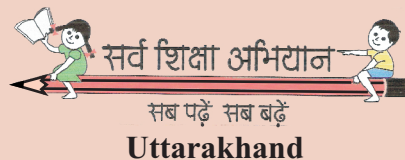


# 5% Sample Checking of DISE Data

(Year 2008-09)

*Submitted to :*



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# **5% Sample Checking of DISE Data**

**(Year 2008 - 09)**

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# **Executive Summary**

# Executive Summary

## 1. Key Objectives

The key objectives of the sample checking exercise were—

1. To compare and identify discrepancies in the data collected from the selected schools with the data collected from respective District Project Offices;
2. To identify problems of teachers' and CRCs in carrying out their responsibilities
3. To suggest specific remedial measures to improve the process of data collection

## 2. Methodology

### 2.2 Sample Selection

- 2.2.1 The selection of districts, blocks and the schools was done by adhering to the sampling methodology suggested by State Project Office of Sarva Shiksha Abhiyan in their Terms of Reference (ToR) and the suggestions subsequently made by the State Project Office, SSA, Uttarakhand. Based on this, the following methodology was adopted for the purpose of this study—

#### **Selection of Districts**

- 2.2.2 For the purpose of 5 percent sample checking of DISE data, all 13 districts of the State were chosen as sample districts.

#### **Selection of Blocks**

- 2.2.3 In each of the sample districts, three blocks were selected with due consideration to the geographical representation, type of population and literacy of the block as far as possible. Apart from this, as suggested by State Project Office, SSA while selecting three blocks from each district, care was also taken to see that the 3 sample

blocks comprise one block covered during the academic year 2007-08. Thus, all blocks taken together, a total of 39 blocks were selected for the purpose

### **Selection of Schools**

- 2.2.4 At block level, the schools were selected using proportional stratified sampling technique by segregating the complete list of schools in two parts, namely, those run by the education/other government departments and those run by private management bodies. Further, from each of these lists, 5 percent schools were selected using systematic random sampling technique. The procedure for selection of school was also discussed with the concerned officials of State Project Offices and finalized after their consent.

## **2.3 Instruments Used**

- 2.3.1 For the purpose of sample checking, a mandated data collection format was provided to us by the State Project Office (SSA, Uttarakhand). 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 the following 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

( ii )

marked as 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**

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

The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 96 percent of the schools, except the information relating to Year of Establishment of the schools where a matching of 92 percent was found between the said two sets of data.

As regards the type of building, in around 91 percent of the schools, the DISE and the sample survey data were found to be completely matching. However, in respect of the ownership and number of classrooms, a variation of 11 percent and 10 percent, respectively, was observed.

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.

The school-wise analysis of data relating to enrolment reveals that in around 64 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 70 percent cases in Scheduled Caste and around 91 percent in case of Scheduled Tribes students.

The micro-level analysis reveals that the data relating to enrolment was found to be matching in more than 92 percent upper primary schools in case of ST students and in more than 62 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 around 60 percent and 65 percent cases, respectively.

So far as the data relating to repeaters is concerned, 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) would 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 72 percent of the primary schools. At upper primary level, the number of repeaters was found to be matching in around 87 percent of the schools in respect of boys and in around 83 percent of the schools in respect of girls.

During the cross verification of survey data with DISE data, in 57 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 2 schools, the examination data could not be collected by us despite making a repeat visit.

If one excludes these 59 cases, an exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in around 81 percent of the schools having primary classes and in around 70 percent of those having upper primary classes

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 65 percent of the schools. In majority of the remaining schools, a variation of  $\pm 1$  has been observed in the overall number of teachers. Interestingly, the proportion of schools where the number of teachers in position was found to be matching in the DISE and sample survey data was much lower (only 41 percent) in the case of private schools as compared to the schools run by Education Department (71 percent).

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 70 percent of the schools, survey data matched with the departmentally collected data.

It would be apt to mention here that except the data relating to drinking water facility, where a mismatch of data in 31 percent of the schools was noticed, the data relating to availability of electricity, common toilet, Girls toilet, computers, play ground and arrangement for availability of furniture for seating of children matches in more than three-fourth of the schools.

### **3.2 Training of School Authorities on DISE**

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 DISE formats for the current academic year was provided to 81 percent of the school authorities.

### **3.3 Availability of 'School Report Card'**

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 64 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 52 percent of the schools were found having the school report card.

### **3.4 Availability of Office Copy of DISE Formats**

DISE Data is so important that every school ought to keep an office copy of the same in the school. The analysis of the data in this regard reveals that overall, 69 percent of the schools had retained, the office copy of the DISE data for the current academic year.

## 4. Recommendations

### 4.1 Verifications and removal of errors in the DISE format:

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). Although, a considerable improvement has been observed during the current academic year over the last academic years, there is still a need for further strengthening the mechanism adopted this year for cross checking the filled in DISE formats at different levels.

### 4.2 Guidelines given with the DISE formats:

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.

### 4.3 Amendment in Guidelines Provided for Repeaters

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

*i p j k o r i d v j i h v j ½ o g N k = g s f t l d k f d l h d { k k e a , d l s v f / k d c k j m l h d { k k e a u k e k a d u f d ; k x ; k A*

#### 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'.*

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.

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.

#### **4.4 Entry of DISE Data at Block Level**

BRC being a nodal centre, the data entry of DISE formats should be done at block level instead of District Project Office so that the inconsistencies observed in the DISE format, if any, may be removed by calling concerned CRC Coordinators and Head Teachers of the schools at block level. This will also be helpful in timely collection and entry of data.

#### **4.5 Adherence to Standard DISE Format all over the State**

It was observed that in some districts the codes mentioned in the DISE format, especially in regard to ongoing construction work, sanctioned work, etc. were different than that of the other districts. This created problems in analyzing the DISE data. It is therefore suggested that the districts should strictly adhere to the DISE format issued by the State Project Office and no modifications being made in the format.

#### **4.6 Timely Distribution of DISE Formats to the School**

During the data collection for the sample checking survey, some of the Head Teachers reported that DISE formats are not distributed timely. They also mentioned that the time line for filling up DISE format is not intimated to them and they are instructed to submit the data hurriedly. As such, it is suggested that

the teachers responsible for filling up of DISE formats should be given adequate time so that the correct information could be filled in the format after proper checking.

#### **4.7 Keeping Data Entry Operator Free During Entry of DISE Data**

The Data Entry Operator should be kept free from other jobs during the entry of DISE data to ensure judicious and timely entry of DISE data.

***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.***

\* \* \* \* \*

**Comparison Sheet**  
**(Current Year Vs. Last Year)**

## COMPARISON SHEET

(AY 2006-07, 2007-08 and 2008-09)

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

Variables	2006-07	2007-08	2008-09	Remarks*
<b>Schools for which data was found available in the DISE CD</b>	<b>95%</b>	<b>99%</b>	<b>99%</b>	<b>Improved</b>
<b>School Particulars</b>				
School Location	99%	95%	97%	Improved
Establishment Year	83%	78%	92%	Improved
School Category	95%	94%	96%	Improved
School Type	99%	99%	100%	Improved
Lowest Class	98%	99%	98%	
Highest Class	95%	95%	97%	Improved
School Management	96%	96%	97%	Improved
Residential Facility	NA	96%	99%	Improved
Shift School	NA	99%	99%	
<b>Ownership and Type of School Building</b>				
Ownership	96%	89%	89%	
Type of Building	94%	84%	91%	Improved
No. of Classrooms	86%	83%	89%	Improved
<b>Primary Schools where data regarding enrolment was matching</b>				
Boys (Overall)	60%	53%	64%	Improved
Girls (Overall)	62%	55%	65%	Improved
Boys (SC)	69%	67%	73%	Improved
Girls (SC)	69%	69%	70%	Improved
Boys (ST)	92%	92%	91%	
Girls (ST)	93%	93%	92%	
<b>Upper Primary Schools where data regarding enrolment was matching</b>				
Boys (Overall)	65%	50%	59%	Improved
Girls (Overall)	55%	61%	65%	Improved
Boys (SC)	68%	64%	66%	Improved
Girls (SC)	63%	75%	62%	
Boys (ST)	93%	92%	91%	
Girls (ST)	92%	96%	93%	
<b>Repeaters</b>				
Primary Level - Boys	54%	69%	73%	Improved
Primary Level - Girls	58%	66%	72%	Improved
Upper Primary Level - Boys	65%	73%	87%	Improved
Upper Primary Level - Girls	63%	80%	83%	Improved

Variables	2006-07	2007-08	2008-09	Remarks*
<b>Annual Examination (Class -5)</b>				
Boys Enrolled	66%	73%	82%	Improved
Boys Appeared	66%	71%	81%	Improved
Boys Passed	65%	70%	81%	Improved
Girls Enrolled	66%	66%	83%	Improved
Girls Appeared	66%	67%	81%	Improved
Girls Passed	65%	64%	81%	Improved
<b>Annual Examination (Class -8)</b>				
Boys Enrolled	51%	54%	70%	Improved
Boys Appeared	52%	57%	72%	Improved
Boys Passed	51%	52%	67%	Improved
Girls Enrolled	48%	65%	73%	Improved
Girls Appeared	45%	67%	72%	Improved
Girls Passed	45%	65%	69%	Improved
<b>Teachers In-position</b>				
Education Department	72%	75%	71%	
Private Schools	41%	31%	41%	Improved
<b>Basic Amenities</b>				
Availability of Electricity	NA	92%	92%	
Availability of Common Toilets	NA	79%	89%	Improved
Separate Toilet For Girls	NA	74%	81%	Improved
Condition of Boundary Wall	NA	69%	69%	
Source of Drinking Water	NA	69%	74%	Improved
Play Ground In School	NA	70%	75%	Improved
Total No. of Computers	NA	87%	90%	Improved
Seating Arrangement for Children	NA	68%	79%	Improved

(\*) Remarks based on comparison between AY 2008-09 and 2007-08

# 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. As such, 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 any 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. Many educational experts were critical about this aspect.
- 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 was necessary 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, which 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, designed specially 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 2008-09.

## 2. Methodology

### 2.1 Key Objectives

- 2.1.1 The key objectives of the sample checking exercise were—
1. To compare and identify discrepancies in the data collected from the selected schools with the data collected from respective District Project Offices;
  2. To identify problems of teachers' and CRCs in carrying out their responsibilities
  3. To suggest specific remedial measures to improve the process of data collection

### 2.2 Sample Selection

- 2.2.1 The selection of districts, blocks and the schools was done by adhering to the sampling methodology suggested by State Project Office of Sarva Shiksha Abhiyan in their Terms of Reference (ToR) and the suggestions subsequently made by the State Project Office, SSA, Uttarakhand. Based on this, the following methodology was adopted for the purpose of this study—

#### **Selection of Districts**

- 2.2.2 For the purpose of 5 percent sample checking of DISE data, all 13 districts of the State were chosen as sample districts.

#### **Selection of Blocks**

- 2.2.3 In each of the sample districts, three blocks were selected with due consideration to the geographical representation, type of population and literacy of the block as far as possible. Apart from this, as suggested by State Project Office, SSA while selecting three blocks from each district, care was also taken to see that the 3 sample blocks comprise one block covered during the academic year 2007-08. Thus, all blocks taken together, a total of 39 blocks were selected for the

purpose. Based on this, the following blocks were identified after due consultation with State Project Officials —

District	Blocks Covered Last Year	Remaining Blocks	Selected Blocks with reasons behind selection		
			Geographical Vulnerability	Social Vulnerability	Literacy Rate
Dehradun	Kalsi, Vikas Nagar and Sahashpur	Doiwala, Raipur and Chakrata	Chakrata (Hard to Access)	Kalsi * (SC/ST Population)	Doiwala (High Literacy Rate)
Tehri	Jakhnidhar, Jaunpur and Thouldhar	Chamba, Narender Nagar, Kirti Nagar, Devprayag, Pratap Nagar and Bhilingana	Narendra Nagar (Easy to access)	Bhilingana (SC Population)	Jakhnidhar * (Low literacy rate)
Uttarkashi	Bhatwari, Chinyalisaur and Dunda	Mori, Purola and Naugaon	Mori (Hard to access)	Purola (SC population)	Bhatwadi * (High literacy rate)
Haridwar	Bahadradab, Narsan and Khanpur	Roorkee, Lakshar and Bhagwanpur	Laksar (Not so easy to access)	Roorkee (SC/Minority population)	Khanpur * (Low literacy rate)
Pauri	Dugadda, Kaljikhil and Kot	Berankhal, Dwarikhil, Ekeshwar, Jaihrikhil, Khirsu, Naunidanda, Pabo, Pauri, Pokhri, Rikhnikhal, Thailisain and Yamkeshwar	Thailisain (Hard to access)	Kot * (SC Population)	Ekeshwar (High literacy rate)
Rudraprayag	Agastyamuni, Jakholi and Ukhimath	There are only three blocks in this district. Therefore all the blocks have been selected			
Chamoli	Dasholi, Ghat and Joshimath	Dewal, Gairsain, Karnprayag, Narayanbagar, Pokhri and Tharali	Dasholi * (Easy to access)	Tharali (SC population)	Dewal (Low literacy rate amongst remaining blocks within the district)
Almora	Bhansiyachhan, Dwarahat and Sult	Bhikiyasain, Chaukhutiya, Dhauladevi, Hawalbag, Lambgarha, Syalde, Takula and Tarikhet	Syalde (Hard to access)	Dwarahat * (SC population)	Hawalbagh (High literacy rate)
Bageshwar	Bageshwar, Kapkote and Garur	There are only three blocks in this district. Therefore all the blocks have been selected			
Pithoragarh	Gangolihat, Munsiyari and Munakot	Berinag, Dharchula, Didihat, Kanalichhina and Munakot	Didihat (Not so easy to access)	Dharchula (SC/ST population)	Munakot * (Average literacy rate)
Champawat	Barakot, Pati and Lohaghat	There are only four blocks in the district. Therefore, 2 blocks would be repeated this year			
Nainital	Bhimtal, Okhal Kanda and Ramnagar	Dhari, Haldwani, Kotabag Ramgarh and Betalghat	Okhalkanda * (Hard to access)	Dhari (SC population)	Haldwani (High literacy rate amongst remaining blocks within the district)
US Nagar	Bajpur, Jaspur and Kashipur	Gadarpur, Khatima, Rudrapur and sitarganj	Kashipur * (easy to access)	Khatima (SC/ST and Minority population)	Sitarganj (Low literacy rate)

\* The blocks also covered last academic year (2007-08) for the same study

### **Selection of Schools**

- 2.2.4 At block level, the schools were selected using proportional stratified sampling technique by segregating the complete list of schools in two parts, namely, those run by the education/other government departments and those run by private management bodies. Further, from each of these lists, 5 percent schools were selected using systematic random sampling technique. The procedure for selection of school was also discussed with the concerned officials of State Project Offices and finalized after their consent.

## **2.3 Instruments Used**

- 2.3.1 For the purpose of sample checking, a mandated data collection format was provided to us by the State Project Office (SSA, Uttarakhand). 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 the following 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 marked as 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 419 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, Pauri, Almora, Dehradun and Champawat, the data for 4 schools (1 school in each district) was found completely missing (Table 3.1).

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

SN	District	No. of Sample Schools	Schools for which data was found available in the DISE CD	
			Number	Percentage
1	Almora	33	32	97%
2	Bageshwar	42	42	100%
3	Chamoli	25	25	100%
4	Champawat	30	29	97%
5	Dehradun	37	36	97%
6	Haridwar	20	20	100%
7	Nainital	37	37	100%
8	Pauri	26	25	96%
9	Pithoragarh	32	32	100%
10	Rudraprayag	42	42	100%
11	Tehri	37	37	100%
12	U.S.Nagar	34	34	100%
13	Uttarkashi	24	24	100%
<b>Total</b>		<b>419</b>	<b>415</b>	<b>99%</b>

3.1.4 Overall, for 99 percent (415 out of 419) 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 415 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

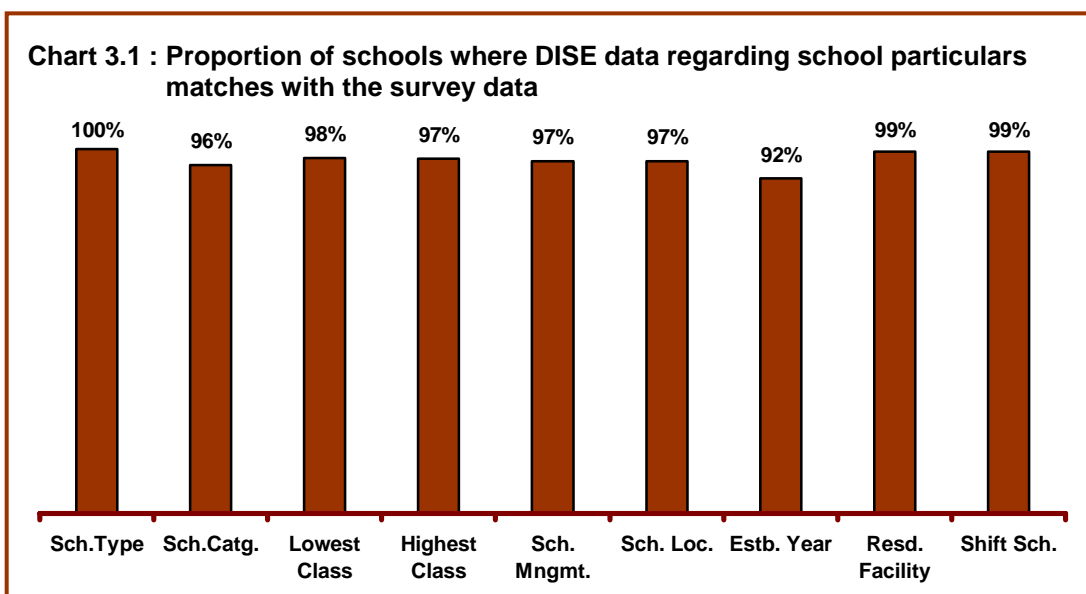
3.2.2 A comparative analysis of the DISE and sample checking data pertaining to school particulars has been done and presented in Table 3.2 under the following three heads—

- (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 Type	415	0	0.0%	0	0.0%	415	100.0%
School Category	415	0	0.0%	18	4.3%	397	95.7%
Lowest Class	415	0	0.0%	10	2.4%	405	97.6%
Highest Class	415	0	0.0%	11	2.7%	404	97.3%
School Management	415	0	0.0%	14	3.4%	401	96.6%
School Location	415	0	0.0%	14	3.4%	401	96.6%
Establishment Year	415	1	0.2%	32	7.7%	382	92.0%
Residential Facility	415	0	0.0%	3	0.7%	412	99.3%
Shift School	415	0	0.0%	3	0.7%	412	99.3%

3.2.3 The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 96 percent of the schools, except the information relating to Year of Establishment of the schools where a matching of 92 percent was found between the said two sets of data (Table 3.2). The high level of variation (8 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 Teacher/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 type of building, in around 91 percent of the schools, the DISE and the sample survey data were found to be completely matching. However, in respect of the ownership and number of classrooms, a variation of 11 percent and 10 percent, respectively 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	415	0	0.0%	45	10.8%	370	89.2%
Type of Building	415	4	1.0%	32	7.7%	379	91.3%
No. of Classrooms	415	0	0.0%	42	10.1%	373	89.9%

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

3.4.1 Category-wise breakup of the 415 schools covered under the sample checking survey was as under—

School Category	Schools in the Sample
Only primary classes	263
Primary with upper primary classes	24
Primary with upper primary & secondary/higher secondary classes	3
Only upper primary classes	85
Upper primary with secondary/ higher secondary classes	40
<b>Total</b>	<b>415</b>

3.4.2 In accordance with the above, the data regarding enrolment in primary classes has been analyzed for  $263+24+3=290$  schools, whereas, the analysis in respect of upper primary classes has been done for  $24+3+85+40=152$  schools.

#### **Enrolment in Primary Classes :**

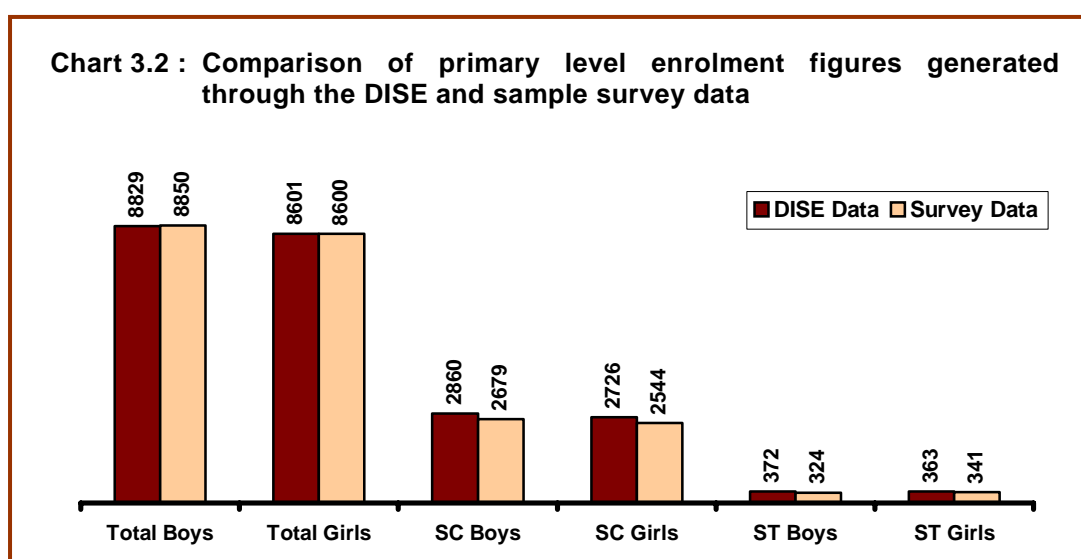
3.4.3 We began by examining the internal consistency of the DISE data regarding enrolment. It emerged that out of 290 schools having primary classes, in 17 schools (6 percent), the data regarding enrolment was not available in the

DISE CD. Therefore, only 273 schools have been analysed for comparison and verification of enrolment data of primary classes.

3.4.4 Accordingly, as presented in Table 3.4, no or negligible macro-level variation between the enrolment figures given in the DISE data and those collected during the sample checking survey was found in overall enrolment of boys and girls. However, caste-wise variation in this respect was found to be within 7 percent in case of ST boys and girls, which could be owing to less number of boys and girls in this category (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 273 sample schools having primary classes showing complete and consistent DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
<b>Overall :</b>			
Boys (Overall)	8829	8850	0.2%
Girls (Overall)	8601	8600	0.0%
<b>Scheduled Castes :</b>			
Boys (SC)	2860	2679	6.3%
Girls (SC)	2726	2544	6.7%
<b>Scheduled Tribes :</b>			
Boys (ST)	372	324	12.9%
Girls (ST)	363	341	6.1%



3.4.5 The micro-level (school-wise) analysis reveals that in around 64 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 70 percent cases in Scheduled Caste and around 91 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.	%
<b>Overall :</b>					
Boys (Overall)	273	99	36.3%	174	63.7%
Girls (Overall)	273	97	35.5%	176	64.5%
<b>Scheduled Castes :</b>					
Boys (SC)	273	75	27.5%	198	72.5%
Girls (SC)	273	83	30.4%	190	69.6%
<b>Scheduled Tribes :</b>					
Boys (ST)	273	24	8.8%	249	91.2%
Girls (ST)	273	21	7.7%	252	92.3%

3.4.6 In the remaining cases, there were variations which could have occurred on account of the fact that 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 likelihood of committing computation errors. The computation error committed during cross tabulation does appear to be the major source of variation because while in respect of the ST students, who are much smaller in number, the DISE data for enrolment matches with survey data in around 91 percent schools, 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 64 percent of the schools.

3.4.7 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.

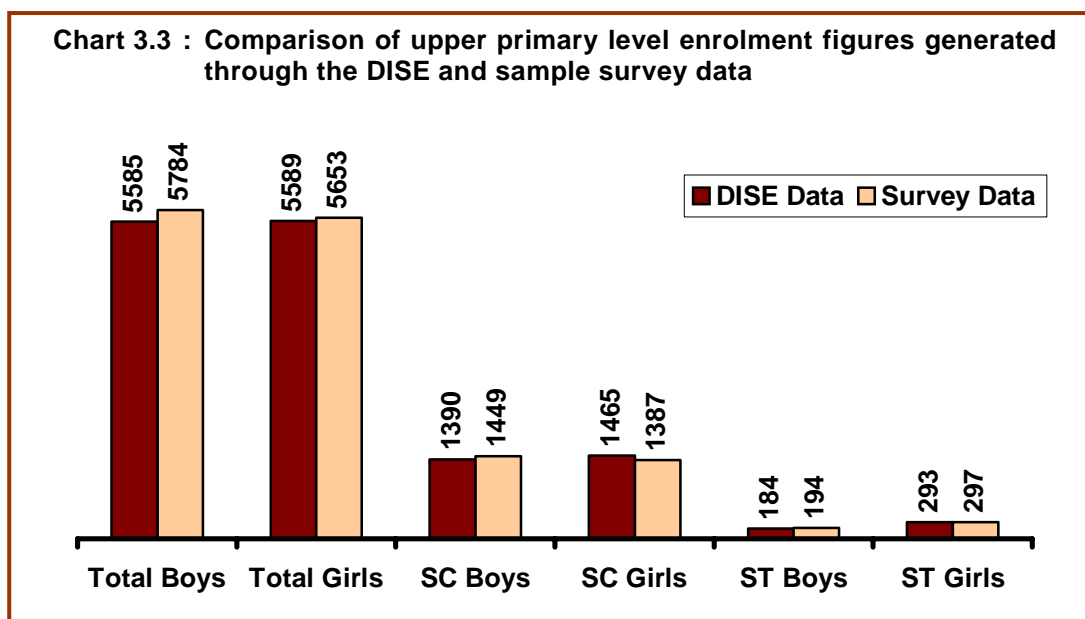
**Enrolment in Upper Primary Classes :**

3.4.8 Here too, we began by examining the internal consistency of the DISE data regarding enrolment. It emerged that out of 152 schools having upper primary classes, in 14 schools (9 percent), the data regarding enrolment was not found to be available in the DISE CD provided to us. Therefore, only 138 schools have been analyzed for comparison and verification of enrolment data of upper primary classes.

3.4.9 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 6 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 138 sample schools having upper primary classes and showing complete and consistent DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
<b>Overall :</b>			
Boys (Overall)	5585	5784	3.4%
Girls (Overall)	5589	5653	1.1%
<b>Scheduled Castes :</b>			
Boys (SC)	1390	1449	4.1%
Girls (SC)	1465	1387	5.6%
<b>Scheduled Tribes :</b>			
Boys (ST)	184	194	5.2%
Girls (ST)	293	297	1.3%



3.4.10 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 62 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 around 60 percent and 65 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.	%
<b>Overall :</b>					
Boys (Overall)	138	56	40.6%	82	59.4%
Girls (Overall)	138	49	35.5%	89	64.5%
<b>Scheduled Castes :</b>					
Boys (SC)	138	47	34.1%	91	65.9%
Girls (SC)	138	53	38.4%	85	61.6%
<b>Scheduled Tribes :</b>					
Boys (ST)	138	12	8.7%	126	91.3%
Girls (ST)	138	10	7.2%	128	92.8%

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

- 3.4.11 Notwithstanding the data entry 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

*A repeater is a student who has been enrolled in the same class for more than one year.*

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

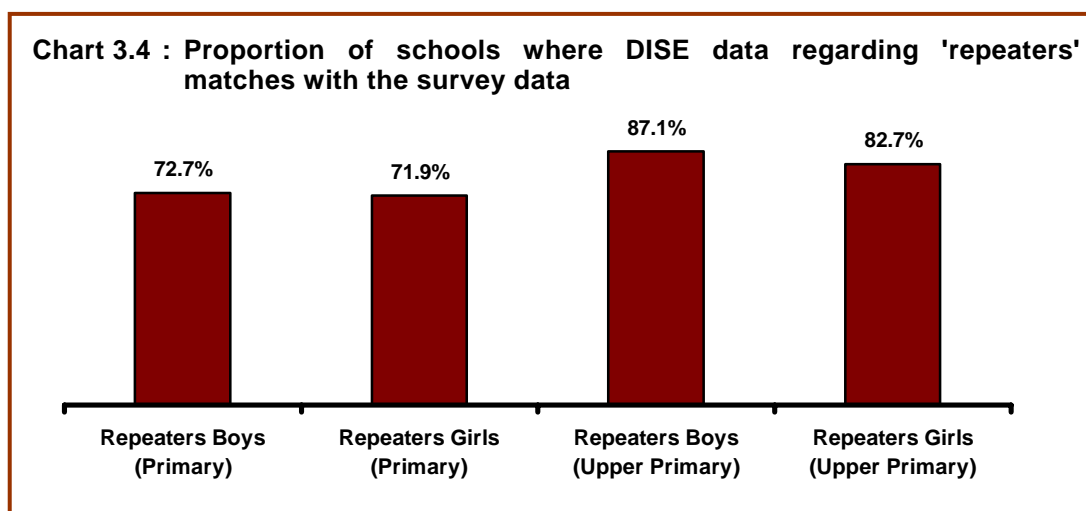
- 3.5.3 The DISE format required the number of 'repeaters' to be given under three sub-heads—
1. **Failed** : The students who appeared in the annual examination and were declared failed.
  2. **Absent for a long period** : The students who had been absent for more than 3 months without any information 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 72 percent of the schools. At upper primary level, the number of repeaters was found to be matching in around 87 percent of the schools in respect of boys and in around 83 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.	%
<b>Primary Level :</b>					
Repeaters Boys	278	76	27.3%	202	72.7%
Repeaters Girls	278	78	28.1%	200	71.9%
<b>Upper Primary Level :</b>					
Repeaters Boys	139	18	12.9%	121	87.1%
Repeaters Girls	139	24	17.3%	115	82.7%



### 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.

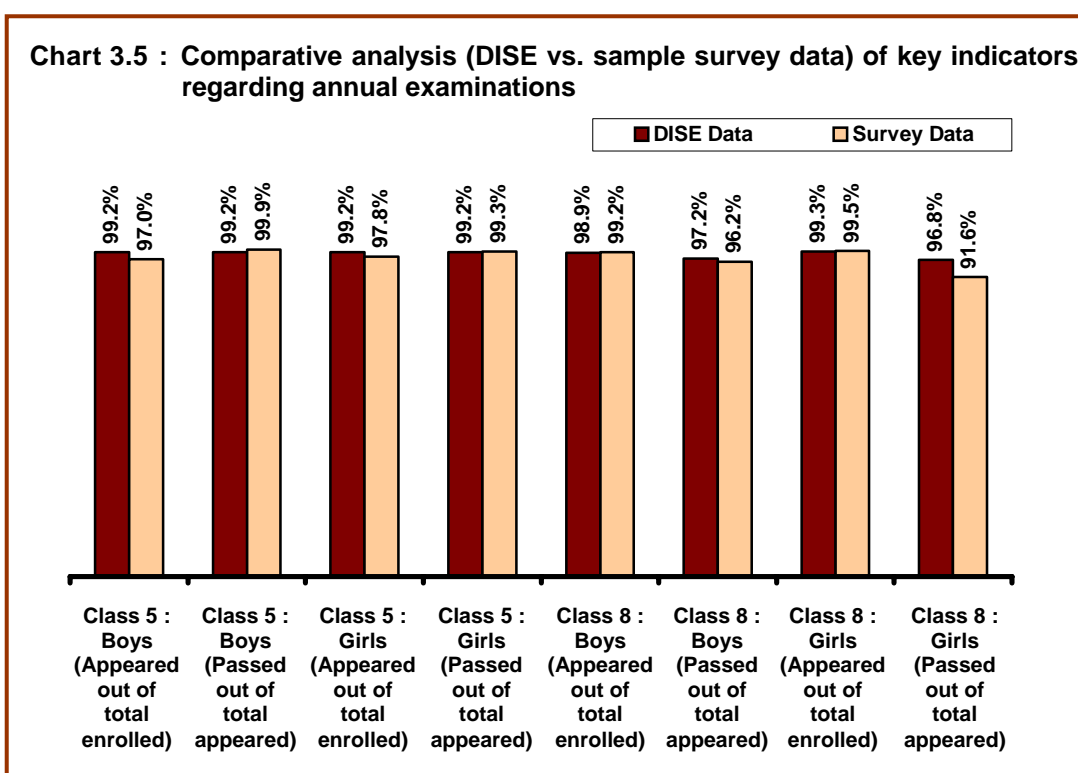
### 3.7 Data regarding Annual Examinations

- 3.7.1 During the cross verification of survey data with DISE data, in 57 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 2 schools, the examination data could not be collected by us despite making a repeat visit.
- 3.7.2 If one excludes these 59 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
<b>Annual Examination - Class 5 : Boys</b>		
• % of students appeared out of total enrolled	99.2%	97.0%
• % of students passed out of total appeared	99.2%	99.9%
<b>Annual Examination - Class 5 : Girls</b>		
• % of students appeared out of total enrolled	99.2%	97.8%
• % of students passed out of total appeared	99.2%	99.3%

Examination	DISE Data	Survey Data
<b>Annual Examination - Class 8 : Boys</b>		
• % of students appeared out of total enrolled	98.9%	99.2%
• % of students passed out of total appeared	97.2%	96.2%
<b>Annual Examination - Class 8 : Girls</b>		
• % of students appeared out of total enrolled	99.3%	99.5%
• % of students passed out of total appeared	96.8%	91.6%



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 around 81 percent of the schools having primary classes and in around 70 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.	%
<b>Annual Examination - Class 5 : Boys</b>					
Number Enrolled	253	46	18.2%	207	81.8%
Number Appeared	253	47	18.6%	206	81.4%
Number Passed	253	48	19.0%	205	81.0%
<b>Annual Examination - Class 5 : Girls</b>					
Number Enrolled	253	44	17.4%	209	82.6%
Number Appeared	253	47	18.6%	206	81.4%
Number Passed	253	47	18.6%	206	81.4%
<b>Annual Examination - Class 8 : Boys</b>					
Number Enrolled	123	37	30.1%	86	69.9%
Number Appeared	123	35	28.5%	88	71.5%
Number Passed	123	41	33.3%	82	66.7%
<b>Annual Examination - Class 8 : Girls</b>					
Number Enrolled	123	33	26.8%	90	73.2%
Number Appeared	123	34	27.6%	89	72.4%
Number Passed	123	38	30.9%	85	69.1%

\* *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 65 percent of the schools. In majority of the remaining schools, a variation of  $\pm 1$  has been observed in the overall number of teachers.

**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.	%
<b>All Schools Combined</b>	<b>415</b>	<b>270</b>	<b>65.1%</b>
Education Department	336	238	70.8%
Other Govt. Department	1	0	0.0%
Private Schools	78	32	41.0%

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 41 percent) in the case of private schools (Table 3.11) as compared to the schools run by Education Department (71 percent).

### 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 70 percent of the schools, survey data matched with the departmentally collected data (Table 3.12).

**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.	%
Availability of Electricity	415	0	0.0%	35	8.4%	380	91.6%
Availability of Common Toilets	415	0	0.0%	47	11.3%	368	88.7%
Separate Toilet For Girls	415	0	0.0%	77	18.6%	338	81.4%
Condition of Boundary Wall	415	0	0.0%	128	30.8%	287	69.2%
Source of Drinking Water	415	0	0.0%	107	25.8%	308	74.2%
Play Ground In School	415	0	0.0%	102	24.6%	313	75.4%
Total No. of Computers	415	0	0.0%	42	10.1%	373	89.9%
Furniture for Children	415	9	2.2%	77	18.6%	329	79.3%

3.9.2 It would be apt to mention here that except the data relating to drinking water facility where a mismatch of data in 31 percent of the schools was noticed. The data relating to availability of electricity, common toilet, Girls toilet, computers, play ground and arrangement for availability of furniture for seating of children matches in more than three-fourth of the schools.

## 4. Performance of Repeated Blocks

Based on the findings of 5% sample checking of DISE data during last academic year (2007-08), a number of efforts made by State Project Office in individual blocks to improve upon the quality of DISE data. Accordingly, this study also undertook to study the improvements made this year over the last year in such blocks. Two districts, namely, Bageshwar and Rudraprayag have only 3 blocks. As such, during the current year all these blocks were repeated. Likewise, district Champawat has 4 blocks out of which, 2 blocks were repeated this year. Thus, in all, 18 blocks were repeated this year. As such, the comparison has been made along the following two heads—

- i) Repeated blocks (AY 2007-08 Vs. AY 2008-09)
- ii) Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

### 4.1 School Particulars

#### Repeated blocks (AY 2007-08 Vs. AY 2008-09)

4.1.1 The extent of matching of survey data with the departmentally collected data relating to school particulars of the repeated blocks was found to

**Table 4.1 : Comparative analysis of data regarding school particulars (*Repeated Blocks*)**

Information collected	AY 2007-08			AY 2008-09			Remark
	Sample size (n)	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
School Type	191	188	98.4%	195	195	100%	Improved
School Category	191	186	97.4%	195	188	96.4%	
Lowest Class	191	190	99.5%	195	190	97.4%	
Highest Class	191	185	96.9%	195	192	98.5%	Improved
School Management	191	184	96.3%	195	192	98.5%	Improved
School Location	191	186	97.4%	195	192	98.5%	Improved
Establishment Year	191	143	74.9%	195	177	90.8%	Improved
Residential Facility	191	183	95.8%	195	195	100%	Improved
Shift School	191	188	98.4%	195	193	99.0%	Improved

be comparatively much better in respect of School Location, Year of Establishment, School Type, Highest Class, School Management, Residential Facility and Shift School in the current academic year when compared to the last academic year (2007-08). However, in case of school category and lowest class of the school, the matching of data was found to be better during last academic year in comparison to this academic year (Table 4.1).

### Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

4.1.2 While comparing the data of repeated blocks with that of the non-repeated blocks during the current year, in 6 out of 9 variables relating to school particulars, an improvement has been observed in case of repeated blocks. In respect of remaining variables, the difference is marginal (Table 4.2).

**Table 4.2 : Comparative analysis of data regarding school particulars (Repeated Vs. Non-Repeated Blocks)**

Information collected	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
School Type	195	195	100%	220	220	100.0%	Improved
School Category	195	188	96.4%	220	209	95.0%	Improved
Lowest Class	195	190	97.4%	220	215	97.7%	
Highest Class	195	192	98.5%	220	212	96.4%	Improved
School Management	195	192	98.5%	220	209	95.0%	Improved
School Location	195	192	98.5%	220	209	95.0%	Improved
Establishment Year	195	177	90.8%	220	205	93.2%	
Residential Facility	195	195	100%	220	217	98.6%	Improved
Shift School	195	193	99.0%	220	219	99.5%	

## 4.2 Ownership and Type of School Building

### Repeated blocks (AY 2007-08 Vs. AY 2008-09)

4.2.1 While comparing the data of AY 2008-09 to AY 2007-08 in respect of repeated blocks regarding ownership, type of building and number of

classrooms, the performance of the repeated blocks has been better in the current year academic in comparison to last academic year (Table 4.3).

**Table 4.3 : Comparative analysis of data regarding ownership and type of building (Repeated blocks)**

Information collected	AY 2007-08			AY 2008-09			Remark
	Sample size (n)	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
Ownership	191	172	90.1%	195	179	91.8%	Improved
Type of Building	191	159	83.2%	195	177	90.8%	Improved
No. of Classrooms	191	164	85.9%	195	172	88.2%	Improved

### Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

4.2.2 However, while comparing the data of repeated blocks to that of non-repeated blocks, during current academic year, the repeated blocks have performed better in respect of only one variable, that is, ownership of building. In respect of type of building and number of classrooms, the matching of data was found to be better in respect of the non-repeated blocks (Table 4.4).

**Table 4.4 : Comparative analysis of data regarding ownership and type of building (Repeated Vs. Non-Repeated Blocks)**

Information collected	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
Ownership	195	179	91.8%	220	191	86.8%	Improved
Type of Building	195	177	90.8%	220	202	91.8%	
No. of Classrooms	195	172	88.2%	220	201	91.4%	

## 4.3 Enrolment

### PRIMARY LEVEL

#### Repeated blocks (AY 2007-08 Vs. AY 2008-09)

4.3.1 The matching of data regarding enrolment at primary level does not reveal any visible improvement while comparing current year's data with that of the last year in respect of the repeated blocks. While, on

the one hand, there has been an improvement on overall basis during the current academic year in comparison to last academic year, in some counts, the matching of data was found to be better in the data of last year (Table 4.5).

**Table 4.5 : School-wise comparative analysis of data regarding primary level enrolments (Repeated blocks)**

Category-wise Enrolments	AY 2007-08			AY 2008-09			Remark
	Sample size (n)	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Overall:</b>							
Boys (Overall)	144	83	57.6%	135	87	64.4%	Improved
Girls (Overall)	144	86	59.7%	135	83	61.5%	Improved
<b>Scheduled Castes:</b>							
Boys (SC)	144	96	66.7%	135	100	74.1%	Improved
Girls (SC)	144	104	72.2%	135	93	68.9%	
<b>Scheduled Tribes:</b>							
Boys (ST)	144	133	92.4%	135	120	88.9%	
Girls (ST)	144	136	94.4%	135	120	88.9%	

### Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

4.3.2 While comparing the data of repeated blocks to that of non-repeated blocks regarding enrolments during the current year, the results obtained are mixed and there is no fixed trend (Table 4.6).

**Table 4.6 : School-wise comparative analysis of data regarding primary level enrolments (Repeated Vs. Non-Repeated Blocks)**

Category-wise Enrolments	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Overall:</b>							
Boys (Overall)	135	87	64.4%	138	87	63.0%	Improved
Girls (Overall)	135	83	61.5%	138	93	67.4%	
<b>Scheduled Castes:</b>							
Boys (SC)	135	100	74.1%	138	98	71.0%	Improved
Girls (SC)	135	93	68.9%	138	97	70.3%	
<b>Scheduled Tribes:</b>							
Boys (ST)	135	120	88.9%	138	129	93.5%	
Girls (ST)	135	120	88.9%	138	132	95.7%	

## UPPER PRIMARY LEVEL

### Repeated blocks (AY 2007-08 Vs. AY 2008-09)

4.3.3 If we compare the data of the current academic year to that of last academic year relating to enrolments at upper primary level in respect of the repeated blocks, on overall basis, there has been an improvement in the extent of matching in the current year's data over the data of last year. However, in respect of SC/ST boys and girls, there has been no improvement during the current year over that of the last year in respect of the repeated blocks in regard to enrolments (Table 4.7).

**Table 4.7 : School-wise comparative analysis of data regarding upper primary level enrolments (Repeated blocks)**

Category-wise Enrolments	AY 2007-08			AY 2008-09			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Overall:</b>							
Boys (Overall)	46	26	56.5%	65	43	66.2%	Improved
Girls (Overall)	46	30	65.2%	65	46	70.8%	Improved
<b>Scheduled Castes:</b>							
Boys (SC)	46	32	69.6%	65	45	69.2%	
Girls (SC)	46	34	73.9%	65	42	64.6%	
<b>Scheduled Tribes:</b>							
Boys (ST)	46	45	97.8%	65	59	90.8%	
Girls (ST)	46	44	95.7%	65	61	93.8%	

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

### Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

4.3.4 While comparing this year's data relating to enrolments in upper primary schools of repeated blocks to that of non-repeated blocks, it is observed that the repeated blocks have overwhelmingly shown an improvement when compared to non-repeated blocks (Table 4.8).

**Table 4.8 : School-wise comparative analysis of data regarding upper primary level enrolments (Repeated Vs. Non-Repeated Blocks)**

Category-wise Enrolments	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Overall:</b>							
Boys (Overall)	65	43	66.2%	73	39	53.4%	Improved
Girls (Overall)	65	46	70.8%	73	43	58.9%	Improved
<b>Scheduled Castes:</b>							
Boys (SC)	65	45	69.2%	73	46	63.0%	Improved
Girls (SC)	65	42	64.6%	73	43	58.9%	Improved
<b>Scheduled Tribes:</b>							
Boys (ST)	65	59	90.8%	73	67	91.8%	
Girls (ST)	65	61	93.8%	73	67	91.8%	Improved

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

## 4.4 Number of Repeaters

### Repeated blocks (AY 2007-08 Vs. AY 2008-09)

4.4.1 In regard to repeaters, the extent of matching of data has shown an overall improvement during the current academic year over that of the last academic year in respect of the repeated blocks (Table 4.9).

**Table 4.9 : Comparative analysis of data regarding 'repeaters' (Repeated blocks)**

Category-wise no. of 'repeaters'	AY 2007-08			AY 2008-09			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Primary Level :</b>							
Repeaters Boys	146	98	67.1%	130	96	73.8%	Improved
Repeaters Girls	146	92	63.0%	130	96	73.8%	Improved
<b>Upper Primary Level :</b>							
Repeaters Boys	49	35	71.4%	63	56	88.9%	Improved
Repeaters Girls	49	40	81.6%	63	53	84.1%	Improved

### Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

4.4.2 While comparing the performance of repeated blocks to that of non-repeated blocks in the current academic year, the extent of matching of data in respect of the repeated blocks has been found to be better over

that of the non-repeated blocks during the current academic year on all counts (Table 4.10).

**Table 4.10 :Comparative analysis of data regarding 'repeaters' (Repeated Vs. Non-Repeated Blocks)**

Category-wise no. of 'repeaters'	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Primary Level :</b>							
Repeaters Boys	130	96	73.8%	148	106	71.6%	Improved
Repeaters Girls	130	96	73.8%	148	104	70.3%	Improved
<b>Upper Primary Level :</b>							
Repeaters Boys	63	56	88.9%	76	65	85.5%	Improved
Repeaters Girls	63	53	84.1%	76	62	81.6%	Improved

## 4.5 Data regarding Annual Examinations

### Repeated blocks (AY 2007-08 Vs. AY 2008-09)

4.5.1 There has been a remarkable improvement in the matching of sample data to that of departmental data regarding annual examination, in the current academic year over that of the last academic year in respect of the repeated blocks on all counts (Table 4.11).

**Table 4.11 :School-wise comparative analysis of data regarding annual exams (Repeated blocks)**

Category-wise Enrolment	AY 2007-08			AY 2008-09			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Annual Examination - Class 5 : Boys</b>							
Number Enrolled	132	100	75.8%	126	106	84.1%	Improved
Number Appeared	132	97	73.5%	126	107	84.9%	Improved
Number Passed	132	95	72.0%	126	107	84.9%	Improved
<b>Annual Examination - Class 5 : Girls</b>							
Number Enrolled	132	90	68.2%	126	108	85.7%	Improved
Number Appeared	132	88	66.7%	126	107	84.9%	Improved
Number Passed	132	83	62.9%	126	107	84.9%	Improved

Category-wise Enrolment	AY 2007-08			AY 2008-09			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Annual Examination - Class 8 : Boys</b>							
Number Enrolled	40	17	42.5%	59	46	78.0%	Improved
Number Appeared	40	19	47.5%	59	47	79.7%	Improved
Number Passed	40	18	45.0%	59	45	76.3%	Improved
<b>Annual Examination - Class 8 : Girls</b>							
Number Enrolled	40	25	62.5%	59	49	83.1%	Improved
Number Appeared	40	25	62.5%	59	49	83.1%	Improved
Number Passed	40	25	62.5%	59	47	79.7%	Improved

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

### Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

4.5.2 Even while comparing current year's data of the repeated to that of the non-repeated blocks with regard to annual examinations, the repeated blocks have shown an improvement over the non-repeated blocks on all counts (Table 4.12).

**Table 4.12 : School-wise comparative analysis of data regarding annual exams (Repeated Vs. Non-Repeated Blocks)**

Category-wise Enrolment	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Annual Examination - Class 5 : Boys</b>							
Number Enrolled	126	106	84.1%	127	101	79.5%	Improved
Number Appeared	126	107	84.9%	127	99	78.0%	Improved
Number Passed	126	107	84.9%	127	98	77.2%	Improved
<b>Annual Examination - Class 5 : Girls</b>							
Number Enrolled	126	108	85.7%	127	101	79.5%	Improved
Number Appeared	126	107	84.9%	127	99	78.0%	Improved
Number Passed	126	107	84.9%	127	99	78.0%	Improved
<b>Annual Examination - Class 8 : Boys</b>							
Number Enrolled	59	46	78.0%	64	40	62.5%	Improved
Number Appeared	59	47	79.7%	64	41	64.1%	Improved
Number Passed	59	45	76.3%	64	37	57.8%	Improved

Category-wise Enrolment	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
<b>Annual Examination - Class 8 : Girls</b>							
Number Enrolled	59	49	83.1%	64	41	64.1%	Improved
Number Appeared	59	49	83.1%	64	40	62.5%	Improved
Number Passed	59	47	79.7%	64	38	59.4%	Improved

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

## 4.6 Basic Amenities Available in the Schools

### Repeated blocks (AY 2007-08 Vs. AY 2008-09)

4.5.1 By and large, there has been an improvement in the matching of sample data to that of departmental data respect of basic amenities in the current academic year over the last academic year in the repeated blocks (Table 4.13).

**Table 4.13 : Basic Amenities available in the schools (Repeated blocks)**

Facilities	AY 2007-08			AY 2008-09			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
Availability of Electricity	191	176	92.1%	195	176	90.3%	
Availab. of Common Toilets	191	150	78.5%	195	178	91.3%	Improved
Separate Toilet For Girls	191	145	75.9%	195	160	82.1%	Improved
Condition of Boundary Wall	191	129	67.5%	195	133	68.2%	Improved
Source of Drinking Water	191	125	65.4%	195	144	73.8%	Improved
Play Ground In School	191	140	73.3%	195	153	78.5%	Improved
Total No. of Computers	191	171	89.5%	195	178	91.3%	Improved
Furniture for Children	191	42	22.0%	195	162	83.1%	Improved

### Repeated blocks Vs. Non-repeated blocks (AY 2008-09)

4.5.1 However, while comparing the performance of the repeated blocks to that of non-repeated blocks during the current academic year, the results obtained are mixed, though the number of counts on which

repeated blocks have shown improvement over non-repeated blocks is comparatively higher (Table 4.14).

**Table 4.14 : Basic Amenities available in the schools (Repeated Vs. Non-Repeated Blocks)**

Facilities	Repeated Blocks (AY 2008-09)			Non-Repeated Blocks (AY 2008-09)			Remark
	Sample size (n)*	Available in DISE data and matches with the survey data		Sample size (n)	Available in DISE data and matches with the survey data		
		No.	%		No.	%	
Availability of Electricity	195	176	90.3%	220	204	92.7%	
Availab. of Common Toilets	195	178	91.3%	220	190	86.4%	Improved
Separate Toilet For Girls	195	160	82.1%	220	178	80.9%	Improved
Condition of Boundary Wall	195	133	68.2%	220	154	70.0%	
Source of Drinking Water	195	144	73.8%	220	164	74.5%	
Play Ground In School	195	153	78.5%	220	160	72.7%	Improved
Total No. of Computers	195	178	91.3%	220	195	88.6%	Improved
Furniture for Children	195	162	83.1%	220	167	75.9%	Improved

*Going by the above findings, it is evident that whether we compare current year's performance of the repeated blocks to that of their performance during last academic year or their performance during the current academic year to that of the non-repeated blocks, both ways, largely the performance of the repeated blocks under 5% sample checking of DISE data has been found to be better.*

## 5. Availability of Records

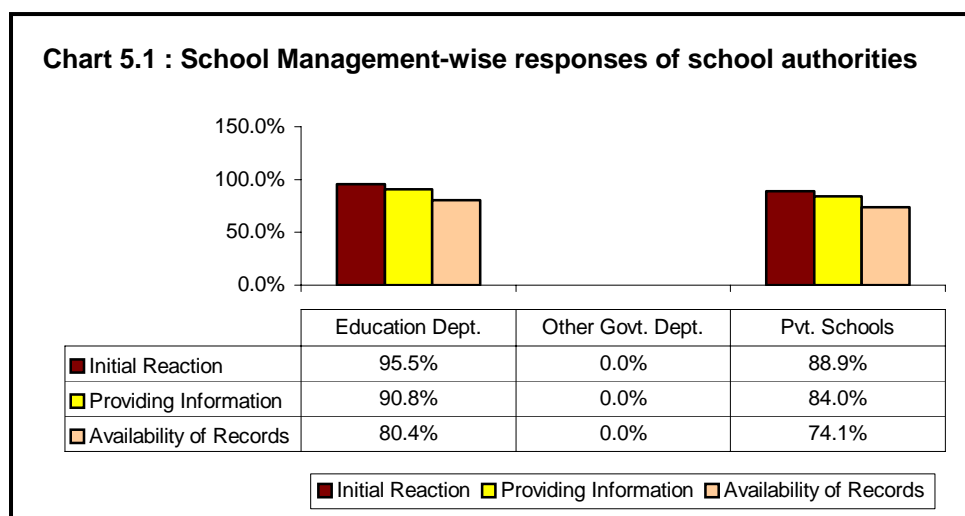
### 5.1 Visits to the Schools

5.1.1 During our visit to all the 419 selected schools for data collection, 399 (95 percent) were found open and the work of data collection in these schools was completed on the very first day. However, in the case of remaining 20 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, the data was collected on the second day.

### 5.2 Reaction of School Authorities

#### School Management-wise Responses of School Authorities

5.2.1 As presented in Chart 5.1 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 four-fifth of the schools, except in case of a single other government department school, where the reaction of the school authority in providing required information was not positive.

#### District-wise Initial Reaction of School Authorities

5.2.2 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 5.1 : District-wise Initial reaction of school authorities**

District	Total no. of schools covered	School authorities with positive initial reaction	
		No.	%
<b>Overall</b>	<b>419</b>	<b>394</b>	<b>94.0%</b>
Chamoli	25	25	100.0%
Dehradun	37	33	89.2%
Haridwar	20	18	90.0%
Tehri	37	37	100.0%
Uttarkashi	24	24	100.0%
Bageshwar	42	41	97.6%
Pauri	26	26	100.0%
Pithoragarh	32	24	75.0%
Rudraprayag	42	40	95.2%
U S Nagar	34	28	82.4%
Almora	33	32	97.0%
Nainital	37	36	97.3%
Champawat	30	30	100.0%

be positive (Table 5.1). District-wise, the reaction of school authorities in almost all the districts was extremely positive. Comparatively, the overall response in Pithoragarh district at 75 percent cannot be considered very satisfactory.

#### **District-wise Reaction of School Authorities in Providing Information**

5.2.3 As presented in Table 5.2, 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 (80 percent) of the districts except in case of Haridwar (70 percent) and Pithoragarh (75 percent), where it cannot be considered to be very satisfactory.

**Table 5.2 : District-wise reaction of school auth. in providing information**

District	Total no. of schools covered	Schools with positive reaction in providing information	
		No.	%
<b>Overall</b>	<b>419</b>	<b>374</b>	<b>89.3%</b>
Chamoli	25	23	92.0%
Dehradun	37	30	81.1%
Haridwar	20	14	70.0%
Tehri	37	34	91.9%
Uttarkashi	24	24	100.0%
Bageshwar	42	41	97.6%
Pauri	26	22	84.6%
Pithoragarh	32	24	75.0%
Rudraprayag	42	36	85.7%
U S Nagar	34	30	88.2%
Almora	33	32	97.0%
Nainital	37	36	97.3%
Champawat	30	28	93.3%

**District-wise Analysis of Availability of Records**

5.2.4 The district-wise analysis of availability of school records relating to the DISE data reveals that in 10 out of 13 districts of the State, the records

**Table 5.3 : District-wise status of availability of records**

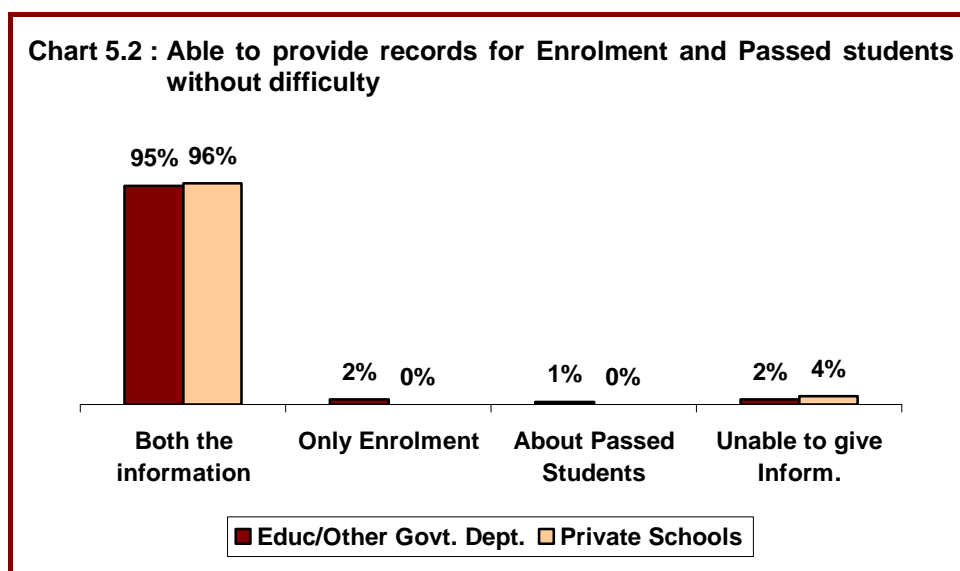
District	Total no. of schools covered	Schools with availability of records	
		No.	%
<b>Overall</b>	<b>419</b>	<b>331</b>	<b>78.9%</b>
Chamoli	25	17	68.0%
Dehradun	37	29	78.4%
Haridwar	20	16	80.0%
Tehri	37	35	94.6%
Uttarkashi	24	19	79.2%
Bageshwar	42	40	95.2%
Pauri	26	20	76.9%
Pithoragarh	32	24	75.0%
Rudraprayag	42	29	69.0%
U S Nagar	34	26	76.5%
Almora	33	21	63.6%
Nainital	37	31	83.8%
Champawat	30	24	80.0%

were found to be up-to-date and well maintained (Table 5.3). In these districts, more than three-fourth (75 percent) of the schools were found to

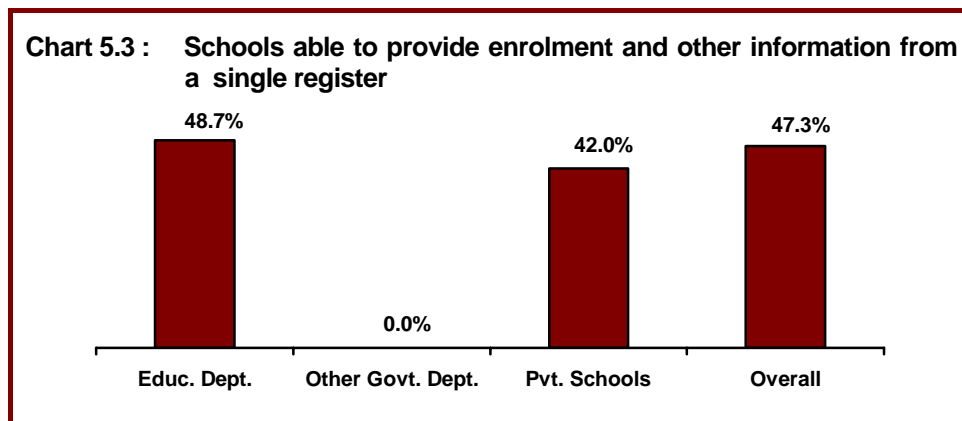
be keeping their records well maintained. In three districts, namely, Chamoli, Rudraprayag and Almora, the records were not so well maintained and up-to-date.

### 5.3 Maintenance of Records Relating to Enrolment and Passed Students

5.3.1 During data collection, around 96 percent of the schools of both the categories, namely, the schools run by Education/Other Govt. Department and those run by Private Body, were in a position to provide information regarding enrolment and passed students without any difficulty. (Chart 5.2).



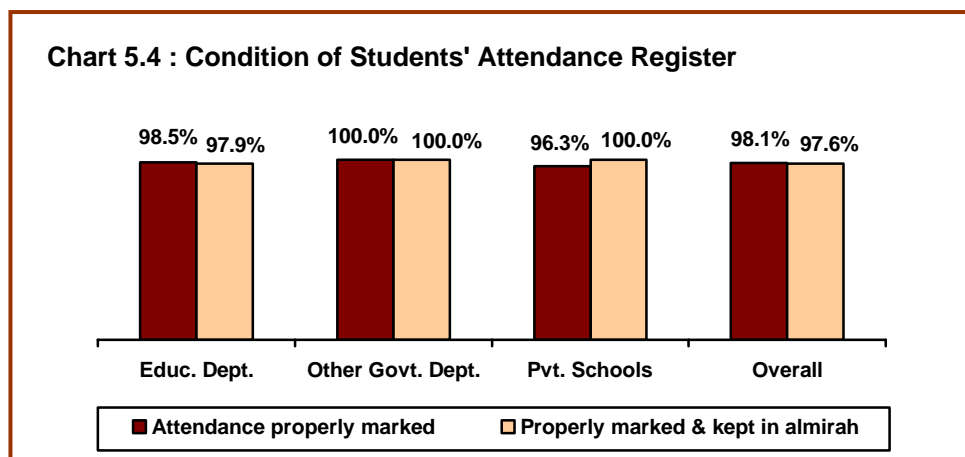
5.3.2 Further, overall, the schools which were in a position to provide the required information relating to students, around 47 percent of them were able to provide the same from a single register (Chart 5.3). The situation of the schools run by the Education Department (49 percent) in this regard was comparatively better as compared to the schools run by Private Management (43 percent).



## 5.4 Maintenance & Upkeep of Students' Attendance Register

5.4.1 Overall, in an overwhelming majority (98 percent) of the schools, students' attendance register was found to have been marked properly. However, the performance of schools run by education department (99 percent) was found to be slightly better than that of those run by private management (96 percent).

5.4.2 As far as proper marking of the attendance register and keeping the same in Almirah is concerned, here too, the overall situation of schools was found to be highly satisfactory as 98 percent of the schools were found to be marking the attendance register and keeping the same properly in the Almirah. In this regard the situation in the schools run by the education department and those run by private management was found to be almost identical (i.e., around 98 percent), while in respect of other government department schools the same proportion was found to be cent-percent, which does not carry significance as there is only 1 school in this category.



## 5.5 Availability of Display Board

5.5.1 As presented in Table 5.4, overall, more than three-fourth (78 percent) of the schools were found to be having display board. The data relating to availability of display board in 7 districts, namely, Dehradun, Uttarkashi, Pauri, Rudraprayag, U.S. Nagar, Almora and Champawat shows that more than 80 percent of the schools were having display board. On the other hand, in Haridwar and Bageshwar districts, the situation regarding availability of display board was found to be unsatisfactory with availability of display board only in 50 percent and 64 percent of schools, respectively. Further, in remaining 4 districts, too, the situation regarding availability of display boards in the schools can be considered to be satisfactory, with 70-80 percent of the schools having display board.

**Table 5.4 : Schools having display board**

District / Category (School Management)	Total no. of schools covered	Schools having display board	
		No.	%
<b>Overall</b>	<b>419</b>	<b>328</b>	<b>78.3%</b>
<b><i>District-wise Analysis</i></b>			
Chamoli	25	19	76.0%
Dehradun	37	30	81.1%
Haridwar	20	10	50.0%
Tehri	37	27	73.0%
Uttarkashi	24	20	83.3%
Bageshwar	42	27	64.3%
Pauri	26	24	92.3%
Pithoragarh	32	24	75.0%
Rudraprayag	42	34	81.0%
U S Nagar	34	29	85.3%
Almora	33	29	87.9%
Nainital	37	26	70.3%
Champawat	30	29	96.7%
<b><i>School Management-wise Analysis</i></b>			
Education Department	337	275	81.6%
Other Govt. Depts.	1	1	100.0%
Private Schools	81	52	64.2%

5.5.2 The school management-wise analysis of the data relating to availability of display board in the schools is comparatively much better in case of

schools run by Education Department (82 percent) as compared to those run by private management (64 percent).

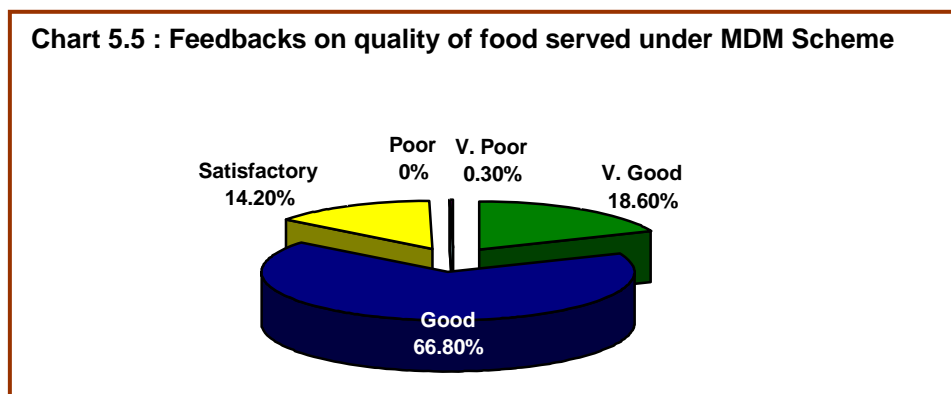
## 5.6 Provision for Mid-Day Meal (MDM)

5.6.1 The Mid-Day Meal programme is centrally sponsored scheme for children of primary and upper primary stage (Class I to VIII) 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 almost all the schools run by Education and Other Govt. Departments and in around 15 percent schools run by private management, which form around 82 percent of the total schools covered under the study.

**Table 5.5 : Schools having provision of Mid-day meal**

District / Category (School Management)	Total no. of schools covered	Schools having provision of mid-day meal	
		No.	%
<b>Overall</b>	<b>419</b>	<b>344</b>	<b>82.1%</b>
<b>School Management-wise Analysis</b>			
Education Department	337	331	98.2%
Other Govt. Depts.	1	1	100.0%
Private Schools	81	12	14.8%

5.6.2 Feedback on quality of food served in schools under MDM Scheme along a 5-point scale (very good, good, satisfactory, poor and very poor) has been presented in Chart 5.5. In around 85 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 14 percent of the schools.



## **5.7 Problems Faced by Research Investigators during Data Collection**

5.7.1 By and far, out of 419 schools covered under the study, no problems were faced during data collection by the research investigators in 399 (95 percent) schools. Out of the remaining 20 (5 percent) schools, one or more of the following problems were faced by them during data collection—

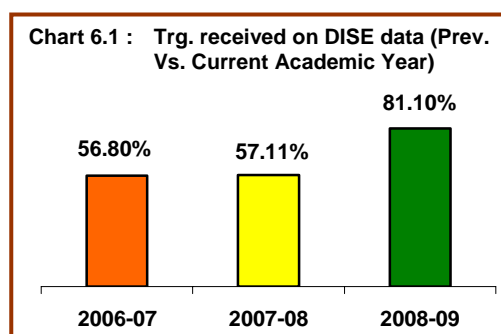
- ❖ Improper cooperation/careless attitude of head teachers
- ❖ Lack of seriousness in providing information
- ❖ Non-availability of head teachers on the day of survey
- ❖ Improper maintenance of records, especially related to the information about students.

## 6. Training for Implementation of DISE

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

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

6.1.1 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 81 percent of the school authorities, which, though, is much better than the previous academic years (56.80% in 2006-07 and 57.11% in 2007-08), but still there is a need to achieve the target of training of cent-percent school authorities on filling up of DISE format keeping in mind the use of information in planning of various educational activities in the State for improving the quality of education.

#### District-wise Analysis of Training on DISE Data

6.1.2 The district-wise and overall status of training received by the school authorities on filling up DISE formats during the academy year 2008-09 has been presented in Table 6.1 given on the next page. It is evident from this table that in 8 out of 13 districts of the State, namely, Dehradun, Haridwar, Tehri, Uttarkashi, Bageshwar, Pauri, Almora and Champawat, in more than 80 percent of the schools, the school authorities reported that they had received training on DISE for the academic year 2008-09.

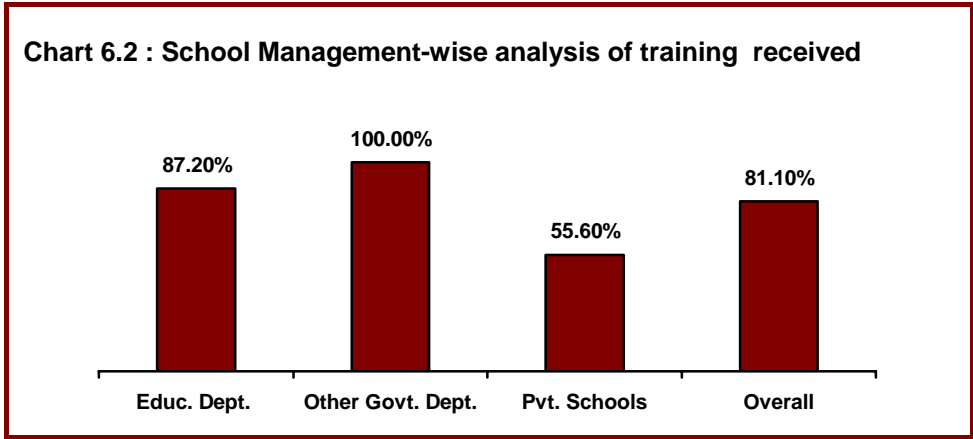
On the other hand, the situation was reported to be extremely poor in 3 out of the remaining 5 districts, namely, Chamoli, Pithoragarh and Nainital where in less than or around 65 percent of the schools, the school authorities reported having received training on DISE for the current academic year. Keeping 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 3 districts in particular.

**Table 6.1 : 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.	%
<b>Overall</b>	<b>419</b>	<b>340</b>	<b>81.1%</b>
Chamoli	25	16	64.0%
Dehradun	37	30	81.1%
Haridwar	20	16	80.0%
Tehri	37	30	81.1%
Uttarkashi	24	22	91.7%
Bageshwar	42	41	97.6%
Pauri	26	24	92.3%
Pithoragarh	32	19	59.4%
Rudraprayag	42	32	76.2%
U S Nagar	34	25	73.5%
Almora	33	31	93.9%
Nainital	37	24	64.9%
Champawat	30	30	100.0%

### **School Management-wise Analysis of DISE Training**

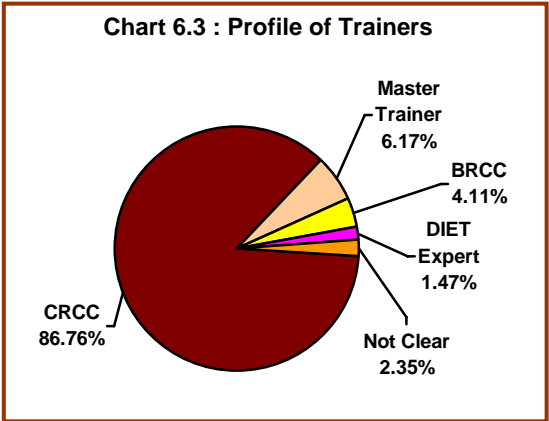
- 6.1.3 School management-wise analysis of DISE data reveals that majority of school authorities trained on DISE belonged to the schools run by Education Department (87 percent). In private schools, only 56 percent school authorities reported having received DISE training (Chart 6.2). It is, thus, evident 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.



6.1.4 When enquired from those school authorities who had not received any training on DISE, a great majority of them informed that they did not receive any information about conduction of any training on DISE.

**Profile of Trainers**

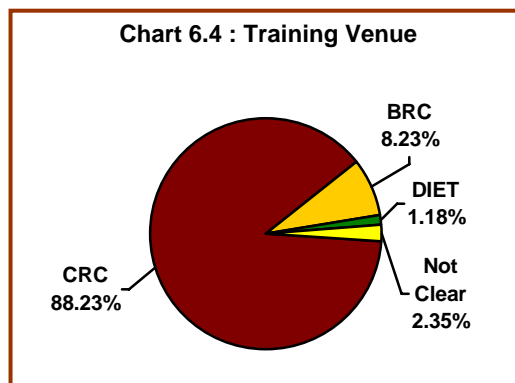
6.1.5 As can be seen from the Chart 6.3 alongside, in majority of the cases (87 percent), the training on DISE was given by CRC Coordinators. However, in 6 percent and 4 percent cases, the training was given by the Master Trainers and BRC Coordinators, respectively.



6.1.6 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

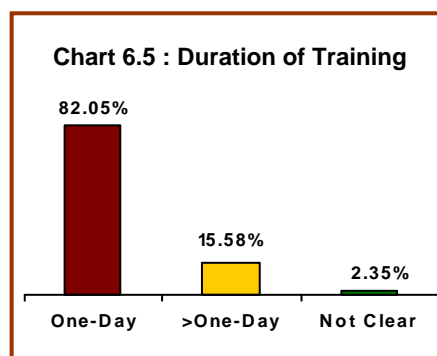
6.1.7 The break-up of training venues has been presented in Chart 6.4 along side. Keeping in view the easy accessibility of school authorities to the training venue, in more than four-fifth (88 percent) of the cases, trainings were organized at the



respective Cluster Resource Centres (CRCs). Similarly, in around 8 percent of the cases, trainings were organized at Block Resource Centres (BRCs). In a few cases (only 1 percent), the trainings were conducted at DIET also.

## Duration of Training

6.1.8 The school authorities who had received trainings on DISE were also probed about its duration. As is clear from the Chart 6.5, around 82 percent of such authorities reported that the training attended by them was of 1 day duration. However, in 15 percent



of the cases the training programmes was reported to be of a duration of more than 1 day.

## 6.2 Availability of 'School Report Card'

6.2.1 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 64 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 52 percent of the schools were found having school report card.

6.2.2 District-wise analysis of the data regarding availability of 'School Report Card' reveals that in 3 out of 13 districts of the State, namely, Pithoragarh,

Almora and Haridwar, more than four-fifth of the schools had received their 'School Report Card' for the last academic year. Similarly, the situation regarding availability of 'School Report Card' in five districts, namely, Pauri, Chamoli, Bageshwar, Nainital and Champawat was also found to be satisfactory. However, the situation in district Uttarkashi was found to be dismal where only 42 percent of the schools were found to have received their 'School Report Card' (Table 6.2).

**Table 6.2 : 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.	%
<b>Overall</b>	<b>419</b>	<b>269</b>	<b>64.2%</b>
<b><i>District-wise Analysis</i></b>			
Chamoli	25	16	64.0%
Dehradun	37	22	59.5%
Haridwar	20	17	85.0%
Tehri	37	19	51.4%
Uttarkashi	24	10	41.7%
Bageshwar	42	27	64.3%
Pauri	26	16	61.5%
Pithoragarh	32	27	84.4%
Rudraprayag	42	23	54.8%
U S Nagar	34	17	50.0%
Almora	33	28	84.8%
Nainital	37	25	67.6%
Champawat	30	22	73.3%
<b><i>School Management-wise Analysis</i></b>			
Education Department	337	226	67.1%
Other Govt. Department	1	0	0.0%
Private Schools	81	43	53.1%

- 6.2.3 The school management-wise analysis of the data relating to availability of 'School Report Card' reveals that the situation was comparatively better in the schools run by Education/Other Government Departments where 67 percent of the schools reported having received the school report card. On the other hand, the situation was reported to be poor in Private Aided Schools (53 percent). This calls for paying more attention towards these schools for ensuring availability of school report cards at school level.

## 6.3 Availability of Office Copy of DISE Format with Schools

6.3.1 DISE Data is so important that every school ought to keep an office copy of the same in the school. The analysis of the data in this regard present a satisfactory picture as, overall, 69 percent of the schools had retained, the office copy of the DISE data for the current academic year (2008-09).

**Table 6.3 : 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.	%
<b>Overall</b>	<b>419</b>	<b>288</b>	<b>68.7%</b>
<b><i>District-wise Analysis</i></b>			
Chamoli	25	7	28.0%
Rudraprayag	37	21	56.8%
U.S.Nagar	20	17	85.0%
Pauri	37	25	67.6%
Almora	24	23	95.8%
Pithoragarh	42	29	69.0%
Nainital	26	19	73.1%
Haridwar	32	22	68.8%
Tehri	42	30	71.4%
Uttarkashi	34	23	67.6%
Dehradun	33	22	66.7%
Champawat	37	24	64.9%
Bageshwar	30	26	86.7%
<b><i>School Management-wise Analysis</i></b>			
Education Department	337	241	71.5%
Other Govt. Departments	1	0	0.0%
Private Schools	81	47	58.0%

6.3.2 The district wise availability of office copy of DISE format is presented in the Table 6.3. 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 96 percent to as low as 28 percent. The district-wise picture of schools having retained office copy of DISE format presents a satisfactory picture in districts Uttarkashi, Champawat and Haridwar where around three-fourth of the schools had retained office copy of the DISE format. On the other hand, the situation in district Chamoli in this

regard was found to be extremely unsatisfactory with only 28 percent of the schools having retained the office copy of DISE format.

- 6.3.3 School management-wise variations in regard to maintenance of office copy of DISE format reveals significant difference among various categories. The situation in Government schools was found to be better (72 percent) as compared to the situation in schools run by private management (58 percent).

## 7. Presence of Teachers and Students

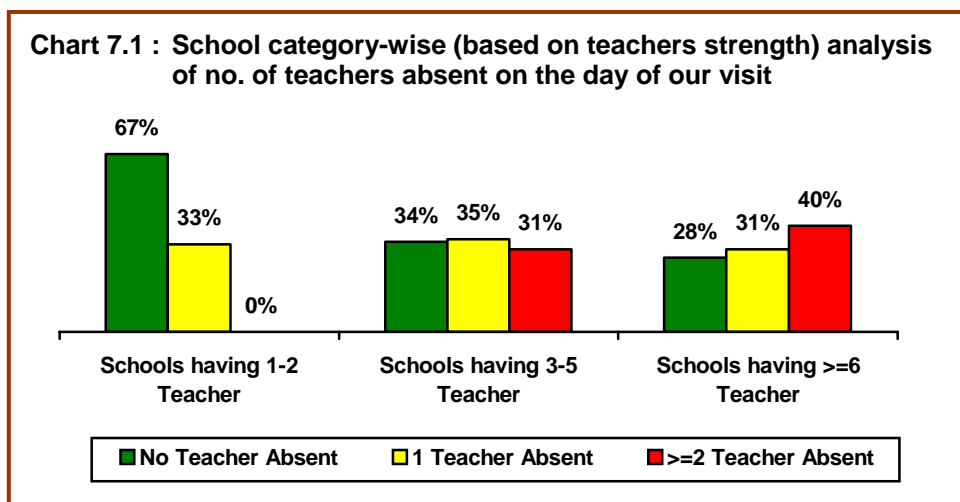
### 7.1 Number of Teachers — Present Vs. In-Position

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 not present in the school 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 not present on the day of our visit		
		None	Only 1	> 1
Schools having 1-2 teachers	218	145 (67%)	73 (33%)	0 (0%)
Schools having 3-5 teachers	121	41 (34%)	42 (35%)	38 (31%)
Schools having $\geq 6$ teachers	80	22 (28%)	25 (31%)	32 (40%)

7.1.2 School category-wise (based on teachers' strength) analysis of number of teachers found not present in the school on the day of our visit has been presented in chart 7.1. It is observed that under the category of schools having 1 or 2 teachers in-position, in a little over two-third (67 percent), all the teachers were found present on the day of the survey. On the other hand, the category of schools having 6 or more teachers, the corresponding proportion (where all the teachers were present) was less than one-third (28 percent). As a matter of fact, in more than one-third (40 percent) of the schools under this category, 2 or more teachers were found not present in the school on the day of our visit.



7.1.3 Normally the cent percent availability of teachers is expected to be more in the private schools in comparison to Government schools. However, in our study, the proportion of private schools where all the teachers were present on the day of our visit was observed to be 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 presence of teachers in government and private schools**

School category	Total no. of schools visited	Schools where all the teachers found to be present on the day of our visit	
		No.	%
<b>Overall</b>	<b>419</b>	<b>208</b>	<b>49.64%</b>
Government Schools	339	177	52.2%
Private Schools	80	31	38.8%

## 7.2 Presence of students on the day of survey

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

7.2.1 All 419 schools taken together, around 82 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 85 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**

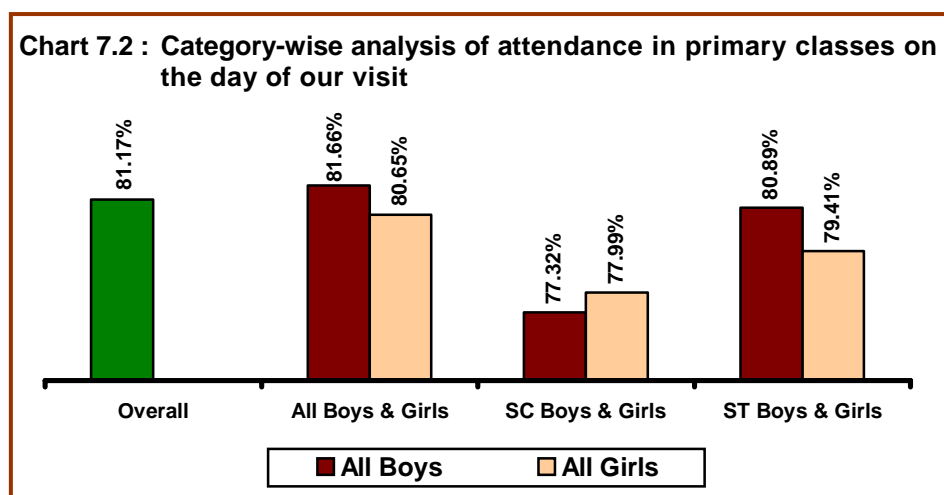
School Category	No. of schools	Enrolled Students	Presence of Students on the day of visit	
			No.	%
<b>Overall</b>	<b>419</b>	<b>31874</b>	<b>26032</b>	<b>81.67%</b>
Schools having primary classes (class I- V)	265	15497	12396	79.98%
Schools having primary with upper primary classes (class I- VIII)	28	4720	4025	85.27%
Schools having upper primary classes (class VI- VIII)	126	11657	9611	82.44%

### 7.3 Attendance Level Observed in Primary Classes

7.3.1 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 419 schools surveyed by us, 293 were having primary classes. Table 7.4 presents the overall picture of the attendance of children of various categories in these 293 schools taken together.

**Table 7.4 : 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	18798	15258	81.17%
All boys taken together	9652	7882	81.66%
All girls taken together	9146	7376	80.65%
Boys belonging to Sch. Castes	3192	2468	77.32%
Girls belonging to Sch. Castes	2880	2246	77.99%
Boys belonging to Sch. Tribes	492	398	80.89%
Girls belonging to Sch. Tribes	442	351	79.41%

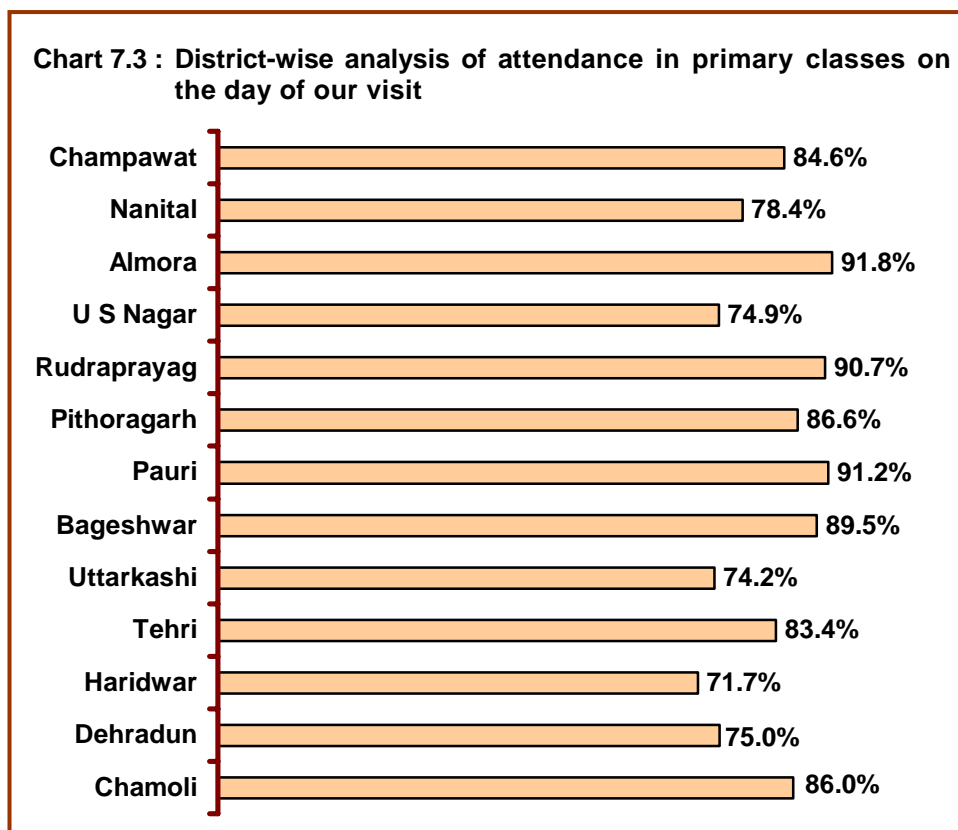


7.3.2 All 293 schools taken together, the attendance level in the primary classes was found to be very high, around 81 percent. Further, the overall attendance level for boys and girls was found to be almost equal. However, caste-wise attendance of children belonging to scheduled tribe category was found to be slightly better than that of belonging to scheduled caste category.

**Table 7.5 : District/school category-wise analysis of attendance in primary classes**

District / Category (School Management)	Total number enrolled	Attendance on the day of visit	
		No.	%
<b>Overall</b>	<b>18798</b>	<b>15258</b>	<b>81.17%</b>
<b><i>District-wise Analysis</i></b>			
Chamoli	943	811	86.00%
Dehradun	1540	1155	75.00%
Haridwar	2205	1580	71.66%
Tehri	969	808	83.38%
Uttarkashi	858	637	74.24%
Bageshwar	1036	927	89.48%
Pauri	1074	980	91.25%
Pithoragarh	859	744	86.61%
Rudraprayag	1512	1372	90.74%
U S Nagar	3402	2548	74.90%
Almora	1171	1075	91.80%
Nanital	1784	1398	78.36%
Champawat	1445	1223	84.64%
<b><i>School Management-wise Analysis</i></b>			
Government Schools	13127	10568	80.51%
Private Schools	5671	4690	82.70%

7.3.3 However, significant inter-district variation was noted in the overall attendance of children enrolled in primary classes (Table 7.5). It ranged from a low of 72 percent (district Haridwar) to a high of almost 92 percent (district Almora).



7.3.4 So far as school management-wise attendance of primary school children on the day of our visit is concerned, a visible difference of little more than 2 percent was observed between both the categories of schools, namely, the schools run by education/other govt. department and those run by private management. Attendance of children in private schools was found to be comparatively better as compared to that in the schools run by education/other govt. department.

7.3.5 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 293 schools having primary classes, in 218 (74 percent),

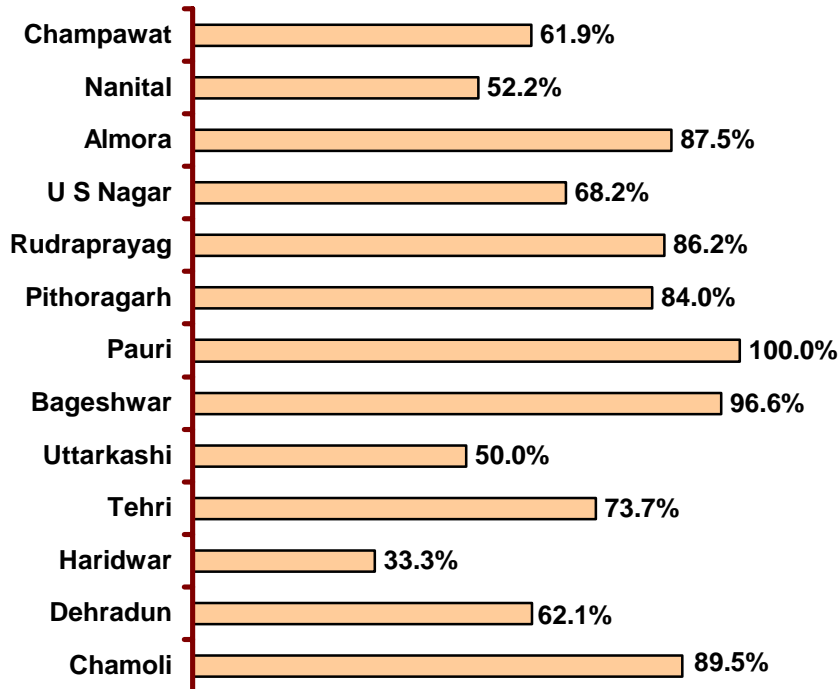
the overall attendance at primary level was observed to be 75% or more on the day of our visit (Table 7.6).

7.3.6 It would be apt to point out that the proportion of the schools where the attendance at primary level was found to be below 75%, was quite high in districts Haridwar, Uttarkashi and Nainital. In Haridwar, in around two-third (66 percent) of the schools surveyed by us, 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 around half (50 percent) of the schools in district Uttarkashi and Nainital was also found to be less than 75 percent.

**Table 7.6 : District-wise proportion of schools where the attendance in primary classes was observed to be 75% or more**

District	Total schools (n)	Schools where attendance was $\geq 75\%$ on survey day	
		No.	%
<b>Overall</b>	<b>293</b>	<b>218</b>	<b>74.40%</b>
<b><i>District-wise Analysis</i></b>			
Chamoli	19	17	89.47%
Dehradun	29	18	62.07%
Haridwar	15	5	33.33%
Tehri	19	14	73.68%
Uttarkashi	18	9	50.00%
Bageshwar	29	28	96.55%
Pauri	20	20	100.00%
Pithoragarh	25	21	84.00%
Rudraprayag	29	25	86.21%
U S Nagar	22	15	68.18%
Almora	24	21	87.50%
Nainital	23	12	52.17%
Champawat	21	13	61.90%

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



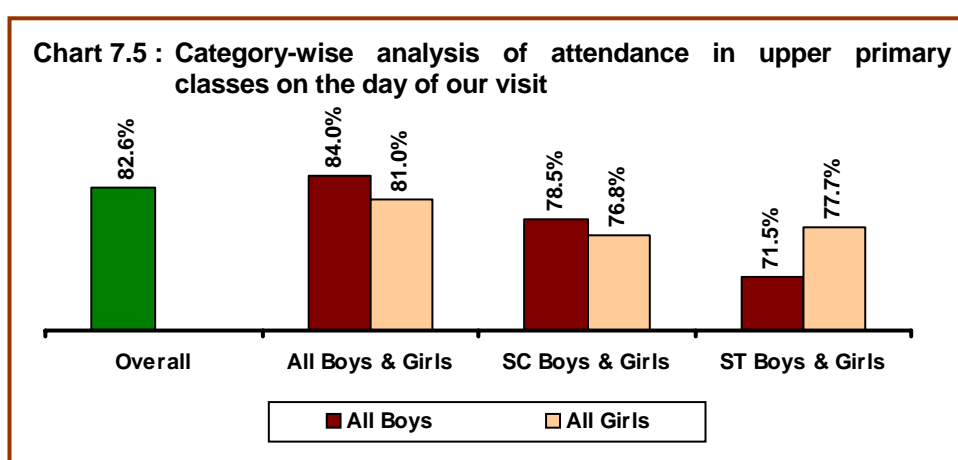
## **7.4 Attendance Level Observed in Upper Primary Classes**

7.4.1 Out of total 419 schools surveyed by us, 154 were found to be having upper primary classes. Table 7.7 presents the combined picture of the attendance level observed in upper primary classes in these 154 schools taken together.

7.4.2 All categories combined, the overall attendance at upper primary level was observed to be 83 percent. However, the overall attendance of boys was observed to be much better than that of girls. Further, the social category-wise attendance of children does not reveal any significant difference except the attendance of boys belonging to scheduled tribes categories. The attendance of boys of scheduled tribes category was observed to be poor as compared to the others.

**Table 7.7 : 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	13341	11016	82.57%
All boys taken together	6941	5833	84.04%
All girls taken together	6400	5183	80.98%
Boys belonging to Sch. Castes	1892	1486	78.54%
Girls belonging to Sch. Castes	1684	1293	76.78%
Boys belonging to Sch. Tribes	270	193	71.48%
Girls belonging to Sch. Tribes	345	268	77.68%



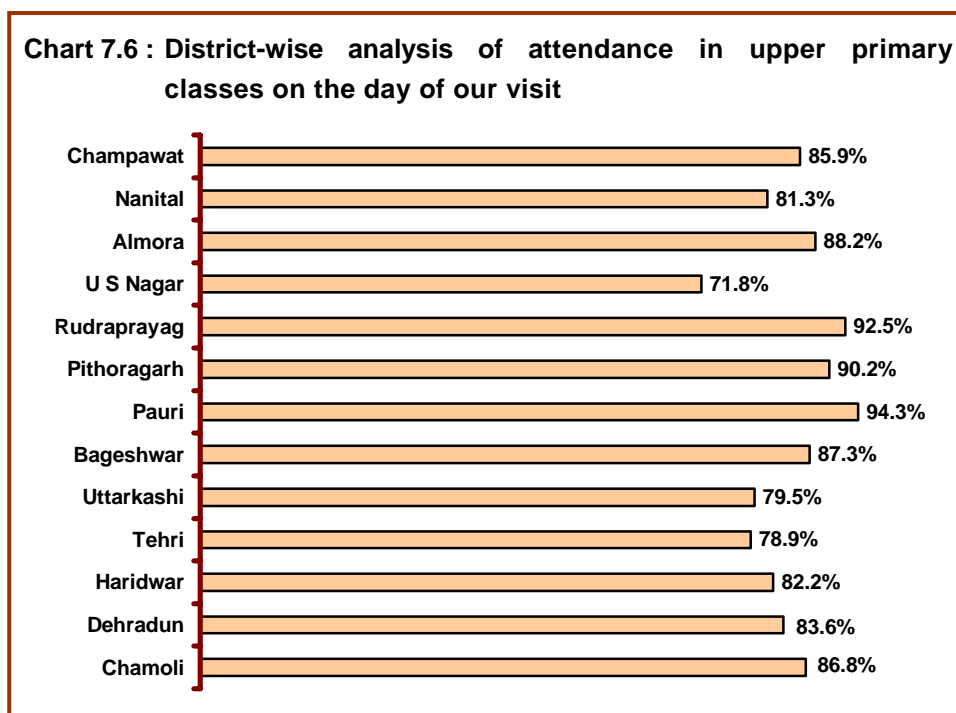
7.4.3 Interestingly, the attendance of children at upper primary level was observed to be more than 75 percent in all the districts except U.S. Nagar, where the overall attendance of the children was noticed to be 72 percent on the day of our visit. So far as, the highest attendance of children is concerned, in Pauri, Pithoragarh and U.S. Nagar districts, more than 90 percent of the children were observed to be present on the day of our visit while in remaining districts the actual attendance of children was observed within the range of 78 to 88 percent (Table 7.8).

**Table 7.8 : District-wise analysis of attendance in upper primary classes on the day of our visit**

District	Total number enrolled	Attendance on the day of visit	
		No.	%
<b>Overall</b>	<b>13341</b>	<b>11016</b>	<b>82.57%</b>
<b>District-wise Analysis</b>			
Chamoli	387	336	86.82%
Dehradun	730	610	83.56%
Haridwar	1389	1141	82.15%

District	Total number enrolled	Attendance on the day of visit	
		No.	%
Tehri	1429	1127	78.87%
Uttarkashi	658	523	79.48%
Bageshwar	945	825	87.30%
Pauri	389	367	94.34%
Pithoragarh	560	505	90.18%
Rudraprayag	864	799	92.48%
U S Nagar	2183	1568	71.83%
Almora	1097	967	88.15%
Nainital	1736	1411	81.28%
Champawat	974	837	85.93%
<b>School Management-wise Analysis</b>			
Government Schools	8689	6983	80.37%
Private Schools	4652	4033	86.69%

7.4.4 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.



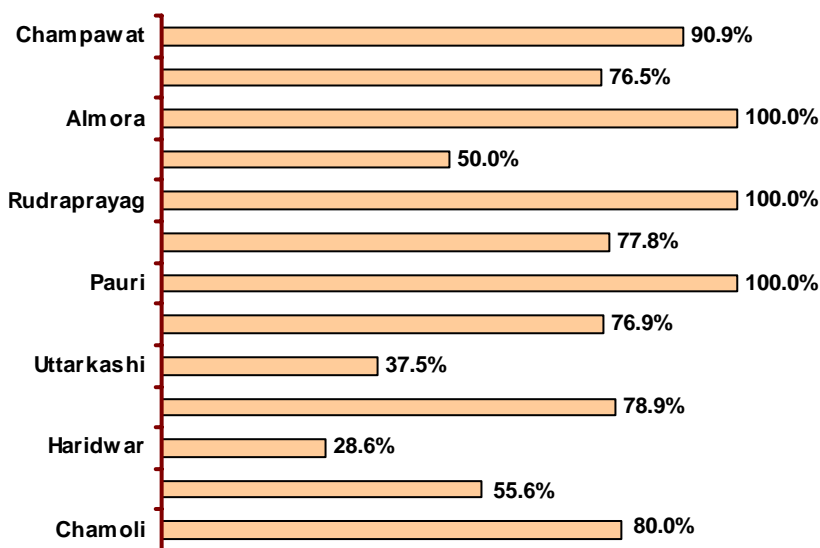
7.4.5 We have also conducted a detailed individual school-wise analysis of the attendance level observed in the upper primary classes. It reveals that out of the total 154 sample schools having upper primary classes,

in 117 (76 percent), the overall attendance at upper primary level was observed to be 75% or more on the day of our visit (Table 7.9).

**Table 7.9 : District-wise proportion of schools where the attendance in upper primary classes was observed to be 75% or more**

District	Total schools (n)	Schools where attendance was $\geq 75\%$ on survey day	
		No.	%
<b>Overall</b>	<b>154</b>	<b>117</b>	<b>76.0%</b>
<b><i>District-wise Analysis</i></b>			
Chamoli	10	8	80.0%
Dehradun	9	5	55.6%
Haridwar	7	2	28.6%
Tehri	19	15	78.9%
Uttarkashi	8	3	37.5%
Bageshwar	13	10	76.9%
Pauri	8	8	100.0%
Pithoragarh	9	7	77.8%
Rudraprayag	15	15	100.0%
U S Nagar	14	7	50.0%
Almora	14	14	100.0%
Nainital	17	13	76.5%
Champawat	11	10	90.9%

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



7.4.6 As a matter of fact, in Pauri, Rudraprayag 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 Overall, for 99 percent of selected sample schools, the data was found available in the DISE CDs provided to us.
- 8.1.2 The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 96 percent of the schools, except the information relating to Year of Establishment of the schools where a matching of 92 percent was found between the said two sets of data.
- 8.1.3 As regards the type of building, in around 91 percent of the schools, the DISE and the sample survey data were found to be completely matching. However, in respect of the ownership and number of classrooms, a variation of 11 percent and 10 percent, respectively, was observed.

- 8.1.4 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.
- 8.1.5 The school-wise analysis of data relating to enrolment reveals that in around 64 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 70 percent cases in Scheduled Caste and around 91 percent in case of Scheduled Tribes students.
- 8.1.6 The micro-level analysis reveals that the data relating to enrolment was found to be matching in more than 92 percent upper primary schools in case of ST students and in more than 62 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 around 60 percent and 65 percent cases, respectively.
- 8.1.7 So far as the data relating to repeaters is concerned, 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) would 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 72 percent of the primary schools. At upper primary level, the number of repeaters was found to be matching in around 87 percent of the schools in respect of boys and in around 83 percent of the schools in respect of girls.
- 8.1.8 During the cross verification of survey data with DISE data, in 57 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 2 schools, the examination data could not be collected by us despite making a repeat visit.

- 8.1.9 If one excludes these 59 cases, an exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in around 81 percent of the schools having primary classes and in around 70 percent of those having upper primary classes
- 8.1.10 A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicates a matching in case of around 65 percent of the schools. In majority of the remaining schools, a variation of  $\pm 1$  has been observed in the overall number of teachers. Interestingly, the proportion of schools where the number of teachers in position was found to be matching in the DISE and sample survey data was much lower (only 41 percent) in the case of private schools as compared to the schools run by Education Department (71 percent).
- 8.1.11 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 70 percent of the schools, survey data matched with the departmentally collected data.
- 8.1.12 It would be apt to mention here that except the data relating to drinking water facility, where a mismatch of data in 31 percent of the schools was noticed, the data relating to availability of electricity, common toilet, Girls toilet, computers, play ground and arrangement for availability of furniture for seating of children matches in more than three-fourth of the schools.

## **8.2 Training of School Authorities on DISE**

- 8.2.1 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 DISE formats for the current academic year was provided to 81 percent of the school authorities.

### **8.3 Availability of 'School Report Card'**

8.3.1 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 64 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 52 percent of the schools were found having the school report card.

### **8.4 Availability of Office Copy of DISE Formats**

8.4.1 DISE Data is so important that every school ought to keep an office copy of the same in the school. The analysis of the data in this regard reveals that overall, 69 percent of the schools had retained, the office copy of the DISE data for the current academic year.

## **RECOMMENDATIONS**

### **8.5 Verifications and removal of errors in the DISE format:**

8.5.1 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). Although, a considerable improvement has been observed during the current academic year over the last academic years, there is still a need for further strengthening the mechanism adopted this year for cross checking the filled in DISE formats at different levels.

### **8.6 Guidelines given with the DISE formats:**

8.6.1 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.

## 8.7 Amendment in Guidelines Provided for Repeaters

8.7.1 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

*i qjkorid %ji hVj½ og Nk= gs ftl dk fdl h d{kk ea , d l s vf/kd clk ml h d{kk ea ukeddu fd; k x; kA*

### 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'.*

8.7.2 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.

8.7.3 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.

## **8.8 Entry of DISE Data at Block Level**

8.8.1 BRC being a nodal centre, the data entry of DISE formats should be done at block level instead of District Project Office so that the inconsistencies observed in the DISE format, if any, may be removed by calling concerned CRC Coordinators and Head Teachers of the schools at block level. This will also be helpful in timely collection and entry of data.

## **8.9 Adherence to Standard DISE Format all over the State**

8.9.1 It was observed that in some districts the codes mentioned in the DISE format, especially in regard to ongoing construction work, sanctioned work, etc. were different than that of the other districts. This created problems in analyzing the DISE data. It is therefore suggested that the districts should strictly adhere to the DISE format issued by the State Project Office and no modifications being made in the format.

## **8.10 Timely Distribution of DISE Formats to the School**

8.10.1 During the data collection for the sample checking survey, some of the Head Teachers reported that DISE formats are not distributed timely. They also mentioned that the time line for filling up DISE format is not intimated to them and they are instructed to submit the data hurriedly. As such, it is suggested that the teachers responsible for filling up of DISE formats should be given adequate time so that the correct information could be filled in the format after proper checking.

## **8.11 Keeping Data Entry Operator Free During Entry of DISE Data**

- 8.11.1 The Data Entry Operator should be kept free from other jobs during the entry of DISE data to ensure judicious and timely entry of DISE data.

*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.*

\* \* \* \* \*

**Annexure**  
**(District-wise List of Sample Schools)**

## District-wise List of Sample Schools

District	Name of School
Chamoli	PS BALIDHAR
Chamoli	PS BYARA
Chamoli	UPS GADI
Chamoli	PS JAISAL
Chamoli	PS LWAN DIGOLI
Chamoli	PS NOURAKH
Chamoli	PS ROPA CHALTHAR
Chamoli	PS SWING BIJARAKOT
Chamoli	S.C.A. MAYAPUR
Chamoli	N.P.S.GOPESHWAR
Chamoli	S.S.M. NAIGWAD
Chamoli	GUPS BAMANBERA
Chamoli	UPS DEVSARI
Chamoli	UPS HIMANI
Chamoli	PS LWANI
Chamoli	PS PALWARA
Chamoli	PS TALOOR
Chamoli	S.G.R.R.P.S. DEWAL
Chamoli	GIC ASED SIMALI
Chamoli	PS CHANUDA
Chamoli	PS KURAD
Chamoli	PS SANKOT
Chamoli	UPS BAINOLI
Chamoli	A.P.S. TALWARI
Chamoli	S.C.A. PAITHANI
Dehradun	G I C SAVDA
Dehradun	P.S. AULI
Dehradun	P.S. BHUNDRAULI
Dehradun	P.S. CICHAR KURAR
Dehradun	P.S. DUGIYARA
Dehradun	P.S. HARTAD
Dehradun	PS KANDOI WODER
Dehradun	P.S. KISTOOR
Dehradun	P.S. LEBRA
Dehradun	GIC MAYRAWNA
Dehradun	P.S. PENUWA
Dehradun	P.S. SAVRA
Dehradun	GOVT A P B HIGH SCHOOL LAJHAMA
Dehradun	APNA SCHOOL SAMTA NIKETAN
Dehradun	P.S. THAKURPUR
Dehradun	P.S. DOIWALA I
Dehradun	P.S. JOGIYANA
Dehradun	P.S. NAGAL JWALAPUR
Dehradun	P.S. SURYADHAR
Dehradun	P.S GARHNIVAS
Dehradun	P.S MOLDHAR
Dehradun	NAV SARASWATI J.H.S
Dehradun	U.P.S. GHAMANDPUR
Dehradun	KANYA J.H.S. NAKRONDA
Dehradun	I D P L INTER COLLEGE
Dehradun	P.S. BAADO
Dehradun	P.S. CHIRTAAR
Dehradun	PS DILAOO

<b>District</b>	<b>Name of School</b>
Dehradun	P.S. JAINDAUOO
Dehradun	P.S. KOTHA
Dehradun	P.S. LANGHAPOKHARI
Dehradun	P.S. MATHIYAWA
Dehradun	P.S. NITHLA
Dehradun	P.S. SAINSA
Dehradun	U P S THAKSARADHAR
Dehradun	U.P.S. TIMRA
Haridwar	P.S. BHARUWALA
Haridwar	P.S. KARANPUR
Haridwar	P.S. MIRJAPUR
Haridwar	BALAJI ACADEMY JHS KHANPUR
Haridwar	G.J.S. BELRI
Haridwar	P.S. HARJOLI JHOJHA
Haridwar	UPS LATHERDEVA SHEKH
Haridwar	P.S. NANHERHA ANANTPUR II
Haridwar	P.S. BHARATPUR SALAHAPUR
Haridwar	BALAJI VIDYAPITH
Haridwar	JAIBHARAT JUNIOR HIGHSCHOOL KI
Haridwar	G.M.PUBLIC JHS. PADLI GURJAR
Haridwar	P.S. KHARKHARI DAYALA
Haridwar	P.S. DABKI KALAN
Haridwar	P.S. DABKI KHERHA
Haridwar	P.S. RASOOLPUR URF KANKARKHATA
Haridwar	UPS MAHTAULI
Haridwar	P.S. NIHANDPUR SUTHARI
Haridwar	P.S. SEER BASTI
Haridwar	CAMBRIDGE MODEL SCHOOL
Tehri	HJJHS CHAMIYALA
Tehri	PS BHIGUN
Tehri	PS CHANI
Tehri	PS DANGI NAILCHAMI
Tehri	JH DONI PALLI
Tehri	GIC GHANDIYALDHAR
Tehri	JH JAKH
Tehri	JH KANDARGAON BHILANG
Tehri	GIC KIRETH (KEMAR)
Tehri	JH KURANGAON
Tehri	PS MALYAKOT
Tehri	PS ODDADHAR (NAIL)
Tehri	JH SAMANGAON
Tehri	PS SAMANGAON
Tehri	JH SOUNP GONGARH (KM)
Tehri	PS TISRİYADA
Tehri	HJJH HUNALAKHAL (KM)
Tehri	JJH SENGLASOODHAR
Tehri	GIC KANAILDHAR
Tehri	JH MALYAKOT (KM)
Tehri	PS AKHODISAIN
Tehri	PS CHANDRABHAGA
Tehri	PS JAGDHAR
Tehri	PS KOTI TYUNSA
Tehri	PS MYUNDI
Tehri	PS RATOLI
Tehri	SSN SEMANDIDHAR

<b>District</b>	<b>Name of School</b>
Tehri	PS ATALI (DOGI)
Tehri	PS BERNI
Tehri	PS CHAMOLGAON-I
Tehri	JH FALSARI (G)
Tehri	JH KODARNA
Tehri	PS NARENDRANAGAR
Tehri	PS ADWANI
Tehri	LBSBV DHALWALA
Tehri	VNJH MUNIKERETI
Tehri	IC P MUNIKERETI
Uttarkashi	PS BANDRANI
Uttarkashi	PS EEDALGAON
Uttarkashi	PS JASPUR
Uttarkashi	UPS LATA
Uttarkashi	PS PAHI
Uttarkashi	PS SENJ
Uttarkashi	UPS GIRLS BASUNGA
Uttarkashi	GIC MUSTIKSAUR
Uttarkashi	A.S.S.S.D.D.DL.T. INTER COLLEG
Uttarkashi	AADYA S.S.S. LADARI
Uttarkashi	GGIC UTTARKASHI
Uttarkashi	PS BENOL
Uttarkashi	PS DEVATI
Uttarkashi	PS HALTADI
Uttarkashi	PS KUKREDA
Uttarkashi	PS NETWADGAON
Uttarkashi	PS SATTI
Uttarkashi	SVM MORI
Uttarkashi	HARKIDUN A SANKARI
Uttarkashi	PS DHEVRA
Uttarkashi	PS KUMOLA
Uttarkashi	UPS GIRLS PORA
Uttarkashi	PS TALADA
Uttarkashi	NAV CHETNA S SANSTHAN
Bageshwar	PS DHAPOLI
Bageshwar	PS POKHARI
Bageshwar	PS KHANTOLI
Bageshwar	PS KABHATA
Bageshwar	UPS MALSUNA
Bageshwar	G.I.C. KANDA
Bageshwar	UPS BHERU CHAUBATTA
Bageshwar	UPS GAIRAR DUG
Bageshwar	PS TUNERA
Bageshwar	PS GOGINAPANI
Bageshwar	PS MALUJHAL
Bageshwar	PS SIMALGAON
Bageshwar	NEW SAINIK UPS KATHAYATBADA
Bageshwar	PS BHANARTOLI
Bageshwar	V.V.M. KAPHALIGAIR
Bageshwar	PS OKHALISIRAUD
Bageshwar	PS ASHON MALLAKOT
Bageshwar	PS BOHALA
Bageshwar	PS BAGARI
Bageshwar	PS MATE TILSARI
Bageshwar	PS SAROLI

<b>District</b>	<b>Name of School</b>
Bageshwar	PS JINKHOLA
Bageshwar	PS CHHATIA
Bageshwar	JANTA UPS BHITARKOT
Bageshwar	PS GALAI
Bageshwar	PS PAYE
Bageshwar	ADARSH UPS JAKHERA
Bageshwar	KANYA UPS LAKHANI
Bageshwar	PS THAPAL
Bageshwar	PS SOOPI
Bageshwar	PS BAICHHAM
Bageshwar	MAA UMA UPS KAPKOT
Bageshwar	PS DAULA
Bageshwar	UPS SAPULI
Bageshwar	PS JARWILA
Bageshwar	PS PAKAR
Bageshwar	PS UCHCHHAT
Bageshwar	PS MAJKHET
Bageshwar	HIGH SCHOOL KARMI
Bageshwar	PS GOLANA
Bageshwar	KANYA UPS RAINTHAL
Bageshwar	PS BHAYUN
Pauri	UPS DHARASU
Pauri	PS BHUMIYA
Pauri	PS GORLI
Pauri	PS PAKHRI
Pauri	UPS KULASU
Pauri	GUPS BARETH
Pauri	PS SRIKOTKHAL
Pauri	PS KYARD
Pauri	PS SRIKHON
Pauri	PS BALMANA
Pauri	PS DUTTAKHET
Pauri	PS NAWADI
Pauri	UPS KHANDUKHAL
Pauri	PS KHOLA
Pauri	GIC GHINDWADA
Pauri	DBPS NAKOT
Pauri	PS KUNETH
Pauri	PS PIPALKOT
Pauri	PS BUNGIDHAR
Pauri	PS KAINUR
Pauri	PS GHIMNDIYA
Pauri	PS DANG CHOUTHAN
Pauri	PS BAGELI
Pauri	PS SUNARGAON
Pauri	GIC MAUNJKHAL
Pithoragarh	PS CHHARCHHUM
Pithoragarh	R.C.S. DHARCHULA
Pithoragarh	PS THAM
Pithoragarh	PS JAULAR
Pithoragarh	PS LENUWA
Pithoragarh	GIC BARAM
Pithoragarh	KJHS GARJIYA THAM
Pithoragarh	GIC DHARCHULA
Pithoragarh	P.S.KHELA

<b>District</b>	<b>Name of School</b>
Pithoragarh	P.S.NAULA
Pithoragarh	PS RATHE BORA GAON
Pithoragarh	PS SOBALA
Pithoragarh	NAULA PUBLIC JHS JUMMA
Pithoragarh	P.S.OOR GAON
Pithoragarh	P.S.GOVRARI
Pithoragarh	P.S.LEJAM KOLI
Pithoragarh	P.S.KARELA TOOPRA DHAR
Pithoragarh	P.S. ALMIYAN GAON
Pithoragarh	P.S.BHOOL GAON
Pithoragarh	VEVEKA NAND V.MAN. J.H.S.
Pithoragarh	P.S.DHOLI KURA
Pithoragarh	SARASWATI BAL V.M. JORASI
Pithoragarh	PS OKHAL
Pithoragarh	PS BILAI
Pithoragarh	PS TARAGARA
Pithoragarh	PS SALLA CHINGARI
Pithoragarh	P.S.BALTARI
Pithoragarh	JHS DHARI
Pithoragarh	PS GHUNSERGA GAON
Pithoragarh	P.S.KANARI
Pithoragarh	PS MAD DHURA
Pithoragarh	BVM AATH GAON SHILING
Rudraprayag	PS JONDLA
Rudraprayag	PS HADETIKHAL
Rudraprayag	SSM CHANDRAPURI
Rudraprayag	PS GANDHARI
Rudraprayag	GMP UPS AGUSTYAMUNI
Rudraprayag	GIC CHOPTA
Rudraprayag	GIC MAYKOTI
Rudraprayag	PS BANDRI
Rudraprayag	GUPS SATERAKHAL
Rudraprayag	PS BEENA
Rudraprayag	PS BIJRAKOT
Rudraprayag	PS DHAUNDHIK
Rudraprayag	PS KANDARA
Rudraprayag	PS KOKHANDI
Rudraprayag	GUPS KYARK BARSURI
Rudraprayag	PS ORING
Rudraprayag	PS PHEGU
Rudraprayag	PS SYUNI
Rudraprayag	GUPS SAUR KHURAD
Rudraprayag	PS JAINA KANDHAR
Rudraprayag	RSB UPS JAKHANYAL GAUNW
Rudraprayag	PS KIRODA MALLA
Rudraprayag	PS SEMALTA
Rudraprayag	PS CHAUNRIYA
Rudraprayag	PS TUNETA
Rudraprayag	SC HS ARKHUND
Rudraprayag	GIC KWEELA KHAL
Rudraprayag	UPS RAYRI
Rudraprayag	UPS KAILASH NAGAR
Rudraprayag	PS BAKSIR
Rudraprayag	PS MACHKANDI
Rudraprayag	PS PANJNA

<b>District</b>	<b>Name of School</b>
Rudraprayag	SVUPS SIDDH SAUR
Rudraprayag	PS BEDULA
Rudraprayag	PS UNIYANA
Rudraprayag	UPS GUPTKASHI
Rudraprayag	PS LWARA
Rudraprayag	PS PHALI PHASALAT
Rudraprayag	SVB DIVLI
Rudraprayag	PS DHANI
Rudraprayag	PS KHARIYA
Rudraprayag	C. S. MANSOONA
U S Nagar	A PUBLIC SCHOOL BANSKHERA
U S Nagar	PS SAINIK CONVENT
U S Nagar	PS PAIGA
U S Nagar	JHS KANYA
U S Nagar	MODERN PUBLIC JHS
U S Nagar	JHS SUDAMA LAL PRATHAM
U S Nagar	UPS KHADAGPUR DEVIPURA
U S Nagar	PRTC HEMPUR
U S Nagar	P.S.HARINAGAR
U S Nagar	SHAPHI P.S. KHATIMA
U S Nagar	PS BANBGHURIYA
U S Nagar	PS NAUSAR PATIYA
U S Nagar	PS BISOTA
U S Nagar	SWAMI V SS MANDIR NAUSAR
U S Nagar	G.G.I.C. KAHTIMA
U S Nagar	ST. FRANSIS P.S. DAH FARM
U S Nagar	PS GANDHI NAGAR
U S Nagar	P.J.H.S.RAM.S.B.THARU MUNDELI
U S Nagar	AKANSHA JHS TERAGHAT
U S Nagar	GOVT HIGH SCHOOL SAIJNA
U S Nagar	R.P.P.S.KHATIMA
U S Nagar	RAHMANIA J.H.S. KAHTIMA
U S Nagar	ADARSH S. NIKETAN ALABRIDHE
U S Nagar	PS BAMANPURI
U S Nagar	PS LAUKA NAKULIYA
U S Nagar	PS DOHARI
U S Nagar	P.S.DUSARA
U S Nagar	ADARSH SHIKSHA SADAN VIRENDRA
U S Nagar	PS TUKRI
U S Nagar	JHS BALKHERA
U S Nagar	JHS TILIYAPUR
U S Nagar	PS RATANFARM NO 2
U S Nagar	SHAKTI S MANDIR P.S.
U S Nagar	PT GOVIND BALLABH PANT P S
Almora	P.S. KOTILA
Almora	U.P.S. FALDWARI
Almora	U.P.S. BHATAURA
Almora	DUNAGIRI M. J.H.S. DWARAHAT
Almora	P.S. TALLI MIRAI
Almora	P.S. MATELA
Almora	CH. MONTE. MAJHKHALI
Almora	MAAN GYAN GANGA KULSEEVI
Almora	P.S. PAITHANI
Almora	P.S. DALMOTI
Almora	G.I.C. BAGWALIPOKHAR

<b>District</b>	<b>Name of School</b>
Almora	P.S. BAKH
Almora	P.S. SIKURA BAND
Almora	P.S. GWALAKOT
Almora	U.P.S. KAYALA
Almora	P.S. DHARI
Almora	P.S. VALSA KHUNT
Almora	P.S. CHAUNA
Almora	U.P.S. MANAAUN
Almora	G.I.C. SYALIDHAR
Almora	SARSWATI B.V.NIKETAN KHATYARI
Almora	G.I.C. DEENAPANI
Almora	P.S. TALLI MAHRAULI
Almora	P.S. JOGIJWAD
Almora	G.I.C. KULANTESHWAR
Almora	P.S. GHUGTI KELANI
Almora	G.I.C. SARAIKHET
Almora	SAR.S.M. SARAIKHET
Almora	P.S. MATHKANI
Almora	P.S. BHAISORA
Almora	P.S. DEGHAT
Almora	MAHARSHI DYND V. M. BARGAL
Nanital	JHS ANARPA
Nanital	JHS KANARKHA
Nanital	PS NEEL PAHARI NAVIN
Nanital	JHS PATLIA
Nanital	P S KALYANPUR
Nanital	PS SAUCHALIYA
Nanital	SSN DINI
Nanital	KANYA P S BADRIPURA
Nanital	NAVEEN SHISHU SIK
Nanital	QUEEN'S PUBLIC SCHOOL
Nanital	G G I C
Nanital	P S BANSKHERA
Nanital	KVM P S
Nanital	P S JAMRANIBANDH
Nanital	PS DANIBANGER
Nanital	JANTA J H S
Nanital	J H S NAWARKHERA
Nanital	GOVT JHS RANIBAGH
Nanital	P S FATEHPUR
Nanital	P S RAMLEELA BHAWAN
Nanital	K D KANYA J H S TULSINAGAR
Nanital	PS HARIPUR LALMANI
Nanital	ANJELS VIDHYA MANDIR
Nanital	J H S KUSAMKHERA
Nanital	KENWOOD PUBLIC S. GALANI
Nanital	JHS KOTALI
Nanital	P S DHOLIGAUN
Nanital	P S LINGRANI
Nanital	P S CHAKROVA
Nanital	P S PUT GAUN
Nanital	J H S BAROON
Nanital	P S MAHTOLI
Nanital	P S KAIRA GAUN
Nanital	J H S HARINAGAR

<b>District</b>	<b>Name of School</b>
Nanital	P S PADAMPUR
Nanital	PS SOLI UKALAJAR
Nanital	NAVEEN SHISHU JH S
Champawat	PS IZDA
Champawat	JHS LUWAKOT
Champawat	JS CHULAGAON
Champawat	VM BARAKOT
Champawat	PS BANS
Champawat	GIC REGDI
Champawat	PS WARD 3
Champawat	PS KARI
Champawat	JS UNIVERSAL
Champawat	PS SUKHIDHANG
Champawat	PS BELKHET
Champawat	JS MODERN
Champawat	PS GANGSEER
Champawat	PS AMON
Champawat	PS SAILANIGOTH
Champawat	PS LAFDA
Champawat	JS MONPOKHARI
Champawat	PS PACHNAI
Champawat	PS DHURAGOLI
Champawat	PS CHAMPAWAT
Champawat	PS BANJGAON
Champawat	PS DHUNAGHAT
Champawat	PS UNI. GREEN DHUNAGHAT
Champawat	JS MAIROLI
Champawat	GIC PATI
Champawat	PS SANGO
Champawat	JS IZATADUNGRA
Champawat	PS KARKICHHANA
Champawat	PS CHAMAMELA CHOWK