



Government of Arunachal Pradesh

Report on
POST ENUMERATION SURVEY OF DISE DATA
(Arunachal Pradesh)

Research Team:

Prof. K.C.Kapoor

Dr.T.Lhungdim

Mr. P.K.Acharya



Department of Education
SSA MONITORING INSTITUTE (MI)
Rajiv Gandhi University
Arunachal Pradesh, Itanagar – 791112
2010

ACKNOWLEDGEMENTS

It is my proud privilege to extend my heartiest thanks and deep sense of gratitude to Shri P.N.Thungun, SPD, Shri Ashok Tajo, Dy.SP, Shri T.Kena, System Analyst, SSA Rajya Mission, Arunachal Pradesh, Itanagar, who have extended every kind of cooperation and financial assistance for the completion of PES of DISE data in Arunachal Pradesh. I extend my thanks to Mr. Manoj Roy and other colleagues who helped in the process of completion of this piece of work. Further I take an opportunity to extend my sincere thanks to all headmasters, teachers, BRCCs, CRCCs of East Siang and Kurung Kumey districts of Arunachal Pradesh. The DDSEs of East Siang and Kurung Kumey districts respectively deserve very special thanks for their kind cooperation during the time of field work, therefore, it is my pleasure and proud privilege to extend my heart felt thanks to both the DDSEs of these two selected districts of Arunachal Pradesh for PES work.

I also thank my colleagues, Dr.T.Lhungdim and Shri P.K.Acharya for their assistance and support in data entry, processing and bringing analytical output. Last but not the least, I express my thanks to all those who directly or indirectly helped in conducting the Post Enumeration Survey and making me to bring out this PES report in final shape.

Finally, once again thanks to each and every one who helped in the completion of this PES work directly or indirectly.

Dated/RGU.
26th April 2010

(Prof.K.C.Kapoor)
Coordinator,MI,SSA
Deptt. of Education, RGU.

POST- ENUMERATION SURVEY OF DISE DATA
(Arunachal Pradesh)
- 2010 -
CONTENTS

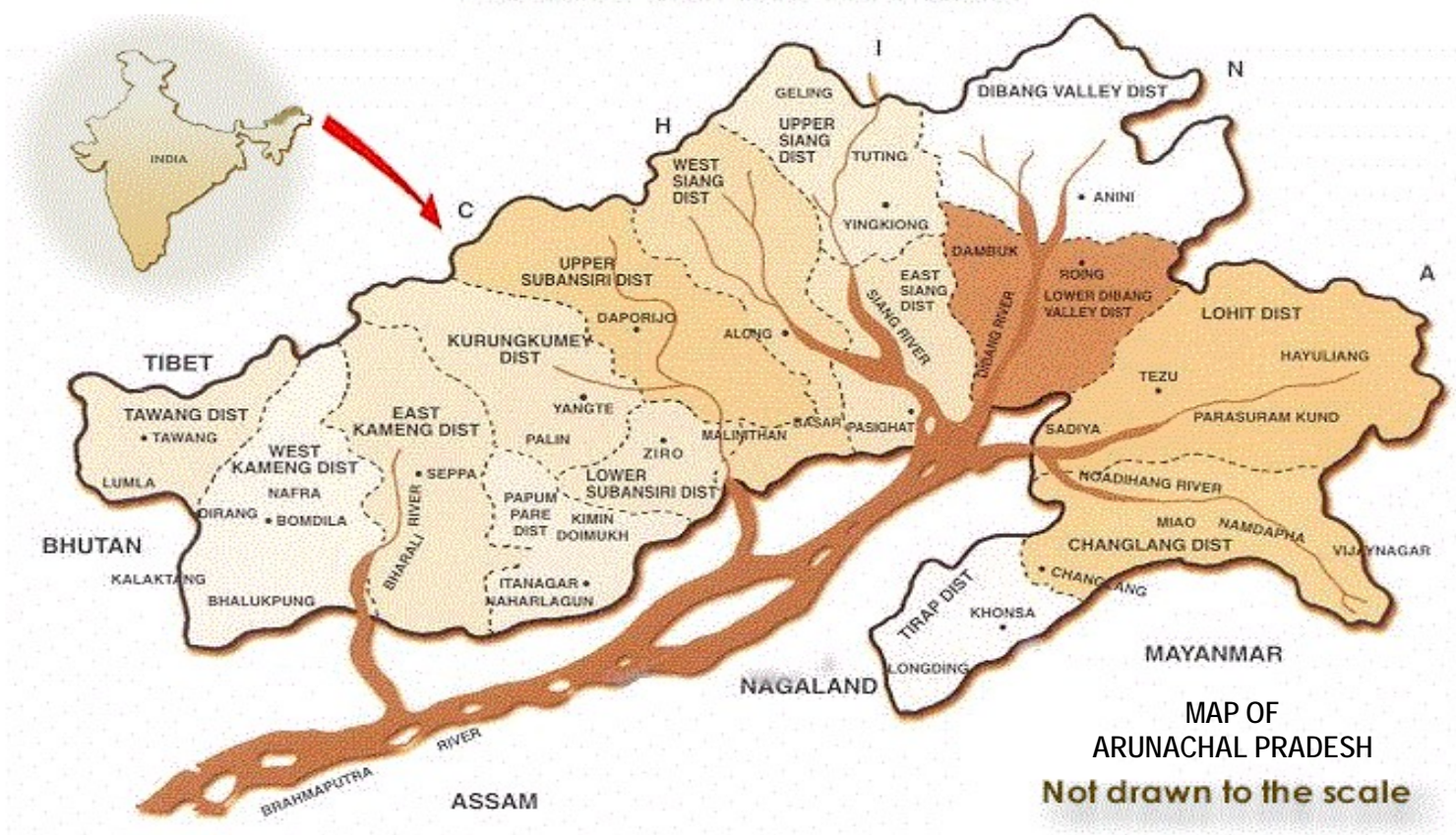
Chapter No.	Title	Page No's
	Acknowledgements	<i>i</i>
	Highlights:	<i>ii-iii</i>
Chapter-I	Introduction	1 - 19
Chapter-II	DISE & PES Comparative Tables and Investigator's Feed Back Tables	20 – 43
Chapter-III	Deviation and Precision Levels	44 – 48
Chapter-IV	Main Findings	49 – 51
Chapter-V	Suggestions For Improving Quality of DISE Data	52 - 54
	Appendices:	
	Appendix –I : DISE Special DCF for PES with Investigator's Feed Back Schedule	
	Appendix –II : School Report Card, DISE NUEPA, New Delhi	

Highlights:

1. An analysis of PES and DISE data indicate that an average degree of deviation and precision level of the total DISE data pertaining to 29 items of table – 3.1 came out to be 9.76% and 90.24% respectively. The deviation between DISE data and PES data is 9.76% which is lesser than 10.5%, therefore, the average precision level of 29 items of the DISE data (90.24%) is acceptable. But, in future, in case care is not taken then it may cross the acceptable degree of deviation and may fall below the acceptable level of precision.
2. Second, all the 29 items covered under PES and compared with DISE data have been categorized as per the degree of deviations in Chapter – III. There are 19 items of the data which possess 0.0% to 7.14% degree of deviation and 92.86% to 100.0% precision level of the DISE data. It means the majority of items possess least degree of deviation and high level of precision. The items of this 1.category are category of schools, 2.location of schools, 3.types of schools, 4.lowest classes in schools, 5.highest classes in schools, 6.management of schools, 7.residential status of school, 8.non-residential schools, 9.shift schools, 10.Teachers in position, 11.Status of school building, 12.toilet, 13.drinking water, 14.play ground, 15.computer, 16.furniture for some schools, 17.no furniture, 18.enrolment (2009-10),19.Not part of shift schools.
3. Third, it is matter of great satisfaction that the items like category of schools, types of school, lowest class in school, highest class in school management of school, status of school, building, playground etc are having 0.0% degree of deviation and 100.0% precision level. It means that a bit sincerity and efforts may bring to some other items of DISE data at this level in future and it is hoped so.

4. The table – 3.3 in Chapter – III indicates that the items like electricity, boundary wall, furniture for all schools fall under the category of average degree of deviation, i.e., from 10.5% to 15.5% and the precision level from 84.5 % to 89.5%.
5. The table – 3.4 shows that the items like children with disability, repeaters, examination result 2008-09 and enrollment of 20008-09 posses very high degree of deviation and lowest level of precision of DISE data.
6. The investigators could not compare the items like types of school building, conditions of classroom and number of blocks of the school building due to the non availability of data in the Data Capturing Formats of DISE.
7. Finally it is concluded that the overall deviation of DISE data from PES data came out to be 9.76% and precision level is 90.24%, therefore, the DISE data may be considered for making use of educational plans and policies at the state and national levels.

Districts Selected for Sample Checking of DISE Data



List of Schools visited for PES -2010
East Siang District:

Mebo Block :

- 1.Govt. Primary School, Langkho
- 2.Govt. Middle School, Mebo
- 3.KGBV, Mebo
- 4.Govt. Middle School, Motum
- 5.KGBV. Motum
- 6.Govt. Middle School, Kiyit

Pasighat Block :

- 7.Indira Gandhi Govt. Middle School,Pasighat
- 8.Govt. Sawmill Middle School, Pasighat
- 9.Govt. Primary School,Tajum, Pasighat
- 10.Govt. Gandhi Middle School, Pasighat
- 11.Govt.Town Middle School, Pasighat
- 12Govt. IBS Middle School, Pasighat
- 13.KGBV, Pasighat

Ruksin Block :

14. Govt. Middle School, Oyan

Kurung Kumey District:

Nyopin Block :

- 1.Govt. Middle School, Upper Nyopin
- 2.Govt. Higher Secondary School, Lower Nyopin
- 3.Govt. Primary School,Gaga Village
- 4.Govt. Primary School, Dolo Village
- 5.Govt. Middle School, Panung
- 6.Govt. Middle School, Chebang

Palin Block

- 7.Govt. Middle School, Jamin
- 8.Govt. Middle School, Dui
- 9.Govt. Middle School, Meer

Koleriang Block:

- 10.Govt. Middle School, Rengchi
- 11.Govt. Primary School, Koleriang Town

Damin Block :

- 12.Govt. Middle School, Nikja Village

Tali Block :

- 13.Govt. Middle School, Sarli

Sangram Block

- 14.Govt. Higher Secondary School, Sangram

CHAPTER – I

INTRODUCTION

Historical evolution of Arunachal Pradesh is considered remarkable right from the year 1914 when the North-East Frontier-Tract (NEFT) was formed by including some tribal areas of Darrang and Lakhimpur districts of Assam. Some changes took place during the period 1914 to 1943 and the North-East Frontier Tract was subdivided into Balipara Frontier Tract, the Sadiya Frontier Tract, and the Tirap Frontier Tract. It was the year 1947 when the territory of Arunachal Pradesh came under Part-B of the 6th Schedule of the constitution as the tribal areas of Assam. Infact, the Balipara Frontier Tract, the Sadiya Fronteir Tract, the Abor Hill Tract, the Mishmi Hill district, and the Naga tribal areas were renamed as North-East Frontier Agency (NEFA) in the year 1951 just after the India's independence. After three years in 1954, North East Frontier Agency (NEFA) was reconstructed under the Act of North East 1954 and divided into Kamneg Frontier Division, and Tuensang Frontier Division with some Naga Hills. NEFA scheduled as a part of Assam and the administration under the Governor of Assam and Ministry of Home Affairs during the year 1950 to 1965. The whole territory of Arunachal Pradesh was divided into five district, i.e., Kameng, Subansiri, Siang, Lohit, and Tirap. Further it is important to state that NEFA was brought under Panchayati Raj Regulation Act in the year 1967 and as a result Agency council, Zilla Parishads, Anchal Samitis, and Gram Panchayats were formed at the apex, district block, and village levels respectively. It was 20th January 1972 when NEFA was upgraded to a Union Territory (UT) and was renamed as Arunachal Pradesh. Now the Agency Council was converted into Legislative Assembly in the year 1975 and the first election of 30 member Assembly took place in 1978. Arunachal Pradesh was declared as a full fledged state on 20th February, 1987.

Arunachal Pradesh is located in the extreme north eastern part of India and is called as the land of dawn. The western border of Arunachal Pradesh covered by Bhutan and the northern border covers china. North Eastern border of Arunachal Pradesh is also covered by china. Myanmar is located on the eastern and south eastern sides of the state. It is bordered by the states of Assam and Nagaland to its south. The total areas of the state is 83743 sq. kms which is about 2.55 percent of India's land areas and 32.83 percent of North East India. As per total land area, it is

the largest state in North East India, but, its population is 0.11 percent of India's population and only 2.85 percent of the population of North East India. All the states of North East India except Mizoram possess more population than Arunachal Pradesh. The density of population is 13 persons per square kilometer as per the census 2001 where as the density of Indian population is 324 persons per square kilometer. The whole state of Arunachal Pradesh is covered by the Himalayan ranges and possesses mountaineous physiography. Altitude varies from 300 meters on the edge of Assam to above 7000 metres towards its northern borders. Arunachal Pradesh nourishes different people in its hilly terrains. It is the home of 26 major tribes and 110 sub-tribes and minor tribes. The table-1.0 shows the districts and their main tribes.

Table – 1.0: Districts of Arunachal Pradesh and Main Tribes

District	Headquarters	Main Tribes
Tawang	Tawang	Monpa
West Kameng	Bomdila	Monpa, Sherdukpen, Lispa, Chugppa, Aka, Miji
East Kameng	Seppa	Nyishi, Sulung
Papumpare	Yupia	Nyishi
Lower Subansiri	Ziro	Apatani, Nyishi
Upper Subansiri	Daporijo	Adi, Tagin
West Siang	Along	Adi, Memba
East Siang	Pasighat	Adi, Mishing
Upper Siang	Yinkiong	Adi
Dibang Valley	Anini	Idu Mishmi
Lohit	Tezu	Mishmi, Khampti, Singpho, Meyor
Tirap	Khonsa	Nocte, Wangcho
Changlang	Changlang	Tangsa, Singpho
Kurung Kumey	Koloriang	Nyishi, Sulung, Tagin
Lower Dibang Valley	Roing	Mishmi, Adi (Padam)
Anjaw	Hawai	Mishmi

Source: HDR – 2005, Arunachal Pradesh, p-5.

According to the census – 2001, the scheduled tribes (STs) population constitutes 64.22 percent of the total population of 10,97968 and rest belong to the other

categories (non-APST). The table – 1.1. reveals the population composition of Arunachal Pradesh.

Table – 1.1: Population Composition of Arunachal Pradesh

Districts	Total Population	ST Population	Non-APST	% of ST	% of Non-APST
Tawang	38924	29191	9733	74.99	25.01
West Kameng	74599	36951	37648	49.53	50.47
East Kameng	57179	49585	7594	86.72	13.28
Papumpare	122003	69007	52996	56.56	43.44
Kurung Kumey	42518	41619	899	97.89	2.11
Lower Subansiri	55726	46893	8833	84.15	15.85
Upper Subansiri	55346	49552	5794	89.53	10.47
West Siang	103918	84922	18996	81.72	18.28
East Siang	87397	60420	26977	69.13	30.87
Upper Siang	33363	26094	7269	78.21	21.79
Lower Dibang Valley	50378	22005	28373	43.68	56.32
Dibang Valley (New)	7342	4827	2515	65.75	34.25
Lohit	125086	40552	84534	32.42	67.58
Anjaw	18441	14249	4192	77.27	22.73
Changlang	125422	45351	80071	36.16	63.84
Tirap	100326	83940	16386	83.67	16.33
Arunachal Pradesh	1097968	705158	392810	64.22	35.78

The table – 1.1, indicates that the maximum ST population has been concentrated in Kurung Kumey, Upper Subansiri, East Kameng, Lower Subansiri, Tirap, and West Siang such as 97.89 %, 89.53 %, 86.72 %, 84.15 % , 83.67 %, and 81.72 % respectively. Further, the table – 1.1, shows that the low concentration of ST population is in Lohit, Changlang, Lower Dibang Valley and West Kameng districts like 32.42 %, 36.16 %, 43.68 %, and 49.53 % respectively. Arunachal Pradesh quite heterogeneous linguistically. The different tribe of different districts speak different languages. The people of Arunachal Pradesh have an innate knowledge of the environment and the cultural practices which are passed from

generation to generation to protect the rich biodiversity of the region. Local medicine relies on a variety of plants and insects which possess its own specific medicinal properties. The rich and colourful flora and fauna are a matter of pride for the people of Arunachal Pradesh.

Out of about a thousand species of orchids in India, over 500 are found in Arunachal Pradesh alone. These are colourful, spectacular and some bear exotic names such as *Sita-Pushpa* and *Draupadi-Pushpa* which were believed to have been worn by Sita and Draupadi for ornamentation. Some of the orchids are rare and classified as endangered. Arunachal Pradesh Forest Development Corporation has established an Orchid Research and Development Station at Tippi in West Kameng district for propagation and conservation of these species. This centre has established a laboratory for orchids seed and tissue culture for this purpose. The wildlife of Arunachal is equally rich and varied. Elephants and tigers abound, especially in the grassy foothills and the leopard and jungle cat are quite common. The white browed gibbon is found in Tirap and Lohit districts and red pandas and musk deer in the higher ranges. The 'Mithun' (*Bos Forntails*), exists both in wild and semi domesticated form. This animal has a religious significance and has intimate relation with socio-cultural life of the people. Traditionally, mithun is a unit of wealth and is allowed to move freely in the jungle till it is either used for food on festival occasions and marriage feasts, or for barter. Arunachal Pradesh is also the happy home of the great Indian Hornbill – the extraordinary bird with an inordinately large beak. Four wildlife sanctuaries at Pakhui, Lali, Itanagar and Namdapha had been set up in 1979, covering an area of 3000 sq. km. The Miao wildlife sanctuary was established in the Sixth Plan and Namdapha sanctuary was upgraded to the status of a national park in 1983. 'Project Tiger' was also launched in Namdapha in 1983. The Mouling Reserve Forest in East Siang district, covering an area of 483 sq. km, has been declared a national park in 1986.

Arunachal is also richly endowed with mineral resources such as dolomite, graphite, limestone, coal, marble, oil and natural gases. Survey has revealed encouraging results of the existence of coal and oil in Changlang district.

Economical Activities: The state is considered economically backward as the majority of the people of Arunachal Pradesh depends upon the agriculture and agriculture practices too are very traditional in nature. The slash and burn method is common across the state and it is popularly known as Jhum cultivation. The

productivity of Jhum based agriculture is very low and the income of the state remained low. The agricultural production is mainly confined to rice, maize, millets, ginger, potato and other foodgrains. The crop production is supplemented by a number of activities like hunting, fishing, and collection of forest produce. Agricultural land of the state has not yet been cadastrally surveyed. Therefore, the agricultural development in the state is found very slow and subsistence in nature. All efforts are being put on the part of the Government in this direction. It is important to note that besides the agricultural crops, the state produces sweet and delicious fruits like apple, oranges, pine apple, plum, pears, kiwi and guava. In certain parts of Arunachal Pradesh, tea cultivation is also popular. The land and climate of lower parts of Arunachal are suitable for tea cultivation.

Transportation and communication:

Arunachal Pradesh is a hilly State. Most of the villages of the State are yet to be included in the road-map of the State. The road communication remains generally disrupted during the Monsoon months in the rain forest areas. Likewise, the road communication remains cut off during winter due to snow in the hilly areas like Bomdila, Tawang, Tuting, Mechuka and Anini.

The Main mode of the land transport is the Bus Service. It connects the State Headquarters with the major towns and the district Headquarters. Tata Sumo – Services is emerging as the lifeline for the rural areas. There is no rail link in the State. Bhalukpong in the district of West Kameng is the only place connected with rail but that, too is non functional at present.

The Pawan Hans Helicopter Service connects the important towns such as Naharlagun, Itanagar, Pasighat, Tezu, Anini etc with Guwahati.

As a whole, the Transport system in Arunachal Pradesh is in a developing stage. There is a strong need of improving and strengthening the Transport system of the State. It is the high time to connect the hard stations like Tali, Huri, Mechuka and Tuting to the District Headquarters. It requires a foot-march for a couple of days to reach the places mentioned above.

The Telecommunication is in a fast developing stage in the State. Most of the district Headquarters and the Block Headquarters are provided with Telecom facilities. The Mobile Telephone Service has almost changed the face of the State. It has reached to the remotest areas of the State. There are four All India Radio Stations in the State. These stations are installed at Tawang, Itanagar, pasighat and

Tezu. The Television facilities are available at most of the towns and villages either through LP/HP Transmitters or through the local cable network.

Education in Arunachal Pradesh:

Education plays a vital role in social and economic developmental activities, at the global level it is accepted by all on this planet earth. Education system generates the manpower which is really required in any of the country. Therefore, education is considered a unique investment of the country which takes care of present and future generation along with productivity and quality of life. An educational process works for the complete development of an individual in terms of cognitive, affective and psychomotor domains. Educational process emphasizes more on imparting of knowledge. The knowledge explosion is changing every aspect of human lives: business, commerce, education work culture, though process etc. Therefore, education has brought a momentous change in the lives of the people. It has empowered them, instilled confidence and encouraged them to tread new roads. In case of educational development, Arunachal Pradesh did not inherit any system of its own rather the system of education which was found in other parts of the country and the same was planted here too. The history of educational development in Arunachal Pradesh is great significance from the stand point of the change and trend of the society. There was a possibility of having an original and new systems of education in this territory because the land was hidden and neither the ancient nor the medieval education had any sign of influence here before 1947, of course, during this period, there is reference of Buddhist monasteries which were imparting education in Kameng (Tawang, Dirang, Rupa, Bomdial) and Changland districts. But there was no any serious attempt on the part of British Government to establish educational institutions in this state formerly known as NEFA. The first school was set up by the local tribal people at Pasighat in 1918 and another school like Ningroo (1934), Boleng (1940), Ruga (1940), Balke (1946), yomcha (1947), Pangin (1947), Leelums (1947), and Dirang (1947) were also established before independence in NEFA which is called as Arunachal Pradesh now a days. The medium of instruction was Assamese in all the schools. The Departments of Education was established in 1947 and the Education Officer (EO) used to be at Sadiya. But in 1952, office of the Education Officer was shifted at Marghereta in Assam as

Sadiya town was washed out due to the flood problem. The following table indicates the growth of education from 1951-52 to 1955-56 in Arunachal Pradesh.

Table – 1.4: Growth of Education Institutions in Arunachal Pradesh (1951-52 to 1955-56)

Year	Schools			Teachers			Students			LR
	LP	ME	HE	LP	ME	NE	LP	ME	HE	
1951-52	67	1	--	120	6	--	2674	34	--	<1 %
1955-56	152	16	3	359	88	26	7105	310	87	

Sources: Statistical Outline of NEFA, April, 1964.

The table – 1.4 reveals that there were 67 Lower Primary (LP) and one Middle (ME) schools with 120 and 6 teachers by having the enrolment of 2674 and 34 students respectively in 1951-52. Further, the table – 1.4 indicates that the number of educational institutions, teachers and enrolment of students increased rapidly in 1955-56 within the period of three years.

In 1956, the designation of Education Officer (EO) was changed with new designation ‘Director of Education’ and because of communication problem, the Headquarter was shifted from Marghereta to Shillong in 1957. In fact, Arunachal Pradesh made a humble beginning in the field of education when NEFA was carved out of Assam having the Headquarter at Shillong. The Department of Education was established separately to manage the formal educational process in the state. In the year 1963-64, there were 179 Lower Primary (LP), 25 Middle (ME), and 7 Secondary and Higher Secondary schools with 359, 141 and 113 teachers by having 7200, 2267 and 1306 students at different levels. The table – I and the data of 1963-64 indicate that the educational development was very slow in the beginning and more emphasis was given to primary and upper primary education for enhancing the literacy rate as it was recorded 7.3 per cent in total and incase of male and female it was 12.24 per cent and 1.42 per cent respectively. Arunachal Pradesh was declared Union Territory in 1972 and with the formation of Union Territory, education development got accelerated. Immediately after getting the status of Union Territory, all the schools of Arunachal Pradesh were affiliated to Central Board of Secondary Education (CBSE), New Delhi. The medium of instruction was changed from Assamese to English. At present he medium of instruction is English in all the educational institutions from pre-primary schools to the University.

Educational Profile: Arunachal Pradesh is having different categories of schools. These schools are catering to the need of the children in age 3-6 years and 6-14 years and so on. The break up of different categories of schools, district wise is given below in the following table:

Schools Education: The following table gives the District wise position of educational institutions available at present.

Table:- 1.5 District wise Number of Educational Institutions (Government)

Sl. No.	Name of the district	EGS / Comm. Schools	Primary School	Upper Primary School	Secondary School	Hr. Sec. School
1	Tawang	68	57	36	3	2
2	West Kameng	145	146	36	6	5
3	East Kameng	80	175	43	8	2
4	Papumpare	225	129	67	4	6
5	L/Subansiri	205	117	49	8	4
6	Kurung Kumey	236	144	59	3	3
7	U/Subansiri	226	148	58	5	4
8	West Siang	199	186	78	19	10
9	Upper Siang	75	160	57	9	8
10	Lohit	62	71	26	2	4
11	Anjaw	71	195	87	12	6
12	Changlang	32	58	26	1	2
13	Tirap	87	192	53	13	7
14	L/Dibang Valley	29	176	59	6	4
15	Dibang Valley	63	62	29	6	3
16		25	15	8	1	1
Total =		1828	2031	771	145	54

Source: DISE 2007-08

Table:- 1.6:Teacher Education

B.Ed (including Private)	DIET	SCERT	SIEMAT	SIE
3	6	Nil	Nil	1

Table:- 1.7: Higher / Technical Education

University	Technical Institution	Medical Institution	Poly Technique	Degree College	
				Govt.	Private
1	1	1 (Homeopathy)	1	8	4

Table – 1.8: Enrolment at Primary Level from 2005-2009.

Sl. No	District Name	2005-06		2006-07		2007-08		2008-09	
		B	G	B	G	B	G	B	G
1	Anjaw	0	0	1777	1302	1873	1487	1991	1611
2	Changlang	9312	7430	9181	7648	8901	7660	9701	8346
3	Dibang Valley	462	432	550	532	547	528	572	547
4	East Kameng	5572	5198	4549	4368	6190	5902	6317	6118
5	East Siang	8407	7520	9148	8310	9682	8950	9854	9138
6	Kurung Kumey	7296	6226	5809	5071	10051	8835	11030	9841
7	Lohit	9819	9450	10434	8964	10535	9135	10741	9304
8	Lower Dibang Valley	4740	4018	4325	3714	4829	4054	5455	4958
9	Lower Subansiri	6489	6297	7864	7660	6518	6047	6850	6558
10	Papumpare	12308	11923	11794	11362	17328	16613	18870	18136
11	Tawang	2487	2781	2719	2799	2316	2465	2345	2495
12	Tirap	8893	6181	7868	5566	10028	8035	9844	7836
13	Upper Siang	3411	3484	5023	4930	5077	5055	5266	5216
14	Upper Subansiri	8175	7617	7396	6950	9676	9292	10426	9740
15	West Kameng	4192	4288	4932	4746	5460	5286	5779	5416
16	West Siang	8926	9152	10041	9968	11233	11245	11904	12023
	Total	100489	91997	103410	93890	120244	110589	126945	117283

Table -1.9 : Enrolment at Upper Primary from 2005-2009

Sl. No.	District Name	2005-06		2006-07		2007-08		2008-09	
		B	G	B	G	B	G	B	G
1	Anjaw	0	0	324	176	377	244	437	482
2	Changlang	3129	2278	3772	2842	3609	2814	4106	3144
3	Dibang Valley	158	145	177	170	206	177	208	187
4	East Kameng	1590	1276	1247	1005	1676	1390	1797	1610
5	East Siang	3136	2886	3495	3237	4096	3607	4171	3693
6	Kurung Kumey	634	426	651	551	1322	1157	1551	1354
7	Lohit	1724	1408	3888	3238	3896	3435	4192	3781
8	Lower Dibang Valley	18177	3435	1785	1431	1813	1468	1878	1496

9	Lower Subansiri	2113	2227	2008	2098	2177	2141	2352	2262
10	Papumpare	4071	3980	4333	4158	8623	8092	7022	6761
11	Tawang	509	702	535	689	1035	1028	1039	1036
12	Tirap	2414	1494	2834	1763	3069	1976	3371	2220
13	Upper Siang	927	836	1664	1568	1831	1713	1848	1736
14	Upper Subansiri	1660	1420	1897	1750	2166	1948	2126	2026
15	West Kameng	1522	1411	1804	1943	1907	2167	2183	2313
16	West Siang	3292	3310	3541	3598	4073	4077	4486	4340
	Total	45056	27234	33955	30217	41876	37434	42767	38441

Table – 1.10: Girls Enrolment in percentages at primary level (2007-2009)

Sl. No.	District Name	2007-08	2008-09
1	Anjaw	42.26	44.73
2	Changlang	46.25	46.25
3	Dibang Valley	49.12	48.88
4	East Kameng	48.81	49.20
5	East Siang	48.04	48.11
6	Kurung Kumey	46.78	47.15
7	Lohit	46.44	46.42
8	Lower Dibang Valley	45.64	47.61
9	Lower Subansiri	48.13	48.91
10	Papumpare	48.95	49.01
11	Tawang	51.56	51.55
12	Tirap	44.48	44.32
13	Upper Siang	49.89	49.76
14	Upper Subansiri	48.99	48.30
15	West Kameng	49.19	48.38
16	West Siang	50.03	50.25
	Total	47.91	48.02

Table -1.11 : Girls Enrolment at Upper Primary Level (2007-2009)

Sl. No.	District Name	2007-08	2008-09
1	Anjaw	39.29	52.45
2	Changlang	43.81	43.37
3	Dibang Valley	46.21	47.34
4	East Kameng	45.34	47.26
5	East Siang	46.83	46.96
6	Kurung Kumey	46.67	46.61
7	Lohit	46.86	47.42
8	Lower Dibang Valley	44.74	44.34
9	Lower Subansiri	49.58	49.02
10	Papumpare	48.41	49.05
11	Tawang	49.83	49.93
12	Tirap	39.17	39.71
13	Upper Siang	48.34	48.44
14	Upper Subansiri	47.35	48.80
15	West Kameng	53.19	51.45
16	West Siang	50.02	49.17
	Total	47.20	47.34

Table -1.12 : Teacher Pupil Ratio

Sl. No.	District Name	2004-05		2006-07		2007-08		2008-09	
		Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
1	Anjaw	0.00	0.00	15.60	0.00	14.84	32.75	15.35	11.19
2	Changlang	29.74	0.00	22.19	0.00	22.79	0.00	16.94	14.29
3	Dibang Valley	10.56	0.00	8.97	0.00	13.14	10.50	12.79	16.83
4	East Kameng	30.30	0.00	23.24	0.00	19.50	0.00	17.85	0.00
5	East Siang	16.54	19.60	12.90	20.80	14.80	13.07	16.68	8.52
6	Kurung Kumey	48.09	0.00	43.29	0.00	42.39	0.00	30.59	0.00
7	Lohit	24.68	0.00	18.39	0.00	18.25	0.00	17.22	0.00
8	Lower Dibang Valley	21.78	0.00	19.92	0.00	14.58	0.00	14.60	0.00
9	Lower Subansiri	33.86	9.14	20.44	0.00	13.96	0.00	14.95	0.00
10	Papumpare	25.93	0.00	21.39	0.00	19.74	0.00	18.47	0.00
11	Tawang	14.51	0.00	10.69	0.00	8.86	0.00	8.79	0.00
12	Tirap	27.91	0.00	27.39	0.00	26.25	0.00	20.79	8.83
13	Upper Siang	31.25	0.00	26.02	32.40	17.33	14.45	18.22	8.73
14	Upper Subansiri	25.66	0.00	13.31	33.00	35.27	0.00	30.15	0.00
15	West Kameng	18.94	0.00	13.90	0.00	13.67	15.29	13.27	13.03
16	West Siang	20.92	0.00	15.81	0.00	16.97	7.86	16.23	0.00
	Total	24.62	11.89	18.56	21.45	19.26	15.14	17.62	11.06

Table – 1.13 Single Teacher School

Sl. No.	District Name	2004-05		2006-07		2007-08		2008-09	
		Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
1	Anjaw	0	0	70	0	27	0	29	0
2	Changlang	53	0	190	0	26	0	11	0
3	Dibang Valley	20	0	44	0	3	0	5	0
4	East Kameng	94	0	109	0	103	0	94	0
5	East Siang	17	0	67	0	15	0	22	0
6	Kurung Kumey	49	0	31	0	26	0	64	0
7	Lohit	49	0	132	0	46	0	67	0
8	Lower Dibang Valley	16	0	20	0	0	0	0	0
9	Lower Subansiri	22	0	211	0	4	0	29	0
10	Papumpare	38	0	29	0	31	0	32	0
11	Tawang	35	0	76	0	11	0	7	0
12	Tirap	48	0	42	0	20	0	33	0
13	Upper Siang	26	0	32	0	6	0	6	0
14	Upper Subansiri	52	0	269	0	63	0	68	0
15	West Kameng	43	0	39	0	19	0	14	0
16	West Siang	52	0	135	0	50	0	44	0
	Total	614	0	1496	0	450	0	525	0

Sarva Shiksha Abhiyan (SSA) as an Educational Programme:

Free and compulsory education to all children up to age of 14 years is our constitutional commitment. The constitution has enumerated Directive Principle of State Policy regarding Universalisation of Elementary Education (UEE) and it is put as under:

“The state shall Endeavour to provide with in a period of 10 years from the commencement of the constitution for free and compulsory education for all children until they complete the age of 14 years” (Article – 45). The Government of India launched several educational programmes likes OB, DPEP, L.J. Project, Shiksha Karmi Project, etc. But the goal of Universalisation of Elementary Education (UEE) remained a dream. For realizing the goal of UEE, Sarva Shiksha Abhiyan (SSA) is the another educational intervention which was launched in the year 2000-01 across the country in a mission mode. Therefore, SSA emphasizes on some of the significant points such as:

- Time framework with in which UEE needs to be realized
- Quality Base education across the country
- Promoting social justice

- Effectively involvement of community
- An expression of political will for UEE across the country
- A partnership between the central and State governments
- An Opportunity for states to develop their own vision of elementary education.

The SSA has been introduced with some objectives:

- ❖ All Children in schools, EGS, Alternative School, 'Back to School' camp by 2003.
- ❖ All children to complete 5 years of Primary schooling by 2007.
- ❖ All children are to complete 8 years of elementary schooling by 2010.
- ❖ Focus on elementary education of satisfactory quality of education and education for life.
- ❖ To bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.
- ❖ Universal retention by 2010.

SSA in Arunachal Pradesh:

Though the SSA scheme was launched in the year 2001 across the country. But yet the scheme could not be implemented in the years 2001-02 and 2002-03 and in these two years, no expenditure was incurred in the state of Arunachal Pradesh. SSA scheme could be implemented in Arunachal Pradesh by the year 2003-04 and could spend a sum of Rs. 11.88 crores. In the year 2004-05 again the approved amount could not be utilized and only 25 % fund was utilized for some civil work. But, the state has implemented the SSA scheme on full scale in the year 2005-06 as a result 90 % of the approved fund could be utilized to gear up and equip the educational structure of the elementary at the state, district, block and cluster levels.

Educational Management Information System (EMIS) under SSA:

Education Management Information System (EMIS) has its place in planning and implementing the project at various levels. The EMIS possesses a wide scope in view of the various activities like data collection, compilation and dissemination of data and integrating in the process of educational planning at the different levels in the state.

Functions of EMIS at different Levels:

State Level: The MIS unit has been established and it has one – System Analyst, 1 Programmer, Four Data Entry Operators.

Functions:

- Development of required software and conduct of training programme to the Computer Professional of State/District functionaries.
- Finalize the data capture formats as per the needs of data required for the state.
- Imparting training and canalization of district data and dissemination of data to the agencies / organizations interested in educational development.
- Timely submission of QPR data in relation to expenditure on various interventions of the project (PMIS), information related with.
- Key Monitoring items, civil works monitoring and EGS and AIE related data on quarterly basis to the Govt. of India.

State level unit has following latest infrastructure in the state MIS unit for the purpose of effective dissemination of information and data:-

- 16 (sixteen) Nodes including Server.
- All the Nodes have been developed in the separate cabins with printers.
- Entire Nodes are connected with the LAN.
- 6 KVA UPS with KVA CVT had been installed for continuous 8 hours power backup.
- 2 colour Printers and 2 Scanners had been installed.
- 2 nos. of LCD Projectors and 01 Laptop is in the possession under SSA Mission for training purposes in the State and the District.
- Software is available with Oracle 10g, Oracle D2 K, Visual Studio, HTML, MS – Windows XP and Antivirus for 10 users. These are all developing for software's.
- Internet Broad band connectivity had been installed and entire Nodes are connected with proxy connections of Internet through LAN.

District Level: At district level programmes and 1-2 data entry operators is functioning under the EMIS coordinator attached with the SSA district unit.

Each district has at least 3-4 sets of computers as per the need of the District for smooth functioning of District unit.

Functions:

- Collect various data from the habitation/Block level compilation to be made available at district level.
- Imparting training to the BRC members at DISE data collection.
- Computerization of DISE data in coordination with BRC.
- Preparation of school progress report, DISE and dissemination to the BRC/habitation level.
- Collection of data related with PMIS, EGS/AIE and submission to the state unit.

Block Level: AT Block level the BRC Coordinator will be the i/c of collecting the educational data from various schools and habitations. Since the BRC Coordinator has to handle different type of data, he requires a computer system for storing and retrieval of various data. For quick and effective connectivity, each BRCQ planned to be linked with district HQ through Internet Facility.

Functions: Imparts training one DISE data collection to the Headmasters of all schools under his block.

- Collects DISE data on data capture format (DCF) from village / school level.
- Supervise the updating of Village Education Register (VER)
- After collection of data from various schools, the data capture formats are submitted to district unit for compilation.
- The data entry will be done in presence of BRC coordinators.

Village / School Level: The Headmaster of each school is responsible for collection of DISE data from all feeder habitations of that village/school. He is responsible for maintenance and updating of Village Education Register (VER) and reporting of status of coverage Village Education Register (VER) and reporting of status coverage of out of school children for each quarter to the CRC/BRC level.

Selection of Districts for Post Enumeration Survey:

For achieving the goal of Universalization of Elementary Education (UEE), the decentralized planning of education has been emphasized. Sarva Shiksha Abhiyan as an educational programme has covered all the states and Union Territories of India. For looking into the effectiveness of SSA across the country, it became essential to have the education data of each districts of the country. Therefore, the concept of District Information System for Education (DISE) emerged and used for compiling the educational data at district level and from districts to the state level and from states to the national level. The whole educational planning at the national and state levels depends upon the DISE data, therefore, the DISE data is to be reliable and valid in nature, therefore, the Post Enumeration Survey (PES) needs to be conducted by having a sample of 5 % Primary / Upper Primary schools of the selected districts and the collected PES data are compared with the DISE data of those selected sample of schools just to establish the validity of DISE data. The investigators selected the Kurung Kumey district and East Siang district on the basis of their literacy rate. As per the census 2001, the literacy rate of Arunachal Pradesh is 54.74 per cent. The literacy rate of Kurung Kumey is 20.21 % which is at the bottom in the state where as the literacy rate of East Siang district is 57.00 per cent which is above the average literacy rate of the state. Out of these two selected districts of the state, the investigators selected a sample of 5 % primary / upper primary schools by adopting the random sampling technique and tried to cover the urban and rural based schools of both the district. The list of all the selected sample of primary / upper primary schools has been put in table – 1.14 and table – 1.15.

Table -1.14 : Block wise list of selected Primary / Upper Primary Schools of East Siang District:

<p><u>Mebo Block :</u></p> <ol style="list-style-type: none"> 1.Govt. Primary School, Langkho 2.Govt. Middle School, Mebo 3.KGBV, Mebo 4.Govt. Middle School, Motum 5.KGBV. Motum 6.Govt. Middle School, Kiyit
<p><u>Pasighat Block :</u></p> <ol style="list-style-type: none"> 7.Indira Gandhi Govt. Middle School,Pasighat 8.Govt. Sawmill Middle School, Pasighat 9.Govt. Primary School,Tajum, Pasighat 10.Govt. Gandhi Middle School, Pasighat 11.Govt.Town Middle School, Pasighat 12Govt. IBS Middle School, Pasighat 13.KGBV, Pasighat
<p><u>Ruksin Block :</u></p> <ol style="list-style-type: none"> 14. Govt. Middle School, Oyan

Table -1.15 : Block wise list of selected Primary / Upper Primary Schools of Kurung Kumey District:

<p><u>Nyopin Block :</u></p> <ol style="list-style-type: none"> 1.Govt. Middle School, Upper Nyopin 2.Govt. Higher Secondary School, Lower Nyopin 3.Govt. Primary School,Gaga Village 4.Govt. Primary School, Dolo Village 5.Govt. Middle School, Panung 6.Govt. Middle School, Chebang
<p><u>Palin Block</u></p> <ol style="list-style-type: none"> 7.Govt. Middle School, Jamin 8.Govt. Middle School, Dui 9.Govt. Middle School, Meer
<p><u>Koleriang Block:</u></p> <ol style="list-style-type: none"> 10.Govt. Middle School, Rengchi 11.Govt. Primary School, Koleriang Town
<p><u>Damin Block :</u></p> <ol style="list-style-type: none"> 12.Govt. Middle School, Nikja Village
<p><u>Tali Block :</u></p> <ol style="list-style-type: none"> 13.Govt. Middle School, Sarli
<p><u>Sangram Block</u></p> <ol style="list-style-type: none"> 14.Govt. Higher Secondary School, Sangram

Methodology: Methodology is an integral part of any piece of research work. It is the methodology which leads the investigators in the completion of the field work effectively and efficiently. In view of the nature and purpose of the post enumeration work pertaining to DISE data, the investigators adopted the survey method by making use of the questionnaire covering various items of DISE data. Since the data were to be collected from two selected districts, i.e., Kurung Kumey district and East Siang district, therefore, the investigators established the contacts with Deputy Directors of School Education (DDSEs) of these two selected districts and finalized the dates of visits to conduct the Post Enumeration Survey (PES). It is important to state that the DDSEs of these two selected districts responded very well by way of instructing their all the co-ordinators of various interventions of SSA and field workers like BRCCs and CRCCs. The investigators completed the field work by using Data Capturing Formats (DCF) and investigators Feed back schedule as tools for obtaining the required data from the selected schools of the two districts of the state. The sample of 14 schools of Kurung Kumey and 14 schools of East Siang districts was drawn by taking 5 % schools of the total number of Primary / Upper Primary schools of each selected district for PES purposes. The field work of Kurung Kumey district was completed at the end of December 2009 and East Siang district was covered from 9th February to 15th February 2010. During the time of field work, the investigators interacted with the headmasters, teachers, and students of the schools for making themselves well aware of the school issues. The investigators completed the post enumeration field work conveniently and comfortably.

Scrutiny of Data Capturing Formats of Post-Enumeration Survey and DISE Data Formats:

A simple procedure has been adopted for the scrutiny of Data capturing formats of PES and DISE. The investigators obtained 14 Data capturing Formats for filling up in 14 schools of Kurung Kumey district and 14 Data capturing Formats in case of East Siang district. All these 28 formats were assembled and categorized into three categories, i.e. primary schools, primary with upper primary classes, and upper primary with secondary /senior secondary schools. Similarly the 28 formats of DISE data were also categorized into the same three categories, i.e. primary schools, primary with upper primary classes, and upper primary with

secondary /senior secondary classes. Now all the formats of PES data and DISE data were compared item wise in case of the three categories of schools and the deviations between the PES data and DISE data were found out item wise. Further all deviations were converted into percentages and the levels of precision were also found out for each item of PES and DISE data. All these deviations and levels of precision have been placed in Chapter – III by making different tables.

References Period: The reference period of DISE data is 30th September 2009 and Post Enumeration work was carried out at end of December 2009 and middle of February, 2010.

Chapter – II: DISE/PES Comparative Tables

Table – 2.1 : East Sing District

Block	School in Sample	School Category												Total		
		Primary			Primary with Upper Primary			Primary with Secondary			Upper Primary with Secondary or H/Sec. School					
		PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.
Mebo Block	1.Govt. Primary School, Langkho	1	1	0	5	5	0	-	-	-	-	-	-	6	6	0
	2.Govt. Middle School, Mebo															
	3.KGBV, Mebo															
	4.Govt. Middle School, Motum															
	5.KGBV. Motum															
	6.Govt. Middle School, Kiyit															
Pasighat Block	7.Indira Gandhi Govt. Middle School,Pasighat.	1	1	0	6	6	0	-	-	-	-	-	-	7	7	0
	8.Govt. Sawmill Middle School,Pasighat.															
	9.Govt. Primary School,Yajum,Pasighat.															
	10.Govt. Gandhi Middle School,Pasighat.															
	11.Govt.Town Middle School,Pasighat.															
	12Govt. IBS Middle School,Pasighat.															
	13.KGBV,Pasighat.															
Ruksin	14. Govt. Middle School, Oyan	-	-	-	1	1	0	-	-	-	-	-	-	1	1	0
		2	2	0	12	12	0	-	-	-	-	-	-	14	14	0

- i) Percentage deviation of DISE data from PES data = 0.0
 ii) Precision level of DISE data with relation to PES data = 100 %

Table-2.2: Kurung Kumey District

Block	School in Sample	School Category												Total		
		Primary			Primary with Upper Primary			Primary with Secondary			Upper Primary with Secondary or H/Sec. School					
		PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.
Nyopin	1.Govt. Middle School, Upper Nyopin															
	2.Govt. Higher Secondary School, Lower Nyopin															
	3.Govt. Primary School, Gaga Village	2	2	0	3	3	0	-	-	-	1	1	0	6	6	0
	4.Govt. Primary School, Dolo Village															
	5.Govt. Middle School, Panung															
	6. Govt. Middle School, Chebang															
Palin	7.Govt. Middle School, Jamin															
	8.Govt. Middle School, Dui	-	-	-	3	3	-	-	-	-	-	-	-	3	3	0
	9.Govt. Middle School, Meer															
Koleriang	10.Govt. Middle School, Rengchi	1	1	0	1	1	0	-	-	-	-	-	-	2	2	0
	11.Govt. Primary School, Koleriang Town															
Damin	12.Govt. Middle School, Nikja Village	-	-	-	1	1	0	-	-	-	-	-	-	1	1	0
Tali	13.Govt. Middle School, Sarli	-	-	-	1	1	0	-	-	-	-	-	-	1	1	0
Sangram	14.Govt. Higher Secondary School, Sangram	-	-	-	-	-	-	-	-	-	1	1	0	1	1	0
Total=		3	3	0	9	9	0	-	-	-	2	2	0	14	14	0
E-Siang		2	2	0	12	12	0	-	-	-	-	-	0	14	14	0
Grant Total=		5	5	0	21	21	0	-	-	-	2	2	0	28	28	0

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring ± signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0 %
- v) Precision level of DISE data with relation to PES = 100 %

Table No.2.3
Comparison of PES Data with DISE Data on Location Sample of schools

Sl.No.	School Categories	Sample Size	School Location					
			Rural			Urban		
			PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	4	5	-1	1	0	1
02	Primary with Upper Primary	21	15	15	0	6	6	0
03	Primary with Secondary or Higher Secondary	2	-	-	-	2	2	0
04	Upper Primary only	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-
Total		28	19	20	-1	9	8	1

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 1
- iv) Percentage deviation of DISE data from PES data = 3.57 %
- v) Precision level of DISE data with relation to PES = 96.43 %

Table No.2.4
Comparison of DISE Data with PES Data on type of schools

Sl.No.	School Categories	Sample Size	Type of School								
			Boys			Girls			Co-education		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	-	-	-	-	-	-	5	5	0
02	Primary with Upper Primary	21	-	-	-	3	3	0	18	18	0
03	Primary with Secondary or Higher Secondary	2	-	-	-	-	-	-	2	2	0
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-
Total		28	-	-	-	3	3	0	25	25	0

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0 %
- v) Precision level of DISE data with relation to PES = 100 %

Table No.2.5
Comparison of PES Data with DISE Data on Lowest Classes in Schools

Sl.No.	School Categories	Sample Size	Lowest Classes								
			Lowest Class 1st			Lowest Class 4			Lowest Class 6th		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	5	5	0	-	-	-	-	-	-
02	Primary with Upper Primary	21	18	18	0	-	-	-	3	3	0
03	Primary with Secondary or Higher Secondary	2	-	-	-	-	-	-	2	2	0
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-
Total		28	23	23	0	-	-	-	5	5	0

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0 %
- v) Precision level of DISE data with relation to PES = 100 %

Table No2.6
Comparison of PES Data with DISE Data on Highest Classes in Schools

Sl.No.	School Categories	Sample Size	Highest Classes in Schools											
			2nd ,3rd & 4th Class			5th & 6th Class			7th & 8th Class			9th & 10th Class		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	1	1	0	4	4	0	-	-	-	-	-	-
02	Primary with Upper Primary	21	-	-	-	2	2	0	19	19	0	-	-	-
03	Primary with Secondary or Higher Secondary	2	-	-	-	-	-	-	-	-	-	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		28	1	1	0	6	6	0	19	19	0	-	-	-

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0 %
- v) Precision level of DISE data with relation to PES = 100 %

Table No.2.7
Comparison of PES Data with DISE Data on Highest Classes in Schools

Sl.No.	School Category	Sample Size	Highest Class in Schools									
			11th Class			12th Class			Other Classes			
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	
01	Primary	5	-	-	-	-	-	-	-	-	-	-
02	Primary with Upper Primary	21	-	-	-	-	-	-	-	-	-	-
03	Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	2	-	-	-	2	2	0	-	-	-	-
Total		28	-	-	-	2	2	0	-	-	-	-

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0 %
- v) Precision level of DISE data with relation to PES = 100 %

Table No.2.8
Comparison of PES Data with DISE Data on School Management of Sample Schools

Sl.No.	School Category	Sample Size	School Management											
			Education Deptt.			Tribal Welfare Deptt.			Local Body/NGO			Private Aided		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	5	5	0	-	-	-	-	-	-	-	-	-
02	Primary with Upper Primary	21	18	18	0	-	-	-	3	3	0	-	-	-
03	Primary with Secondary or Higher Secondary	2	2	2	0	-	-	-	-	-	-	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		28	25	25	0	-	-	-	3	3	0	-	-	0

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0 %
- v) Precision level of DISE data with relation to PES = 100 %

Table No.2.9
Comparison of PES Data with DISE Data on Residence of School

Sl.No.	School Category	Sample Size	Residential Status					
			Residential			Non-Residential		
			PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	-	-	-	5	5	0
02	Primary with Upper Primary	21	7	8	-1	14	13	1
03	Primary with Secondary or Higher Secondary	2	2	2	0	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-
Total		28	9	10	-1	19	18	1

	<u>Residential</u>	<u>Non- Residential</u>
i) Quantitative Value of items as per DISE data	= 28	= 28
ii) Quantitative Value of items as per PES data	= 28	= 28
iii) Quantitative Value of deviations ignoring \pm signs	= 1	= 1
iv) Percentage deviation of DISE data from PES data	= 3.57 %	= 3.57 %
v) Precision level of DISE data with relation to PES	= 96.43 %	= 96.43 %

Table No.2.10
Comparison of PES Data with DISE Data on being part of Shift School

Sl.No.	School Category	Sample Size	Building as part of Shift School					
			Part of Shift School			Not Part of Shift School		
			PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	-	-	-	5	5	0
02	Primary with Upper Primary	21	2	0	2	19	21	-2
03	Primary with Secondary or Higher Secondary	2	1	1	0	1	1	0
04	Upper Primary only	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-
Total		28	3	1	2	25	27	-2

	<u>Part of Shift</u>	<u>Not Part of Shift</u>
i) Quantitative Value of items as per DISE data	= 28	= 28
ii) Quantitative Value of items as per PES data	= 28	= 28
iii) Quantitative Value of deviations ignoring ± signs	= 2	= 2
iv) Percentage deviation of DISE data from PES data	= 7.14 %	= 7.14 %
v) Precision level of DISE data with relation to PES	= 92.86 %	= 92.86 %

Table No.2.11
Comparison of PES Data with DISE Data on Sanctioned / In-position Teachers

Sl.No.	School Category	Sample Size	Number of Teachers					
			*Sanctioned Strength			In position		
			PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	-	-	-	29	29	0
02	Primary with Upper Primary	21	-	-	-	259	258	-
03	Primary with Secondary or Higher Secondary	2	-	-	-	35	34	0
04	Upper Primary only	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-
Total		28	-	-	-	322	321	1

- i) Quantitative Value of items as per DISE data = 321
- ii) Quantitative Value of items as per PES data = 322
- iii) Quantitative Value of deviations ignoring ± signs = 1
- iv) Percentage deviation of DISE data from PES data = 0.31 %
- v) Precision level of DISE data with relation to PES = 99.69 %

* Sanction Strength of Teachers could not be compared as this item is not in DISE data.

Table No.2.12
Comparison of PES Data with DISE Data on Status of School Building

Sl.No.	School Category	Sample Size	Status of School Building											
			Private			Rented			Govt.			Govt. in Rent Free		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	-	-	-	-	-	-	5	5	0	-	-	-
02	Primary with Upper Primary	21	-	-	-	-	-	-	21	21	0	-	-	-
03	Primary with Secondary or Higher Secondary	2	-	-	-	-	-	-	2	2	0	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		28	-	-	-	-	-	-	28	28	0	-	-	-

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0 %
- v) Precision level of DISE data with relation to PES = 100 %

Table No.2.13
Comparison of PES Data with DISE Data on Type of School Building

Sl.No.	School Category	Sample Size	Type of School Building								
			Pucca			Partially Pucca			Kuccha		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	-	-	-	4	-	-	1	-	-
02	Primary with Upper Primary	21	4	-	-	17	-	-	-	-	-
03	Primary with Secondary or Higher Secondary	2	1	-	-	1	-	-	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-
Total		28	5	-	-	22	-	-	1	-	-

** DNA=Data Not Available in DISE format.*

- | | |
|--|-------|
| i) Quantitative Value of items as per DISE data | = DNA |
| ii) Quantitative Value of items as per PES data | = |
| iii) Quantitative Value of deviations ignoring ± signs | = |
| iv) Percentage deviation of DISE data from PES data | = |
| v) Precision level of DISE data with relation to PES | = |

Table No.2.14
Comparison of PES Data with DISE Data on Children enrolment in the present academic year 2009-2009

Sl.No.	School Category	Sample Size	Total Enrolment			Scheduled Caste			Scheduled Tribe			OBC		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	362	390	-28	-	-	-	362	362	0	-	-	-
02	Primary with Upper Primary	21	5016	5256	-240	-	-	-	4950	4842	108	-	-	-
03	Primary with Secondary or Higher Secondary	2	301	252	49	-	-	-	291	247	44	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		28	5679	5898	219	-	-	-	5603	5451	152	-	-	-

	<u>Total Enrolment</u>	<u>Scheduled Tribe</u>
i) Quantitative Value of items as per DISE data	= 5898	= 5451
ii) Quantitative Value of items as per PES data	= 5679	= 5603
iii) Quantitative Value of deviations ignoring ± signs	= 219	= 152
iv) Percentage deviation of DISE data from PES data	= 3.72 %	= 2.78 %
v) Precision level of DISE data with relation to PES	= 96.28 %	= 97.22 %

Table No.2.15
Comparison of PES Data with DISE Data on disabilities and re-admission of present academic year-2009

Sl.No.	School Category	Sample Size	Children with Disabilities			Repeaters/Re-admissions		
			PES	DISE	Deviation	PES	DISE	Deviation
01	Primary	5	6	11	-5	0	2	0
02	Primary with Upper Primary	21	71	166	-95	76	65	11
03	Primary with Secondary or Higher Secondary	2	2	5	-3	4	3	1
04	Upper Primary only	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-	-	-	-	-	-	-
Total		28	79	182	-103	82	70	12

Disabilities

- i) Quantitative Value of items as per DISE data = 182
- ii) Quantitative Value of items as per PES data = 79
- iii) Quantitative Value of deviations ignoring ± signs= 103
- iv) Percentage deviation of DISE data from PES data= **43.40 %**
- v) Precision level of DISE data with relation to PES = 56.60 %

Repeaters

- i) Quantitative Value of items as per DISE data = 70
- ii) Quantitative Value of items as per PES data = 82
- iii) Quantitative Value of deviations ignoring ± signs= 12
- iv) Percentage deviation of DISE data from PES data= **17.14 %**
- v) Precision level of DISE data with relation to PES = 82.76 %

Table No.2.16
Comparison of PES Data with DISE Data on Examination Results of Grade V & VIII of the Academic Year – 2008-09

Sl.No.	School Category	Sample Size		Enrolment at the End of the Year			Applied for the Examinations			Passes in the Examination		
				PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
01	Primary (V in 5 Schools only)	5		28	28	0	28	28	0	28	28	0
02	Primary with Upper Primary	v	21	697	757	60	685	754	-69	665	718	53
		viii		768	1021	253	723	975	-252	561	852	-291
03	Primary with Secondary or Higher Secondary	v	2	23	-	23	20	0	20	17	0	17
		viii		82	62	20	79	62	17	77	62	15
04	Upper Primary only	-		-	-	-	-	-	-	-	-	-
05	Upper Primary with Secondary or Higher Secondary	-		-	-	-	-	-	-	-	-	-
Total				1598	1868	356	1535	1819	358	1348	1660	312

		<u>Total Enrolment</u>	<u>Total Appeared</u>	<u>Total Pass</u>
i) Quantitative Value of items as per DISE data	=	1868	1819	1660
ii) Quantitative Value of items as per PES data	=	1598	1535	1348
iii) Quantitative Value of deviations ignoring ± signs	=	356	358	312
iv) Percentage deviation of DISE data from PES data	=	19.05%	19.68%	18.79%
v) Precision level of DISE data with relation to PES	=	80.95%	80.32%	81.21%

Table-2.17
Comparison of PES Data with DISE Data on School Block and Availability of Electricity in Schools

Sl.No	School Categories	Sample Size	Electricity			School Block								
			PES	DISE	Dev.	PES				*DISE				Dev.
						B-I	B-2	B-3	B-4	B-I	B-2	B-3	B-4	
01	Primary	5	1	0	1	1	4	-	-	-	-	-	-	-
02	Primary with Upper Primary	21	11	10	1	10	7	2	-	-	-	-	-	-
03	Primary with Sec.or Hr. Sec.	2	1	0	1	-	-	2	-	-	-	-	-	-
04	Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	-
05	Upper Primary with Sec.or Hr.Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		28	13	10	3	-	-	-	-	-	-	-	-	-

** No. of school block not available on DISE supplied data.*

Electricity

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring ± signs = 3
- iv) Percentage deviation of DISE data from PES data = 10.71%
- v) Precision level of DISE data with relation to PES = 89 %

School Block

- i) Quantitative Value of items as per DISE data =
- ii) Quantitative Value of items as per PES data =
- iii) Quantitative Value of deviations ignoring ± signs =
- iv) Percentage deviation of DISE data from PES data =
- v) Precision level of DISE data with relation to PES =

Table-2.18
Comparison of PES Data with DISE Data on Computer in Schools

Category of School	Sample Size	Computer										Dev.	
		PES					DISE						
		*1	2	3	4	5	1	2	3	4	5		
1. Primary	5	0	0	0	0	0	0	0	0	0	0	0	0
2. Primary with Upper Primary	21	2	10	-	4	0	1	6	2	9	0	-2	
3. Primary with Sec.or Hr. Sec.	2	-	1	1	-	-	-	1	1	-	-	0	
4. Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	
5. Upper Primary with Sec.or Hr.Sec.	-	-	-	-	-	-	-	-	-	-	-	-	
Total	28	16					18					-2	

* No. of computer

Computer

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring ± signs = 2
- iv) Percentage deviation of DISE data from PES data = 7.14%
- v) Precision level of DISE data with relation to PES = 92.86 %

Table-2.19
Comparison of PES Data with DISE Data on Furniture in Schools

Category of School		All			Some			No furniture		
		PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.
1. Primary	5	1	0	1	4	4	0	0	1	1
2. Primary with Upper Primary	21	10	7	3	11	13	-2	0	1	-1
3. Primary with Sec.or Hr. Sec.	2	0	0	0	2	2	0	0	0	0
4. Upper Primary only	-	-	-	-	-	-	-	-	-	-
5. Upper Primary with Sec.or Hr.Sec.	-	-	-	-	-	-	-	-	-	-
Total	28	11	7	4	17	19	-2	0	2	2

* Code-1=Furniture for all students, 2= Furniture for some students, 3=No Furniture-children sit on the floor

	<u>Furniture for all</u>	<u>Furniture for some</u>	<u>No Furniture</u>
i) Quantitative Value of items as per DISE data	= 28	= 28	= 28
ii) Quantitative Value of items as per PES data	= 28	= 28	= 28
iii) Quantitative Value of deviations ignoring ± signs	= 4	= 2	= 2
iv) Percentage deviation of DISE data from PES data	= 14.28%	= 7.14%	= 7.14%
v) Precision level of DISE data with relation to PES	= 85.72 %	= 92.86 %	= 92.86 %

Table-2.20
Comparison of PES Data with DISE Data on Drinking water and Play ground in Schools

Category of School	Sample Size	Drinking water								Dev.	Play Ground		Dev.
		PES				DISE					PES	DISE	
		*1	2	3	4	1	2	3	4				
1. Primary	5	1	-	1	3	1	-	1	3	0	0	0	0
2. Primary with Upper Primary	21	4	1	8	6	3	1	10	7	2	8	8	0
3. Primary with Sec.or Hr. Sec.	2	-	-	2	-	-	-	2	-	0	2	2	0
4. Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Upper Primary with Sec.or Hr.Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	28	5	1	13	9	4	1	13	10	2	10	10	0

1=Hand Pump, 2=Well, 3=Tap Water, 4=Others

Drinking water

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 2
- iv) Percentage deviation of DISE data from PES data = 7.14 %
- v) Precision level of DISE data with relation to PES = 92.86 %

Play Ground

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 0
- iv) Percentage deviation of DISE data from PES data = 0.0%
- v) Precision level of DISE data with relation to PES = 100%

Table-2.21
Comparison of PES Data with DISE Data on Toilet and Boundary wall in Schools

Category of School	Sample Size	Toilet						Dev.	Boundary wall										Dev.
		PES			DISE				PES					DISE					
		C	G	Total	C	G	Total		*1	2	3	4	5	1	2	3	4	5	
1. Primary	5	4	4	8	4	3	7	1	-	-	-	-	5	-	-	-	-	5	0
2. Primary with Upper Primary	21	8	15	23	8	14	22	1	3	1	5	1	10	2	-	6	1	11	4
3. Primary with Sec.or Hr. Sec.	2	0	2	2	0	2	2	0	-	-	-	-	2	-	-	-	-	2	0
4. Upper Primary only	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Upper Primary with Sec.or Hr.Sec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	28	12	21	33	12	19	31	2	3	1	5	1	17	2	-	6	1	18	4

C=Common, G=Girls, *1=Pucca, 2 Pucca but broken, 3=Barbed wire fencing, 4=Heges, 5=No boundary wall, 6=other

Toilet

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs = 2
- iv) Percentage deviation of DISE data from PES data = 7.14 %
- v) Precision level of DISE data with relation to PES = 92.86 %

Boundary wall

- i) Quantitative Value of items as per DISE data = 28
- ii) Quantitative Value of items as per PES data = 28
- iii) Quantitative Value of deviations ignoring \pm signs= 4
- iv) Percentage deviation of DISE data from PES data = **14.28 %**
- v) Precision level of DISE data with relation to PES = 85.72 %

Investigators' Feed Back

Investigators' Observation Schedule: The investigators have recorded their observation schedule and prepared the table -2.22, table-2.23, table – 2.24 table -2.25, table-2.26, and table – 2.27 which show the various attributes pertaining to the quality of DISE data.

Table-2.22: Attribute pertaining to opening of school on the visit of the two districts- Kurung Kumey and East Siang Districts:

	Yes	No
Was the school opened on the day of visit ?	28	28
	100 %	100 %

Table-2.23: Attributes pertaining to the Principal/Head Teacher and Investigator

Sl. No.	Attribute	Responses from School					
		Very Good	Good	Average	Poor	Very Poor	Total
1.	Initial Reaction of P/HT	15	8	4	1	-	28
		53.57 %	28.57 %	14.28 %	03.58 %	-	100 %
2.	Response of Principal/Head teacher to provide information	8	10	8	2	-	28
		28.57 %	35.72 %	28.57 %	7.14 %	-	100 %
3.	Availability of Records	6	6	9	7	-	28
		21.43 %	21.43	32.14%	25.0 %	-	100 %
4.	Conditions of records maintained	-	-	-	-	-	-
5.	Updation of Records	-	-	-	-	-	-

Table-2.24: Attributes pertaining to the Principal/Head Teacher towards enrolment and Summary of Children:

No of school	Enrolment & Pass % easily		From a single register		Year end Summary of children of all grades	
	Yes	No	Yes	No	Yes	No
28	20	8	15	13	12	16
Percentage	71.43%	28.57%	53.57%	46.43%	42.86%	57.14%

Table-2.25: School office maintaining information pertaining to Report Cards, Attendance Registers, Keeping DCF's and Display Board:

No of school	School Report Card		Attendance Reg. in Almirah		Photo copy of DCF		Display board	
	Yes	No	Yes	No	Yes	No	Yes	No
28	10	18	12	16	6	22	21	7
Percentage	35.71%	64.29%	42.86%	57.14%	21.43%	78.57%	75.0%	25.0%

Table-2.26: Teachers punctuality and maintaining Attendance Register:

No of school	Attendance Register fill up properly		Come on time	
	Yes	No	Yes	No
28	23	5	20	8
Percentage	82.14%	17.86%	71.43%	28.57%

Table-2. 27: Mid-Day-Meal and Seating Arrangement:

No of school	Mid-Day-Meal		Quality of Food		Seating Arrangement	
	Yes	No	Poor	Good	Poor	Good
28	12	16	3	9	10	2
Percentage	42.86 %	57.14 %	25.0 %	75.0 %	83.33 %	16.67 %

CHAPTER – III

DEVIATIONS AND PRECISION LEVELS

The Chapter – II possesses several tables which have been prepared by making use of PES data and DISE data. These data have been compared and the deviations and precision levels were computed. The Chapter – III has been devoted to the synthesis of all PES and DISE data along with their deviations and precision levels. The summary of all the quantitative values pertaining to various items covered in previous chapter is put in table – 3.1.

Table – 3.1: Deviations And Precision Level of PES Data with DISE Data pertaining to various Items.

Sl. No.	Comparable Items	Quantitative Value under			Percentage	
		PES	DISE	Deviation	Deviation	Precision Level
1.	Category of sample Schools	28	28	0	0.0 %	100.0 %
2.	Location of Schools	28	28	1	3.57 %	96.43 %
3.	Type of Schools	28	28	0	0.0 %	100.0 %
4.	Lowest Classes in Schools	28	28	0	0.0 %	100.0 %
5.	Highest Classes in Schools	28	28	0	0.0 %	100.0 %
6.	Management of Schools	28	28	0	0.0 %	100.0 %
7	Residential status of Schools	28	28	1	3.57 %	96.43 %
8	Non-Residential Schools	28	28	1	3.57 %	96.43 %
9	Shift Schools	28	28	2	7.14 %	92.86 %
10	Not part of Shift Schools	28	28	2	7.14 %	92.86 %
11	Teachers in position	322	321	1	0.31 %	99.69 %
12	Status of school building	28	28	0	0.0 %	100.0 %
13	Types of School Building	--	--	--	--	*
14	No. of Blocks	--	--	--	--	*
15	Conditions of classroom	--	--	--	--	*
16	Electricity	28	28	3	10.71 %	89.29 %
17	Toilet	28	28	2	7.14 %	92.86 %

18	Boundary wall	28	28	4	14.28 %	85.72 %
19	Drinking water	28	28	2	7.14 %	92.86 %
20	Play Ground	28	28	0	0.0 %	100.0 %
21	Computer	28	28	2	7.14 %	92.86 %
22	Furniture for all	28	28	4	14.28 %	85.72 %
23	Furniture for some	28	28	2	7.14 %	92.86 %
24	No furniture	28	28	2	7.14 %	92.86 %
25	Enrolment (2009-10)	5679	5898	219	3.72 %	96.28 %
26	Children with disability	79	182	103	43.40 %	56.60 %
27	Repeaters	82	70	12	17.14 %	82.86 %
28	Examination Results 2008-09	1348	1660	312	18.79 %	81.21 %
29	Enrolment 2008-09	1598	1868	356	19.05 %	80.95 %
	Total =	9668	10559	1031	9.76 %	90.24 %

** Non comparable.*

The table – 3.1 shows that there are 29 items pertaining to which the DISE data have been compared with PES data. The table – 3.1 reveals that the total deviation of DISE data from PES data came out to be 1031 and this deviation has been converted into percentage which is 9.76 percent. In view of this the precision level on an average came out to be 90.24 percent. It means the deviations do exist in some of the items substantially but the over all precision level of the DISE data is acceptable as it is lesser than 10.5 percent. Further it reminds that the data need to be cared in future so that the deviation gets reduced and precision level goes up. The table – 3.1 indicates that there are a good number of items like-categories of schools, location of schools, types of school, residential status of schools, management of schools etc. which possessed 0.0 deviations and have got 100.0 % precision level. The table – 3.1 also shows that there are items which have got maximum deviation such as the items like children with disability (43.40 %), Repeaters (17.14 %), enrolment of 2008-09 (19.05 %), examination results of 2008-09 (18.79 %) etc. Now it is clear that the deviation ranges from 0.0 % to 43.40 % and an average deviation of the data is 9.76 %. In view of this range of deviation, and precision levels, all the 29 items of DISE data have been put in three categories, i.e., high precision, average precision and low precision levels. A category of high precision level of DISE data ranges in its deviation from 0.0 to 10.5 percent and the precision level ranges from 100.0 to 89.50 percent. Similarly

the category of average precision level of DISE data ranges in its deviation from 10.5 to 15.5 percent and the precision level goes from 84.50 to 89.50 percent. The third category of DISE data belongs to low precision level its deviation is 15.50 percent or more than it. All the 29 items of the table – 3.1 have been categorized in to three categories as stated above and those three categories of those items have been put in table – 3.2, table – 3.3, and table – 3.4.

Table – 3.2: Items of Least Degree of Deviation and High level of Precision (Deviation 0.0 % to 10.50 %)

Sl. No.	Comparable Items	Quantitative Value under			Percentage	
		PES	DISE	Deviation	Deviation	Precision Level
1.	Category of sample Schools	28	28	0	0.0 %	100.0 %
2.	Location of Schools	28	28	1	3.57 %	96.43 %
3.	Type of Schools	28	28	0	0.0 %	100.0 %
4.	Lowest Classes in Schools	28	28	0	0.0 %	100.0 %
5.	Highest Classes(11&12)	28	28	0	0.0 %	100.0 %
6.	Management of Schools	28	28	0	0.0 %	100.0 %
7	Residential Status of Schools	28	28	1	3.57 %	96.43 %
8	Non-Residential Schools	28	28	1	3.57 %	96.43 %
9	Shift Schools	28	28	2	7.14 %	92.86 %
10	Teachers in position	322	321	1	0.31 %	99.69 %
11	Status of school building	28	28	0	0.0 %	100.0 %
12	Toilet	28	28	2	7.14 %	92.86 %
13	Drinking water	28	28	2	7.14 %	92.86 %
14	Playground	28	28	0	0.0 %	100.0 %
15	Computer	28	28	2	7.14 %	92.86 %
16	Furniture for some schools	28	28	2	7.14 %	92.86 %
17	No furniture	28	28	2	7.14 %	92.86 %
18	Enrolment (2009-10)	5679	5898	219	3.72 %	96.28 %
19	Not part of shift schools	28	28	2	7.14 %	92.86 %

The table – 3.2 shows that there are 19 items which possess the least degree of deviations and high level of precision. These 19 items have the range of deviation from 0.0 % to 7.14 % and their precision level goes from 92.86 % to 100.0 %, which is considered a very high level of precision. The main items of this category are category of schools, location of schools, types of schools, lowest classes in schools, highest class, management of schools, residential status of school, non-residential schools, shift schools, not part of shift schools, teachers in position, status of school building, types of school building, no. of blocks, condition of classroom, electricity, toilet, boundary wall, drinking water, play ground, computer, furniture for all, furniture for some, no furniture, enrolment (2009-10), children with disability, repeaters, examination results 2008-09, enrolment 2008-09. It is a matter of satisfaction that all these 19 items have the deviations lesser than the average deviation (9.76 %) of the total data.

The second category of items of data is that category which has an average precision level and these items have been put in table – 3.3. by indicating their deviations and precision level.

Table – 3.3: Items of Average Precision Level (Deviation 10.50 – 15.5 %)

Sl. No.	Comparable Items	Quantitative Value under			Percentage	
		PES	DISE	Deviation	Deviation	Precision Level
1	Electricity	28	28	3	10.7 %	89.29 %
2	Boundary wall	28	28	4	14.28 %	85.72 %
3	Furniture for all	28	28	4	14.28 %	85.72 %

The table – 3.3 indicates that there are 3 items which have got a average deviation and average precision level. The items like – electricity, boundary wall, and furniture for all students possess the deviation 10.71 %, 14.28 % and 14.28 % respectively. Though these items fall under the average precision level yet these are to be cared as these possess the deviations more than the average deviation (9.76 %) of the total data. The third category of items contain high degree of deviations and low level of precision pertaining to the DISE data. The items belonging to this category have been put in table – 3.4.

Table – 3.4: Items of High Degree of Deviations of DISE Data from PES Data and Low Level of Precision (Deviation 15.50 % or above)

Sl. No.	Comparable Items	Quantitative Value under			Percentage	
		PES	DISE	Deviation	Deviation	Precision Level
1	Children with disability	79	182	103	43.40 %	56.60 %
2	Repeaters	82	70	12	17.14 %	82.86 %
3	Examination Results (2008-09)	1348	1660	312	18.79	81.25 %
4	Enrolment (2008-09)	1598	1868	356	19.05 %	80.95 %

The table – 3.4 shows that there are 4 items which fall under the category of high degree of deviation and low level of precision and those items are like children with disability, repeaters, examination result of 2008-09, and the enrolment of 2008-09 with the deviations 43.40 %, 17.14 % and 19.05 % respectively. The item children with disability possesses the highest degree of deviation (43.40 %) and lowest level of precision pertaining to DISE data as compared to PES data. It shows that the children with disability need to be identified properly in future so that the degree of deviation gets reduced. Further it has been observed that the item like repeaters, examination result and enrolment are also to be paid a special attention in future.

CHAPTER – IV

MAIN FINDINGS AND CONCLUSION

Major findings taking into account the tables of the Chapter –II and categorization of items as per the degree of deviations and levels of precision of DISE data, the

Major findings of the Post – Enumeration Survey (PES) are put as under:-

1. An analysis of PES and DISE data indicate that an average degree of deviation and precision level of the total DISE data pertaining to 29 items of table – 3.1 came out to be 9.76% and 90.24% respectively. The deviation between DISE data and PES data is 9.76% which is lesser than 10.5%, therefore, the average precision level of 29 items of the DISE data (90.24%) is acceptable. But, in future, in case care is not taken then it may cross the acceptable degree of deviation and may fall below the acceptable level of precision.
2. Second, all the 29 items covered under PES and compared with DISE data have been categorized as per the degree of deviations in Chapter – III. There are 19 items of the data which possess 0.0% to 7.14% degree of deviation and 92.86% to 100.0% precision level of the DISE data. It means the majority of items possess least degree of deviation and high level of precision. The items of this 1.category are category of schools, 2.location of schools, 3.types of schools, 4.lowest classes in schools, 5.highest classes in schools, 6.management of schools, 7.residential status of school, 8.non-residential schools, 9.shift schools, 10.Teachers in position, 11.Status of school building, 12.toilet, 13.drinking water, 14.play ground, 15.computer, 16.furniture for some schools, 17.no furniture, 18.enrolment (2009-10),19.Not part of shift schools.
3. Third, it is matter of great satisfaction that the items like category of schools, types of school, lowest class in school, highest class in school management of school, status of school, building, playground etc are having 0.0% degree of deviation and 100.0% precision level. It means that a bit sincerity and efforts may bring to some other items of DISE data at this level in future and it is hoped so.

4. The table – 3.3 in Chapter – III indicates that the items like electricity, boundary wall, furniture for all schools fall under the category of average degree of deviation, i.e., from 10.5% to 15.5% and the precision level from 84.5 % to 89.5%.
5. The table – 3.4 shows that the items like children with disability, repeaters, examination result 2008-09 and enrollment of 2008-09 possess very high degree of deviation and lowest level of precision of DISE data.
6. The investigators could not compare the items like types of school building, conditions of classroom and number of blocks of the school building due to the non availability of data in the Data Capturing Formats of DISE.
7. Finally it is concluded that the overall deviation of DISE data from PES data came out to be 9.76% and precision level is 90.24%, therefore, the DISE data may be considered for making use of educational plans and policies at the state and national levels.

General observations on the basis of Investigator’s feed back schedule:

The field investigators focused on the collection of PES data by filling up the Data Capturing Formats with utmost care during the time of field work. As per the schedule, the investigators covered two districts (Kurung Kumey and East Siang). In addition to PES data, the investigators recorded some experiences and observations about the total environment of the schools which were taken under the sample of 5% schools of each district. After the analysis of those feedback schedules the following general observations are put:

1. It is important to note and a matter of appreciation that the investigators obtained the PES data on the day of first visit to all the schools in both the districts. All the schools were found opened on first day itself. The table – 2.22 in Chapter- II indicates it clearly.
2. Second, it is also worth mentioning that the headmasters and teachers of the schools were found co-operative in providing of the required PES data. The initial response was very good and it was recorded 53.57% and 28.57% headmasters and teachers were found good in their initial

response. There were 03.58% teachers who really did not respond properly.

3. Third, it has been noticed that the headmasters/teachers were in a position to supply the data, of course, some around 35% took a little more time and 65% headmasters or teachers were comfortable in supplying of this PES data.
4. Fourth, the records are available in the schools, but, there is need to be maintained properly. Hardly 22% schools of the selected sample possessed the records in good/very good conditions. The conditions of the record needs to be improved.
5. Fifth, the headmaster/teachers need to be advised for compiling the data in one register. Some around 50% schools do not maintain the data in a single register rather the data are taken out from different registers.
6. Sixth, these headmasters/teachers need to be instructed for having year end summary of the school records of various item so that year wise data may be supplied easily.
7. Seventh, the report cards were not found in any of the school. The headmasters / teachers need to be provided a kind of training for this purpose.
8. A very few number of schools keep the photo copy of completed Data Capturing Formats for their purposes.
9. Attendance of teachers and their punctuality needs to be cared.
10. The quality teaching-learning process needs to be paid attention.
11. Furniture of the schools is in very poor conditions and students and teachers are facing problems.
12. The students in Kurung Kumey district did not receive the mid-day meal in any of the school and the schools in East Siang district provid MDM twice / thrice a week. A special attention needs to be paid to MDM in all the schools for maintaining the regularity of it.

CHAPTER – V

SUGGESTIONS FOR IMPROVING THE QUALITY OF DISE DATA

The term 'Quality' is of great concern now a days across the world in every walk of life. It is also a fact that the quality of education depends upon the quality of educational data. Therefore, it is essential to improve and ensure the quality of educational data. All the educational plans, policies, and programmes come out of the educational data. In case the educational data are reliable and valid in nature, the educational plans, policies, and programmes will be effective and show their impact on the quality of education across the state/nation. The process of collecting the educational data involves the use of several tools, these tools need to be prepared scientifically and their reliability and validity are to be ensured before the use of collection of data for the purpose of Post – Enumeration (PES) work, the investigators have experienced several situations pertaining to the DISE data, PES data, and the tools. Not only this, during the time of field work, the investigator interacted with the teachers, headmasters, students, VEC member etc and recorded certain observation about the conditions of educational institutions and their data on the basis of certain direct experience of the PES field work, the investigators thought to put on record some of the significant suggestions for the improvement of quality of DISE data in Arunachal Pradesh so that the educational plans, policies, and programmes become more effective across the state and the important suggestions are as under:

1. It has been observed that the training programmes have been organized about the filling up of Data Capturing Formats (DCFs). But, this training is limited to certain number teachers and it was found that in some of the schools those trained teachers have been transferred. Now the Data Capturing formats are being filled up by some untrained teachers. In fact, the orientation programme concerning to the nature and use DCFs need to cover a large number of headmasters and teachers so that the trained teachers are available for this purpose in every school of the district.
2. The headmasters need to be given specific information that Data Capturing Formats are to be filled up by the trained teachers only and

these trained teachers may conduct a training programme for other teachers of the school. So that in the absence of a trained teachers, any other teacher of the school can be helpful in this process.

3. The field experience speaks that the headmasters/teachers feel that it is an additional burden to them and some times found it difficult in providing of the required data. Therefore, the headmasters/teachers need to be given an understanding that supplying of educational data of the school is mandatory and it is a part of their job. Therefore, they are to be serious and sincere in providing these kind of data.
4. The investigators faced the problem in getting the data about previous academic year as the records are not maintained properly, therefore, the headmasters need to be advised maintain a single register which contains year wise data of the school and the required data of any year becomes easy to be supplied.
5. The school cards of DISE data process a large number of items where as PES format possesses limited number of items because of which some items remained uncomparable. PES format and DISE format need to be matched item wise so that each item of DISE data is possible to be matched with PES data.
6. The schools do fill up the Data Capturing Formats and pass to CRCCs / BRCCs, but, the copy of these DISE format is not kept in the school. Now the Data for PES comes from different registers and sources because of which the variation is more. Therefore, the schools need to preserve the Xerox copy of DISE data.
7. The visits of the BRCCs / CRCCs are quite limited in number. As per the observations of the investigators, there is hardly one visit in four/five months. The frequency visits need to be increased so that proper academic support and the awareness of DISE data to be provided frequently.
8. The data pertaining to CWSN, repeaters, MDM need to be cared as most of the schools fail to supply the proper data about such items.
9. The schedule of filling up the DISE data must be fixed well in advance and passed to the schools so that the schools and their functionaries get enough time in supply of data on or before 30th September of the year.

These are the certain suggestions based on field observations of the investigators. In case, the above cited points are taken care, it is hoped that the next year DISE data will definitely improve qualitatively. Further it is put on record that the DISE data of this earlier year seems to be better than the year and it is hoped that it will improve in its quality in years to come.

(Mr.P.K.Acharya)

(Dr.T.Lhungdim)

(Prof.K.C.Kapoor)
