

Year (2009-10)

5% Sample Checking of DISE Data



By

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Abbreviations

ADPC	:	Additional District Project Coordinator
APC	:	Assistant Project Coordinator
AS	:	Alternate School
BEEO	:	Block Elementary Education Officer
BRC	:	Block Resource Centre
BRCF	:	Block Resource Centre Facilitator
CRC	:	Cluster Resource Centre
CRCF	:	Cluster Resource Centre Facilitator
DCF	:	Data Capturing Format
DEEO	:	District Elementary Education Officer
DISE	:	District Information System for Education
DPEP	:	District Primary Education Programme
DPC	:	District Project Coordinator
DPO	:	District Project Office
EMIS	:	Educational Management Information System
PS	:	Primary School
PES	:	Post Enumeration Survey
RCEE	:	Rajasthan Council of Elementary Education
SDMC	:	School Development and Management Committee
SC	:	Scheduled Castes
ST	:	Scheduled Tribes
SSA	:	Sarva Shiksha Abhiyan
UPS	:	Upper Primary School
UEE	:	Universalization of Elementary Education
NR	:	No Response – the questions not answered by the respondents

Introduction

With an aim to move towards Knowledge based society efforts are being made to provide education to all in the age group of 6 – 14 years of age. Government has launched schemes and provided frame works to state to implement the schemes keeping state needs in mind. The common objective is to reach out to all children in this age group, enrol them in some or other system of education. This mammoth task is to be achieved by 2010. The community role and involvement has been specified. They are playing different roles in different management run schools. Sarva Shiksha Abhiyan is one such scheme. The thrust is on total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system contributing in all round development of the child and they find it useful and relevant to their natural and social environment.

There was a provision for Information System so as to monitor the qualitative and quantitative growth of the program. An effective system for generating the data for different levels of planners, managers and policy planners was introduced. A pool of resource persons was to be created at district and state level to gather data and computerize it.

Education Management Information System (EMIS)

EMIS is a formal method of providing educational managers with accurate and timely information so that decision making, planning, project development and implementation and other management functions and operations can be carried out effectively.

"DISE" (District Information System for Education) is a system for scientific collection of data related to schools. Under the process, the districts are selected as nodal point for data collection, computerization, analysis and use of data. The State level MIS wing coordinates the activities of the districts.

The flow of data plays an important role in information system. DISE is a ' tool to support the decentralized planning and management of SSA. The basic data collected from the Primary schools, Upper Primary Schools, UPS classes of Secondary/Senior secondary schools, Alternate schools and Private schools are verified by the Block Resource Persons and Cluster

Resource Persons for their completeness and delivered to the District MIS in-charges who maintain records of all forms. The data are computerized and analyzed at the district level.

The first version of the software, named as District Information System for Education (DISE) was released during the middle of 1995. The district level professionals were assisted and trained in the establishment of EMIS units. The first major review of the DISE was undertaken during 1997-98. The software was later redesigned in 2001 in the light of requirements of the SSA.

DISE ensures two-way flow of information. School summary report for each school is generated for sharing with the school and members of Village Education Committee. The school summary report contains key data on school and a summary of indicators which are compared with the cluster, block and the district averages. For assessment of Performance and Quality of system data pertains to Indicators specifically developed for the purpose. These Indicators are related to the following aspects:

1. School-Related Indicators	Comprising information related to year of establishment
	Number of primary/ upper primary schools,
	Single teacher schools
	Single Room Schools
	Different kind of Managements
	About the owner of School Building
	Kind of building,
	Condition of Building
2. Facilities in Schools;	Availability of No. of rooms
	Play ground,
	Toilets – common toilets and Girls toilets
	Drinking water,
	Electricity,
3. Enrolment-Related Indicators	Gender based
	Social category based
	Disability children
	Success rates
4. Teacher-Related Indicators	Age Profile & Type of Teachers

	Qualifications
	Professional Qualifications
	In-Service Training
	Para-Teachers numbers, their trainings etc

MIS Unit is now operational both at the district and state levels and is now operational in 539 districts in 25 States & UTs of the country and is providing vital information for policy formulation and preparation of district elementary education plans and has helped in eliminating time lag in educational statistics.

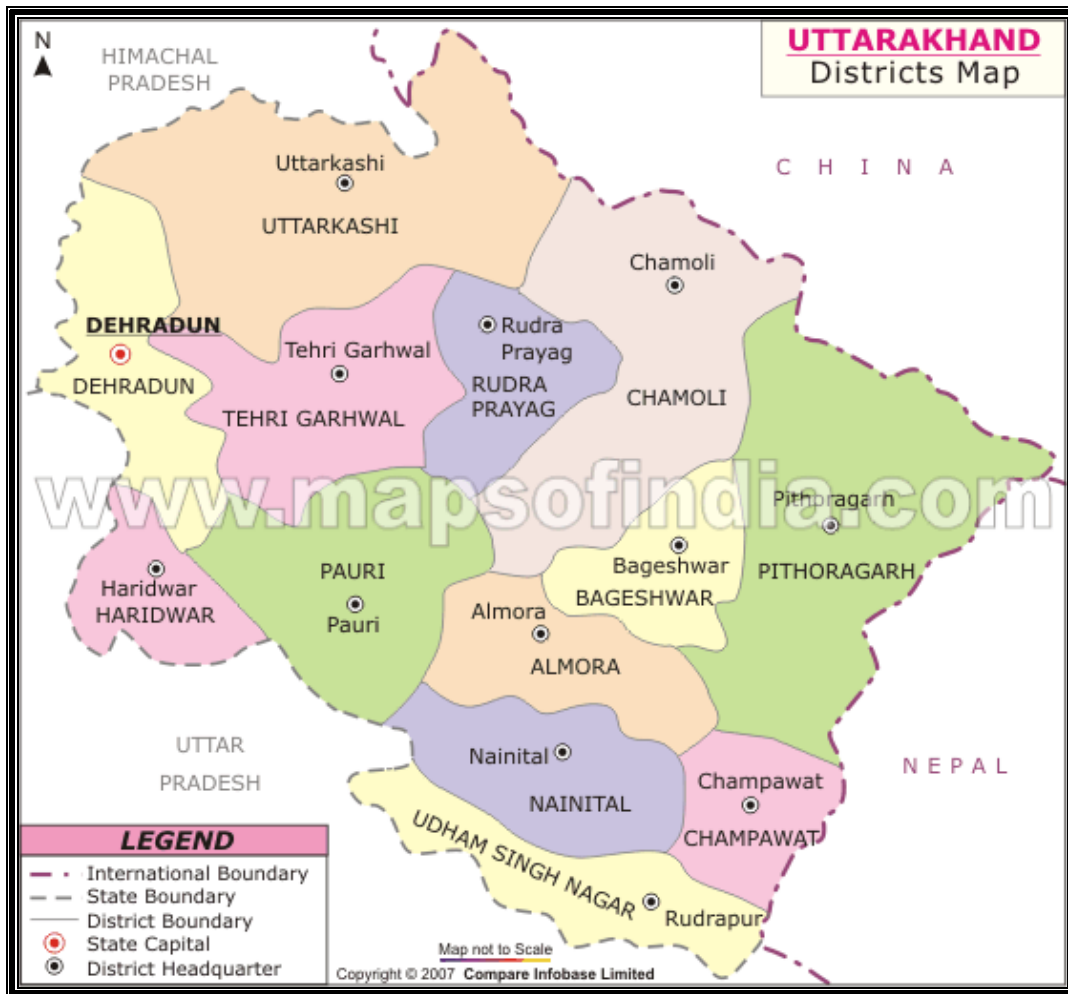
At the time when the Sarva Shiksha Abhiyan was launched in 2001, the scope of DISE was extended to the entire elementary level of education. In view of this, a number of DPEP states have expanded the coverage of DISE to the non-DPEP districts of their state. During 2003-04, the coverage was further widened to cover as many as 539 districts (including bifurcated districts) across 25 States & UTs of the country.

The DISE under DPEP/SSA aimed at providing a data base of individual schools in all the districts.

The information thus gathered is to be used for bringing improvement in the quality of elementary education in terms of enrolment, retention, girl child education and better achievement of school children through data assessment and analysis. The data on teachers, their qualifications, trainings examination results etc. helps in planning assessing need of teachers in particular block and organizing trainings as per strength of the schools. The data on enrolment and number of disabled children, class, caste and gender-wise enrolment, especially of the SC, OBC, General, Minority and ST, School building/classrooms etc, helps planners to fulfil needs of children and if drop rates are high then plan strategies to bring the out of school children back to school.

The whole process of the DISE although takes time and efforts yet it contributes the planners and schools in multiple ways. It depends upon the users and the implementers how much preparation with adequate amount of homework they do at their level.

The Post Enumeration survey in Uttarakhand for the year 2009-2010 has been planned by Datamation Research Analyst, New Delhi, as per the guidelines of NUEPA and State TOR for the study for 5 percent sample checking of DISE data in a specially designed Data Capturing Format (DCF). The purpose is to check the authenticity of the data gathered at the Elementary level i.e. the School level and assess the efforts of SSA, Uttarakhand for capacitating Principals/ teachers in capturing the right data. In total, 39 Blocks in all the 13 districts were selected after discussions and finalization of parameters with the State EMIS officials relating to SC, ST, Minority, Urban area, etc



Methodology for Post Enumeration Survey

In all the 13 districts 3 blocks were selected as sample blocks, with due consideration of type of population and geographical representation.(Table 2.1). While selection of 3 blocks care

was also taken to see that the 3 sample blocks in each district. Thus, all blocks taken together, a total of 39 blocks were selected for the purpose

The Major Observations and Findings

The percentage matching of data of two years is given below. The improvement indicates overall improvement in record keeping of DISE data. Comparison of some indicators related to school and teachers are summarised in Table 1.1

Table 1.1- Schools for which data was found available in the DISE CD

Variables	2008-09	2009-2010	Remarks*
School Particulars			
School Location Improved	99%	99.2%	Improved
Establishment Year	92%	92.8%	Improved
School Category	96%	97.5%	Improved
School Type	100%	100.0%	Improved
Lowest Class	98%	98.0%	
Highest Class	97%	97.0%	
School Management	97%	97.2%	Improved
Residential Facility	99%	99.2%	Improved
Shift School	99%	99.0%	
Ownership and Type of School Building			
Ownership	89%	89.8%	Improved
Type of Building	91%	93.2%	Improved
No. of Classrooms	89%	89.0%	
Teachers In-position			
Education Department	71%	83.8%	Improved
Private Schools	41%	70.7%	Improved
Basic Amenities			
Availability of Electricity	92%	93.8%	Improved
Availability of Common Toilets	89%	91.0%	Improved
Separate Toilet For Girls	81%	86.4%	Improved
Condition of Boundary Wall	69%	77.1%	Improved
Source of Drinking Water	74%	81.3%	Improved
Play Ground In School	75%	81.3%	Improved
Total No. of Computers	90%	91.7%	Improved
Seating Arrangement for Children	79%	83.3%	Improved

Other Major Observations

I. Management & Capacity Building issue for DISE in the State, Districts and Blocks

• State level trainings have improved the capacity of MIS in-charges in quality of data compiled. Timely issue of guidelines and directions regarding filling up the DISE DCF has helped in meeting the time schedules. The sample checking procedures issued from the State Directorate (RCEE) have also improved the quality of data.

- DISE formats in adequate numbers were given in all the schools having primary and elementary classes. This has helped in data compilation from private and aided schools.
- The availability of filled DISE formats in the schools has improved because of the instructions given to the schools. They send the second copy to block and district for computer feeding.
- The quality of data is monitored by the officers associated with DISE at state level.
- The School Headmasters/Principals (in Primary/Alternate schools) still lack proper knowledge of filling the DISE DCF formats. Usually record keeping of DISE DCF formats, were not given priority and the information were filled from files or reports sent from time to time from schools.
- A positive mindset of Principal / Head Teacher is required for accurate and timely DISE data collection. At aggregate level, 37.92 percent of sample Head Teachers/ Principals have shown very good initial response to the survey team. Again, 40 percent of sample schools showed a very good status on maintaining the records of the schools
- Despite organization of DISE training and sufficient consciousness of Principals/ Head Teachers on the DISE activity, mismatch between DISE and collected data has been found on almost all items of comparable data.

Key Suggestions

1. The orientation and capacity building of CRCFs on DISE should be such that they get motivated to contribute by taking initiatives in all clusters of the Blocks, districts and the State. **The training of all the stake holders should be compulsory.** These trainings are to be organised regularly with specific **inclusion of the new teachers recruited.**
2. Better quality data can be given to District for making district report cards by involving the MIS in-charge at Block level. Some BRC coordinators (Bahadrabad in Haridwar and Dugadda in Pauri Garhwal) have expressed interest in learning the data entry through DISE software, such persons should be utilized for maintenance of data.
3. The language of DCF formats used was Hindi and this helped some of the teachers and even CRCFs who had filled the DISE DCF. The problems will be faced at the data entry level if the order of questions does not match with data entry software and nature of field (numerical or Yes or No type).
4. Because of the mushrooming of private school, the quality data is essential in order to plan the educational system in the state. DISE data should be made compulsory for schools under all managements. **It should be made mandatory for all schools to register with DISE and get school code and regularly provide data for DISE.**
5. There are certain basic fields which remain unchanged which do not require updating every year. If possible the first page of the forms with DISE school codes, name of the school, address, year of establishment etc. can be personalized for each school and made available to them.
6. Data capture format /DISE format should be designed in triplicate copies. Colour coded sheets with carbon may be designed within the format to keep the same copy of the data at school level. It would be more beneficial if the triplicate forms may be used so the same would also be retained at cluster level.

7. There should be an MIS in-charge in every district. The efforts should be made for placement of functional MIS in-charge in every district for the period from June to March when the DISE work is at the peak. In case of computer education being part of the curriculum the Computer teacher could be given the responsibility.
8. It was noticed during the field visits in the schools that the food prepared in the school under mid day meal was prepared in the Aluminium utensils. It is recommended not to use the aluminium utensil as it can lead to migraine rheumatism and other dangerous diseases.
9. The School, Cluster, Block and District report cards should be generated well in time after data entry so as to ensure the data authenticity of the schools could be cross checked. There should be dead set up and adhered to at all levels.
10. It will help DISE data maintenance if **data entry operators and computers are available at Block level.**
11. Some terms need to be clarified. The 'Repeater' could be child who can not go to higher class and has to repeat the same class. Reason could be short attendance or low scores in exam. Usually child with low scores is only taken as Repeater.
12. The major area of errors is data in enrolment section. There needs to be proper coordination between Administration section of the schools and teacher/ Principal so that every new admission, transfer gets reflected timely in DISE data.
13. Most of the BRC, CRC and the district coordinator have indicated that the process of recognition of the schools should be considered complete only when school gets its code number generated at DISE office. They have also suggested that there is a need to add the following data elements in the DCF.
 - Location needs to be specified by adding information related to the nearest railway and bus stand from the schools.
 - The height from the sea level.

14. It has been observed during the field work that teachers consider the DISE information as a routine one and hence do not pay desired attention while filling the DISE DCFs. In such a situation the quality of DISE data is always at stake. It is, therefore, suggested that Head Master/Teacher concerned should be made personally responsible for providing correct and accurate data.

CHAPTER-2

Objectives and Methodology

2.1 Purpose of the 5% Post Enumeration survey

2.2 Objectives of the Study The 5% Post Enumeration survey (sample checking of DISE data) under DPEP and SSA was commissioned to Datamation Research Analyst, New Delhi by SIEMAT- Dehradun, Government of Uttarakhand. The Post Enumeration Survey has been done in 5 percent sample schools or maximum 20 schools whichever is lower in each of the Blocks in each of the 13 districts of the State.

As per the TOR the major objectives of the 5% Post Enumeration Survey are-

- To compare and identify discrepancies in the data collected from the selected schools with the data collected from respective District Project Offices. All issues mentioned in the prescribed format provided by the State Project Office shall be assessed. The data is related to the following indicators-
 - Particulars of School Location, Particulars of School, i.e. name, year of establishment, category, type, management body, strength of students, number of SC, ST and handicapped students.
 - Teachers in Position i.e. caste category, Qualification, length of service, working and non working days etc.
 - Student Enrolment, Facilities -in School, transfer of students.
 - Incentives, Examination Results, CWSN, Population information Schedules Drop out information.
- To identify teacher's and CRCs problem in carrying out their responsibilities with reference to the DISE data collection.

2.3 Methodology for Post Enumeration Survey

All the 13 districts are the sample districts. In each sample district 3 blocks were selected with due consideration of type of population and geographical representation. While selection of 3 blocks care was also taken to see that the 3 sample blocks comprise one block covered

during the academic year 2008-09. Thus, all blocks taken together, a total of 39 blocks were selected for the purpose

Table 2.1- List of Blocks covered in each districts

Districts	2009	Blocks covered in This Study	Demography/ Geographical vulnerability of District
Dehradun	Kalsi,	Kalsi	ST/ OBC population
	Vikas Nagar	Vikasnagar	
	Sahashpur	Raipur	
Tehri	Jakhnidhar,	Pratapnagar	
	Thouldhar	Devprayag	
	Jaunpur	Bhilingana	SC population
Uttarkashi	Bhatwari,	Purola	SC population
	Chinyalisaur and	Naugaon	
	Dunda	Dunda	
Haridwar	Bahadrabad,	Bhahadrabad	OBC/ minority population
	Narsan	Narsan	
	Khanpur	Roorkee	minority population
Pauri	Dugadda,	Dugadda	
	Kot	Nainidanda	
	Kaljikhhal	Thalisain	Difficult terrain
Rudraprayag	Agastyamuni,	Agastamuni	Only 3 blocks
	Jakholi	Jakholi	
	Ukhimath	Ukhimath	
Bageshwar	Bageshwar,	Bageshwar	Only 3 blocks
	Garur	Garur	
	Kapkote	Kapkote	
Champawat	Barakot, and	Champawat	Only 4 blocks,
	Lohaghat	Lohaghat	
	Pati	Barakot	
Nainital	Bhimtal,	Dhari	OBC/ minority population
	Okhal Kanda	Okhalkanda	Hard to access

	Ramnagar	Ramnagar	
US Nagar	Bajpur,	Bajpur	OBC
	Kashipur	Khatima	ST and minority population
	Jaspur and	Rudrapur	
Almora	Bhansiyachhan,	Dhauladevi	
	Dwarahat	Dwarahat	SC population
	Sult	Sult	
Chamoli	Joshimath	Joshimath	
	Ghat	Dewal	low literacy Rate
	Dasholi,	Karanprayag	
Pithoragarh	Munsiyari	Munsiyari	
	Munakot	Dharchula	SC/ST population
	Gangolihat,	Bin	

2.4 Sample Selection

The sample covered was selected in such a manner that more than 5% schools in the districts are covered. The no. of schools covered in each of the districts is given below.

Table 2.2 Sample size in each district

Blocks	Schools in the Blocks covered	District	Blocks covered	5% School	School Covered
12	529	Almora	3	26	36
3	928	Bageshwar	3	46	40
9	517	Chamoli	3	26	30
4	560	Champawat	3	28	32
9	735	Dehradun	3	37	47
9	491	Hardwar	3	25	43
8	575	Nainital	3	29	27
15	544	Pauri Garhwal	3	27	32
8	651	Pithoragarh	3	33	40
9	960	Rudraprayag	3	48	45
3	851	Tehri Garhwal	3	43	41
7	776	Udham Singh Nagar	3	39	37
6	615	Uttarkashi	3	31	30
102	8732	Total	39	437	480

2.5 Selection of Schools

- 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.
- The sample included rural and primary schools as well as mix of primary as well as upper primary schools picked up through the process of Stratified Random sampling method.
- In the process of selecting 5 percent schools, Simple random sampling method has been used.
- The procedure for selection of school was also discussed with the concerned officials of State Project Offices and finalized after their consent.
- The numbers of sample schools per district taken up in the study are as follows given below in the Table. 2.3

Table 2.3 Block wise District wise no. of Schools Covered

District	Block	No. of schools covered in block	Total schools covered in District
Almora	Dhauladevi	13	
	Dwarahat	11	
	Sult	12	36
Bageshwar	Bageshwar	18	
	Garur	10	
	Kapkote	15	40
Chamoli	Joshimath	10	
	Dewal	7	
	Karanprayag	13	30
Champawat	Champawat	16	
	Lohaghat	9	
	Barakot	7	32
Dehradoon	Raipur	20	
	Kalsi	14	
	Vikasnagar	13	47
Haridwar	Bhahadrabad	16	
	Narsan	14	

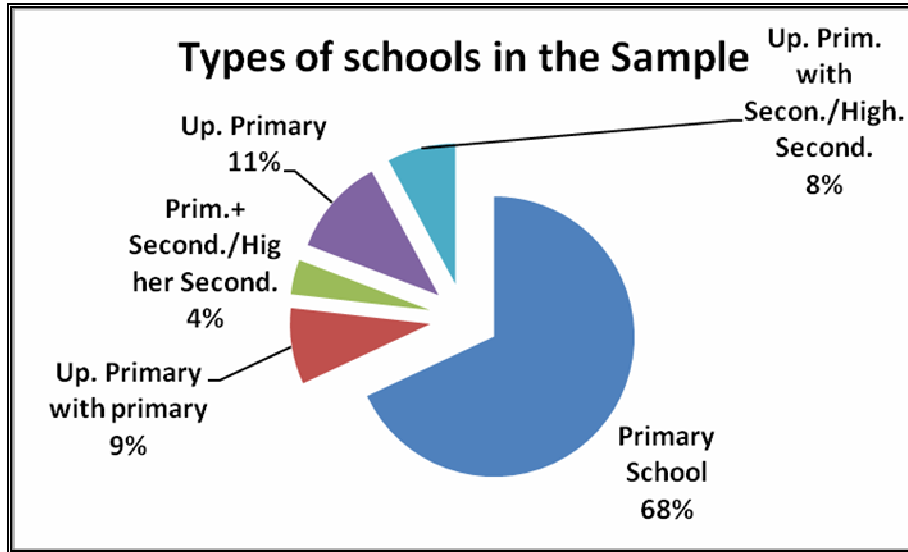
	Roorkee	13	43
Nainital	Ramnagar	12	
	Okhalkanda	10	
	Dhari	5	27
Pauri	Thalisain	10	
	Dugadda	13	
	Nainidanda	9	32
Pithoragarh	Bin	15	
	Munsyari	13	
	Dharchula	12	40
Rudraprayag	Agastamuni	21	
	Jakholi	14	
	Ukhimath	10	45
Tehri	Pratapnagar	10	
	Devprayag	12	
	Bhilangana	19	41
US Nagar	Bazpur	10	
	Khatima	15	
	Rudrapur	12	37
Uttarkashi	Purola	6	
	Naugaon	13	
	Dunda	11	30
	Total Sample Size		480

2.6 About Sample

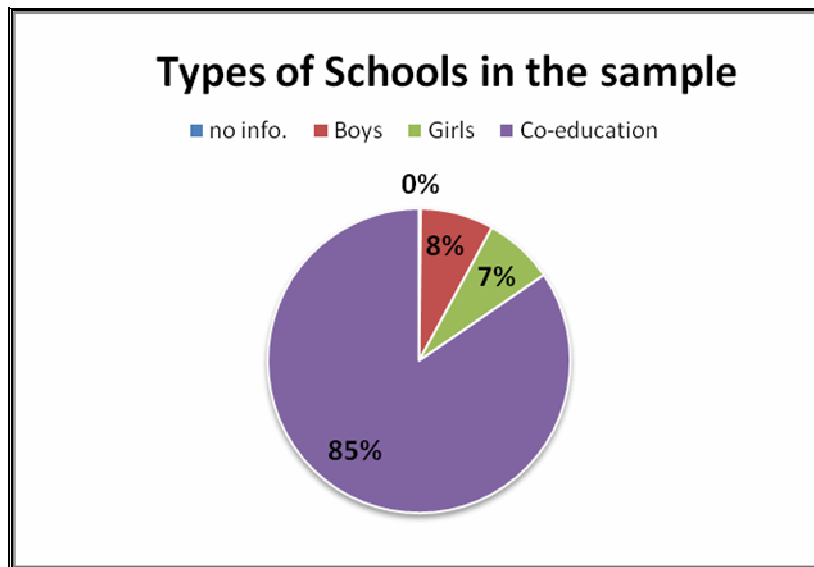
The schools covered in the study were located both in rural and urban areas. There were more rural schools than urban. The sample contained 68% primary schools. The details are as follows-

	No. of schools	Percent
Rural	439	91.5
Urban	41	8.5
Total	480	100

Type of School	No of Schools	%
Primary School	327	68.1
higher Primary along with primary school	42	8.8
Primary+ Secondary or Higher Secondary	19	4
higher Primary	54	11.3
Higher Primary+ Secondary or Higher secondary	38	7.9
Total	480	100



Most of the schools were co-educational schools. The only Girls schools are difficult to find.



The data on **Management wise type of Schools** in Sample indicate that in the study maximum percentage is Education Department. The Private schools are quite a few in sample.

	Sample size	Percentage of schools
All Schools Combined	480	
Education Department	382	79.6%
Other Govt. Dept.(Soc. Welfare)	6	1.3%
Private Schools (Aided+ unaided both)	92	19.1%

2.7 Instruments of Data Collection

- The specially designed Data Capturing Format (DCF) developed by NUEPA was translated in Hindi and were used for data collection from Principals. The special formats were developed for collecting information from CRC, BRCs. All the Questionnaires used are given at Annexure 2.
- The data gathered by Datamation survey has been tabulated. The tables generated using data gathered in this current study carried out by Datamation Research Analyst, New Delhi for Uttarakhand **Shiksha Sabke Liye**, Dehradun given in Chapter 3.

NOTE: In almost each Table there may be column of 'N/R'. This column indicates percentage or numbers as the case may be, the NO RESPONSES for that particular question. Many a times certain questions are not replied by the respondents and are left BLANK. 'N/R' indicates the columns left blank. These are necessary for making the answers add up to 100% response.

2.8 Method of Analysis

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 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.
- (2) 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.

A comparative analysis of the DISE and sample checking data pertaining to school particulars has been done and presented in Tables for the **proportion of schools where the concerned information is filled in the DISE data and it matches with the information provided to us during the sample checking survey.**

3.1 School related Indicators-

3.1.1 Data About School particulars

Despite certain variations in School category (2.5%) in the available data, the quality of have improved in almost all variables. There is still less knowledge about year of establishment. At times where the Principal was not available and rest of the data was given by other teachers, this could be another reason for lack of knowledge. Though number of missing data varies for each variable but there seems to be overall improvement in the quality of data. (Table 3.1)

Table 3.1- Schools for which data was found available in the DISE CD

Variables	2008-09	2009-2010	Remarks*
School Particulars			
School Location Improved	99%	99.20%	Improved
Establishment Year	92%	93.2%	Improved
School Category	96%	97.50%	Improved
School Type	100%	100%	Improved
Lowest Class	98%	98%	--
Highest Class	97%	97.5%	Improved
School Management	97%	97.20%	Improved
Residential Facility	99%	99.3%	Improved

3.1.2 Ownership and Type of School Building

The information was collected regarding ownership of the school building, its type (pucca, semi-pucca or kuchcha) and the number of classrooms therein.

Table 3.2 Comparative analysis of Ownership and Type of School Building

Ownership and Type of School Building					
	Sample size	Blank fields/ data n.a.	Data does not match	Filled & matching data available	% available & match
Ownership	480	8	40	432	90.0
Type of Building	480	3	30	447	93.1
No. of Classrooms	480	10	38	434	90.0

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

In the forms where data matched over 66% were in government owned buildings. Still the schools are in rented buildings and even not proper buildings, as per details given below-

Table 3.3 Owner of the school building

Types of Ownership	%
Private	19
On Rent	11.7
Government	66.7
Government Building Without Rent.	1.5
No Building	1.3

The schools are in canopies or are in semi pucca buildings.

Type of Building	%
Pucca	85.6
Semi Pucca	9.6
Kuchha	2.3
Tent or Canopy	0.2
No building	2.3

The variation due to blank fields and difference in information provided could also be on account of lack of participation in training and/or of the school authorities having not been able to understand the method of counting the number of rooms being used for teaching activities.

3.1.3 Basic Amenities Available in the Schools

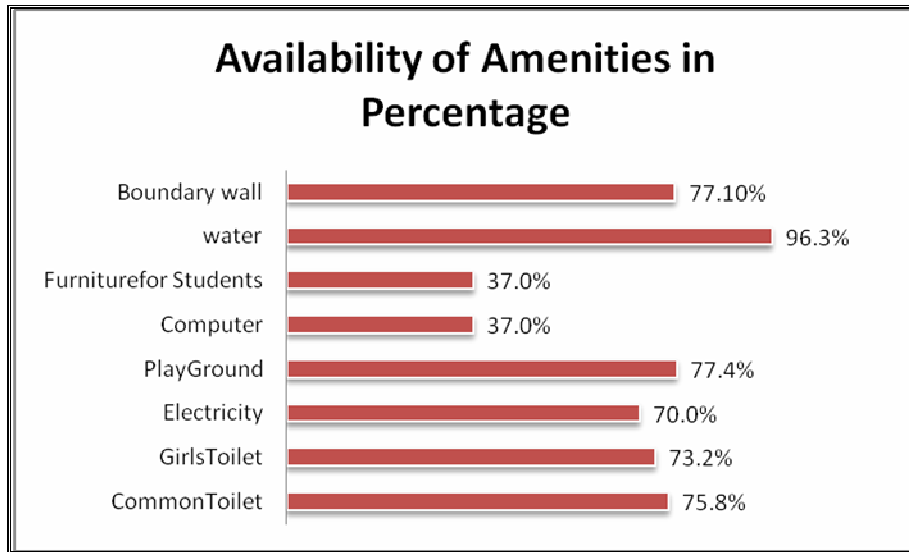
The basic amenities required in schools are electricity, toilet, source of drinking water, furniture for children, and teachers. The data collected from the schools reveals that in more than 77 % of the schools, survey data matched with the departmentally collected data in all the cases. The maximum numbers of blank entries were there in case of condition of boundary walls. As many schools had kucha boundary or wired boundaries.

Many schools do not have play grounds. Drinking water facilities should be available in all the schools.

Table 3.4 Comparative analysis of Basic Amenities

Basic Amenity	Sample size	Data does not match	Sample size in no. whose data matched	% available & match
Availability of Electricity	480	30	450	93.8%
Availability of Common Toilets	480	40	440	91.7%
Separate Toilet For Girls	480	65	415	86.5%
Condition of Boundary Wall	480	105	375	78.1%
Source of Drinking Water	480	90	390	81.3%
Play Ground In School	480	90	390	81.3%
Total No. of Computers	480	40	440	91.7%
Furniture for Children	480	70	410	85.4%

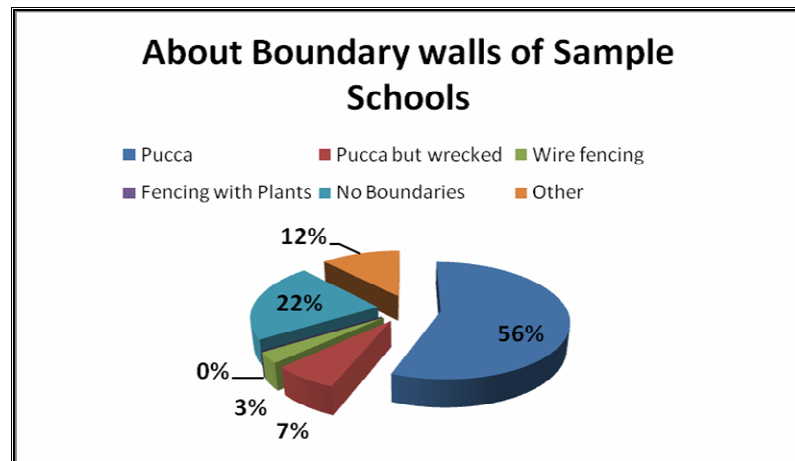
Chart - Availability of different amenities in sample schools



3.1.3.1 About Boundary Walls

The condition of boundary walls of the sample schools are not reported to be in good condition. The details of the condition is given below-

Condition of Wall	%
Pucca	56%
Pucca but wrecked	7%
Wire fencing	3%
Fencing with Plants	0
No Boundaries	22%
Other	12%



3.1.3.2 Toilet Facilities

The data on number of toilets (common for boys and girls, only for boys, only for girls available in the sample schools are given below. Out of total toilets available in 480 schools for girls and for which data matched with DISE data 92% are in working condition.

Total no of toilets available	783	
Total Toilet in working condition	689	88%
Total Toilet available for the Girls	304	44%
Total Toilet available for the Girls in working condition	280	92%

Though the toilets for boys and girls are separate but locked toilets (picture below) are indicators of their non usability. This could be due to non availability of 'Safai karamchari' in the school.



Picture - Toilet in Pipalkot

3.1.3.3 About Class Rooms

In the sample schools of 480 in numbers there is variation of 3.8% in information related to number of class rooms. As per DISE the number of class rooms should be 1403 whereas the

following data provides information on availability and usability of class rooms. The details are given in Table 5 of Annexure.

Number of class rooms	1351	% of total
Renovation required	86	6%
Major Renovation Required	51	4%
Non Usable	11	1%

It seems at places the Verandahs are being constantly used as class rooms. The average number of class rooms of 2 or 3 for upper primary and even primary indicates shortage of space leading to use of Verandahs, open spaces and multi class teaching system. There is a shortage of class rooms and shortage of furniture for children (desks and chairs). The shortage of furniture has been indicated in a picture on page 10 of the report. The following picture taken in different blocks supports the data.



Students sitting on floor at Giwari gaon



Sama Paniyali, Bageshwar



3.2 Indicators related to Teachers

3.2.1 Data regarding Teachers in Position

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 80 percent of the schools. In

majority of the remaining schools, a variation of +1 has been observed in the overall number of teachers. The variation is more in case of non government schools.

The variation could be because of filling the data formats by untrained teacher.

Table 3.4 **Comparative analysis of number of teachers in position**

	Sample size	filled & matching data available	% Data available & match
All Schools Combined	480	387	80.6
Education Department	382	320	83.8
Other Govt. Department	6	2	33.3
Private Schools	92	65	70.7

The low percentage of matching of data in case of schools run by Social Welfare department is because of a very small sample size. The names of the schools are given in **Annexure 2**.

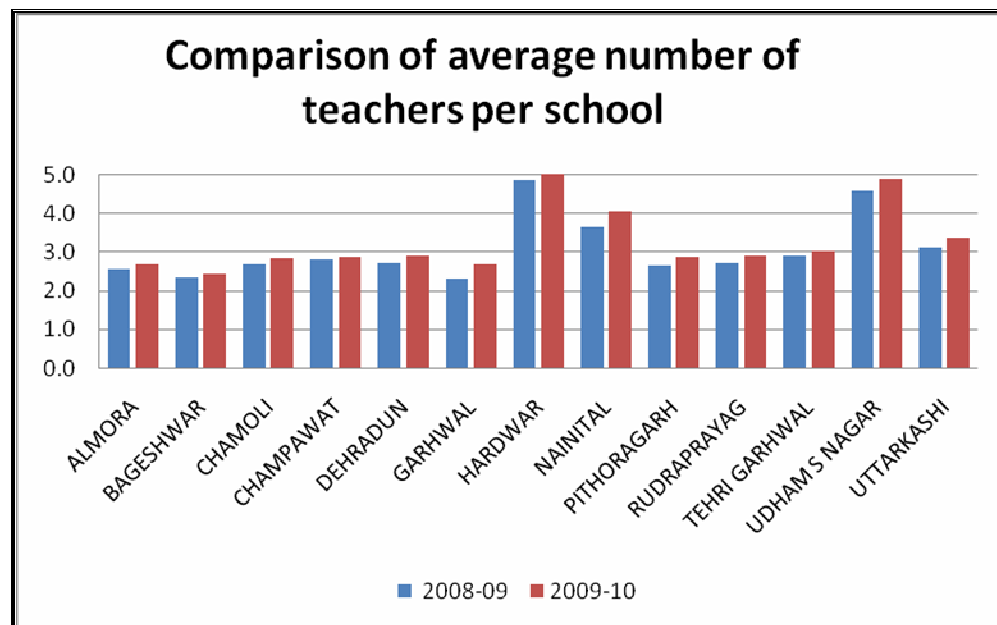
The data collected from the limited sample of this study indicates that there could be a few single teacher schools in Dehradun. Whereas as per the DISE data of previous years the average number of teachers per school seems to be higher this year. It shows improvement in teachers employed. Though as per sanctioned post data these numbers should have been still higher. This could be due to nature of schools in the sample (more rural and primary schools).

Districts	Schools covered	Male teachers	Female teachers	Total teachers	Avg. no. of teachers p. school
ALMORA	36	58	39	97	2.69
BAGESHWAR	40	63	35	98	2.45
CHAMOLI	30	51	34	85	2.83
CHAMPAWAT	32	55	37	92	2.88
DEHRADUN	47	47	89	136	2.89
GARHWAL	43	67	48	115	2.67
HARDWAR	27	63	77	140	5.19
NAINITAL	32	56	74	130	4.06
PITHORAGARH	40	62	53	115	2.88
RUDRAPRAYAG	45	83	48	131	2.91
TEHRI GARHWAL	41	72	52	124	3.02
UDHAM S NAGAR	37	95	86	181	4.89

UTTARKASHI	30	63	38	101	3.37
All Districts	480	835	710	1545	3.22

The distribution of teachers in primary and upper primary schools in the sample is given below in the Table

	Total Teachers	Prim	Up. Prim
Male	835	361	474
Female	710	469	241



3.3 Student Related

The students indicate their caste in the form when they are enrolled. Thus it is purely the information provided by the parents. The social category wise distribution is based on this information entered manually. Mistake done at this level thus continues. The table below indicates the variation in data collected

3.3.1 Data regarding Enrolment of students

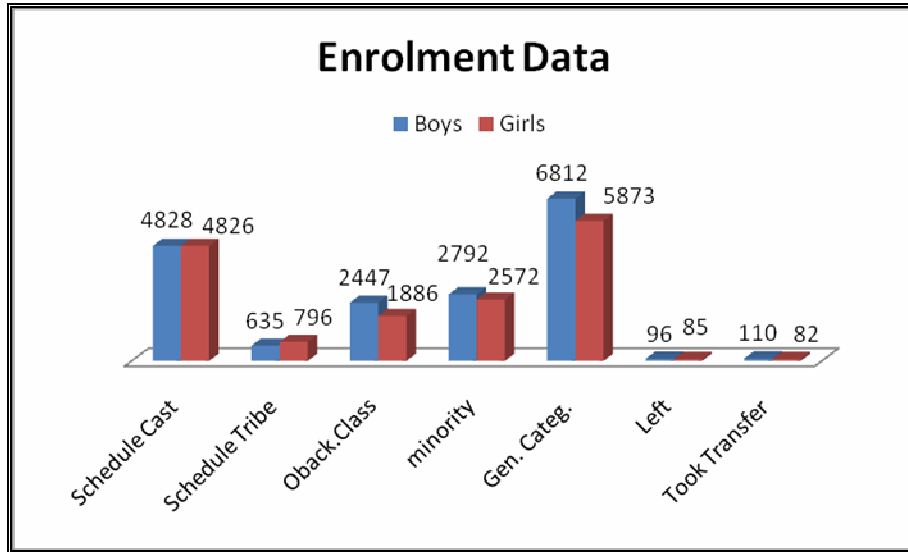
Category	DISE Data	Sample Data	Perc. Match	Per. Variation
Boys (overall)	17770	17514	98.6%	1.4%
Girls(overall)	16055	15953	99.4%	0.6%
SC category				

Boys	4820	4828	100.2%	-0.2%
Girls	4819	4826	100.1%	-0.1%
ST category				
Boys	620	635	102.4%	-2.4%
Girls	849	796	93.8%	6.2%
OBC category				
Boys	2436	2477	101.7%	-1.7%
Girls	2149	1886	87.8%	12.2%
Minority				
Boys	3092	2792	90.3%	9.7%
Girls	2459	2572	104.6%	-4.6%
General				
Boys	6802	6812	100.1%	-0.1%
Girls	5779	5873	101.6%	-1.6%

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 12 percent in case of OBC girls, which could be owing to either drop out or transfer taken by these girls during the period between DISE data collection and post enumeration data verification study. The variation was in districts namely Haridwar (>50%), US Nagar (> 40%) and Uttarkashi (~ 30%) where OBC population is quite high as compared to other social categories.

Table 3.5 Comparative analysis of Enrolment Data

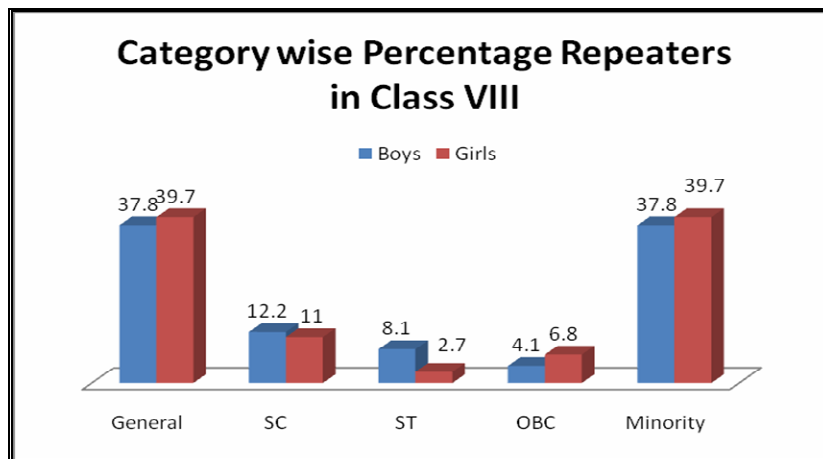
As such it seems that girls enrolment in state has improved as the no. of school leaving girls are also less than boys.



3.3.2 Repeaters in the school

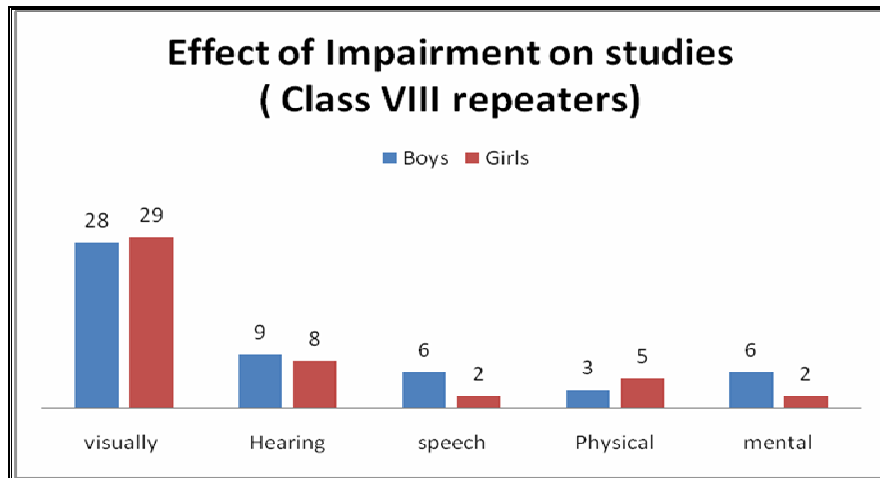
In addition to enrolment of new students there are students who are repeaters and add to the total enrolment data of the class. The Table below gives social category-wise percentage of repeaters in class 8th found in the sample. The term repeater needs to be defined properly.

	Total Repeaters			% General		% Schedule cast		% Schedule Tribe		% Other backward Class		% Muslim (Minorities)	
	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class 8	147	74	73	37.8	39.7	12.2	11.0	8.1	2.7	4.1	6.8	37.8	39.7



As can be seen the maximum repeaters are from either general category or those belonging to minorities. Girls have shown to be bit poor performance than boys both in General and Minority community

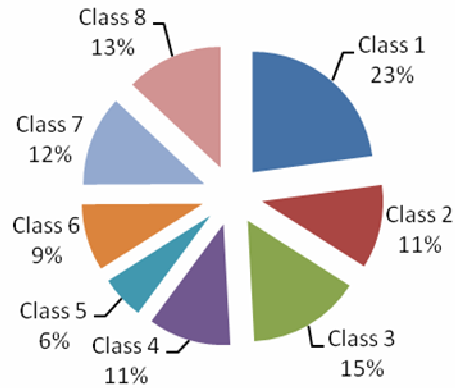
There are children with special needs found in the sample schools. The repeaters data indicates that visually challenged students need more care and facilities.



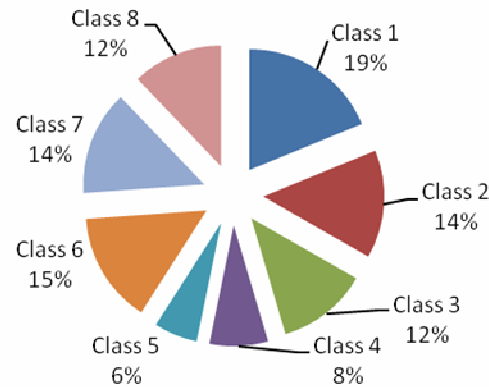
Class-wise and Gender-wise Repeaters

The repeaters data collected for the sample schools collected class-wise was analysed to see the performance of both the genders separately. In the sample from 480 schools it was found that there were total 1171 repeaters enrolled in classes ranging from 1 to 8th. The boys repeaters enrolled were 48.7% and rest 51.3% were girls. The distribution of class-wise repeater boys and girls indicates that maximum children repeaters are in class 1 after that probably the drop outs are more than repeaters. Children whose parents decide to educate their wards keep enrolling the students and repeaters start increasing after class 5.

Class-wise Percentage of Repeater Boys



Class-wise Percentage of Repeater Girls



Results Class 8

The table below indicates that Average pass percentage of Boys and Girls is in Class 8 differs by 1% only. Boys seem to have done better. The pass percentage is highest in Rudra Prayag (99.3% for both boys and girls both) followed by Uttarkashi. (98.1% for boys and 97.3% for girls).

The other observations related to exams are –

The number of Boys who abstain from exams are more than number of remaining absent in exams.

The pass percentages of Class 5 were found to be higher than Class 8.

The table below gives the enrolment and pass percentage of girls and boys in different districts.

	enrolled Class 8		Appeared		Declared Pass		% of pass	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Almorah	208	223	206	221	193	203	93.8%	91.9%
Bageshwar	87	79	86	78	84	75	97.6%	96.8%
Chamoli	140	147	139	145	132	138	95.2%	95.3%
Champawat	100	87	99	86	94	79	95.0%	92.5%
Dehradun	296	238	293	236	281	231	96.0%	97.9%
Garhwal	238	223	236	221	225	213	95.5%	96.1%
Haridwar	100	54	99	53	92	51	93.0%	94.8%
Naintal	208	194	206	192	201	183	97.4%	95.1%
Pithoragarh	149	142	148	141	142	130	96.2%	92.5%
rudraprayag	98	91	97	90	96	90	99.4%	99.2%
Tihri	238	216	236	214	218	198	92.7%	92.5%
US Nagar	161	135	159	134	153	123	96.2%	91.9%
Uttarkashi	71	65	70	64	69	62	98.1%	97.3%
	2094	1893	2073	1876	1981	1777	95.6%	94.7%

4.1 Observations of Field Investigator

In addition to DCF forms for getting information on data elements related to school, teacher and children enrolment and retention indicators enumerators also gave feedback based on their observations. This also gave an understanding about how much do the Head teachers or other teachers understand about the use of the DISE data. This is reflected by the up keep of records. Time and effort spend to access the data at the time of need indicates the attitude of HM. The Table below gives responses in percentages given to various questions by the field enumerators. The district based analysis indicates the difference in attitudes of the principal to bring qualitative and quantitative being made at grass root level.

During our visit to all the 480 selected schools for data collection, in nearly 97% the data could be collected on day 1 of the visit. However, in the case of remaining 3% schools had to be revisited due to non-availability of concerned school authority responsible for providing relevant data, the data was collected on the second day.

On the whole the experience of Field Investigator was good except at few places where the co-operation received was average.

Table 4.1 Principal's reaction on the day of survey

Principal's Reaction (in %)	Initial Reaction	While giving Information	Availability of Records
Very Good	37.92	45.21	40.00
Good	56.46	46.46	47.71
Average	5.00	7.71	11.25
Poor	0.42	0.21	0.42
Very Poor	0.21	0.42	0.63

The reaction of Principal on different occasions was different while initial meeting. He usually is very helpful in providing information himself. The chart below indicates his behaviour measured on a 5 point scale of `Very good, Good, Average, Poor and Very Poor.

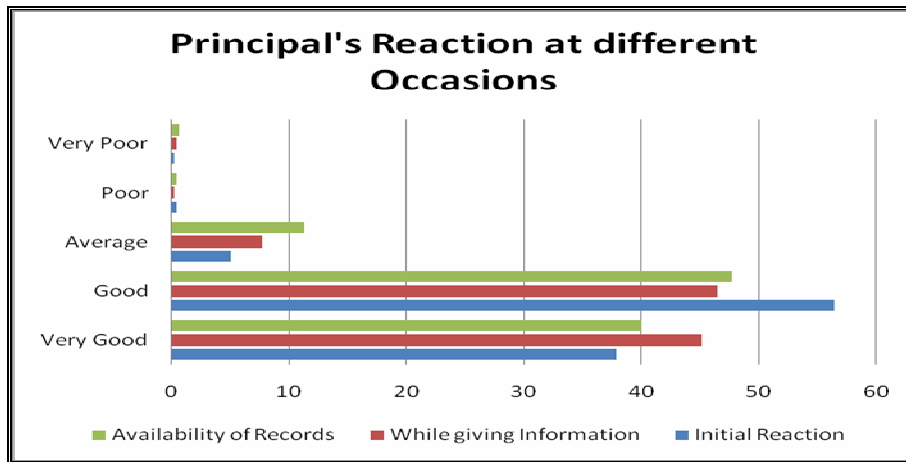


Table.4.2 District wise initial reaction of the school authorities

Districts	No of Schools Covered	School authorities with positive initial reaction	
		Number.	%
Almora	37	35	95%
Bageshwar	42	42	100%
Chamoli	31	31	100%
Champawat	31	31	100%
Dehradun	46	46	100%
Haridwar	41	41	100%
Nainital	27	27	100%
Pauri	32	31	97%
Pithoragarh	40	40	100%
Rudraprayag	45	45	100%
Tehri	41	41	100%
US Nagar	36	36	100%
Uttarkashi	31	31	100%
Total	480	477	99%

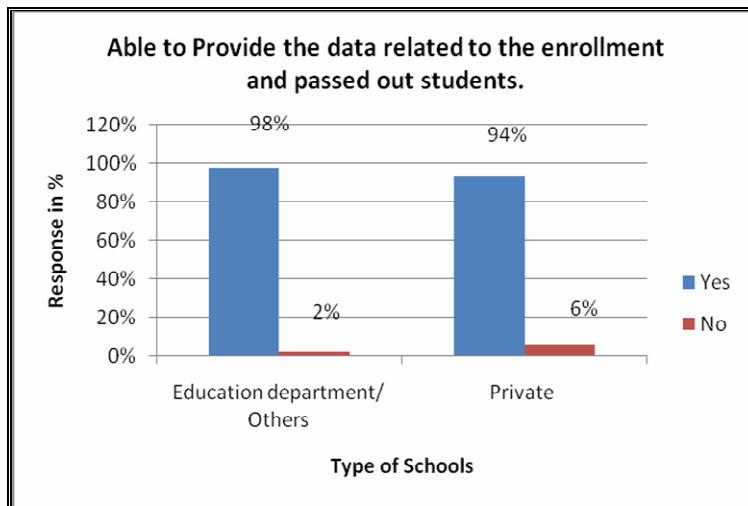
4.2 District-wise Analysis of Availability of Records

The district-wise analysis of availability of school records reveals that in 6 out of 13 districts of the State, the records were found to be up-to-date and well maintained (Table below). 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, Champawat and Pauri the record availability was low (96.8%). In other districts namely Rudraprayag and Almora, Bageshwar the records were not so well maintained and up-to-date.

Table. 4.3 District wise status of availability of the records

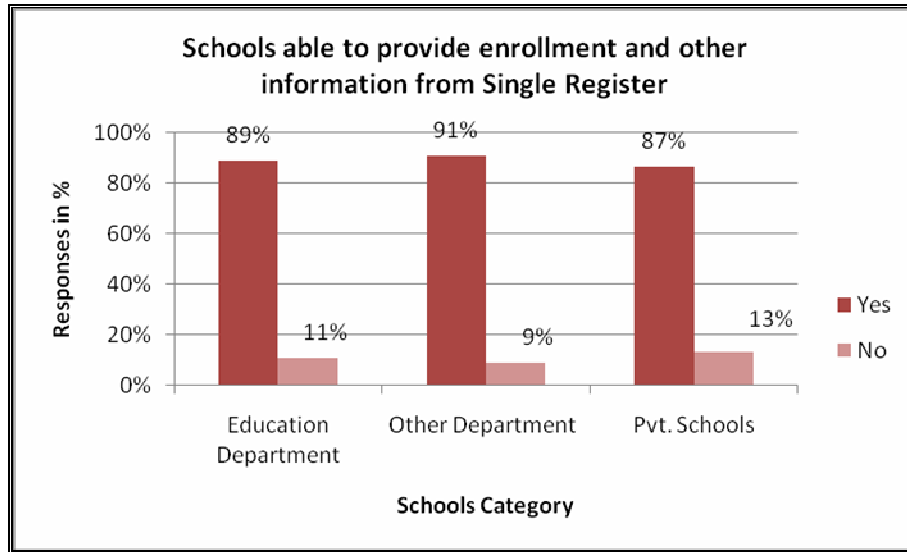
Districts	No of Schools covered	School with availability of records	
		Numbers	%
Almora	37	36	97.3
Bageshwar	42	41	97.6
Chamoli	31	30	96.8
Champawat	31	30	96.8
Dehradun	46	46	100.0
Haridwar	41	41	100.0
Nainital	27	27	100.0
Pauri	32	31	96.9
Pithoragarh	40	40	100.0
Rudraprayag	45	44	97.8
Tehri	41	41	100.0
US Nagar	36	36	100.0
Uttarkashi	31	31	100.0
Total	480	475	99.0

The availability of records related to enrolment and pass out data of class VIII was bit easier to get in government schools (98%) than private schools (94%).



A better record keeping was found in schools managed by education department or other government managed departments than schools run by private groups. These schools were able to provide enrolment and other information from Single Register.

School category	Yes	No
Education Department	89%	11%
Other Department	91%	9%
Pvt. Schools	87%	13%

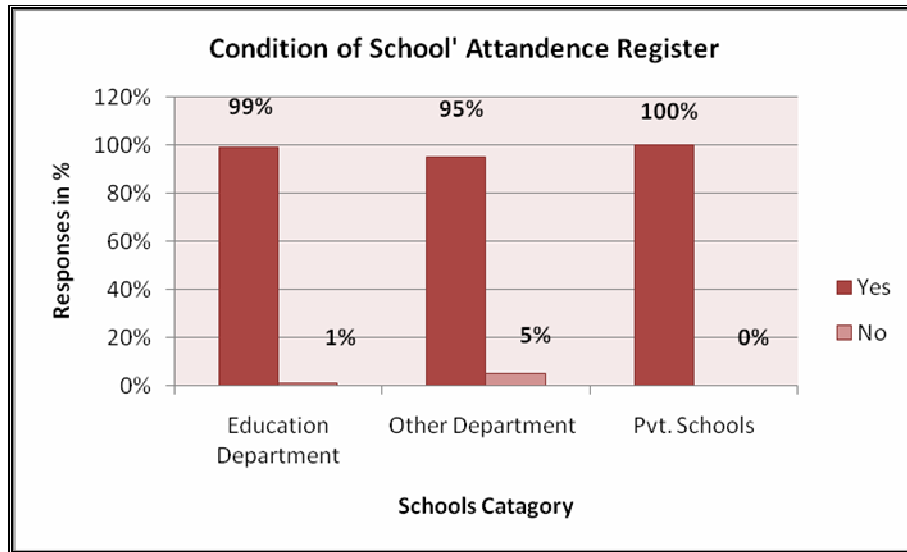


4.2.1 Availability of Attendance Register-

It was good to see that in almost 98% of the schools, students' attendance register was found to have been marked properly. The schools managed by education department or other Government departments have been found to be bit better (99%) than those run by private management (96%)

The attendance registers were not only marked properly but were kept safely in Almirah too in most of the schools. Surprisingly the performance of safe up keep of the register was at the higher in private schools (100%) and the 99% schools run by the education department (99%). It seems proper instructions, importance of information and time to time monitoring of records has helped the system.

Condition of School' Attendance Register		
School category	Yes	No
Education Department	99%	1%
Other Department	95%	5%
Pvt. Schools	100%	0%



4.2.2 Availability of Display Board

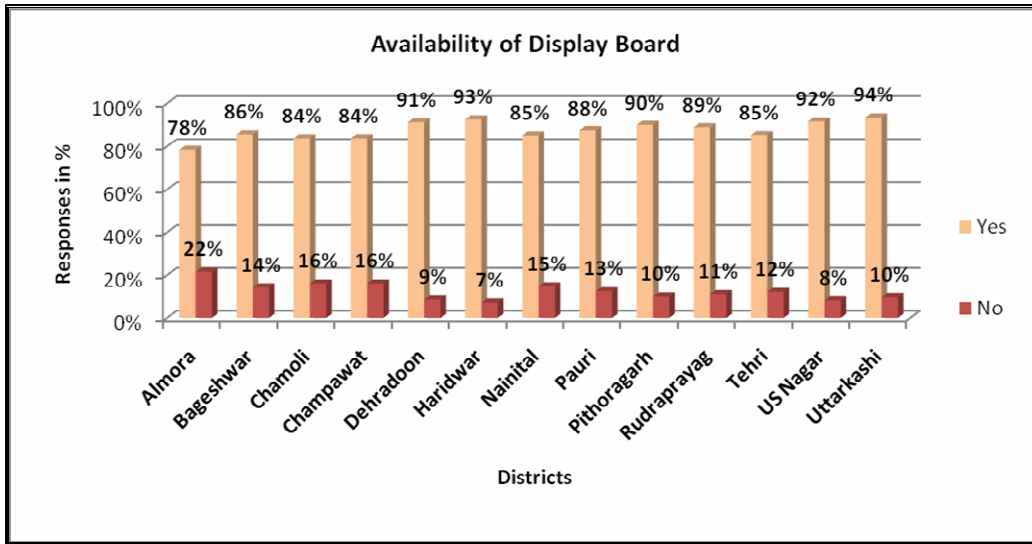
Display board is important source of information about the school. The district wise availability of these boards is given below. On an average the boards are available in nearly 87.7 % of the schools. Almirah has been found to be bit careless about the display boards up keep.

The data relating to availability of display board in 4 districts, namely, Chamoli, Champawat, Nainital, Pauri shows that more than 80 percent of the schools were having display board. In remaining districts, too, the situation regarding availability of display boards in the schools can be considered to be satisfactory, with 85 to 90% percent of the schools having display board.

Table 4.4 - District wise availability of Display Boards

Districts	No of Schools Covered	Yes	No/ not proper
Almora	37	29	8
Bageshwar	42	36	6
Chamoli	31	26	5
Champawat	31	26	5
Dehradun	46	42	4
Haridwar	41	38	3
Nainital	27	23	4

Pauri	32	28	4
Pithoragarh	40	36	4
Rudraprayag	45	40	5
Tehri	41	35	5
US Nagar	36	33	3
Uttarkashi	31	29	3
Total	480	421	59



The analysis of availability of Display boards indicates that around 88% schools managed by Education department and around 85% private schools are managing the information on Display boards well.

Table - 4.5- Display Board Analysis by type of schools

School category	Yes	No
Education Department	350	44
Other Department	2	4
Pvt. Schools	66	11
Total	418	62

Some glimpses of the display boards captured by field Investigator can be seen in the following pictures. The year of establishment has been displayed thus reducing the errors in information are reduced.



Board at Utirchha, Pauri Garhwal

छात्र व अध्यापक
17 अप्रैल उपस्थिति विवरण

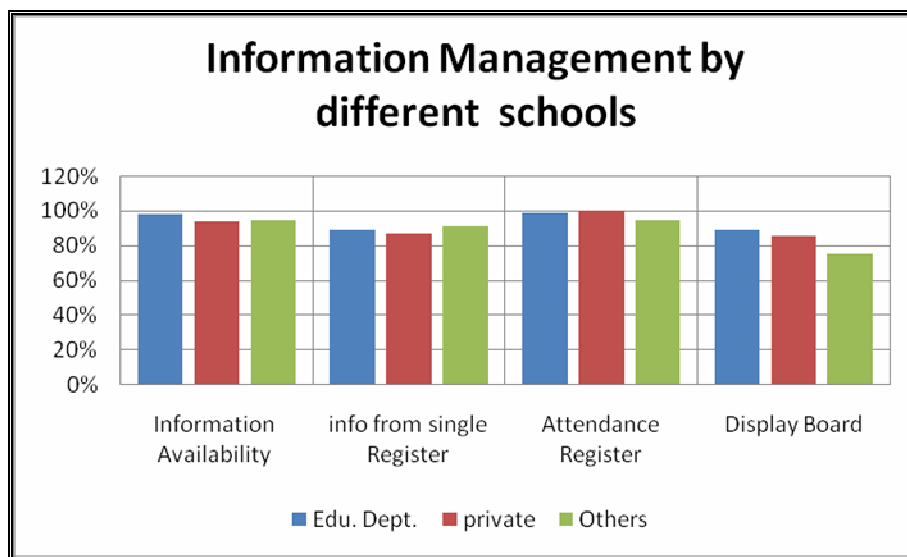
क्र.सं.	पंजीकृत छात्र संख्या			उपस्थिति छात्र संख्या			कुल अध्यापक	
	बालक	बालिका	योग	बालक	बालिका	योग	पुरुष	महिला
1								
2	5	3	8				2	-
3	4	3	7				उपस्थिति	
4	2	2	4				पुरुष	महिला
5	3	5	8				2	-
योग	14	13	27					

Display Board for Teacher's and Student's Presence

The other one gives information about children enrolled in different classes and teachers employed in the school.

4.3- Comparing the role of Management in maintaining the information

The data compiled on various data elements and the ease of access has been compiled below. Schools run by Education Department have taken lead in information management of all kinds. This could be due to proper training programmes being organized from time to time.



4.4 Mid Day meal Program in Schools

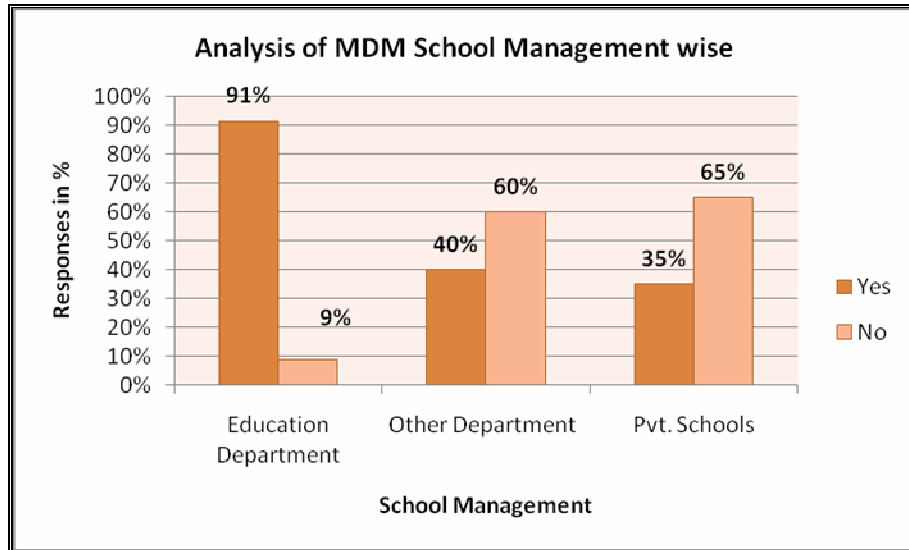
The 'Mid Day Meal' is a centrally sponsored scheme for children of primary and upper primary stage (Class I to VIII) in Government, Local Body and Government Aided Schools. This acts as an incentive for enrolment. During our visit to the schools, the MDM scheme was found to be operational in 91% schools run by Education and in around 35% schools run by private management covered in this study.

The data on Schools having provision of Mid-day meal in the sampled schools is given below.

Table-4.6 Analysis of mid day meal Management wise

School category	Yes	No
Education Department	91%	9%
Other Department	40%	60%
Pvt. Schools	35%	65%

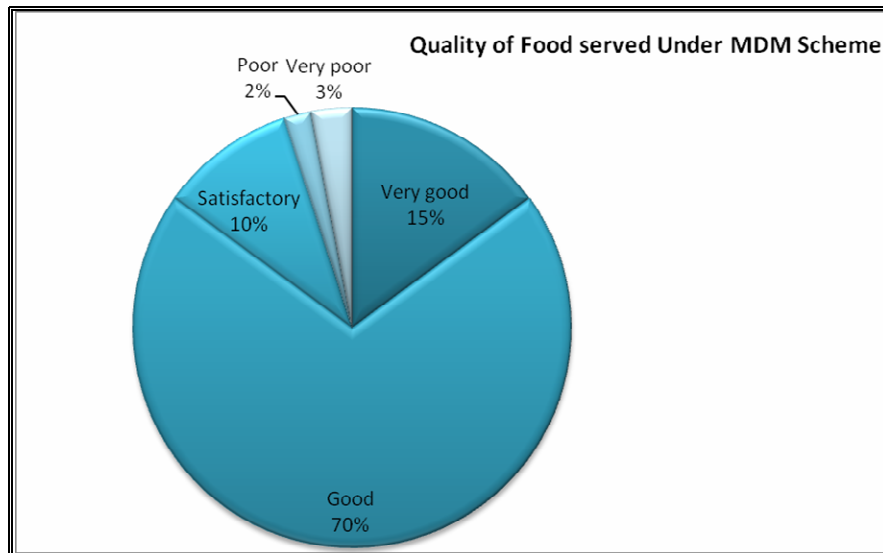
It can be seen that 91% schools run by Education department are providing meals to students during Lunch Break. The Private schools and schools run by other departments are not availing the facility being provided to children.



4.4.1 Feedback of Field Investigator on Quality of Food Served Under MDM

The quality of food served in schools under MDM Scheme was assessed on a 5-point scale (very good, good, satisfactory, poor and very poor). Around 70% have indicated the quality to be good whereas 15% found the quality/ taste to be very good. Some of the field Investigators from Datamation was present at places when the meal was being served and tasted the food also, whereas the same was reported to be of average quality in 10% of the schools.

Quality of Food Served	Responses in %
Very good	15
Good	70
Satisfactory	10
Poor	2
Very poor	3



Mid Day meal served in a School

As per the collected data the schools where the Mid Day Meal quality was not good are listed below –

- The observation of the enumerators were recorded on the basis of their comments on the quality of food served in the mid - day meal.
- The enumerator also gave comments on the place where the food was prepared. They noticed the situation of hygiene of the food and also discussed to some students about the food quality.

S.no	District	Block	Cluster	Village	School
1	Almora	Sult	Kwairala	Rankuna	P.S. Rankuna
2	Almora	Sult	Khumar	Kataria	P.S. Kataria
3	Almora		Ladhauli	Chelchina	G.P.S. Chilchina
4	Bageshwar	bageshwar	Falyanti	Tuper	P.S. Bhatanikot, Tuper
5	Rudraprayag	Augustmuni	Kandai	Narkota	P.S.Narkota
6	Tehri	Bhilangana	Thati	Agar	P.S.Agar
7	Rudraprayag	Jakholi	Mayali	Khariyal	P.S. Khariyal

4.5 Training on DISE - District wise analysis of schools

For proper collection and compilation of information it is essential to build capacity of teachers/ school Principals through organizing training programmes. Demonstration on compiling the data has to be part of it as clarity on use of various codes in the form is essential.

The district-wise and overall status of training received by the school authorities on filling up DISE formats during the academy year 2009-10 has been presented in Table . The data indicates that in 6 out of 13 districts of the State, namely, Bageshwar, Dehradun, Haridwar, Pauri, Rudra Prayag and Uttarkashi in more than 80 percent of the schools, the school authorities reported that they had received training on DISE for the academic year 2009- 10. Champawat has got maximum attention for training may be because of poor performance in record keeping in previous years.

On the other hand, in Pithoragarh least number of such trainings has been organized because of better understanding prevailing in the district. In the districts of Chamoli, Tehri, US Nagar and Nainital where in less than or around 70-75% 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 and even use of DISE software.

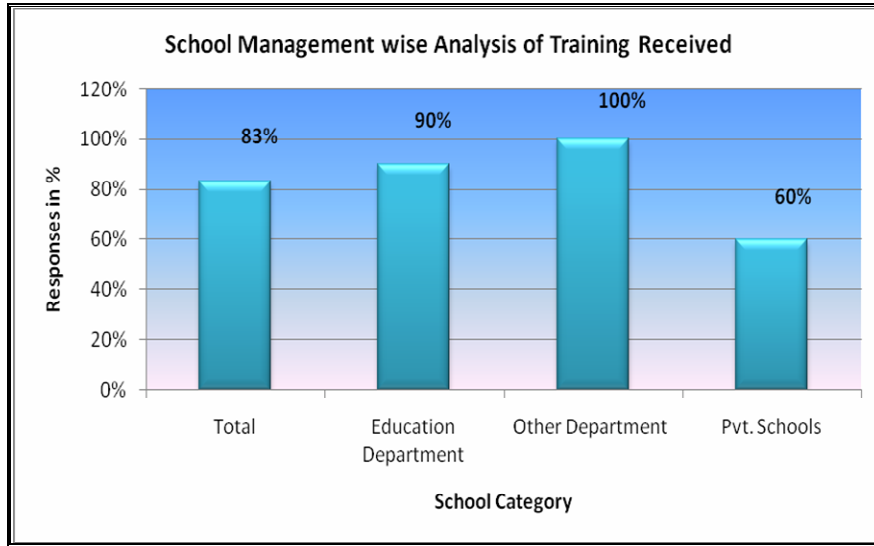
Table no-4.7- Schools where training Provided.

Districts	No of Schools Covered	No. of Schools where Training Provided	%
Almora	37	27	73%
Bageshwar	42	34	81%
Chamoli	31	24	77%
Champawat	31	31	100%
Dehradun	46	37	80%
Haridwar	41	33	80%
Nainital	27	19	70%
Pauri	32	30	94%
Pithoragarh	40	25	63%
Rudraprayag	45	36	80%
Tehri	41	30	73%
US Nagar	36	28	78%
Uttarkashi	31	28	90%
Total	480	382	80%

4.5.1 Schools management wise analysis for the training received on DISE

The table below giving School management-wise analysis of DISE trainings indicates that most of the trainings are meant for Government run schools. In private schools, only 60% of the school authorities reported having received DISE training. These private schools also need to be capacitated as these schools also form part and parcel of education system

School category	Training Received
Total	83%
Education Department	90%
Other Department	100%
Pvt. Schools	60%

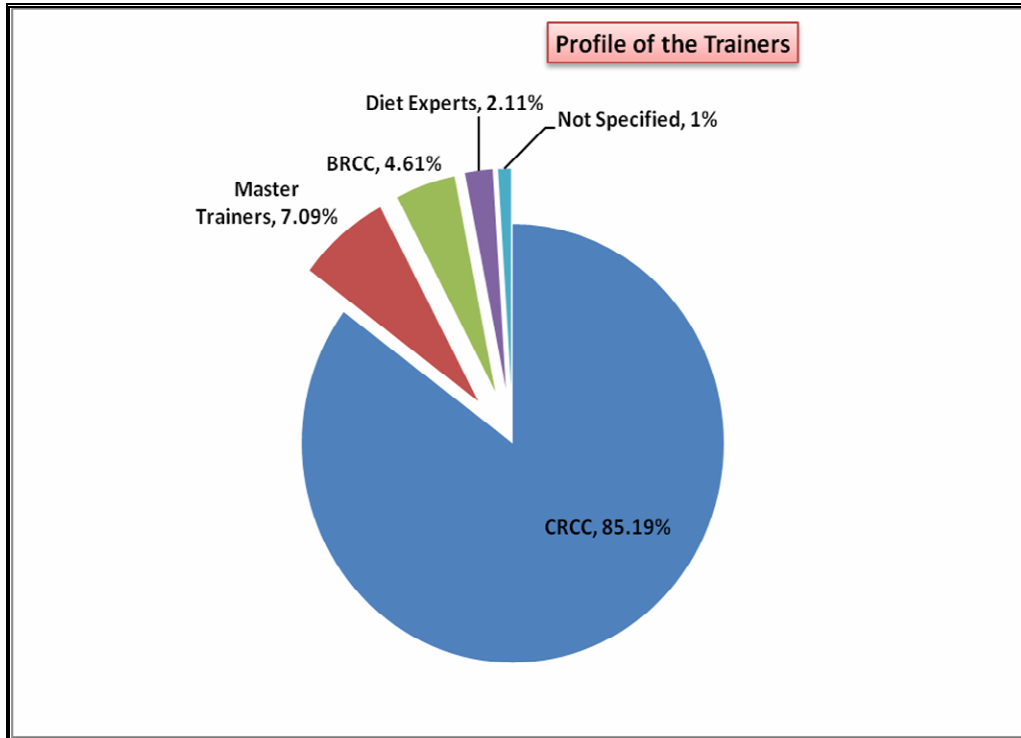


4.5.2 Profiles of The trainers

As can be seen from the table below in majority of the cases (85%), the training on DISE was given by CRC Coordinators. However, in 7% and 5% cases, the training was given by the Master Trainers and BRC Coordinators, respectively.

Profiles of The trainers	% of Responses
CRCC	85.19%
Master Trainers	7.09%
BRCC	4.61%
DIET Experts	2.11%
Not Specified	1%

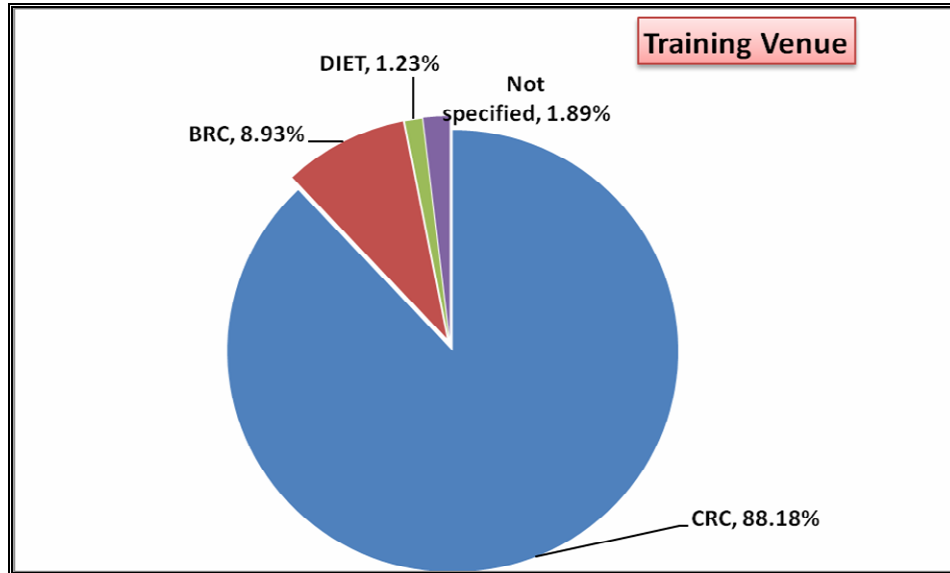
As per 79% respondents the quality of information provided in the training was good to help them improve their understanding of DISE format.



4.5.3 Training Venue

Keeping in view the easy accessibility of school authorities to the training venue, in more than 88% e cases, trainings were organized at the respective Cluster Resource Centres (CRCs). Similarly, in around 9 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.

Training Venue	%
CRC	88.18%
BRC	8.93%
DIET	1.23%
Not specified	1.89%

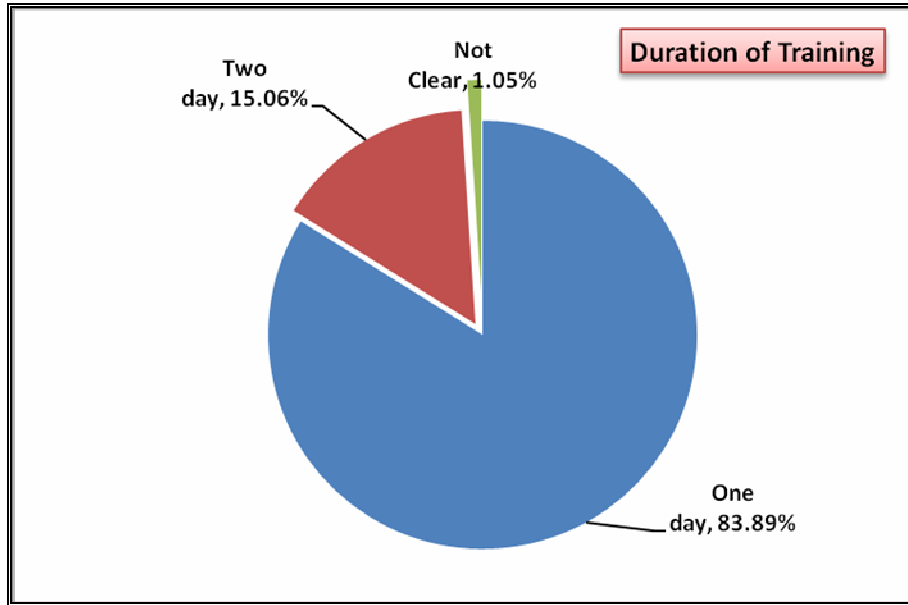


4.5.4 Duration of Training

The duration of training as indicated by school authorities who had received trainings on DISE, is most of the time (~84% cases) was of one day only.

However, in 15 percent of the cases the training programmes was reported to be of duration of more than 1 day. Maybe the travel time is being included in response by some participants.

Duration of training	%
One day	83.89%
Two day	15.06%
Not Clear	1.05%

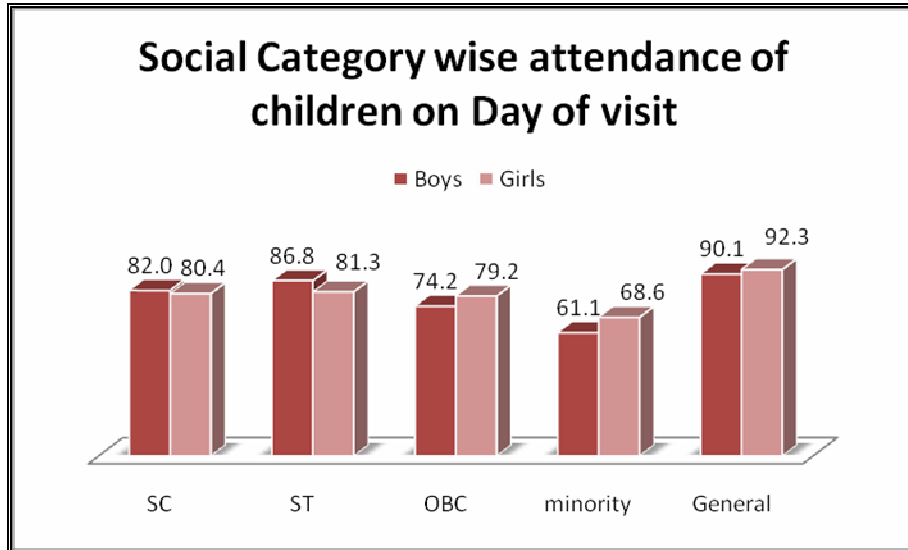


4.6 Presence of Students

4.6.1 Attendance of Children on the day of visit

All 480 schools taken together, around 80% 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%t 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. **The class wise numbers of children belonging to different social categories are given in Table in the Annexure. The summary of comparative percentage attendance of different categories is given below-**

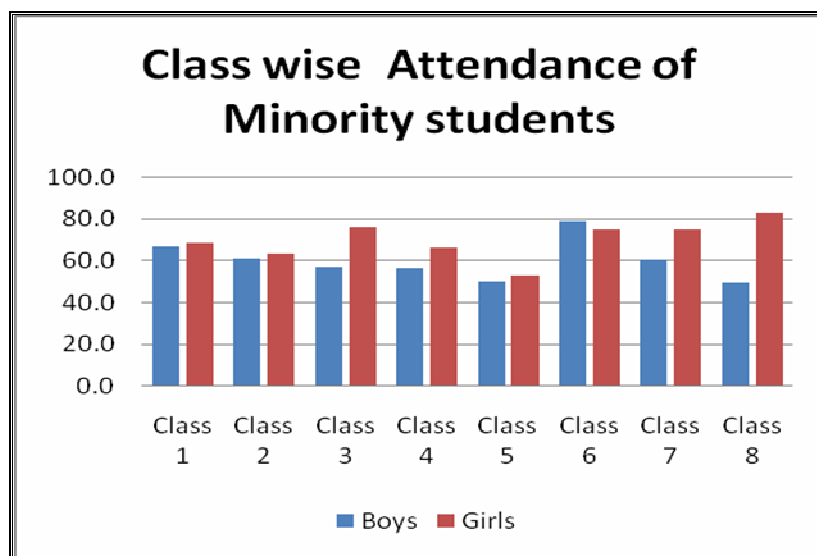
Comparing attendance		
Castes	Boys (%)	Girls (%)
SC	82.0	80.4
ST	86.8	81.3
OBC	74.2	79.2
Minority	61.0	68.6
General	90.1	92.3

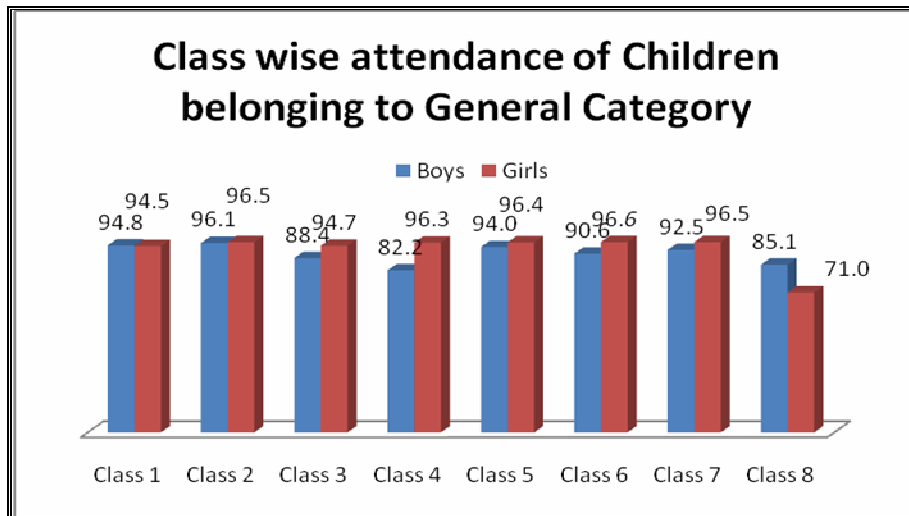


4.6.2 Attendance Level Observed in Classes

During the sample checking survey, besides recording category-wise number of children enrolled in various classes, the actual numbers of children present on the day of visit were recorded. Out of the total 480 schools surveyed by us, 327 were having primary classes.

The overall picture of the attendance of children of various categories in the entire primary and upper primary in all the 480 schools taken together were analysed for different social categories. The findings are given below for 2 major groups' namely general category - having maximum attendance and minimum attendance minority group.





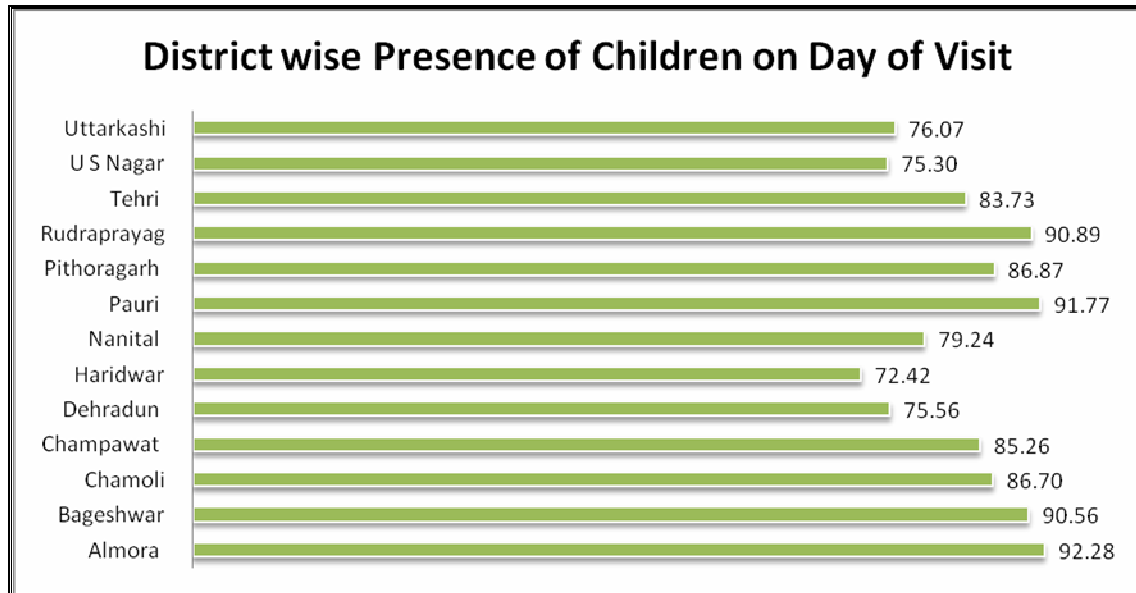
Children belonging to General category have shown minimum attendance in class 8, when children are in their teen age. Whereas the minority group shows the lowest average attendance as such, girls have shown the lowest attendance in class 5 whereas boys in class 8 have shown minimum attendance.

4.6.3 The District scenario

The comparison of the number of children present on the day of visit to the schools in different districts is given below. As the visit to schools in different districts was at different times of the day, the comparison for any definite conclusion should not be made. Generally, it is observed that attendance near the lunch time is more in schools if Mid Day meal is available. In case of schools with no boundary wall and no gates, it is difficult to keep check.

	Enrolment	Present on Day	Percentage Attendance
Almora	2085	1924	92.28
Bageshwar	1844	1670	90.56
Chamoli	1679	1456	86.70
Champawat	2573	2193	85.26
Dehradun	2742	2072	75.56
Haridwar	3926	2843	72.42
Nanital	3176	2517	79.24
Pauri	1912	1755	91.77
Pithoragarh	1529	1329	86.87
Rudraprayag	2692	2447	90.89
Tehri	1725	1444	83.73
U S Nagar	6057	4561	75.30
Uttarkashi	1528	1162	76.07

The average attendance of the state calculated on the basis of children present on the day of visit for collection of information is shown in the Table above and Chart below. The 3 districts of Uttarakhand namely Nainital, Haridwar and Dehradun are facing the low attendance problem as can be seen in the graph below.



4.7 Observations of Block Resource Coordinator and Cluster Resource Coordinator.

4.7.1 Suggestions received from BRC, CRC and District Coordinators.

- Most of the BRC, CRC and the district coordinator have told that there is a need to add more data elements in the DCF.
 - Location needs to be specified by adding information related to the nearest railway and bus stand from the schools.
 - The height from the sea level.
 - The recognition of the schools should be associated with DISE.
- Most of the BRC and CRC mentioned that the gaps in providing the data by the schools, is from the teacher's end. It is due to the new joining of the teachers.
- The gap areas / discrepancies in the last year DISE format identified by the BRC in different districts are given below. As can be seen most of them (~ 82%) are related to

enrolment data, nearly 18% are related to condition of infrastructure and age, social category identification and examination related gaps are reported by only 1% BRCs.

Almora	New admission and enrolment in Sult Block.
Bageshwar	Repeaters and age related information in Kapkot.
Chamoli	The class wise enrolment and attendance in Karan Prayag Block. The condition of the building and the no of room s in Dewal block.
Champawat	Enrolment related gaps in Champawat block.
Dehradun	The enrolment related information in Kalsi Block.
Haridwar	Enrolment related gaps in Bahadrabad.
Nainital	New enrolment related gap in Okalkanda and Ramnagar block.
Pithoragarh	The number of students, including the minorities in Munsyari and Dharachula.
Pauri Garhwal	The enrolment related information in nainidanda. Toilet related information in dugadda Block.
Rudra prayag	The enrolment related information in Agastyamuni block.
Tihri Garhwal	The enrolment related and the basic infrastructure related gaps in Pratap nagar.

4. It was suggested that the cluster education officer should be given the responsibility of the higher secondary schools.
5. The difficult areas identified by BRCs in filling of the DISE format are as follows-
 - i. Students enrollment details, DISE code.
 - ii. Average presence in the class.
 - iii. The educational qualification of the teachers.
 - iv. The repeaters in the same class information.
6. The BRC at Bahadrabad in Haridwar and Dugadda in Pauri Garhwal mentioned that they should also be provided with DISE software.

Chapter-5

Observations Based on Data Analysis

In chapter 3 the district wise data and data analysis was given in the form of district record sheet. The data analysis is important for the planners and decision makers. The district based analysis was on certain aspects related to the following parameters

- School related
- Teacher related
- Enrolment related

Effort is being made to provide a glimpse of state summary for some important element of these indicators.

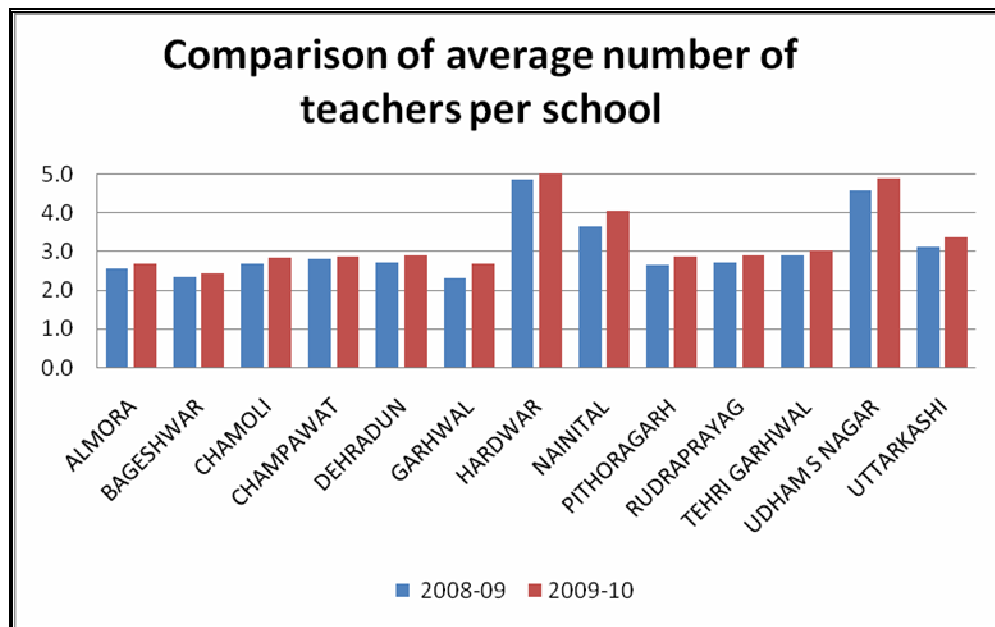
- Teachers in place
- Facilities available in schools
- The buildings needing major and minor repairs
- Students Achievement- Gender wise, social category wise
- Teachers absenteeism on the basis of single observation on the day of visit

Some of the indicators have been analysed for understanding the difference in the schools run by different managements viz. government and private (aided and unaided from government but having support from other sources).

5.1 Teachers in Place

	Schools covered	Male teachers	Female teachers	Total teachers	Avg. no. of teachers p. school 2009-10
ALMORA	36	58	39	97	2.69
BAGESHWAR	40	63	35	98	2.45
CHAMOLI	30	51	34	85	2.83
CHAMPAWAT	32	55	37	92	2.88
DEHRADUN	47	47	89	136	2.89
GARHWAL	43	67	48	115	2.67
HARDWAR	27	63	77	140	5.19
NAINITAL	32	56	74	130	4.06

PITHORAGARH	40	62	53	115	2.88
RUDRAPRAYAG	45	83	48	131	2.91
TEHRI GARHWAL	41	72	52	124	3.02
UDHAM S NAGAR	37	95	86	181	4.89
UTTARKASHI	30	63	38	101	3.37
All Districts	480	835	710	1545	3.22



5.1.1 Teachers Per school - Comparison with old data

The teachers per school for 2008-09 data were calculated on the basis of DISE data from the records. The data for this year is based on the limited sample of 480 schools located in different districts. There is lack of understanding of the term 'Post Sanctioned' amongst most of the data providers. The change in sanctioned post on change of enrolment could be one of the reasons. As such this kind of information is available with the Administrative Staff of the school.

The table below indicates overall improvement in all the districts. The maximum beneficiary district happens to be Garhwal, Haridwar and Nainital, whereas Champawat and Tehri needs further attention.

Districts	Teachers/school 2008-09	Teachers/school 2009-10	Improvement
ALMORA	2.6	2.69	0.12
BAGESHWAR	2.3	2.45	0.12
CHAMOLI	2.7	2.83	0.16
CHAMPAWAT	2.8	2.88	0.06
DEHRADUN	2.7	2.89	0.18
GARHWAL	2.3	2.67	0.35
HARDWAR	4.9	5.19	0.34
NAINITAL	3.7	4.06	0.41
PITHORAGARH	2.6	2.88	0.24
RUDRAPRAYAG	2.7	2.91	0.21
TEHRI GARHWAL	2.9	3.02	0.11
UDHAM S NAGAR	4.6	4.89	0.32
UTTARKASHI	3.1	3.37	0.26
All Districts	3.0	3.22	0.18

5.2 Major Findings and Recommendations

At the time when the Sarva Shiksha Abhiyan was launched in 2001, the scope of DISE was extended to the entire elementary level of education. In view of this, a number of DPEP states have expanded the coverage of DISE to the non-DPEP districts of their state. During 2003-04, the coverage was further widened to cover as many as 539 districts (including bifurcated districts) across 25 States & UTs of the country.

The DISE under DPEP/SSA aimed at providing a data base of individual schools in all the districts.

The information thus gathered is to be used for bringing improvement in the quality of elementary education in terms of enrolment, retention, girl child education and better achievement of school children through data assessment and analysis. The data on teachers, their qualifications, trainings examination results etc. helps in planning assessing need of teachers in particular block and organizing trainings as per strength of the schools. The data on enrolment and number of disabled children, class, caste and gender-wise enrolment, especially of the SC, OBC, General, Minority and ST, School building/classrooms etc. helps planners to fulfil needs of children and if drop rates are high then plan strategies to bring the out of school children back to school.

The whole process of the DISE although takes time and efforts yet it contributes the planners and schools in multiple ways. It depends upon the users and the implementers how much preparation with adequate amount of homework they do at their level.

The Observations and Findings

I. Management & Capacity Building issue for DISE in the State, Districts and Blocks

- Guidelines and directions regarding filling up the DISE DCF, timeframe and the sample checking procedures have been issued from the State Directorate (RCEE). State level training is organized for MIS in-charges and APC's in order to maintain the uniformity all over the state.
- At district level, the initial preparation like compiling listing of schools including private schools in order to collect and compile information in timely manner and with all authenticity was taken care of.
- Districts were geared up to take up the exercise of DISE in all the schools having primary and elementary classes. DISE formats in adequate numbers were given to them.
- Every school is instructed to keep one copy of the filled DISE DCF viz. and other one the computer copy to be sent to Block and district for computer feeding.
- The officers associated with DISE at state level do make efforts to monitor the quality of data and timely filling of the formats.
- Support and guidance to the CRCFs to complete the task of data collection within timeframe (September 30 as cut off date/as per the guidelines issued by State Project Directorate) is provided by the District and Block level officials.
- At the end, at state level, data checking is done as per the NIEPA guidelines to give the true picture in terms of the data of the Elementary schools.

- The School Headmasters/Principals (in Primary/Alternate schools) still lack proper knowledge of filling the DISE DCF formats. Usually record keeping of DISE DCF formats, were not given priority and the information were filled from files or reports sent from time to time from schools.
- The village education registers were not updated in the schools.

5.3 Key Suggestions

1. All the stake holders in education system in state should be made to understand the importance of the data base they are creating. At lowest level planning meetings block data cards should be discussed. The orientation and capacity building of CRCFs on DISE should be such that they get motivated to contribute by taking initiatives in all clusters of the Blocks, districts and the State.
2. The MIS in-charge at Block level should also be involved in the data validation checks as quantity of data at that level is not large and better quality data can be given to District for making district report cards.
3. The language of DCF formats used was Hindi and this helped some of the teachers and even CRCFs who had filled the DISE DCF. The problems will be faced at the data entry level if the order of questions does not match with data entry software and nature of field (numerical or Yes or No type).
4. Only imparting/arranging training/ capacity building of CRCFs on DISE should not be enough. It should be followed by stepwise follow-up action by BRCF/DPO officials at school level. Random checking of data from records should also be taken up as a campaign.
5. All the schools under all kinds of managements (government /private/unaided/aided schools having Primary and Elementary classes, private schools/unaided schools) should be covered. The person in-charge should be

given all support to get the required data. Because of the mushrooming of private school, the data is essential at state level in order to plan the educational system in the state properly.

6. The basic fields desired for up gradation every year only should be the part of the format; if possible these may be personalized. The first page of the forms with DISE school codes, name of the school, address, year of establishment etc. filled in, should be made available.
7. Data capture format /DISE format should be designed in triplicate copies. Colour coded sheets with carbon may be designed within the format to keep the same copy of the data at school level. It would be more beneficial if the triplicate forms may be used so the same would also be retained at cluster level.
8. There should be an MIS in-charge in every district. The efforts should be made for placement of functional MIS in-charge in every district for the period from June to March when the DISE work is at the peak. In case of computer education being part of the curriculum the Computer teacher could be given the responsibility.
9. The MIS in-charges in the district should be involved in solving the difficulties in data entry being taken up in block level.
10. The use of DISE data should also be practiced at the Block and cluster level. There should be forward and backward relationship with the DISE data and they should be Assessed, Analyzed and Used by the higher officials in District rather than being only used the State level. There is strong need to analyze and use the data rather than preparing the data, writing in CD and sending them to state office.
11. The CRCF need to be motivated in filling the DISE format has not yet been put into practice completely. There should be 100 percent cross verification/ cross validation of the school data by CRCF before it should be submitted to the Block/district for data entry and generation of data base.

12. The quality of data needs to be ensured at all levels. The corrections required are to be taken from grass root level only. Thus the data gathered from schools should be checked by the Cluster and Block level officials in order to ensure the quality of data.
13. Sufficient time should be given at cluster and school level for filling up and checking the DISE format. They should take it as an important tool in school and cluster level planning.
14. The School, Cluster, Block and District report cards should be generated well in time after data entry so as to ensure the data authenticity of the schools could be cross checked. There should be dead set up and adhered to at all levels.
15. An online feedback mechanism need to be developed to establish communication between RCEE , District level coordinators, namely, DPCs, ADPCs and APCs and Block and Cluster level facilitators on field operations and management.
16. Some good suggestions and difficulties expressed by BRC/ CRC members of getting training on DISE software should considered positively.

Annexure

District wise, Block wise List of Schools in the Sample

LIST OF SCHOOLS IN UTTARAKHAND		
ALMORA	DWARAHAT	1. DUNAGIRI MODEL JHS DWARAHAT
		2. G I C BATULIYA
		3. SARASWATI SHISHOO MANDIR DWARAHAT
		4. GPS DHYARI
		5. GPS BADET
		6. GPS PAARKOT
		7. GPS MELTA
		8. GPS KANDEY
		9. GPS MANBAJUNA
		10. GPS PAAGSA
		11. GPS SATI NAUGAON
	DHAULADEVI	12. LAXMI SIKSHA NIKETAN DANYA
		13. GPS CHELCHINA
		14. GPS RANISERA
		15. GPS THALI
		16. SARASWATI SISHOO MANDIR DANYA
		17. GUPS MAKDAUN
		18. GPS NAINI
		19. GPS NAAKOT
		20. GUPS MAIL GAON
		21. GPS GELAKOT
		22. GPS KHORI
		23. GPS PALOLI
		24. GUPS KAFLANI
	SULT	25. GPS KATARIYA
		26. GPS MATWANS
		27. GPS GETHIYA
		28. GPS GETHIYA
		29. GUPS GETHIYA
		30. GPS SIMLIJEET
		31. GPS BARKINDA
		32. GPS RANKUNA
		33. GPS DAMRASAURAL NAVEEN
		34. GPS TOLYON
		35. GPS GANGASHRI
		36. GPS DAANG

		37. GYAN VIKASH VIDYA MANDIR MOKKHAL SULT
BAGESHWAR	BAGESHWAR	38. GPS CHANGHAN BAGESHWAR
		39. GPS JETHAI
		40. MOOL NARAYAN VIDYA MANDIR BANLEKH
		41. GPS PALAYAN
		42. GPS DAFOT
		43. GPS TILADI LOK
		44. GPS KAMEDI
		45. GGUPS OKHALI SIROUD
		46. GPS PARKHET
		47. KULDEV BAL V M KHANKAR
		48. GUPS HARKHOLA
		49. GGUPS KARALA PALARI
		50. GPS KHOLA
		51. SARSWATI SHISHU MANDIR CHAURASI
		52. GPS CHORA
		53. GPS BUDA GHUNA
		54. GPS LOK VINAYAK
	KAPKOTE	55. GPS FARSALI BALLI
		56. SSM BHAMSERI
		57. GPS HARSILA
		58. GPS BITHI
		59. G I C KAPKOT
		60. GPS SHARAN
		61. GPS NAIKANA BHANAR
		62. GPS OKHALDHAR
		63. GPS DULAM
		64. GPS SAMA PINYALI
		65. GPS GOGINA
		66. GPS VIKHATI
		67. GPS RIKHADI MUNAR
		68. J.H.S.JHOPRA
	GARUR	69. SSM GARUR
		70. GPS GHETI
		71. GPS MATINA
		72. SAHEED R.S.B. UPS BAGARTOLA
		73. GPS KOTHON
		74. GPS BUNGA
		75. GPS KHANKHRI DUDILLA
		76. GPS GURUKHOLI
		77. GPS TALLI NAKURI

		78. GPS RAULAYANA
CHAMOLI	JOSHIMATH	79. GPS DHAK
		80. GUPS LAMBAGAR
		81. GPS RAINI
		82. GPS HELANG
		83. GPS LYARI
		84. MG JHS JOSHIMATH
		85. GPS GOURANG
		86. MG VIDHALAYA RAVI GRAM
		87. GPS TEFNA
		88. GPS GULABKOTI
	KARAN PRAYAG	89. GPS SINDRNWANI
		90. GPS BHAKUNDA
		91. GPS DHAR DUNGRI
		92. GPS DIYARKOT
		93. GIC JAKH
		94. GOVT PRY SCHOOL DHAMDAMA
		95. GPS MAIKHURA
		96. S S N G P LANGSAU
		97. GPS JASYARA
		98. GIC SIMALI
		99. GPS THIRPAK
		100. GPS KHOLA KHAL
		101. SARASWATI VIDHYA MANDIR DIMMAR
		102. GPS DHAMDAMA
	DEWAL	103. GUPS GHES
		104. GPS KOTEDA
		105. GPS CHAUD
		106. GPS TIMLA
		107. GPS MELKHEL
		108. GPS TALOOR
		109. GPS SARKOT
CHAMPAWAT	BARAKOT	110. GUPS CHHANDA
		111. GIC REGRU
		112. SSM REGRU
		113. GPS NETRASALAN
		114. GPS BADA BEDWAL
		115. UPS NOUMANA
		116. GPS KAKAR
	LOHAGHAT	117. GPS SUNGARKHAL
		118. GUPS PASAM
		119. GPS BAMANKUODA

		120. GPS KALI GAON
		121. GPS MANIHAR GAON KHUNBHORA
		122. GPS KHETSARI
		123. SSN LOHAGHAT
		124. DAV LOHAGHAT
	CHAMPAWAT	125. GPS TALLA SULLA
		126. GPS TALİYABANJ
		127. S S M CHAMPAWAT
		128. GPS KULETHI
		129. GPS LWARKI
		130. GPS AMBAG
		131. GGUPS PACHPAKRIYA
		132. KAMLA MODERN JHS TANAK PUR
		133. GPS SUKHI DHANG
		134. GIC SIPTI
		135. GOVT. HIGH SCHOOL BIRGUL
		136. GPS DYURI
		137. GOVT HIGH SCHOOL BELKHET
		138. GPS REETHA BADOLI
		139. GIC DHON
DEHRADOON	KALSI	140. SSM DUDPOKHARA
		141. GPS CHAPNU
		142. GPS PANJIYA
		143. GPS ASTI
		144. GPS ALSI
		145. G I C KALSI
		146. GPS BOSAN
		147. GPS DHOIRA
		148. GPS DADHEOU
		149. GPS HARIPUR
		150. GPS RANIGAON
		151. KASTURBA GANDHI BALIKA SCHOOL KORUBA
	VIKAS NAGAR	152. GMS KANDORTDHAR
		153. GOVT GIRLS JR ASHRAM SCHOOL KALASI
		154. GPS KOUL
		155. SHREYA SHIKSHA NIKETAN CHANDPUR
		156. SHISHU MANDIR JR HIGH SCHOOL DHALIPUR
		157. GPS BAADWALA
		158. SARASWATI VIDYA MANDIR INTER COLLEGE DAKPATHAR
		159. GPS MATOGI

		160. GPS RUDRAPUR
		161. SARASWATI SHISHU MANDIR RUDRAPUR
		162. GOVT MIDDLE SCHOOL JASOWALA
		163. GPS DANDIPUR JATTOWALA
		164. GOVT MIDDLE SCHOOL DHALIPUR
	RAIPUR	165. GOVT MIDDLE SCHOOL CHANDPUR
		166. GPS BHOJAWALA
		167. BALDWEET PS MEHOOWALA MAFI
		168. GIC MEHOOWALA
		169. HUMMING BIRD
		170. HAR PRASAD MODERN SCHOOL
		171. GPS LAKKHI BAGH NO 2
		172. D N SAINI ACADEMY
		173. GPS SAMOLI
		174. GPS SINGHWAL GAON
		175. GPS NATHAN PUR
		176. ANNI BESANT SCHOOL JOGI WALA
		177. GPS RAIPUR (II)
		178. GPS BADERNA
		179. GPS AJAB PUR KHURD
		180. GPS HARBHAJANWAKA
		181. LITTLE OWN SCHOOL
		182. DEHRA PUBLIC SCHOOL D.L. ROAD DHRADOON
		183. GIC DHOBHALWALA
		184. BANGLA VIDYA MANDIR JUNIOR HIGH J.H. SCHOOL
		185. RAINBOW ACADEMY
HARIDWAR	BAHADRABAD	186. PHOOL CHAND NARI SHILP MANDIR GIRLS INTER COLLEGE
		187.
		188. GPS DADUPUR GOVINDPUR
		189. P.B.M. INTER COLLEGE
		190. CHETNA JYOTI J.H.S. KHASKHARI
		191. GPS KOTA MURADNAGAR
		192. GPS PADARTHA
		193. GPS KASAMPUR
		194. ADARSH BAL JR. HIGH SCHOOL
		195. NATIONAL INTER COLLEGE HADADI PUR
		196. SHIVEDALE SCHOOL JAGJEETPUR
		197. GPS KISHANPUR
		198. GPS BADSHAPUR
		199. GPS SHAHPUR KHERA -II

		200. GPS SHAHPUR KHERA -I
	NARSAN	201. SARASHWATI SHISHOO MANDIR KATANPUR
		202. GPS NO.15 JWALAPUR
		203. SHIVLIK PUBLIC SCHOOL
		204. GPS MOHAMMED PUR MOHAN OUR
		205. GPS DADERA-II
		206. EVER GREEN PUBLIC SCHOOL
		207. BAL SHIKSHA NIKETAN JUNIOR HIGH SCHOOL
		208. GPS THKSA
		209. HAPPY CHILDREN HOME LAKHNOTA
		210. GPS NARSAN KALAN
		211. SHIV GYAN VIDYA MANDIR PUBLIC SCHOOL
		212. GPS JAINPUR JHANJHEDI
		213. GPS NIZAMPUR
	ROORKEE	214. CHOUDHARY BHARAT SINGH D.A.V. INTER COLLEGE
		215. GPS BHAGTON WALI
		216. GPS KARONDI
		217. ADARSH BAL NIKETAN
		218. GHSS BELDI
		219. B L A JR HIGH SCHOOL
		220. GPS MARGOOPUR
		221. NAZOOM PUR PANIYALI
		222. GPS IBRAHIMPUR DEH
		223. SG R R PUBLIC SCHOOL
		224. RAINBOW PUBLIC SCHOOL JALALPUR
		225. GPS TODA KALYANPUR
		226. EAST LIGHT PUBLIC JUNIOR HIGH SCHOOL
		227. GPS CBRI NO. 6
NAINITAL	RAMNAGAR	228. RASHTRIYA BAL NIKETAN
		229.
		230. GUPS BHALOON
		231. GPS KANIYA
		232. GPS KANAKPUR
		233. JHS DHIKULI
		234. JHS DEVIPURA
		235. GPS PEERUMADARA
		236. ADARSH BAL ACADAMY
		237. GPS BANBADHER NO.2
		238. WELFARE PUBLIC JUNIOR HIGH SCHOOL RAMNAGAR

		239. AMBITION PUBLIC SCHOOL
	OKHALKANDA	240. GPHS RAMNAGAR
		241. GPS BALGARH
		242. GPS NAI
		243. GHSS NAI
		244. GPS CHAKADLAAR
		245. GPS REEKHAKOT
		246. GPS DALKANYA
		247. GPS KUNDAL
		248. GPS BHANROKHRA
		249. GPS SILGRA
	DHARI	250. GPS OKHALKANDA
		251. GPS UDARI
		252. GPS SUNPATLA
		253. AGGAR INTER COLLEGE THANDI POKHARAR
		254. JHS KANARKHA
		255. GPS VIRSINGIA
PAURI GARHWAL	DUGADDA	256. GPS LADFORA NAVEEN
		257.
		258. GPS DURVPUR
		259. GPS KANDAI
		260. GPS MANJYADI
		261. GPS NO4 KOTWARA
		262. GPS BHADALI KHAL
		263. GPS CHANDICHOUD
		264. GPS SHEELA
		265. SSM SHEELA
		266. GUPS BHAWANJI
		267. SSM DEVRAMPUR
		268. GPS NALI
	NAINIDANDA	269. GPS UMRIKHAL
		270. BLOOMING VALE PUBLIC SCHOOL GADIGHAT
		271. UPS NAINIYAKHET
		272. SARASWATI SHISHOO MANDIR BHAUN
		273. GUPS DOULIYA KHAL
		274. GPS DUDERA
		275. GPS TAL BASEDI
		276. GPS KINGHORI KHAL
		277. GPS SYALKHAM KHAL
	THALISAIN	278. GPS KWALI DOBHA
		279. GUPS KANLINKAKHAL
		280. GPS BHARNOU BHALLA THALISHAIN

		281. GPS JAKHOLA
		282. GPS KUNAJ
		283. UPS GHANDIYALI
		284. GPS BAHEDI
		285. K M M PUBLIC SCHOOL PAITHANI
		286. GPS MALUND
		287. GPS KOKLI
		288. GPS PIPALKOT
PITHORAGARH	BIN	289. GPS BHATKOT
		290.
		291. GPS KINIGAD
		292. GPS DHARIGAON
		293. GPS DHUMET
		294. STANFORD ACADEMY GURNA
		295. GPS SIRKHAL
		296. GPS KHITOLI
		297. UTTARAKHND PUBLIC SCHOOL SILPATA
		298. SVP HSS WADDA
		299. GPS SANN
		300. GPS RAWAL GAON
		301. G V M PUBLIC SCHOOL NAKOTE
		302. SARASWATI GIRLS VIDHYA MANDIR
		303. DON BOSCO SR SEC SCHOOL DON BOSCO NAGAR
	DHARCHULA	304. VIVEKANAND VIDYA MANDIR KESHAV PURAM
		305. GOVT GIRLS INTER COLLEGE PITHO
		306. SARASWATI SHISOO MANDIR KHELA
		307. GPS KURILA
		308. GPS GUNJI
		309. GPS GOO
		310. GPS DEDHAR
		311. GPS TANTHAR
		312. GPS NAG
		313. GPS PANTHA GAON
		314. GPS SUMDUM
		315. GMPS KALIKA
	MUNSYARI	316. GIC PAYYA PAURI
		317. GGUPS CHHARCHHUM
		318. GPS MADALKIYA
		319. SARSWATI SHISOO MANDIR FULIDOR
		320. GPS QUIRI JAMIYA
		321. JUNIOR HIGH SCHOOL NAINITHAL

		322. GPS DHURATOLI
		323. GPS BORA GAON
		324. GPS SEWILA
		325. GPS TOMIK
		326. GPS FALYANTI
		327. GPS CHEEMA BHESKOT
		328. GPS BARA
		329. GPS KHASIYA BADA
RUDRAPRAYAG	AGASTYMUNI	330. GPS DHEELAM
		331. C A AGASTYMUNI
		332. SSM VIJAY NAGAR AGASTYAMUNI
		333. GPS BADETH
		334. GPS MACHKANDI
		335. GPS KUND
		336. UPS KHARPATYAKHAL
		337. BLOOMING CHILDREN ACADMEY CHOPRA
		338. GPS SANGOO
		339. GPS KHANKRA
		340. GPS MANTRIKHAL
		341. GPS KANDARA
		342. UPS KYUNJA
		343. GPS JASOLI NAVEEN
		344. GPS GADNU
		345. GPS NARKOT
		346. GANESH VIDYA MANDIR
		347. GPS GADORA
		348. SARASWATI SHISHU MANDIR KHANKRA
		349. GPS SARI
	JAKHOLI	350. GIC NALTOLI
		351. GPS BASUKEDAR
		352. GPS GORTI
		353. GPS KIRORA MALLA
		354. GPS MAYALI
		355. GPS KHARIYAL
		356. GPS BARSIR
		357. GPS RAHAD
		358. GPS KHALIYAN
		359. GPS SUMARI
		360. SARASWATI SHISHOO MANDIR SUMARI
		361. C.A SUMARI
		362. GPS KUMHRI

		363. GPS TIMLI BADMA
	UKHIMATH	364. GPS KANDAI
		365. GUPS DANGI
		366. GPS UKHIMATH
		367. EVERGREEN SCHOOL UKHIMATH
		368. GGPS PALI FAFANJ
		369. GPS GIWADI GAON
		370. GPS LWARA
		371. BANKILAL HEERALAL KPRAVAN VIDYA MANDIR DEWLI BHANIGRAM
		372. GPS SHERSI
		373. GPS KAVILTHA
		374. G I C GUPTKASHI
TIHRI GARHWAL	BHILANGANA	375. G I C NARAINKOTI
		376. GPS THATHI
		377. GOVT. JR. H S DEAVRI
		378. GPS KOTHAR BHILANG
		379. GPS BAHEDI
		380. GOVT. JR. H. S. POKHAR
		381. GOVT. JR. H. S. DAALGAON
		382. GIC DWARI BHILANGANA
		383. GPS THAPLA-I
		384. GPS GHONTI
		385. KALDUNG VIDHYA MANDIR PADAGALI
		386. GUPS MILGANA
		387. GPS CHAMIYALA II
		388. GPS SAINDUL
		389. GPS HOLTA
		390. GUPS JAKH NEILCHAMI
		391. GPS PAKH
		392. GIC MAUYAL GAON
	DEVPRAYAG	393. SARASWATI SHISHOO MANDIR GHANSYALI
		394. GPS RAGDEE
		395. GPS PRATAP NAGAR
		396. GPS JHALD KANYARI
		397. GPS ROD DHAR
		398. GPS MAYA DEVI KHAL
		399. GPS GUSAI GAON
		400. GPS KIROD
		401. SHIVLOK SHISU MANDIR PARVAT NAGAR DANDA BHASKOT
		402. GPS MANIYAN GAON
		403. J.H.S. LAKSHMOLI
		404. GUPS BAGGI

		405. GPS DEVPARYAG
	PRATAPNAGAR	406. G I C PAURI KHAL
		407. SARSWATI SHISU MANDIR BHALLE GAON
		408. GPS KUDI BHADOORA
		409. SARASWATI SHISHU MANDIR LAMBGAON
		410. GPS DUNGISAUR
		411. GPS BIJPUR
		412. G I C DEVTADHAR
		413. GPS RAWAT GAON
		414. GPS SOD BHADOORA
		415. JUNIOR HIGH SCHOOL SOUNDEE
UDHAMSINGHNAGAR	RUDRAPUR	416. G I C KANDIYAL GAON
		417. GPS SANJAY NAGAR
		418. GPS SHIMLA PISTOR
		419. PPS VIMAL SHISHU NIKETAN RAMPURA
		420. THE OXFORD ACADEMY
		421. GPS KANAKPUR
		422. JUNIOR HIGH SCHOOL SAJANA
		423. GPS BANDIYA
		424. KJHS KICHA
		425. BAIDHRAM SUDHI SINGH SCHOOL
		426. GOVT JUNIOR HIGH SCHOOL SHAHDOURA
	KHATIMA	427. GOVIND VIDYA MANDIR JUNIOR HIGH SCHOOL
		428. M G PUBLIC SCHOOL RAMPURA MEGHA GAURAV
		429. KISHORE BAL V.M RAJIV NAGAR
		430. GPS ULDHAN
		431. ADARSH JUNIOR HIGH SCHOOL
		432. SSM JHANKAT
		433. GPS RATANPUR
		434. GPS BANUSI
		435. GJHS UMARUKHURD
		436. GPS KHATIMA
		437. GJHS KHATIMA
		438. HIND PUBLIC SCHOOL
		439. GIC SRIPUR BICHWA
		440. GPS GOHARPATIYA
	BAJPUR	441. NAV CHETNA PS
		442. GJHS JHANKAT
		443. GPS BADABHOJ
		444. GPS CHAKARPUR

		445. GPS JAGATNATH PURI
		446. GPS KANAURI
		447. GPS PIPLIYA
		448. S T M CONVENT SCHOOL
		449. SARASWATI SHISHU MANDIR BAZPUR
		450. KJHS BAJPUR
		451. BCSF INTER COLLEGE BAJPURU
UTTARKASHI	DUNDA	452.GPS HARIPURA HARSAN
		453.GJH SCHOOL BHALSI
		454.GPS KHARWAN
		455.GPS SINGOTHI
		456.GIC GAD BARSALI
		457.GPS JADI DUMKA
		458.GPS MANDIYASARI
		459.SUMAN GRAMAR JR HIGH SCHOOL
		460.GPS SILKYARA
		461.GPS DANG OLYA
	NAOGAON	462. GPS RIKHWAD
		463. GPS GORSADA
		464. GPS NAND GAON GANGADI
		465. GPS NAND GAON
		466. GPS PAUL
		467. GPS PALAR
		468. GPS DURBIL
		469. DAULAT RAM RANWALT SARASWATI VIDYA MANDIR MUNGRA
		470. GPS SONARA
		471. GPS THALLI
		472. GPS GAD
		473. GPS BARNIGAD
		474. GPS KEWAL GAON
		475. SARASWATI VIDYA MANDIR BADKOT
	PUROLA	476. GOVT ADARSH VIDYALAYA BADKOT
		477. GPS SARIGAD
		478. GPS PUJELI
		479. GPS HUDOLI
		480. GPS HUDOLI GAON
		481. GUPS KUMOLA
		482. GPS BESTHI
		483. GPS KHAWLI

Annex 2

Social work Dept School

TIHRI GARHWAL	DAAL GON	BHILANGANA	J H DAALGAON
BAGEASWAR	KAMEDI	BAGESHWAR	GOVT PRY VIDYALAYA KAMEDI BAGESHWAR
BAGEASWAR	OKHALI SIROUD	BAGESHWAR	GOVT KANYA UCHCHA PRATHMIK VIDYALAYA OKHALI SOROUD
BAGEASWAR	NAIKANA BHANAR	KAPKOTE	P S NAIKANA BHANAR

जनपद शैक्षिक सूचना प्रणाली

5%पोस्ट इन्फ़ोरमेशन स्टडी
(शैक्षिक सत्र-(2009-10) उत्तराखण्ड)

बी0आर0सी समन्वयक के साक्षात्कार हेतु अनुसूचि

बी0आर0सी0 समन्वयक का नाम :-फोन न0 :

ब्लॉक का नाम : जनपद का नाम :

दिनांक...../...../2010

सर्वेक्षण कर्ता संस्था का नाम : डाटावेशन कन्सल्टेन्सी एवं रिसर्च प्रा0 लि0 नई दिल्ली

क्र.सं.	प्रश्नावली	कोड /उत्तर	पर जायें
01	क्या आपने शैक्षिक सत्र 2009-10 में डायस फार्मेट के भरे जाने के बारे में प्रशिक्षण प्राप्त किया है?	हाँ.....1 नहीं.....2	02 09
02	प्रशिक्षण किसके द्वारा दिया गया था?	जिला समन्वयक डायस.....1 किसी अन्य बी.आर.सी समन्वयक.....2 डायस(DIET) विशेषज्ञ द्वारा.....3 राज्य समन्वयक (डायस).....4 अन्य(स्पष्ट करें).....5	
03	प्रशिक्षण कहाँ पर दिया गया था?	बी.आर.सी.....1 राज्य परियोजना कार्यालय.....2 जिला परियोजना कार्यालय.....3 अन्य(स्पष्ट करें).....	
04	प्रशिक्षण की अवधि कितनी थी?	एक दिन.....1 एक दिन से जादा.....2 अन्य (स्पष्ट करें).....3	
05	यदि प्रशिक्षण अवधि केवल एक दिन थी तो डायस फार्मेट का सही तरीके से भरे जाने के बारे में प्रशिक्षणदाताओं ने कुल कितने घण्टे का समय प्रशिक्षण के लिए लिया गया था?	एक घण्टा.....1 दो घण्टा.....2 तीन घण्टा.....3 चार घण्टा.....4 अन्य (स्पष्ट करें).....5	
06	प्रशिक्षणदाताओं द्वारा फार्मेट के बारे में किस प्रकार से समझाया गया था?	प्रत्येक बिन्दुओं पर विस्तार से चर्चा की गयी थी।.....1 कुछ ही बिन्दुओं पर चर्चा की गयी थी।.....2 केवल डायस फार्मेट भरे जाने के बारे में जानकारी दी गयी.....3 प्रशिक्षण में केवल डायस फार्मेट बाट दिये गये थे.....4 अन्य (स्पष्ट करें).....5	
07	प्रशिक्षण में डायस सम्बन्धी आपकी सभी जिज्ञासाओं का समाधान किया गया था?	सभी.....1 अधिकतर.....2 केवल कुछ.....3 किसी का नहीं.....4 हमारी डायस सम्बन्धी कोई जिज्ञासा नहीं थी.....5 अन्य (स्पष्ट करें).....6	
08	क्या आप डायस के प्रशिक्षण से संतुष्ट हैं	हाँ.....1 नहीं.....2 अन्य (स्पष्ट करें).....	

09	यदि प्रशिक्षण प्राप्त नहीं किया तो – आपने शैक्षिक सत्र 2009-10 में डायस फार्मेट भरे जान के बारे में प्रशिक्षण प्राप्त क्यों नहीं किया?	प्रशिक्षण हुआ ही नहीं.....1 सूचना तैर से मिली.....2 अयोग्यता पर थे.....3 प्रशिक्षण गत वर्षों में ले चुके हैं.....4 प्रशिक्षण में कुछ बताते नहीं.....5 अन्य स्पष्ट करें.....															
10	आपके बी.आर.सी. क्षेत्र के अन्तर्गत समस्त सी.आर.सी. समन्वयकों के लिए डायस फार्मेट भरे जाने सम्बन्धी प्रशिक्षण दिया गया है?	हाँ.....1 नहीं.....2															
11	सी.आर.सी. समन्वयकों को प्रशिक्षण किसके द्वारा दिया गया	स्वयं बी.आर.सी. समन्वयक के द्वारा.....1 जिला समन्वयक के द्वारा.....2 अन्य (स्पष्ट करें).....															
13	प्रशिक्षण में सभी सी.आर.सी. समन्वयकों द्वारा प्रतिभागिता की गयी?आपने	सभी.....1 अधिकतर.....2 आधे सी.आर.सी.....3 कुछल कुछ सी.आ.सी.....4 अन्य (स्पष्ट करें).....															
13	क्या आप विद्यालयों में सामान्यतः मासिक रूप से विद्यालयों में अकादमिक सठयोग (शैक्षिक अनुसमर्थन) के लिए जाते हैं?	हाँ.....1 नहीं.....2 अन्य (स्पष्ट करें).....															
14	शैक्षिक सत्र 2009-10 में 1जुलाई 2009 से 30 सितम्बर 2009 तक कितने विद्यालयों का भ्रमण किया है?	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">जुलाई</th> <th style="width: 25%;">अगस्त</th> <th style="width: 25%;">सितम्बर</th> <th style="width: 25%;">कुल भ्रमण</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	जुलाई	अगस्त	सितम्बर	कुल भ्रमण											
जुलाई	अगस्त	सितम्बर	कुल भ्रमण														
15	आप अपने बी.आर.सी क्षेत्र के कितने प्रतिशत डायस फार्मेट की जांच करते हैं?%															
16	आपके विचार में डायस फार्मेट की भाषा कैसी है?	सरल है।.....1 कठिन है.....2 अन्य (स्पष्ट करें).....															
17	आपकी राय में डायस फार्मेट के संकलन/जांच के सम्बन्ध में सी.आर.सी. समन्वयक किस हद तक अपनी भूमिका का निर्वहन कर रहे हैं?	पूर्ण रूप से.....1 अधिकतर.....2 कुछ हद तक.....3 कुछ भी नहीं.....4 अन्य स्पष्ट करें.....															
18	डायस फार्मेट के संकलन/जांच के सम्बन्ध में यदि सी.आर.सी. समन्वयक कुछ हद तक /कुछ भी नहीं हद तक अपनी भूमिका का निर्वहन कर रहे हैं। तो क्यों?.....																
19	क्या आपके बी.आर.सी पर प्रशिक्षण आयोजित करने के लिए सभी आवश्यक सुविधायें उपलब्ध हैं?	हाँ.....1 नहीं.....2															
20	यदि नहीं तो कौन-कौन सी सुविधायें अपर्याप्त/अनुपलब्ध हैं?																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">क्र.सं.</th> <th style="width: 40%;">अपर्याप्त/अनुपलब्ध सुविधाओं का विवरण</th> <th style="width: 50%;">बी.आर.सी. पर उपलब्ध सुविधायें</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table>	क्र.सं.	अपर्याप्त/अनुपलब्ध सुविधाओं का विवरण	बी.आर.सी. पर उपलब्ध सुविधायें													
क्र.सं.	अपर्याप्त/अनुपलब्ध सुविधाओं का विवरण	बी.आर.सी. पर उपलब्ध सुविधायें															

कुछ लिखित सूचनायें :-

1. आपके द्वारा पिछले शैक्षिक सत्र 2008-09 में डायस फार्मेटों में कौन-कौन सी मुख्य ख़ुटियां मुख्य रूप से पायी गयी?.....
.....
2. इन ख़ुटियों को दूर करने के क्या उपाय किये गये?.....
.....
3. क्या प्रशिक्षण के दौरान गतवर्ष डायस फार्मेट भरे जाने के बारे में पायी गयी कमियों के बारे में चर्चा हुई?.....
.....
4. डायस के प्रशिक्षण में क्या गतिविधियां होती हैं? उल्लेख कीजिए।
.....
.....
5. आपके विचार से कोई ऐसे विषय/विन्दु हैं जिनका डायस में शामिल किया जाना आवश्यक है उल्लेख करें।.....
.....
6. क्या कारण होगा कि डायस डेटा देने में विद्यालयों द्वारा कमियाँ रह जाती हैं।
.....
7. डायस से सम्बन्धित अपनी जिम्मेदारियों का निर्वाहन करने में आपको किन-किन कठिनाइयों का सामना करना पड़ता है, उल्लेख कीजिए।
.....
.....

बी.आर.सी. समन्वयक का नाम
(हस्ताक्षर मोहर सहित)

साक्षात्कारकर्ता का नाम :

दिनांक : / / 2010

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जिला शैक्षिक सूचना प्रणाली

5% पोस्ट इन्चुमरेशन स्टडी
(शैक्षिक सत्र-2009-10) उत्तराखण्ड
सी0आर0सी समन्वयक के साक्षात्कार हेतु अनुसूची

सी0आर0सी0 समन्वयक का नाम :- फोन नं० :

संकुल का नाम : ब्लॉक का नाम :

जनपद का नाम : दिनांक : / / 2010..

सर्वेक्षण कर्ता संस्था का नाम : डाटावेशन कन्सल्टेन्सी एवं रिसर्च प्रा0 लि0 नई दिल्ली

क्र.सं.	प्रश्नावली	कोड / उत्तर
01	क्या आपने शैक्षिक सत्र 2009-10 में डायस फार्मेट के भरे जाने के बारे में प्रशिक्षण प्राप्त किया है?	हाँ.....1 → 02 नहीं.....2 → 09
02	प्रशिक्षण किसके द्वारा दिया गया था?	जिला समन्वयक डायस.....1 डी.आर.सी समन्वयक.....2 किसी अन्य सी.आर.सी. समन्वयक द्वारा.....3 राज्य समन्वयक (डायस).....4 अन्य(स्पष्ट करें).....5
03	प्रशिक्षण कहीं पर दिया गया था?	सी.आर.सी.....1 डी.आर.सी.....2 जिला परियोजना कार्यालय.....3 अन्य(स्पष्ट करें).....4
04	प्रशिक्षण की अवधि कितनी थी?	एक दिन.....1 एक दिन से जादा.....2 अन्य (स्पष्ट करें).....3
05	यदि प्रशिक्षण अवधि केवल एक दिन थी तो डायस फार्मेट को सही तरीके से भरे जाने के बारे में प्रशिक्षणदाताओं ने कुल कितने घण्टे का समय प्रशिक्षण के लिए दिया गया था?	एक घण्टा.....1 दो घण्टा.....2 तीन घण्टा.....3 चार घण्टा.....4 अन्य (स्पष्ट करें).....5
06	प्रशिक्षणदाताओं द्वारा फार्मेट के बारे में किस प्रकार से समझाया गया था?	प्रत्येक विन्दुओं पर विस्तार से बर्षों की गयी थी।.....1 छुछ ही विन्दुओं पर बर्षों की गयी थी।.....2 केवल डायस फार्मेट भरे जाने के बारे में जानकारी दी गयी.....3 प्रशिक्षण में केवल डायस फार्मेट बांट दिये गये थे.....4 अन्य (स्पष्ट करें).....5
07	प्रशिक्षण में डायस सम्बन्धी आपकी सभी जिज्ञासाओं का समाधान किया गया था?	सभी.....1 अधिकांश.....2 केवल कुछ.....3 किसी का नहीं.....4 हमारी डायस सम्बन्धी कोई जिज्ञासा नहीं थी.....5 अन्य (स्पष्ट करें).....6
08	क्या आप डायस के प्रशिक्षण से संतुष्ट हैं?	हाँ.....1 नहीं.....2 अन्य (स्पष्ट करें).....
09	(यदि प्रशिक्षण प्राप्त नहीं किया तो) - आपने शैक्षिक सत्र 2009-10 में डायस फार्मेट भरे जाने के बारे में प्रशिक्षण प्राप्त क्यों नहीं किया?	प्रशिक्षण हुआ ही नहीं.....1 सूचना देर से मिली.....2 अवकाश पर थे.....3 प्रशिक्षण गत बर्षों में ले चुके हैं.....4 प्रशिक्षण में कुछ बताते नहीं.....5 अन्य स्पष्ट करें.....

10	आपके सी.आर.सी. क्षेत्र के अन्तर्गत समस्त विद्यालयों के प्रधानाध्यापकों/अध्यापकों के लिए डायस फार्मेट भरे जाने सम्बन्धी प्रशिक्षण दिया गया है?	हाँ1 नहीं.....2																					
11	विद्यालयों के प्रधानाध्यापकों/अध्यापकों को प्रशिक्षण किसके द्वारा दिया गया था?	सी.आर.सी समन्वयक के द्वारा.....1 डी.आर.सी समन्वयक के द्वारा.....2 अन्य (स्पष्ट करें).....																					
12	प्रशिक्षण में किन विद्यालयों द्वारा प्रतिभागिता की गयी? (सभी सही विकल्पों पर घेरा लगायें)	सभी राजकीय विद्यालय.....1 केवल कुछ राजकीय विद्यालय.....2 सभी अस्हायता प्राप्त विद्यालय.....3 कुछ अस्हायता प्राप्त विद्यालय.....4 सभी अस्हायता प्राप्त किन्तु मान्यता प्राप्त विद्यालय.....5 कुछ अस्हायता प्राप्त किन्तु मान्यता प्राप्त विद्यालय.....6 अन्य (स्पष्ट करें).....																					
13	आप अपने सी.आर.सी क्षेत्र के कितने प्रतिशत विद्यालयों के डायस फार्मेट की जांच करते हैं?%																					
14	आप अपने सी.आर.सी क्षेत्र के विद्यालयों का भ्रमण करते हैं?	हाँ1 नहीं.....2																					
15	शैक्षिक सत्र 2009-10 में 1जुलाई 2009 से 30 सितम्बर 2009 तक कितने विद्यालयों का भ्रमण किया है?	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">जुलाई</td> <td style="width: 15%; text-align: center;">अगस्त</td> <td style="width: 15%; text-align: center;">सितम्बर</td> <td style="width: 15%; text-align: center;">कुल भ्रमण</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	जुलाई	अगस्त	सितम्बर	कुल भ्रमण																	
जुलाई	अगस्त	सितम्बर	कुल भ्रमण																				
16	आपके विचार में डायस फार्मेट की भाषा कैसी है?	सरल है।.....1 कठिन है2 अन्य (स्पष्ट करें).....																					
17	आपको डायस के फार्मेट किस माह में उपलब्ध होते हैं।																					
18	क्या आपके संकुल पर एक दिवसीय प्रशिक्षण आयोजित करने के लिए सभी आवश्यक सुविधाएँ उपलब्ध हैं?	हाँ1 नहीं.....2																					
19	यदि नहीं तो कौन-कौन सी सुविधाएँ अपर्याप्त/अनुपलब्ध हैं?	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">क्र.सं.</th> <th style="width: 50%;">अपर्याप्त/अनुपलब्ध सुविधाओं का विवरण</th> <th style="width: 40%;">सी.आर.सी. पर उपलब्ध सुविधाएँ</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	क्र.सं.	अपर्याप्त/अनुपलब्ध सुविधाओं का विवरण	सी.आर.सी. पर उपलब्ध सुविधाएँ																		
क्र.सं.	अपर्याप्त/अनुपलब्ध सुविधाओं का विवरण	सी.आर.सी. पर उपलब्ध सुविधाएँ																					

कुछ लिखित सूचनायें :-

1. आपको अपने सी.आर.सी क्षेत्र के विद्यालयों से डायस सम्बन्धित सूचनाओं को सही तरह से भरवाने एवं एकत्रित करने आदि के सम्बन्ध में किन-किन समस्याओं का सामना करना पड़ता है? उल्लेख कीजिए।

2. आपने विद्यालयों द्वारा पिछले शैक्षिक सत्र में भरे गये डायस फार्मेटों में कौन-कौन सी मुख्य त्रुटियां मुख्य रूप से पायी थीं ?.....

3. इन त्रुटियों को दूर करने के क्या उपाय किये गये?.....

4. क्या प्रशिक्षण के दौरान गतवर्ष डायस फार्मेट भरे जाने के बारे में पायी गयी कमियों के बारे में चर्चा हुई?.....

5. क्या प्रशिक्षण के दौरान गतवर्ष डायस फार्मेट भरे जाने के बारे में पायी गयी कमियों के बारे में चर्चा हुई?

6. डायस के प्रशिक्षण में क्या गतिविधियां होती हैं? उल्लेख कीजिए।

7. आपके विचार से कोई ऐसे विषय/बिन्दु हैं जिनका डायस में शामिल किया जाना आवश्यक है उल्लेख करें।
 (i).....
 (ii).....
 (iii).....

सी.आर.सी. समन्वयक
हस्ताक्षर मोहर सहित

साक्षात्कारकर्ता का नाम :

दिनांक : / / 2010.

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DISTRICT INFORMATION SYSTEM FOR EDUCATION

पाँच प्रतिशत डाटा सत्यापन : विशेष DCF गणना के बाद का सर्वेक्षण के लिए

विद्यालय में भ्रमण की तिथि/...../2010

शैक्षिक सत्र

सर्वेक्षण कर्ता का नाम :-

संस्था का नाम जो सर्वेक्षण का कार्य कर रही है।

राज्य का नाम : जनपद का नाम : पिन कोड न०

(अ). विद्यालय की स्थिति

1. गाँव का नाम/घाई न० :
2. ब्लॉक का नाम/नगर निगम/पालिका :
3. क्षेत्र(ग्रामीण-1,शहरी-2)
4. डायस(DISE)का विद्यालय कोड

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(ब). विद्यालय का विवरण

1. विद्यालय का नाम :
2. प्रधानाचार्य/प्रधानाध्यापक का नाम:-श्री/श्रीमती :
3. प्रधानाध्यापक की शैक्षिक योग्यता :
4. इस विद्यालय में प्रधानाध्यापक के रूप में कितने वर्षों से कार्यरत हैं।

--	--
5. प्रधानाध्यापक के रूप में आप का कुल कार्यकाल कितने वर्षों का हो गया है।

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6. विद्यालय का स्थापना वर्ष कौन सा है।

--	--	--	--
7. विद्यालय का प्रकार (कोड भरें*)

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(*प्राथमिक विद्यालय-1,प्रा० विद्यालय के साथ उच्चप्राथमिक-2,प्रा० विद्यालय के साथ माध्यमिक अथवा उच्च माध्यमिक-3,केवल उच्चप्राथमिक विद्यालय-4, उच्चप्राथमिक विद्यालय के साथ माध्यमिक अथवा उच्च माध्यमिक -5)
8. विद्यालय का प्रकार-(कोड भरें**)

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** केवल बालकों का विद्यालय-(1) केवल बालिकाओं का विद्यालय-(2), दोनों का-(3)
9. विद्यालय की सबसे छोटी कक्षा :

--
10. विद्यालय की सबसे बड़ी कक्षा :

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11. विद्यालय का प्रवन्धन(कोड भरें)

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शिक्षा विभाग द्वारा संचालित-(1)/समाज कल्याण विभाग द्वारा संचालित-(2)/स्थानीय संस्था द्वारा-(3)/निजी सहायता प्राप्त (4)/निजी असहायता प्राप्त(5) अन्य (6)मान्यताप्राप्त नहीं(7)
12. विद्यालय आयासीय है?(हाँ-1/नहीं-2)

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13. यदि हाँ: विद्यालय का प्रकार (कोड भरें)
आश्रम(सरकारी)-(1) / सरकारी परन्तु आश्रम नहीं(2)/ निजी(3)/ अन्य- (4)/ लागू नहीं(5)

14. क्या विद्यालय भवन का उपयोग शॉय कालीन(shift school) विद्यालय के लिए किया जाता है? (हाँ-1/नहीं-)

(स). कर्मचारियों का विवरण (प्राथमिक तथा उच्चप्राथमिक के लिए)

विद्यालय में अध्यापकों के कुल स्वीकृत पद

विद्यालय में वर्तमान में कार्यरत अध्यापकों के पद

अध्यापक विवरण	प्राथमिक विद्यालय		उच्च प्राथमिक विद्यालय	
	पुरुष	महिला	पुरुष	महिला
अध्यापकों की संख्या (प्रधानाध्यापक को छोड़कर)				
पैरा टीचर / शिक्षाकर्मों / गुरुजी / सामुदायिक अध्यापक				
अध्यापकों के अतिरिक्त कर्मचारी				
मध्याह्न भोजन के लिए कर्मचारी				
सफाई व्यवस्था के लिए कर्मचारी				
सर्वेक्षण के दिन विद्यालय में उपस्थित अध्यापकों की संख्या				

(द).-विद्यालय में सुविधायें

- विद्यालय भवन की स्थिति :- (कोड भरें)
निजी (1)/ किराया पर (2)/ सरकारी (3)/ बिना किराया का सरकारी भवन (4)/ भवन नहीं है(5)
- विद्यालय भवन का प्रकार (कोड भरें)
पक्का(1)/ आधा पक्का(2)/ शक्का (3)/ टेन्ट या तम्बू (4)/ भवन नहीं है(5)
- विद्यालय में ब्लॉक की संख्या
- विद्यालय में कक्षा-कक्षों की एवं अन्य कक्षों की स्थिति (कृपया कक्षों की संख्या उनकी स्थिति के अनुसार भरें)

स्थिति	कक्षा कक्षों की संख्या	अन्य कक्षों की संख्या	टिप्पणी (यदि कोई हो)
अच्छी स्थिति			
लाघु मरम्मत की आवश्यकता			
अधिक मरम्मत की आवश्यकता			
उपयोग के लिए अनुपयुक्त			

- विद्यालय में विद्युत की उपलब्धता है?(हाँ-1,नहीं-2)
- क्या विद्यालय में सामुदायिक शौचालय की उपलब्धता है?(हाँ-1,नहीं-2)
- क्या विद्यालय में लड़कियों के लिए अलग शौचालय की व्यवस्था है।(हाँ-1,नहीं-2)
- क्या विद्यालय में कर्मचारियों के लिए अलग से शौचालय की व्यवस्था है।(हाँ-1,नहीं-2)

9. विद्यालय में चाहर दीवारी की स्थिति (boundary wall)
 पक्का(1)/पक्का लेकिन टूटी हालत में (2)/कटीले हाथों की बाड़(3)/टिन या रोज की बाड़-(4) कोई चाहर दिवारी नहीं (5)/अन्य स्पष्ट करें-(6).
10. विद्यालय में पीने के पानी का स्रोत : (हैण्ड पम्प -1 / कुआँ-2/नल-3/अन्य-4/सुविधा नहीं-5)
11. क्या विद्यालय में खेल का मैदान है?(हाँ-1,नहीं-2)
12. कम्प्यूटरों की संख्या जो चालू हालत में हैं।
13. विद्यालय में बच्चों के बैठने की व्यवस्था
 (सभी बच्चों के लिए फर्नीचर-(1), कुछ बच्चों के लिए फर्नीचर-(2),कोई फर्नीचर नहीं है,बम्बे फर्स पर बैठते हैं।-(3)

(ई) विद्यार्थियों का नामांकन

1. शैक्षिक सत्र 2008-09 में नामांकित विद्यार्थियों का विवरण

कक्षा	कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
लिंग(B:Boys ; G: Girls)	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कुल नामांकन																
रिपीटर्स																
अनुसूचित जाति																
अनुसूचित जनजाति																
अन्य पिछडा वर्ग																
नामांकित विकलांग बच्चे																
विद्यालय छोड़ने वाले बच्चे																

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

कक्षा	सर्वेक्षण के दिन नामांकित बच्चों का विवरण						सर्वेक्षण के दिन उपस्थित बच्चों का विवरण						
	कुल		अनु०जाति		अनु०जनजाति		कुल		अनु०जाति		अनु०जनजाति		
	B	G	B	G	B	G	B	G	B	G	B	G	
कक्षा-1													
कक्षा-2													
कक्षा-3													
कक्षा-4													
कक्षा-5													
कक्षा-6													
कक्षा-7													
कक्षा-8													

नोट :- 'नामांकन से तात्पर्य है ,विद्यालय रजिस्टर में सर्वेक्षण के दिन नामांकित बच्चों की संख्या

उपस्थिति से तात्पर्य है,सर्वेक्षण के दिन कक्षा में वास्तविक रूप से उपस्थित बच्चों की संख्या

3.वर्तमान शैक्षिक सत्र 2009-10 में नामांकित विद्यार्थियों का विवरण

कक्षा	कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
लिंग(B:Boys ; G: Girls)	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कुल नामांकन																
रिपीटर्स																
अनुसूचित जाति																
अनुसूचित जनजाति																
अन्य पिछडा वर्ग																
नामांकित विकलांग बच्चे																
विद्यालय छोड़ने वाले बच्चे																

4. श्रेणीवार परीक्षा विवरण जिसके आधार पर विगत शैक्षिक सत्र(2008-09) में वार्षिक परीक्षा सम्पन्न करायी गयी।

श्रेणी	शैक्षिक सत्र के अन्त में नामांकन						परीक्षा में बैठने वाले विद्यार्थी						परीक्षा में उत्तीर्ण विद्यार्थी					
	कुल		अनु०जाति		अनु० जनजाति		कुल		अनु०जाति		अनु० जनजाति		कुल		अनु०जाति		अनु० जनजाति	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कक्षा-5																		
कक्षा-8																		

5. श्रेणीवार परीक्षा विवरण जिसके आधार पर वर्तमान शैक्षिक सत्र में वार्षिक परीक्षा सम्पन्न करायी गयी।

श्रेणी	शैक्षिक सत्र के अन्त में नामांकन						परीक्षा में बैठने वाले विद्यार्थी						परीक्षा में उत्तीर्ण विद्यार्थी					
	कुल		अनु०जाति		अनु० जनजाति		कुल		अनु०जाति		अनु० जनजाति		कुल		अनु०जाति		अनु० जनजाति	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कक्षा-5																		
कक्षा-8																		

सर्वेक्षण कर्ता का फीड बैक (प्रतिपुष्टि) अनुसूची

1. सर्वेक्षण कर्ता का नाम :-
2. विद्यालय का डायस कोड -
3. विद्यालय में भ्रमण की तिथि :- / / 2010
4. क्या प्रथम भ्रमण के दिन विद्यालय खुला था?(हाँ-1, नहीं-2)
5. यदि नहीं, तो दूसरी बार विद्यालय का भ्रमण कब किया?(दिनांक)..... / / 2010
6. क्या दूसरी बार भ्रमण के दिन विद्यालय खुला था?(हाँ-1, नहीं-2)
7. विद्यालय से सूचना प्राप्त करने के लिए कुल कितनी बार भ्रमण किया गया?..... (यदि दोनों दिनों में विद्यालय बंद हो तो बी.आर.सी. / सी.आर.सी. सहायक से दूसरे विद्यालय के बचन के लिए सम्पर्क करें, ऐसा केंपल बहुत ज्यादा जरूरी होने पर ही करें)

विद्यालय में सर्वेक्षण के दौरान प्रधानाध्यापक/अध्यापकों की प्रतिक्रियायें

प्रतिक्रिया	विद्यालय में प्रतिक्रिया की श्रेणियाँ				
	बहुत अच्छा	अच्छा	संतोषजनक	खराब	बहुत खराब
प्रारम्भिक प्रतिक्रिया					
सूचनायें देते समय					
रिकार्ड की उपलब्धता					

1. क्या प्रधानाध्यापक नामांकन और उत्तीर्ण विद्यार्थियों की प्रतिशत सम्बन्धित सूचनायें देने में सक्षम थे?(हाँ-1, नहीं-2)
2. क्या प्रधानाध्यापक नामांकन एवं अन्य विवरण केंपल एक ही रजिस्टर से देने में सक्षम थे?(हाँ-1, नहीं-2)
3. क्या विद्यालय में अध्यापक उपस्थिति रजिस्टर ठीक ढंग से भरते हैं?(हाँ-1, नहीं-2)
4. क्या प्रधानाध्यापक के पास वर्ष के अन्त में सभी बच्चों का वार्षिक विवरण उपलब्ध था?(हाँ-1, नहीं-2)
5. क्या विद्यालय में रिपोर्ट कार्ड उपलब्ध था?(हाँ-1, नहीं-2)

6. क्या छात्र उपस्थिति रजिस्टर ठीक ढंग से भरा था और अलमारी में रखा हुआ था? (हाँ-1, नहीं-2)
7. क्या सभी अध्यापक विद्यालय में समय पर आते हैं? (हाँ-1, नहीं-2)
8. क्या विद्यालय में डायस की छाया प्रति(Photo copy) उपलब्ध थी, (हाँ-1, नहीं-2)
9. क्या सर्वेक्षणकर्ताओं को विद्यालय में सूचना प्राप्त करने में कोई कठिनाई का सामना करना पड़ा? (हाँ-1, नहीं-2)

यदि हाँ तो उल्लेख करें.....

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10. क्या विद्यालय में सूचिका पट्टिका (डिस्के-बोर्ड) लगा हुआ है? (हाँ-1, नहीं-2)
11. क्या विद्यालय में मध्याह्न भोजन की व्यवस्था है? (हाँ-1, नहीं-2)
12. मध्याह्न भोजन योजना में बच्चों को दिये जाने वाले भोजन की गुणवत्ता कैसी है? (भोजन का निरीक्षण करके अपने विचार लिखिए).....

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13. विद्यालय में बच्चों के बैठने की व्यवस्था कैसी है? (निरीक्षण करके अपने विचार लिखिए).....

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जनपद का नाम :-

जिला शैक्षिक सूचना प्रणाली

5%पोस्ट इन्चुमरेशन स्टडी हेतु
(शैक्षिक सत्र-2009-10 उत्तराखण्ड)

प्राथमिकता के आधार पद जिला समन्वयक के साक्षात्कार हेतु अनुसूची

उत्तर दाता का नाम:-..... पदनाम :.....
जनपद का नाम :.....दिनांक...../...../2010.फोन नं0.....
सर्वेक्षण कर्ता संस्था का नाम : डाटावेशन कन्सल्टेन्सी एवं रिसर्च प्रा0 लि0 नई दिल्ली

क्र.सं.	प्रश्नावली	कोड /उत्तर	पर जाये
01	क्या आपने शैक्षिक सत्र 2009-10 में डायस सम्बन्ध में प्रशिक्षण प्राप्त किया है?	हाँ.....1 → नहीं.....2 →	02 08
02	प्रशिक्षण किसके द्वारा दिया गया था?	डायट(DIET) विशेषज्ञ द्वारा.....1 राज्य समन्वयक (डायस).....2 अन्य(स्पष्ट करें).....3	
03	प्रशिक्षण की गुणवत्ता कैसी थी?	बहुत अच्छी.....1 सामान्य.....2 खराब.....3 बहुत खराब.....4	
04	प्रशिक्षणदाताओं द्वारा फार्मेट के बारे में किस प्रकार से समझाया गया था?	प्रत्येक विन्दुओं पर विस्तार से चर्चा की गयी थी।.....1 कुछ ही विन्दुओं पर चर्चा की गयी थी।.....2 केवल डायस फार्मेट भर जाने के बारे में जानकारी दी गयी.....3 प्रशिक्षण में केवल डायस फार्मेट बांट दिये गये थे.....4 अन्य (स्पष्ट करें).....5	
05	प्रशिक्षण में डायस सम्बन्धी आपकी सभी जिज्ञासाओं का समाधान किया गया था?	सभी.....1 अधिकतर.....2 केवल कुछ.....3 किसी का नहीं.....4 हमारी डायस सम्बन्धी कोई जिज्ञासा नहीं थी.....5 अन्य (स्पष्ट करें).....6	
06	डायस के फार्मेट कब मुद्रित किये जाते हैं।	
07	डायस डाटा के लिए उपलब्ध कम्प्यूटरों का विवरण	कम्प्यूटर की संख्या..... कम्प्यूटर जो चालू हैं..... कम्प्यूटर जो खराब हैं।..... खराबी का कारण.....	
08	डायस डाटा के कम्प्यूटरीकरण के लिए कितने कर्मचारी नियुक्त हैं?संख्या	
09	डायस डाटा के कम्प्यूटरीकरण के लिए नियुक्त कर्मचारी जो डायस का प्रशिक्षण प्राप्त हैंसंख्या	
10	आपकी राय में डायस फार्मेट के संकलन/जांच के सम्बन्ध में बी. आर.सी. समन्वयक किस हद तक अपनी भूमिका का निर्वहन कर रहे हैं?	पूर्ण रूप से.....1 अधिकतर.....2 कुछ हद तक.....3 कुछ भी नहीं.....4 अन्य स्पष्ट करें.....	
11	आपकी राय में डायस फार्मेट के संकलन/जांच के सम्बन्ध में सी. आर.सी. समन्वयक किस हद तक अपनी भूमिका का निर्वहन कर रहे हैं?	पूर्ण रूप से.....1 अधिकतर.....2 कुछ हद तक.....3 कुछ भी नहीं.....4 अन्य स्पष्ट करें.....	

जनपद का नाम :-							
12	डायस फार्मेट के संकलन/जाच के सम्बन्ध में यदि सी.आर.सी./बी.आर.सी समन्वयक कुछ हद तक /कुछ भी नहीं ,हद तक अपनी भूमिका का निर्वाहन कर रहे हैं। तो ऐसा क्यों है?						
13	आपके विचार में डायस फार्मेट की भाषा कैसी है? <table style="float: right; border: 1px solid black; padding: 2px; margin-left: 10px;"> <tr> <td style="padding: 2px;">सरल है।</td> <td style="text-align: right; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">कठिन है</td> <td style="text-align: right; padding: 2px;">2</td> </tr> <tr> <td style="padding: 2px;">अन्य (स्पष्ट करें)</td> <td style="padding: 2px;"></td> </tr> </table>	सरल है।	1	कठिन है	2	अन्य (स्पष्ट करें)	
सरल है।	1						
कठिन है	2						
अन्य (स्पष्ट करें)							
14	आपके द्वारा पिछले शैक्षिक सत्र 2008-09 में डायस फार्मेटों में कौन-कौन सी मुख्य त्रुटियां मुख्य रूप से पायी गयी (1)..... (2)..... (3).....						
15	इन त्रुटियों का दूर करने के क्या उपाय किये गये (1)..... (2)..... (3).....						
16	क्या प्रशिक्षण के दौरान गतवर्ष डायस फार्मेट भरे जाने के बारे में पायी गयी कमियों के बारे में चर्चा हुई?						
17	आपके विचार से कोई ऐसे विषय/बिन्दु हैं जिनका डायस में शामिल किया जाना आवश्यक है उल्लेख करें। (1)..... (2)..... (3).....						
18	क्या कारण होगा कि डायस डेटा देने में विद्यालयों द्वारा कमियाँ रह जाती हैं (1)..... (2)..... (3).....						
19	सी.आर.सी/बी.आर.सी स्तर पर डायस फार्मेट में त्रुटियों के समाधान के उपाय के लिए क्या प्रक्रिया अपनायी गयी है. (1)..... (2)..... (3).....						
20	डायस से सम्बन्धित अपनी जिम्मेदारियों का निर्वाहन करने में आपको किन-किन कठिनाइयों का सामना करना पड़ता है,उल्लेख कीजिए। (1)..... (2)..... (3)..... (4).....						

साक्षात्कारकर्ता का नाम :

दिनांक : / /

जिला समन्वयक के हस्ताक्षर

मोहर सहित

2

विद्यालय का नाम :-.....

जिला शैक्षिक सूचना प्रणाली

5%पोस्ट इन्वूमरेशन स्टडी
(शैक्षिक सत्र-(2009-10) उत्तराखण्ड)

विद्यालय प्रेक्षण हेतु अनुसूचि

विद्यालय का नाम :- विद्यालय का डायस कोड :.....
सकुल का नाम :..... ब्लॉक का नाम :.....
जनपद का नाम :..... दिनांक :.....
सर्वेक्षण कर्ता संस्था का नाम : डाटावेशन कन्सल्टेन्सी एवं रिसर्च प्रा0 लि0 नई दिल्ली

क्र.सं.	प्रश्नावली	कोड /उत्तर																
01	क्या विद्यालय के प्रधानाध्यापक / समस्त अध्यापकों ने डायस फार्मेट के भरे जाने के बारे में प्रशिक्षण प्राप्त किया है?	हाँ.....1 नहीं.....2 अन्य.....	02 04															
02	कितने अध्यापकों ने प्रशिक्षण प्राप्त किया है?(सभी सम्भावित उत्तरों पर घेरा लगायें)	प्रधानाध्यापक ने प्रशिक्षण प्राप्त किया है.....1 सभी अध्यापकों ने प्रशिक्षण प्राप्त किया है.....2 कुछ अध्यापकों ने प्रशिक्षण प्राप्त किया है।.....3 किसी भी अध्यापक ने प्रशिक्षण प्राप्त नहीं किया.....4 अन्य(स्पष्ट करें).....																
03	प्रशिक्षण प्राप्त अध्यापक का नाम व पदनाम																	
	<table border="1"> <thead> <tr> <th>क्र.सं.</th> <th>अध्यापक का नाम</th> <th>पदनाम</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	क्र.सं.	अध्यापक का नाम	पदनाम														
क्र.सं.	अध्यापक का नाम	पदनाम																
04	(यदि प्रश्न 01 में नहीं उत्तर है तभी पूछें अन्यथा 05 प्रश्न पूछें)यदि विद्यालय के किसी भी अध्यापक अथवा प्रधानाध्यापक ने प्रशिक्षण प्राप्त नहीं किया तो कारण ?																	
05	क्या डायस फार्मेट प्रशिक्षण प्राप्त अध्यापक के द्वारा ही भरा गया था?	हाँ.....1 नहीं.....2																
06	यदि नहीं तो डायस फार्मेट बिना प्रशिक्षण प्राप्त अध्यापक के द्वारा क्यों भरा गया।	कारण.....																
07	विद्यालय में कार्यरत अध्यापकों की सत्र 2008-09 में सेवारत प्रशिक्षण प्राप्त करने की स्थिति।	कुल अध्यापक / प्रधानाध्यापक की संख्या..... सेवारत प्रशिक्षण प्राप्त अध्यापकों की संख्या..... पूर्ण सेवारत प्रशिक्षण प्राप्त अध्यापक की संख्या.....																
08	बी.आर.सी. स्तर पर पूर्ण सेवारत प्रशिक्षण प्राप्त अध्यापकों की संख्या।																

विद्यालय का नाम :-.....

09	सी.आर.सी. स्तर पर पूर्ण सेवारत प्रशिक्षण प्राप्त अध्यापकों की संख्या।												
10	यदि किसी अध्यापक ने सेवारत प्रशिक्षण प्राप्त नहीं किया तो अध्यापक का नाम व कारण।													
	<table border="1"> <thead> <tr> <th>क्र.सं.</th> <th>अध्यापक का नाम</th> <th>कारण</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	क्र.सं.	अध्यापक का नाम	कारण										
क्र.सं.	अध्यापक का नाम	कारण												
11	क्या विद्यालय के पास विद्यालय की संक्षिप्त रिपोर्ट है?	हाँ1 नहीं2												
12	क्या विद्यालय में पुस्तकालय उपलब्ध है?	हाँ1 नहीं2												
13	विद्यालय में कम्प्यूटरों का विवरण।	कुल कम्प्यूटरों की संख्या भातू कम्प्यूटरों की संख्या छात्र कम्प्यूटरों की संख्या छात्री का कारण												
14	विद्यालय में कक्षाओं के संचालन की व्यवस्था का विवरण।	सभी कक्षाएँ अलग-अलग संचालित हो रही हैं।1 सभी कक्षाएँ एक साथ संचालित हो रही हैं।2 कुछ कक्षाएँ एक साथ संचालित हो रही हैं।3 अन्य स्पष्ट करें												
15	क्या विद्यालय की किसी गतिविधि को पुरस्कृत किया गया है?	हाँ1 नहीं2 अन्य												
16	विद्यालय को किस गतिविधि के लिए पुरस्कृत किया गया था?	विवरण.....												
17	यदि हाँ तो विद्यालय को किस स्तर पर पुरस्कृत किया गया?	सकुल स्तर पर1 बी.आर.सी. स्तर पर2 जिला स्तर पर3 राज्य स्तर पर4 अन्य												
18	क्या विद्यालय के किसी अध्यापक को पुरस्कृत किया गया है?	हाँ1 नहीं2 अन्य												
19	यदि हाँ तो अध्यापक को किस कार्य के लिए पुरस्कृत किया गया था?												
20	अध्यापक को किस स्तर पर पुरस्कृत किया गया?	सकुल स्तर पर1 बी.आर.सी. स्तर पर2 जिला स्तर पर3 राज्य स्तर पर4 अन्य												
21	बी0आर0सी0 समन्वयक द्वारा विद्यालय का भ्रमण (visit) किया जाता है?	हाँ1 नहीं2 अन्य												
22	1 जुलाई 2009 से 30 सितम्बर 2009 तक बी0आर0सी0 समन्वयक द्वारा विद्यालय में किये गये भ्रमण (visit) की संख्या।(पर्यवेक्षक रिकार्ड देख कर सुनिश्चित करें)												
23	सी0आर0सी0 समन्वयक द्वारा विद्यालय का भ्रमण (visit) किया जाता है?	हाँ1 नहीं2 अन्य												
24	1 जुलाई 2009 से 30 सितम्बर 2009 तक सी0आर0सी0 समन्वयक द्वारा विद्यालय में किये गये भ्रमण (visit) की संख्या।(पर्यवेक्षक रिकार्ड देख कर सुनिश्चित करें)												

विद्यालय का नाम :-.....

25 .प्रधानाध्यापक/अध्यापकों की उपस्थिति सन्बन्धी एवं अन्य सूचना (सत्र2009-10)

क्र. सं.	अध्यापक का नाम	योग्यता	जाति	पदनाम	वर्तमान विद्यालय में नियुक्ति	कुल कार्य दिवस	विद्यालय में उपस्थिति	कुल ली गयी छुट्टियाँ	अन्य कार्य में व्यस्तता			
									विभागीय प्रशिक्षण	CRC मिटिंग	BRC मिटिंग	अन्य कार्य में व्यस्तता

26 .ग्राम शिक्षा समिति की स्थिति एवं बैठकों का विवरण:-

सदस्य	पुरुष	महिला	ग्राम शिक्षा समिति की बैठक	अक्टूबर	नवम्बर	दिसम्बर
कुल सदस्य			ग्राम शिक्षा समिति की बैठक			
अनुसूचित जाति			ग्राम शिक्षा समिति की बैठक			
अनुसूचित जनजाति जाति						

27. विद्यार्थियों से सन्बन्धित सूचना (शैक्षिक सत्र 2008-09 से 2009-10):-

कक्षा	कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
लिंग (B:Boys ; C: Girls)	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कुल नामांकन																
स्थानान्तरण(Transfer)करने वाले बच्चे।																

28 .पर्यवेक्षक प्रेक्षण के आधार पर विद्यालय से सन्बन्धित अन्य तथ्यों का उल्लेख करें।यदि विद्यालय में कोई विशेष अभ्यास का उदाहरण प्रस्तुत किया हो तो उल्लेख करें.....

साक्षात्कारकर्ता का नाम :-.....

प्रधानाध्यापक के हस्ताक्षर

दिनांक.....

(मोहर सहित)

#####

विद्यालय का नाम :-

जिला शैक्षिक सूचना प्रणाली

5%पोस्ट इन्वूमरेशन स्टडी
(शैक्षिक सत्र-(2009-10) उत्तराखण्ड)

अध्यापक के साक्षात्कार हेतु अनुसूचि

विद्यालय का नाम :- अध्यापक का नाम :.....
सकुल का नाम :..... ब्लॉक का नाम :.....
जनपद का नाम :..... दिनांक :...../...../2010.
सर्वेक्षण कर्ता संस्था का नाम : डाटावेशन कन्सल्टेन्सी एवं रिसर्च प्रा0 लि0 नई दिल्ली

क्र.सं.	प्रश्नावली	कोड /उत्तर	
01	क्या आपने शैक्षिक सत्र 2009-10 में डायस फार्मेट के भरे जाने के बारे में प्रशिक्षण प्राप्त किया है?	हाँ.....1 नहीं.....2	02 09
02	प्रशिक्षण किसके द्वारा दिया गया था?	जिला समन्वयक डायस.....1 डी.आर.सी समन्वयक.....2 सी.आर.सी समन्वयक द्वारा.....3 राज्य समन्वयक (डायस).....4 अन्य(स्पष्ट करें).....5	
03	प्रशिक्षण कहीं पर दिया गया था?	सी.आर.सी.....1 डी.आर.सी.....2 जिला परियोजना कार्यालय.....3 अन्य(स्पष्ट करें).....4	
04	प्रशिक्षण की अवधि कितनी थी?	एक दिन.....1 एक दिन से जादा.....2 अन्य (स्पष्ट करें).....3	
05	यदि प्रशिक्षण अवधि केवल एक दिन थी तो डायस फार्मेट को सही तरीके से भरे जाने के बारे में प्रशिक्षणदाताओं ने कुल कितने घण्टे का समय प्रशिक्षण के लिए लिया गया था?	एक घण्टा.....1 दो घण्टा.....2 तीन घण्टा.....3 चार घण्टा.....4 अन्य (स्पष्ट करें).....5	
06	प्रशिक्षणदाताओं द्वारा फार्मेट के बारे में किस प्रकार से समझाया गया था?	प्रत्येक बिन्दुओं पर विस्तार से चर्चा की गयी थी।.....1 कुछ ही बिन्दुओं पर चर्चा की गयी थी।.....2 केवल डायस फार्मेट भरने के बारे में जानकारी दी गयी.....3 प्रशिक्षण में केवल डायस फार्मेट वांट दिये गये थे.....4 अन्य (स्पष्ट करें).....5	
07	प्रशिक्षण में डायस सम्बन्धी आपकी सभी जिज्ञासाओं का समाधान किया गया था?	सभी.....1 अधिकांश.....2 केवल कुछ.....3 किसी का नहीं.....4 हमारी डायस सम्बन्धी कोई जिज्ञासा नहीं थी.....5 अन्य (स्पष्ट करें).....6	
08	क्या आप डायस के प्रशिक्षण से संतुष्ट हैं?	हाँ.....1 नहीं.....2 अन्य (स्पष्ट करें).....	

विद्यालय का नाम :-

09	यदि प्रशिक्षण प्राप्त नहीं किया तो - आपने शैक्षिक सत्र 2009-10 में डायस फार्मेट भरे जाने के बारे में प्रशिक्षण प्राप्त क्यों नहीं किया?	प्रशिक्षण हुआ ही नहीं.....1 सूचना देर से मिली.....2 अपकास पर धे.....3 प्रशिक्षण गत वर्षों में ले चुके हैं.....4 प्रशिक्षण में कुछ बताते नहीं.....5 अन्य स्पष्ट करें.....	
10	आपने शैक्षिक सत्र 2008-09 में सेवारत प्रशिक्षण प्राप्त किया है?	हाँ.....1 नहीं.....2	
11	आपने शैक्षिक सत्र 2008-09 में सेवारत प्रशिक्षण कक्षा पर प्राप्त किया?	सी.आर.सी.....1 बी.आर.सी.....2 अन्य.....	
12	यदि सेवारत प्रशिक्षण प्राप्त नहीं किया तो कारण	
13	क्या आपने विद्यालय का पिछला रिपोर्ट कार्ड देखा?	हाँ.....1 नहीं.....2	
14	रिपोर्ट कार्ड पर कमियों में क्या सुधार किया गया	(स्पष्ट करें).....	
15	आपके विचार में डायस फार्मेट की भाषा कैसी है?	सरल है।.....1 कठिन है.....2 अन्य (स्पष्ट करें).....	
16	आपको डायस के फार्मेट किस माह में उपलब्ध होते हैं।	
17	डायस के फार्मेट को भर कर भेजने में दिया गया समय उचित है?	उचित है.....1 अन्य स्पष्ट करें.....2	

कुछ लिखित सूचनायें :-

- आपके विद्यालयों द्वारा पिछले शैक्षिक सत्र में भरे गये डायस फार्मेट में कौन-कौन सी मुख्य त्रुटियाँ मुख्य रूप से पायी थी ?.....
.....
- इन त्रुटियों को दूर करने के क्या उपाय किये गये?.....
.....
- क्या प्रशिक्षण के दौरान गतवर्ष डायस फार्मेट भरे जाने के बारे में पायी गयी कमियों के बारे में चर्चा हुई?.....
.....

विद्यालय का नाम :-

4. क्या प्रशिक्षण के दौरान गतवर्ष डायस फॉर्मट भरे जाने के बारे में पायी गयी कमियों के बारे में चर्चा हुई?

.....

5. डायस के प्रशिक्षण में क्या गतिविधियाँ होती हैं उल्लेख कीजिए।

.....

6. डायस से सम्बन्धित अपनी जिम्मेदारियों का निर्वाहन करने में आपको किन-किन कठिनाइयों का सामना करना पड़ता है, उल्लेख कीजिए।

- (i)
- (ii)
- (iii)
- (i)

7. आपके विचार से कोई ऐसे विषय/बिन्दु हैं जिनका डायस में शामिल किया जाना आवश्यक है उल्लेख करें।

- (i)
- (ii)
- (iii)

अध्यापक के हस्ताक्षर
मोहर सहित

साक्षात्कारकर्ता का नाम :

दिनांक : / /

#####

Photo Gallery



Figure 1 Educational Map
Day Meal

Figure 2 Mid-



Figure 3- Students sitting on the floor
training



Figure 4- Enumerator's



5 Students in Class



Figure 6 Computers in School Figure

छात्र व अध्यापक
17 अंश उपस्थिति विवरण

क्र.सं.	प्राथमिक छात्र संख्या			उपस्थिति छात्र संख्या			कुल अध्यापक	
	बालक	बालिका	योग	बालक	बालिका	योग	पुरुष	महिला
1							2	-
2	5	3	8					
3	4	3	7					
4	2	2	4					
5	3	5	8				2	-
योग	14	13	27					

Figure 7 Display Board at a school