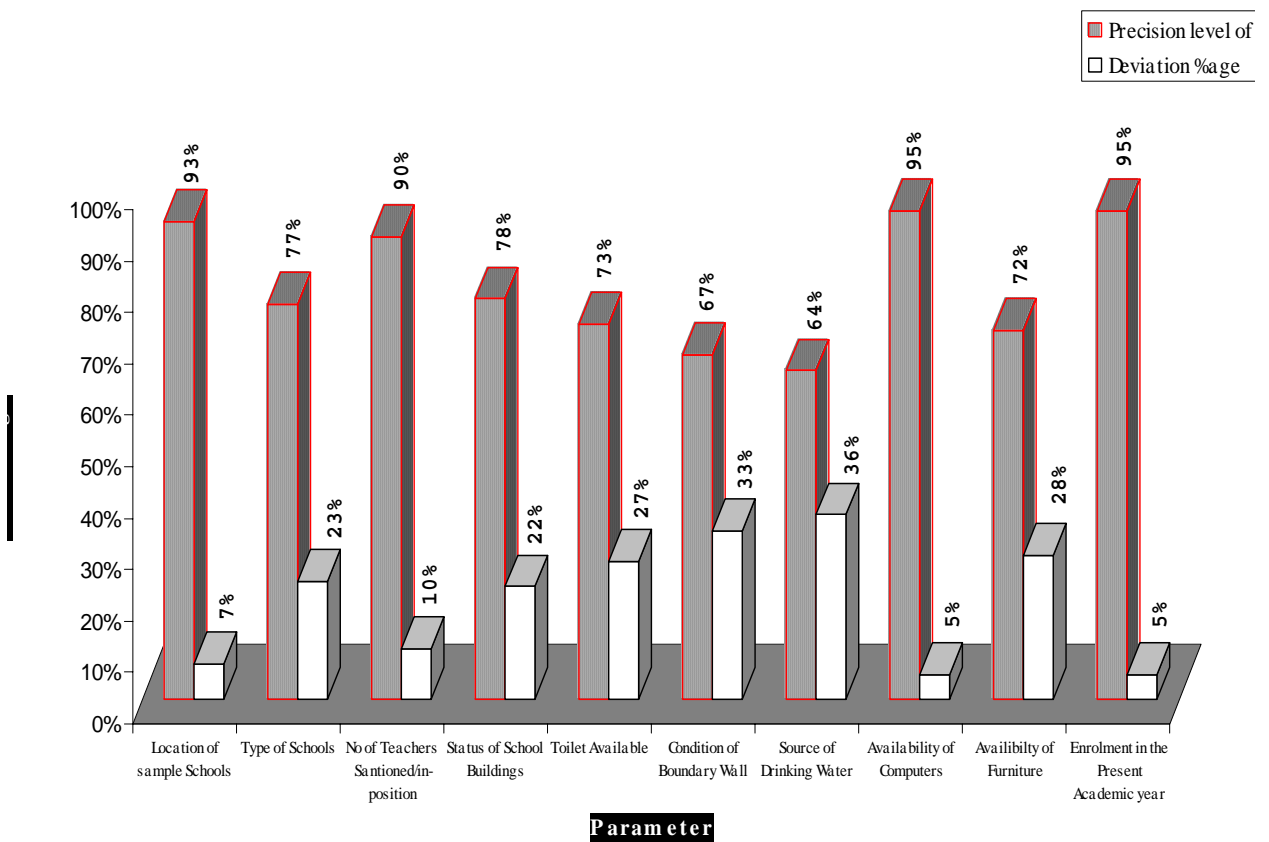




Government of Jammu & Kashmir

Report
On
Post Enumeration Survey
Of
DISE DATA
Rajouri & Kupwara districts
(2008-09)

Precision & Deviation Level of DISE data From PES data on selected paramters in %age terms



Office of the Director General,
Directorate of Economics & Statistics, J & K Govt

Highlights

- 1) *The overall deviation of DISE data from PES data taken all comparable items and sub-items into consideration was 7.63% thereby giving a precision level of 92.37% for DISE data with relation to PES data in respect of sample districts.*
- 2) *The scrutiny of DISE formats reveal that some items have been left blank by a good number of schools which among other things have rendered comparison of such items with PES data impossible.*
- 3) *The highest deviation of data was seen mostly in those items which involve some degree of interpretation by the respondents like availability of playground, Status of school building, condition of boundary wall etc.*
- 4) *The DISE format is an exhaustive one and deletions and modifications are very much desirable. Some of the information like year of establishment of school, sanctioned posts, in-position teachers can be had from the ZEO's or CEO's office with more reliability and preciseness.*
- 5) *Whatever problems have been observed in the DISE data collection are mostly on the implementation front and as such every possible step must be taken towards improving the implementation system of the DISE data collection process. Effective supervision from ZEO's Office would ensure that formats are filled in correctly and the entries are neither left blank nor ambiguous.*
- 6) *Thorough scrutiny of DISE formats and subsequent reference back to concerned schools in case of errors and inconsistencies would send a clear signal to schools to remain highly careful and cautious in filling-up the formats and correctness and consistency of data would be ensured.*

Abbreviations/Acronyms Used

SSA	-	Sarva Shiksha Abhiyan.
DISE	-	District Information System for Education.
PES	-	Post Enumeration Survey.
DCF	-	Data Collection Format.
DES	-	Directorate of Economics & Statistics.
DSEO	-	District Statistics & Evaluation Officer.
NUEPA	-	National University of Educational Planning & Administration.
CBSC	-	Central Board of School Education.
GOI	-	Government of India.
JNV	-	Jawahar Navodhya Vidhalayas.
KVs	-	Kendriya Vidhalayas.
ST	-	Scheduled Tribes.
OBC	-	Other Backward Classes.
SC	-	Scheduled Castes.
VEC	-	Village Education Committees.
UTs	-	Union Territories

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Abbreviations/ Acronyms

Chapter - I

I) INTRODUCTION:

Education is not a social service alone but a major input for social and economic development. It has a multiplier effect on other social sectors like health, employment, labour force etc. It provides ways for improvement in the quality of life of the people and explores opportunities for progress and all round development. Keeping in view the enormous value and use of education, the access to education is now regarded as a human right in the context of present social and cultural environment. Therefore, the human resources development needs sufficient investment on education as it enables people to participate fully and efficiently in the development process. In this way education can render a good amount of help in the poverty alleviation of the individual and society as well.

The main indicators of progress in education is the literacy rate achieved. The literacy Rate at State level has increased from 26.67 percent (36.29 percent males and 15.88 percent females) as per Census 1981 to 55.50 percent (66.60 percent males and 43.00 percent females) as per Census 2001 showing an increase of 28.83 percentage points over the two decades i.e. from 1981 to 2001. The Literacy Rate at State level has further increased to 65.67 percent (73.30 percent males and 57.11 percent females) as per latest survey conducted in 2008 by Directorate of Economics and Statistics, thereby showing a growth of 10.17 percentage points (18.32 percent) over the previous Census (2001). The gap in the literacy Rate has been registered as 16.19 percent in favour of males. The Literacy Rate of the State has registered an exponential growth rate of 2.126 percent per annum besides exponential growth rate of population(aged 7 and above) by 1.81 percent per annum.

Literacy in J&K has made remarkable strides since 1961, which is supported by the results of Census 2001 and the latest Survey of 2008. It is not only the literacy rates which have made progression over the time but the absolute figures of literacy have increased remarkably exhibiting its strong presence both in Rural and Urban areas of the State.

With the expansion in educational facilities the number of literates in the State have increased but has not able to keep the pace with the increasing population which have resulted into increase (through marginal) of number of illiterates. The number of illiterates has simultaneously increased though at a

declined rate of growth. In absolute terms, the number of literates have increased from 3.93 lakhs in 1961 to 45.16 lakhs in 2001 and further to 61.65 lakh in 2008, the number of illiterates has increased from 31.69 lakhs to 36.783 lakhs and subsequently decreased to 32.33 lakhs during the same reference year. It has been observed that the number of literates has exceeded the number of illiterates for the first time in 2001 thereby taking the literacy rate above 50 percent land mark.

Gender disparity in literacy is historical phenomenon. In 1961, while literacy rate for males was 16.97 percent, it was only 4.27 percent in case of females. The gap in literacy was 12.70 percentage points in favour of males. This large disparity still continues in male/female literacy situation. While about three fourth of the males in the state are literate in 2008, the land mark of half (50 percent) has recently been achieved in case of females. The gap in literacy has increased from 12.70 percentage points in 1961 to 23.60 percentage points in 2001 while as gap in literacy has decreased from 23.60 percentage points to 16.19 percentage points in 2008 exhibiting the convergence of literacy rates to some extent. This is an indication of improvement of female literacy. Though still being at a disadvantageous position but are breaking the barriers/shackles to get the equal share in the basic human rights. With higher growth rate than male literacy the goal will be achieved soon.

The Directive Principle of the State Education Policy is to enforce the universalization of elementary education. It is thus the constitutional binding on the part of the state government to provide free and compulsory education up-to the age of 14 years. Though the major responsibility for providing basic education lies with the state government, the Non-Government Educational Institutions also take active part in this behalf.

II) Status of Physical Infrastructure:

At present, 14425(13121 Government and 1304 private) Primary schools, 8802(6766 Government and 2036 Private) Middle Schools, 1903(1158 Government and 745 Private) High Schools and 786(597 Government and 189 Private) Higher Secondary schools are functioning in the state besides 2 Sainik Schools, 36 Kendriya Vidyalayas and 14 Jawahar Nawodalayas in the Government Sector. The estimated child population from 6 to 14 years stood at 21.64 lakhs, out of which 19.30 lakhs are enrolled in Primary and Middle Schools run under Government and Private Sector. 8.01 lakhs children are enrolled in High and Higher Secondary Schools. The Dropout Rate at Primary level and Upper Primary Level is 1.13% and 2.94% respectively. The number of 'out of school children' stands at 0.40 lakhs.

The Education System is manned by 200 Zonal Educational Officers, 877 Headmasters, 10284 Masters, 51890 Teachers, 8099 Third Teachers, beside

30570 RET teachers working under SSA, out of which 4789 teachers completed a tenure of 5 years. While taking into consideration the performance levels it has been observed that there is 33.74 percent for Matric Class, 34.37 percent for 10+2 Class which is a major area of concern. However, encouraging trend has been observed in case of Graduate with the pass out percentage at (83.66 percent to 87.12 percent) and Post Graduate level results at 77.96 percent to 86.30 percent.

Due to a range of reasons, a large number of children between 06-14 Years have remained out of school. To increase enrolment and decrease dropouts, a large number of programmes have been implemented by Govt. of India. The two among these, under implementation, are Sarva Shiksha Abhiyan (SSA) and Mid-day Meals Scheme (MDMs).

III) SARVA SHIKSHA ABHIYAN(SSA):

Sarva Shiksha Abhiyan(SSA) had been launched in the country in the year 2000-01. The objective of SSA is the Universalization of Elementary Education and extension of educational facilities under elementary education. The scheme has been taken-up in the state in its totality. Under SSA, a school-less habitation with at least 15 children in the age group of 6-14 years is provided a SSA school. A teacher for this SSA school is to be appointed by the VLC on an honorarium of Rs.1500 per month to run the school. The SSA in J & K State like other states of the country is functioning under Ujala Society. The Central Government is in agreement with the states to provide 75% assistance during the 10th five year plan and thereafter it would continue on 50:50 sharing pattern between the Centre and the State Governments.

The State Project Directorate of Sarva Shiksha Abhiyan(SSA) among other assignments is charged with the responsibility of collection and compilation of DISE data. DISE is one the information systems under Educational Management Information System which is considered as a major component of the SSA. It serves as a powerful tool in the shape of database in the hands of the Planners for determining future Planning from the point of view of the system of the elementary education. This data is generated on the basis of the format which has originally been devised by the National University of Educational Planning and Administration, Govt of India. It covers all types of schools vis-à-vis Govt, Private aided/un-aided, CBSE, Army Schools, JNV's, KV's etc who are engaged in imparting education upto the elementary level. The DISE data is collected in the whole of the state on regular basis annually with 30th September as reference date. The formats for collection of requisite data are circulated among all the concerned schools and the information is obtained which is then compiled at the state level. Now in order to gauge the preciseness and reliability of this data for the year 2008 the NUEPA has desired that a sample check of the DISE data on 5% basis be got conducted in the two districts of the state. For the purpose a special data capture format for post enumeration survey for sample checking has been devised and as per Central Government Instructions the sample checking

has to be got done/conducted by a recognized Monitoring Institution/Department identified for the State. The state Project Directorate of SSA accordingly decided to select the districts of Rajouri and Kupwara for the sample check and also requested the Directorate of Economics & Statistics to accomplish the job which was accepted by the Directorate and the sample checking was taken-up as per the following plan. Infact this exercise is a regular feature of the state Project Directorate of SSA and such studies had been conducted in respect of DISE data 2006 and 2007 also.

IV) COLLECTION OF PRIMARY DATA:

The list of schools imparting education upto the elementary classes in respect of both the districts of Kupwara and Rajouri was obtained form the Project Directorate of SSA. The devised formats for sample checking along with instructions Manual for special data collection format indicating necessary clearance of concepts/definitions was also provided by the Project Directorate. The district abstract of Kupwara and Rajouri is given hereunder:-

District Abstract

S.no	Particulars	Number of Schools			Enrolment		
		Kupwara	Rajouri	Total	Kupwara	Rajouri	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Primary	888	788	1676	33629	28438	62067
2.	Primary with Upper Primary	481	467	948	56969	49125	106094
3.	Primary with upper Primary & Sec/Hr.Sec	29	137	166	6133	2437	30505
4.	Upper primary only	4	4	8	304	145	449
5.	Upper Primary with sec/Hr. Sec	50	8	58	4291	777	5068
Sub Total		1452	1404	2856	101326	102857	204183
6.	Run by Edu. Deptt.	1259	1190	2735	77113	73533	150646
7.	Pvt Unaided	187	209	121	23497	28226	51723
8.	Others	6	55	2856	716	1098	1814
Sub total		1452	1404		101326	102857	204183
9.	Rural	1407	1328		96753	91459	188212
10.	Urban	45	76		4573	11398	15971
Sub Total		1452	1404		101326	102857	204183

V) SAMPLE SIZE AND SELECTION PROCEDURE:

There were 1452 number of schools in district Kupwara and 1404 in district Rajouri engaged in imparting education upto the elementary classes. Depending upon the number of schools and the desired percentage of sample checking 76 number of schools in district Kupwara and 73 number of schools in district Rajouri were selected randomly ensuring the representation of both rural and urban and inclusion of all types of schools across school management viz.

Govt, Private aided, unaided etc. Due consideration was also accorded to the schools predominately located in SC/ST and minority area.

VI) ACCURACY OF SAMPLE VALUES:

In Post Enumeration Survey(PES), the data collected under census is put to comparison to ascertain its precision level on sample basis by conducting the study by well trained staff and ensuring it to be carried-out free of any errors whatsoever. In respect of 2007 PES Survey a reverse attempt was made as per the aspirations of the Director General, Economics and Statistics to ascertain the accuracy of sample values in relation to census values thrown-out by the DISE data to ascertain whether or not the sample chosen at two different stages of the PES Survey was appropriate and representative. The results show that the samples of the magnitude of 9% possesses only 2.48% deviation from the actual /census value while as it is 5.53% at 5% sample and 5.30 % at 0.5% sample. In all the cases the deviation of data is well within the generally acceptable limits. At 9% sample not a single item out of 39 different items is showing deviation of 10% or beyond. At 5% sample 10 items show deviation of more than 10% and at 0.5% sample 7 items are demonstrating deviation level of more than 10%. Thus we can conclude that at the aggregate level, the principal of Statistical regularity, which states that if a sample is chosen at random from the universe, it is likely to possess nearly the same characteristics as that of the Universe, holds good. But at the level of smaller items it sometimes holds good and sometimes fails to influence the results. The second basic principle of the sampling known as the principal of inertia of large numbers holds good when the results of 9% sample are compared to the results of 5% and 0.5% sample as the deviation at 9% is just 2.48% and at lower sample size it is above 5%. The principle states that larger the size of sample, greater the accuracy. But the principle again fails of operate when the results of sample size of 5% are compared to the results obtained under sample size of 0.5%. The aggregate results show more deviation at 5% sample as compared to deviation obtained at 0.5% sample. Thus all the sample values necessarily do not satisfy all the basic principals of the sampling. However, it is generally accepted fact that greater the degree of accuracy required, higher the size of the sample and vice-versa. Second fact is that greater the variations in the individual items of the Universe, the bigger should be the size of the sample and Vice-Versa to facilitate variations balance each other.

The Directorate of Economics and Statistics being the Statistical Authority in the state has to undertake dozens of surveys and studies annually on diverse field of socio-economic concern. Some studies are a regular feature of the Directorate like the Evaluation Studies, Economic Surveys and Social Surveys etc. Some are conducted on the request of other state departments in respect of their specific fields in the capacity of an outside independent/un-biased agency such as studies relating to education, health, social welfare, food and supplies, transport etc. Many more studies are required to be taken up as a part of All India Programme like the NSS Surveys, Livestock Surveys, Crop Estimation,

Rates and Ratios etc. In the studies and surveys which are identified or entrusted at the state level, the Directorate has itself to decide and determine the sampling procedure and the size of sample as per the field situation to arrive at the required estimates/conclusions.

VII) FIELD OPERATIONS AND SUPERVISION:

The field operations of the post enumeration survey of DISE were conducted by the well trained staff of the offices of District Statistics & Evaluation Officer Kupwara/Rajouri in respect of their districts. The field staff was also provided necessary inputs/feedback before the launch of the survey. The supervision of the survey was carried-out by the District Statistics & Evaluation Officers of the respective districts and from the Headquarter, Senior Level Officers supervised the field Operations in both the districts.

VIII) REFERENCE PERIOD:

The DISE data pertains to the year 2007-08 with 30th September as reference data. The post enumeration survey also pertains to the same period but was conducted in the month of May, 2009 in district Kupwara and in April 2009 in district Rajouri. The field operations which were scheduled to be carried-out in the month of October 2008 were got delayed owing to the late assignment of the post enumeration survey by the SSA authorities and due to some inaccessible areas of Kupwara district which remain cut off during winter.

IX) SCRUTINY OF SPECIAL DCF FOR POST ENUMERATION SURVEY:

The quality of data is regarded more essential than the data itself. It is in the backdrop of this universally accepted fact that many useful data quality control practices have been explored and applied in the collection and maintenance of data. As new policies and new programmes are to be launched and every action of the Govt happens to be data based, it has become highly essential to corroborate the data received from the field through multifarious ways such as ground tests, post enumeration surveys and matching system. The instant survey is the post enumeration survey of DISE data in order to ascertain the correctness or otherwise of the DISE data which is used by the planners for determining future planning for the system of growth and progress in elementary education.

While scrutinizing the special DCF for post enumeration survey, it has come to the fore that the data collection has been done professionally well and all entries seem to have been made perfectly. The respondent error is almost non-existent which is the clear indication of the fact that the Field Investigators and Supervisors were having good understanding of the survey objectives and procedures employed. The quality of data collected on special DCF might be among other things owing to the fact that the survey was of limited nature and

carried-out by the highly qualified and trained staff of the State Directorate of Economics & Statistics under able guidance of its senior Officers.

X) SCRUTINY OF DISE FORMATS:

As the results of the sample checking on the basis of the special DCF are to be compared with the already filled-in DISE formats in case of the schools picked-up for the sample check, the scrutiny of these formats was also taken-up before tabulating them. The minute scrutiny of these DISE Formats reveals that some of the schools have filled-in the formats casually with little or no idea of its utility. Some of the entries have not been made which among other things have rendered the comparison of such items with the post enumeration survey impossible. For instance a negligible number of schools have given information regarding the type of school building and the number of blocks. This state of situation rendered the information on these items and sub-items un-comparable with the post enumeration data on the same items and sub-items. Among other things this warrants that school Heads should be given necessary training in this regard and they should be made fully aware of the purposes of such data collection. Secondly, the scrutiny of data must be arranged at the Zonal level to ensure that completely filled-in formats are transmitted to the district. Thirdly, the instrument of enquiry(Format) should be kept as short as possible to ensure easeness at school level and proper securitization at the Zonal level. The items on which the authorities have much reliable information available with them from other sources should always be avoided.

XI) TABULATION OF DATA:

After scrutiny of both the sets of formats; already filled-up DISE formats and Special DCF, tabulation of data was done at the Headquarter of the Directorate of Economics & Statistics separately for both the districts of Kupwara and Rajouri. Basically the formats were tabulated identically on Educational zone-wise basis to ensure comparison.

XII) REPORT WRITING AND ANALYTICAL TOOLS :

The report based on the comparison of tabulated information of Special DCF of post enumeration survey with the already filled-in DISE Formats of sample schools has been authored in the Directorate of Economics and Statistics, Srinagar. The report also covers field observations regarding training of Headmasters in terms of school report cards, School display boards etc. Suggestions and recommendations for improving the quality of DISE data have also been offered with the technical backing for consideration at the apex level. Simple deviations of data have been used as analytical tool and for all the comparable items of the survey the overall deviation of data has been calculated as per following formula:-

$$\frac{(d^1+d^2+d^3+\dots+d^x)}{a + b + c + \dots + x} \times 100$$

where d stands for deviation of items of DISE data from Post Enumeration Survey data ignoring ± signs and a, b, c denote items of Post Enumeration Survey data.

XIII) FORMAT STRUCTURE AND SIMILARITY OF ITEMS :

The format which is in vogue for collection of DISE data had been devised by the National University of Educational Planning and Administration, Govt of India. It is an exhaustive one covering almost 51 different items besides 9 schedules/tables. The items of the format are self explanatory though some of the information may not readily be available with the schools and may have to scan through the old records. The format for post enumeration survey for drawing a comparison with the already filled-in DISE formats should reasonably have been the same to ensure cent percent achievement of the intended objective. But the format devised for post enumeration survey titled “Special DCF for post enumeration survey” is to a great extent different one and has additions and derelictions and consequently the information collected from the field on such items could be put to no comparison with the DISE information. However, most of the items have similarity and only such items could be put to comparison and the reliability and validity of the DISE data could be ascertained. The additional information collected on the special DCF format would also be displayed in the report though it may possess little utility in the wake of the postulated objectives of the study/report. The comparison of the two data sets on item-wise basis is reflected in the ensuing pages of the report. As already mentioned in the report that some of the DISE formats have shown no entries on some of the main items of the format and naturally those items would also cease to be compared with the survey conducted by the Directorate of Economics & Statistics, J & K Govt and as such have been kept outside the ambit of the survey report.

XIV) NON- COMPARABLE ITEMS:

The basic and the only postulated objective of the Post Enumeration Survey(PES) is to ascertain the correctness or otherwise of the DISE data as it serves as a powerful tool in the shape of database in the hands of Planners and Strategists for determining future planning strategies for the system of elementary education and its improvement all-round. A factual and reliable database would consequently be followed by appropriate policies and strategies which would balance the system and any mis-estimation would definitely lead to imbalance as a consequence of in-appropriate policies and strategies that would follow. Collection of information on varied items and parameters in the Post Enumeration Survey(PES) which have no corresponding similarity in the DISE Format, have obviously no bearing on the objectives of the survey. The items and

parameters on which information had been collected in the PES and are non-existent in the DISE Format and as such non-comparable are detailed below:-

- 1) Educational Qualification of the Principal.
- 2) Number of years working as Principal in the Present School.
- 3) Number of years experience as Principal.
- 4) Student enrolment of last academic year.
- 5) Enrolment and attendance details of if children on the day of the survey.
- 6) Gradewise examination details for the last academic year.

In the same manner a good number of items on which information collection is a regular feature under DISE have not found place in the PES Format. This way also some items of DISE have escaped from comparison with the PES information. This seems a deliberate attempt of the National University of Educational Planning and Administration(NUEPA) to bring a small number of items in comparison with the Post Enumeration Survey. The list of such items is provided below:-

- 1) Pre-primary section attached to school.
- 2) Total students pre-primary.
- 3) No of instructional day last academic year.
- 4) No of academic inspections last academic year.
- 5) No of visits by CRC coordinators last academic year.
- 6) No of visits by ZRC coordinators last academic year.
- 7) Details of school development grants(SSA).
- 8) School Maintenance grants(SSA)
- 9) TLM Grants(SSA).
- 10) Funds collected from students.
- 11) Funds from other sources.
- 12) Medium of instruction.
- 13) No of classrooms having blackboard for students.
- 14) Book Bank.
- 15) No of Blackboards.
- 16) No of Almirahas.
- 17) No of Trunks.
- 18) No of Books in school library.
- 19) Medical Check-up of Students.
- 20) Ramps for disabled students.
- 21) Furniture for teachers.
- 22) Kitchen Shed.
- 23) School data capture format for teachers.
- 24) New admissions & transfer cases.
- 25) Enrolment by age.
- 26) Enrolment by medium of instruction.
- 27) Incentive details last academic year.
- 28) Incentive details current academic year.

The scrutiny of the DISE Formats reveal that a number of sample schools

have not provided information on a number of items which otherwise were comparable with the Post Enumeration Survey(PES) data. But due to limited information available on such items in respect of DISE, the same were also kept outside the comparison ambit, the detail of such items is given hereunder:-

- 1) Type of School building.
- 2) Classrooms need major repairs.
- 3) Classrooms need minor repairs.
- 4) Classrooms unfit for use.
- 5) Classrooms in good condition.
- 6) Teachers details male/female.
- 7) Non teaching staff details male-female.
- 8) No of Blocks in schools.

The practice of letting some items blank by the schools in the DISE formats is of serious concern as it has not only instantly forced us to keep some items out of the comparison ambit but it is in fact a question mark on the reliability and validity of the DISE data. Such un-healthy practices could easily be arrested by educating the respondents about the importance and utility of data and by putting in place a scrutiny system at the Zonal and District level.

The item-wise and sub item-wise comparison of PES data with DISE data alongwith calculation of deviations ignoring positive and negative signs and precision level thereby arrived at is given in the ensuing tables:-

Chapter – II

Table No- 1

COMPARISON OF PES DATA WITH DISE DATA ON CATEGORY OF SAMPLE SCHOOLS

S. No	Name of the Education Zone	Sample Size	Number reported under each category								
			Primary			Primary With Upper Primary			Primary with Sec or Hr. Secondary		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
Kupwara											
1	Chamkot	4	2	3	1	2	1	1	-	-	-
2	Dragmula	4	2	3	1	2	1	1	-	-	-
3	Handwara	8	5	4	1	3	4	1	-	-	-
4	Khumriyal	7	4	4	-	2	1	1	-	1	1
5	Kralpora	6	4	4	-	2	2	-	-	-	-
6	Kupwara	6	3	3	-	2	2	-	1	1	-
7	Langate	8	4	3	1	2	3	1	1	1	-
8	Mawer	7	4	5	1	2	1	1	-	-	-
9	Rajwar	4	1	1	-	3	3	-	-	-	-
10	Sogam	7	2	2	-	4	4	-	1	1	-
11	Tangdar	4	3	3	-	1	1	-	-	-	-
12	Trehgam	6	2	2	-	3	3	-	-	-	-
13	Wilgam	5	3	3	-	2	2	-	-	-	-
	Sub Total	76	39	40	5	30	28	6	3	4	1
Rajouri											
1	Baljaran	5	1	1	-	3	3	-	1	1	-
2	Dandasar	4	2	2	-	1	1	-	1	1	-
3	Darhal	6	3	3	-	2	2	-	1	1	-
4	Doongi Brhambna	3	3	3	-	-	-	-	-	-	-
5	Kalakote	6	4	3	1	2	3	1	-	-	-
6	Khawas	3	1	1	-	2	2	-	-	-	-
7	Kotranka	5	2	2	-	2	2	-	1	1	-
8	Lower Htahl	4	3	3	-	1	1	-	-	-	-
9	Manjakote	5	-	-	-	3	3	-	2	2	-
10	Mogla	5	2	2	-	2	2	-	-	1	1
11	Nowshera	5	4	4	-	1	1	-	-	-	-
12	Peeri	4	1	2	1	2	1	1	-	-	-
13	Rajouri	6	4	4	-	2	2	-	-	-	-
14	Sundrbani	5	1	1	-	1	1	-	2	2	-
15	Thanamandi	7	3	3	-	2	2	-	2	2	-
	Sub Total	73	34	34	2	26	26	2	10	11	1
	Grand Total	149	73	74	7	56	54	8	13	15	2

Table Continued....

Table No- 2

Comparison of PES Data with DISE Data on Category of schools

S. No	Name of the Education Zone	Sample Size	Number reported under each category					
			Upper Primary Only			Upper Pr. With Secondary or Higher Secondary		
			PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	13	14	15	16	17	18
Kupwara								
1	Chamkot	4	-	-	-	-	-	-
2	Dragmula	4	-	-	-	-	-	-
3	Handwara	8	-	-	-	-	-	-
4	Khumriyal	7	1	1	-	-	-	-
5	Kralpora	6	-	-	-	-	-	-
6	Kupwara	6	-	-	-	-	-	-
7	Langate	8	1	1	-	-	-	-
8	Mawer	7	-	-	-	1	1	-
9	Rajwar	4	-	-	-	-	-	-
10	Sogam	7	-	-	-	-	-	-
11	Tangdar	4	-	-	-	-	-	-
12	Trehgam	6	-	-	-	1	1	-
13	Wilgam	5	-	-	-	-	-	-
Sub Total		76	2	2	-	2	2	-
Rajouri								
1	Baljaran	5	-	-	-	-	-	-
2	Dandasar	4	-	-	-	-	-	-
3	Darhal	6	-	-	-	-	-	-
4	Doongi Brhambna	3	-	-	-	-	-	-
5	Kalakote	6	-	-	-	-	-	-
6	Khawas	3	-	-	-	-	-	-
7	Kotranka	5	-	-	-	-	-	-
8	Lower Htahl	4	-	-	-	-	-	-
9	Manjakote	5	-	-	-	-	-	-
10	Mogla	5	-	-	-	1	-	1
11	Nowshera	5	-	-	-	-	-	-
12	Peeri	4	-	-	-	1	1	-
13	Rajouri	6	-	-	-	-	-	-
14	Sundrbani	5	1	1	-	-	-	-
15	Thanamandi	7	-	-	-	-	-	-
Sub total		73	1	1	-	2	1	1
Grand Total		149	3	3	-	4	3	1

- a) Quantitative Value of items as per DISE data = 149**
b) Quantitative value of items as per PES data = 149
c) Quantitative Value of deviations ignoring ± signs = 18
d) %age deviation of DISE data from PES data = 12%

e) Precision level of DISE data with relation to PES data = 88%

Table No- 3

Comparison of PES Data with DISE Data on location of sample schools

S. No	Name of the Education Zone	Sample Size	School Location					
			Rural			Urban		
			PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	4	4	-	-	-	-
2	Dragmula	4	3	4	1	1	-	-
3	Handwara	8	5	6	1	3	2	1
4	Khumriyal	7	7	7	-	-	-	-
5	Kralpora	6	6	6	-	-	-	-
6	Kupwara	6	5	6	1	1	-	1
7	Langate	8	8	8	-	-	-	-
8	Mawer	7	7	7	-	-	-	-
9	Rajwar	4	4	4	-	-	-	-
10	Sogam	7	7	7	-	-	-	-
11	Tangdar	4	4	3	1	-	1	1
12	Trehgam	6	6	6	-	-	-	-
13	Wilgam	5	5	5	-	-	-	-
	Sub Total	76	71	73	4	5	3	3
Rajouri								
1	Baljaran	5	5	5	-	-	-	-
2	Dandasar	4	4	4	-	-	-	-
3	Darhal	6	6	6	-	-	-	-
4	Doongi Brhambna	3	3	3	-	-	-	-
5	Kalakote	6	6	6	-	-	-	-
6	Khawas	3	3	3	-	-	-	-
7	Kotranka	5	5	5	-	-	-	-
8	Lower Htahl	4	4	4	-	-	-	-
9	Manjakote	5	5	5	-	-	-	-
10	Mogla	5	5	5	-	-	-	-
11	Nowshera	5	4	4	-	1	1	-
12	Peeri	4	4	4	-	-	-	-
13	Rajouri	6	3	2	1	3	4	1
14	Sundrbani	5	4	4	-	1	1	-
15	Thanamandi	7	7	6	1	-	1	1
	Sub total	73	68	66	2	5	7	2
Grand Total		149	139	139	6	10	10	5

a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149
c) Quantitative Value of deviations ignoring ± signs = 11
d) %age deviation of DISE data from PES data = 7%

e) Precision level of DISE data with relation to PES data = 93%

Table No- 4

Comparison of PES Data with DISE Data on Type of schools

S. No	Name of the Education Zone	Sample Size	Type of school								
			Boys			Girls			Co-Education		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
Kupwara											
1	Chamkot	4	-	-	-	-	-	-	4	4	-
2	Dragmula	4	1	-	1	-	-	-	3	4	1
3	Handwara	8	-	-	-	1	-	-	7	8	1
4	Khumriyal	7	-	-	-	-	-	-	7	7	-
5	Kralpora	6	-	-	-	-	-	-	6	6	-
6	Kupwara	6	-	1	1	-	-	-	6	5	1
7	Langate	8	2	-	2	2	1	1	4	7	3
8	Mawer	7	-	-	-	-	-	-	7	7	-
9	Rajwar	4	-	-	-	-	-	-	4	4	-
10	Sogam	7	-	-	-	-	-	-	7	7	-
11	Tangdar	4	1	1	-	-	-	-	3	3	-
12	Trehgam	6	1	1	-	1	-	-	4	5	1
13	Wilgam	5	-	-	-	-	-	-	5	5	-
	Sub Total	76	5	3	4	4	1	1	67	72	7
Rajouri											
1	Baljaran	5	-	1	1	-	-	-	5	4	1
2	Dandasar	4	-	-	-	1	1	-	3	3	-
3	Darhal	6	-	1	1	-	-	-	6	5	1
4	Doongi Brhambna	3	-	-	-	1	-	1	2	3	1
5	Kalakote	6	-	1	1	-	-	-	6	5	1
6	Khawas	3	-	-	-	-	-	-	3	3	-
7	Kotranka	5	-	1	1	-	-	-	5	4	1
8	Lower Htahl	4	-	-	-	-	-	-	4	4	-
9	Manjakote	5	1	-	1	2	-	2	2	5	3
10	Mogla	5	-	-	-	-	1	1	5	4	1
11	Nowshera	5	-	-	-	-	-	-	5	5	-
12	Peeri	4	-	-	-	-	1	1	4	3	1
13	Rajouri	6	-	-	-	-	1	-	6	5	1
14	Sundrbani	5	-	-	-	-	-	1	5	5	-
15	Thanamandi	7	-	-	-	-	-	-	7	7	-
	Sub total	73	1	4	5	4	4	6	68	65	11
Grand Total		149	6	7	9	8	5	7	135	137	18

a) Quantitative Value of items as per DISE data = 149

b) Quantitative value of items as per PES data = 149

c) Quantitative Value of deviations ignoring ± signs = 34

d) %age deviation of DISE data from PES data = 23%

e) Precision level of DISE data with relation to PES data = 77%

Table No- 5
Comparison of PES Data with DISE Data on Lowest Classes in schools

S. No	Name of the Education Zone	Sample Size	Lowest Classes									
			1 st			2 nd			6 th			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	4	4	-	-	-	-	-	-	-	-
2	Dragnmala	4	4	4	-	-	-	-	-	-	-	-
3	Handwara	8	8	8	-	-	-	-	-	-	-	-
4	Khumriyal	7	6	6	-	-	-	-	1	1	-	-
5	Kralpora	6	6	6	-	-	-	-	-	-	-	-
6	Kupwara	6	6	6	-	-	-	-	-	-	-	-
7	Langate	8	7	7	-	-	-	-	1	1	-	-
8	Mawer	7	6	6	-	-	-	-	1	1	-	-
9	Rajwar	4	4	4	-	-	-	-	-	-	-	-
10	Sogam	7	7	7	-	-	-	-	-	-	-	-
11	Tangdar	4	4	4	-	-	-	-	-	-	-	-
12	Trehgam	6	5	5	-	-	-	-	1	1	-	-
13	Wilgam	5	5	5	-	-	-	-	-	-	-	-
	Sub Total	76	72	72	-	-	-	-	4	4	-	-
Rajouri												
1	Baljaran	5	5	5	-	-	-	-	-	-	-	-
2	Dandasar	4	4	4	-	-	-	-	-	-	-	-
3	Darhal	6	6	6	-	-	-	-	-	-	-	-
4	Doongi Brhambna	3	3	3	-	-	-	-	-	-	-	-
5	Kalakote	6	6	6	-	-	-	-	-	-	-	-
6	Khawas	3	3	3	-	-	-	-	-	-	-	-
7	Kotranka	5	5	5	-	-	-	-	-	-	-	-
8	Lower Htahl	4	4	4	-	-	-	-	-	-	-	-
9	Manjakote	5	5	5	-	-	-	-	-	-	-	-
10	Mogla	5	5	5	-	-	-	-	-	-	-	-
11	Nowshera	5	5	5	-	-	-	-	-	-	-	-
12	Peeri	4	3	3	-	-	-	-	1	1	-	-
13	Rajouri	6	6	6	-	-	-	-	-	-	-	-
14	Sundrbani	5	4	4	-	-	-	-	1	1	-	-
15	Thanamandi	7	7	7	-	-	-	-	-	-	-	-
	Sub total	73	71	71	-	-	-	-	2	2	-	-
Grand Total		149	143	143	-	-	-	-	6	6	-	-

a) Quantitative Value of items as per DISE data = 149

b) Quantitative value of items as per PES data = 149

c) Quantitative Value of deviations ignoring \pm signs = 0

- d) %age deviation of DISE data from PES data = 0
e) Precision level of DISE data with relation to PES data = 100%

Table No- 6

Comparison of PES Data with DISE Data on Highest Classes in schools

S. No	Name of the Education Zone	Sample Size	Highest Classes									
			2 nd , 3 rd & 4 th			5 th & 6 th			7 th & 8 th			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	-	-	-	2	1	1	2	3	1	
2	Dragmula	4	1	2	1	2	1	1	1	1	-	
3	Handwara	8	1	2	1	3	2	1	4	4	-	
4	Khumriyal	7	1	1	-	3	3	-	3	2	1	
5	Kralpora	6	-	-	-	5	5	-	1	1	-	
6	Kupwara	6	-	-	-	3	3	-	2	2	-	
7	Langate	8	-	1	1	4	2	2	4	5	1	
8	Mawer	7	-	-	-	5	5	-	1	1	-	
9	Rajwar	4	-	-	-	1	2	1	3	2	1	
10	Sogam	7	-	-	-	2	2	-	4	4	-	
11	Tangdar	4	-	-	-	3	3	-	1	1	-	
12	Trehgam	6	-	-	-	3	2	1	2	3	1	
13	Wilgam	5	-	-	-	4	3	1	1	2	1	
Sub Total		76	3	6	3	40	34	8	29	31	6	
Rajouri												
1	Baljaran	5	-	-	-	1	1	-	3	3	-	
2	Dandasar	4	-	-	-	2	2	-	1	1	-	
3	Darhal	6	-	-	-	3	3	-	2	2	-	
4	Doongi Brhambna	3	-	-	-	3	3	-	-	-	-	
5	Kalakote	6	-	-	-	4	4	-	2	2	-	
6	Khawas	3	-	-	-	1	1	-	2	2	-	
7	Kotranka	5	-	-	-	2	2	-	2	2	-	
8	Lower Htahl	4	-	-	-	3	3	-	1	1	-	
9	Manjakote	5	-	-	-	-	-	-	3	3	-	
10	Mogla	5	-	-	-	2	2	-	2	2	-	
11	Nowshera	5	-	-	-	4	4	-	1	1	-	
12	Peeri	4	-	-	-	2	2	-	1	1	-	
13	Rajouri	6	-	-	-	4	4	-	2	2	-	
14	Sundrbani	5	-	-	-	1	1	-	1	2	1	
15	Thanamandi	7	-	-	-	3	3	-	2	2	-	
Sub total		73	-	-	-	35	35	-	25	26	1	
Grand Total		149	3	6	3	75	69	8	54	57	7	

Table Continued....

Table No- 7

Comparison of PES Data with DISE Data on Highest Classes in schools

S. No	Name of the Education Zone	Sample Size	Highest Classes									
			9 th & 10 th			11 th & 12 th			Other classes			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	-	-	-	-	-	-	-	-	-	-
2	Dragmula	4	-	-	-	-	-	-	-	-	-	-
3	Handwara	8	-	-	-	-	-	-	-	-	-	-
4	Khumriyal	7	-	1	1	-	-	-	-	-	-	-
5	Kralpora	6	-	-	-	-	-	-	-	-	-	-
6	Kupwara	6	1	1	-	-	-	-	-	-	-	-
7	Langate	8	-	-	-	-	-	-	-	-	-	-
8	Mawer	7	1	1	-	-	-	-	-	-	-	-
9	Rajwar	4	-	-	-	-	-	-	-	-	-	-
10	Sogam	7	1	1	-	-	-	-	-	-	-	-
11	Tangdar	4	-	-	-	-	-	-	-	-	-	-
12	Trehgam	6	1	1	-	-	-	-	-	-	-	-
13	Wilgam	5	-	-	-	-	-	-	-	-	-	-
	Sub Total	76	4	5	1	-	-	-	-	-	-	-
Rajouri												
1	Baljaran	5	1	1	-	-	-	-	-	-	-	-
2	Dandasar	4	1	1	-	-	-	-	-	-	-	-
3	Darhal	6	1	1	-	-	-	-	-	-	-	-
4	Doongi Brhambna	3	-	-	-	-	-	-	-	-	-	-
5	Kalakote	6	-	-	-	-	-	-	-	-	-	-
6	Khawas	3	-	-	-	-	-	-	-	-	-	-
7	Kotranka	5	1	1	-	-	-	-	-	-	-	-
8	Lower Htahl	4	-	-	-	-	-	-	-	-	-	-
9	Manjakote	5	2	2	-	-	-	-	-	-	-	-
10	Mogla	5	1	1	-	-	-	-	-	-	-	-
11	Nowshera	5	-	-	-	-	-	-	-	-	-	-
12	Peeri	4	-	-	-	1	1	-	-	-	-	-
13	Rajouri	6	-	-	-	-	-	-	-	-	-	-
14	Sundrbani	5	3	2	1	-	-	-	-	-	-	-
15	Thanamandi	7	2	2	-	-	-	-	-	-	-	-
	Sub total	73	12	11	1	1	1	-	-	-	-	-
Grand Total		149	16	16	2	1	1	-	-	-	-	-

a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149

- c) Quantitative Value of deviations ignoring \pm signs = 20
d) %age deviation of DISE data from PES data = 13%
e) Precision level of DISE data with relation to PES data = 87%

Table No- 8
Comparison of PES Data with DISE Data on School Management

S. No	Name of the Education Zone	Sample Size	School Management											
			Education Deptt			Tribal Welfare Deptt			Local Body			Pvt Aided		
			PES	DISE	Dev *	PES	DISE	Dev *	PES	DISE	Dev *	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kupwara														
1	Chamkot	4	3	3	-	-	-	-	-	-	-	-	-	-
2	Dragmula	4	3	3	-	-	-	-	-	-	-	-	-	-
3	Handwara	8	6	6	-	-	-	-	1	-	1	-	-	-
4	Khumriyal	7	7	7	-	-	-	-	-	-	-	-	-	-
5	Kralpora	6	6	6	-	-	-	-	-	-	-	-	-	-
6	Kupwara	6	3	3	-	-	-	-	-	-	-	-	-	-
7	Langate	8	7	7	-	-	-	-	-	-	-	1	1	-
8	Mawer	7	4	4	-	-	-	-	-	-	-	1	1	-
9	Rajwar	4	4	4	-	-	-	-	-	-	-	-	-	-
10	Sogam	7	6	6	-	-	-	-	-	-	-	-	-	-
11	Tangdar	4	4	4	-	-	-	-	-	-	-	-	-	-
12	Trehgam	6	5	5	-	-	-	-	-	-	-	1	1	-
13	Wilgam	5	4	4	-	-	-	-	-	-	-	-	-	-
	Sub Total	76	62	62	-	-	-	-	1	-	1	3	3	-
Rajouri														
1	Baljaran	5	3	3	-	-	-	-	-	-	-	-	-	-
2	Dandasar	4	4	4	-	-	-	-	-	-	-	-	-	-
3	Darhal	6	6	6	-	-	-	-	-	-	-	-	-	-
4	Doongi Brhambna	3	2	2	-	-	-	-	-	-	-	-	-	-
5	Kalakote	6	6	6	-	-	-	-	-	-	-	-	-	-
6	Khawas	3	3	3	-	-	-	-	-	-	-	-	-	-
7	Kotranka	5	4	4	-	-	-	-	-	-	-	-	-	-
8	Lower Htahl	4	3	3	-	-	-	-	-	-	-	-	-	-
9	Manjakote	5	4	4	-	-	-	-	-	-	-	-	-	-
10	Mogla	5	4	4	-	-	-	-	-	-	-	-	-	-
11	Nowshera	5	4	4	-	-	-	-	-	-	-	-	-	-
12	Peeri	4	4	4	-	-	-	-	-	-	-	-	-	-
13	Rajouri	6	3	3	-	-	-	-	-	-	-	-	-	-
14	Sundrbani	5	2	2	-	-	1	1	-	-	-	-	-	-
15	Thanamandi	7	6	6	-	-	-	-	-	-	-	-	-	-
	Sub total	73	58	58	-	-	1	1	-	-	-	-	-	-
Grand Total		149	120	120	-	-	1	1	1	-	1	3	3	-

Table Continued

Table No- 9
Comparison of PES Data with DISE Data on School Management

S. No	Name of the Education Zone	Sample Size	School Management								
			Private Un_aided			Others			Un-recognised		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
Kupwara											
1	Chamkot	4	-	-	-	1	1	-	-	-	-
2	Dragmula	4	1	1	-	-	-	-	-	-	-
3	Handwara	8	1	2	1	-	-	-	-	-	-
4	Khumriyal	7	-	-	-	-	-	-	-	-	-
5	Kralpora	6	-	-	-	-	-	-	-	-	-
6	Kupwara	6	3	3	-	-	-	-	-	-	-
7	Langate	8	-	-	-	-	-	-	-	-	-
8	Mawer	7	2	2	-	-	-	-	-	-	-
9	Rajwar	4	-	-	-	-	-	-	-	-	-
10	Sogam	7	-	-	-	1	1	-	-	-	-
11	Tangdar	4	-	-	-	-	-	-	-	-	-
12	Trehgam	6	-	-	-	-	-	-	-	-	-
13	Wilgam	5	1	1	-	-	-	-	-	-	-
	Sub Total	76	8	9	1	2	2	-	-	-	-
Rajouri											
1	Baljaran	5	2	2	-	-	-	-	-	-	-
2	Dandasar	4	-	-	-	-	-	-	-	-	-
3	Darhal	6	-	-	-	-	-	-	-	-	-
4	Doongi Brhambna	3	1	1	-	-	-	-	-	-	-
5	Kalakote	6	-	-	-	-	-	-	-	-	-
6	Khawas	3	-	-	-	-	-	-	-	-	-
7	Kotranka	5	1	1	-	-	-	-	-	-	-
8	Lower Htahl	4	1	1	-	-	-	-	-	-	-
9	Manjakote	5	1	1	-	-	-	-	-	-	-
10	Mogla	5	1	1	-	-	-	-	-	-	-
11	Nowshera	5	1	1	-	-	-	-	-	-	-
12	Peeri	4	-	-	-	-	-	-	-	-	-
13	Rajouri	6	3	3	-	-	-	-	-	-	-
14	Sundrbani	5	3	2	1	-	-	-	-	-	-
15	Thanamandi	7	1	1	-	-	-	-	-	-	-
	Sub total	73	15	14	1	-	-	-	-	-	-
Grand Total		149	23	23	2	2	2	-	-	-	-

a) Quantitative Value of items as per DISE data = 149

b) Quantitative value of items as per PES data	=	149
c) Quantitative Value of deviations ignoring ± signs	=	4
d) %age deviation of DISE data from PES data	=	3%
e) Precision level of DISE data with relation to PES data	=	97%

Table No- 10

Comparison of PES Data with DISE Data on Residential Status of Schools

S. No	Name Of the Education Zone	Sample Size	Residential Status					
			Residential			Non-Residential		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	-	-	-	4	4	--
2	Dragmula	4	-	-	-	4	4	-
3	Handwara	8	-	-	-	8	8	-
4	Khumriyal	7	-	-	-	7	7	-
5	Kralpora	6	-	-	-	6	6	-
6	Kupwara	6	-	-	-	6	6	-
7	Langate	8	-	-	-	8	8	-
8	Mawer	7	-	-	-	7	7	-
9	Rajwar	4	-	-	-	4	4	-
10	Sogam	7	-	-	-	7	7	-
11	Tangdar	4	-	-	-	4	4	-
12	Trehgam	6	-	-	-	6	6	-
13	Wilgam	5	-	-	-	5	5	-
	Sub Total	76	-	-	-	76	76	-
Rajouri								
1	Baljaran	5	-	-	-	5	5	-
2	Dandasar	4	-	-	-	4	4	-
3	Darhal	6	-	-	-	6	6	-
4	Doongi Brhambna	3	-	-	-	3	3	-
5	Kalakote	6	-	-	-	6	6	-
6	Khawas	3	-	-	-	3	3	-
7	Kotranka	5	-	-	-	5	5	-
8	Lower Htahl	4	-	-	-	4	4	-
9	Manjakote	5	-	-	-	5	5	-
10	Mogla	5	-	-	-	5	5	-
11	Nowshera	5	-	-	-	5	5	-
12	Peeri	4	-	-	-	4	4	-
13	Rajouri	6	-	-	-	6	6	-
14	Sundrbani	5	-	-	-	5	5	-
15	Thanamandi	7	-	-	-	7	7	-
	Sub total	73	-	-	-	73	73	-
Grand Total		149	-	-	-	149	149	

a) Quantitative Value of items as per DISE data	=	149
b) Quantitative value of items as per PES data	=	149

- c) Quantitative Value of deviations ignoring \pm signs = 0
d) %age deviation of DISE data from PES data = 0
e) Precision level of DISE data with relation to PES data = 100%

Table No- 11

Comparison of PES Data with DISE Data on being part of Shift Schools

S. No	Name of the Education Zone	Sample Size	Building used as part of shift schools					
			Part of Shift School			Not part of Shift School		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	-	-	-	4	4	-
2	Dragmula	4	-	-	-	4	4	-
3	Handwara	8	-	-	-	8	8	-
4	Khumriyal	7	-	-	-	7	7	-
5	Kralpora	6	-	-	-	6	6	-
6	Kupwara	6	1	1	-	5	5	-
7	Langate	8	-	-	-	8	8	-
8	Mawer	7	-	-	-	7	7	-
9	Rajwar	4	-	-	-	4	4	-
10	Sogam	7	-	-	-	7	7	-
11	Tangdar	4	-	-	-	4	4	-
12	Trehgam	6	-	-	-	6	6	-
13	Wilgam	5	-	-	-	5	5	-
	Sub Total	76	1	1	-	75	75	-
Rajouri								
1	Baljaran	5	-	-	-	5	5	-
2	Dandasar	4	-	-	-	4	4	-
3	Darhal	6	-	-	-	6	6	-
4	Doongi Brhambna	3	-	-	-	3	3	-
5	Kalakote	6	-	-	-	6	6	-
6	Khawas	3	-	-	-	3	3	-
7	Kotranka	5	-	-	-	5	5	-
8	Lower Htahl	4	-	-	-	4	4	-
9	Manjakote	5	-	-	-	5	5	-
10	Mogla	5	-	-	-	5	5	-
11	Nowshera	5	-	-	-	5	5	-
12	Peeri	4	-	-	-	4	4	-
13	Rajouri	6	-	-	-	6	6	-
14	Sundrbani	5	-	-	-	5	5	-
15	Thanamandi	7	-	-	-	7	7	-
	Sub total	73	-	-	-	73	73	-
Grand Total		149	1	1	-	148	148	-

- a) Quantitative Value of items as per DISE data = 149

b) Quantitative value of items as per PES data	=	149
c) Quantitative Value of deviations ignoring ± signs	=	0
d) %age deviation of DISE data from PES data	=	0
e) Precision level of DISE data with relation to PES data	=	100%

Table No- 12

Comparison of PES Data with DISE Data on Sanctioned Position of Teachers

S. No	Name of the Education Zone	Sample Size	Number of Teachers					
			Sanctioned Strength			In-Position		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	18	13	5	16	10	6
2	Dragmula	4	14	12	2	12	12	-
3	Handwara	8	40	37	3	37	38	1
4	Khumriyal	7	30	28	2	28	23	5
5	Kralpora	6	19	19	-	16	13	3
6	Kupwara	6	37	37	-	37	37	-
7	Langate	8	36	38	2	32	31	1
8	Mawer	7	35	43	8	34	35	1
9	Rajwar	4	20	21	1	18	17	1
10	Sogam	7	48	45	3	42	39	3
11	Tangdar	4	14	14	-	13	14	1
12	Trehgam	6	29	36	7	35	37	2
13	Wilgam	5	26	24	2	23	19	4
	Sub Total	76	366	367	35	343	325	28
Rajouri								
1	Baljaran	5	40	38	2	36	37	1
2	Dandasar	4	20	23	3	16	20	4
3	Darhal	6	37	38	1	30	32	2
4	Doongi Brhambna	3	10	13	3	8	12	4
5	Kalakote	6	24	17	7	19	18	1
6	Khawas	3	15	15	-	5	5	-
7	Kotranka	5	18	28	10	17	20	3
8	Lower Htahl	4	17	12	5	12	11	1
9	Manjakote	5	44	39	5	41	44	3
10	Mogla	5	36	44	8	29	36	7
11	Nowshera	5	19	16	3	15	16	1
12	Peeri	4	39	29	10	26	24	2
13	Rajouri	6	37	34	3	34	34	-
14	Sundrbani	5	51	48	3	53	49	4
15	Thanamandi	7	50	48	2	49	47	2
	Sub total	73	457	442	65	390	405	35
	Grand Total	149	823	809	100	733	730	63

a) Quantitative Value of items as per DISE data	=	1539
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b) Quantitative value of items as per PES data	=	1556
c) Quantitative Value of deviations ignoring ± signs	=	163
d) %age deviation of DISE data from PES data	=	10%
e) Precision level of DISE data with relation to PES data	=	90%

Table No- 13

Comparison of PES Data with DISE Data on Status of School Building

S. No	Name of the Education Zone	Sample Size	Status of School Building											
			Private			Rented			Govt.			Govt in Rent Free building		
			PES	DISE	Dev *	PES	DISE	Dev *	PES	DISE	Dev *	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kupwara														
1	Chamkot	4	-	1	1	1	1	-	2	1	1	1	1	-
2	Dragmula	4	-	-	-	3	3	-	1	1	-	-	-	-
3	Handwara	8	3	2	1	2	3	1	3	3	-	-	-	-
4	Khumriyal	7	1	-	1	2	3	1	4	3	1	-	1	1
5	Kralpora	6	-	-	-	4	4	-	2	2	-	-	-	-
6	Kupwara	6	-	-	-	3	3	-	3	3	-	-	-	-
7	Langate	8	-	1	1	2	2	-	5	5	-	1	-	1
8	Mawer	7	2	2	-	2	2	-	3	3	-	-	-	-
9	Rajwar	4	-	-	-	3	4	1	1	-	1	-	-	-
10	Sogam	7	1	-	1	-	-	-	6	6	-	-	1	1
11	Tangdar	4	-	-	-	-	1	1	4	3	1	-	-	-
12	Trehgam	6	1	1	-	-	-	-	5	5	-	-	-	-
13	Wilgam	5	-	-	-	1	1	-	4	4	-	-	-	-
	Sub Total	76	8	7	5	23	27	4	43	39	4	2	3	3
Rajouri														
1	Baljaran	5	2	1	1	-	1	1	3	3	-	-	-	-
2	Dandasar	4	-	-	-	-	-	-	4	4	-	-	-	-
3	Darhal	6	-	-	-	1	-	1	1	3	2	4	3	1
4	Doongi Brhambna	3	1	1	-	-	-	-	2	2	-	-	-	-
5	Kalakote	6	1	-	-	-	-	-	4	4	-	1	2	1
6	Khawas	3	-	-	-	2	2	-	1	1	-	-	-	-
7	Kotranka	5	1	-	1	-	-	-	4	3	1	-	2	2
8	Lower Htahl	4	-	-	-	-	-	-	4	4	-	-	-	-
9	Manjakote	5	1	1	-	-	-	-	4	4	-	-	-	-
10	Mogla	5	1	1	-	-	-	-	3	3	-	1	1	-
11	Nowshera	5	-	-	-	1	2	1	3	3	-	1	-	1
12	Peeri	4	-	-	-	-	-	-	1	2	1	3	2	1
13	Rajouri	6	2	2	-	1	1	-	3	3	-	-	-	-
14	Sundrbani	5	2	2	-	1	1	-	2	2	-	-	-	-
15	Thanamandi	7	1	1	-	-	1	1	4	3	1	2	2	-
	Sub total	73	12	9	2	6	8	4	43	44	5	12	12	6
Grand Total		149	20	16	7	29	35	8	86	83	9	14	15	9

a) Quantitative Value of items as per DISE data	=	149
b) Quantitative value of items as per PES data	=	149
c) Quantitative Value of deviations ignoring ± signs	=	33

- d) %age deviation of DISE data from PES data = 22%
- e) Precision level of DISE data with relation to PES data = 78%

Table No- 14

Comparison of PES Data with DISE Data on type of School Building

S. No	Name of the Education Zone	Sample Size	Type of Building									
			Pucca			Partially Pucca			Kuccha & Others			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	1	-	-	-	-	-	3	-	-	
2	Dragmula	4	1	-	-	2	-	-	1	-	-	
3	Handwara	8	4	-	-	3	-	-	1	-	-	
4	Khumriyal	7	5	-	-	-	-	-	2	-	-	
5	Kralpora	6	2	-	-	2	-	-	2	-	-	
6	Kupwara	6	6	-	-	-	-	-	-	-	-	
7	Langate	8	5	-	-	3	-	-	-	-	-	
8	Mawer	7	6	-	-	1	-	-	-	-	-	
9	Rajwar	4	2	-	-	1	-	-	1	-	-	
10	Sogam	7	6	-	-	1	-	-	-	-	-	
11	Tangdar	4	4	-	-	-	-	-	-	-	-	
12	Trehgam	6	6	-	-	-	-	-	-	-	-	
13	Wilgam	5	4	-	-	1	-	-	-	-	-	
	Sub Total	76	52	-	-	14	-	-	10	-	-	
Rajouri												
1	Baljaran	5	4	-	-	-	-	-	1	-	-	
2	Dandasar	4	4	-	-	-	-	-	-	-	-	
3	Darhal	6	5	-	-	-	-	-	1	-	-	
4	Doongi Brhambna	3	3	-	-	-	-	-	-	-	-	
5	Kalakote	6	4	-	-	-	-	-	2	-	-	
6	Khawas	3	1	-	-	-	-	-	2	-	-	
7	Kotranka	5	5	-	-	-	-	-	-	-	-	
8	Lower Htahl	4	4	-	-	-	-	-	-	-	-	
9	Manjakote	5	5	-	-	-	-	-	-	-	-	
10	Mogla	5	4	-	-	1	-	-	-	-	-	
11	Nowshera	5	5	-	-	-	-	-	-	-	-	
12	Peeri	4	2	-	-	-	-	-	2	-	-	
13	Rajouri	6	5	-	-	-	-	-	1	-	-	
14	Sundrbani	5	5	-	-	-	-	-	-	-	-	
15	Thanamandi	7	4	-	-	1	-	-	2	-	-	
	Sub total	73	60	-	-	2	-	-	11	-	-	
	Grand Total	149	112	-	-	16	-	-	21	-	-	

78 Schools(52%) under DISE have not provided information on the type of

Buildings occupied and have kept relevant columns blank as such no comparison could be made with the PES data. This among other things is reflective of weak supervision and scrutiny system of DISE data collection.

Table No- 15

Comparison of PES Data with DISE Data on Number of Blocks in Schools

S. No	Name of the Education Zone	Sample Size	Number of Blocks									
			One Block			Two Blocks			Three Blocks			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	3	-	-	-	-	-	1	-	-	
2	Dragmula	4	2	-	-	2	-	-	-	-	-	
3	Handwara	8	4	-	-	3	-	-	1	-	-	
4	Khumriyal	7	6	-	-	-	-	-	1	-	-	
5	Kralpora	6	5	-	-	1	-	-	-	-	-	
6	Kupwara	6	3	-	-	-	-	-	3	-	-	
7	Langate	8	4	-	-	2	-	-	2	-	-	
8	Mawer	7	5	-	-	1	-	-	1	-	-	
9	Rajwar	4	2	-	-	2	-	-	-	-	-	
10	Sogam	7	2	-	-	3	-	-	2	-	-	
11	Tangdar	4	3	-	-	1	-	-	-	-	-	
12	Trehgam	6	1	-	-	3	-	-	2	-	-	
13	Wilgam	5	4	-	-	-	-	-	1	-	-	
	Sub Total	76	44	-	-	18	-	-	14	-	-	
Rajouri												
1	Baljaran	5	1	-	-	2	-	-	2	-	-	
2	Dandasar	4	1	-	-	-	-	-	-	-	-	
3	Darhal	6	4	-	-	1	-	-	1	-	-	
4	Doongi Brhambna	3	2	-	-	-	-	-	1	-	-	
5	Kalakote	6	4	-	-	1	-	-	1	-	-	
6	Khawas	3	3	-	-	-	-	-	-	-	-	
7	Kotranka	5	5	-	-	-	-	-	-	-	-	
8	Lower Htahl	4	1	-	-	2	-	-	1	-	-	
9	Manjakote	5	1	-	-	2	-	-	2	-	-	
10	Mogla	5	1	-	-	2	-	-	2	-	-	
11	Nowshera	5	5	-	-	-	-	-	-	-	-	
12	Peeri	4	2	-	-	-	-	-	2	-	-	
13	Rajouri	6	2	-	-	3	-	-	1	-	-	
14	Sundrbani	5	3	-	-	2	-	-	-	-	-	
15	Thanamandi	7	3	-	-	2	-	-	1	-	-	
	Sub total	73	38	-	-	17	-	-	14	-	-	
Grand Total		149	82	-	-	35	-	-	28	-	-	

68 Sample schools(46%) have not provided information on the item and have kept the space blank under

DISE as such no comparison could be made. This again is an indication of weak and ineffective supervision and scrutiny system under DISE data collection.

Table No- 16

Comparison of PES Data with DISE Data on Condition of Classrooms

S. No	Name of the Education Zone	Sample Size	Condition of Classrooms									Unfit For Use		
			Good			Need Minor Repairs			Need Major Repairs					
			PES	DISE	Dev	PES	DISE	Dev	PES	DISE	Dev	PES	DISE	Dev
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kupwara														
1	Chamkot	4	11	-	-	4	-	-	5	-	-	2	-	-
2	Dragmula	4	6	-	-	10	-	-	4	-	-	4	-	-
3	Handwara	8	12	-	-	20	-	-	7	-	-	3	-	-
4	Khumriyal	7	21	-	-	6	-	-	2	-	-	3	-	-
5	Kralpora	6	18	-	-	5	-	-	4	-	-	1	-	-
6	Kupwara	6	12	-	-	5	-	-	3	-	-	2	-	-
7	Langate	8	30	-	-	6	-	-	2	-	-	3	-	-
8	Mawer	7	28	-	-	7	-	-	3	-	-	5	-	-
9	Rajwar	4	20	-	-	2	-	-	6	-	-	-	-	-
10	Sogam	7	27	-	-	8	-	-	4	-	-	7	-	-
11	Tangdar	4	12	-	-	6	-	-	3	-	-	3	-	-
12	Trehgam	6	18	-	-	3	-	-	2	-	-	2	-	-
13	Wilgam	5	15	-	-	2	-	-	1	-	-	9	-	-
	Sub Total	76	230	-	-	84	-	-	46	-	-	44	-	-
Rajouri														
1	Baljaran	5	20	-	-	3	-	-	2	-	-	2	-	-
2	Dandasar	4	23	-	-	1	-	-	2	-	-	-	-	-
3	Darhal	6	23	-	-	8	-	-	3	-	-	2	-	-
4	Doongi Brhambna	3	12	-	-	2	-	-	1	-	-	1	-	-
5	Kalakote	6	24	-	-	6	-	-	8	-	-	3	-	-
6	Khawas	3	12	-	-	1	-	-	2	-	-	1	-	-
7	Kotranka	5	21	-	-	3	-	-	2	-	-	-	-	-
8	Lower Htahl	4	15	-	-	2	-	-	3	-	-	1	-	-
9	Manjakote	5	36	-	-	7	-	-	6	-	-	3	-	-
10	Mogla	5	33	-	-	2	-	-	3	-	-	2	-	-
11	Nowshera	5	17	-	-	8	-	-	3	-	-	3	-	-
12	Peeri	4	22	-	-	6	-	-	4	-	-	1	-	-
13	Rajouri	6	28	-	-	5	-	-	3	-	-	2	-	-
14	Sundrbani	5	30	-	-	2	-	-	3	-	-	1	-	-
15	Thanamandi	7	38	-	-	6	-	-	5	-	-	2	-	-
	Sub total	73	354	-	-	62	-	-	50	-	-	24	-	-
Grand Total			149	584	-	-	146	-	-	96	-	-	68	-

35 sample schools have totally not provided information on the condition of classrooms in the schools and 22 have provided such data only partly under DISE as such no comparison could be made. Further, the school

administration seems lacking the necessary guidance in filling-up the DISE formats.

Table No- 17
Comparison of PES Data with DISE Data on Electricity in Schools

S. No	Name of the Education Zone	Sample Size	Electricity					
			Available			Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	1	-	1	3	4	1
2	Dragmula	4	-	-	-	4	4	-
3	Handwara	8	1	-	1	7	8	1
4	Khumriyal	7	-	-	-	7	7	-
5	Kralpora	6	-	-	-	6	6	-
6	Kupwara	6	4	5	1	2	1	1
7	Langate	8	-	-	-	8	8	-
8	Mawer	7	2	2	-	5	5	-
9	Rajwar	4	-	-	-	4	4	-
10	Sogam	7	1	1	-	6	6	-
11	Tangdar	4	-	-	-	4	4	-
12	Trehgam	6	2	2	-	4	4	-
13	Wilgam	5	-	1	1	5	4	1
	Sub Total	76	11	11	4	65	65	4
Rajouri								
1	Baljaran	5	2	1	1	3	4	1
2	Dandasar	4	1	1	-	3	3	-
3	Darhal	6	1	-	1	5	6	1
4	Doongi Brhambna	3	1	1	-	2	2	-
5	Kalakote	6	-	-	-	6	6	-
6	Khawas	3	-	-	-	3	3	-
7	Kotranka	5	-	-	-	5	5	-
8	Lower Htahl	4	-	-	-	4	4	-
9	Manjakote	5	1	1	-	4	4	-
10	Mogla	5	2	2	-	3	3	-
11	Nowshera	5	1	2	1	4	3	1
12	Peeri	4	-	-	-	4	4	-
13	Rajouri	6	3	3	-	3	3	-
14	Sundrbani	5	2	3	1	3	2	1
15	Thanamandi	7	-	1	1	7	6	1
	Sub total	73	14	15	5	59	58	5
Grand Total		149	25	26	9	124	123	9

a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149

- c) Quantitative Value of deviations ignoring \pm signs = 18
d) %age deviation of DISE data from PES data = 12%
e) Precision level of DISE data with relation to PES data = 88%

Table No- 18
Comparison of PES Data with DISE Data on Common Toilet Available

S. No	Name of the Education Zone	Sample Size	Common Toilet					
			Available			Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	1	1	-	3	3	-
-	Dragmula	4	1	2	1	3	2	1
3	Handwara	8	1	1	-	7	7	-
4	Khumriyal	7	1	-	1	6	7	1
5	Kralpora	6	-	-	-	6	6	-
6	Kupwara	6	4	3	1	2	3	1
7	Langate	8	3	4	1	5	4	1
8	Mawer	7	6	3	3	1	4	3
9	Rajwar	4	3	1	2	1	3	2
10	Sogam	7	3	2	1	4	5	1
11	Tangdar	4	-	-	-	4	4	-
12	Trehgam	6	3	3	-	3	3	-
13	Wilgam	5	2	2	-	3	3	-
	Sub Total	76	28	22	10	48	54	10
Rajouri								
1	Baljaran	5	2	3	1	3	2	1
2	Dandasar	4	2	2	-	2	2	-
3	Darhal	6	3	3	-	3	3	-
4	Doongi Brhambna	3	-	1	1	3	2	1
5	Kalakote	6	2	2	-	4	4	-
6	Khawas	3	-	-	-	3	3	-
7	Kotranka	5	2	2	-	3	3	-
8	Lower Htahl	4	1	1	-	3	3	-
9	Manjakote	5	2	4	2	3	1	2
10	Mogla	5	2	1	1	3	4	1
11	Nowshera	5	2	1	1	3	4	1
12	Peeri	4	1	-	1	3	4	1
13	Rajouri	6	5	4	1	1	2	1
14	Sundrbani	5	4	3	1	1	2	1
15	Thanamandi	7	3	3	-	4	4	-
	Sub total	73	31	30	9	42	43	9
	Grand Total	149	59	52	19	90	97	19

- a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149

- c) Quantitative Value of deviations ignoring \pm signs = 38
d) %age deviation of DISE data from PES data = 27%
e) Precision level of DISE data with relation to PES data = 73%

Table No:-19

Comparison of PES Data with DISE Data on Separate Toilet Available for Girls

S. No	Name of the Education Zone	Sample Size	Separate Toilet for Girls in schools					
			Available			Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	1	1	-	3	3	-
2	Dragmula	4	-	1	1	4	3	1
3	Handwara	8	1	-	1	7	8	1
4	Khumriyal	7	-	-	-	7	7	-
5	Kralpora	6	-	-	-	6	6	-
6	Kupwara	6	3	3	-	3	3	-
7	Langate	8	-	2	2	8	6	2
8	Mawer	7	1	3	2	6	4	2
9	Rajwar	4	-	-	-	4	4	-
10	Sogam	7	3	2	1	4	5	1
11	Tangdar	4	-	-	-	4	4	-
12	Trehgam	6	3	2	1	3	4	1
13	Wilgam	5	-	2	2	5	3	2
	Sub Total	76	12	16	10	64	60	10
Rajouri								
1	Baljaran	5	3	3	-	2	2	-
2	Dandasar	4	2	2	-	2	2	-
3	Darhal	6	1	1	-	5	5	-
4	Doongi Brhambna	3	1	-	-	2	3	1
5	Kalakote	6	1	1	-	5	5	-
6	Khawas	3	-	-	-	3	3	-
7	Kotranka	5	1	2	1	4	3	1
8	Lower Htahl	4	-	-	-	4	4	-
9	Manjakote	5	3	1	2	2	4	2
10	Mogla	5	-	-	-	5	5	-
11	Nowshera	5	1	1	-	4	4	-
12	Peeri	4	-	-	-	4	4	-
13	Rajouri	6	3	3	-	3	3	-
14	Sundrbani	5	3	3	-	2	2	-
15	Thanamandi	7	1	3	2	6	3	3
	Sub total	73	20	20	5	53	52	7
	Grand Total	149	32	36	15	117	112	17

- a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149

- c) Quantitative Value of deviations ignoring \pm signs = 32
d) %age deviation of DISE data from PES data = 21%
e) Precision level of DISE data with relation to PES data = 79%

Table No- 20
Comparison of PES Data with DISE Data on Boundary Wall of Schools

S. No	Name of the Education Zone	Sample Size	Condition of Boundary Wall									
			Pucca			Pucca but broken			Barber Wire Fencing			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	-	-	-	-	-	-	-	1	1	-
2	Dragmula	4	-	-	-	-	-	-	-	-	1	1
3	Handwara	8	-	-	-	-	-	-	-	-	-	-
4	Khumriyal	7	-	-	-	-	-	-	-	-	-	-
5	Kralpora	6	-	-	-	-	-	-	-	-	-	-
6	Kupwara	6	1	2	1	1	1	-	2	1	1	
7	Langate	8	-	-	-	-	-	-	-	1	1	-
8	Mawer	7	-	1	1	-	-	-	1	-	1	-
9	Rajwar	4	-	-	-	-	-	-	-	-	-	-
10	Sogam	7	3	-	3	-	-	-	1	2	1	-
11	Tangdar	4	-	-	-	-	-	-	-	-	-	-
12	Trehgam	6	-	1	1	-	-	-	1	-	1	-
13	Wilgam	5	-	1	1	1	1	-	-	-	-	-
	Sub. Total	76	4	5	7	2	2	-	6	6	6	-
Rajouri												
1	Baljaran	5	-	1	1	-	-	-	-	-	-	-
2	Dandasar	4	-	-	-	-	-	-	-	-	-	-
3	Darhal	6	-	-	-	-	-	-	-	-	-	-
4	Doongi Brhambna	3	-	-	-	-	-	-	-	-	-	-
5	Kalakote	6	-	-	-	-	-	-	-	-	-	-
6	Khawas	3	-	-	-	-	-	-	-	-	-	-
7	Kotranka	5	1	-	1	-	-	-	-	-	-	-
8	Lower Htahl	4	-	-	-	1	-	1	-	-	-	-
9	Manjakote	5	-	1	1	-	-	-	-	-	-	-
10	Mogla	5	-	-	-	-	-	-	1	1	-	-
11	Nowshera	5	-	1	1	-	-	-	1	1	-	-
12	Peeri	4	-	-	-	-	-	-	-	-	-	-
13	Rajouri	6	2	2	-	1	-	1	-	-	-	-
14	Sundrbani	5	1	2	1	-	-	-	1	-	1	-
15	Thanamandi	7	-	-	-	-	-	-	-	-	-	-
	Sub total	73	4	7	5	2	-	2	3	2	1	-
	Grand Total	149	8	12	12	4	2	2	9	8	7	-

Table Continued

Table No- 21

Comparison of PES Data with DISE Data on Condition of Boundary Wall of Schools

S. No	Name of the Education Zone	Sample Size	Condition of Boundary Wall									
			Hedges			No Boundary Wall			Others			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	-	-	-	3	3	-	-	-	-	-
2	Dragmula	4	-	-	-	3	3	-	1	-	-	1
3	Handwara	8	3	1	2	5	6	1	-	1	-	1
4	Khumriyal	7	1	-	1	6	7	1	-	-	-	-
5	Kralpora	6	1	-	1	4	5	1	1	1	-	-
6	Kupwara	6	-	-	-	2	2	-	-	-	-	-
7	Langate	8	-	-	-	7	6	1	1	1	-	-
8	Mawer	7	-	-	-	4	5	1	2	1	-	1
9	Rajwar	4	-	-	-	4	4	-	-	-	-	-
10	Sogam	7	-	-	-	3	4	1	-	1	-	1
11	Tangdar	4	-	-	-	4	4	-	-	-	-	-
12	Trehgam	6	-	-	-	4	4	-	1	1	-	-
13	Wilgam	5	-	-	-	3	3	-	1	-	-	1
	Sub Total	76	5	1	4	52	56	6	7	6	-	5
Rajouri												
1	Baljaran	5	-	-	-	4	4	-	1	-	-	1
2	Dandasar	4	-	-	-	4	4	-	-	-	-	-
3	Darhal	6	-	-	-	6	6	-	-	-	-	-
4	Doongi Brhambna	3	-	-	-	3	3	-	-	-	-	-
5	Kalakote	6	1	-	1	5	6	1	-	-	-	-
6	Khawas	3	-	-	-	3	3	-	-	-	-	-
7	Kotranka	5	-	-	-	4	5	1	-	-	-	-
8	Lower Htahl	4	1	-	1	2	5	3	-	-	-	-
9	Manjakote	5	-	-	-	5	4	1	-	-	-	-
10	Mogla	5	-	-	-	4	4	-	-	-	-	-
11	Nowshera	5	-	-	-	4	3	1	-	-	-	-
12	Peeri	4	-	-	-	4	4	-	-	-	-	-
13	Rajouri	6	-	-	-	3	4	1	-	-	-	-
14	Sundrbani	5	-	-	-	3	3	-	-	-	-	-
15	Thanamandi	7	1	-	1	6	7	1	-	-	-	-
	Sub total	73	3	-	3	60	65	9	1	-	-	1
	Grand Total	149	8	1	7	112	121	15	8	6	-	6

a) Quantitative Value of items as per DISE data = 149

b) Quantitative value of items as per PES data = 149

- c) Quantitative Value of deviations ignoring \pm signs = 49
d) %age deviation of DISE data from PES data = 33%
e) Precision level of DISE data with relation to PES data = 67%

Table No- 22

Comparison of PES Data with DISE Data on Source of Drinking Water for Schools

S. No	Name of the Education Zone	Sample Size	Source of Drinking Water									No Drinking Water/Others		
			Hand Pump			Well			Tap Water			PES	DISE	Dev
			PES	DISE	Dev	PES	DISE	Dev	PES	DISE	Dev			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kupwara														
1	Chamkot	4	-	1	1	-	-	-	2	1	1	2	2	-
2	Dragmula	4	1	1	-	2	2	-	-	-	-	1	1	-
3	Handwara	8	2	2	-	-	-	-	3	3	-	3	3	-
4	Khumriyal	7	-	-	-	-	-	-	2	2	-	5	5	-
5	Kralpora	6	-	-	-	-	-	-	1	1	-	5	5	-
6	Kupwara	6	1	1	-	-	-	-	3	4	1	2	1	1
7	Langate	8	1	2	1	-	-	-	1	1	-	6	5	1
8	Mawer	7	-	1	1	-	-	-	4	4	-	3	2	1
9	Rajwar	4	-	-	-	-	-	-	3	2	1	1	2	1
10	Sogam	7	-	-	-	-	-	-	3	2	1	4	5	1
11	Tangdar	4	-	-	-	-	-	-	3	2	1	1	2	1
12	Trehgam	6	-	-	-	-	-	-	2	2	-	4	4	-
13	Wilgam	5	-	-	-	-	-	-	-	2	2	5	3	2
	Sub Total	76	5	8	3	2	2	-	27	26	7	42	40	8
Rajouri														
1	Baljaran	5	-	-	-	-	1	1	3	2	1	2	2	-
2	Dandasar	4	-	-	-	1	-	1	2	3	1	1	1	-
3	Darhal	6	-	-	-	-	2	2	2	1	1	4	3	1
4	Doongi Brhambna	3	-	-	-	-	1	1	1	1	-	2	1	1
5	Kalakote	6	1	1	-	-	-	-	-	-	-	5	5	-
6	Khawas	3	-	-	-	-	2	2	-	-	-	3	1	2
7	Kotranka	5	-	-	-	1	-	1	3	4	1	1	1	-
8	Lower Htahl	4	-	-	-	-	1	1	1	1	-	3	2	1
9	Manjakote	5	1	1	-	-	-	-	-	1	1	4	3	1
10	Mogla	5	-	-	-	-	1	-	3	2	1	2	2	-
11	Nowshera	5	-	-	-	-	2	2	5	3	2	-	-	-
12	Peeri	4	-	-	-	1	2	1	1	1	-	2	1	1
13	Rajouri	6	1	1	-	3	1	2	2	2	-	-	2	2
14	Sundrbani	5	-	-	-	-	-	-	4	5	1	1	-	1
15	Thanamandi	7	-	1	1	2	1	1	2	2	-	3	3	-
	Sub total	73	3	4	1	8	14	16	29	28	9	33	27	10
	Grand Total	149	8	12	4	10	16	16	56	54	16	75	67	18

- a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149
c) Quantitative Value of deviations ignoring \pm signs = 54
d) %age deviation of DISE data from PES data = 36%
e) Precision level of DISE data with relation to PES data = 64%

Table No- 23

Comparison of PES Data with DISE Data on Availability of Playground in Schools

S. No	Name of the Education Zone	Sample Size	Schools Having Playground Available			Schools Having Playground Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
Kupwara								
1	Chamkot	4	1	1	-	3	3	-
2	Dragmula	4	1	1	-	3	3	-
3	Handwara	8	1	2	1	7	6	1
4	Khumriyal	7	-	-	-	7	7	-
5	Kralpora	6	-	-	-	6	6	-
6	Kupwara	6	5	3	2	1	3	2
7	Langate	8	1	4	3	7	4	3
8	Mawer	7	1	4	3	6	3	3
9	Rajwar	4	-	-	-	4	4	-
10	Sogam	7	4	2	2	3	5	2
11	Tangdar	4	1	-	1	3	4	1
12	Trehgam	6	1	2	1	5	4	1
13	Wilgam	5	1	1	-	4	4	-
	Sub Total	76	17	20	13	59	56	13
Rajouri								
1	Baljaran	5	2	4	2	3	1	2
2	Dandasar	4	2	3	1	2	1	1
3	Darhal	6	1	1	-	5	5	-
4	Doongi Brhambna	3	3	3	-	-	-	-
5	Kalakote	6	1	-	1	5	6	1
6	Khawas	3	-	2	2	3	1	2
7	Kotranka	5	2	2	-	3	3	-
8	Lower Htahl	4	-	-	-	4	4	-
9	Manjakote	5	2	3	1	3	2	1
10	Mogla	5	5	4	1	-	1	1
11	Nowshera	5	2	1	1	3	4	1
12	Peeri	4	2	1	1	2	3	1
13	Rajouri	6	2	4	2	4	2	2
14	Sundrbani	5	4	3	1	1	2	1
15	Thanamandi	7	3	2	1	4	5	1
	Sub total	73	31	33	14	42	40	14
	Grand Total	149	48	53	27	101	96	27

a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149
c) Quantitative Value of deviations ignoring ± signs = 54
d) %age deviation of DISE data from PES data = 36%

e) Precision level of DISE data with relation to PES data = 64%

Table No- 24

Comparison of PES Data with DISE Data on Availability of Computers in Schools

S. No	Name of the Education Zone	Sample Size	Schools having								
			Computers			No Computer			Total Computer available in working condition		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
Kupwara											
1	Chamkot	4	1	1	-	3	3	-	3	3	-
2	Dragmula	4	-	-	-	4	4	-	-	-	-
3	Handwara	8	-	-	-	8	8	-	-	-	-
4	Khumriyal	7	-	-	-	7	7	-	-	-	-
5	Kralpora	6	-	-	-	6	6	-	-	-	-
6	Kupwara	6	3	3	-	3	3	-	8	10	2
7	Langate	8	-	-	-	8	8	-	-	-	-
8	Mawer	7	1	1	-	6	6	-	1	1	-
9	Rajwar	4	-	-	-	4	4	-	-	-	-
10	Sogam	7	2	2	-	5	5	-	8	10	2
11	Tangdar	4	-	-	-	4	4	-	-	-	-
12	Trehgam	6	1	1	-	5	5	-	6	10	4
13	Wilgam	5	-	-	-	5	5	-	-	-	-
	Sub Total	76	8	8	-	68	68	-	26	34	8
Rajouri											
1	Baljaran	5	1	1	-	4	4	-	1	1	-
2	Dandasar	4	-	-	-	4	4	-	-	-	-
3	Darhal	6	-	-	-	6	6	-	-	-	-
4	Doongi Brhambna	3	-	-	-	3	3	-	-	-	-
5	Kalakote	6	-	-	-	6	6	-	-	-	-
6	Khawas	3	-	-	-	3	3	-	-	-	-
7	Kotranka	5	-	-	-	5	5	-	-	-	-
8	Lower Htahl	4	-	-	-	4	4	-	-	-	-
9	Manjakote	5	2	2	-	3	3	-	8	8	-
10	Mogla	5	-	-	-	5	5	-	-	-	-
11	Nowshera	5	-	-	-	5	5	-	-	-	-
12	Peeri	4	-	-	-	4	4	-	-	-	-
13	Rajouri	6	1	1	-	5	5	-	1	3	2
14	Sundrbani	5	2	2	-	3	3	-	6	6	-
15	Thanamandi	7	1	1	-	6	6	-	2	2	-
	Sub total	73	7	7	-	66	66	-	18	20	2
	Grand Total	149	15	15	-	134	134	-	44	54	10

a) Quantitative Value of items as per DISE data = 203

b) Quantitative value of items as per PES data = 193

c) Quantitative Value of deviations ignoring ± signs = 10

d) %age deviation of DISE data from PES data = 5%

e) Precision level of DISE data with relation to PES data = 95%

Table No- 25

Comparison of PES Data with DISE Data on Availability of Furniture for Students

S. No	Name of the Education Zone	Sample Size	Schools having									
			Furniture for all students			Furniture for some students			No Furniture at all			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Kupwara												
1	Chamkot	4	1	1	-	-	-	-	3	3	-	
2	Dragmula	4	-	-	-	-	-	-	4	4	-	
3	Handwara	8	-	-	-	-	-	-	8	8	-	
4	Khumriyal	7	-	-	-	-	1	1	7	6	1	
5	Kralpora	6	-	-	-	-	-	-	6	6	-	
6	Kupwara	6	1	1	-	-	1	1	5	4	1	
7	Langate	8	-	-	-	-	2	2	8	6	2	
8	Mawer	7	-	-	-	-	1	1	7	6	1	
9	Rajwar	4	-	-	-	1	1	-	3	3	-	
10	Sogam	7	1	1	-	1	-	1	5	6	1	
11	Tangdar	4	-	-	-	-	-	-	4	4	-	
12	Trehgam	6	1	-	1	-	-	-	5	6	1	
13	Wilgam	5	-	1	1	-	-	-	5	4	1	
	Sub total	76	4	4	2	2	6	6	70	66	8	
Rajouri												
1	Baljaran	5	-	-	-	2	2	-	3	3	-	
2	Dandasar	4	-	-	-	1	1	-	3	3	-	
3	Darhal	6	-	-	-	1	-	1	5	6	1	
4	Doongi Brhambna	3	1	-	1	-	1	1	2	2	-	
5	Kalakote	6	-	-	-	1	4	3	5	2	3	
6	Khawas	3	-	-	-	-	-	1	3	2	1	
7	Kotranka	5	-	-	-	1	1	-	4	4	-	
8	Lower Htahl	4	-	-	-	1	-	1	3	4	1	
9	Manjakote	5	1	2	1	2	2	-	2	1	1	
10	Mogla	5	1	1	-	1	1	-	3	3	-	
11	Nowshera	5	1	2	1	1	-	1	3	3	-	
12	Peeri	4	-	-	-	1	2	1	3	2	1	
13	Rajouri	6	2	2	-	-	1	1	4	3	1	
14	Sundrbani	5	4	3	1	-	-	-	1	2	1	
15	Thanamandi	7	1	-	1	1	1	-	5	6	1	
	Sub Total	73	11	10	5	13	17	10	49	46	11	
	Grand Total	149	15	14	7	15	23	16	119	112	19	

a) Quantitative Value of items as per DISE data = 149
b) Quantitative value of items as per PES data = 149
c) Quantitative Value of deviations ignoring \pm signs = 42
d) %age deviation of DISE data from PES data = 28%

e) Precision level of DISE data with relation to PES data = 72%

Table No- 26
Comparison of PES Data with DISE Data on Children enrolment in the Present Academic Year 2008

S. No	Name of the Education Zone	Sample Size	Total Enrolment			Sch Castes			Sch Tribes			OBC		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kupwara														
1	Chamkot	4	285	294	9	-	-	-	20	18	2	-	13	13
2	Dragmula	4	234	201	33	-	-	-	71	75	4	-	-	-
3	Handwara	8	528	490	38	-	-	-	65	66	1	-	12	12
4	Khumriyal	7	605	580	25	-	-	-	249	234	15	48	51	3
5	Kralpora	6	382	409	27	-	-	-	30	36	6	66	48	18
6	Kupwara	6	630	629	1	-	-	-	30	30	-	-	-	-
7	Langate	8	450	458	8	-	-	-	40	38	2	97	98	1
8	Mawer	7	508	501	7	-	-	-	4	-	4	-	-	-
9	Rajwar	4	384	376	8	-	-	-	28	30	2	-	-	-
10	Sogam	7	878	895	17	-	-	-	15	14	1	4	4	-
11	Tangdar	4	216	210	6	-	-	-	66	59	7	-	-	-
12	Trehgam	6	424	441	17	-	-	-	16	14	2	79	72	7
13	Wilgam	5	209	231	22	-	-	-	7	8	1	102	110	8
	Sub Total	76	5733	5715	218	-	-	-	641	622	47	396	408	62
Rajouri														
1	Baljaran	5	665	622	43	87	81	6	187	185	2	23	23	-
2	Dandasar	4	189	188	1	52	70	18	67	68	1	-	5	5
3	Darhal	6	373	358	15	5	6	1	173	172	1	65	40	25
4	Doongi Brhambna	3	93	93	-	17	16	1	59	61	2	-	-	-
5	Kalakote	6	352	355	3	42	49	7	220	216	4	-	3	3
6	Khawas	3	381	345	36	-	-	-	299	278	21	67	65	2
7	Kotranka	5	446	416	30	-	-	-	93	50	43	-	7	7
8	Lower Htahl	4	165	152	13	12	12	-	34	34	-	-	-	-
9	Manjakote	5	756	723	33	-	-	-	283	276	7	-	10	10
10	Mogla	5	563	562	1	23	23	-	178	171	7	-	-	-
11	Nowshera	5	162	167	5	63	44	19	19	20	1	2	2	-
12	Peeri	4	337	318	19	-	-	-	153	150	3	18	7	11
13	Rajouri	6	334	379	45	14	14	-	212	220	8	76	70	6
14	Sundrbani	5	493	493	-	7	21	14	-	-	-	16	15	1
15	Thanamandi	7	676	667	9	-	8	8	402	386	16	205	188	17
	Sub total	73	5985	5838	253	322	344	74	237	228	116	472	435	87
	Grand Total	149	11718	11553	471	322	344	74	3020	2909	163	868	843	149

a) Quantitative Value of items as per DISE data = 15649

b) Quantitative value of items as per PES data = 15928

- c) Quantitative Value of deviations ignoring \pm signs = 857
d) %age deviation of DISE data from PES data = 5%
e) Precision level of DISE data with relation to PES data = 95%

Table No- 27

Comparison of PES Data with DISE Data on Examination Results of Grade V of the Academic Year 2007

S. No	Name of the Education Zone	Sample Size	Enrolment at the end of the Year			Applied for Examination			Passed in the Examination		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
Kupwara											
1	Chamkot	4	62	52	10	62	52	10	62	45	17
2	Dragmula	4	50	44	6	50	41	9	50	41	9
3	Handwara	8	138	132	6	129	132	3	129	130	1
4	Khumriyal	7	148	130	18	147	130	17	147	128	19
5	Kralpora	6	126	122	4	126	121	5	124	121	3
6	Kupwara	6	191	185	6	191	185	6	191	185	6
7	Langate	8	154	147	7	154	147	7	154	146	8
8	Mawer	7	122	131	9	122	131	9	122	129	7
9	Rajwar	4	84	81	3	81	80	1	73	77	4
10	Sogam	7	258	247	11	258	245	13	256	243	13
11	Tangdar	4	49	52	3	49	51	2	49	51	2
12	Trehgam	6	65	80	15	63	69	6	59	65	6
13	Wilgam	5	62	58	4	62	57	5	62	56	6
	Sub Total	76	1509	1461	102	1494	1441	93	1478	1417	101
Rajouri											
1	Baljaran	5	72	105	33	72	105	33	72	105	33
2	Dandasar	4	27	33	6	27	33	6	27	33	6
3	Darhal	6	43	50	7	42	50	8	42	50	8
4	Doongi Brhambna	3	40	42	2	40	42	2	20	38	18
5	Kalakote	6	46	38	8	46	38	8	46	38	8
6	Khawas	3	48	48	-	43	44	1	39	40	1
7	Kotranka	5	72	70	2	61	65	4	61	63	2
8	Lower Htahl	4	23	31	8	23	30	7	23	30	7
9	Manjakote	5	193	185	8	186	183	3	189	183	1
10	Mogla	5	75	87	12	71	86	15	71	77	6
11	Nowshera	5	17	20	3	17	20	3	17	20	3
12	Peeri	4	34	29	5	33	29	4	33	29	4
13	Rajouri	6	54	58	4	53	52	1	53	52	1
14	Sundrbani	5	33	40	7	33	40	7	33	40	7
15	Thanamandi	7	74	76	2	74	75	1	74	75	1
	Sub total	73	851	912	107	821	892	103	795	873	106
	Grand Total	149	2360	2373	209	2315	2333	196	2273	2290	207

- a) Quantitative Value of items as per DISE data = 6996

b) Quantitative value of items as per PES data	=	6948
c) Quantitative Value of deviations ignoring \pm signs	=	612
d) %age deviation of DISE data from PES data	=	9%
e) Precision level of DISE data with relation to PES data	=	91%

Table No- 28

Comparison of PES Data with DISE Data on Exam of Grade VIII of the year 2007

S. No	Name of the Education Zone	Sample Size	Enrolment at the end of the Year			Applied for Examination			Passed in the Examination		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
Kupwara											
1	Chamkot	4	44	46	2	43	46	3	43	46	3
2	Drangmula	4	3	5	2	3	5	2	3	5	2
3	Handwara	8	41	38	3	41	38	3	41	38	3
4	Khumriyal	7	151	145	6	148	145	3	148	143	5
5	Kralpora	6	66	63	3	66	62	4	66	62	4
6	Kupwara	6	155	149	6	154	148	6	154	148	6
7	Langate	8	78	75	3	78	74	4	78	74	4
8	Mawer	7	80	78	2	79	77	2	70	72	2
9	Rajwar	4	126	119	7	125	118	7	115	114	1
10	Sogam	7	267	259	8	266	259	7	262	258	4
11	Tangdar	4	20	18	2	20	18	2	18	18	-
12	Trehgam	6	100	98	2	100	98	2	98	88	10
13	Wilgam	5	16	12	4	16	12	4	16	11	5
	Sub Total	76	1147	1105	50	1139	1100	49	1112	1077	49
Rajouri											
1	Baljaran	5	23	42	19	23	41	18	18	40	22
2	Dandasar	4	43	49	6	43	49	6	27	47	20
3	Darhal	6	34	22	12	34	22	12	34	21	13
4	Doongi Brhambna	3	-	-	-	-	-	-	-	-	-
5	Kalakote	6	21	23	2	21	23	2	21	18	3
6	Khawas	3	24	26	2	21	25	4	13	18	5
7	Kotranka	5	71	64	7	60	60	-	55	60	5
8	Lower Htahl	4	12	12	-	12	12	-	12	12	-
9	Manjakote	5	255	247	8	241	240	1	179	180	1
10	Mogla	5	58	53	5	56	53	3	51	51	-
11	Nowshera	5	13	18	5	13	16	3	13	16	3
12	Peeri	4	73	72	1	73	72	1	73	65	8
13	Rajouri	6	51	48	3	51	45	6	51	45	6
14	Sundrbani	5	52	39	13	52	38	14	52	38	14
15	Thanamandi	7	108	112	4	91	102	11	86	98	12
	Sub total	73	838	827	87	791	798	81	685	709	112
	Grand Total	149	1985	1932	137	1930	1898	130	1797	1786	161

a) Quantitative Value of items as per DISE data	=	5616
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b) Quantitative value of items as per PES data	=	5712
c) Quantitative Value of deviations ignoring \pm signs	=	428
d) %age deviation of DISE data from PES data	=	7%
e) Precision level of DISE data with relation to PES data	=	93%

Table No- 29
Comparison of PES Data with DISE Data on Year of Establishment of Schools

S. No	Name of the Education Zone	Sample Size	Year of Establishment						
			Matching within			Not Matching within			
			PES	DISE	Deviation	PES	DISE	Deviation	
1	2	3	4	5	6	7	8	9	
Kupwara									
1	Chamkot	4	4	4	-	-	-	-	
2	Dragmula	4	3	3	-	1	1	1	
3	Handwara	8	8	8	-	-	-	-	
4	Khumriyal	7	6	6	-	1	1	1	
5	Kralpora	6	6	6	-	-	-	-	
6	Kupwara	6	3	3	-	3	3	3	
7	Langate	8	5	5	-	3	3	3	
8	Mawer	7	6	6	-	1	1	1	
9	Rajwar	4	3	3	-	1	1	1	
10	Sogam	7	6	6	-	1	1	1	
11	Tangdar	4	4	4	-	-	-	-	
12	Trehgam	6	5	5	-	1	1	1	
13	Wilgam	5	5	5	-	-	-	-	
	Sub Total	76	64	64	-	12	12	12	
Rajouri									
1	Baljaran	5	3	3	-	2	2	2	
2	Dandasar	4	3	3	-	1	1	1	
3	Darhal	6	3	3	-	3	3	3	
4	Doongi Brhambna	3	1	1	-	2	2	2	
5	Kalakote	6	4	4	-	2	2	2	
6	Khawas	3	3	3	-	-	-	-	
7	Kotranka	5	4	4	-	1	1	1	
8	Lower Htahl	4	4	4	-	-	-	-	
9	Manjakote	5	3	3	-	2	2	2	
10	Mogla	5	4	4	-	1	1	1	
11	Nowshera	5	5	5	-	-	-	-	
12	Peeri	4	4	4	-	-	-	-	
13	Rajouri	6	3	3	-	3	3	3	
14	Sundrbani	5	4	4	-	1	1	1	
15	Thanamandi	7	6	6	-	1	1	1	
	Sub total	73	54	54	-	19	19	19	
	Grand Total	149	118	118	-	31	31	31	

a) Quantitative Value of items as per DISE data	=	149
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b) Quantitative value of items as per PES data	=	149
c) Quantitative Value of deviations ignoring ± signs	=	31
d) %age deviation of DISE data from PES data	=	21%
e) Precision level of DISE data with relation to PES data	=	79%

Chapter – III

Percentage deviation and Precision Level of DISE Data from/with the PES data taken together all comparable items.

S.No	Description of Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation ignoring ± within Sub-items	Deviation	Precision
1	2	4	5	6	7	8
1	Location of Schools	149	149	11	7	93
2	Type of Schools	149	149	34	23	77
3	Category of Schools	149	149	18	12	88
4	Lowest Class in Schools	149	149	0	0	100
5	Highest Class in Schools	149	149	20	13	87
6	Management of Schools	149	149	4	3	97
7	Residential status of Schools	149	149	0	0	100
8	Part of Shift Schools	149	149	0	0	100
9	Sanctioned / In-Position Teachers	1539	1556	163	10	90
11	Status of School Building	149	149	33	22	78
12	No of Blocks in schools	-	-	-	-	-
13	Condition of Class Rooms	-	-	-	-	-
14	Electricity in Schools	149	149	18	12	88
15	Common Toilet	149	149	38	27	73
16	Separate Toilet of Girls	149	149	32	21	79
17	Condition of Boundary Wall	149	149	49	33	67
18	Source of Drinking Water	149	149	54	36	64
19	Availability of Play Ground	149	149	54	36	64
20	Availability of Computers.	203	193	10	5	95
21	Availability of Furniture	149	149	42	28	72
22	Children Enrolment- 2008	15649	15928	857	5	95
23	Examination Results Grade V(2007)	6996	6948	612	9	91
24	Examination Results Grade VIII- 2007	5616	5712	428	7	93
25	Year of Establishment	149	149	31	21	79

Total	325636	32870	2508	7.63	92.37
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It can be seen from the tabulated calculations that the over-all deviations of DISE data from PES data taken all comparable items and sub-items into consideration is 7.63% and thereby giving a precision level of 92.37% for DISE data with relation to PES data. The highest deviation of data is seen in items like Source of drinking water, status of school buildings, condition of boundary wall etc. Some other items like number of blocks , type of buildings, condition of class rooms have been reported blank by a good number of schools under DISE survey and such items could not be put to comparison with the information collected under PES. This situation is a matter of concern and warrants for better supervision to ensure that the formats and schedules are correctly filled-in and the entries are neither left blank nor made ambiguous. Lastly but not leastly this situation also calls for putting in place a thorough scrutiny system at the Zonal level and in case of ambiguities, wrong entries or blank spaces, the formats should be referred back to the concerned schools for rectification.

The items which involve high degree of deviation from the Post Enumeration Survey(PES) data and consequently low precision level are represented in the following table:-

S. No	Item	Quantitative Value Under			%age deviation	Precision Level
		DISE	PES	Deviation ignoring ± signs		
1	2	3	4	5	6	7
1	Condition of boundary wall	149	149	49	33	67
2	Highest Class in Schools	149	149	20	13	87
3	Availability of Playground	149	149	54	36	64
4	Common Toilet	149	149	38	27	73
5	Source of Drinking Water	149	149	54	36	64
6	Availability of Furniture	149	149	42	28	72
7	Type of schools	149	149	34	23	77

The items under which the DISE and PES data are in total agreement with each other are the residential status of schools, lowest class in schools and schools being a part of shift schools. Seven other items are showing deviation within general permissible limits of 10% or less. The tabulated demonstration of such items is reflected below:-

S. No	Item	Quantitative Value Under			%age deviation	Precision Level
		DISE	PES	Deviation ignoring ± sign		
1	2	3	4	5	6	7
1	Location of Schools	149	149	11	7	93
2	Management of schools	149	149	4	3	97

3	Sanctioned/In-position teachers	1539	1556	163	10	90
4	Availability of computers	203	193	10	5	95
5	Examination results Grade VIII- 2007	5616	5712	428	7	93
6	Children Enrolment - 2008	15649	15928	857	5	95
7	Examination Results Grade V- 2007	6996	6948	612	9	91

While covering the whole gamut of DISE data comparison with the PES data, it could be observed that some items escaped comparison due to non-availability of complete information under DISE, some more items were seemingly deliberately left out and not covered under PES survey and ultimately only 23 items were put to comparison and deviation/precision level obtained. This scenario is reflected hereunder:-

S.No	Description	No of items/schedules	
		Items	Schedules
1	2	3	4
1	DISE items non-comparable due to no similar item in PES Format.	22	6
2	PES items non-existent in DISE Format	6	2
3	Items rendered non-comparable due to incomplete information under DISE	8	-
4	Comparable Items	23	2
Total		59	10

It also needs special mention here that the DISE data usually had to go through various compilation processes at Zonal, district, state and National level and at each level the positive and negative values of items come into play and consequently reduces the deviation percentage and increases the precision level of data. But in the instant survey the only postulated objective is to ascertain the correctness of DISE data and appropriately this had been got done by ignoring all positive and negative signs of deviations within items and sub-items. Had this not been done there might have occurred 100% precision level in spite of visible deviations in the data. See the example

S.No	School	Teachers in Position			
		DISE	PES	Deviations	Deviation s
<u>Ignoring ± Signs</u>					
1.	Primary	5	2	- 3	3
2.	Upper Primary	10	13	+ 3	3
3.	High School	20	18	- 2	2

4. Secondary	18	20	+ 2	2
<i>Total</i>	53	53	0	10

In the above example though there is visible deviation in the data but if (+) and (-) Signs are considered, it will give 100% precision level and it is only when the ± signs are ignored the data will demonstrate the real picture of 81% precision level or 19% deviation.

INFORMATION ON FEEDBACK SCHEDULE:

In the Post Enumeration Survey(PES) an additional schedule titled “Investigators Feedback Schedule” was also canvassed in the field rather it formed as an assessment format of the Investigator about the field of operation. The information collected on the schedule among other things provides us some useful feedback about the practical problems & bottlenecks in the collection of DISE data.

In the DISE data collection process, the format/Questionnaire is to be filled in by the School authorities without any on-spot outside aid, care has to be taken in the design of the format so that the respondents feel comfort in understanding and interpreting the items included in it. This method is relatively cheaper and has widely and successfully been used in the developed societies where people are knowledgeable enough and more so aware of their responsibilities and the use and utility of such data collection. In the instant survey an attempt was made to know the attitude of Principal/Head Teacher towards the investigator in providing the information, the results are thrown-out in the following table:-

S.No	Description	Sample	Category of Response from Principal/Head Teacher				
			Very Good	Good	Average	Poor	Very poor
1	2		3	4	5	6	7
1.03	Initial Reaction		149	57	80	8	01
2.03	Response to Provide information	149	55		79	10	02
3.03	Availability of Record	149	42		84	17	03

From the above depicted information it is clear that though majority of schools have given satisfactory response but a good number of schools have not responded in a desirable way and have not kept and maintained their records available in a copybook order. This situation is much sorrow giving as the respondents are not ordinary people but most educated and well versed and are expected to have full knowledge of the data collection process and its subsequent utility for effecting improvements in the whole educational scenario. This again warrants that detailed and thorough instructions and training must be arranged for the Principals/Head Teachers before they are required to fill-up the DISE formats. In fact they should be made thoroughly clear about the system, the objectives of the data collection process and its utility.

Information was also sought from the field investigators about the ability of Principals and Head Teachers on various parameters and the position which emerged as per the assessment of field investigators who conducted the Post Enumeration Survey(PES) is reflected in the following table:-

INFORMATION ON DIFFERENT PARAMETERS OF FEEDBACK SCHEDULE.

Sample District	Sample	Description of Parameter									
		Photocopy of information	Able to Provide Information	Able to Give Enrolment	Fill-up Attendance register Properly	Have the Summary Details	School Report Card Properly available	Attendance Register Properly maintained	Display Board	Providing of Mid-Day Meals	Problems Faced by Investigator
1	2	3	4	5	6	7	8	9	10	11	12
Kupwara	76	24	76	59	76	70	59	73	58	64	03
Rajouri	73	35	63	23	66	57	30	62	32	55	09
Total	149	59	139	82	142	127	89	135	90	119	12
<i>Percentage</i>	-	40%	93%	55%	95%	85%	60%	91%	60%	80%	8%

The above depicted information which emerged from the field of operation as per field investigators assessment is in no way a healthy trend more so when the field of operation is manned by the most educated lot of the society. Under strict instructions it is mandatory for the schools to have a photocopy of filled in DISE DCF available in their school but only 59 schools i.e. 40% schools were acting upon the instructions. 89 sample schools(60%) were having school report card available in their schools. These information items among other things speak of very weak and irresponsible supervision system being in place with the result the information which is being obtained from these schools in the form of DISE data also do suffer from multiple bias. The ability of Principals and Head Masters regarding providing of information pertaining to enrolment and details of pass percentage was seen in 93% schools and 7% were not able to do the job easily. In the same manner the ability of the Principals in giving enrolment and other details from single register was assessed in only 82(55%) schools and the ability of teachers in the schools to fill-up the attendance register properly was reported in case of 135 schools out of 149. The summary details of children for all grades available with the Principals and Head Masters at the year end were seen in 127 schools out of 149 sample schools registering 85% ability/efficiency under the parameter. Only 90 schools i.e. 60% were having a display board and the remaining 40% were not having it at all. Schools having provision of mid-day meals were 119 i.e.80% and as per the assessment/comments recorded on the feedback schedule, the mid-day meals served were of good and satisfactory quality. The private schools brought under the ambit of this survey have reported that there was no provision of mid-day meals in their schools.

The field Investigators reporting having faced problems during the Post Enumeration Survey in the schools is 12(8%) and the problems are mainly with regard to eliciting of information pertaining to previous years where schools have shown hesitation in providing the same.

Functioning of EMIS units:

The Planning and EMIS units are provided at each district Headquarter under SSA for co-coordinating the whole process of data collection from organizing Workshops/Trainings/Orientation Courses to computerization of the formats and the dissemination/transmission of data to higher authorities.

It needs special mention that before computerizing the DISE data, scrutiny of it is of utmost importance to see that the data entries required to be made by the schools are correct, consistent and un-ambiguous and no items are left blank. In case such instances are found such formats need to be referred back to the concerned schools for rectification. Such type of system may preferably be placed at the Zonal level to ensure perfect scrutiny. The instant study among other findings has also brought this fact to the fore that most of the problems observed in DISE are at the implementation front and as such every possible step

must be taken towards improving the implementation system of data collection process. Supervision of specially trained supervisory staff from ZEO's offices would go a long way in making things to go in the right direction. This well trained supervisory staff would also be appropriately used in the scrutiny process. The EMIS units at the District Level are charged with the functioning of educating village Education Committees/ZRP's/CRP's and school teachers associated with the DISE about the collection process, utility and subsequent use. For the purpose Workshops, Orientation Programmes are being organized at the Zonal level and every possible steps are being taken to familiarize all those who in one way or the other are associated with the collection, computerization, compilation, dissemination and use. The infrastructure and manpower available in the EMIS units of Kupwara and Rajouri is given hereunder separately for each district.

DISTRICT Kupwara:

The EMIS unit at the district Headquarter Kupwara is headed by the District Co-ordinator and assisted by ZRP's and CRP's at the Zonal level besides the below detailed staff at the Headquarter.

- | | | |
|--|-----|---|
| 1) Assistant Programmar | --- | 1 |
| 2) Data Entry Operators
(Headquarter) | --- | 2 |

The data generated under DISE is being used and incorporated in the SSA Plan every year.

INFRASTRUCTURE:

- | | | |
|----------------------|------|---|
| 1) Computer Systems | ---- | 3 |
| 2) Printers | ---- | 1 |
| 3) Photostat Machine | ---- | 1 |

Scrutiny of Data:

- | | | |
|-----------|---|------|
| 1) CRPS's | - | 100% |
| 2) ZRP's | - | 20% |
| 3) EMIS | - | 5% |

The examination of DISE formats in respect of sample schools speaks of no scrutiny done at any level whatsoever. There were scores of blank spaces in the formats and a good number of data pieces were in consistent within. Thus it seems that the system of data scrutiny was in place but actual implementation had not taken place which needs strict supervision of officers at the District/Zonal level in future.

DISTRICT Rajouri:

The EMIS unit at the district Headquarter Rajouri is also headed by the District Coordinator and is assisted by ZRP's and CRP's at the Zonal level besides

full time Manpower is provided at the Headquarter as per details given below:-

- 1) Assistant Programmar --- 1
- 2) Data Entry Operators --- 2

INFRASTRUCTURE AVAILABLE:

The EMIS unit has the following infrastructure available for accomplishing the job entrusted to them:-

- 1) Computer Systems ---- 3
- 2) Printers ---- 3
- 3) Photostat Machine ---- 1
- 4) Hard Copy & Soft Copy ---- 2
of DISE

The data under DISE is being generated in the EMIS unit and is being disseminated to all the concerned and also used and incorporated in the annual SSA Plan.

Chapter – IV

Suggestions for improving the quality of DISE data:

The importance of data is directly linked with the purpose of collection and its use. Some times data may brook an element of error to some extent but errors are nowhere appreciable. To arrest these errors in various phases of data collection process, tabulation and analysis some basic instructions and guidelines have been framed by the experts on the basis of experience and common sense. It needs special mention that data collection plan under DISE is logically and theoretically sound enough but whatever problems have been observed are on the implementation & practical front. While observing the whole process of data collection under DISE, particularly on the basis of scrutiny of DISE Formats of sample schools the following suggestions are offered to make the data collection process more effective, reliable and error free to cater to the just needs of the

planners and strategists of the Education Department for balanced ultimate end results.

- 1) The purpose and object of the data collection should always be precise and clear not only in the minds of those who plan for these surveys and studies but must be disseminated to the respondent data collectors well before the launch of the study. The Headmasters/Principals of the schools must be given orientations on the purpose of DISE data collection. They should be informed about the need for and utility of the DISE data which would definitely motivate them to respond precisely and reliably.
- 2) The DISE format is an exhaustive one and on the basis of previous experience and response of schools, deletions, modifications are very much desirable to be made. Most of the information like year of establishment of schools, teachers sanctioned, teachers in position, incentives etc. can precisely be had from the ZEO's or CEO's office with much ease and reliability. Obtaining such type of information from schools on DISE format is undesirable. Exclusion of undesirable items from the format so that it contains an irreducible minimum items would pave way for providing complete information from the respondent schools.
- 3) The items in the DISE format are almost all simple, direct and un-ambiguous and very well indicate the purpose of enquiry. The question/items are brief and arranged in logical order. However, part C of the format indicating appropriate codes below the rows may be misunderstood by the respondents as no directions are provided in the format itself.
- 4) The scrutiny of DISE formats preferably at the Zonal level must be made mandatory to ensure that the information contained in the DISE formats is complete, recorded in prescribed manner and internally consistent. The observation of DISE formats of sample schools reveal that scrutiny system is non-existent and resultantly a good number of entries are missing which definitely is a major source of error in the reliability of data.
- 5) Whatever little problems have been observed in DISE are almost at the implementation front and as such every positive step must be taken towards improving the implementation system of the DISE data collection process. Supervision of specially trained supervisory staff from the ZEO's office would go a long way in ensuring that the formats are filled in correctly and the entries are neither left blank nor made ambiguous. Supervision would also pave way for timely submission of information which always is the essence of data collection, compilation and use.
- 6) Though it has been provided that concerned CRP's would check 100% of the DISE Formats, ZEO's/ZRP's 20% and EMIS Section 5%, before these are punched by the technical personnel of the EMIS unit but the scrutiny of the

sample DISE Formats brought this fact to the fore that no checking was taking place. A good number of items were seen kept blank by schools and there were also inconsistencies in data but remained un-noticed. Thorough scrutiny and reference back to concerned schools in case of errors would send a clear signal to schools to remain highly careful and cautious in filling-up the formats and correctness and consistency of data would be ensured.

Chapter - V

Summary of Main Findings

- 1) The minute scrutiny of DISE formats reveal that some of the schools have filled in the formats casually with little or no idea of its utility. Some of the entries have not been made which among other things have rendered the comparison of such items with the Post Enumeration Survey(PES) impossible. This situation warrants that school Heads should be given necessary orientation training in this regard and they should be made fully aware of the purposes of such data collection. The scrutiny of data must also be arranged at Zonal or District level and in case of ambiguities, wrong and in-consistent entries or blank spaces, the formats should be referred back to the concerned schools for rectification.
- 2) The overall deviation of DISE data from PES data taken all comparable items and sub-items into consideration is 7.63% and thereby giving a precision level of 92.37% for DISE data with relation to PES data.
- 3) The highest deviation of data is seen mostly in those items which involve some degree of interpretation by the respondents like availability of playground, status of school buildings , condition of boundary wall etc.
- 4) Some other items like number of blocks in schools, Number of students by medium of instruction, type of buildings, and condition of class rooms have been reported blank by some schools under DISE survey and resultantly such items could not be put to comparison with the information collected under PES. This situation is a matter of concern and warrants for better supervision and

putting of scrutiny system in place to ensure that all the entries are made correctly, consistently and un-ambiguously.

- 5) The DISE format is an exhaustive one and deletions, modifications are very much desirable to be made. Some of the information like year of establishment of the school, teachers sanctioned, teachers in-position, incentive details can precisely be had from ZEO's or CEO's office with much ease and reliability. Exclusion of un-desirable items from the DISE format so that it contains an irreducible minimum items would pave way for providing complete and consistent information from the respondent schools.
- 6) Whatever problems have been observed in DISE are almost at the implementation front and as such every possible step must be taken towards improving the implementation system of the DISE data collection process. Supervision of specially trained supervisory staff from ZEO's office would go a long way in ensuring that the formats are filled in correctly and the entries are neither left blank nor made ambiguous. Supervision would also pave way for timely submission of information which always is the essence of data collection, compilation & use.

11. School Management: (Indicate code^(a))
 a) Managed by Education Department (D)/ Tribal Welfare Department (2)/Local body (1)/ Private aided (1)/ Private unaided (5)/ Unrecognized (8)
12. Residential School (Yes=1/No=2)
13. If yes, type (Indicate code^{##})
 ## Ashram (Govt.) (1)/ Non Ashram type (Govt.) (2)/ Private (3)/ other (4) /Not applicable (5)
13. Is the School building used as a part of shift school? (Yes=1/No=2)

C. Staff Details (Primary and Upper Primary)

Total Number of Teacher posts sanctioned:

Total Number of Teacher in position:

Teacher Details	Primary		Upper Primary	
	Male	Female	Male	Female
Number of Teacher (Excluding Principal/ Head Teacher)				
Para Teacher/ Shiksha Karmi/ Guruji/ Community Teacher				
Non Teaching Staff				
Number of Staff employed for Cooking Mid-day Meals				
Number of personnel employed for cleaning Toilets/ Lavatories				
Number of Teacher Present on the day of Survey				

D. Facilities in school:

1. Status of School Building: (Enter Code)
 Private (1)/ Rented (2)/ Government (3)/ Government School in rent free building (4)/ No Building (5)
2. Type of school Building: (Enter Code)
 Pucca (1)/ Partially Pucca (2)/ Kuccha (3)/ Tent (4)/ No Building (5)
3. Number of Blocks in school:
4. Condition of classrooms and other rooms available in School. Please enter the number of rooms (Class rooms/ other rooms) with the given conditions.

Condition	No. of Classrooms	No. of Other Rooms	Remark if any
Good Condition			
Need Minor Repairs			
Need Major Repairs			
Unfit to use			

5. Availability of Electricity in School: (Yes=1/No=2)
6. Common Toilet available in the School: (Yes=1/No=2)
7. Separate Toilet available for Girls: (Yes=1/No=2)
8. Separate Toilet facility available for staff: (Yes=1/No=2)
9. Condition of boundary wall in the School: (Enter Code)
Pucca (1)/ Pucca but broken (2)/ Barbed wire fencing (3)/ Hedges (4)
/ No boundary wall (5)/ Other (6)
10. Source of Drinking water facility in School: (Enter Code)
Hand Pump (1)/ Well (2)/ Tap Water (3)/ Other (4)/ No Drinking
Water facility available (5)
11. Does the School have a Playground: (Yes=1/No=2)
12. Number of Computers available in good working condition
13. Seating arrangement for children in School: (Enter code)
Furniture for all students (1)/ Furniture for some student (2)/ No
Furniture- children sit on floor (3)

E. Student Enrolment

1. Children Enrolled in the Last Academic Year

(Academic Year:.....)

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment																
Repeater																
SC Children Enrolled																
ST Children Enrolled																
OBC Children Enrolled																
Children with Disabilities																
Number of Children who left the School																

B : Boys G : Girls

2. Enrolment and Attendance Details of Children on the Day of the Survey

Class	Enrollment on the Day of the Survey						Attendance on the Day of the Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I												
Class II												
Class III												
Class IV												
Class V												
Class VI												
Class VII												
Class VIII												

N.B Enrolment means the number of children on rolls as entered in the school register. Attendance' means the number of children physically present in the classroom on the day of the survey

3. Children Enrolled in the Present Academic Year

(Academic Year:.....)

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment																
Repeater																
SC Children Enrolled																
ST Children Enrolled																
OBC Children Enrolled																
Children with Disabilities																
Number of Children who left the School																

B : Boys G : Girls

4. Grade-wise Examination details for which Annual Examination is conducted for the last Academic Year

(Academic Year:.....)

Grade	Enrolment at the end of the Academic Year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class IV/ V																		
Class VII/ VIII																		

5. Grade-wise Examination details for which Annual Examination is conducted for the Present Academic Year

(Academic Year:.....)

Grade	Enrolment at the end of the Academic Year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class IV/ V																		
Class VII/ VIII																		

Investigator Feedback Schedule

1. Name of the Person conducting the Survey : _____
2. DISE School Code :
3. Date of visit to the school ://.....
4. Was the school open on the first day of the visit : (Yes=1/No=2)
5. If no when was the school visited second time ://.....
6. Was the school open on the second visit : (Yes=1/No=2)
7. Number of visits made to the school to get the information:

(In case the school was closed on both the days, contact the BRC/CRS Coordinators for replacement of the school to be surveyed. Replacement should be resorted only in exceptional cases).

Attributes pertaining to the Principal/Head Teacher towards the Investigator:

Attribute	Category of Response from the School				
	Very Good	Good	Average	Poor	Very Poor
Initial reaction of the Principal/Head Teacher					
Response of the Principal/Head Teacher to provide information					
Availability of Records					

8. Was the Principal/Head Teacher able to provide the information pertaining to enrolment and details of pass percentage easily? (Yes=1/No=2)
9. Was the Principal able to give the enrolment and other details from a single Register? (Yes=1/No=2)
10. Do the teachers in the school fill-up the attendance register properly? (Yes=1/No=2)
11. Does the principal have the year end summary details of children for all grades available with him? (Yes=1/No=2)
12. Was the school report card available in the school? (Yes=1/No=2)
13. Are the attendance registers properly maintained and kept in Almirahs? (Yes=1/No=2)
14. Do the teachers in the school come on time? (Yes=1/No=2)
15. Was the school having a Photocopy of filled in DISE DCF? (Yes=1/No=2)
16. Did the Investigator face any problem in getting the required information from the school? (Yes=1/No=2)

If yes, briefly mention the kind of problem faced by the investigator in eliciting the information from the school.

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(Please use a separate paper if the space provided is not sufficient)

17. Does the school have a Display Board? (Yes=1/No=2)

18. Is there a provision of Mid-day Meals in the school? (Yes=1/No=2)

19. How is the quality of food being served to the children in the Mid-day Meal scheme?

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20. What is the seating arrangement made for children in the school?

(Please write your comments below)

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