

Government of Karnataka  
Report on

POST ENUMERATION SURVEY OF DISE DATA  
In Three Districts of Karnataka

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## Preface

Education is considered to be a key input for human resource development, for it enhances the skill, efficiency, productivity and overall quality of life of the recipients of education. In view of this, it is made mandatory for the state to provide free and compulsory elementary education to all the children of 6-14 years by universalising elementary education. Both the State & Central Governments efforts in this direction through various programmes and policies, especially in the recent decades. Sarva Shiksha Abhiyan (SSA) is one such innovative programme to aiming at provision of 'Education for All'. The Karnataka state is considered as one of the pioneering states in respect of educational development and it is nearing to achieve the UEE. The State Project Directorate of SSA among all other assignments is responsible of collection and compilation of base line data on education at the disaggregated level, particularly at the district level, known as DISE (District Information System for Education). It was decided to validate the DISE data by undertaking Post Enumeration Survey (PES) in three selected districts of Karnataka. The basic objective of PES is to ascertain the correctness of DISE data as it serves as a powerful tool in terms of a strong database for determining the planning strategies for overall improvement of elementary education. The districts selected for the purpose are Udupi, Haveri and Raichur. The present study is an attempt in this direction. It was an excellent and unique opportunity for us at the Centre for Multi-disciplinary Development Research (CMDR), Dharwad to be entrusted with the most challenging and innovative assignment for undertaking the present study of PES of DISE data.

We are indebted to Shri G.Selva Kumar, State Project Director, SSA for the kind words of encouragement in completing this study. I should record my thanks to Ms Vandita Sharma, IAS, formerly State Project Director, Sarva Shiksha Abhiyan-Karnataka for assigning the responsibility of the present study to CMDR. At the State Project Office of Sarva Shiksha Abhiyan, we are grateful to Shri N H Satya Murthy, Director (Programmes), Sarva Shiksha Abhiyan-Karnataka, Prof. A.S.Seetharamu, Consultant, Sarva Shiksha Abhiyan-Karnataka, Shri Nityanandaaradhya, Programme Officer, REMS Unit, Sarva Shiksha Abhiyan-Karnataka and Shri Srinivas Murgod, Computer Programmer, EMIS Unit, Sarva Shiksha Abhiyan-Karnataka for their constant help and co-operation throughout the study. In CMDR, we are thankful to Dr. A R Kulkarni, Assistant Professor, CMDR, Mr. D R Revankar, Research Assistant, CMDR deserve special thanks for their sincere efforts. Mr. Gururaj V H and Mr Jayateerth Purohit deserve special thanks for computerization and generating the tables for the present report.

I express my sincere thanks to the administrative and accounts staff of CMDR, for their constant help and cooperation. My special thanks are due to Mr B.P. Bagalkot and Mukund Kallapur for taking great pain for alignment to bring out the report to its present shape. The help and cooperation of CMDR Library staffs deserve to be acknowledged.

Our special and sincere thanks to the head masters and other teachers of the sample schools, BRC and CRC coordinators and other concerned officials of the three districts who extended their full cooperation for providing the relevant information during the survey. Last but not the least all the field investigators deserve special thanks for data collection work.

Dharwad  
26.11.2008

Director,  
CMDR

## **LIST OF ABBREVIATIONS**

BRC	Block Resource Centre
CMDR	Centre for Multi Disciplinary Development Research
CRC	Cluster Resource Centre
DCF	Data collection format
DISE	District Information System for Information
EMIS	Educational Management and Information System
HPS	Higher Primary Schools
LPS	Lower primary schools
PES	Post Enumeration Survey
SC	Scheduled Castes
SSA	Sarva Sikshsha Abhiyan
ST	Scheduled Tribes
VEC	Village Education Committee

# Chapter – I

## INTRODUCTION

1.1 As mandated by the 86<sup>th</sup> Amendment to the Constitution of India making free and compulsory elementary education to children of ages 6-14 a fundamental right, the Government of India launched ,the '*Education for All*' (*Sarva Shiksha Abhiyan*)' programme to achieve the goal of Universalization of Elementary Education of satisfactory quality by 2010. In spite of significant achievements in education sector, there are many pitfalls. Most important constraints in the education system are quantitative expansion, increasing privatization particularly after the globalization in 1990 and increase in inequality and exclusion of the vulnerable groups of population in education. In order to examine the exact situation of education there is a need for correct and unambiguous data base which is very much weak in respect of education. The data and information about education system are not available in one place and from one source. There are differences in similar data from two/three different sources which actually are not available easily. It was strongly felt by the policy makers, planners and decision makers to make the data easily accessible and available in a more user friendly manner. The introduction of DISE (Educational Management and Information System) is an innovate step in this direction. DISE is a system for the collection, integration, processing, maintenance and dissemination of data and information to support in decision making, policy analysis and formulation, planning, monitoring and management of data at all levels of an education system. It provides more accurate, reliable, relevant, unambiguous and timely data/information base to support the overall education system in a comprehensive and integrated manner.

The SSA unit of the government of Karnataka is assigned to maintain the data base for primary and higher primary education at the district level through DISE on a regular basis. The SSA unit is not only doing simply the collection and analysis of data but also it takes the pain of validation of the DISE (District Information System for

Education) data already collected by an independent agency free from any bias. This action ensures the quality, correctness and reliability of the data in the education system. The DISE data collected and maintained at the district level is well known as DISE.

### *1.2 Growth of education in Karnataka: A brief Profile*

At present there are 28 administrative districts and 33 education districts in the state. The state of Karnataka has made considerable progress in the education sector in respect of all the SSA objectives of *Access, Equity and Quality*. This is evident from the state's continued commitment to investment in elementary education. In 1999 the total expenditure in education by the state was Rs1542.06<sup>1</sup> crores which increased to Rs2665.22 crores by the year 2005-06 showing an annual compound growth rate of 8 percent. The state has introduced many innovative schemes to bring down number of out of school children from 187649 in 2003-04<sup>2</sup> to a low of 78953<sup>3</sup> in 2005-06. The drop out rate too has declined significantly over the years as it was 9 percent at the primary level (I-V) and 16.64 percent at the elementary level (I-VIII) in 2004-05<sup>4</sup>. The retention rate is significantly high as it is 90.97 percent at the elementary level which is much higher than the national average of 58.11 percent. The access ratio at the primary level has improved from 93.70 in 2001-02 to 98.98 in 2004-05. During the same period it has improved from 89.39 percent to 99.19 percent for upper primary level. The enrolment has improved from 8.44 million in 2002 -03 to 8.83 million in 2005-06.

Despite the spectacular achievements there are also disparities in enrolment, retention and performance between different districts and between different talukas within the districts across the state. The SSA division is conducting regular surveys to closely monitor and identify the gaps in respect of all the indicators of education in all the educational districts of Karnataka. Karnataka has also been identified as one of the

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<sup>1</sup> Various issues of Economic Survey, and Budgets, GOK

<sup>2</sup> HDR, Report-II, GOK

<sup>3</sup> SSA survey data, GOK.

<sup>4</sup> HDR -II, GOK

pioneering states in the country for the systematic and regular digitization of the education data at the disaggregate level.

The authenticity of the DISE<sup>5</sup> data collected by the SSA division of the state government was validated for three districts (Gulbarga, Dakshina Kannada, Chtradurga) by taking 5 percent sample in 2007. Most surprisingly it was observed that there was very negligible difference (0.12 %) between the data collected through DISE and the independent agency. This shows the efficiency in the collection and proper management of data by the DISE unit of the Government of Karnataka. This perhaps may be on account of proper training to the personnel working at the DISE unit and the school teachers to maintain the data in proper perspective.

As per the decision of the MHRD, Government of India, the comparisons and validation of the data collected by DISE across all the states is required to be made in order to examine the difference between the same data collected by DISE and the independent agency at the same point of time. This not only improves the efficiency in the data collection procedure but also provides more accurate and authenticated data at the disaggregated level in each state. The validation of the data has to be made by taking 5 percent of the sample of schools as per the instruction MHRD, Government of India. This type of validation not only corrects the data set in case of any mistakes but also helps in modifying and revising the DCF format in order to bring out more accuracy in the educational data base.

**The present study aims at validating the DISE data at primary and higher primary levels of education in three districts of Karnataka through Post Enumeration Survey (PES) of the DISE data. The districts covered under the study are Udupi, Haveri and Raichur.**

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<sup>5</sup> CMDR (2007): PES study of DISE data for three districts of Karnataka

## **1.2 Objectives of the Study**

The broad objectives of the present study are:

- i) to examine the role of DISE as laid down when introduced;
- ii) to verify and validate the data collected through DISE earlier (DISE);
- iii) to study the usefulness of DISE data required for achieving the goal of Primary and Higher Primary education;
- iv) to assess the successful working of DISE units at the district level and school level;
- v) to verify the infrastructure availability (HW,SW, other such accessories, trained computer personnel etc) at the DISE units at both district and school level;
- vi) to assess the competence and awareness of head teacher and the computer personnel about DISE;
- vii) to examine the evidence of sharing/dissemination of data collected through DISE;
- viii) to suggest appropriate measures for improving the quality of DISE data.

## **1.3 Methodology**

### **1.3.1 Collection of Primary Data**

The Project Directorate of SSA, Karnataka provided the list of total lower primary and Higher/upper primary schools in three selected districts of the state. The selected districts are Raichur (special focused district and literacy rate below state literacy rate), Haveri (literacy rate almost equal to state literacy rate), and Udupi (literacy Rate above state average). The levels of education covered under this study are primary and higher primary both Govt. and private aided schools. District Information System for Education (DISE)-Special DCF (Data Collection Format) for Post Enumeration Survey (PES) and Instruction Manual for Special DCF were also provided by the Directorate of SSA, Government of Karnataka.

### 1.3.2 Sample Size and Selection Procedure

The study was supposed to collect data from three districts covering 5 % of the total primary and higher primary schools. But in order to capture the schools in the areas of SC, ST and minority population, girls schools and Moraraji schools, we have covered more than 5 % of the total schools. For instance if there is only one school each for minority, girls school and one Moraraji school in a particular cluster, we have included all the schools. This way our sampling size has increased from 5 % to slightly higher than 6 % (6.1 %). The schools are proportionately distributed between rural and urban areas and in the areas of high concentration of SC, ST and minority population. There are 3376 government and aided schools in three districts of which 3089 schools are government schools and 287 are aided schools. We have covered a total of 207 schools which includes 187 Government schools, 20 Aided schools. These schools are distributed proportionately between primary and higher primary as well as in rural and urban areas. Due consideration was made for selecting ST, SC, Minority and girls schools while selecting the sample. The details of sampling breakup are presented in Table 1.

**Table 1:  
Sampling Design of DISE Schools by Districts and levels of Education**

Type of School	Total No of Schools									No of Sample Schools								
	URBAN			RURAL			TOTAL			URBAN			RURAL			TOTAL		
	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total
<b>HAVERI</b>																		
HPS	83	16	99	593	4	597	676	20	696	6	1	7	41	1	42	47	2	49
LPS	50	0	50	435	2	437	485	2	487	3	0	3	17	1	18	20	1	21
Total	133	16	149	1028	6	1034	1161	22	1183	9	1	10	58	2	60	67	3	70
<b>RAICHUR</b>																		
HPS	50	14	64	319	8	327	369	22	391	6	1	7	26	1	27	32	2	34
LPS	50	3	53	884	0	884	934	3	937	4	1	5	44	0	44	48	1	49
Total	100	17	117	1203	8	1211	1303	25	1328	10	2	12	70	1	71	80	3	83
<b>UDUPI</b>																		
HPS	31	37	68	320	192	512	351	229	580	3	1	4	22	10	32	25	11	36
LPS	7	1	8	267	10	277	274	11	285	1	1	2	13	3	16	14	4	18
Total	38	38	76	587	202	789	625	240	865	4	2	6	35	13	48	39	15	54
<b>TOTAL</b>																		
HPS	164	67	231	1232	204	1436	1396	271	1667	15	3	18	89	12	101	104	15	119
LPS	107	4	111	1586	12	1598	1693	16	1709	8	2	10	74	4	78	82	6	88
Total	271	71	342	2818	216	3034	3089	287	3376	23	5	28	163	16	179	186	21	207

### **1.3.3 Field Operations and Supervision**

The field work of post enumeration survey of DISE was conducted and supervised by Centre for Multi-disciplinary Development Research (CMDR), Dharwad with the help of its well trained staff. The field staff was given intensive training for two days before the initiation of the field work. This helped in getting reliable data from the field.

### **1.3.4 Reference Period**

The reference period for the DISE data and the post enumeration survey (PES) are the same i.e. 30<sup>th</sup> September 2007. But the post enumeration survey (PES) was conducted in the month of April, 2008. Since most of the information was collected from the school records, there was no chance of response error or recall error in this.

### **1.3.5 Scrutiny of special DCF for Post Enumeration Survey**

While scrutinizing the special DCF for post enumeration survey, it was noticed that the data collection has been done by well trained professionals and all entries are found to be correct. We also found that there was clear understanding of the issues relating the PES of DISE data by the field staff as well as the head teachers. The quality of data under PES was found to be of very high order. The special DCF was constructed in line with the objectives of the study which was helpful in maintaining the quality of the data under PES. The quality of the data under PES was maintained to a great extent due to the well versed field staff, computer staff of CMDR and the over all co-operation of the head teachers, BRC/CRC members and the officials of SSA unit.

### **1.3.6 Tabulation of Data**

After scrutiny of PES data, tabulation was done at Centre for Multi-Disciplinary Development Research (CMDR) with the help of its well trained computer personnel by using the SPSS package. The tabulated data were sent to SSA division DISE unit,

Bangalore to get comparative data of DISE from SSA division. This process made the comparison more feasible and un biased.

### **1.3.7 Analytical Tools and Report writing**

Simple deviation method was used to estimate the deviation between DISE and PES data. The overall deviation of data was calculated by using the following formula, i.e.

$$[(d1+ d2+d3.....+dx) / (a+b+c+.....+n)] \times 100$$

where d1,d2.....dx stand for deviation of items of different indicators of DISE data from PES (Post enumeration survey) data ignoring  $\pm$  signs and a,b,c.....n denote the respective items of indicators of PES data.

The report is mainly concentrated to the comparison of PES and DISE data in respect of all the indicators of education collected from the sample schools. The report also includes opinions of the head teachers on different aspects such as; training of the head teacher in connection with DISE implementation, maintenance of records and suggestions for improving the quality of DISE data etc.

### **1.4 Organisation of the study**

The study constitutes four chapters. The first chapter presents the introduction, objectives and methodology. In the second chapter we have presented the estimation of deviation between PES and DISE data for Haveri, Raichur and Udupi districts for the specified indicators. The feed back and observations by the investigators on various dimensions are discussed in the third chapter. The fourth chapter recapitulates the main findings of the study with concluding observations. The schedules used for the study are appended to the chapters.

## **Chapter – II**

### **DEVIATION BETWEEN DISE AND PES DATA**

In this chapter we have attempted to validate the data collected by DISE and PES by estimating the deviation between DISE and PES data in respect of different indicators (as specified in DCF format) of primary and secondary education for three districts. The chapter is divided into three sections. The deviations between DISE and PES data for Haveri, Raichur and Udupi district are presented in section-1, section -2 and section-3 respectively.

#### **2.1. HAVERI DISTRICT**

The district of Haveri was part of undivided Dharwad district before the reorganization/ the expansion of the districts. Earlier there were 20 districts and now it has increased to 28. The district Dharwad was divided into three districts. These are Haveri, Gadag and Dharwad. Haveri district is considered as one of the average districts as its rank was 15 among the 27 districts in 2001 with regard to education index. It ranked the 20th position with regard to HDI (Human Development Index) in 2001. The literacy rate of this district was 57.37 in 2001 as against the state literacy rate of 56.87 %. The gross enrolment ratio (GER) at the elementary school level was 95.54 in 2003-04 which was marginally higher than that of state GER (94.14). The percentage of out of school children was 7.58 in 2003. The overall status of education in the district of Haveri indicates that the goal of Universalisation of elementary education seems not very far to be achieved.

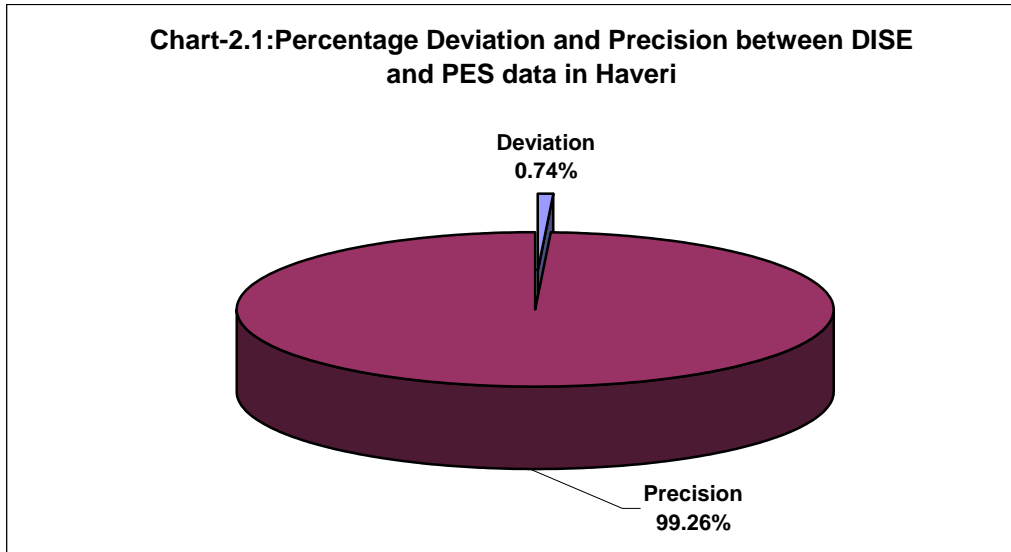
##### **2.1.1. Deviations between DISE and PES data: Summary**

The overall deviations between DISE and PES for all the indicators of Haveri district are presented in Table 2.1 and chart 2.1. It is clearly evident for the table and chart that the deviation between DISE and PES is found to be very marginal i.e. 0.74

which is less than 1 %. This shows the overall efficiency of DISE functioning in Haveri district.

**Table 2.1: Deviation between DISE & PES data in Haveri dist.**

Indicators	Devaition between DISE and PES (%)			
	No deviation	< 1	< 2	2-4
Category of schools	0	-	-	-
location of schools	0	-	-	-
Lowest class	0	-	-	-
Highest Class	0	-	-	-
Type of management	0	-	-	-
Type of School building	0	-	-	-
Status of building	0	-	-	-
Number of classrooms	0	-	-	-
Teachers	-	-	-	3.14
Examination results	-	-	-	-
<i>5th class appears</i>	-	0.06	-	-
<i>5th pass</i>	-	0.06	-	-
<i>7th class appeared</i>	0	-	-	-
<i>7th class pass</i>	0	-	-	-
Enrolment -all	-	0.68	-	-
Enrolment -SC	-	0.70	-	-
Enrolment -ST	-	-	1.78	-
Enrolment disability	-	-	-	2.5
Repeaters	-	-	-	2.7
Attendance	-	-	1.00	-
Text books	-	-	-	2.3
<b>Average deviation</b>	<b>0.74</b>			
<b>Precision</b>	<b>99.26</b>			



### **2.1.2. Deviation Estimates for type of schools**

There is no deviation between the DISE and PES data in respect of type of schools i.e. Lower primary and Higher primary schools in Haveri district. On the basis of the data collected through sample survey covering 70 schools in Haveri district we found that there is no discrepancy between the data collected by DISE and PES with regard to the type of schools. Table 2.2 presents the deviation for different type of schools in Haveri.

**Table 2.2**

**Comparison between PES and DISE Data by Category of Sample Schools**

District	LPS			HPS			Total		
	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviations
<b>Haveri</b>	21	21	0	49	49	0	70	70	0

**Deviation estimates**

**LPS**

a) No. of schools as per DISE data	21
b) No. of schools as per PES data	21
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

**HPS**

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

**Total**

a) No. of schools as per DISE data	70
b) No. of schools as per PES data	70
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

### 2.1.3. Deviation estimates for location of schools

We estimated the deviation between DISE and PES data for schools located in Urban and Rural areas. Table 2.3 presents the deviation of LP and HP schools between DISE and PES data.

**Table 2.3**  
**Comparison between PES and DISE Data by Location of Sample Schools**

District	Rural			Urban			Total		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
Haveri	60	60	0	10	10	0	70	70	0

#### Deviation estimates

##### Rural

a) No. of schools as per DISE data	60
b) No. of schools as per PES data	60
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

##### Urban

a) No. of schools as per DISE data	10
b) No. of schools as per PES data	10
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

##### Total

a) No. of schools as per DISE data	70
b) No. of schools as per PES data	70
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

### 2.1.4. Deviation estimates for management of schools

We estimated the deviation between DISE and PES for different types of management and it was found that there is no deviation between the data collected by DISE and Post enumeration survey (PES). Table 2.4 depicts the deviation estimates for management of schools.

levels	Education Dept.			Tribal Welfare Department			Private Aided			Total		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
LPS	18	18	0	2	2	0	1	1	0	21	21	0
HPS	46	46	0	1	1	0	2	2	0	49	49	0
Total	64	64	0	3	3	0	3	3	0	70	70	0

#### **Deviation Estimates**

##### **LPS**

a) No. of schools as per DISE data	21
b) No. of schools as per PES data	21
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### **HPS**

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### **Total**

a) No. of schools as per DISE data	70
b) No. of schools as per PES data	70
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

#### **2.1.5. Deviation estimates for schools by lowest class in the school**

Table 2.5 shows that there is no deviation between DISE and PES data for the lowest class in the LPS and HPS schools in Haveri district.

**Table 2.5**  
**Distribution of schools according to Lowest class in the school**

Districts	1st standard									6th Standard		
	LPS			HPS			Total			HPS		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
Haveri	21	21	0	48	48	0	69	69	0	1	1	0

**Deviation estimates**

**LPS**

- a) No. of schools as per DISE data 21
- b) No. of schools as per PES data 21
- c) Deviations between DISE & PES data ignoring ± signs 0
- d) % deviation of DISE data from PES data 0
- e) Precision level of DISE data with relation to PES data in % 100

**HPS**

- a) No. of schools as per DISE data 49
- b) No. of schools as per PES data 49
- c) Deviations between DISE & PES data ignoring ± signs 0
- d) % deviation of DISE data from PES data 0
- e) Precision level of DISE data with relation to PES data in % 100

**Total**

- a) No. of schools as per DISE data 70
- b) No. of schools as per PES data 70
- c) Deviations between DISE & PES data ignoring ± signs 0
- d) % deviation of DISE data from PES data 0
- e) Precision level of DISE data with relation to PES data in % 100

### 2.1.6. Deviation estimates for schools by highest class in the school

Table 2.6 shows that there is no deviation between DISE and PES data for the highest class in the schools.

School Category	PES				DISE				Deviation			
	Highest class in the school				Highest class in the school				Highest class in the school			
	up to 5th	6th and 7th	8th	Total	up to 5th	6th and 7th	8th	Total	up to 5th	6th and 7th	8th	Total
LPS	21	0	0	21	21	0	0	21	0	0	0	0
HPS	0	36	13	49	0	36	13	49	0	0	0	0
Total	21	36	13	70	21	36	13	70	0	0	0	0

#### Deviation Estimates

##### LPS

a) No. of schools as per DISE data	21
b) No. of schools as per PES data	21
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### HPS

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### All Schools

a) No. of schools as per DISE data	70
b) No. of schools as per PES data	70
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.1.7. Deviation estimates for schools by type of building in the school

Table 2.7 depicts that there is no difference between DISE and PES data on the type of school building in Haveri district.

**Table 2.7:**  
**Comparison of PES Data with DISE Data: Type of School Building**

District	DISE			PES			Deviation		
	Pucca	Partially pucca	Total	Pucca	Partially pucca	Total	Pucca	Partially pucca	Total
Haveri	68	2	70	68	2	70	0	0	0

#### Deviation estimates

##### Pucca Building

a) No. of schools as per DISE data	68
b) No. of schools as per PES data	68
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Partially Pucca

a) No. of schools as per DISE data	2
b) No. of schools as per PES data	2
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	70
b) No. of schools as per PES data	70
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.1.8. Deviation estimates for schools by status of building in the schools

Table 2.8 presents the deviation estimates of DISE and PES on status of school building and it is noticed that there no disparity between DISE and PES data on status of building.

**Table 2.8:**  
**Comparison of PES Data with DISE Data: Status of School Building**

Private			Rented			Government			Total		
DISE	PES	Devi -ation	DISE	PES	Devi -ation	DISE	PES	Devi -ation	DISE	PES	Devi -ation
3	3	0	1	1	0	66	66	0	70	70	0

#### Deviation estimates

##### Private

a) No. of schools as per DISE data	3
b) No. of schools as per PES data	3
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Rented

a) No. of schools as per DISE data	1
b) No. of schools as per PES data	1
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Government

a) No. of schools as per DISE data	66
b) No. of schools as per PES data	66
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	70
b) No. of schools as per PES data	70
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.1.9. Deviation estimates for number of class rooms in the schools

The estimates of deviation between DISE and PES data with regard to number of class rooms in the sample schools are presented in Table 2.9 and it was found that there is no deviation between DISE and PES data.

**Table 2.9:**  
**Comparison between DISE and PES as per number of class rooms**

<b>Class rooms /schools</b>	<b>DISE</b>							
Number of Class Rooms	1	2	3	4	5	6	>6	Total
Number of Schools	1	8	9	4	5	6	31	70
	<b>PES</b>							
Number of Class Rooms	1	2	3	4	5	6	>6	Total
Number of Schools	1	8	9	4	5	6	31	70
	<b>Deviation</b>							
Number of Class Rooms	1	2	3	4	5	6	>6	Total
Number of Schools	0	0	0	0	0	0	0	0

#### **Deviation estimates**

a) No. of schools as per DISE data	70
b) No. of schools as per PES data	70
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.1.10. Deviation estimates of teachers in the schools

The estimates of deviation between DISE and PES data with regard to number of teachers in the sample schools are presented in Table 2.10. It was found that there is very high deviation (13 %) incase of female teachers in LP schools. The overall deviation taking into consideration both LP and HP schools is found to be slightly higher than 3 per cent.

**Table 2.10:  
Teachers position in sample schools**

School category	DISE			PES			Deviation		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
LPS	30	14	44	31	16	47	1	2	3
HPS	184	142	326	187	148	335	3	6	9
Total	214	156	370	218	164	382	4	8	12

**Deviation estimates**

**LPS**

**Male**

a) No. of teachers as per DISE data	30
b) No. of teachers as per PES data	31
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

**Female**

a) No. of teachers as per DISE data	14
b) No. of teachers as per PES data	16
c) Deviations between DISE & PES data ignoring $\pm$ signs	2
d) % deviation of DISE data from PES data	13
e) Precision level of DISE data with relation to PES data in %	88

**Total**

a) No. of teachers as per DISE data	44
b) No. of teachers as per PES data	47
c) Deviations between DISE & PES data ignoring $\pm$ signs	3
d) % deviation of DISE data from PES data	6
e) Precision level of DISE data with relation to PES data in %	94

**HPS**

**Male**

a) No. of teachers as per DISE data	184
b) No. of teachers as per PES data	187
c) Deviations between DISE & PES data ignoring $\pm$ signs	3
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**Female**

a) No. of teachers as per DISE data	142
b) No. of teachers as per PES data	148
c) Deviations between DISE & PES data ignoring $\pm$ signs	6
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**Total**

a) No. of teachers as per DISE data	326
b) No. of teachers as per PES data	335
c) Deviations between DISE & PES data ignoring $\pm$ signs	9
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

**All schools****Male**

a) No. of teachers as per DISE data	214
b) No. of teachers as per PES data	218
c) Deviations between DISE & PES data ignoring $\pm$ signs	4
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**Female**

a) No. of teachers as per DISE data	156
b) No. of teachers as per PES data	164
c) Deviations between DISE & PES data ignoring $\pm$ signs	8
d) % deviation of DISE data from PES data	5
e) Precision level of DISE data with relation to PES data in %	95

**Total**

a) No. of teachers as per DISE data	370
b) No. of teachers as per PES data	382
c) Deviations between DISE & PES data ignoring $\pm$ signs	12
d) % deviation of DISE data from PES data	3.14
e) Precision level of DISE data with relation to PES data in %	97

**2.1.11. Deviation estimates for total enrolment in the schools**

The deviation estimates for enrolment are presented in Table 2.11. It is found that the deviation between DISE and PES data on enrolment is 2 %, 1 % and 1 % respectively for LPS, HPS and all schools taken together. In other words the precision in enrolment is 98 to 99 percent.

**Table 2.11:  
Comparison of DISE and PES data for enrolment**

levels of education	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	565	634	1199	574	616	1190	9	18	27
HPS	5802	5991	11793	5750	6054	11804	52	63	115
Total	6367	6625	12992	6324	6670	12994	61	81	142

**Deviation estimates**

**LPS**

a) No. of students as per DISE data	1190
b) No. of students as per PES data	1199
c) Deviations between DISE & PES data ignoring ± signs	27
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**HPS**

a) No. of students as per DISE data	11804
b) No. of students as per PES data	11793
c) Deviations between DISE & PES data ignoring ± signs	115
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

**All schools**

a) No. of students as per DISE data	12994
b) No. of students as per PES data	12992
c) Deviations between DISE & PES data ignoring ± signs	142
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

**2.1.12. Deviation estimates for enrolment of Scheduled caste children**

Table 2.12 presents the enrolment of SC students collected from DISE and PES. The deviation estimates shows that there is very negligible percentage of deviation in respect of Scheduled caste enrolment in higher primary level while the same is 4 percent in case of lower primary level.

**Table 2.12:  
Comparison of DISE and PES data on SC enrolment**

level	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	204	193	397	199	205	404	5	12	17
HPS	907	789	1696	901	782	1683	6	7	13
Total	1111	982	2093	1100	987	2087	11	19	30

**Deviation Estimates**

**SC Enrolment**

**LPS**

a) No. of students as per DISE data	397
b) No. of students as per PES data	404
c) Deviations between DISE & PES data ignoring ± signs	17
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**HPS**

a) No. of students as per DISE data	1696
b) No. of students as per PES data	1683
c) Deviations between DISE & PES data ignoring ± signs	13
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

**Total**

a) No. of students as per DISE data	2093
b) No. of students as per PES data	2087
c) Deviations between DISE & PES data ignoring ± signs	30
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

**2.1.13. Deviation estimates for enrolment of Scheduled Tribe children**

It is found that the deviation of ST enrolment is higher than that of SC and all children enrolment. It is 6 %, 2 % and 3 % for LPS, HPS and All children respectively. The higher deviation in case of lower primary schools to the extent of more than 5 percent need thorough check up of the data at both DISE and School level.

**Table 2.13:  
Comparison of DISE and PES data on ST enrolment**

level	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	47	78	125	41	77	118	6	1	7
HPS	633	665	1298	643	645	1288	10	20	30
Total	680	743	1423	684	722	1406	16	21	37

### Deviation Estimates

#### ST Enrolment

##### LPS

a) No. of students as per DISE data	125
b) No. of students as per PES data	118
c) Deviations between DISE & PES data ignoring $\pm$ signs	7
d) % deviation of DISE data from PES data	6
e) Precision level of DISE data with relation to PES data in %	94

##### HPS

a) No. of students as per DISE data	1298
b) No. of students as per PES data	1288
c) Deviations between DISE & PES data ignoring $\pm$ signs	30
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

##### Total

a) No. of students as per DISE data	1423
b) No. of students as per PES data	1406
c) Deviations between DISE & PES data ignoring $\pm$ signs	37
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

#### 2.1.14. Deviation estimates for enrolment of disability children

Table 2.14 presents the comparative data on enrolment of disability children collected by DISE and PES. It is noticed that the overall deviation taking the two levels of education together is 2.5 % while there is no deviation for LPS and 2.7 per cent deviation is found in case of HPS enrolment.

**Table 2.14**  
**Comparison of DISE and PES data on enrolment of disability children**

level	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	4	7	11	4	7	11	0	0	0
HPS	75	75	150	73	77	150	2	2	4
Total	79	82	161	77	84	161	2	2	4

**Deviation estimates**

**LPS**

a) No. of students as per DISE data	11
b) No. of students as per PES data	11
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0.0
e) Precision level of DISE data with relation to PES data in %	100.0

**HPS**

a) No. of students as per DISE data	150
b) No. of students as per PES data	150
c) Deviations between DISE & PES data ignoring $\pm$ signs	4
d) % deviation of DISE data from PES data	2.7
e) Precision level of DISE data with relation to PES data in %	97.3

**Total**

a) No. of students as per DISE data	161
b) No. of students as per PES data	161
c) Deviations between DISE & PES data ignoring $\pm$ signs	4
d) % deviation of DISE data from PES data	2.5
e) Precision level of DISE data with relation to PES data in %	97.5

### 2.1.15. Deviation estimates for repeaters in schools

It is found that the deviation between the DISE and PES is about 3 percent so far as repeaters are concerned. The deviation is found to be relatively high in case of girls while the same is 2.3 percent boys. Table 2.15 presents the comparative data on repeaters.

**Table 2.15:  
Comparison of repeaters between DISE and PES**

	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	2	3	5	2	2	4	0	1	1
HPS	41	28	69	40	28	68	1	0	1
Total	43	31	74	42	30	72	1	1	2

#### Deviation estimates

##### Boys

a) No. of boys as per DISE data sample size	42
b) No. of boys as per PES data sample size	43
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	2.3
e) Precision level of DISE data with relation to PES data in %	97.7

##### Girls

a) No. of girls as per DISE data sample size	30
b) No. of girls as per PES data sample size	31
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	3.2
e) Precision level of DISE data with relation to PES data in %	96.8

##### Total

a) No. of students as per DISE data sample size	72
b) No. of students as per PES data sample size	74
c) Deviations between DISE & PES data ignoring $\pm$ signs	2
d) % deviation of DISE data from PES data	2.7
e) Precision level of DISE data with relation to PES data in %	97.3

### 2.1.16. Deviation estimates for children's attendance in schools

Table 2.16 presents the actual attendance of children in the schools by gender. The deviation in case of girl's attendance is found to be the same as that of boy's attendance.

However the overall deviation between DISE and PES data shows very negligible percentage (1 %) indicating 99 percent accuracy in the data set.

**Table 2.16:  
Comparison of attendance of DISE and PES in the schools**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5780	6751	12531	5720	6682	12402	60	69	129

**Deviation estimates**

**Boys**

a) No. of Boys as per DISE data	5780
b) No. of Boys as per PES data	5720
c) Deviations between DISE & PES data ignoring $\pm$ signs	60
d) % deviation of DISE data from PES data	1.0
e) Precision level of DISE data with relation to PES data in %	99.0

**Girls**

a) No. of Girls as per DISE data	6751
b) No. of Girls as per PES data	6682
c) Deviations between DISE & PES data ignoring $\pm$ signs	69
d) % deviation of DISE data from PES data	1.0
e) Precision level of DISE data with relation to PES data in %	99.0

**Total**

a) No. of students as per DISE data	12531
b) No. of students as per PES data	12402
c) Deviations between DISE & PES data ignoring $\pm$ signs	129
d) % deviation of DISE data from PES data	1.0
e) Precision level of DISE data with relation to PES data in %	99.0

**2.1.17. Deviation estimates for attendance of SC children in schools**

The deviation in attendance of SC girls is double than that of boys. The over all deviation is found to be 6 percent showing the accuracy as 94 %. Table 2.17 presents the attendance of SC children.

**Table 2.17:  
Comparison of DISE and PES data on attendance of SC children**

<b>DISE</b>			<b>PES</b>			<b>Deviation</b>		
<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
959	994	1953	994	923	1917	35	71	106

**Deviation Estimates**

**Boys**

a) No. of Boys as per DISE data	959
b) No. of Boys as per PES data	994
c) Deviations between DISE & PES data ignoring $\pm$ signs	35
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**Girls**

a) No. of Girls as per DISE data	994
b) No. of Girls as per PES data	923
c) Deviations between DISE & PES data ignoring $\pm$ signs	71
d) % deviation of DISE data from PES data	8
e) Precision level of DISE data with relation to PES data in %	92

**Total**

a) No. of students as per DISE data	1953
b) No. of students as per PES data	1917
c) Deviations between DISE & PES data ignoring $\pm$ signs	106
d) % deviation of DISE data from PES data	6
e) Precision level of DISE data with relation to PES data in %	94

**2.1.18. Deviation estimates for attendance of ST children in schools**

Table 2.18 presents the attendance of ST children in the sample schools. The overall deviation shows 3 per cent difference between DISE and PES data on attendance of ST children.

**Table 2.18: Comparison of DISE and PES data on attendance of ST children**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
636	722	1358	656	701	1357	20	21	41

**Deviation Estimates****Boys**

a) No. of Boys as per DISE data	636
b) No. of Boys as per PES data	656
c) Deviations between DISE & PES data ignoring $\pm$ signs	20
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

**Girls**

a) No. of Girls as per DISE data	722
b) No. of Girls as per PES data	701
c) Deviations between DISE & PES data ignoring $\pm$ signs	21
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

**Total**

a) No. of students as per DISE data	1358
b) No. of students as per PES data	1357
c) Deviations between DISE & PES data ignoring $\pm$ signs	41
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

**2.1.19. Deviation estimates for children received text books in schools**

The deviation estimates indicate that it is relatively high in lower primary schools as compared to higher primary schools. However the overall deviation in distribution of text books shows only 2 percent deviations implying thereby 98 percent accuracy in the data collected by DISE and PES.

Levels	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	554	625	1179	549	578	1127	5	47	52
HPS	5378	5557	10935	5220	5487	10707	158	70	228
Total	5932	6182	12114	5769	6065	11834	163	117	280

### **Deviation Estimates**

#### **LPS**

a) No. of students as per DISE data	1127
b) No. of students as per PES data	1179
c) Deviations between DISE & PES data ignoring ± signs	52
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

#### **HPS**

a) No. of students as per DISE data	10707
b) No. of students as per PES data	10935
c) Deviations between DISE & PES data ignoring ± signs	228
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

#### **Total**

a) No. of students as per DISE data	11834
b) No. of students as per PES data	12114
c) Deviations between DISE & PES data ignoring ± signs	280
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

### **2.1.20. Deviation estimates for examination results in schools**

#### **(i) 5<sup>th</sup> class:**

Table 2.20 presents the results of examination for 5<sup>th</sup> class students in schools. The deviation values show that there is 0.1percent deviation in respect of the results in 5<sup>th</sup> class standard which may be accepted as no deviation between the DISE and PES data on the results of 5<sup>th</sup> class.

**Table 2.20:  
Comparison of examination results between DISE and PES data for 5th class**

Level	DISE						PES						Deviation					
	5th std app			5th passed			5th std app			5th passed			5th std app			5th passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	104	140	244	104	140	244	104	140	244	104	140	244	0	0	0	0	0	0
HPS	759	798	1557	759	798	1557	758	798	1556	758	798	1556	1	0	1	1	0	1
Total	863	938	1801	863	938	1801	862	938	1800	862	938	1800	1	0	1	1	0	1

**Deviation Estimates**

**5th standard**

**Appeared**

- a) No. of students as per DISE data 1801
- b) No. of students as per PES data 1800
- c) Deviations between DISE & PES data ignoring  $\pm$  signs 1
- d) % deviation of DISE data from PES data 0.06
- e) Precision level of DISE data with relation to PES data in % 99.94

**Passed**

- a) No. of students as per DISE data 1801
- b) No. of students as per PES data 1800
- c) Deviations between DISE & PES data ignoring  $\pm$  signs 1
- d) % deviation of DISE data from PES data 0.06
- e) Precision level of DISE data with relation to PES data in % 99.94

**(ii) 7<sup>th</sup> Class:**

Table 2.21 shows the comparison of results for 7<sup>th</sup> class among the sample schools. It is found that there is no deviation between the data collected by DISE and PES in respect of 7<sup>th</sup> standard results.

Table 2.21: Comparison of examination results between DISE and PES data for 7th class

level	DISE						PES						Deviation					
	7th std app			7th passed			7th std app			7th passed			7th std app			7th passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HPS	943	1026	1969	943	1026	1969	943	1026	1969	943	1026	1969	0	0	0	0	0	0
Total	943	1026	1969	943	1026	1969	943	1026	1969	943	1026	1969	0	0	0	0	0	0

**Deviation Estimates**

**7th standard**

**Appeared**

- a) No. of students as per DISE data 1969
- b) No. of students as per PES data 1969
- c) Deviations between DISE & PES data ignoring  $\pm$  signs 0
- d) % deviation of DISE data from PES data 0
- e) Precision level of DISE data with relation to PES data in % 100

**Passed**

- a) No. of students as per DISE data 1969
- b) No. of students as per PES data 1969
- c) Deviations between DISE & PES data ignoring  $\pm$  signs 0
- d) % deviation of DISE data from PES data 0
- e) Precision level of DISE data with relation to PES data in % 100

## **2.2. RICHER DISTRICT**

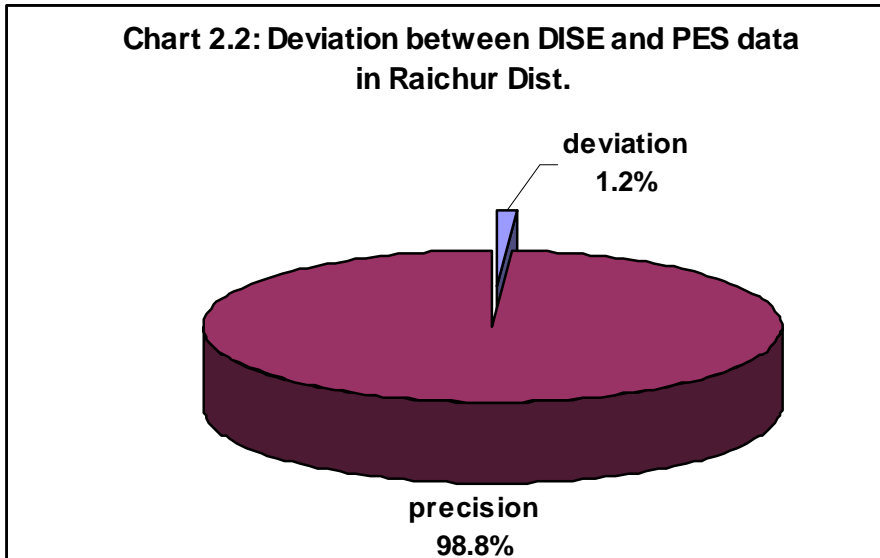
The district of Richer is considered to be one of the backward districts of north Karnataka and part of Hyderabad Karnataka. The district ranked 27<sup>th</sup> in respect of HDI and education index in 2001. Richer ranked the last position in respect of HDI and education index in 1991 also. This gives the idea that the in spite of so many developmental activities, the district remained backward during the decade. The literacy rate of the district is found to be the lowest for all population. SC and ST as per 2001 census. The GER at the elementary level was 79.10, 75.22 and 77.22 respectively for boys, girls and all children in 2003-04 which was the lowest among the 27 districts of Karnataka. All these indicated the overall backwardness of the district and more particularly in respect of educational development.

### **2.2.1 Deviations between DISE and PES data: All indicators**

The overall deviations between DISE and PES for all the indicators of Raichur district are presented in Table 2.22 and chart 2.2. It is clearly evident for the table and chart that the deviation between DISE and PES is slightly higher than 1percent. However the precision value is 98.6 percent which is statistically significant. The extent of accuracy shows that there is negligible deviation between DISE and PES data.

**Table 2.22:  
Summarizing Deviation between DISE & PES data in Raichur dist.**

Indicators	Deviations between DISE and PES (%)				
	No deviation	< 1	< 2	2-5	>5
Category of schools	0	-	-	-	-
Location of schools	0	-	-	-	-
Lowest class	0	-	-	-	-
Highest Class	0	-	-	-	-
Type of management	0	-	-	-	-
Type of School building	-	-	-	3.6	-
Status of building	0	-	-	-	-
Number of classrooms	0	-	-	-	-
Teachers	-	-	-	-	5
Examination results		-	-	-	-
5th class appeared	0	-	-	-	-
5th pass	0	-	-	-	-
7th class appeared	0	-	-	-	-
7th class pass	0	-	-	-	-
Enrolment -all	-	0.6	-	-	-
Enrolment -SC	-	-	-	-	6
Enrolment -ST	-	-	-	4	-
Enrolment disability	-	0.7	-	-	-
Repeaters	-	-	1.5	-	-
Attendance	-	-	-	2	-
Text books	-	0.6	-	-	-
<b>Average deviation</b>		<b>1.20</b>			
<b>Precision</b>		<b>98.80</b>			



### 2.2.2. Deviation Estimates for type of schools

There is no deviation between the DISE and PES data in respect of type of schools i.e. Lower primary and Higher primary schools in Raichur district. On the basis of the data collected through sample survey covering 83 schools in Raichur district we found that there is no discrepancy between the data collected by DISE and PES with regard to the type of schools. Table 2.23 presents the deviation for different type of schools in Raichur district.

**Table 2.23:**  
**Comparison of PES Data with DISE Data: Category of Sample Schools**

District	LPS			HPS			Total		
	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
Raichur	49	49	0	34	34	0	83	83	0

#### Deviation Estimates

##### LPS

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### HPS

a) No. of schools as per DISE data	34
b) No. of schools as per PES data	34
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.2.3. Deviation estimates for location of schools

We estimated the deviation between DISE and PES data for schools located in Urban and Rural areas. Table 2.24 presents the deviation of LP and HP schools between DISE and PES. No deviation between DISE and PES was observed.

**Table 2.24:  
Comparison between PES and DISE Data by Location of Sample Schools**

District	Rural			Urban			Total		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
Raichur	71	71	0	12	12	0	83	83	0

### Deviation Estimates

#### Rural

a) No. of schools as per DISE data	71
b) No. of schools as per PES data	71
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

#### Urban

a) No. of schools as per DISE data	12
b) No. of schools as per PES data	12
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

#### Total

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.2.4 Deviation estimates for management of schools

We estimated the deviation between DISE and PES for different types of management and it was found that there is no deviation between the data collected by DISE and Post enumeration survey (PES). Table 2.25 depicts the deviation estimates for management of schools in Raichur district.

**Table 2.25:  
Comparison of PES Data with DISE Data: School Management**

School category	Education Dept.			Private Aided			Total		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
LPS	48	48	0	1	1	0	49	49	0
HPS	32	32	0	2	2	0	34	34	0
Total	80	80	0	3	3	0	83	83	0

**Deviation Estimates**

**LPS**

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**HPS**

a) No. of schools as per DISE data	34
b) No. of schools as per PES data	34
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**Total**

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**2.2.5 Deviation estimates for schools by lowest class in the school**

Table 2.26 shows that there is no deviation between DISE and PES data for the lowest class of the LPS and HPS schools in Raichur district.

**Table 2.26:  
Comparison of PES Data with DISE Data: Lowest class in Sample Schools**

District	1st standard									6th Standard			Grand Total		
	LPS			HPS			Total			HPS					
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
<b>Raichur</b>	49	49	0	32	32	0	81	81	0	2	2	0	83	83	0

**Deviation  
Estimates**

**LPS**

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**HPS**

a) No. of schools as per DISE data	34
b) No. of schools as per PES data	34
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**Total**

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**2.2.6 Deviation estimates for schools by highest class in the school**

Table 2.27 shows that there is no deviation between DISE and PES data for the highest class of the LPS and HPS schools in Raichur district.

**Table 2.27:  
Comparison of PES Data with DISE Data: Highest Class in the Schools**

School Category	PES				DISE				Deviation			
	Highest class in the school				Highest class in the school				Highest class in the school			
	up to 5th	6th and 7th	8th	Total	up to 5th	6th and 7th	8th	Total	up to 5th	6th and 7th	8th	Total
LPS	49	0	0	49	49	0	0	49	0	0	0	0
HPS	0	24	10	34	0	24	10	34	0	0	0	0
Total	49	24	10	83	49	24	10	83	0	0	0	0

**Deviation Estimates**

**LPS**

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**HPS**

a) No. of schools as per DISE data	34
b) No. of schools as per PES data	34
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**Total**

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**2.2.7 Deviation estimates for schools by type of building in the school**

Table 2.28 depicts that the difference between DISE and PES data on the type of school building in Raichur district was to the extent of 4 per cent. Some deviations are observed in case of partially pucca and katchha building which may be on account of definitional problems in understanding the type of building.

**Table 2.28:  
Comparison of PES Data with DISE Data: Type of School Building**

District	DISE					PES					Deviation				
	Pucca	Partially pucca	Kuccha	Tent	Total	Pucca	Partially pucca	Kuccha	Tent	Total	Pucca	Partially pucca	Kuccha	Tent	Total
Raichur	73	5	3	2	83	74	4	2	2	83	1	1	1	0	3

**Deviation Estimates**

**Pucca**

a) No. of schools as per DISE data	73
b) No. of schools as per PES data	74
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

**Partially Pucca**

a) No. of schools as per DISE data	5
b) No. of schools as per PES data	4
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	25
e) Precision level of DISE data with relation to PES data in %	75

**Kuccha**

a) No. of schools as per DISE data	3
b) No. of schools as per PES data	2
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	50
e) Precision level of DISE data with relation to PES data in %	50

**Tent**

a) No. of schools as per DISE data	2
b) No. of schools as per PES data	2
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**Total**

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring $\pm$ signs	3
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

## 2.2.8 Deviation estimates for schools by status of building in the school

Table 2.29 depicts that there is no difference between DISE and PES data on the status of school building in Raichur district.

**Table 2.29:**  
**Comparison of PES Data with DISE Data: Status of School Building**

District	Private			Rented			Government			Total		
	DISE	PES	Devi- -ation	DISE	PES	Devi- -ation	DISE	PES	Devi- -ation	DISE	PES	Devi- -ation
<b>Raichur</b>	3	3	0	1	1	0	79	79	0	83	83	0

### Deviation Estimates

#### Private

a) No. of schools as per DISE data	3
b) No. of schools as per PES data	3
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

#### Rented

a) No. of schools as per DISE data	1
b) No. of schools as per PES data	1
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

#### Government

a) No. of schools as per DISE data	79
b) No. of schools as per PES data	79
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

#### Total

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.2.9 Deviation estimates for number of class rooms in the schools

The estimates of deviation between DISE and PES data with regard to number of class rooms in the sample schools are presented in Table 2.30 and it was found that there is no deviation between DISE and PES data.

**Table 2.30:**  
**Comparison between DISE and PES: number of class rooms**

<b>Class rooms/schools</b>	<b>DISE</b>								
Number of class rooms	0	1	2	3	4	5	6	>6	Total
Number of schools	1	6	25	11	9	7	5	19	83
	<b>PES</b>								
Number of class rooms	0	1	2	3	4	5	6	>6	Total
Number of schools	1	6	25	11	9	7	5	19	83
	<b>Deviation</b>								
Number of class rooms	0	1	2	3	4	5	6	>6	Total
Number of schools	0	0	0	0	0	0	0	0	0

#### **Deviation Estimates**

a) No. of schools as per DISE data	83
b) No. of schools as per PES data	83
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.2.10 Deviation estimates of teachers in the schools

The estimates of deviation between DISE and PES data with regard to number of teachers in the sample schools are presented in Table 2.31. It was found that the deviation of teachers is 3 to 5 % in LP and HP schools. The overall deviation taking into consideration both LP and HP schools is found to be 5 per cent.

**Table 2.31:  
Comparison of DISE and PES data: Teachers position in sample schools**

School category	DISE			PES			Deviation		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
LPS	65	54	119	67	57	124	2	3	5
HPS	105	127	232	110	135	245	5	8	13
Total	170	181	351	177	192	369	7	11	18

**Deviation Estimates**

**LPS**

**Male**

a) No. of teachers as per DISE data	65
b) No. of teachers as per PES data	67
c) Deviations between DISE & PES data ignoring ± signs	2
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

**Female**

a) No. of teachers as per DISE data	54
b) No. of teachers as per PES data	57
c) Deviations between DISE & PES data ignoring ± signs	3
d) % deviation of DISE data from PES data	5
e) Precision level of DISE data with relation to PES data in %	95

**Total**

a) No. of teachers as per DISE data	119
b) No. of teachers as per PES data	124
c) Deviations between DISE & PES data ignoring ± signs	5
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**HPS**

**Male**

a) No. of teachers as per DISE data	105
b) No. of teachers as per PES data	110
c) Deviations between DISE & PES data ignoring ± signs	5
d) % deviation of DISE data from PES data	5
e) Precision level of DISE data with relation to PES data in %	95

**Female**

a) No. of teachers as per DISE data	127
b) No. of teachers as per PES data	135
c) Deviations between DISE & PES data ignoring ± signs	8
d) % deviation of DISE data from PES data	6
e) Precision level of DISE data with relation to PES data in %	94

**Total**

a) No. of teachers as per DISE data	232
b) No. of teachers as per PES data	245
c) Deviations between DISE & PES data ignoring ± signs	13
d) % deviation of DISE data from PES data	5
e) Precision level of DISE data with relation to PES data in %	95

**All Schools****Male**

a) No. of teachers as per DISE data	170
b) No. of teachers as per PES data	177
c) Deviations between DISE & PES data ignoring $\pm$ signs	7
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**Female**

a) No. of teachers as per DISE data	181
b) No. of teachers as per PES data	192
c) Deviations between DISE & PES data ignoring $\pm$ signs	11
d) % deviation of DISE data from PES data	6
e) Precision level of DISE data with relation to PES data in %	94

**Total**

a) No. of teachers as per DISE data	351
b) No. of teachers as per PES data	369
c) Deviations between DISE & PES data ignoring $\pm$ signs	18
d) % deviation of DISE data from PES data	5
e) Precision level of DISE data with relation to PES data in %	95

**2.2.11 Deviation estimates for total enrolment in the schools**

The deviation estimates for enrolment are presented in Table 2.32. The deviation between DISE and PES data on enrolment shows that the deviation is 1 %, nil and 1 % respectively for LPS, HPS and all schools taken together. In other words the precision in enrolment is 99 to 100 percent.

**Table 2.32:  
Comparison of DISE and PES data for enrolment**

Level	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	1762	2900	4662	1764	2949	4713	2	49	51
HPS	4684	4967	9651	4671	4950	9621	13	17	30
Total	6446	7867	14313	6435	7899	14334	15	66	81

**Deviation Estimates**

**LPS**

a) No. of students as per DISE data	4713
b) No. of students as per PES data	4662
c) Deviations between DISE & PES data ignoring ± signs	51
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

**HPS**

a) No. of students as per DISE data	9621
b) No. of students as per PES data	9651
c) Deviations between DISE & PES data ignoring ± signs	30
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**All schools**

a) No. of students as per DISE data	14334
b) No. of students as per PES data	14313
c) Deviations between DISE & PES data ignoring ± signs	81
d) % deviation of DISE data from PES data	0.6
e) Precision level of DISE data with relation to PES data in %	99.4

**2.2.12 Deviation estimates for enrolment of Scheduled caste children**

Table 2.33 presents the enrolment of SC students collected from DISE and PES. The deviation estimates show that there is very high percentage of deviation in respect of Scheduled caste enrolment in lower primary classes while the same is 2 percent in case of higher primary level. The overall deviation is to the extent of 6 percent.

**Table 2.33:  
Comparison of DISE and PES data for SC enrolment**

level	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	693	705	1398	602	645	1247	91	60	151
HPS	1076	881	1957	1045	876	1921	31	5	36
Total	1769	1586	3355	1647	1521	3168	122	65	187

**Deviation Estimates**

**LPS**

a) No. of students as per DISE data	1398
b) No. of students as per PES data	1247
c) Deviations between DISE & PES data ignoring ± signs	151
d) % deviation of DISE data from PES data	12
e) Precision level of DISE data with relation to PES data in %	88

**HPS**

a) No. of students as per DISE data	1957
b) No. of students as per PES data	1921
c) Deviations between DISE & PES data ignoring ± signs	36
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**All schools**

a) No. of students as per DISE data	3355
b) No. of students as per PES data	3168
c) Deviations between DISE & PES data ignoring ± signs	187
d) % deviation of DISE data from PES data	6
e) Precision level of DISE data with relation to PES data in %	94

### 2.2.13 Deviation estimates for enrolment of Scheduled Tribe children

Table 2.34 presents the enrolment of ST students collected from DISE and PES.

**Table 2.34:  
Comparison of DISE and PES data for ST enrolment**

Level	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	496	634	1130	473	637	1110	23	3	26
HPS	871	680	1551	909	723	1632	38	43	81
Total	1367	1314	2681	1382	1360	2742	61	46	107

#### Deviation Estimates

##### LPS

a) No. of students as per DISE data	1130
b) No. of students as per PES data	1110
c) Deviations between DISE & PES data ignoring $\pm$ signs	26
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

##### HPS

a) No. of students as per DISE data	1551
b) No. of students as per PES data	1632
c) Deviations between DISE & PES data ignoring $\pm$ signs	81
d) % deviation of DISE data from PES data	5
e) Precision level of DISE data with relation to PES data in %	95

##### All Schools

a) No. of students as per DISE data	2681
b) No. of students as per PES data	2742
c) Deviations between DISE & PES data ignoring $\pm$ signs	107
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

The deviation estimates of scheduled tribe enrolment indicate that there are 2 %, 5 % and 4 % deviations respectively for LPS, HPS and all schools.

## 2.2.14 Deviation estimates for enrolment of disability children

Table 2.35 presents the comparative data on enrolment of disability children collected by DISE and PES. It is noticed that the overall deviation taking the two levels of education together is 1 % while the deviation for LPS is found to be 2 % and it is nil for HPS.

**Table 2.35:**  
**Comparison of DISE and PES data for Disability children's enrolment**

Level	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	30	11	41	31	11	42	1	0	1
HPS	54	39	93	54	39	93	0	0	0
Total	84	50	134	85	50	135	1	0	1

### Deviation Estimates

#### LPS

a) No. of students as per DISE data	41
b) No. of students as per PES data	42
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

#### HPS

a) No. of students as per DISE data	93
b) No. of students as per PES data	93
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

#### All schools

a) No. of students as per DISE data	134
b) No. of students as per PES data	135
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

### 2.2.15 Deviation estimates for repeaters in schools

It is found that there is 1 percent deviation between the DISE and PES data so far as repeaters are concerned. The deviation is found to be relatively high in case of boys while the same is zero for girls. Table 2.36 presents the comparative data on repeaters.

**Table 2.36:  
Comparison of repeaters between DISE and PES**

Levels	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	29	29	58	28	29	57	1	0	1
HPS	7	3	10	7	3	10	0	0	0
Total	36	32	68	35	32	67	1	0	1

#### Deviation Estimates

##### Boys

a) No. of boys as per DISE data	35
b) No. of boys as per PES data	36
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

##### Girls

a) No. of girls as per DISE data	32
b) No. of girls as per PES data	32
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of students as per DISE data	67
b) No. of students as per PES data	68
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	1.5
e) Precision level of DISE data with relation to PES data in %	98.5

### 2.2.16 Deviation estimates for children's attendance in schools

Table 2.37 presents the actual attendance of children in the schools by gender. The deviation in case of both boys and girls' attendance is found to be 2 % each. However the overall deviation between DISE and PES data shows very negligible percentage (2 %) indicating 98 percent accuracy in the data set.

**Table 2.37:  
Comparison of attendance of DISE and PES data in schools**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5779	7133	12912	5649	7009	12658	130	124	254

**Deviation Estimates**

**Boys**

a) No. of Boys as per DISE data	5779
b) No. of Boys as per PES data	5649
c) Deviations between DISE & PES data ignoring $\pm$ signs	130
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**Girls**

a) No. of Girls as per DISE data	7133
b) No. of Girls as per PES data	7009
c) Deviations between DISE & PES data ignoring $\pm$ signs	124
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**Total**

a) No. of students as per DISE data	12912
b) No. of students as per PES data	12658
c) Deviations between DISE & PES data ignoring $\pm$ signs	254
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**2.2.17 Deviation estimates for attendance of SC children in schools**

The deviation in attendance of SC girls and boys is found to be the same. The over all deviation is found to be 0.1 percent showing the accuracy as 99.9 %. Table 2.38 presents the attendance of SC children.

**Table 2.38:  
Comparison of attendance of DISE and PES data for SC students in the schools**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1452	1336	2788	1454	1338	2792	2	2	4

**Deviation Estimates**

**Boys**

a) No. of Boys as per DISE data	1452
b) No. of Boys as per PES data	1454
c) Deviations between DISE & PES data ignoring ± signs	2
d) % deviation of DISE data from PES data	0.1
e) Precision level of DISE data with relation to PES data in %	99.9

**Girls**

a) No. of Girls as per DISE data	1336
b) No. of Girls as per PES data	1338
c) Deviations between DISE & PES data ignoring ± signs	2
d) % deviation of DISE data from PES data	0.1
e) Precision level of DISE data with relation to PES data in %	99.9

**Total**

a) No. of students as per DISE data	2788
b) No. of students as per PES data	2792
c) Deviations between DISE & PES data ignoring ± signs	4
d) % deviation of DISE data from PES data	0.1
e) Precision level of DISE data with relation to PES data in %	99.9

**2.2.18 Deviation estimates for attendance of ST children in schools**

The deviation in attendance is 0.6, 0.3 and 0.4 % respectively for boys, girls and all children. The over all deviation is found to be 0.4 percent showing the accuracy as 99.6 %. Table 2.39 presents the attendance of ST children.

**Table 2.39:  
Comparison of attendance of DISE and PES data for ST students in the schools**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1183	1178	2361	1190	1181	2371	7	3	10

**Deviation Estimates**

**Attendance-ST**

**Boys**

a) No. of Boys as per DISE data	1183
b) No. of Boys as per PES data	1190
c) Deviations between DISE & PES data ignoring $\pm$ signs	7
d) % deviation of DISE data from PES data	0.6
e) Precision level of DISE data with relation to PES data in %	99.4

**Girls**

a) No. of Girls as per DISE data	1178
b) No. of Girls as per PES data	1181
c) Deviations between DISE & PES data ignoring $\pm$ signs	3
d) % deviation of DISE data from PES data	0.3
e) Precision level of DISE data with relation to PES data in %	99.7

**Total**

a) No. of students as per DISE data	2361
b) No. of students as per PES data	2371
c) Deviations between DISE & PES data ignoring $\pm$ signs	10
d) % deviation of DISE data from PES data	0.4
e) Precision level of DISE data with relation to PES data in %	99.6

**2.2.19 Deviation estimates for children received text books in schools**

The deviation estimates indicate that it is relatively high in lower primary schools as compared to higher primary schools. However the overall deviation in distribution of text books shows less than 1 percent deviation implying thereby more than 99 percent accuracy in the data collected by DISE and PES.

**Table 2.40:  
Incentive for text books: comparison between DISE and PES data**

levels	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	1759	1939	3698	1767	1942	3709	8	3	11
HPS	4409	4212	8621	4368	4191	8559	41	21	62
Total	6168	6151	12319	6135	6133	12268	49	24	73

**Deviation Estimates**

**LPS**

a) No. of children as per DISE data	3709
b) No. of children as per PES data	3698
c) Deviations between DISE & PES data ignoring $\pm$ signs	11
d) % deviation of DISE data from PES data	0.3
e) Precision level of DISE data with relation to PES data in %	99.7

**HPS**

a) No. of children as per DISE data	8559
b) No. of children as per PES data	8621
c) Deviations between DISE & PES data ignoring $\pm$ signs	62
d) % deviation of DISE data from PES data	0.7
e) Precision level of DISE data with relation to PES data in %	99.3

**Total**

a) No. of children as per DISE data	12268
b) No. of children as per PES data	12319
c) Deviations between DISE & PES data ignoring $\pm$ signs	73
d) % deviation of DISE data from PES data	0.6
e) Precision level of DISE data with relation to PES data in %	99.4

**2.2.20 Deviation estimates for examination results in schools**

**(i) Results for 5<sup>th</sup> Class:**

Table 2.41 presents the results of examination for 5<sup>th</sup> class students in schools. The deviation values show that there is no deviation in respect of the results in 5<sup>th</sup> class between the DISE and PES data. In other word there is 100 percent accuracy in the data set between DISE and PES.

**Table 2.41:  
Comparison of examination results between DISE and PES data for 5th class**

Level	DISE						PES						Deviation					
	5th std app			5th passed			5th std app			5th passed			5th std app			5th passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	255	484	739	253	481	734	255	484	739	253	481	734	0	0	0	0	0	0
HPS	527	510	1037	522	491	1013	527	510	1037	522	491	1013	0	0	0	0	0	0
Total	782	994	1776	775	972	1747	782	994	1776	775	972	1747	0	0	0	0	0	0

**Deviation Estimates**

**5th standard**

**Appeared**

- a) No. of students as per DISE data 1776
- b) No. of students as per PES data 1776
- c) Deviations between DISE & PES data ignoring ± signs 0
- d) % deviation of DISE data from PES data 0
- e) Precision level of DISE data with relation to PES data in % 100

**Passed**

- a) No. of students as per DISE data 1747
- b) No. of students as per PES data 1747
- c) Deviations between DISE & PES data ignoring ± signs 0
- d) % deviation of DISE data from PES data 0
- e) Precision level of DISE data with relation to PES data in % 100

**(ii) Results for 7<sup>th</sup> Class**

Table 2.42 shows the comparison of results for 7<sup>th</sup> class among the sample schools. It is found that there is no deviation between the data collected by DISE and PES in respect of 7<sup>th</sup> standard results.

**Table 2.42:  
Comparison of examination results between DISE and PES data for 7th class**

Level	DISE						PES						Deviation					
	7th std app			7th passed			7th std app			7th passed			7th std app			7th passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HPS	829	838	1667	808	820	1628	829	838	1667	808	820	1628	0	0	0	0	0	0
Total	829	838	1667	808	820	1628	829	838	1667	808	820	1628	0	0	0	0	0	0

**Deviation Estimates**

**7th standard**

**Appeared**

- |  |      |
|--|------|
| a) No. of students as per DISE data                            | 1667 |
| b) No. of students as per PES data                             | 1667 |
| c) Deviations between DISE & PES data ignoring ± signs         | 0    |
| d) % deviation of DISE data from PES data                      | 0    |
| e) Precision level of DISE data with relation to PES data in % | 100  |

**Passed**

- |  |      |
|--|------|
| a) No. of students as per DISE data                            | 1628 |
| b) No. of students as per PES data                             | 1628 |
| c) Deviations between DISE & PES data ignoring ± signs         | 0    |
| d) % deviation of DISE data from PES data                      | 0    |
| e) Precision level of DISE data with relation to PES data in % | 100  |

### **2.3. UDUPI DISTRICT**

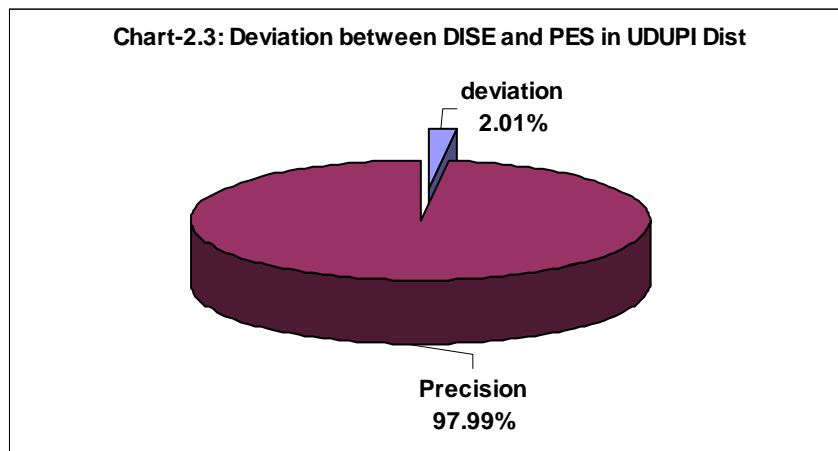
The district of Udupi is considered to be one of the developed districts of South Karnataka. Earlier it was part of Dakshina Kannada district. The district ranked 3<sup>rd</sup> position in respect of HDI and 2<sup>nd</sup> position in education index in 2001. Udupi ranked the 2<sup>nd</sup> position in respect of HDI and 1<sup>st</sup> position in education index in 1991. The literacy rate of the district is found to be 3<sup>rd</sup> highest in the state in 2001 census. The GER at the elementary level was 101.22, 98.15 and 99.72 respectively for boys, girls and all children in 2003-04 which was much higher than the state of Karnataka. All these indicated the overall development of the district and more particularly in respect of educational development.

#### **2.3.1. Deviations between DISE and PES data: All indicators**

The overall deviations between DISE and PES for all the indicators of sample schools in Udupi district are presented in Table 2.43 and chart 2.3. It is clearly evident for the table and chart that the deviation between DISE and PES is 2.01percent. However the precision value is 97.99 percent which is statistically significant. The extent of accuracy shows that there is negligible deviation between DISE and PES data.

**Table 2.43:  
Summarizing Deviation between DISE & PES data in Udupi dist.**

Indicators	Deviation between DISE and PES (%)				
	No deviation	< 1	< 2	2-4	4-6
Category of schools	0				
Location of schools	0				
Lowest class	0				
Highest class	0				
Type of management	0				
Type of school building	0				
Status of school building	0				
Number of class rooms				3.7	
Teachers				4	
Examination results					
5th class appears				2.9	
5th passed				3.5	
7th class appears					4.9
7th passed					4.8
Enrolment - all				2.7	
Enrolment - SC				2	
Enrolment - ST				1	
Enrolment disability					4.2
Repeaters					2.6
Attendance				2.2	
Textbooks			1.7		
<b>Deviation</b>	<b>2.01</b>				
<b>Precision</b>	<b>97.99</b>				



### 2.3.2 Deviation Estimates for type of schools

There is no deviation between the DISE and PES data in respect of type of schools i.e. Lower primary and Higher primary schools in Udupi district. On the basis of the data collected through sample survey covering 54 schools in Udupi district we found that there is no discrepancy between the data collected by DISE and PES with regard to the type of schools. Table 2.44 presents the deviation for different type of schools in Udupi district.

**Table 2.44:**  
**Comparison between PES and DISE Data: Category of Sample Schools**

District	LPS			HPS			Total		
	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
Udupi	18	18	0	36	36	0	54	54	0

#### Deviation estimates

##### LPS

a) No. of schools as per DISE data	18
b) No. of schools as per PES data	18
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

##### HPS

a) No. of schools as per DISE data	36
b) No. of schools as per PES data	36
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

##### Total

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data	100

### 2.3.3 Deviation estimates for location of schools

We estimated the deviation between DISE and PES data for schools located in Urban and Rural areas. Table 2.45 presents the deviation of LP and HP schools between DISE and PES. No deviation between DISE and PES was observed.

**Table 2.45:  
Comparison between PES and DISE Data: Location of Sample Schools**

District	Rural			Urban			Total		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
Udupi	49	49	0	5	5	0	54	54	0

**Deviation estimates**

**Rural**

a) No. of schools as per DISE data	49
b) No. of schools as per PES data	49
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data (%)	100

**Urban**

a) No. of schools as per DISE data	5
b) No. of schools as per PES data	5
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data (%)	100

**Total**

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data (%)	100

### 2.3.4 Deviation estimates for management of schools

We estimated the deviation between DISE and PES for different types of management and it was found that there is no deviation between the data collected by DISE and Post enumeration survey (PES). Table 2.46 depicts the deviation estimates for management of schools in Udupi district

**Table 2.46:**  
**Comparison of PES Data with DISE Data: School Management**

Levels	Education Dept.			Tribal Welfare Department			Private Aided			Total		
	DISE	PES	Devi- ation	DISE	PES	Devi- -ation	DISE	PES	Devi- ation	DISE	PES	Devi- ation
LPS	11	11	0	3	3	0	4	4	0	18	18	0
HPS	25	25	0	0	0	0	11	11	0	36	36	0
Total	36	36	0	3	3	0	15	15	0	54	54	0

#### Deviation estimates

##### LPS

a) No. of schools as per DISE data	18
b) No. of schools as per PES data	18
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### HPS

a) No. of schools as per DISE data	36
b) No. of schools as per PES data	36
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.3.5 Deviation estimates for schools by lowest class in the school

Table 2.47 shows that there is no deviation between DISE and PES data for the lowest class of the LPS and HPS schools in Udupi district.

**Table 2.47:**  
**Comparison of DISE and PES data: lowest class in the school**

Districts	1st standard								
	LPS			HPS			Total		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
Udupi	18	18	0	36	36	0	54	54	0

#### Deviation estimates

##### LPS

a) No. of schools as per DISE data	18
b) No. of schools as per PES data	18
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### HPS

a) No. of schools as per DISE data	36
b) No. of schools as per PES data	36
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.3.6 Deviation estimates for schools by highest class in the school

Table 2.48 shows that there is no deviation between DISE and PES data for the highest class of the LPS and HPS schools in Udupi district.

**Table 2.48:**  
**Comparison of PES Data with DISE Data: Highest Class in the Schools**

levels	PES				DISE				Deviation			
	Highest class in the school				Highest class in the school				Highest class in the school			
	upto 5th	6th and 7th	8th	Total	up to 5th	6th and 7th	8th	Total	up to 5th	6th and 7th	8th	Total
LPS	18	0	0	18	18	0	0	18	0	0	0	0
HPS	0	31	5	36	0	31	5	36	0	0	0	0
Total	18	31	5	54	18	31	5	54	0	0	0	0

#### Deviation estimates

##### LPS

a) No. of schools as per DISE data	18
b) No. of schools as per PES data	18
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### HPS

a) No. of schools as per DISE data	36
b) No. of schools as per PES data	36
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.3.7 Deviation estimates for schools by type of building in the school

Table 2.49 depicts that there is no difference between DISE and PES data on the type of school building in Udupi district.

**Table 2.49:**  
**Comparison of PES Data with DISE Data: Type of School Building**

District	DISE			PES			Deviation		
	Pucca	Partially pucca	Total	Pucca	Partially pucca	Total	Pucca	Partially pucca	Total
Udupi	54	0	54	54	0	54	0	0	0

#### Deviation estimates

##### Pucca

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Partially Pucca

a) No. of schools as per DISE data	0
b) No. of schools as per PES data	0
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.3.8 Deviation estimates for schools by status of building in the school

Table 2.50 depicts that there is no difference between DISE and PES data on the status of school building in Udupi district.

**Table 2.50:  
Comparison of PES Data with DISE Data: Status of School Building**

District	Private			Rented			Government			Total		
	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation	DISE	PES	Deviation
Udupi	12	12	0	4	4	0	38	38	0	54	54	0

#### Deviation estimates

##### Private

a) No. of schools as per DISE data	12
b) No. of schools as per PES data	12
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Rented

a) No. of schools as per DISE data	4
b) No. of schools as per PES data	4
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Government

a) No. of schools as per DISE data	38
b) No. of schools as per PES data	38
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### Total

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

### 2.3.9 Deviation estimates for number of class rooms in the schools

The estimates of deviation between DISE and PES data with regard to number of class rooms in the sample schools are presented in Table 2.51 and it was found that the deviation between DISE and PES data was 3.7 per cent.

**Table 2.51:**  
**Comparison between DISE and PES as per number of classrooms**

class rooms/schools	DISE						
	1	2	3	4	5	>6	Total
No. of classrooms	1	2	3	4	5	>6	Total
No. of schools	1	8	7	5	6	27	54
	PES						
	1	2	3	4	5	>6	Total
No. of classrooms	1	8	7	4	6	28	54
No. of schools	1	8	7	4	6	28	54
	Deviation						
	1	2	3	4	5	>6	Total
No. of classrooms	1	2	3	4	5	>6	Total
No. of schools	0	0	0	1	0	1	2

#### Deviation estimates

a) No. of schools as per DISE data	54
b) No. of schools as per PES data	54
c) Deviations between DISE & PES data ignoring $\pm$ signs	2
d) % deviation of DISE data from PES data	3.7
e) Precision level of DISE data with relation to PES data in %	96.3

### 2.3.10. Deviation estimates of teachers in the schools

The estimates of deviation between DISE and PES data with regard to the number of teachers in the sample schools are presented in Table 2.52. It was found that the deviation of teachers is 2 % in LP and 4 % in HP schools. The overall deviation taking into consideration both LP and HP schools is found to be 4 per cent.

**Table 2.52:**  
**Teachers position in sample schools**

levels	DISE			PES			Deviation		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
LPS	18	28	46	18	29	47	0	1	1
HPS	100	163	263	95	169	264	5	6	11
Total	118	191	309	113	198	311	5	7	12

**Deviation estimates****LPS****Male**

a) No. of teachers as per DISE data	18
b) No. of teachers as per PES data	18
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

**Female**

a) No. of teachers as per DISE data	28
b) No. of teachers as per PES data	29
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

**Total**

a) No. of teachers as per DISE data	46
b) No. of teachers as per PES data	47
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**HPS****Male**

a) No. of teachers as per DISE data	100
b) No. of teachers as per PES data	95
c) Deviations between DISE & PES data ignoring $\pm$ signs	5
d) % deviation of DISE data from PES data	5
e) Precision level of DISE data with relation to PES data in %	95

**Female**

a) No. of teachers as per DISE data	163
b) No. of teachers as per PES data	169
c) Deviations between DISE & PES data ignoring $\pm$ signs	6
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**Total**

a) No. of teachers as per DISE data	263
b) No. of teachers as per PES data	264
c) Deviations between DISE & PES data ignoring $\pm$ signs	11
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**All Schools****Male**

a) No. of teachers as per DISE data	118
b) No. of teachers as per PES data	113
c) Deviations between DISE & PES data ignoring $\pm$ signs	5
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**Female**

a) No. of teachers as per DISE data	191
b) No. of teachers as per PES data	198
c) Deviations between DISE & PES data ignoring $\pm$ signs	7
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**Total**

a) No. of teachers as per DISE data	309
b) No. of teachers as per PES data	311
c) Deviations between DISE & PES data ignoring $\pm$ signs	12
d) % deviation of DISE data from PES data	4
e) Precision level of DISE data with relation to PES data in %	96

**2.3.11. Deviation estimates for total enrolment in the schools**

The deviation estimates for enrolment are presented in Table 2.53. The deviation between DISE and PES data on enrolment is 3 %, 2.6 % and 2.7 % respectively for LPS, HPS and all schools taken together. In other words the precision in enrolment is 97 percent.

**Table 2.53:  
Comparison of DISE data and PES data: enrolment of all children**

levels of education	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	409	381	790	421	393	814	12	12	24
HPS	3921	4178	8099	3806	4076	7882	115	102	217
Total	4330	4559	8889	4227	4469	8696	127	114	241

**Deviation estimates**

**LPS**

a) No. of students as per DISE data	814
b) No. of students as per PES data	790
c) Deviations between DISE & PES data ignoring ± signs	24
d) % deviation of DISE data from PES data	3.0
e) Precision level of DISE data with relation to PES data in %	97.0

**HPS**

a) No. of students as per DISE data	7882
b) No. of students as per PES data	8099
c) Deviations between DISE & PES data ignoring ± signs	217
d) % deviation of DISE data from PES data	2.7
e) Precision level of DISE data with relation to PES data in %	97.3

**Total**

a) No. of students as per DISE data	8696
b) No. of students as per PES data	8889
c) Deviations between DISE & PES data ignoring ± signs	241
d) % deviation of DISE data from PES data	2.7
e) Precision level of DISE data with relation to PES data in %	97.3

**2.3.12 Deviation estimates for enrolment of Scheduled caste children**

Table 2.54 presents the enrolment of SC students collected from DISE and PES. The deviation estimates show that deviation in respect of Scheduled caste enrolment in lower primary classes was 1 per cent, while the same is 2 percent in case of higher primary level and for total children.

**Table 2.54:  
Comparison of DISE and PES data for SC enrolment**

levels	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	67	58	125	68	58	126	1	0	1
HPS	339	304	643	346	300	646	7	4	11
Total	406	362	768	414	358	772	8	4	12

**Deviation estimates**

**LPS**

a) No. of students as per DISE data	125
b) No. of students as per PES data	126
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

**HPS**

a) No. of students as per DISE data	643
b) No. of students as per PES data	646
c) Deviations between DISE & PES data ignoring $\pm$ signs	11
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

**Total**

a) No. of students as per DISE data	768
b) No. of students as per PES data	772
c) Deviations between DISE & PES data ignoring $\pm$ signs	12
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

### 2.3.13 Deviation estimates for enrolment of Scheduled Tribe children

Table 2.55 presents the enrolment of ST students collected from DISE and PES. There is no deviation between DISE and PES data in enrolment of scheduled tribe children in lower primary schools. The deviation in enrolment for HPS is 2 percent and over all deviation is only 1 percent indicating the precision to the extent of 99 percent.

**Table 2.55: Comparison of DISE and PES data on ST enrolment**

levels	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	83	64	147	83	64	147	0	0	0
HPS	180	194	374	181	199	380	1	5	6
Total	263	258	521	264	263	527	1	5	6

#### Deviation estimates

##### LPS

a) No. of students as per DISE data	147
b) No. of students as per PES data	147
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0
e) Precision level of DISE data with relation to PES data in %	100

##### HPS

a) No. of students as per DISE data	374
b) No. of students as per PES data	380
c) Deviations between DISE & PES data ignoring $\pm$ signs	6
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

##### Total

a) No. of students as per DISE data	521
b) No. of students as per PES data	527
c) Deviations between DISE & PES data ignoring $\pm$ signs	6
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

### 2.3.14 Deviation estimates for enrolment of disability children

Table 2.56 presents the comparative data on enrolment of disability children collected by DISE and PES. It is noticed that the overall deviation taking the two levels of education together is 4.2 % while the deviation for LPS is found to be nil and it is 4.8 % for HPS.

**Table 2.56:**  
**Comparison of DISE data and PES data on enrolment of disability children**

levels	DISE			PES			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	3	5	8	3	5	8	0	0	0
HPS	45	19	64	43	20	63	2	1	3
Total	48	24	72	46	25	71	2	1	3

#### Deviation estimates

##### LPS

a) No. of students as per DISE data	8
b) No. of students as per PES data	8
c) Deviations between DISE & PES data ignoring $\pm$ signs	0
d) % deviation of DISE data from PES data	0.0
e) Precision level of DISE data with relation to PES data in %	100.0

##### HPS

a) No. of students as per DISE data	64
b) No. of students as per PES data	63
c) Deviations between DISE & PES data ignoring $\pm$ signs	3
d) % deviation of DISE data from PES data	4.8
e) Precision level of DISE data with relation to PES data in %	95.2

##### Total

a) No. of students as per DISE data	72
b) No. of students as per PES data	71
c) Deviations between DISE & PES data ignoring $\pm$ signs	3
d) % deviation of DISE data from PES data	4.2
e) Precision level of DISE data with relation to PES data in %	95.8

### 2.3.15. Deviation estimates for repeaters in schools

It is found that there is 3 percent deviation between the DISE and PES data so far as repeaters are concerned. The deviation is found to be 4.5 % in case of boys while there is no deviation for girls between DISE and PES data. Table 2.57 presents the comparative data on repeaters.

**Table 2.57:  
Comparison of repeaters between DISE and PES data**

levels	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	0	1	1	0	1	1	0	0	0
HPS	22	16	38	21	16	37	1	0	1
Total	22	17	39	21	17	38	1	0	1

#### Deviation estimates

##### Boys

a) No. of boys as per DISE data	21
b) No. of boys as per PES data	22
c) Deviations between DISE & PES data ignoring ± signs	1
d) % deviation of DISE data from PES data	4.5
e) Precision level of DISE data with relation to PES data in %	95.5

##### Girls

a) No. of girls as per DISE data	17
b) No. of girls as per PES data	17
c) Deviations between DISE & PES data ignoring ± signs	0
d) % deviation of DISE data from PES data	0.0
e) Precision level of DISE data with relation to PES data in %	100.0

##### Total

a) No. of children as per DISE data	38
b) No. of children as per PES data	39
c) Deviations between DISE & PES data ignoring ± signs	1
d) % deviation of DISE data from PES data	2.6
e) Precision level of DISE data with relation to PES data in %	97.4

### 2.3.16. Deviation estimates for children’s attendance in schools

Table 2.58 presents the actual attendance of children in the schools by gender. The deviation in case of boys and girls’ attendance is found to be 2.2 and 2.1 % respectively. However the overall deviation between DISE and PES data shows very negligible percentage (2.2 %) indicating 98 percent accuracy in the data set.

**Table 2.58: Comparison of attendance of DISE and PES data in the schools**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
4210	4439	8649	4306	4535	8841	96	96	192

#### Deviation estimates

##### Boys

a) No. of Boys as per DISE data	4210
b) No. of Boys as per PES data	4306
c) Deviations between DISE & PES data ignoring ± signs	96
d) % deviation of DISE data from PES data	2.2
e) Precision level of DISE data with relation to PES data in %	97.8

##### Girls

a) No. of girls as per DISE data	4439
b) No. of Girls as per PES data	4535
c) Deviations between DISE & PES data ignoring ± signs	96
d) % deviation of DISE data from PES data	2.1
e) Precision level of DISE data with relation to PES data in %	97.9

##### Total

a) No. of children as per DISE data	8649
b) No. of children as per PES data	8841
c) Deviations between DISE & PES data ignoring ± signs	192
d) % deviation of DISE data from PES data	2.2
e) Precision level of DISE data with relation to PES data in %	97.8

### 2.3.17. Deviation estimates for attendance of SC children in schools

The deviation in attendance of SC girls is found to be better than their boy counterparts. The over all deviation is found to be 1 percent showing the accuracy as 99%. Table 2.59 presents the attendance of SC children.

**Table 2.59:  
Comparison of DISE and PES data on attendance of SC children**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
403	359	762	404	355	759	1	4	5

#### Deviation estimates

##### Attendance-SC

##### Boys

a) No. of Boys as per DISE data	403
b) No. of Boys as per PES data	404
c) Deviations between DISE & PES data ignoring $\pm$ signs	1
d) % deviation of DISE data from PES data	0.2
e) Precision level of DISE data with relation to PES data in %	99.8

##### Girls

a) No. of girls as per DISE data	359
b) No. of Girls as per PES data	355
c) Deviations between DISE & PES data ignoring $\pm$ signs	4
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

##### Total

a) No. of children as per DISE data	762
b) No. of children as per PES data	759
c) Deviations between DISE & PES data ignoring $\pm$ signs	5
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

### 2.3.18 Deviation estimates for attendance of ST children in schools

The deviation in attendance is 1, 3 and 2 % respectively for boys, girls and all children. The over all deviation is found to be 2 percent showing the accuracy as 98 %. Table 2.60 presents the attendance of ST children.

**Table 2.60:  
Comparison of DISE and PES data on attendance of ST children**

DISE			PES			Deviation		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
259	253	512	256	260	516	3	7	10

#### Deviation estimates

##### Attendance-ST

##### Boys

a) No. of Boys as per DISE data	259
b) No. of Boys as per PES data	256
c) Deviations between DISE & PES data ignoring $\pm$ signs	3
d) % deviation of DISE data from PES data	1
e) Precision level of DISE data with relation to PES data in %	99

##### Girls

a) No. of girls as per DISE data	253
b) No. of Girls as per PES data	260
c) Deviations between DISE & PES data ignoring $\pm$ signs	7
d) % deviation of DISE data from PES data	3
e) Precision level of DISE data with relation to PES data in %	97

##### Total

a) No. of children as per DISE data	512
b) No. of children as per PES data	516
c) Deviations between DISE & PES data ignoring $\pm$ signs	10
d) % deviation of DISE data from PES data	2
e) Precision level of DISE data with relation to PES data in %	98

### 2.3.19. Deviation estimates for children received text books in schools

The deviation estimates indicate that it is relatively high in lower primary schools as compared to higher primary schools. However the overall deviation in distribution of text books shows less than 2 percent deviation implying thereby more than 98 percent accuracy in the data collected by DISE and PES.

**Table 2.61:  
Comparison between DISE and PES data: beneficiaries of text books**

levels	PES			DISE			Deviation		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	313	347	660	304	305	609	9	42	51
HPS	2761	3060	5821	2797	3084	5881	36	24	60
Total	3074	3407	6481	3101	3389	6490	45	66	111

**Deviation estimates**

**LPS**

a) No. of students as per DISE data	609
b) No. of students as per PES data	660
c) Deviations between DISE & PES data ignoring ± signs	51
d) % deviation of DISE data from PES data	0.1
e) Precision level of DISE data with relation to PES data in %	99.9

**HPS**

a) No. of students as per DISE data	5881
b) No. of students as per PES data	5821
c) Deviations between DISE & PES data ignoring ± signs	60
d) % deviation of DISE data from PES data	0.01
e) Precision level of DISE data with relation to PES data in %	99.99

**Total**

a) No. of students as per DISE data	6490
b) No. of students as per PES data	6481
c) Deviations between DISE & PES data ignoring ± signs	111
d) % deviation of DISE data from PES data	1.7
e) Precision level of DISE data with relation to PES data in %	98.3

**2.3.20. Deviation estimates for examination results in schools**

**(i) Results for 5<sup>th</sup> Class:**

Table 2.62 presents the results of examination for 5<sup>th</sup> class students in schools. The deviation values show that the deviation in respect of the results in 5<sup>th</sup> class between the DISE and PES data is slightly higher than 3 percent. In other word there is more than 96 % percent accuracy in the data set between DISE and PES. The deviation in case of appeared students also shows the deviation to the extent of 2.9 percent.

**Table 2.62:  
Comparison of examination results between DISE and PES data for 5th class**

levels	DISE						PES						Deviation					
	5th std appeared			5th passed			5th std appeared			5th passed			5th std appeared			5th passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	95	72	167	94	67	161	92	69	161	92	69	161	3	3	6	2	2	4
HPS	583	580	1163	573	571	1144	604	592	1196	599	588	1187	21	12	33	26	17	43
Total	678	652	1330	667	638	1305	696	661	1357	691	657	1348	24	15	39	28	19	47

**Deviation estimates**

**5th standard**

**Appeared**

- a) No. of students as per DISE data 1330
- b) No. of students as per PES data 1357
- c) Deviations between DISE & PES data ignoring ± signs 39
- d) % deviation of DISE data from PES data 2.9
- e) Precision level of DISE data with relation to PES data in % 97.1

**Passed**

- a) No. of students as per DISE data 1305
- b) No. of students as per PES data 1348
- c) Deviations between DISE & PES data ignoring ± signs 47
- d) % deviation of DISE data from PES data 3.5
- e) Precision level of DISE data with relation to PES data in % 96.5

**(ii) Results for 7<sup>th</sup> Class**

Table 2.63 shows the comparison of results for 7<sup>th</sup> class among the sample schools. It is found that the deviation between the data collected by DISE and PES in respect of 7<sup>th</sup> standard results is found to be 5 percent in case of both pass and appeared students.

**Table 2.63:  
Comparison of examination results between DISE and PES data for 7th class**

levels	DISE						PES						Deviation					
	7th std appeared			7th passed			7th std appeared			7th passed			7th std appeared			7th passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HPS	656	702	1358	646	707	1353	688	740	1428	684	737	1421	32	38	70	38	30	68
Total	656	702	1358	646	707	1353	688	740	1428	684	737	1421	32	38	70	38	30	68

**Deviation estimates**

**7th standard**

**Appeared**

- a) No. of students as per DISE data 1358
- b) No. of students as per PES data 1428
- c) Deviations between DISE & PES data ignoring  $\pm$  signs 70
- d) % deviation of DISE data from PES data 4.9
- e) Precision level of DISE data with relation to PES data in % 95.1

**Passed**

- a) No. of students as per DISE data 1353
- b) No. of students as per PES data 1421
- c) Deviations between DISE & PES data ignoring  $\pm$  signs 68
- d) % deviation of DISE data from PES data 4.8
- e) Precision level of DISE data with relation to PES data in % 95.2

## Chapter – III

### INFORMATION ON FEEDBACK SCHEDULE

**3.1** In course of the Post Enumeration Survey (PES) two additional schedules entitled “Investigators’ Feed Back Schedule” and school observation schedule were canvassed in order to assess the experiences and observations of Investigators in respect of different problems encountered in the field. This provides the feed back of investigators on the practical problems in the collection of DISE data as well as the data from various schools. These additional schedules were used apart from special DCF for post enumeration survey.

**3.2 Investigators’ observation schedule:** The investigator’s feedback schedule gives some understanding about the practical problems in the collection of DISE data. One of the guidelines for the collection of DISE data is that maximum care needs to be taken by the school authorities not to leave any spot blank on the schedule. During the survey an attempt was made to know the attitude of the Head teachers towards investigators in providing the information. The results are presented in Tables 3.1 and Table 3.2.

**Table: 3.1****Responses of Head Teachers to the Investigators on various aspects (Nos)**

Description of Various aspects	Responses					
	Very Good	Good	Average	Poor	Very poor	Total
<b>Haveri District</b>						
Initial reaction of the P/HT	25	39	6	0	0	70
Response of the P/HT to provide information	22	40	8	0	0	70
Availability of records	17	39	14	0	0	70
Condition of records maintained	12	45	11	2	0	70
Updating of records maintained	11	43	13	3	0	70
<b>Raichur District</b>						
Initial reaction of the P/HT	19	56	8	0	0	83
Response of the P/HT to provide information	19	54	9	0	1	83
Availability of records	11	55	13	3	1	83
Condition of records maintained	10	50	19	3	1	83
Updating of records maintained	11	40	28	3	1	83
<b>Udupi District</b>						
Initial reaction of the P/HT	12	37	5	0	0	54
Response of the P/HT to provide information	10	40	4	0	0	54
Availability of records	9	40	5	0	0	54
Condition of records maintained	4	46	4	0	0	54
Updating of records maintained	10	39	5	0	0	54
<b>Total</b>						
Initial reaction of the P/HT	56	132	19	0	0	207
Response of the P/HT to provide information	51	134	21	0	1	207
Availability of records	37	134	32	3	1	207
Condition of records maintained	26	141	34	5	1	207
Updating of records maintained	32	122	46	6	1	207

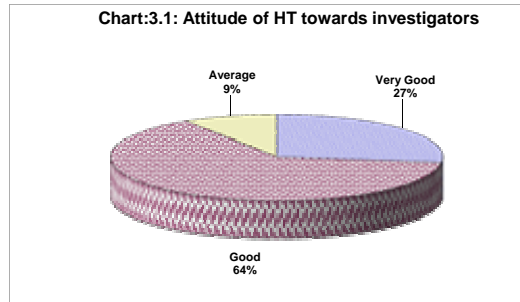
Note: H=Head Teachers, P=Principals

**Table: 3.2****Responses of Head Teachers to the Investigators on various aspects (%)**

Description of Various aspects	Responses					
	Very Good	Good	Average	Poor	Very poor	Total
<b>Haveri District</b>						
Initial reaction of the P/HT	35.71	55.71	8.57	0.00	0.00	100.00
Response of the P/HT to provide information	31.43	57.14	11.43	0.00	0.00	100.00
Availability of records	24.29	55.71	20.00	0.00	0.00	100.00
Condition of records maintained	17.14	64.29	15.71	2.86	0.00	100.00
Updating of records maintained	15.71	61.43	18.57	4.29	0.00	100.00
<b>Raichur District</b>						
Initial reaction of the P/HT	22.89	67.47	9.64	0.00	0.00	100.00
Response of the P/HT to provide information	22.89	65.06	10.84	0.00	1.20	100.00
Availability of records	13.25	66.27	15.66	3.61	1.20	100.00
Condition of records maintained	12.05	60.24	22.89	3.61	1.20	100.00
Updating of records maintained	13.25	48.19	33.73	3.61	1.20	100.00
<b>Udupi District</b>						
Initial reaction of the P/HT	22.22	68.52	9.26	0.00	0.00	100.00
Response of the P/HT to provide information	18.52	74.07	7.41	0.00	0.00	100.00
Availability of records	16.67	74.07	9.26	0.00	0.00	100.00
Condition of records maintained	7.41	85.19	7.41	0.00	0.00	100.00
Updating of records maintained	18.52	72.22	9.26	0.00	0.00	100.00
<b>Total</b>						
Initial reaction of the P/HT	27.05	63.77	9.18	0.00	0.00	100.00
Response of the P/HT to provide information	24.64	64.73	10.14	0.00	0.48	100.00
Availability of records	17.87	64.73	15.46	1.45	0.48	100.00
Condition of records maintained	12.56	68.12	16.43	2.42	0.48	100.00
Updating of records maintained	15.46	58.94	22.22	2.90	0.48	100.00

Note: H=Head Teachers, P=Principals

Table 3.1 and 3.2 depict that majority of Head teachers have responded to almost all the questions satisfactorily. In 3 to 4 % of schools in Havari and Raichur have not updated the records of the school. These cases are not observed in case of Udupi, developed district. The overall co-operation of Head teachers towards investigators is reflected in chart-3.1



### **3.3 School observation schedule**

The present study observed that proper scrutiny of DISE data, needs to be made before the data entry in order to ascertain the unbiasedness, consistency and overall quality in the data set. In case of any mistake is observed, one can rectify the same by refer back to that particular unit. This type of operation may be undertaken at the district level on more rigorous and regular basis. In order to achieve this, qualitative human and physical infrastructure needs to be available at the DISE unit.

#### **3.3.1 Training of the HT**

##### **i) Place of Training**

School observation schedule gives us information about various activities conducted in connection with DISE implementation. Table 3.3 and table 3.4 show details about the place of training of head teacher in connection with DISE implementation. Most surprisingly it is found that 14 per cent of the Head teachers have not received any training for DISE data collection and implementation. Most of the training is conducted at the cluster and block level. The places of training for the HTs are depicted in chart-3.2.

**Table: 3.3**

**Place of Training of Head Teacher in connection with DISE implementation (Nos)**

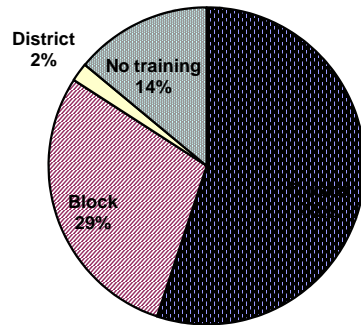
Districts	Cluster	Block	District	No training	Total
Haveri	31	31	1	7	70
Raichur	51	14	3	15	83
Udupi	32	15	0	7	54
Total	114	60	4	29	207

**Table: 3.4**

**Place of Training of Head Teacher in connection with DISE implementation (%)**

Districts	Cluster	Block	District	No training	Total
Haveri	44.3	44.3	1.4	10.0	100.0
Raichur	61.4	16.9	3.6	18.1	100.0
Udupi	59.3	27.8	0.0	13.0	100.0
Total	55.1	29.0	1.9	14.0	100.0

**Chart-3.2: % of HT trained in different places**



## ii) Duration of Training

In the selected schools 178 head teachers have taken DISE training regarding the collection of data. In most cases the duration of the training is one day (i.e. 71 %) and 15 per cent HTs received two days training. It was observed that only 14 percent of the HTs received training for more than two days. Across districts, more than 2 days training is received by 19 %, 16 % and 4 % head teachers respectively in Haveri, Raichur and Udupi.

**Table: 3.5**  
**Duration of training of head teacher (Nos)**

Districts	One day	Two days	More than two days	Total
Haveri	45	6	12	63
Raichur	48	9	11	68
Udupi	34	11	2	47
Total	127	26	25	178

**Table: 3.6**  
**Duration of training of head teacher (%)**

Districts	One day	Two days	More than two days	Total
Haveri	71.4	9.5	19.0	100.0
Raichur	70.6	13.2	16.2	100.0
Udupi	72.3	23.4	4.3	100.0
Total	71.3	14.6	14.0	100.0

## iii) Resource centres for training

BRC and CRC are the main resource centres conducting trainings to the HTs regarding the DISE implementation and data collection. Table 3.7 and Table 3.8 show that about 99 percent of the HTs received training at BRC and CRC.

**Table: 3.7**  
**Resource centres conducting training (Nos)**

Districts	BRC	CRC	DRC	Total
Haveri	38	24	1	63
Raichur	28	39	1	68
Udupi	20	27	0	47
Total	86	90	2	178

*Note: BRC= Block Resource Centre; CRC= Cluster Resource Centre;  
DRC= District Resource Centre*

**Table: 3.8**  
**Resource centres conducting training (%)**

Districts	BRC	CRC	DRC	Total
Haveri	60.3	38.1	1.6	100.0
Raichur	41.2	57.4	1.5	100.0
Udupi	42.6	57.4	0.0	100.0
Total	48.3	50.6	1.1	100.0

**iv) Conceptual Clarity in the DCF (data collection format)**

Table 3.9 and table 3.10 show that the resource centres have tried their best to explain the DCF concept to HTs. Less than 4 of the HTs from Haveri and less than 2 % HT from Raichur reported that DCF concept was not clearly explained while no such reporting was made by the head teachers of Udupi.

**Table: 3.9**  
**Explanation of the DCF concept (Nos)**

Districts	Yes	No	Partially	Total
Haveri	61	0	2	63
Raichur	67	0	1	68
Udupi	46	1	0	47
Total	174	1	3	178

**Table: 3.10**  
**Explanation of the DCF concept (%)**

Districts	Yes	No	Partially	Total
Haveri	96.8	0.0	3.2	100.0
Raichur	98.5	0.0	1.5	100.0
Udupi	97.9	2.1	0.0	100.0
Total	97.8	0.6	1.7	100.0

**v) Clarification of doubts during training**

Table 3.11 and table 3.12 show number and percentage of doubts clarified during the training. About 93 percent of the HTs who got training have expressed that their doubts regarding the implementation of DISE were clarified. About 7 percent of the teachers reported that they did not get their doubts clarified during the training. This calls for more rigorous interaction between resource persons and Head Teachers during training.

**Table: 3.11**  
**Removal of doubts (Nos)**

Districts	Yes	No	Partially	Total
Haveri	55	5	3	63
Raichur	65	2	1	68
Udupi	46	0	1	47
Total	166	7	5	178

**Table: 3.12**  
**Removal of doubts (%)**

Districts	Yes	No	Partially	Total
Haveri	87.3	7.9	4.8	100.0
Raichur	95.6	2.9	1.5	100.0
Udupi	97.9	0.0	2.1	100.0
Total	93.3	3.9	2.8	100.0

**vi) DISE data and the trained teacher**

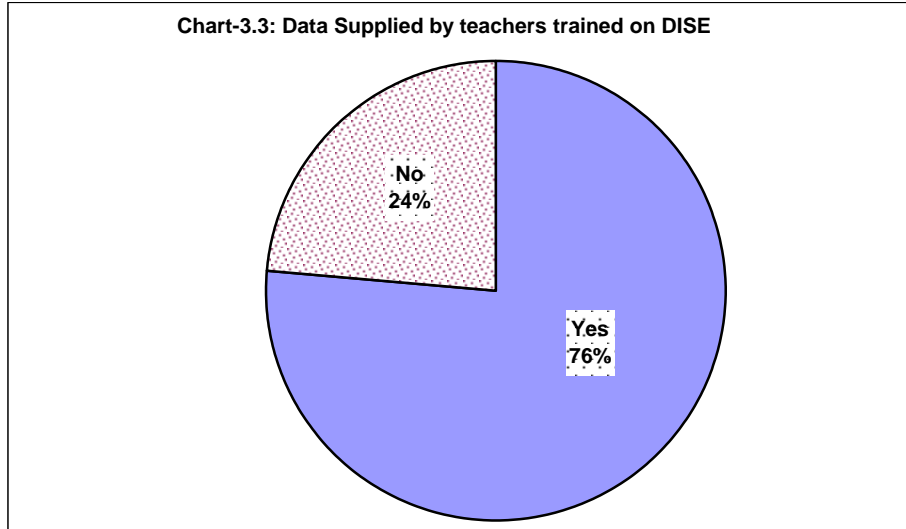
It is very important to observe whether the teacher who received the training has provided the data for the reference year to our investigators or not. Table 3.13 and Table 3.14 show the number and percentage of teachers who provided the DISE data. It is found that on an average, 76 percent of the teachers who obtained training have provided the data satisfactorily. This varies across the districts, i.e. Haveri 73 percent, Raichur 78 percent and Udupi 79 percent. Chart -3.3 depicts the use of trained teachers in DISE to supply the school data.

**Table: 3.13**  
**Provision of data by the teachers who obtained training**  
**(Nos)**

Districts	Yes	No	Total
Haveri	46	17	63
Raichur	53	15	68
Udupi	37	10	47
Total	136	42	178

**Table: 3.14**  
**Provision of data by the teachers who obtained training (%)**

Districts	Yes	No	Total
Haveri	73.0	27.0	100.0
Raichur	77.9	22.1	100.0
Udupi	78.7	21.3	100.0
Total	76.4	23.6	100.0



### 3.3.2 School Summary Report Card

It is necessary to maintain regular summary report card in every school to ensure the access and availability of data to DISE. The school summary report includes the activities conducted in the school during the year. It is reported (Table 3.15 and Table 3.16) that about 93 percent of the schools have maintained the school summary report. Chart 3.4 shows that 7 % of the total schools do not maintain summary report card.

**Table: 3.15**

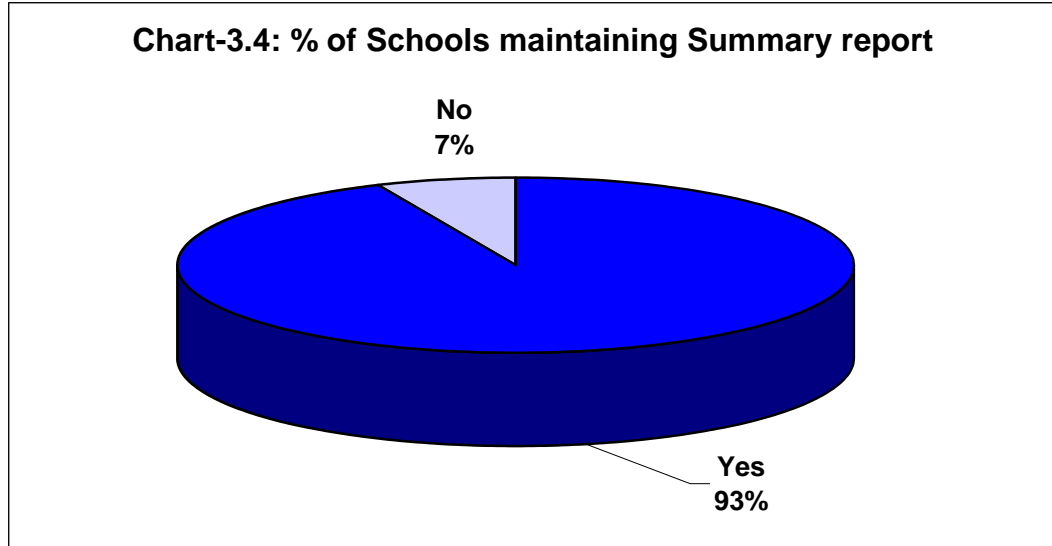
**Schools maintaining school summary report (Nos)**

Districts	Yes	No	Total
Haveri	68	2	70
Raichur	75	8	83
Udupi	50	4	54
Total	193	14	207

**Table: 3.16**

**Schools maintaining school summary report (%)**

Districts	Yes	No	Total
Haveri	97.1	2.9	100.0
Raichur	90.4	9.6	100.0
Udupi	92.6	7.4	100.0
Total	93.2	6.8	100.0



Co-operation of the SDMC is very useful for conducting any activity in the school. Therefore, the school summary report should be shared with the SDMC. Table 3.17 and Table 3.18 show that on an average 96 percent of the schools have shared school summary report with SDMC and the rest 4 percent of the schools have not shared the school summary report with SDMC. This may also because of lack of awareness about the receipt of the school summary report and absence of proper co-ordination between school teachers and SDMC members. Chart 3.5 shows the status of sharing the summary report of schools with SDMC.

**Table: 3.17**

**Schools sharing school summary report with SDMC (Nos)**

Districts	Yes	No	Total
Haveri	65	3	68
Raichur	74	1	75
Udupi	46	4	50
Total	185	8	193

**Table: 3.18**

**Schools sharing school summary report with SDMC (%)**

Districts	Yes	No	Total
Haveri	95.6	4.4	100.0
Raichur	98.7	1.3	100.0
Udupi	92.0	8.0	100.0
Total	95.9	4.1	100.0

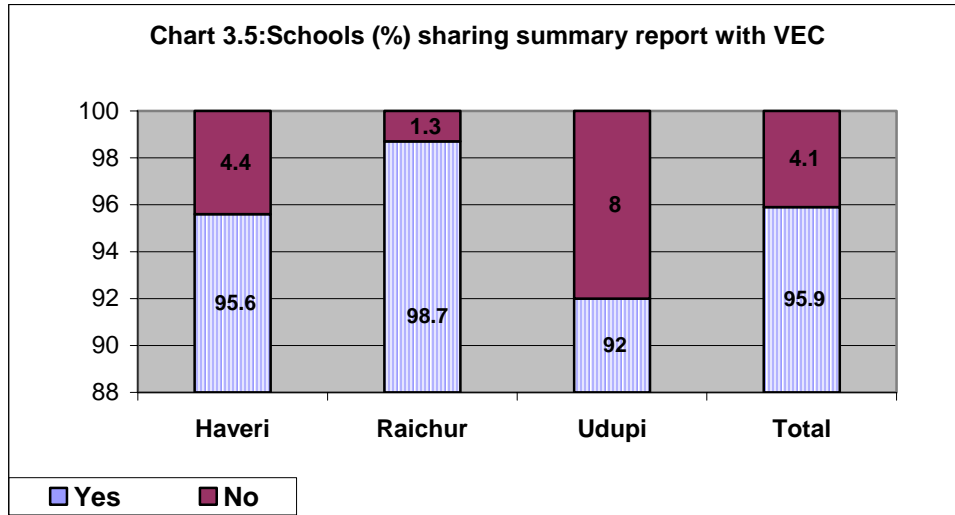


Table 3.19 and table 3.20 show number and percentage of school summary reports reflecting the real status of the schools in respect of almost all the indicators i.e; enrolment, attendance, teachers, dropout, physical infrastructure etc. On an average 98 percent of the schools reported that the school summary report reflects actual status of the school with regard to almost all the aspects.

**Table: 3.19**  
**School summary report reflecting different information of the school (Nos)**

Districts	Yes	No	Total
Haveri	68	0	68
Raichur	74	1	75
Udupi	49	1	50
Total	191	2	193

**Table: 3.20**  
**School summary report reflecting different information of the school (%)**

Districts	Yes	No	Total
Haveri	100.0	0.0	100.0
Raichur	98.7	1.3	100.0
Udupi	98.0	2.0	100.0
Total	99.0	1.0	100.0

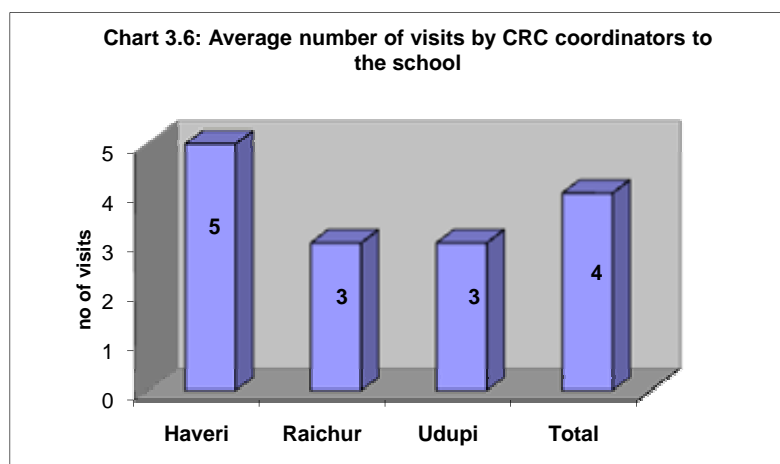
### 3.3.3 Frequency of Visits of CRC coordinators

Since the role of CRC coordinators is very crucial in monitoring and supervising the work related to DISE data in the school, their visit to school assumes great importance. Table 3.21 shows that on an average CRC coordinators visited 4 times during the period of three months. In Haveri district the average visit is 5 but in Raichur and Udupi it is 3 in each. Chart-3.6 depicts the average number of visits by the CRC coordinators to the schools.

**Table: 3.21**

**Number of visits by CRC Coordinators to the school**

Districts	Total Visits	Total schools	Average
Haveri	323	70	5
Raichur	275	83	3
Udupi	158	54	3
Total	756	207	4



### 3.3.4 Training to the teachers under SSA

SSA was of the innovative schemes introduced to achieve the goal of Universalisation of primary education. Training was one of the important components under SSA. We enquired about this aspect of training in our selected sample schools and

it was noticed that in all the 3 selected districts fairly good number of teachers have received the training under SSA.

**Table: 3.22**

**Teachers who received in-service training under SSA**

Districts	No. of teachers
Haveri	246 (38.8)
Raichur	219 (34.5)
Udupi	169 (26.7)
Total	634 (100)

### **3.4 Fieldwork Experience**

Post Enumeration Survey (PES) has been conducted in the selected districts (Haveri, Raichur and Udupi) during the month of April 2008. Since it was vacation for the schools, getting contact with the head teachers was very difficult. It was reported that the marriage season was also going on. With the help of BRC & CRC persons we contacted the teachers and fixed the date for the visits. Visiting the selected schools was another big problem due to non existent of access roads in many places (especially in Raichur district). The selected schools were spread in all directions and there were many remote villages with no transport facilities. In this connection, the BRC and CRC persons deserve appreciation for getting contact with head teachers and helping us to reach the selected villages. It was observed during the field survey that almost all the head teachers filled the DISE formats correctly and they did not leave any item blank. The maintenance of the data was found to be good at the school level.

## Chapter - IV

### SUMMARY AND CONCLUSIONS

#### 4.1 Highlights of the major findings

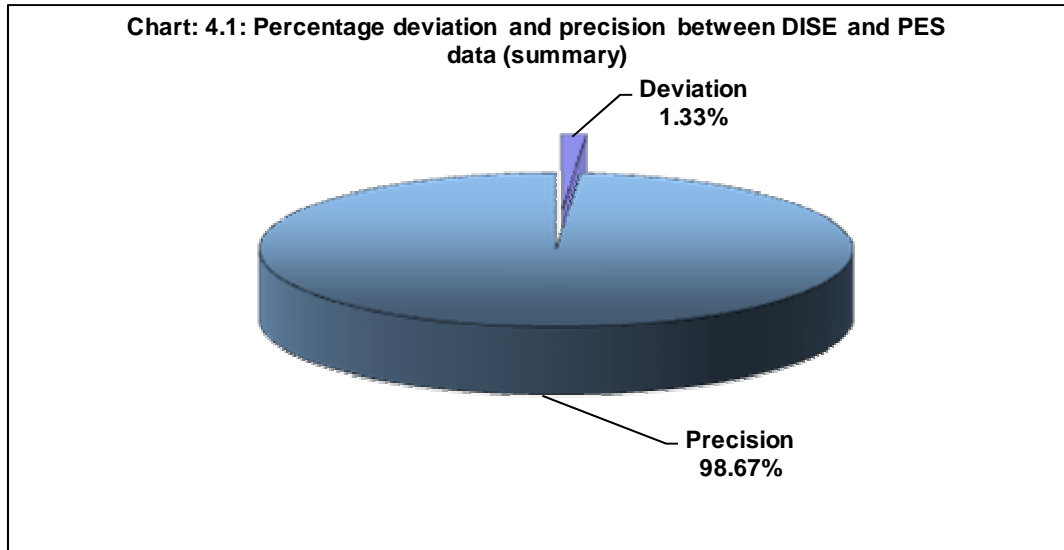
The overall deviation of DISE data from PES data taking into consideration all the items and sub items for all the three districts is 1.3 giving a precision level of 98.7 percent. The errors in statistics can be acceptable up to 5 percent. No census study provides 100 per cent accuracy in data due to various reasons. The sample studies also suffer from same type of errors. In case of sampling study the errors may be both sampling and non sampling errors. But in case of census study most of the errors are attributable to non sampling errors. The present study based on the sample of 5 percent schools gives the error of 1.3 percent which is statistically negligible. Across Districts, it is found that the deviations between DISE data and PES data are 2.01, 0.75 and 1.22 respectively for Udupi, Haveri and Raichur districts. The overall deviation is the lowest in Havri district and highest in Udupi district. This indicates that the collection and maintenance of data in DISE is done systematically by the concerned officials/units at the district level as the deviation in data between the two surveys seems to be very low. In this background one can infer that the data generation and data preservation by the government of Karnataka is found to be done most efficiently.

All the three districts show deviation between DISE and PES data in case of (i) number of teachers, (ii) enrolment, (iii) repeaters, (iv) attendance and (v) text books. Since the deviation is found incase of these indicators for all the three districts, the overall deviation became more than 1 percent. In Haveri the highest deviation is observed in respect of number of teachers and lowest in case of 5<sup>th</sup> class results. Rachur showed the highest deviation in case of enrolment of SC children and lowest deviation in case of general enrolment and text books. In Udupi the highest deviation was found in respect of

results and lowest deviation in case of enrolment of ST children. Table 4.1 and Chart 4.1 present the summary of deviation in data between DISE and PES for all the districts.

**Table 4.1:**  
**Percentage deviation and precision between DISE and PES data (summary)**

Indicators	Udupi		Haveri		Raichur		All Districts	
	Deviation	Precision	Deviation	Precision	Deviation	Precision	Deviation	Precision
category of schools	0.00	100.00	0.00	100.00	0.00	100.00	0.00	100.00
Location of schools	0.00	100.00	0.00	100.00	0.00	100.00	0.00	100.00
Lowest class	0.00	100.00	0.00	100.00	0.00	100.00	0.00	100.00
Highest class	0.00	100.00	0.00	100.00	0.00	100.00	0.00	100.00
Type of management	0.00	100.00	0.00	100.00	0.00	100.00	0.00	100.00
Type of school building	0.00	100.00	0.00	100.00	4.00	96.00	1.33	98.67
Status of school building	0.00	100.00	0.00	100.00	0.00	100.00	0.00	100.00
Number of class rooms	3.70	96.30	0.00	100.00	0.00	100.00	1.23	98.77
Teachers	4.00	96.00	3.14	96.86	5.00	95.00	4.05	95.95
5th class appears	2.90	97.10	0.06	99.94	0.00	100.00	1.19	98.81
5th passed	3.50	96.50	0.06	99.94	0.00	100.00	1.19	98.81
7th class appears	4.90	95.10	0.00	100.00	0.00	100.00	1.63	98.37
7th passed	4.80	95.20	0.00	100.00	0.00	100.00	1.60	98.40
Enrolment-all	2.70	97.30	0.68	99.32	0.60	99.40	1.33	98.67
Enrolment-SC	2.00	98.00	0.70	99.30	6.00	94.00	2.90	97.10
Enrolment-ST	1.00	99.00	1.78	98.22	4.00	96.00	2.26	97.74
Enrolment disability	4.20	95.80	2.50	97.50	0.70	99.30	2.47	97.53
Repeaters	2.60	97.40	2.70	97.30	1.50	98.50	2.27	97.73
Attendance	2.2	97.80	1.00	99.00	2.00	98.00	1.37	98.63
Textbooks	1.70	98.30	2.30	97.70	0.60	99.40	1.53	98.47
All Indicators	2.01	97.99	0.75	99.25	1.20	98.80	1.32	98.68



#### 4.2 Recommendations for improving the quality of DISE data

- The DISE format for collecting the data is well structured fulfilling all the features of good schedule. It consists of simple and straight forward questions/points using very simple language without any ambiguity keeping in view the objectives of the study/enquiry. The questions/items are lucidly put and arranged in logical order. However, there are some methodological confusion still exists with teachers. Therefore, teachers should be given extensive training and the period of training should be more than what is prevailing at present to discuss all the issues. In many cases the single teachers face difficulties in attending the training. Therefore, some arrangements should be made to enable them to attend the training (for example, provision of one alternative teacher). In this connection the members could also help the head teacher to provide the necessary data. Filling up of the DISE format requires careful attention for which adequate time needs to be allocated to the head teachers for this purpose. Before the data tabulation careful scrutiny of the data merits consideration.
- DISE format may also include some qualitative information about the problems of students, teachers and parents, effectiveness of teaching, status of each class room (building). There should be a column for writing remarks of head teachers in the DISE format.
- A separate sheet consisting of the opinions of the computer personnel at the district level, their problems etc may be enquired through a schedule structured for the purpose. This will give an idea about the problems in the computer unit of DISE which was not possible to capture anywhere else.
- Some queries about the DISE unit and its operation at the district level should have been included in the PES schedule in order to assess the overall performance of the units working for acquiring the data on various aspects of education.
- Schedules of PES might have included some question on infrastructure facilities in the school which play a crucial role in enhancing the enrolment and overall quality of education. For example it was asked about the number of class rooms but not about the quality of class rooms which assumes importance.

- The opinions of SDMC members may also be useful to get feed back about the quality of teaching at the school. There are questions in the schedule abut the number of meetings with SDMC members but not about their perception about the teaching quality and over all quality of the school.