

Report on 5% Post Enumeration survey

2011-12

Submitted to

State Project Director

Himachal Pradesh, Shimla-171001



By

SGL Enterprises

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ACKNOWLEDGEMENT

We, the members of the Independent Agency (SGI Group), take this opportunity to express our deepest sense of

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Month of Survey November 2011

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Executive Summary

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

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

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

Himachal Pradesh is a State having 12 districts consisting of 124 educational blocks. Two districts were selected (i.e. Kangra and Una) having 25 educational block for sample checking. Out of aprox. 3000 schools 166 schools were selected randomly for sample checking using 'special DCF for Post Enumeration Survey'. Which include 107 Primary Schools and 59 Upper Primary schools We have visited 166

schools selected for survey and collected the data from these schools. We have conducted this survey with the professional care and our major findings are as under.

Findings:

The comparative analysis of DISE data reveals that some of the schools have not properly filled the DISE format. Our findings of 166 schools of two districts are as under

The overall deviation of DISE data

- Within the available comparable data few schools did not provide the information on some of the items.
- In 10(17%) schools even school code was not filled in DCF.
- Overall deviation is below 10% exclude fields like year of establishment, No. of Class rooms, Head Teacher and student enrolment. However category wise deviation may be high.
- Variation in total enrollment of student is only 0.68 % only. Whereas school wise deviation ranges 0% to 20%
- 19.28 % schools differ in 'number of class room'. It was observed that in some school the rooms which are under construction or not handed over to school were mentioned in DCF.
- 51% variation recorded in HT category field
- Above 11% deviation recorded in 'Year of establishment'

- In 72% schools no grant information was displayed on board.
- 17% schools had not received the school report card.
- In 7% Schools Pupil cumulative record of CCE were not maintained
- In 10% CCE not shared with SMC
- In 40% schools no CRC visit was there during last three months.
- In 2% schools no SMC meeting was conducted in last three months.
- 100% teachers were present only in 64% schools on the day of survey.
- 92% students were present on the day of survey.
- Overall PTR (pupil-teacher ratio) is 15. In 48(28%) school PTR is below 10.

Description of Comparable items	Unit	Quantitative Numbers	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation (In %)	Precision (In %)
Location of schools	School	166	00	166	0%	100%
Year of establishment	School	166	19	147	11.45%	88.55%
Category of schools	School	166	0	166	0%	100%
Type of schools	School	166	0	166	0%	100%
Lowest Class in Schools	School	166	0	166	0%	100%
Highest Class in Schools	School	166	1	165	0.60%	99.40%
Management of schools	School	166	0	166	0%	100%
Type of School Bldg.	School	166	19	147	11.28%	88.72%
Status of School Bldg.	School	166	0	166	0%	100%
Number of class rooms	School	166	32	88	19.28%	80.72%

Description of Comparable items	Unit	DISE Data	PES Data	Deviation (In %)	Precision (In %)
Total Students in schools	Student	9004	8943	0.68	99.32
SC students in schools	Student	2796	2894	3.39	96.61
ST students in schools	Student	263	288	8.68	91.32
Disable students in schools	Student	89	106	16.04	83.96

Main Report

1. Introduction

Generally, initially a very young age, children learn to develop and use their mental, moral and physical powers, which they acquire through various types of education. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. However, the process of education does not only start when a child first attends school. Education begins at home. One does not only acquire knowledge from a teacher; one can learn and receive knowledge from a parent, family member and even an acquaintance. In almost all societies, attending school and receiving an education is extremely vital and necessary if one wants to achieve success. However, unfortunately we have places in the world, where not everyone has an opportunity to receive this formal type of education. The opportunities that are offered are greatly limited. Sometimes there are not enough resources to provide schooling. Furthermore because parents need their children to help them work in factories, have odd jobs, or just do work since it is not traditional, in some places, to receive a formal education, the one who receives an education is usually envied, praised and even admired by members of the community. Children sometimes look at other children with awe. Just the same way as one child might envy another because he got a new pair of sneakers, and wishes he could have too. There is a sense of admiration but at the same time there is a sense of jealousy as well. Seeing your peer do better than yourself causes some tension and jealousy because of the scarce opportunities available. As a child, it's hard to understand why there is a difference.

Learning subjects in school is not enough. One can learn history, math, science in school, and be "book-smart". In addition, one can learn how to live life by knowing what to say when, acting a certain way in certain situations and be "street-smart". These two types of knowledge are extremely essential to be

successful in life. For example, you can have all the "bookish" knowledge in the world about a certain profession, but if you don't know how to behave with your co-workers and or your superiors, having "bookish" knowledge won't get you too far.

But no matter what, education is the key that allows people to move up in the world, seek better jobs, and ultimately succeed fully in life. Education is very important, and no one should be deprived of it.

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

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

The purpose of feedback devices is to supply knowledge of results and information at school level when they are questioned on what they have experienced. Accordingly a software named as "District information system for education" (DISE) was developed. The format for collection of requisite data is

circulated among all the concerned schools and information is obtained which is then compiled at the state level. Now in order to verify the accuracy, preciseness and reliability of DISE data it has been desired that a sample check of the DISE data on 5% basis be conducted in the two districts of the state by an independent agency, every year. For this purpose SGI enterprises, as an independent agency was allotted to conduct sample checking of DISE in the two districts (i.e. Kangra & Una) on 5% sample basis.

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

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

2. Methodology

Main objectives

The two key objectives of the sample checking exercise were:

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

Sample selection

We have been allotted 5% sample checking survey of two districts i.e. Kangra and Una. Kangra District has 19 educational block whereas una district has 6 education block. The sample checking survey was carried out for all the block of these two district. The method for selection of the number of schools for particular block was 5 schools or 5% of the total schools in a particular block, whichever is more. Further, for selection of particular schools in a block, method/formula is given below –

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

Instrument Used

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

Data Collection

Personal visit were made by the field investigators to each of the selected schools. The information collected in the school information schedule was authenticated and certified by school principal/HT/Acting HT in the form of their signature and

seal. The data collection process was closely supervise, monitored and coordinated by project team.

Method of Analysis

For analysis purpose, we have computerized all the data collected through survey format as well the DISE data format given by State Project Office (HP).For reporting purpose we made the comparative analysis of survey fields with only those fields which are also given in DISE format and the fields which are not given in DISE format are used for our own analysis .

3. Comparative analysis

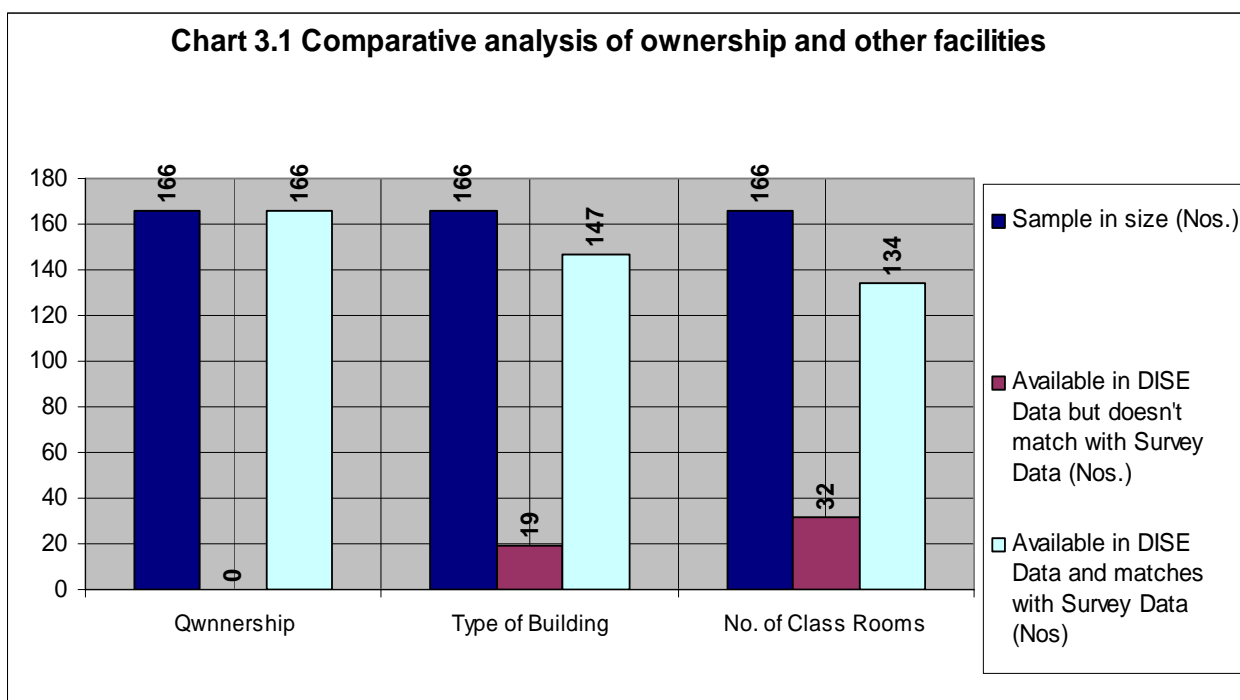
In this chapter we make comparative analysis of DISE data with survey data such as facilities available in the school, school particulars, school categories, enrolment of students, disable students, SMC, CCE and teacher in position. Our detailed analysis regarding these are as given in the following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

3.1 Ownership and Facilities available in the school

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

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

Information Collected	Sample in size	Available in DISE Data but doesn't match with Survey Data		Available in DISE Data and matches with Survey Data	
		Nos.	%	No.	%
Ownership	166	0	0	166	100
Type of Building	166	19	11	147	89
No. of Class Rooms	166	32	19	134	81



3.1.2 During survey it was found that many schools have not taken difference between total rooms and class rooms, many schools have mentioned those rooms in DCF which are not handed over to them or not in their possession, that is why deviation level is going as high as 19%. As long as ownership concerned, deviation is negligible whereas 11% deviation occur in School building Type.

3.2 School Categories

3.2.1 The survey has been conducted in two districts (i.e. Kangra and Una). Kangra district is covering 19 Blocks having 128 schools and Una district is covering 6 blocks having 38 schools. The category wise breakup of these schools are given below in table No. 3.2.

Table 3.2 Category-wise breakup of 166 schools for sample checking survey

School Category	Schools in the sample
Only primary classes	107
Only upper primary classes	25
Upper primary with Sec./Hr. Sec. classes	34
Total	166

3.3 School particulars

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

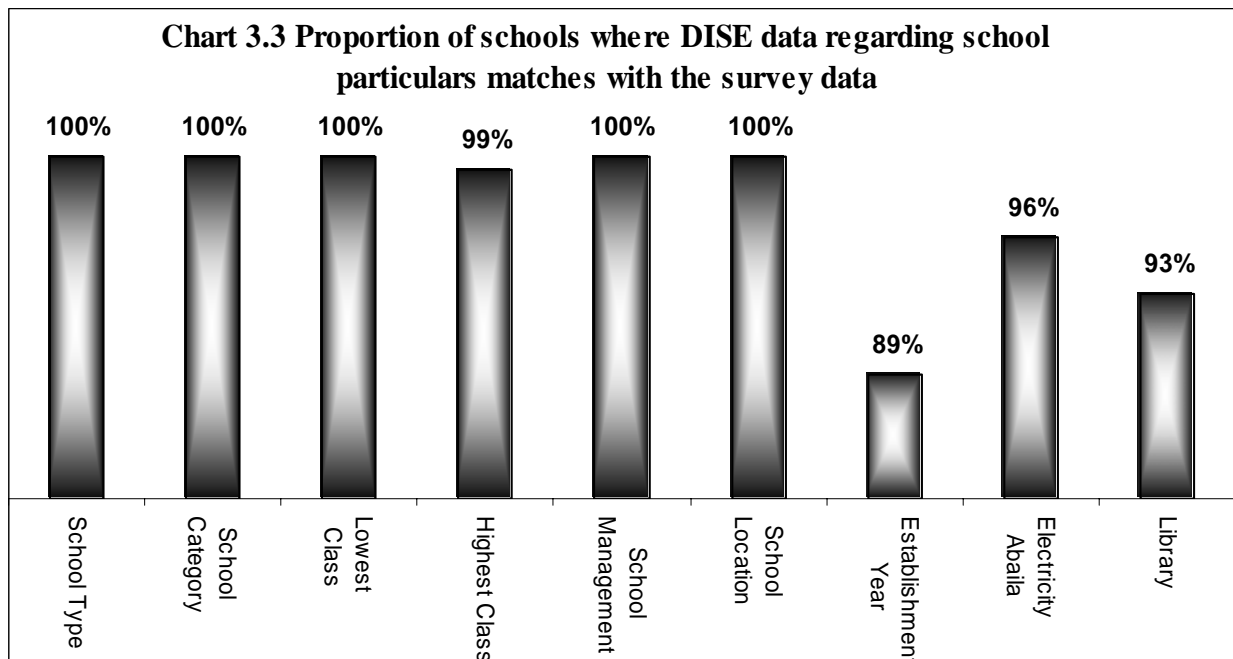
3.3.1 Comparative analysis of data regarding school particulars

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

Table 3.3 Comparative analysis of data regarding school particulars

Information Collected	Sample in size	Not filled/not available in DISE data		Available in DISE Data but doesn't match with Survey Data		Available in DISE Data and matches with Survey Data	
		Nos.	%	Nos.	%	Nos.	%
School Type	166	0	0.00%	0	0.00%	166	100.00%
School Category	166	0	0.00%	0	0.00%	166	100.00%
Lowest Class	166	0	0.00%	0	0.00%	166	100.00%
Highest Class	166	0	0.00%	1	0.60%	165	99.40%
School Management	166	0	0.00%	0	0.00%	166	100.00%
School Location	166	0	0.00%	0	0.00%	166	100.00%
Establishment Year	166	0	0.00%	19	11.45%	147	88.55%
Electricity Availability	166	0	0.00%	7	4.22%	159	95.78%
Library Availability	166	0	0.00%	12	7.23%	154	92.77%

3.3.2 It is clear from the above table that regarding school particular precision level was approx 100% in all fields except establishment year. This was due to non availability of proper records in schools about establishment of schools. The deviation in establishment year field was above 11%. Some variation was also found in electricity availability and library availability fields. During survey it was found that some schools consider electricity availability ok, even if there only electric wiring is installed but not connection,



3.4 Category-wise Enrolment of students

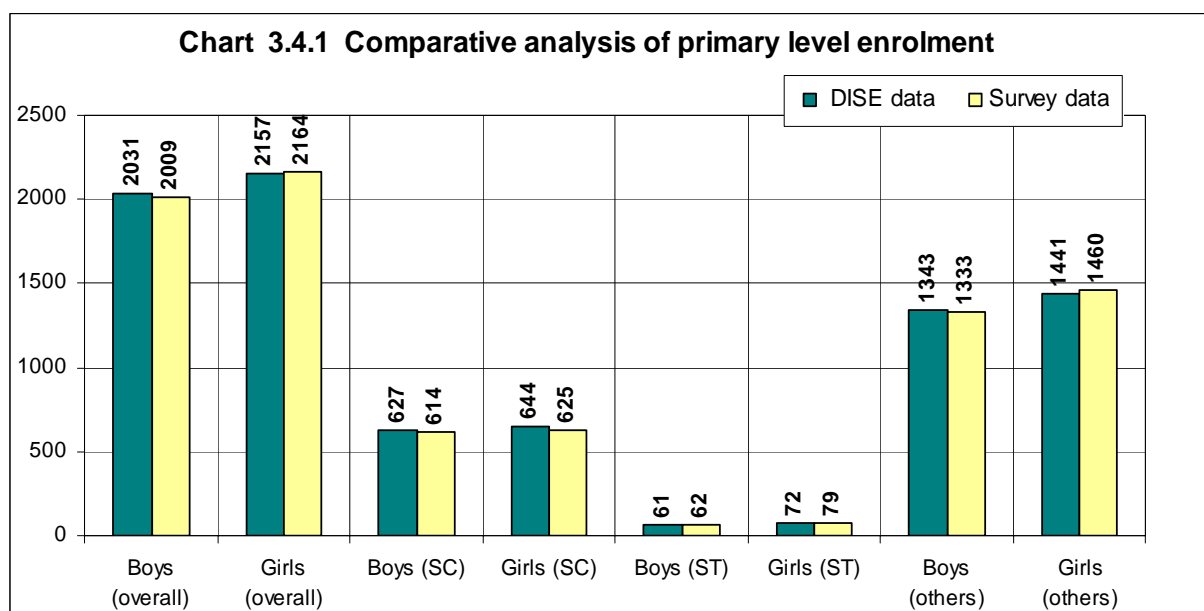
A Enrolment in primary classes

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

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

Categories	No. of Students as generated through DISE	No. of Students as found during sample checking survey	Variation in Nos.	Deviation in %	Precision in %
Overall:					
Boys (overall)	2031	2009	22	1.10%	98.90%
Girls (overall)	2157	2164	7	0.32%	99.68%
Scheduled Castes:					
Boys (SC)	627	614	13	2.12%	97.88%
Girls (SC)	644	625	19	3.04%	96.96%
Scheduled Tribes:					
Boys (ST)	61	62	1	1.61%	98.39%
Girls (ST)	72	79	7	8.86%	91.14%
Others:					
Boys (others)	1343	1333	10	0.75%	99.25%
Girls (others)	1441	1460	19	1.30%	98.70%

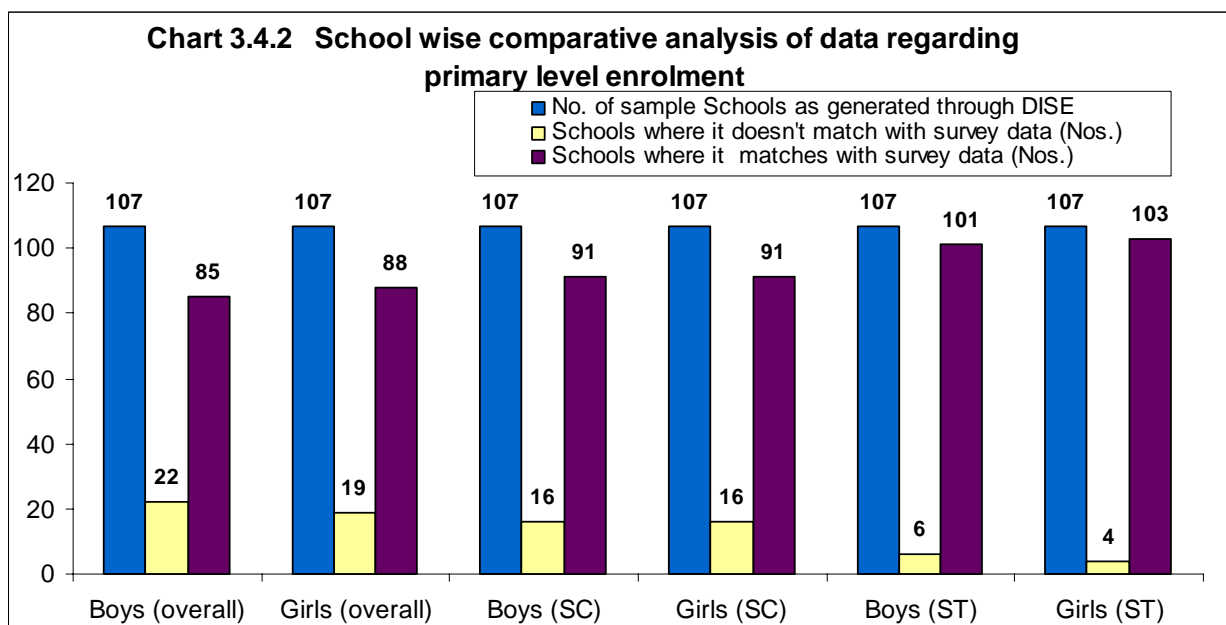
3.4.1 As it is evident from the above table that overall variations are negligible(except ST Girls enrolment) however it is noted that in some cases enrolment in DCF is not clear(i.e overwritten or rubbed and enrolment data mismatched same DCF) .



3.4.2 Deviation in number of schools in primary level enrolment was ranging between 3% to 20%. It was found during survey that in some schools the DCF were not properly filled by the teachers.

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

Categories	No. of sample Schools as generated through DISE	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Overall:					
Boys (overall)	107	22	85	20.56%	79.44%
Girls (overall)	107	19	88	17.76%	82.24%
Scheduled Castes:					
Boys (SC)	107	16	91	14.95%	85.05%
Girls (SC)	107	16	91	14.95%	85.05%
Scheduled Tribes:					
Boys (ST)	107	6	101	5.61%	94.39%
Girls (ST)	107	4	103	3.74%	96.26%



B Enrolment in upper primary classes

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

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

Categories	No. of Students as generated through DISE	No. of Students as found during sample checking survey	Variation in Nos.	Deviation in %	Precision in %
Overall:					
Boys (overall)	2467	2471	4	0.16%	99.84%
Girls (overall)	2349	2299	50	2.17%	97.83%
Scheduled Castes:					
Boys (SC)	786	846	60	7.09%	92.91%
Girls (SC)	739	809	70	8.65%	91.35%
Scheduled Tribes:					
Boys (ST)	65	81	16	19.75%	80.25%
Girls (ST)	65	66	1	1.52%	98.48%
Others:					
Boys (others)	1616	1544	72	4.66%	95.34%
Girls (others)	1545	1424	121	8.50%	91.50%

3.4.3 As it is evident from the above table that deviation in upper primary level enrolment of students ranges between 0.16% to 19.75%. Major deviation was reported in ST boys enrollment. Deviation in SC student were also high. However deviation in total enrollment is satisfactory.

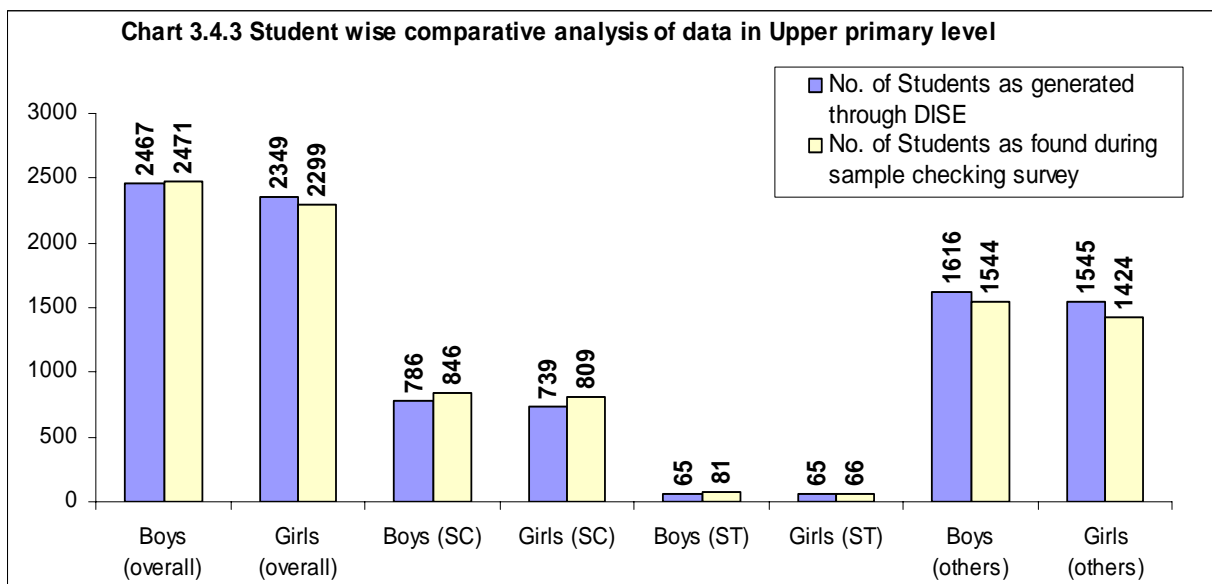
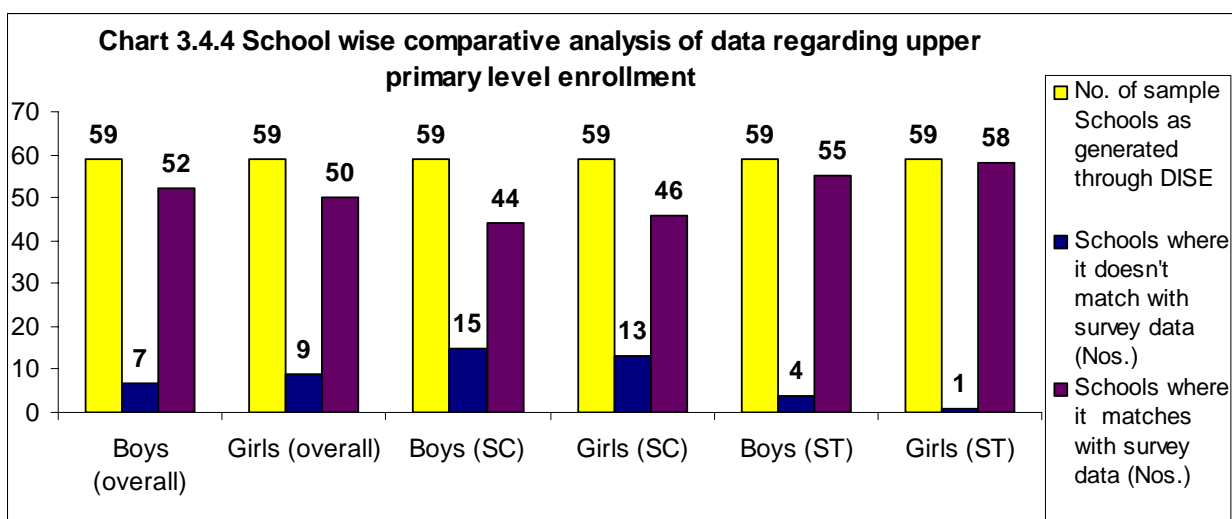


Table 3.4.4 School wise comparative analysis of data regarding upper primary level enrolments:

Categories wise enrolments	No. of sample Schools as generated through DISE	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Overall:					
Boys (overall)	59	7	52	11.86%	88.14%
Girls (overall)	59	9	50	15.25%	84.75%
Scheduled Castes:					
Boys (SC)	59	15	44	25.42%	74.58%
Girls (SC)	59	13	46	22.03%	77.97%
Scheduled Tribes:					
Boys (ST)	59	4	55	6.78%	93.22%
Girls (ST)	59	1	58	1.69%	98.31%



3.5 Disabled Students

We began by examining the internal consistency of the DISE data regarding disable students. It was found that deviation level ranges between 5 to 15 % as shown in following table no.3.5. This is again due to mistake carried out by teacher while filling the DCF. Overall 19% variation was reported in disabled student data.

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

Categories	No. of sample Schools having primary or upper primary classes	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Primary Level					
Boys	107	11	96	10.28%	89.72%
Girls	107	6	101	5.61%	94.39%
Upper Primary Level					
Boys	59	9	50	15.25%	84.75%
Girls	59	8	51	13.56%	86.44%

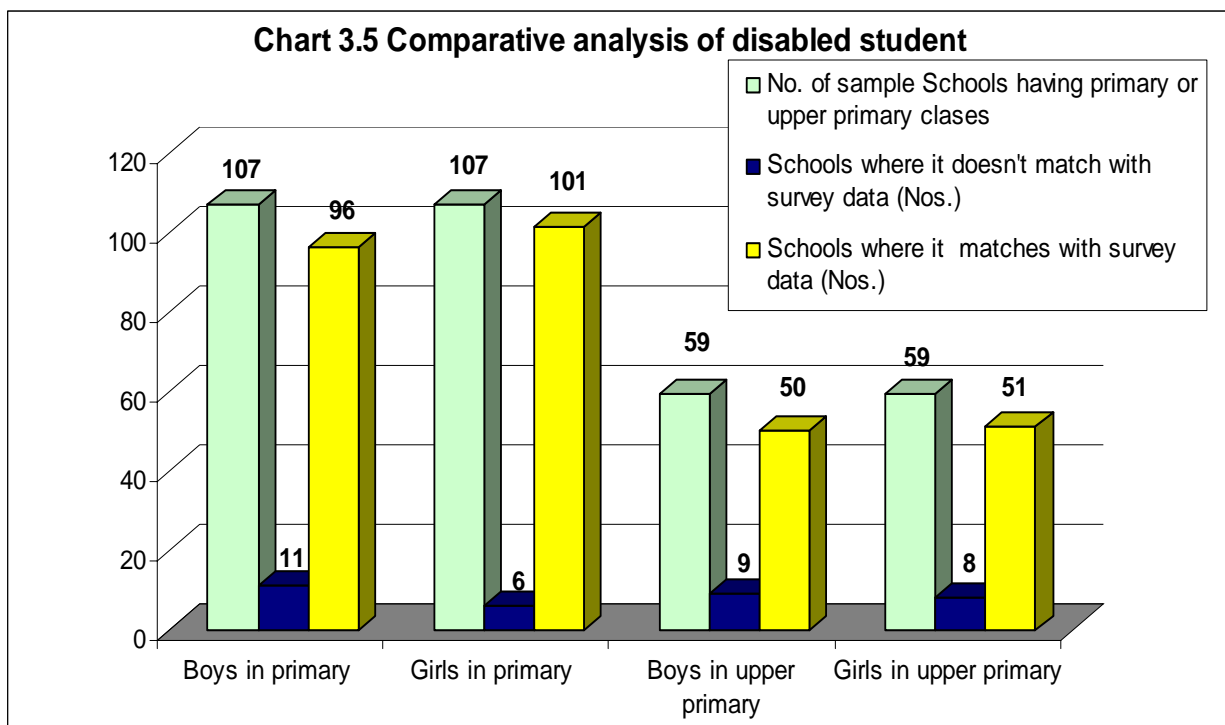
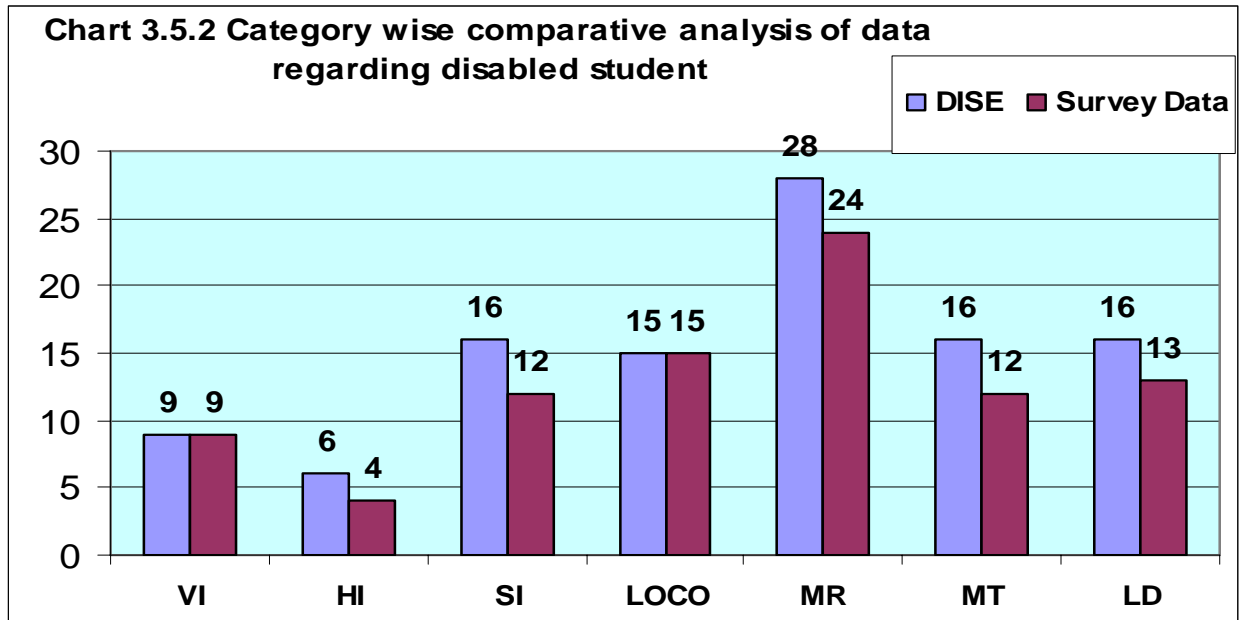


Table 3.5.1 Category wise comparative analysis of data regarding disabled students:

	DISE		Survey Data		Variation in Nos.	Deviation in %	Precision in %
In seeing(VI)	9		9		0	0.00%	100.00%
In Hearing(HI)	6		4		2	50.00%	50.00%
In Speech(SI)	16		12		4	33.33%	66.67%
Locomotors	15		15		0	0.00%	100.00%
Mental(MR)	28		24		4	16.67%	83.33%
Multiple Type(MT)	16		12		4	33.33%	66.67%
Learning Disability	16		13		3	23.08%	76.92%
Total	106		89		17	19.10%	80.90%

3.5.2 As we analyze category of disabled student we found that there is more deviation in some type (i.e. HI, SI, MT,LD) and maximum deviation is 50%. Here the number of disabled students are not much, due to this reason variation is high as we compare DISE and Survey data.

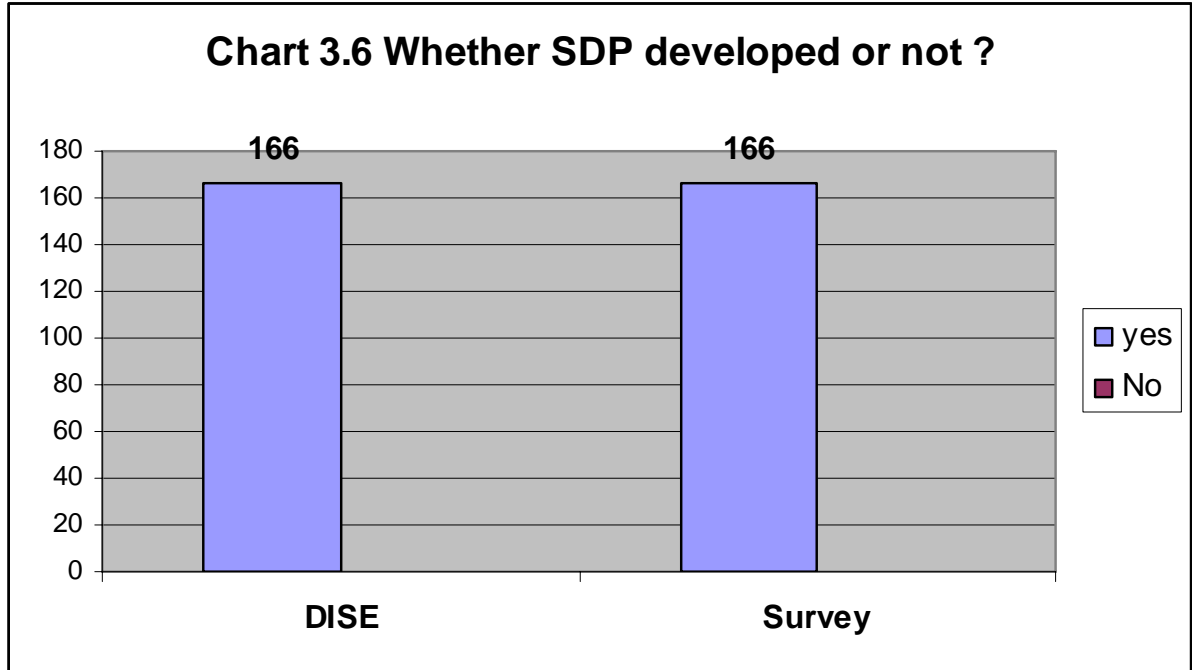


3.6 Comparative analysis of data regarding School Development Plan

3.6 We have compared and analyzed the data regarding school development plan and it was found that there is no deviation in question of SDP. During survey we found that SDP is implemented in all the schools(166) selected for sample checking survey. That is why precision level is 100% in this field.

Table 3.6 Comparative analysis of data regarding SDP

	DISE	Survey	Variation In Nos	Deviation in %	Precision in %
Yes	166	166	0	0%	100%
No	0	0	0	0%	100%



3.7 Data regarding to Distribution of Free Text Books

We have collected the class wise data distribution of free text books for current academic year as the data capture format mandated for sample checking survey captured the data regarding distribution of free text books for current academic year. Whereas DISE format captured the data of free text books for previous year. However it was found that almost all the students had received the free text books.

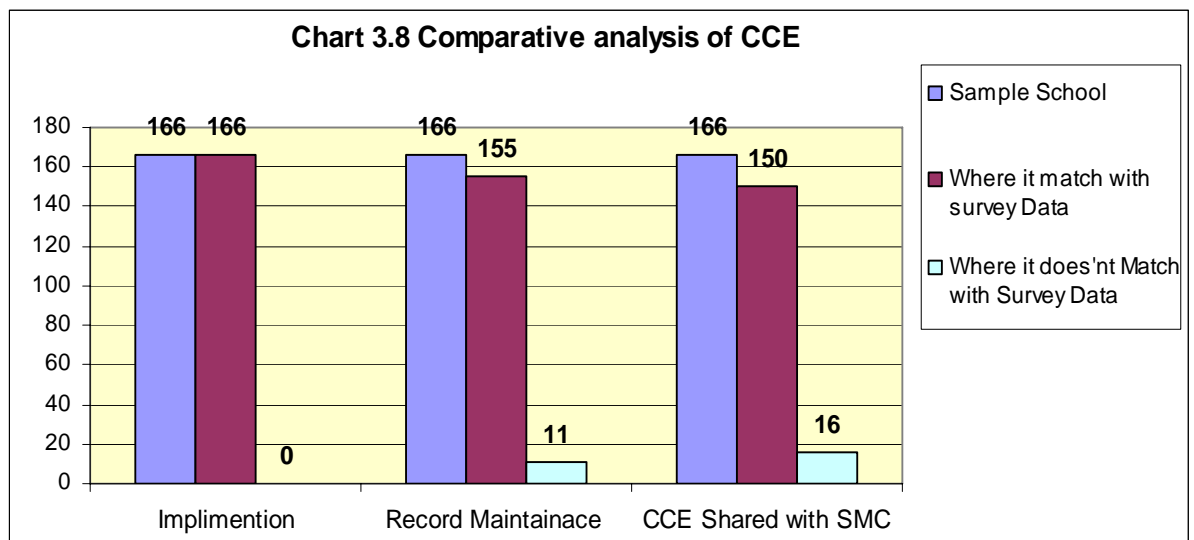
3.8 Continuous Comprehensive Evaluation (CCE)

In place of result system CCE was introduced Last year. During the survey data regarding CCE was collected and analyzed. Our findings and observations regarding CCE are given in following table.No.3.8

Table 3.8 School wise comparative analysis of CCE

	Sample School	Where it match with survey Data		Where it doesn't Match with Survey Data	
		Nos	%	Nos	%
Implementation of CCE	166	166	100%	0	0%
Record Maintenance	166	155	93%	11	7%
CCE Shared with SMC	166	150	90%	16	10%

3.8.1 It is clear from above table that some variation occurs in CCE record. It was also found that, although CCE is implemented in all the schools but People Cumulative records were not maintained in some schools and it was also not shared with SMC. In 7% schools it was not maintained and in 10% schools it was not shared in SMC.



3.9 Teachers in position

We have examined number of teachers in position and compared with DISE data. It is evident from table 3.9 that the deviation level is not much high in teachers category but as concerned head teacher deviation is high. *We have collected the data about head teachers and teacher according to instruction manual for special DCF provided to us along with award letter according to which teacher who is the administrative head of the school under the government order should be recorded as head teacher. But after comparative analysis it was found that in Upper primary, Hr Secondary and Sr. Secondary schools teacher have not filled Principal & Head Master as head teacher.* Due to this reason variation occurs in head teacher and deviation ranges up to 47.67%. Teacher should be aware about this through proper instruction and proper training.

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

Teacher Category	No. of teachers as per survey data	No. of teachers as per DISE data	Difference in No. of teachers as per survey data and DISE data	Deviation in %	Precision in %
Head Teachers					
Male	86	45	41	47.67%	52.33%
Female	43	28	15	34.88%	65.12%
Teachers					
Male	253	271	18	7.11%	92.89%
Female	220	229	9	4.09%	95.91%

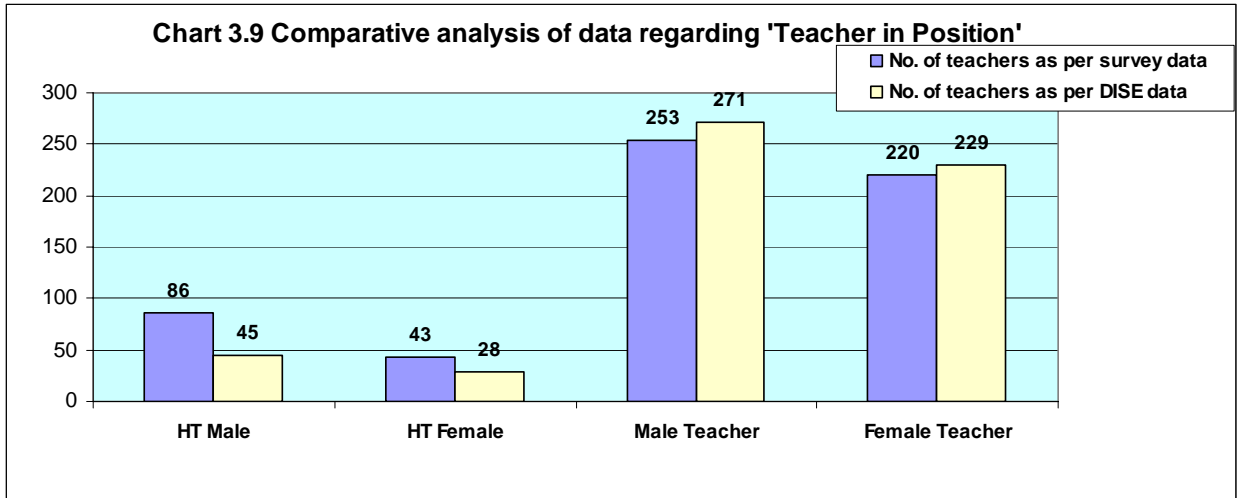


Table 3.9.1 School wise comparative analysis of data regarding "Teachers in position":

School Category	No. of sample Schools having primary or upper primary classes	Schools where it doesn't match with survey data (Nos.)	Schools where it matches with survey data (Nos.)	Deviation in %	Precision in %
Primary Classes	107	9	98	8.41%	91.59%
Upper Primary Classes	59	24	35	40.68%	59.32%

3.9.1 It is clear from above table that deviation regarding 'Teacher in Position' was more in upper primary schools as compare to primary schools. In upper primary schools head master/ Principal not mentioned himself/herself in DCF, this is the major reason that results in huge variation of teacher data. Deviation in upper primary schools is 40.68%.

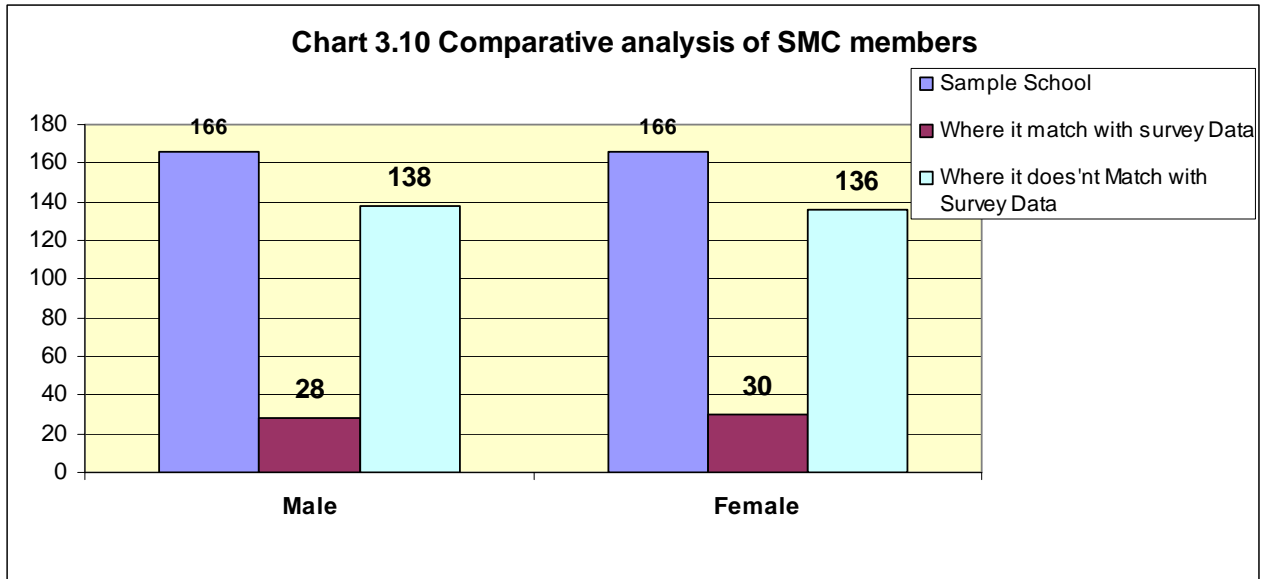
3.10 SMC analysis

We have collected the data regarding School Management Committee (SMC) and our comparative analysis and findings regarding this are given in following table No. 3.10:

Table 3.10 School wise Comparative analysis of SMC members

	Sample School	Where it match with survey Data		Where it doesn't Match with Survey Data	
		Nos	%	Nos	%
Male	166	28	17%	138	83%
Female	166	30	18%	136	82%

3.10.1 It is evident from above table that in maximum schools SMC record was not matched with data filled in DISE format. In 83% schools male members were not matched and in 82% schools female members were not matched which is very high variation. It was observed that DISE formats were not properly filled by teachers.

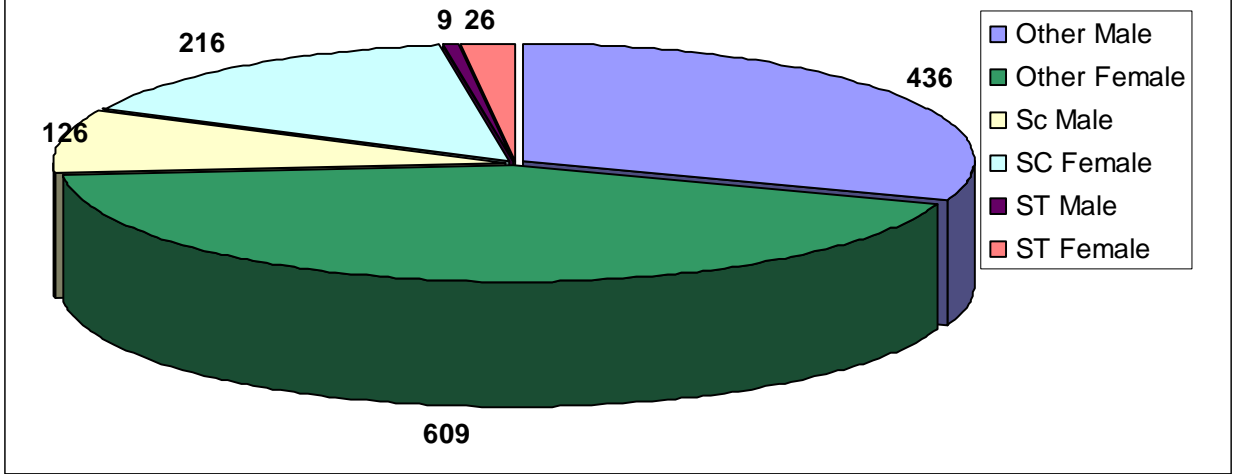


3.10.2 Category wise break-up of SMC members in sample schools (166) are given in below table. We were not able to make category wise comparative analysis of SMC members as this data was not available with us in DISE format.

Table 3.10.1 Social Category wise break-up of SMC Members

Social Category	No. of Members
Other Male	436
Other Female	609
Sc Male	126
SC Female	216
ST Male	9
ST Female	26

Chart 3.11.1 Social category wise break-up of SMC members



4. Response and status of record

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

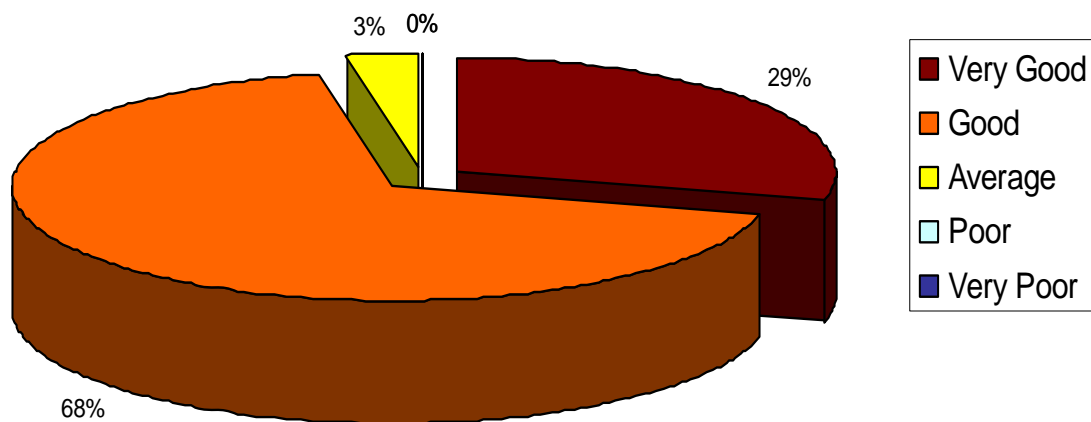
4.1 Initial Reaction of Principal/Head-Teacher

As concerned with initial relation of Principal/Head-teacher/'senior most teacher available' our observation was as given in table number 4.1 below. In all the schools the initial reaction was quite positive. District wise detailed analysis are as given in table number 4.1 below.

Table 4.1 Initial Reaction of Principal/Head-Teacher

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	23	18%	17	14%	11	29%
Good	94	73%	87	70%	26	68%
Average	10	8%	18	44%	1	3%
Poor	0	0%	2	2%	0	0%
Very Poor	1	1%	0	0%	0	0%
Total	128		124		38	
Co-relation between two districts (i.e. Kangra and Una)						84%

Chart 4.1 Initial reaction of head teacher/ Sen. Teacher available

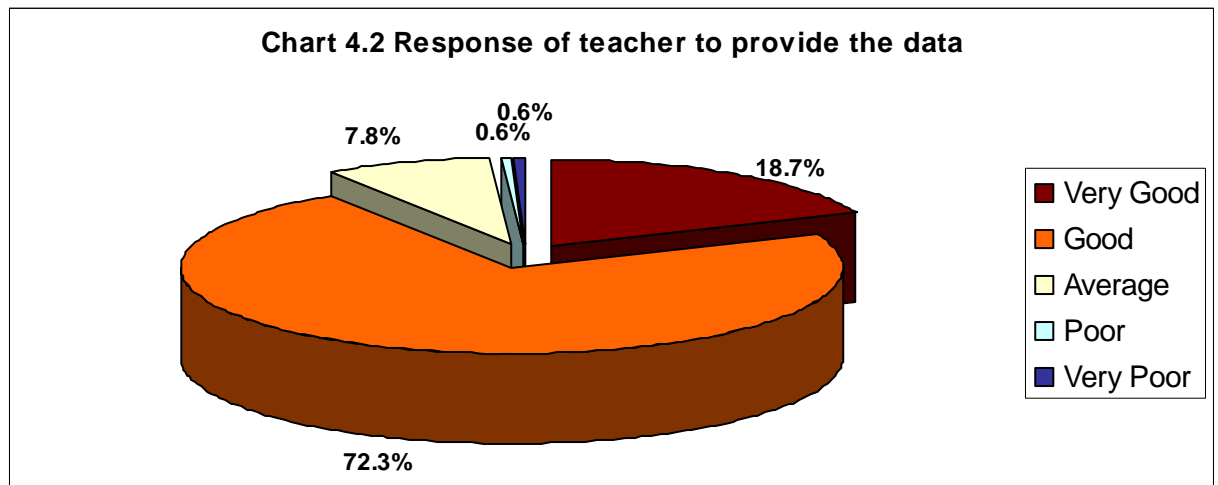


4.2 Response of Principals/Head-Teachers in providing necessary information

The response in providing the necessary data was quite positive with the exception of 2% schools and district wise detailed analysis are as given in table number 4.2 below.

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

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	20	15.6%	11	8.9%	31	18.7%
Good	96	75.0%	24	19.4%	120	72.3%
Average	10	7.8%	3	2.4%	13	7.8%
Poor	1	0.8%	0	0.0%	1	0.6%
Very Poor	1	0.8%	0	0.0%	1	0.6%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	96%

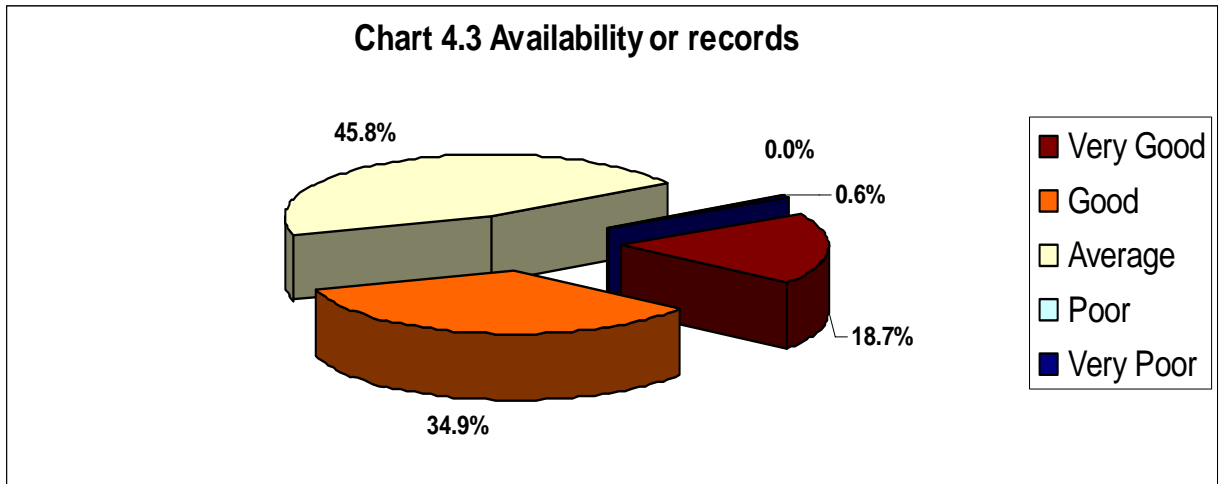


4.3 Availability of Records

As concerned with availability of records for survey checking we found that in 99% of schools the records was readily available to us. Further, the district wise break up are as under in table 4.3.

Table 4.3 Availability of Records

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	20	16%	11	9%	31	18.7%
Good	34	27%	24	19%	58	34.9%
Average	73	57%	3	2%	76	45.8%
Poor	0	0%	0	0%	0	0.0%
Very Poor	1	1%	0	0%	1	0.6%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	23%

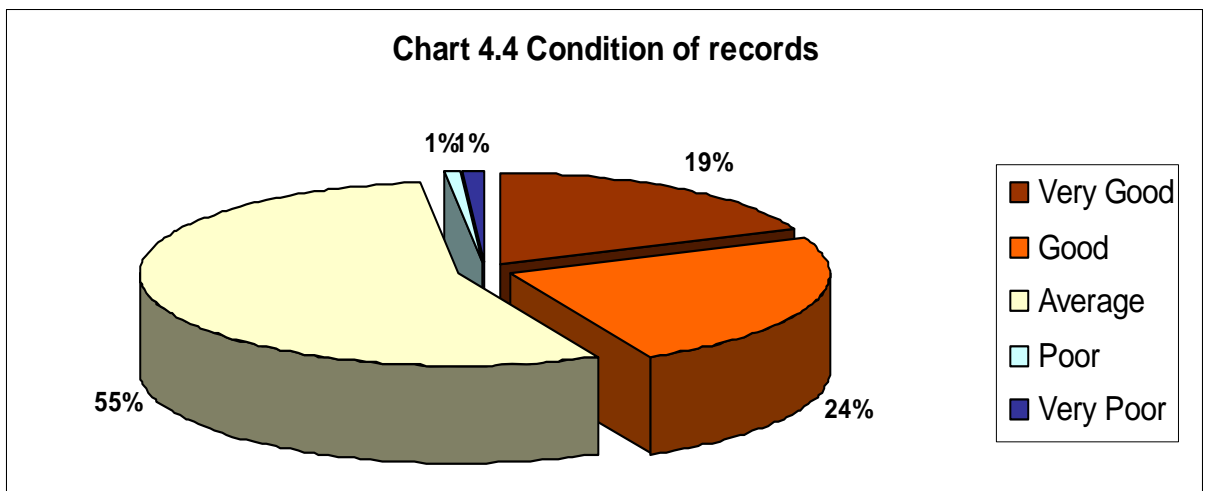


4.4 Physical condition of school records

During survey we found that overall physical condition of school records was found satisfactory in 98% school while in 2% schools it was not. Detailed analysis is given in table 4.4 below.

Table 4.4 Analysis of physical condition of school records

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	20	16%	11	8.9%	31	19%
Good	26	20%	14	11.3%	40	24%
Average	81	63%	11	8.9%	92	55%
Poor	1	1%	0	0.0%	1	1%
Very Poor	0	0%	2	1.6%	2	1%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	61%

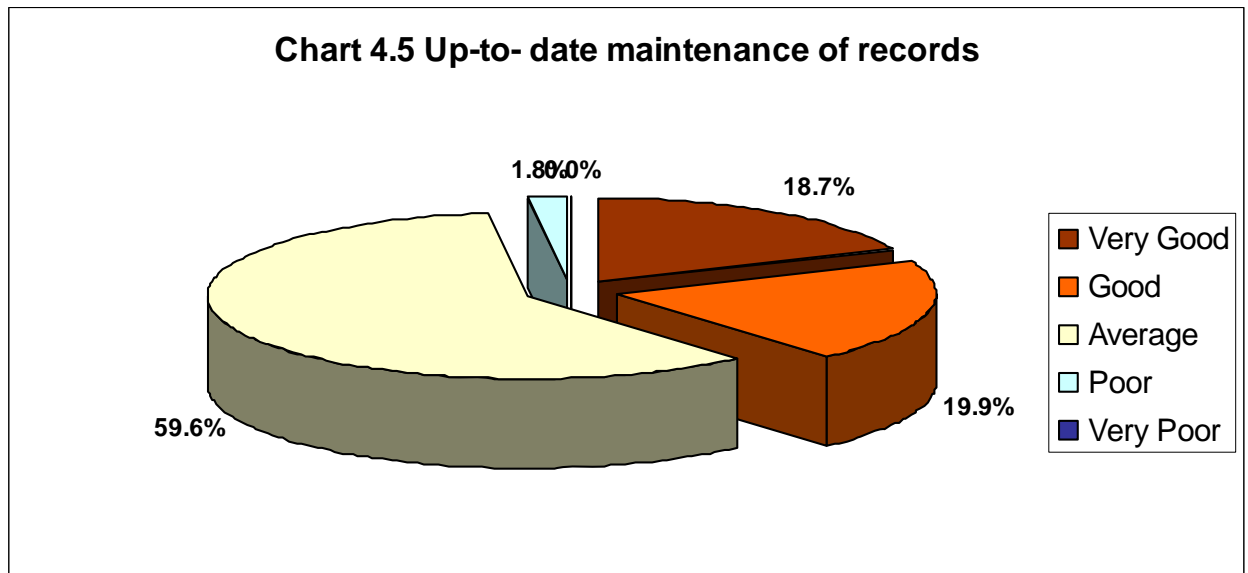


4.5 Up-to-date maintenance of school records

During survey it was found that in 2% school, record was not up-to- date. Our observation in relation to up-to-date maintenance of school records are as under in table 4.5 below.

Table 4.5 Up-to-date maintenance of school records

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Very Good	20	15.6%	11	8.9%	31	18.7%
Good	24	18.8%	9	7.3%	33	19.9%
Average	83	64.8%	16	12.9%	99	59.6%
Poor	1	0.8%	2	1.6%	3	1.8%
Very Poor	0	0.0%	0	0.0%	0	0%
Total	128		38		166	



5. Observation and Findings

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

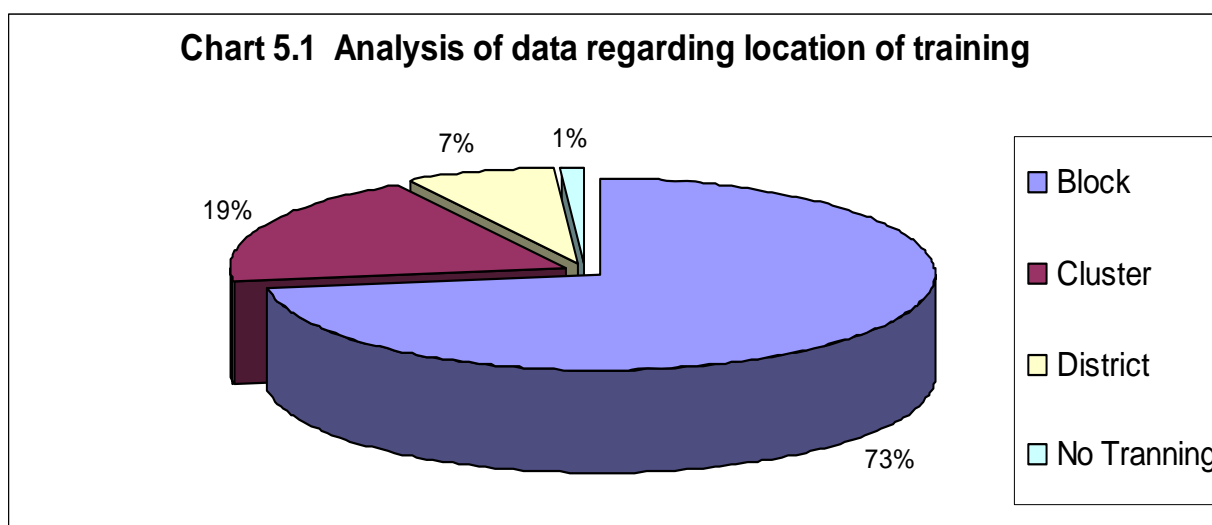
5.1 Location of Head Teacher Training

There are various trainings of teachers conducted by SSA so that quality of data can be improved, but we have collected the information for training of data capture format (DCF) only. During survey we found there are 2 schools (i.e. 1%) out of 166 schools where head teacher/ officiating HT had not received the training during the academics year 2011-12 for proper implementations of DISE.

Table 5.1 Breakup of location of head teacher training

Training Location	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Block	100	78.1%	21	55.3%	121	73%
Cluster	16	12.5%	15	39.5%	31	19%
District	10	7.8%	2	5.3%	12	7%
No Training	2	1.6%	0	0.0%	2	1%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	82%

Chart 5.1 Analysis of data regarding location of training

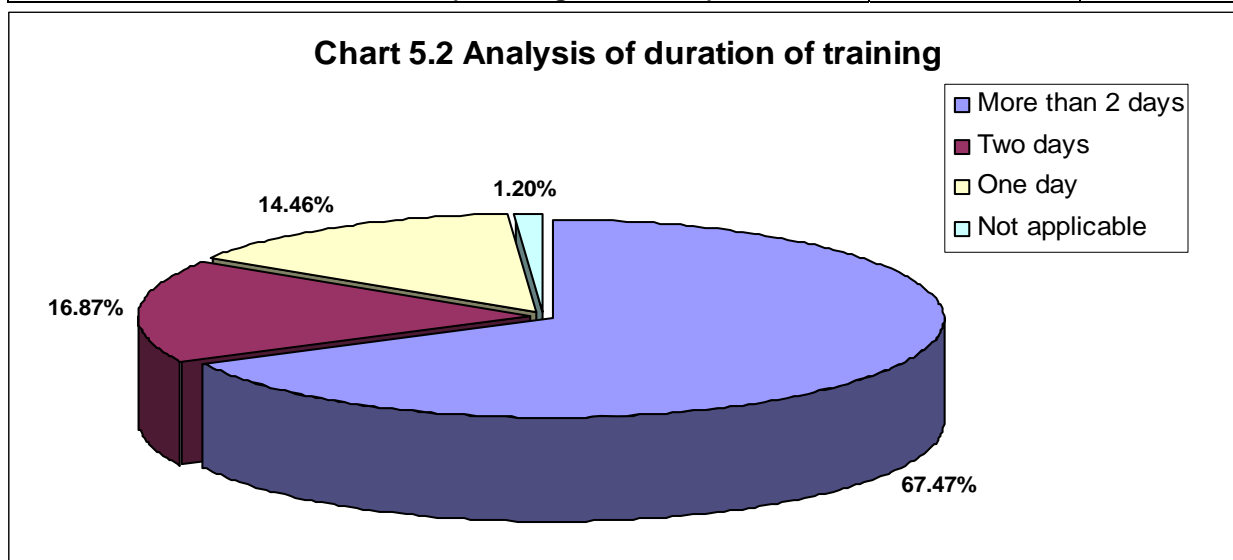


5.2 Duration of Training

As in 2 schools (i.e. 1%) no training was conducted so question of duration of training not exists at all. Breakup of remaining 164 schools where the training was conducted, the duration of the training are as under in table 5.2

Table 5.2 Analysis regarding duration of training

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
More than 2 days	89	69.5%	23	60.5%	112	67%
Two days	27	21.1%	1	2.6%	28	17%
One day	10	7.8%	14	36.8%	24	14%
Not applicable	2	1.6%	0	0.0%	2	1%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	77%

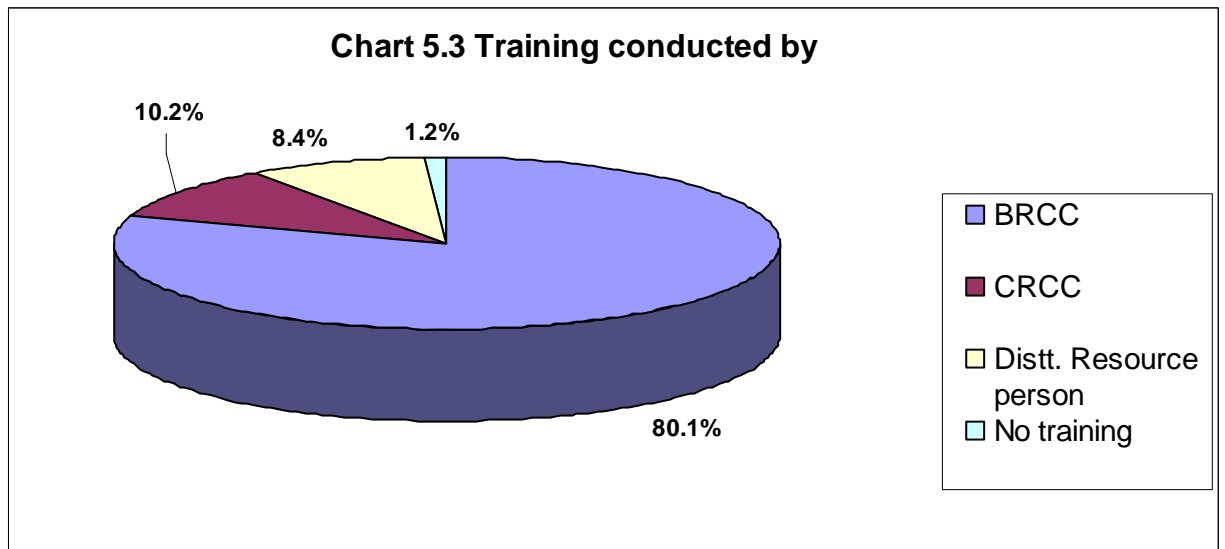


5.3 Who gave the training

We have examined that who had given the training to teachers and our findings to 164 schools for which the training had been actually conducted are as below in table 5.3. It was found that mostly (ie. 80%) training was conducted by BRCC.

Table 5.3 Analysis of data regarding training conducted by

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
BRCC	103	80%	30	78.9%	133	80.1%
CRCC	11	9%	6	15.8%	17	10.2%
Distt. Resource person	12	9%	2	5.3%	14	8.4%
Not applicable	2	2%	0	0.0%	2	1.2%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	99%

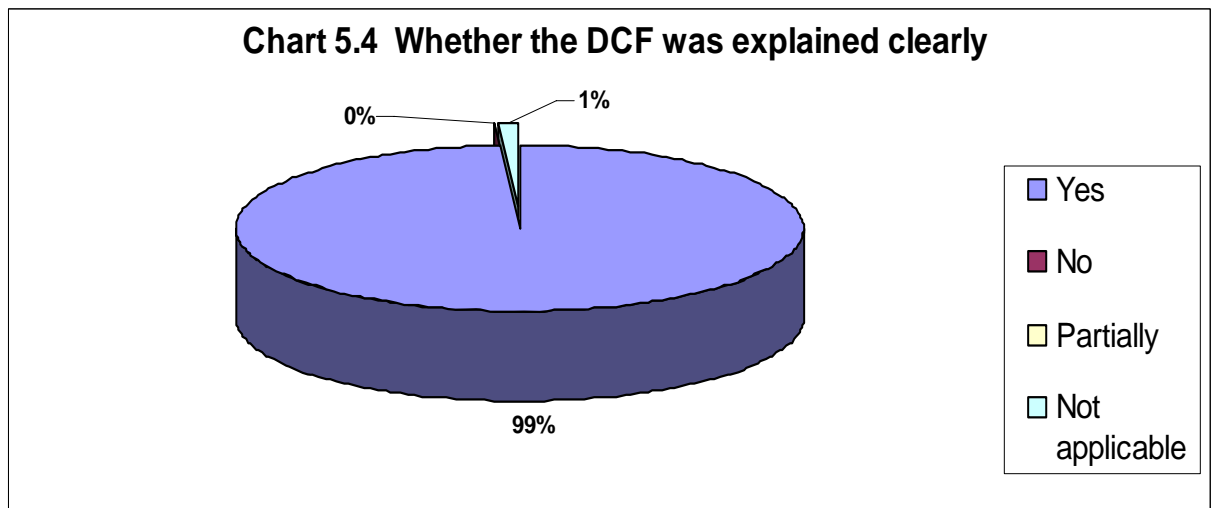


5.4 Was the Concept and DISE format explained clearly

We asked whether DCF/Concept was explained clearly or not and answer was found positive in all the schools. Detailed breakup of which are as under in table 5.4

Table 5.4 Whether DCF/Concept was explained clearly

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	126	98%	38	100%	164	99%
No	0	0%	0	0%	0	0%
Partially	0	0%	0	0%	0	0%
Not applicable	2	2%	0	0%	2	1%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	100%

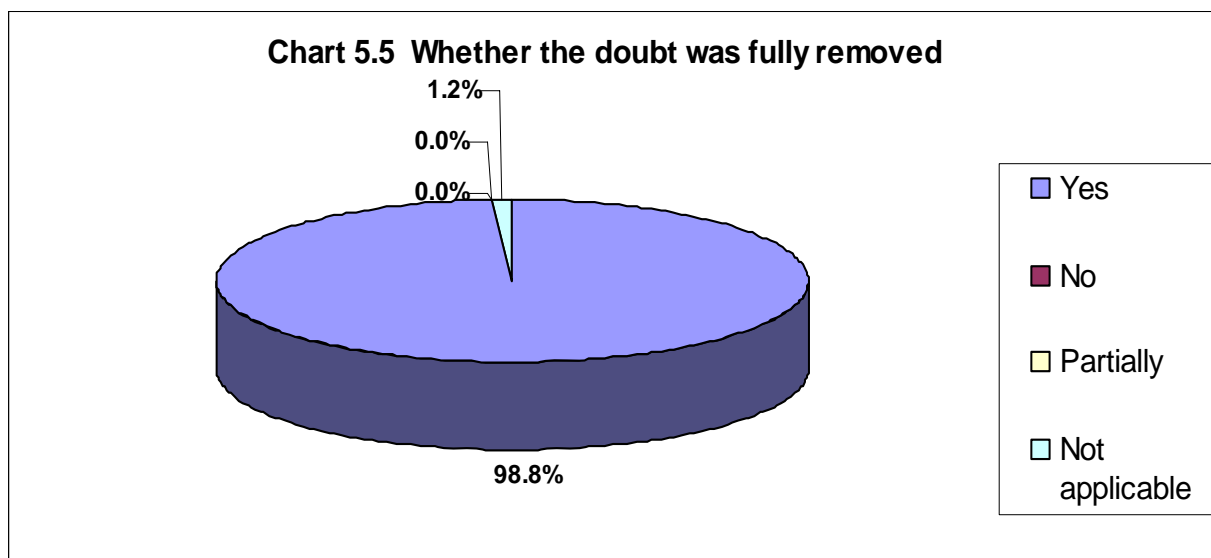


5.5 Was the doubt fully removed

We had been provided with the information that doubts were fully removed during training in all the schools . Detailed breakup are as under in table 5.5

Table 5.5 Whether the doubt was fully removed

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	126	98%	38	100%	164	98.8%
No	0	0%	0	0%	0	0.0%
Partially	0	0%	0	0%	0	0.0%
Not applicable	2	2%	0	0%	2	1.2%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	166%



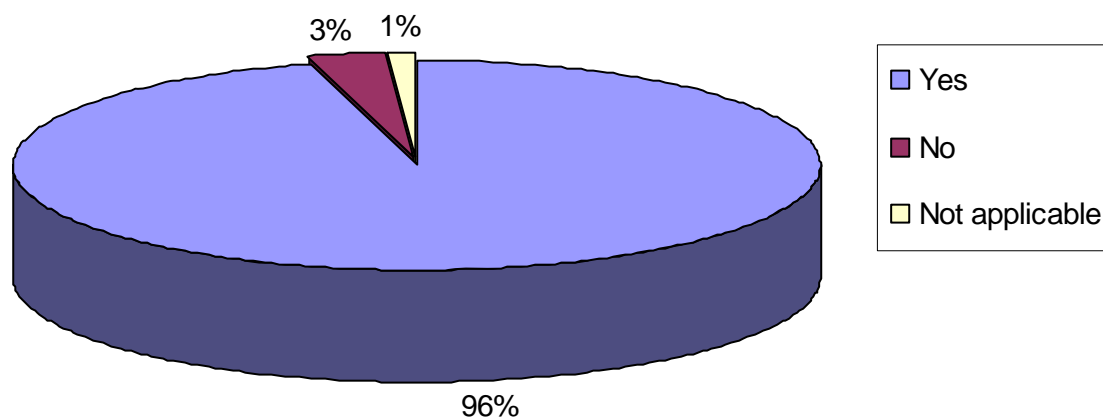
5.6 Was the trained teacher provide the data for 2010-11 DISE DCF

As in 2 schools (i.e. 1%) no training was conducted so question of providing the data does not exists at all. Breakup of remaining 164 schools where the training was conducted, the data was provided by the teacher who obtained the training in 159 schools (i.e.96%). So, in remaining 5 (i.e. 3%) schools data had not been provided by the trained teacher for Academic year 2011-12 as shown in the table 5.6

Table 5.6 whether the teacher who obtained the training provide the data for 2011-12 DISE data Capture Format for this school

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	121	95%	38	100%	159	96%
No	5	4%	0	0%	5	3%
Not applicable	2	1%	0	0%	2	1%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	100%

Chart 5.6 Whether the trained teacher provide the data for 2011-12 DISE data format



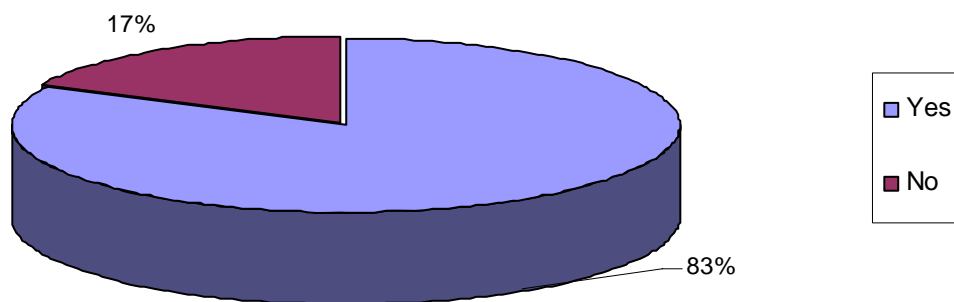
5.7 Did the school receive the School Report Card

In our finding 29 (i.e. 17%) schools had not been provided with School Report Card for academic year 2010-2011. Only 137 (i.e. 83%) schools had received School Report Card . District wise break-up are given in table 5.7 below

Table 5.7 Did the school receive the School Report Card

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	107	84%	30	79%	137	83%
No	21	16%	8	21%	29	17%
Total	128		38		166	

Chart 5.7 Did the school receive the School Report Card

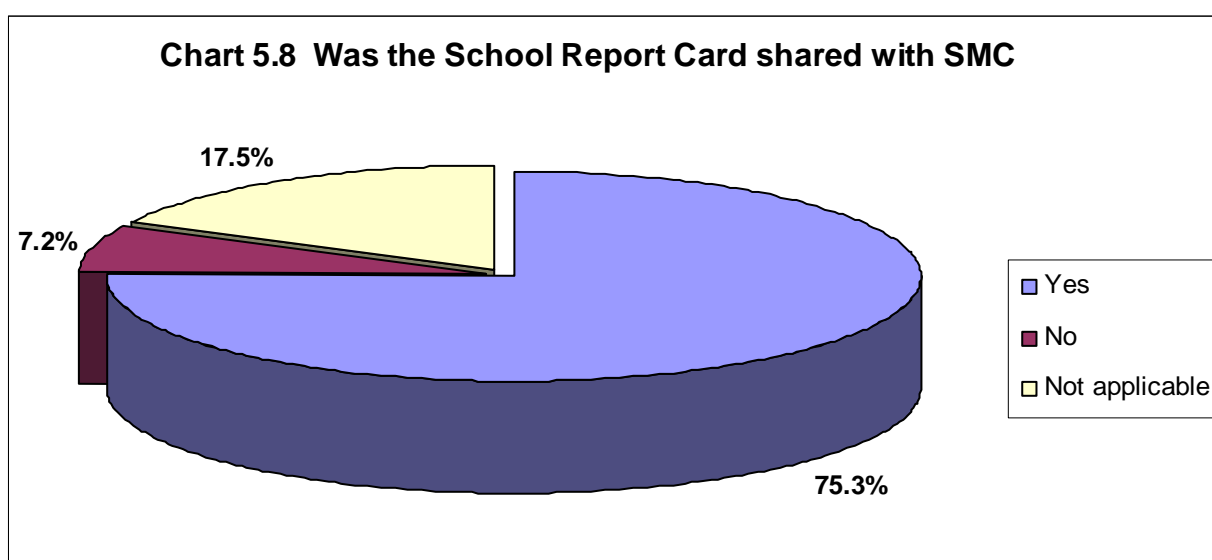


5.8 Whether the report card was shared with SMC

As in 29 schools (i.e. 17%) report card was not received by schools so the question of sharing it with SMC do not exists at all. Breakup of remaining 137 schools where the report card was received by the schools are given as under in the table 5.8

Table 5.8 Was the report card shard with the SMC

	District Kangra		District Una		Total	
	No .of school	%	No. of school	%	No. of school	%
Yes	106	83%	19	50%	125	75.3%
No	1	1%	11	29%	12	7.2%
Not applicable	21	16%	8	21%	29	17.5%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	90%

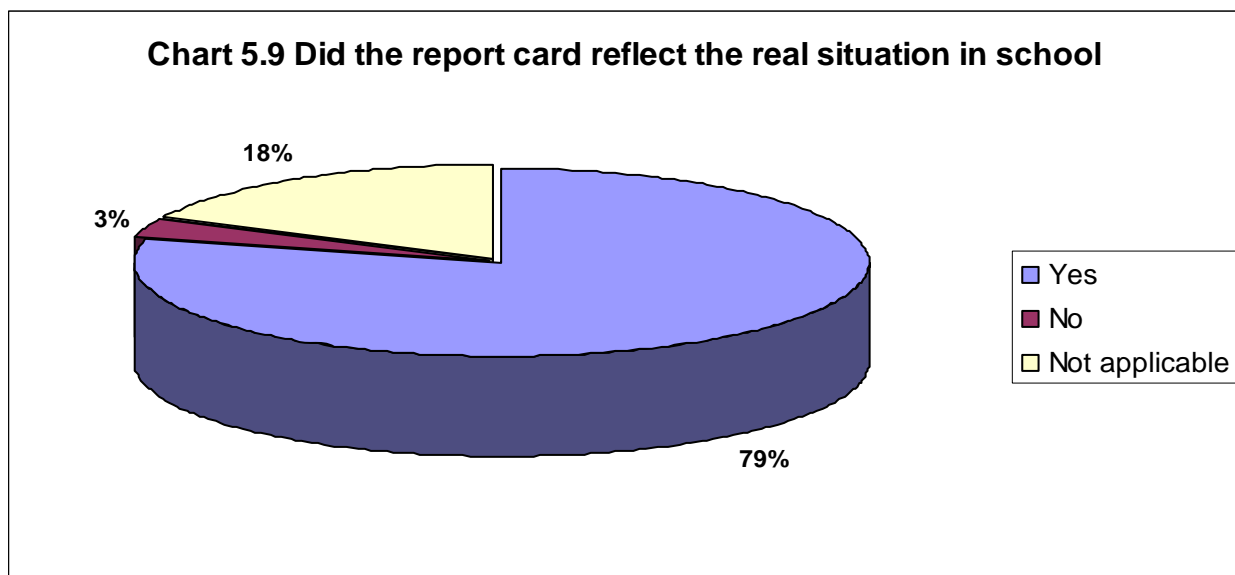


5.9 Did the school report Card reflect the real situation in the school

As in 29 schools (i.e. 17%) no report card was received. So our analysis for reflecting real situation are for remaining 137 schools only, which are given in the table 5.9 below

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

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	106	83%	24	66.7%	130	79%
No	1	1%	4	11.1%	5	3%
Not applicable	21	16%	8	22.2%	29	18%
Total	128		36		164	
Co-relation between two districts (i.e. Kangra and Una)					=	100%

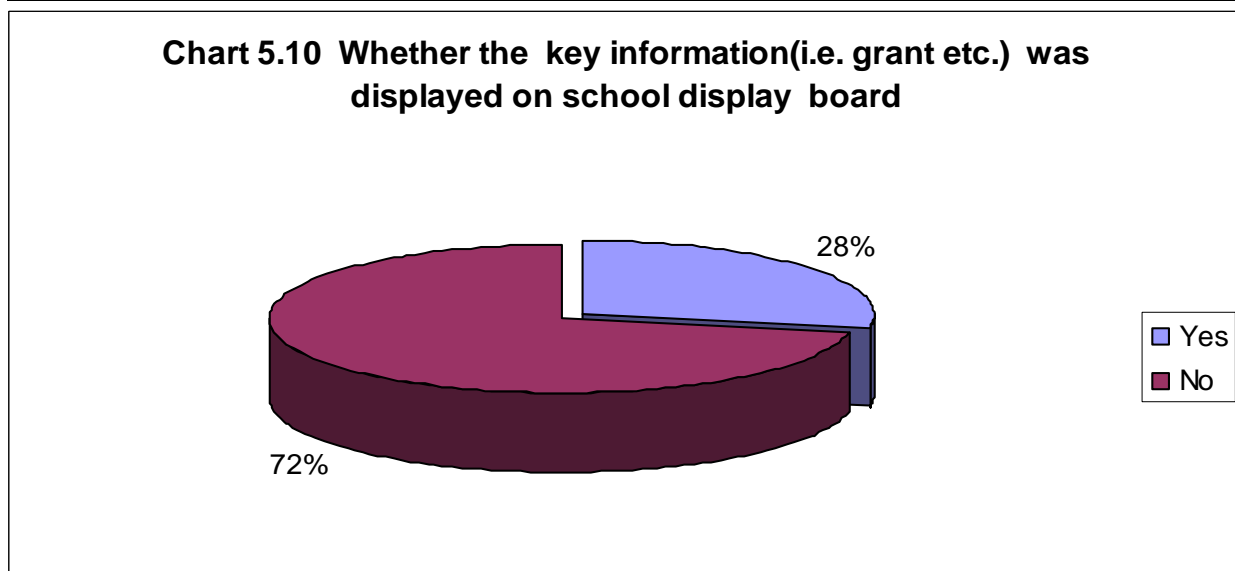


5.10 Analysis regarding key information displayed on school display board

During the survey it was found that in majority of cases notice board was build, but in only 28% school information was displayed on it, whereas in 72% schools information was not displayed on it. District wise detail for the same are as under in table 5.10.

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

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
Yes	26	20%	20	53%	46	28%
No	102	80%	18	47%	120	72%
Total	128		38		166	



6. Supervision of Schools

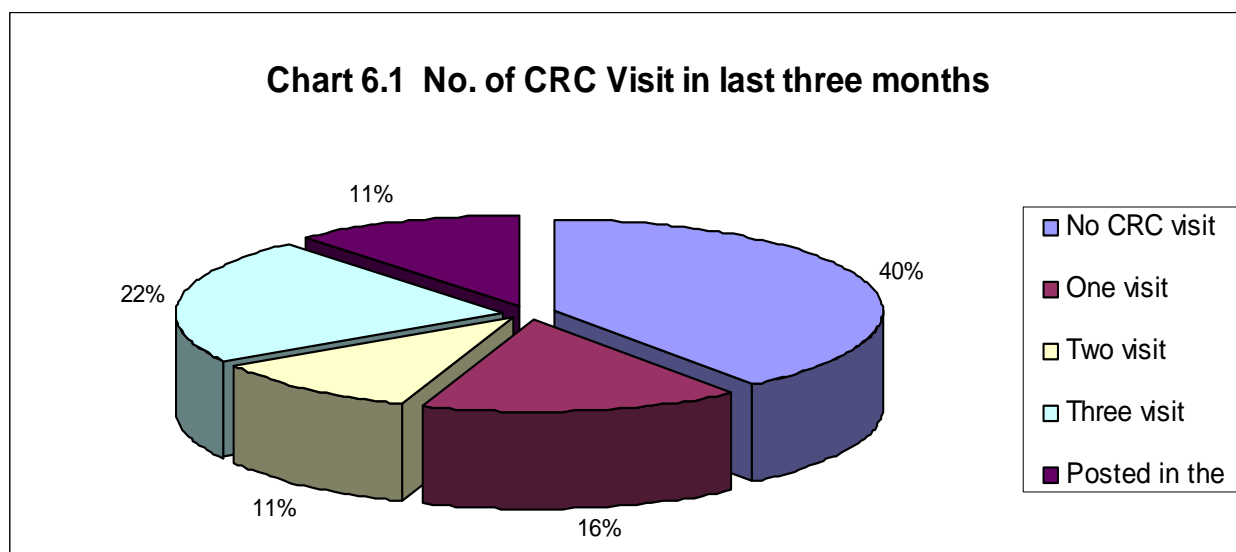
In this chapter we include how supervision of schools are going on. During survey of 166 schools we found that School Management committees have been constituted in all schools. We collected the data regarding composition of School Management committee, frequency of CRC visit and meetings. Our detailed analysis regarding these are as given in the following paragraphs, tables and graphs.

6.1 Number of CRC visits in last three months

As per guidelines at least one visit must be there with in last three months. During survey we found that number of schools where no CRC visit was there in last three months were 47(ie. 37%) in Kangra district and 19(50%) in Una. Overall school where CRC had not visited were 66(i.e 40%).The school where CRC is posted consider in 'More than 3 visit' category Detailed analysis of these are given in table 6.1 below.

Table 6.1 Analysis of data regarding No. of CRC visit

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
No CRC visit	47	37%	19	50%	66	40%
One visit	18	14%	8	21%	26	16%
Two visit	15	12%	3	8%	18	11%
Three visit	30	23%	7	18%	37	22%
More than 3 visit	18	14%	1	3%	19	11%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	91%



6.2 Composition of School Management Committee (SMC)

As per the guidelines, composition of SMC must have one female Member. During survey we found 2 school, where no female member was there in SMC. Our findings in this regard are given in tables 6.2 and 6.3 below.

Table 6.2 Analysis of data regarding SMC

	District Kangra		District Una		Total	
	No. of members	%	No. of members	%	No. of members	%
SC	257	25.5%	85	25%	342	42%
ST	32	3.2%	3	1%	35	4%
Others	720	71.4%	255	74%	447	54%
Total	1009		343		824	

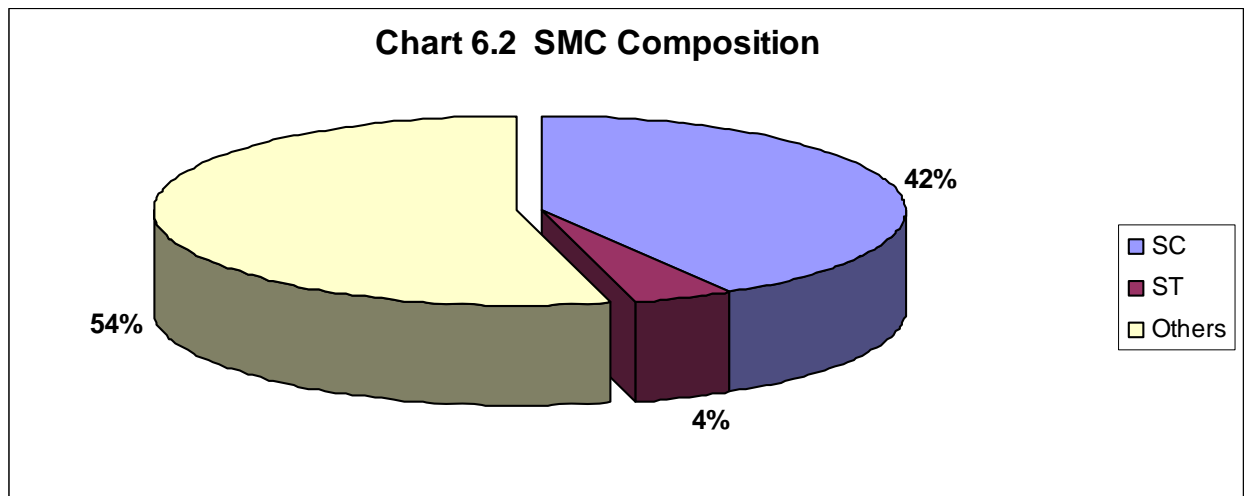


Table 6.3 District wise breakup of the number of school where no female member was there

District Kangra	District Una	Total
No. of sch.	No. of sch.	No. of sch.
1	1	2

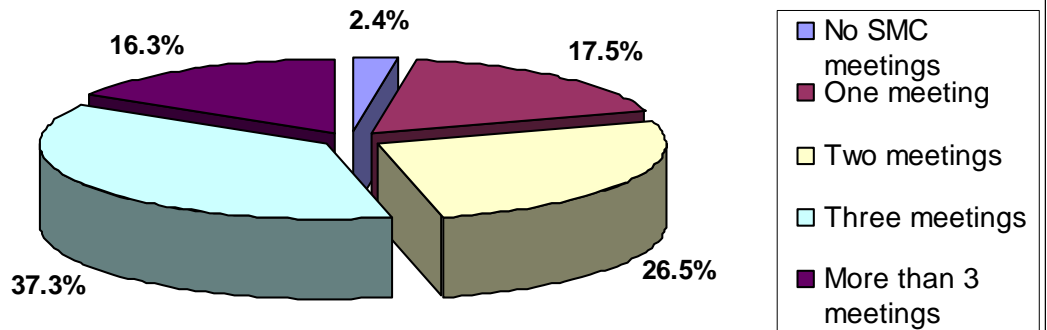
6.4 Number of SMC Meetings held in last 3 Months

As per guidelines at least one meeting of School Management committee must be there with in last three months. During survey we found that number of schools where no SMC meeting was conducted in last three months were 3 (2%) schools in Kangra district and 1 school (3%) in Una. Overall schools where no SMC meeting was conducted were 4(i.e 2.4%). Detailed analysis of these are given in table 6.4 below.

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

	District Kangra		District Una		Total	
	No. of school	%	No. of school	%	No. of school	%
No SMC meetings	3	2%	1	3%	4	2.4%
One meeting	24	19%	5	13%	29	17.5%
Two meetings	33	26%	11	29%	44	26.5%
Three meetings	46	36%	16	42%	62	37.3%
More than 3 meetings	22	17%	5	13%	27	16.3%
Total	128		38		166	
Co-relation between two districts (i.e. Kangra and Una)					=	96%

Chart 6.4 Number of SMC meeting in last 3 months



7. Presence of teachers and students

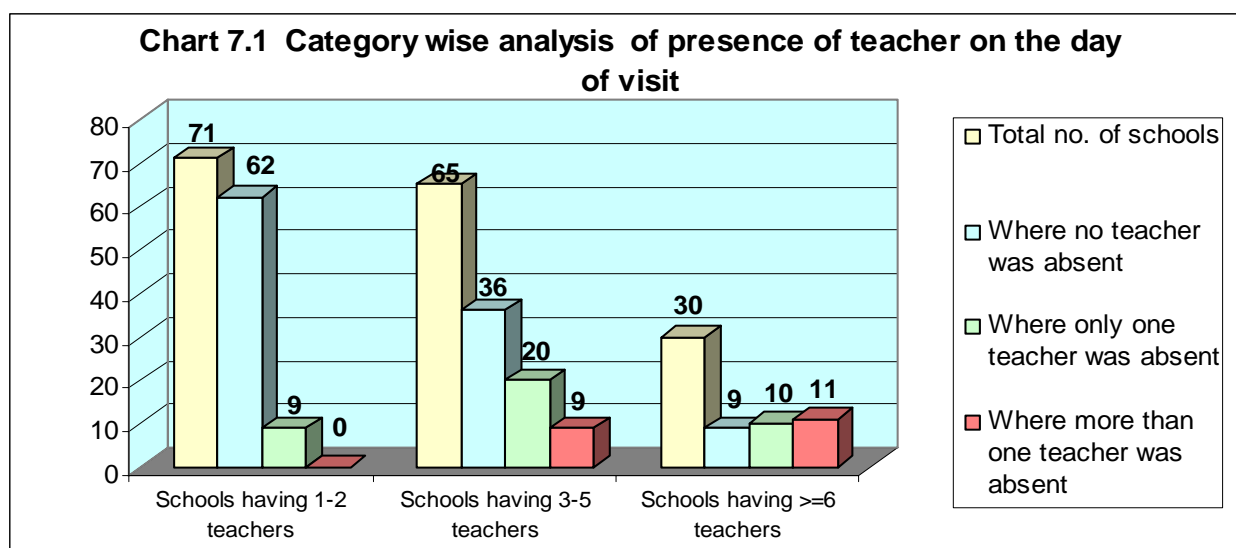
In this chapter we are going to analyze total teachers posted in the school and out of these how much strength was present on the day of survey and how much was absent. Further category wise analysis of attendance of students out of total enrolled is also included in this chapter. Our detailed analysis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

7.1 Teacher in position and present on the day of survey

We have observed and recorded that out of 166 schools one teacher was absent in 39 (i.e. 24%) schools and more than one teacher were absent in 20(i.e. 12%) schools. It was observed that in 107 schools(i.e. 64%) no teacher was absent. Overall clear picture of these are presented in the following table 7.1

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

School Category (According to the no. of teachers in position)	Total no. of School Visited	Classification of school according to the no. of teachers found absent on the day of survey		
		None	Only 1	>1
Schools having 1-2 teachers	71	62	9	0
%		87%	13%	0%
Schools having 3-5 teachers	65	36	20	9
%		55%	31%	14%
Schools having ≥ 6 teachers	30	9	10	11
%		30%	33%	37%

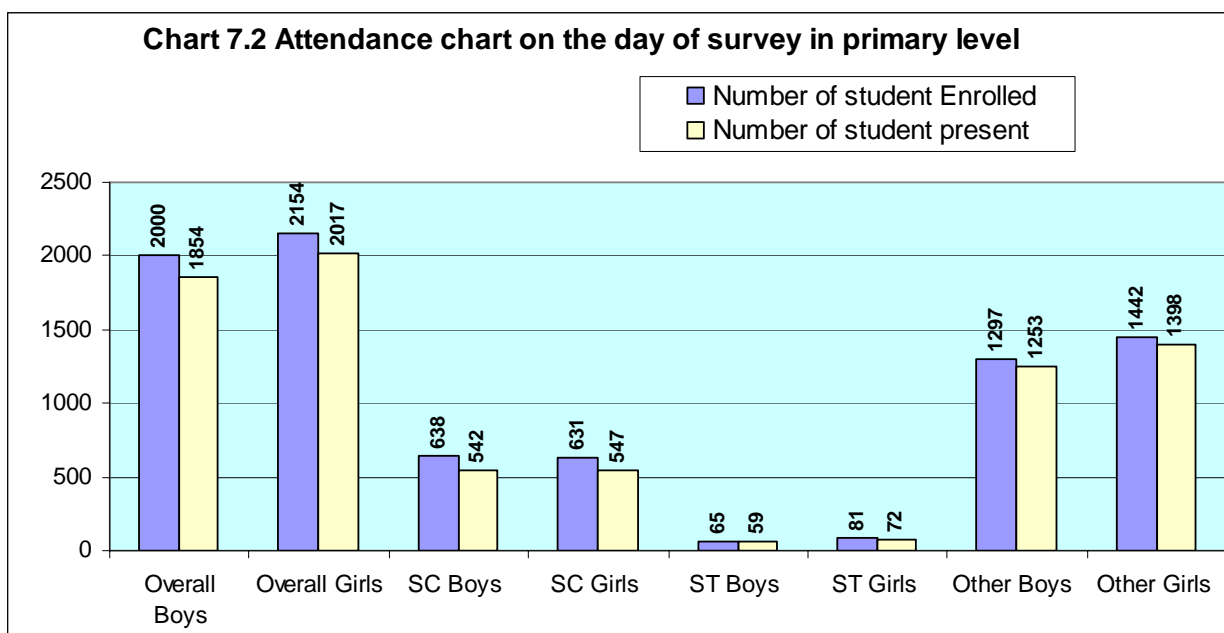


7.2 Analysis of presence of student in primary classes on the day of Survey

We have observed and recorded that overall attendance level in primary classes was above 84% which can be considered satisfactory. Table 7.2 presents the overall picture of the attendance of children under various categories in 107 schools taken together.

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

Categories wise enrolments	Number Enrolled	Attendance on the day of visit	
		Numbers	%
Overall:			
Boys	2000	1854	92.70%
Girls	2154	2017	93.64%
Total	4154	3871	93.18%
Scheduled Castes:			
Boys	638	542	84.95%
Girls	631	547	86.69%
Total	1269	1089	85.81%
Scheduled Tribes:			
Boys	65	59	90.77%
Girls	81	72	88.89%
Total	146	131	89.72%
Others:			
Boys	1297	1253	96.61%
Girls	1442	1398	96.95%
Total	2739	2651	96.78%

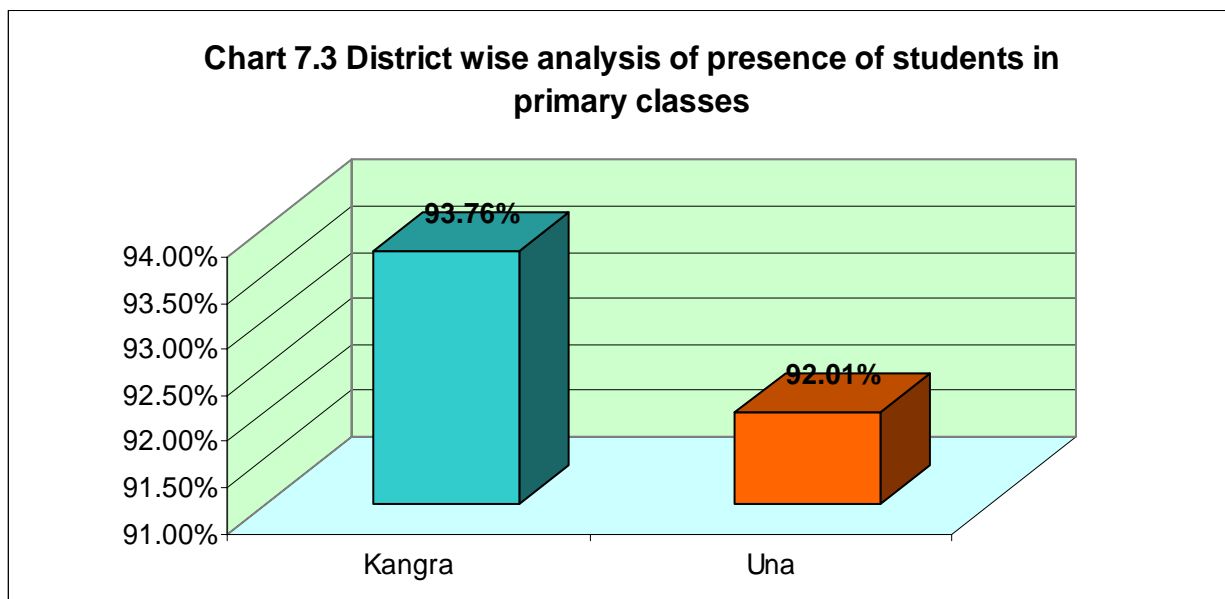


7.3 District wise analysis of presence of student in primary classes

While we have made further district wise analysis in primary classes we found presence of students in Kangra district was as high as 93.76% whereas in case of Una district it was 92.01%. However overall presence in primary classes is 93.19%. Clear cut picture of both the district are given in table 7.3 below.

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

Categories wise enrolments	Number Enrolled	Presence on the day of visit	
		Numbers	%
Overall:			
Kangra	2803	2628	93.76%
UNA	1351	1243	92.01%
Total	4154	3871	93.19%

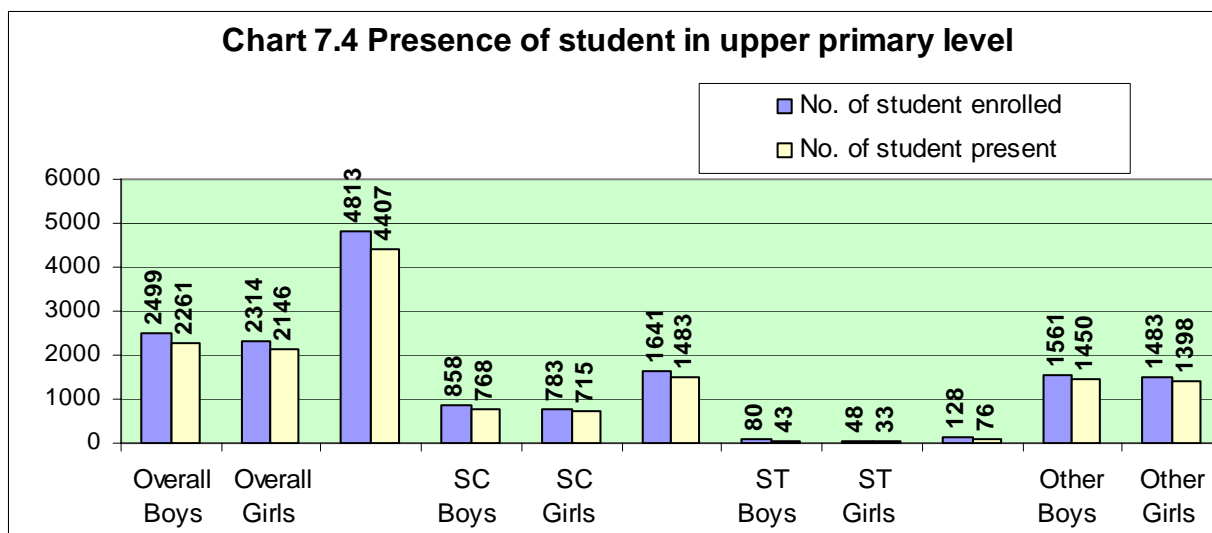


7.4 Category wise analysis of presence of student in upper primary classes on the day of visit

We have observed and recorded that attendance level in all categories taken together was ranges between 53 to 94%. It was observed that attendance in Primary level is more than attendance in upper primary level. Table 7.4 presents the overall picture of the attendance of children of various categories in 59 schools taken together.

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

Categories wise enrolments	Number Enrolled	Attendance on the day of visit	
		Numbers	%
Overall:			
Boys	2499	2261	90.48%
Girls	2314	2146	92.74%
Total	4813	4407	91.56%
Scheduled Castes:			
Boys	858	768	89.51%
Girls	783	715	91.32%
Total	1641	1483	90.37%
Scheduled Tribes:			
Boys	80	43	53.75%
Girls	48	33	68.75%
Total	128	76	59%
Others:			
Boys	1561	1450	92.89%
Girls	1483	1398	94.27%
Total	3044	2848	93.56%



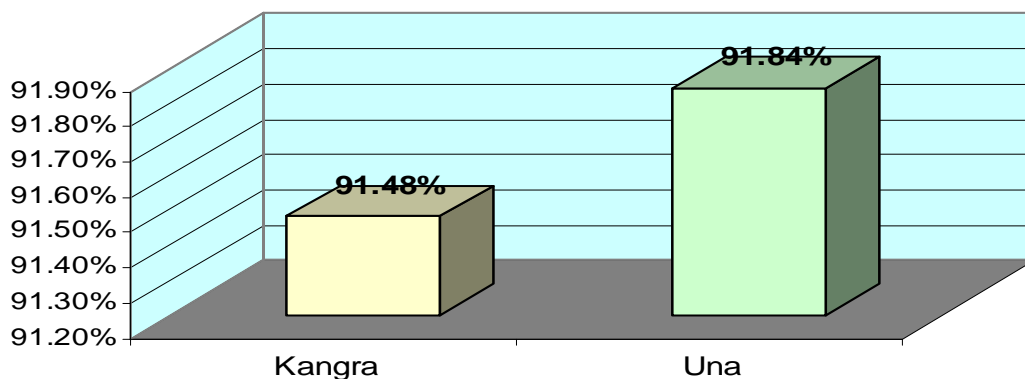
7.5 District wise analysis of attendance in upper primary classes on the day of visit

We found that presence of students in Kangra district was 91.48% whereas in case of Una district it was only 91.84%. However overall presence in Upper Primary classes is 91.56% which can be considered as satisfactory. Clear cut picture of both the district are given in table 7.5 below.

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

Categories wise enrolments	Number Enrolled	Attendance on the day of visit	
		Numbers	%
Overall:			
Kangra	3685	3371	91.48%
Una	1128	1036	91.84%
Total	4813	4407	91.56%

Chart 7.5 District wise analysis of presence of student in upper primary classes



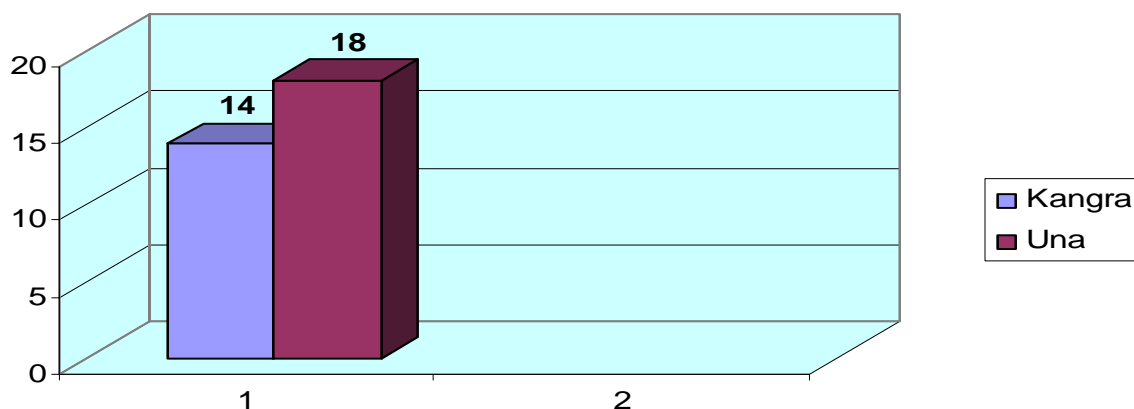
7.6 District wise analysis of Pupil-Teacher Ratio(PTR)

We have collected and compiled the data of teacher and student for schools selected for sample checking survey. It was found that overall PTR (pupil-teacher ratio) was 15. Which means there is one teacher available for 15 students. During our analysis it was found that there are 48 schools where PTR is below 10. District wise break-up of PTR is given in table

Table 7.6 District wise analysis of PTR

District	Teacher	Pupil	PTR
Kangra	467	6506	14
Una	135	2437	18
Total	602	8943	15

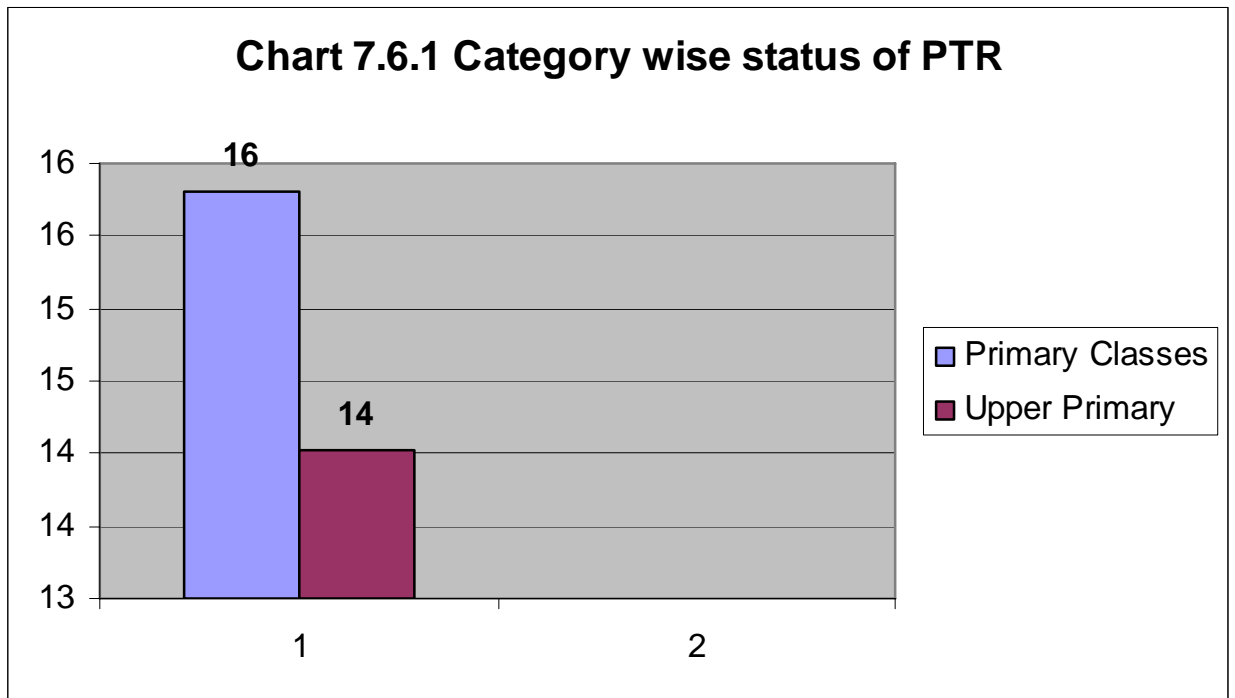
Chart 7.6 District wise status of PTR



7.6.1 We have also made category wise analyses of PTR for primary and upper primary.
Detail break-up of our findings for this are as under.

Table 7.6.1 Category wise analysis of Pupil -Teacher ratio(PTR)

Category	Teacher	Pupil	PTR
Primary Classes	262	4143	16
Upper Primary	340	4770	14
Total	602	8913	15



8. Suggestions and Recommendations

Like previous year, this year too visiting the schools under 5% sample survey has been a learning experience for all of us (involved in this survey project). It's been like adventurous trip with full of learning and practical experiences. We went every school with open mind and did share all of the concerns, problems and obviously required data of the school. Frankly we went beyond our schedule documentation to observe the ground reality. This trip did provide us a boarded picture about the whole system, implementation of different schemes, teacher's training and its impact on daily school schedule and other aspects concerning with the schools administration. This visit also provided us the opportunity to watch the whole proceeding and documentation of the school. So certainly we have something to share with the funding agency about the average observations and problems to the SSA officials.

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

- 1.** The purpose and object of the data collection should always be precise and clear not only in the minds of those who plan for these surveys and studies but must be disseminated to the respondent data collectors well before the launch of the study. The Principals/Head-teachers of the school must be given orientations on the purpose of DISE data collection.
- 2.** During survey it was observed that major deviation are due to conceptual error made during filling up few needed information in DISE format by the concerned school head master/ teacher. It is suggested that proper training should be given for conceptual clarity.

3. In most of the schools we observed that Head Teachers/Principals were not aware about the purpose and importance of the information for which that was provided. So it is strongly recommended again that they should be informed about the need, importance and utility of the DISE data which would definitely motivate them to respond precisely and reliably. It would certainly be more appropriate to outsource the entire DISE training to any well-experienced professional agency, rather than present system.
4. During survey we found that 17% schools under survey had not obtained the report cards from District Project Office. It is the lack from the part of education management. So it is recommended that care should be taken in future.
5. During survey we found that in most of schools SMC playing a good role in school management. Schools conditions and status had improved after the formation of SMC. But in few cases people in SMC are not awarded. They should be motivated about their duties.
6. In 40% schools no CRC visit was there in last three months. So it is suggested that at least one visit must be there during the last 3 months prior to survey. It also recommended that clusters should be strengthen and some monitoring Performa/tool should be given to them.
7. We are unable to make comparative analysis of free books provided to students as we have collected the data for current academic year where as the data available in DISE format was available for previous academic year. So it is recommended that DISE format should be amended for inclusion of free books of current year. More over all the student were provided with free books.
8. Financial aspect like School Grant & TLM grant should be covered in 5% sample checking format. It was observed that in some schools even the aid received from SSA not utilized.

9. DISE format filled by the teacher in schools further should be properly checked by concerned CRC/BRC so that inconsistency of data can be reduced. We have analyzed that in DISE DCF some aspects have been left blank and the format has been counter signed by concerned authority we also analyzed that many DCF were not signed by Teacher (incharge) and BPEO/BEO/BRCC. So DCF should be properly checked by higher authority also and care should be taken future.
10. It was observed that in higher secondary and Sr. secondary schools activities of SSA is not appreciated and not given much importance by concerned Principle/Head Teacher.
11. It was found that overall enrolment of school does not vary too much, but some variation was found in enrolment of boys and girls separately. So teachers should be instructed to take care while DCF filled by them.
12. It was found that in 1.8% schools record was not up-to date. We also observed that there is not proper monitoring in some schools. During the survey we found in some schools BRCC/CRCC had not visited the school from last long time. So proper monitoring of school should be conducted time to time for quality work and quality education.
13. We have observed that no teaching learning aid material (TLM) available in many schools in Kangra as well as Una district. There is no column in PES format for TLM. We observed that it is compulsory to verify because huge govt. revenue involved in this mode. We have seen in many schools that only a single chart worth of Rs.10/- hanged on wall on the account of TLM, where as every teacher getting Rs. 500/- per year for this.
14. Specified time for 5% sample checking of DISE particularly for Data analysis is not sufficient. So it should be increased to get best results.
15. In Hr. Sec. & senior secondary schools Principal/Headmaster not mentioned themselves as HT in DCF. So care should be taken in future.

- 16.** Disaster Management: - We found during this survey that almost all the schools have some type of land problems, they have been facing with. Most of the schools should focus on disaster management committee as far as building infrastructure in concerned. It should be discussed in the SMC meeting under some type of direction from top of the official more preferably from State Project Director (SPD). It is a very critical issue and the step towards the safety of the building should be given sudden preference. So that all the cases regarding building safety should be taken with primary basis. Otherwise some day it will create a larger problem with lots of harm. .
- 17.** Social Aspects of this survey: - It's general concept that the quality of primary education have improved a lot under the implementation of SSA. It has a greater impact on infrastructure but now it's time to focus more on quality of education on ground level. We did talk to some of the parents and the some of the members of school management committee (SMC) in almost all the schools. What we found that people are not happy with grading system and at some extent with continuous comprehensive evaluation (CCE). We found enough voices against these two aspects. We also found that teachers are not sure about the parameters as far as CCE is concerned. So certainly its matter of great concern that parents are not satisfied with the level of education that is being provided in the school.

Abbreviations Used

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

Reports on performance of BRCC

1. Rait: - Our investigating team visited the block Rait. BRCC guided him while consulted for traveling guidance. Later we found that he gave all wrong information. One school namely GPS Laghana where we had to visit, but BRCC guided us for GPS Langha, which is 40 km away from the school we had to visit. That was the failure of guidance given to us by BRCC.
2. DADASIBA:- Since our investigator was not known to the area. When consulted for guidance for BRCC, he wrongly informed us about the location of schools. It was shocking for us to even believe.
3. Bangana: - The BRCC was not cooperative and even misguided us. It created a lot of confusion. Since our traveling days are very limited so any short misleading guided for longer period of time which we can't.