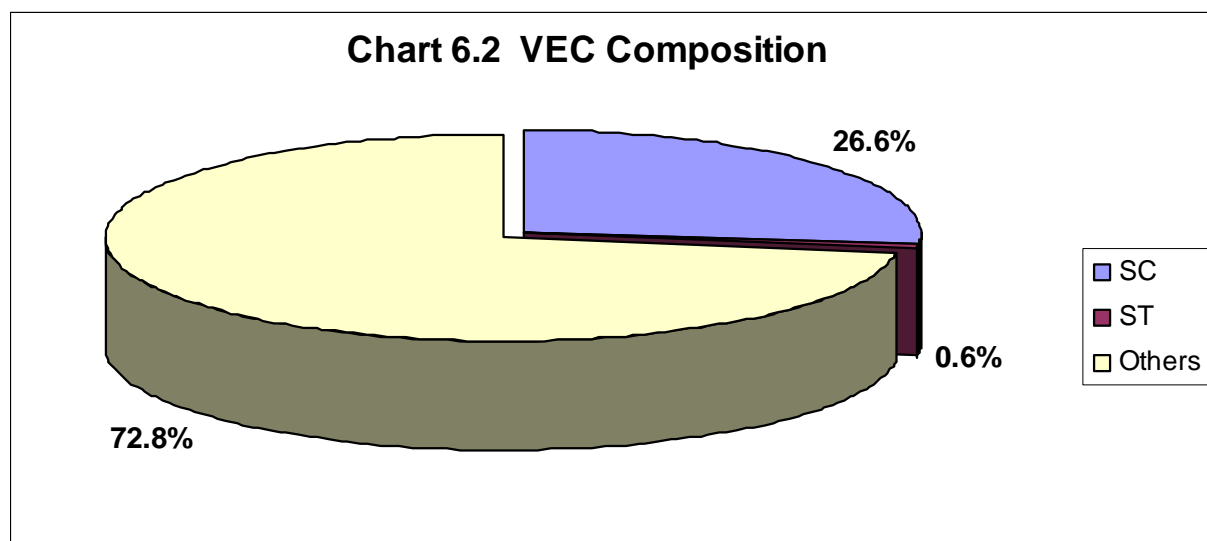
As per the guidelines, composition of VEC must have one president (i.e. Gram Sabha Pradhan), three members (with at least one female member) and one secretary (i.e. Head teacher of the school). During survey we found 2 schools, where no female member was there in village education committee. Our findings in this regard are given in tables 6.2 and 6.3 below.

Table 6.2 Analysis of data regarding VEC

	District Hamirpur		District Sirmaur		Total	
	No. of members	%	No. of members	%	No. of members	%
SC	61	21.4%	158	29.3%	219	26.6%
ST	2	0.7%	3	0.6%	5	0.6%
Others	222	77.9%	378	70.1%	600	72.8%
Total	285		539		824	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	99%

Table 6.3 District wise breakup of the number of school where no female member was there

District Hamirpur	District Sirmaur	Total
No. of sch.	No. of sch.	No. of sch.
1	1	2



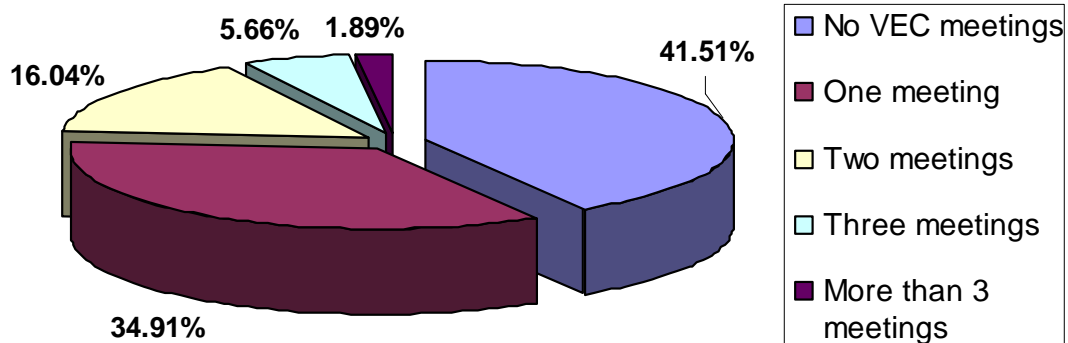
6.4 Number of VEC Meetings held in last 3 Months

As per guidelines at least one meeting of village education committee must be there with in last three months. During survey we found that number of schools where no VEC meeting was conducted in last three months were 24 (63%) schools in Hamirpur district and 20 school (29%) in Sirmaur. Detailed analysis of these are given in table 6.4 below.

Table 6.4 Analysis of number of VEC meeting held in last 3 months

	District Hamirpur		District Sirmaur		Total	
	No. of school	%	No. of school	%	No. of school	%
No VEC meetings	24	63%	20	29%	44	41.51%
One meeting	8	21%	29	43%	37	34.91%
Two meetings	5	13%	12	18%	17	16.04%
Three meetings	0	0%	6	9%	6	5.66%
More than 3 meetings	1	3%	1	1%	2	1.89%
Total	38		68		106	
Co-relation between two districts (i.e. Hamirpur and Sirmaur)					=	59%

Chart 6.4 Number of VEC meeting in last 3 months



7. Presence of teachers and students

In this chapter we are going to analyze total teachers posted in the school and out of these how much strength was present on the day of survey and how much was absent. Further category wise analysis of attendance of students out of total enrolled are also included in this chapter. Our detailed analysis and findings regarding these are as given in the following paragraphs, tables and graphs.

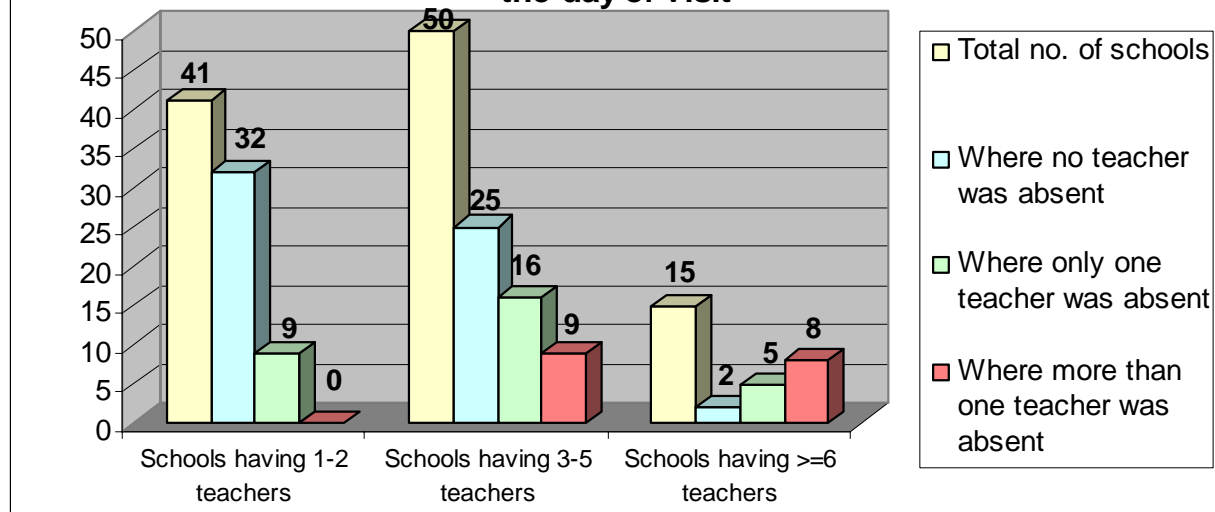
7.1 Teacher in position and present on the day of survey

We have observed and recorded that out of 106 schools one teacher was absent in 30 schools and more than one teacher were absent in 17 schools. It was observed that in 56% school no teacher was absent. Overall clear picture of these are presented in the following table 7.1

Table 7.1 Analysis of number of teacher absent on the day of visit

School Category (According to the no. of teachers in position)	Total no. of School Visited	Classification of school according to the no. of teachers found absent on the day of survey		
		None	Only 1	>1
Schools having 1-2 teachers	41	32	9	0
%		78%	22%	0%
Schools having 3-5 teachers	50	25	16	9
%		50%	32%	18%
Schools having ≥ 6 teachers	15	2	5	8
%		13%	33%	54%

Chart 7.1 Category wise analysis of presence of teacher on the day of visit

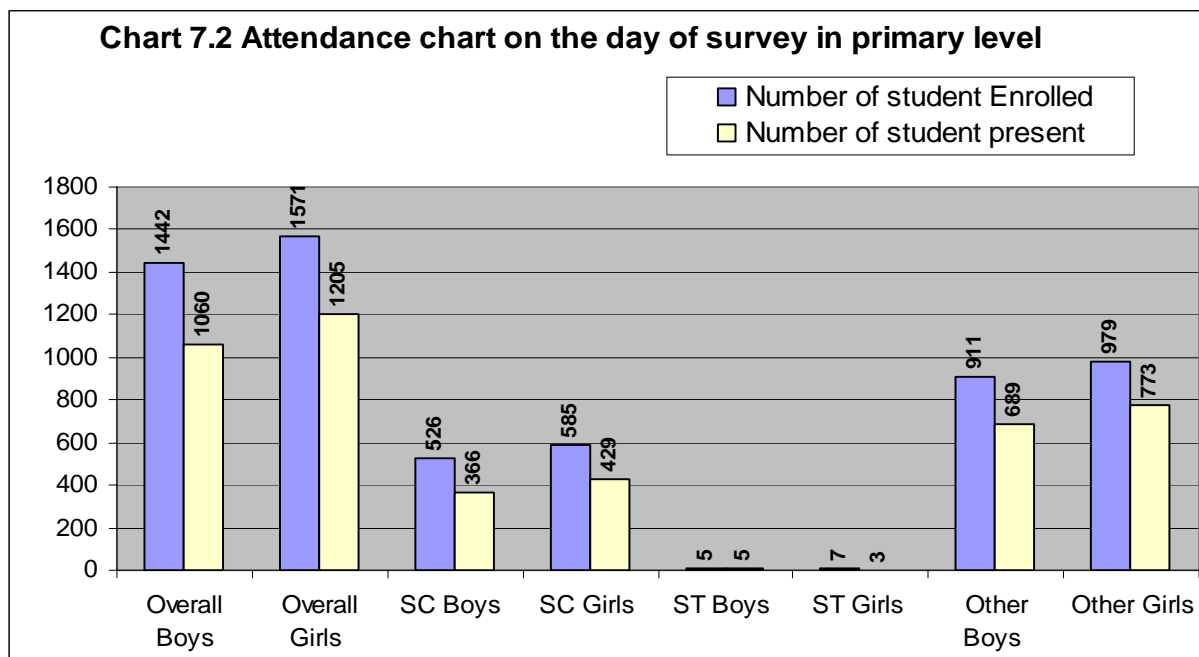


7.2 Analysis of presence of student in primary classes on the day of Survey

We have observed and recorded that overall attendance level in primary classes ranges between 73.51% to 76.70% which can not be considered satisfactory. This low attendance level occur due to the reason that many schools selected for sample checking survey are of winter session. And we have conducted this survey in these schools in the first weak of this session(ie. 16-02-2009 to 20-02-09). Table 7.2 presents the overall picture of the attendance of children of various categories in 66 schools taken together.

Table 7.2 Category wise analysis of attendance in primary classes on the day of visit

Categories wise enrolments	Number Enrolled	Attendance on the day of visit	
		Numbers	%
Overall:			
Boys	1442	1060	73.51%
Girls	1571	1205	76.70%
Total	3013	2265	75.17%
Scheduled Castes:			
Boys	526	366	69.58%
Girls	585	429	73.33%
Total	1111	795	71.56%
Scheduled Tribes:			
Boys	5	5	100.00%
Girls	7	3	42.86%
Total	12	8	66.67%
Others:			
Boys	911	689	75.63%
Girls	979	773	78.96%
Total	1890	1462	77.35%

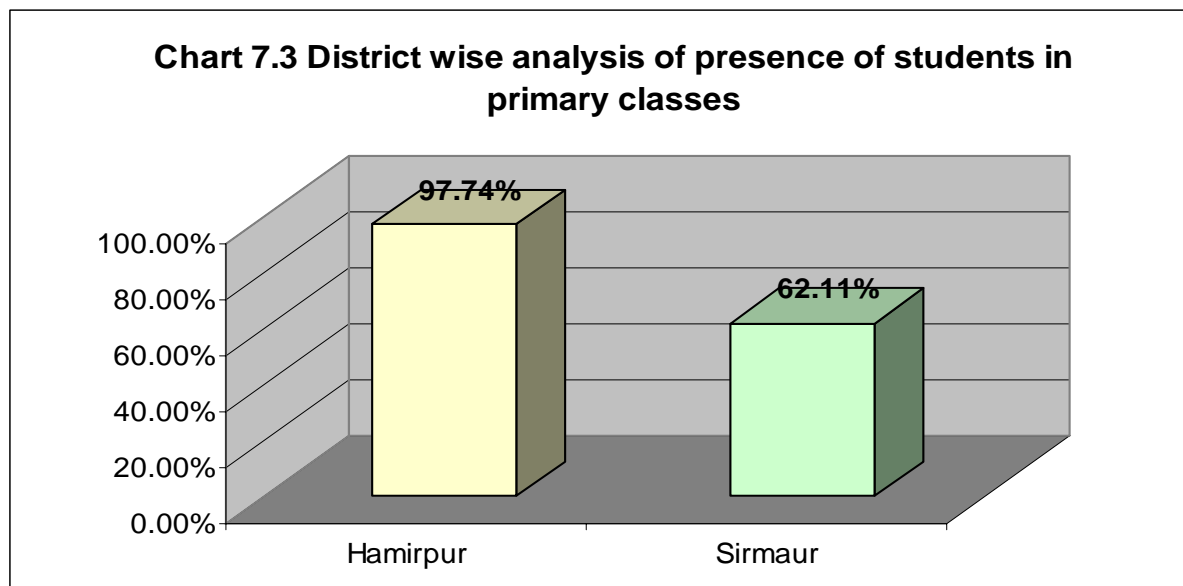


7.3 District wise analysis of presence of student in primary classes

While we have made further district wise analysis in primary classes we found presence of students in Hamirpur district was as high as 97.74% whereas in case of Sirmaur district it was only 62.15%. However, it is noted that many schools covered by us in Sirmaur districts were in the first weak of this winter session so it may be the reason for low percentage of presence as compared to Hamirpur district. However overall presence in primary classes is 75.17%. Clear cut picture of both the district are given in table 7.3 below.

Table 7.3 District wise analysis of attendance in primary classes on the day of visit

Categories wise enrolments	Number Enrolled	Presence on the day of visit	
		Numbers	%
Overall:			
Hamirpur	1105	1080	97.74%
Sirmaur	1908	1185	62.11%
Total	3013	2265	75.17%



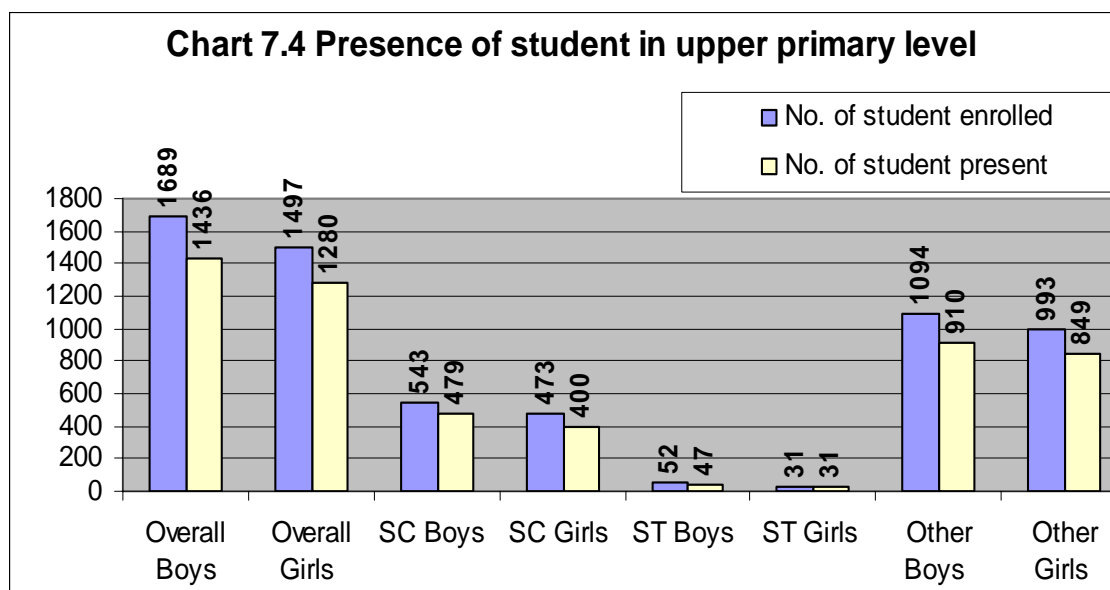
7.4 Category wise analysis of presence of student in upper primary classes on the day of visit

We have observed and recorded that attendance level in all categories taken together was above 83% which can be considered satisfactory. Table 7.4 presents

the overall picture of the attendance of children of various categories in 40 schools taken together.

Table 7.4 Category wise analysis of attendance in upper primary classes on the day of visit

Categories wise enrolments	Number Enrolled	Attendance on the day of visit	
		Numbers	%
Overall:			
Boys	1689	1436	85.02%
Girls	1497	1280	85.50%
Total	3186	2716	85.25%
Scheduled Castes:			
Boys	543	479	88.21%
Girls	473	400	84.57%
Total	1016	879	86.52%
Scheduled Tribes:			
Boys	52	47	90.38%
Girls	31	31	100.00%
Total	83	78	93.98%
Others:			
Boys	1094	910	83.18%
Girls	993	849	85.50%
Total	2087	1759	84.28%

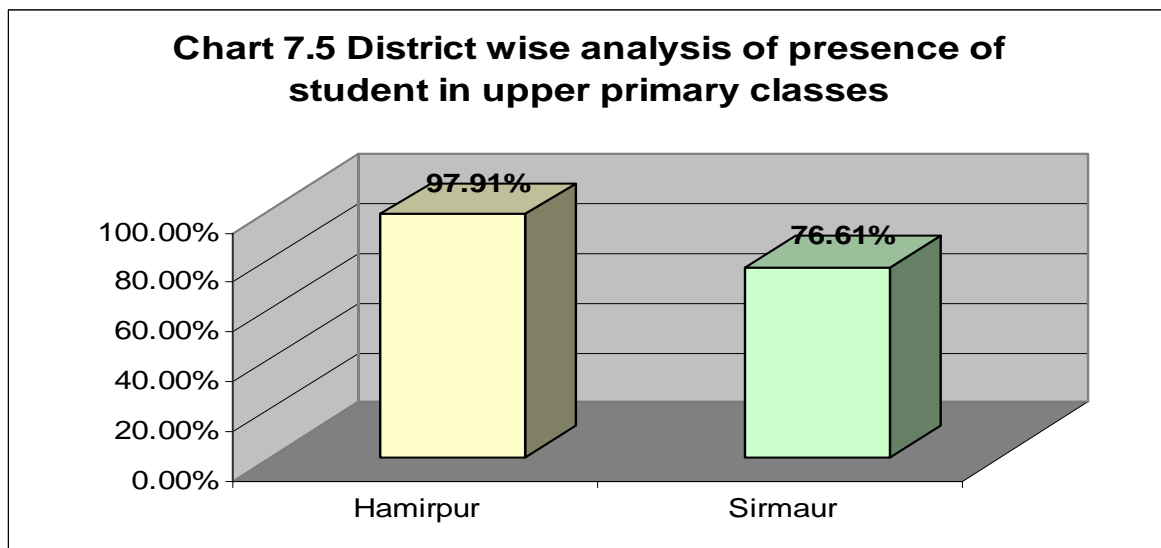


7.5 District wise analysis of attendance in upper primary classes on the day of visit

While we have made further district wise analysis in upper primary classes we found presence of students in Hamirpur district was as high as 97.91% whereas in case of Sirmaur district it was only 76.61%. However, it is noted that many schools covered by us in Sirmaur districts were in the first weak of this winter session, so it may be the reason for low percentage of presence as compared to Hamirpur district. . However overall presence in Upper Primary classes is 85.25% which can be considered as satisfactory. Clear cut picture of both the district are given in table 7.5 below.

Table 7.5 District wise analysis of attendance in upper primary classes on the day of visit

Categories wise enrolments	Number Enrolled	Attendance on the day of visit	
		Numbers	%
Overall:			
Hamirpur	1292	1265	97.91%
Sirmaur	1894	1451	76.61%
Total	3186	2716	85.25%



8. Suggestions and Recommendations

While observing whole process of data collection under DISE, particularly on the basis of scrutiny of DISE formats of sample schools the following suggestions are offered to make the data collection process more effective, reliable and error free.

- 1.** The purpose and object of the data collection should always be precise and clear not only in the minds of those who plan for these surveys and studies but must be disseminated to the respondent data collectors well before the launch of the study. The Principals/Head-teachers of the school must be given orientations on the purpose of DISE data collection.
- 2.** During survey it was observed that major deviation are due to conceptual error made during filling up few needed information in DISE format by the concerned school head master/ teacher. It is suggested that proper training should be given for conceptual clarity.
- 3.** In most of the schools we observed that Head Teachers/Principals were not aware about the purpose and importance of the information for which that was provided. So it is strongly recommended that they should be informed about the need, importance and utility of the DISE data which would definitely motivate them to respond precisely and reliably. It would certainly be more appropriate to outsource the entire DISE training to any well-experienced professional agency, rather than present system.
- 4.** During survey of 11% schools we found that Head Teacher had not received training for filling up the DISE format. So it is recommended

that at least one teacher must be fully trained so that quality of DISE data can be improved.

5. During survey we found that 75% schools under survey had not obtained the report cards from District Project Office. It is the lack from the part of education management. So it is recommended that care should be taken in future.
6. In most of the schools it was observed that members of village education committee themselves were not aware of the objects and purpose of such committee. They treated it changes for the sake of change. In some cases we have been reported that meetings were conducted only in papers and later on sent to the members for signature purpose. So it is recommended that members of village education committee must be motivated. In 42% schools no VEC meeting was conducted in last three months. So it is suggested that at least one meeting must be held during the last 3 months prior to survey.
7. In 30.2% schools no CRC visit was there in last three months. So it is suggested that at least one visit must be there during the last 3 months prior to survey.
8. We are unable to make comparative analysis of free books provided to students as we have collected the data for current academic year where as the data available in DISE format was available for previous academic year. So it is recommended that DISE format should be amended for inclusion of free books of current year. More over in some schools even SCs and girls were not provided with free books where as in some schools free books were provided to general category boys also.
9. The format designed for 5% sample survey and the District Information System of Education(DISE) was quite difficult in terms of certain

aspects. This has been resulting in establishing similarities or confirmation of data through 5% check.

10. Financial aspect should be covered in 5% sample checking format. It was observed that in some schools even the aid received from SSA not utilized.
11. DISE format filled by the teacher in schools further should be properly checked by concerned CRC so that inconsistency of data can be reduced. We have analyzed that in DISE DCF some aspects have been left blank and the format has been counter signed by concerned authority. So care should be taken future.
12. It was observed that in higher secondary and Sr. secondary schools activities of SSA is not appreciated and not given much importance by concerned Principle/Head Teacher.
13. 24% schools have either not filled or filled wrong School Code. School Code is the basic unit of Computerization, so that school can be identified uniquely. So it is suggested that teacher should be properly aware about the school code.
14. It was found that overall enrolment of school do not vary too much, but 11% variation was found in enrolment of boys and girls separately. So teachers should be instructed to take care while DCF was filled by them.

Abbreviations Used

SSA	Sarva Shiksha Abhiyan
DISE	District Information System for Education
PES	Post Enumeration Survey
DCF	Data Collection Format
DES	Directorate of Economics & Statistics
DESO	District Statistics & Evaluation Officer
GOI	Government of India
CBSE	Central Board of School Education
KV's	Kendriya Vidyalaya's
SC	Scheduled Castes
ST	Scheduled Tribes
OBC's	Other Backward Classes
VEC	Village Education Committees
UT's	Union Territories
BRCC	Block Resource Centre Coordinator
CRCC	Cluster Resource Centre Coordinator