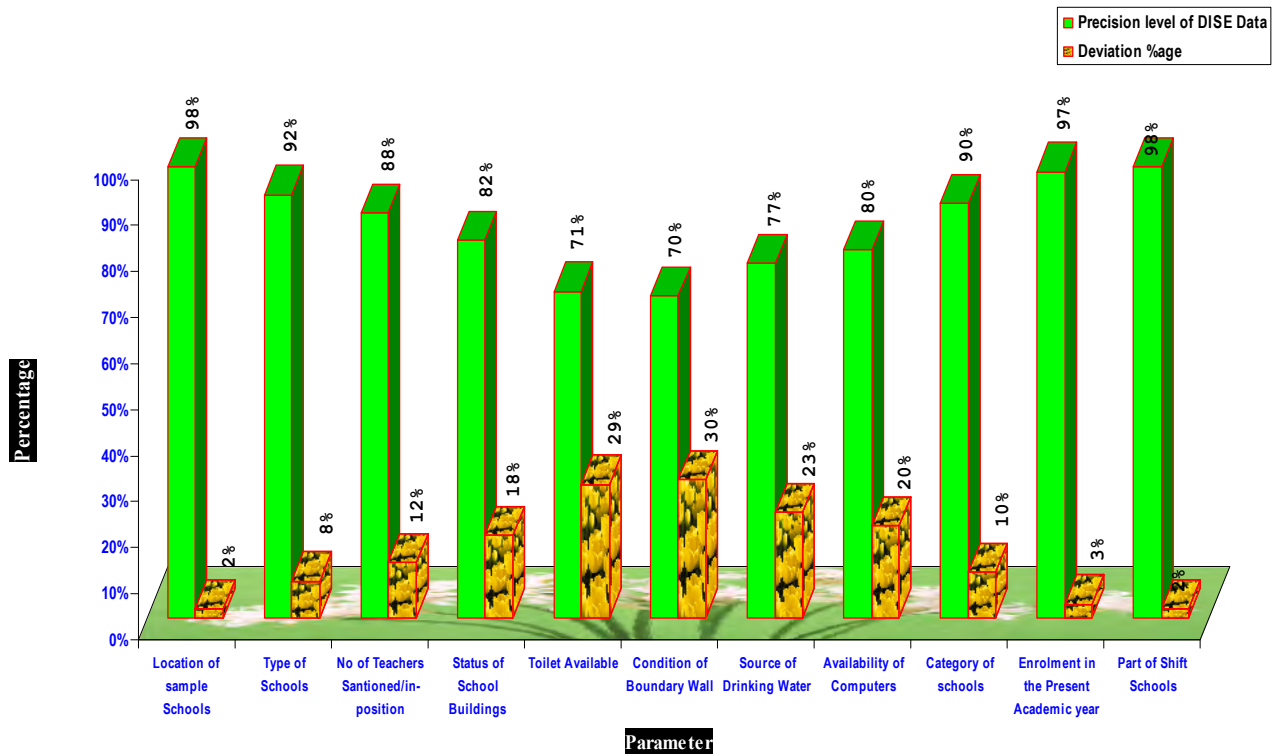




Government of Jammu & Kashmir

Report  
On  
Post Enumeration Survey  
Of  
DISE DATA  
Poonch and Srinagar districts  
(2009-10)

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  
Planning and Development Department

## Preface

*The Directorate of Economics and Statistics is actively engaged in evaluating/surveying the programmes/schemes implemented by the Government on diverse areas of socio-economic concern. The feedback provided by this Directorate on the programmes evaluated/surveyed is well appreciated by one and all. The first Post Enumeration Survey (PES) of DISE data conducted by this Directorate in 2006 was so much appreciated by the National University of Educational Planning and Administration(NUEPA) that all other states of the country were advised to follow the same pattern. It is the fourth consecutive year in series that the State Project Directorate of Sarva Shiksha Abhiyaan(SSA)-J&K has approached this Directorate for conducting Post Enumeration Survey of DISE data for the year 2009 in respect of Poonch and Srinagar districts.*

*Sticking to its commitment to provide the accurate feedback about precision level of DISE data system under implementation in J&K state, no chance whatsoever is being taken on the quality aspect. The overall deviation of DISE data from PES data for the current year i.e. 2009 in respect of sample districts of Poonch and Srinagar taken all comparable items and sub-items into consideration works out to 6.58% thereby giving a precision level of 93.42%. The study reports on the subject conducted for the period of four years from 2006 to 2009 indicates fluctuating trend so far the precision level of DISE data collection is concerned. However, there has been slight improvement in the precision level for the current year 2009 over the previous year 2008. The precision level in the year 2008 was 92.37% which has increased to 93.42% in the year 2009. The steps needed to effect improvement in the DISE data collection system in the state have been reflected in the current PES report which needs a considerate view.*

*I feel pleased to release the report on Post Enumeration Survey(2009) of DISE data in respect of Poonch and Srinagar districts and hope that the findings brought out by the present survey will prove instrumental in bringing about significant improvement in the quality of DISE data maintained by the Education Department for effective implementation of the Sarva Shiksha Abhiyaan(SSA) in the J&K State.*

Dated: 15<sup>th</sup> of May 2010.

Sd/-  
(G.A. Qureshi)  
Director General,  
Economics and Statistics Deptt,  
J&K Govt

# Highlights

- 1) *The overall deviation of DISE data from PES data taken all comparable items and sub-items into consideration was 6.58% thereby giving a precision level of 93.42% 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. This situation is a matter of concern and warrants for better supervision and putting of scrutiny system in place to ensure that all entries are made correctly and consistently.*
- 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 walls, availability of furniture 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) *serious problems have been observed in the DISE data collection system 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 Offices 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 Used

<b>SSA</b>	<i>Sarva Shiksha Abhiyan</i>
<b>DISE</b>	<i>District Information System for Education</i>
<b>PES</b>	<i>Post Enumeration Survey</i>
<b>DCF</b>	<i>Data Collection Format</i>
<b>DES</b>	<i>Directorate of Economics &amp; Statistics</i>
<b>DSEO</b>	<i>District Statistics &amp; Evaluation Officer</i>
<b>NUEPA</b>	<i>National University of Educational Planning &amp; Administration</i>
<b>GOI</b>	<i>Government of India</i>
<b>CBSE</b>	<i>Central Board of School Education</i>
<b>JNV</b>	<i>Jawahar Navodhya Vidyalia</i>
<b>KV's</b>	<i>Kendriya Vidyalia's</i>
<b>SC</b>	<i>Scheduled Castes</i>
<b>ST</b>	<i>Scheduled Tribes</i>
<b>OBC's</b>	<i>Other Backward Classes</i>
<b>VEC</b>	<i>Village Education Committees</i>
<b>UT's</b>	<i>Union Territories</i>

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## **Chapter - I**

### **I) INTRODUCTION:**

The role of Education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group entitlements. Education in its broadest sense of development of Youth is the most crucial input for empowering people with skills and knowledge and giving them access to productive employment in future. Improvements in education are not only expected to enhance efficiency but also augment the overall quality of life. At the international level, India has committed to the “Millennium Development Goals” and “Education For All”. At the National Level there is the commitment under National Common Minimum Programme(NCMP) for increasing public expenditure of education to 6% of GDP and for universalizing the elementary education. There is also an obligation, under the constitution’s 86<sup>th</sup> Amendment, for making available free and compulsory education to all children in the age group of 6-14 years.

### **Impact of State Investment in Education:**

During Tenth Five Year Plan (2002-07), 10.48 percent(Rs1519.60 crores) of the total plan outlay of the state was earmarked for Education Sector while as for the 11<sup>th</sup> Five Year Plan only 8.36%(Rs2160.37 crore) of total Plan outlay has been earmarked for development of this vital sector. At National level the Education Sector allocation stands at 19.14% during 11<sup>th</sup> Five Year Plan.

At National level there is the commitment under National Common Minimum Programme(NCMP) for increasing public expenditure on education to 6 percent of GDP for universalization of Elementary Education but the state has been able to allocate only 1.57 percent plan outlay of the GSDP during 10<sup>th</sup> Five Year Plan Period.

The State of Jammu and Kashmir has a peculiar topography which is a hindrance in achieving the desired goal of complete literacy or universalization of literacy. The network of schools is spread sparsely/thinly and the majority of populace lives in far flung and inaccessible areas, countenance many problems like un-easy access to institutions, lack of infrastructure, weather vagaries and the like.

The level of literacy was very low in J&K state leading it to amongst the bottom four states of India. Literacy Rate of Urban areas has not shown satisfactory growth while as Rural literacy Rate has grown reasonably, thereby exhibiting an encouraging and increasing trend. The higher growth of Rural

literacy can be attributed mainly to increasing number of Educational institutions which have almost doubled from 1980-81 to 2005 06 in the state.

In order to enhance the level of literacy, a basket of initiatives in the form of interventions, were introduced to develop this core indicator of Human Development. With the help of these target oriented interventions, the number of Educational Institutions was increased which resulted in maximum area coverage and decreased the average area per school covered. In spite of showing a phenomenal decrease in average area per school from 9.87 sq .Kms in 1980-81 to 3.90 Km in 2008-09, the State still lags behind All India average of area coverage of 2.88 sq.kms of 2001-02.

With the mushrooming of educational institutions under 10<sup>th</sup> Five year Plan, the State has been able to maintain the advantageous position of population coverage per school. The indicator has almost remained uniform from 1980-81 to 2001-02 within a range of 587 souls to 623 souls but it has shown a decrease to 469 souls during 2008-09 which is a healthy indicator. The indicator stood at 967 souls at all India level during 2001-02. The healthiness of the indicator is neutralized by the area coverage and students per lakh of population.

At the State level the students per lakh of population has increased from 14602 students in 1980-81 to 15836 students in 2008-09 which indirectly indicates that the people participation in education has increased from 14.06 percent to 15.83 percent which can be attributed mainly to increase in the number of students as well as increase in the level of higher education participation. The State indicator and All India indicator are moving neck and neck showing same trend.

#### **Literacy – National Comparison:**

The strong focus on the universalization of basic education and health in the 10<sup>th</sup> Five Year Plan reflects a visible shift in the approach towards development planning and recognized that though the major indicators of socio-economic development viz. growth rate, birth rate, death rate, infant and maternal mortality rates and literacy rate are interlinked, the literacy rate is the major determinant of the rise and fall of other indicators.

#### **Trend of literacy rate at State level:**

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 gap in literacy rate on gender basis has further increased to 23.60 percent in the year 2001. The literacy rate for the Census Year 2001 has been calculated for 7 years and above age.

The literacy rate at sate 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 the 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 literacy rate has been registered as 16.19 percent in favour of males. 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 rate 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 been able to keep pace with the increasing population which have resulted into increase (though 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 has increased from 3.93 lakhs in 1961 to 45.16 lakhs in 2001 and further to 61.65 lakhs 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 landmark.

Gender disparity in literacy is historical phenomenon. In 1961, while literacy rate for males was 16.97 percent, it was only 4.27 in case of females. The gap in literacy was 12.70 percentage points in favour of males. This large disparity still continues in males/females literacy situation. While about three fourth of the males in the sate are literate in 2008, the landmark 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 whileas it 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.

The analysis of progression of the literacy rate during 2001 Census and 2008 Survey results, reveals that urban males have highest literacy rate(83.15 percent) whileas the rural females are least literate(52.70 percent). The analysis also shows that during both the years the literacy among females is at a disadvantageous position than their counterparts. It is also prevalent that urban areas have much literacy concentration than rural areas.

However the micro analysis of the facts show contrary and encouraging results as far as female literacy is concerned. The female literacy at both rural and urban have shown higher growth in literacy than males. The highest progression has been made by rural females while as least progression by urban males. Rural females have shown growth of 15.96 percentage points while urban females have recorded 8.39 percentage points during the period under

consideration. Rural males have managed a growth of 8.43 percentage points and urban males by 3.15 percentage points.

At combined level also, females have registered a higher growth rate (14.11 percentage points) in literacy than males (6.70 percentage points) resulting in an overall growth of 10.17 percentage points during the period under consideration.

The analysis brought this fact to the fore that the efforts put in by the Government through various interventions to reach to the rural areas (especially far flung areas) and bring down literacy gap has started materializing at ground level.

**Status of Physical Infrastructure:**

At present 14820 (13516 Government and 1304 private) primary schools, 8300(6264 Government and 2036 private) middle schools, 1901(1156 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 Vidayals and 14 Jawahar Nawodiyalas in the Government sector. The estimated child population from 6 to 14 years stood at 21.64 lakhs, out of which 19.30 lakes are enrolled in primary and Middle schools run under Government and private sector. 8.01 lakh children are enrolled in High and Higher Secondary Schools. The Drop-out Rate at Primary and Upper Primary level is 1.13% and 2.94% respectively. The number of “Out of School Children” stands at 0.40 lakhs as on 31<sup>st</sup> March 2009.

The education system is manned by 200 Zonal Educational Officers, 877 Headmasters, 10284 Masters, 51890 Teachers, 7000 3<sup>rd</sup> Teachers, besides 32286 ReT Teachers working under SSA out of which 4789 teachers have completed a tenure of 5 years. While taking into consideration the performance levels it has been observed that there is only a pass percentage of 33.74% for matric class, 34.37% for 10+2 Class which is a major area of concern. However, encouraging trend has been observed at the Graduate level with the pass out percentage at (87.12%) and Post Graduate level results at 86.30%.

Due to a range of reasons, a large number of children in the age group of 6-14 years have remained out of school. To increase enrolment and decrease drop-outs, a large number of programmes have been implemented by the Government of India. The two among these, under implementation, are Sarva Shiksha Abhiyaan(SSA) and Mid-day Meals Scheme(MDM's).

**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 10<sup>th</sup> five year plan and thereafter it would continue on 50:50 sharing pattern between the Centre and the State Governments.

**Major Achievements under SSA from 2002 to 30 November 2009:**

A) Extention of access number of schools opened/upgraded since 2002;

- 4014 new primary schools opened.
- 5986 EGS Centres converted into primary schools.
- 4988 primary schools upgraded to the level of upper primary schools(Middle Schools).
- 581 Middle schools upgraded to High Schools.
- 363 High Schools upgraded to the level of Higher Secondary Schools.
- 15864 children covered under non-residential bridge courses.
- 12144 migratory children covered under seasonal camps.
- Under ECCE, the State has started pre-primary classes in all the schools.

B) Contribution of SSA in reduction of “Out of School children”:

- Number of “out of School reduced from 3.76 lakhs to 0.52 lakhs, out of which 0.12 lakh are undergoing bridge course.
- The enrolment has increased to 19.50 lakh children.
- Percentage of “Children not attending” has reduced to 5.57 percent from 7.8% in 2007-08.
- Drop-out rate at primary level is 1.13% while as at Upper primary level the indicator stands at 2.94%.

C) Inclusive Education for Physically Challenged Children:

- Out of 36,162 “disabled children”, 24225 are enrolled (66%).
- 16407 Teachers trained in inclusive education.
- Assistive Devices provided to 4450 “Physically Challenged Children”.
- Ramps constructed in 660 schools.
- Regular Health Check-ups are being organized at Zonal/School levels.
- 121 tricycles, 334 Wheel chairs, 101 Crutches, 155 Hearing Aids, 349 Orthosis/Prosthesis, 175 Shoes and 122 Spectacles distributed.

D) Education Manpower:

- 32286 Rehber-i-Taleem Teachers have been engaged under SSA.
- 1517 Head Teachers were provided to the schools.
- 3835 Teachers trained.

E) Physical Infrastructure:

- 4242 primary school building (Cumulative) constructed out of set target of 8011 primary school buildings. 3769 school buildings are at various levels of construction.
- 563 Middle school buildings have been completed and 503 are at various

stages of development, and work on 937 classrooms have accelerated.

- 53 Primary Schools have been provided with toilet and drinking water facilities.
- 4743 additional classrooms have been completed and 779 are at various stages of construction.
- 87 Block Resource Centres constructed and the work of 29 centres is in progress.
- 632 Cluster Resource Centres have been constructed and 330 centres are being established.
- 563 Cluster Schools have been established under NPEGEL.

F) Female Education:

- 51 Model Cluster schools have been made functional.
- Vocational Training Initiative taken during 2009-10.
- Out of 79 KGBVS' 73 KGBVS' have been made operational till date. Construction of 10 KGBVS' buildings has been completed and 57 are in progress.

G) Quality Improvement:

- Capacity building programmes for teachers are being organized during vacations.
- Teacher Grant @ of Rs500/- is being provided to all elementary teachers annually for preparation of topic specific Teaching Learning Materials (TLMs). TLM was provided to 68426 teachers.
- Learning Enhancement Programme (LEP) has been initiated.

H) Infrastructure Improvement:

- Annual School Grant @ Rs.5000/- to 20883 primary and @Rs.7000/- for 5967 upper primary schools was provided to replace unserviceable articles in the schools.
- Maintenance Grant is provided to primary and upper primary schools @ Rs.5000/- and Rs.7500/- respectively for repairs/renovation of school buildings. 23045 schools were covered during 2008-09.

I) Other Initiatives:

- Free text books are being provided to all the children at elementary level.
- 4488 children with special needs have been provided assistive devices.
- 76053 VEC members were offered orientation/training programmes.
- Remedial Teaching has been provided to 55480 students on continuous basis during 2008-09.
- The process of Remedial Teaching is monitored by the concerned DIETs.
- 632 CALL Centres have been established giving coverage to 726 primary schools.

**DISTRICT INFORMATION SYSTEM FOR EDUCATION (DISE):**

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 of 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-a-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 30<sup>th</sup> 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 2009 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 Poonch and Srinagar 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, 2007 and 2008 also. The list of schools imparting education upto the elementary classes in respect of both the districts of Poonch and Srinagar 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.

#### **V) SAMPLE SIZE AND SELECTION PROCEDURE:**

There were 1514 number of schools in district Poonch and 908 in district Srinagar engaged in imparting education upto the elementary classes. Depending upon the number of schools and the desired percentage of sample checking, 73 number of schools in district Poonch and 46 number of schools in district Srinagar 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 Poonch/Srinagar 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 2009-10 with 30<sup>th</sup> September 2009 as reference date. The post enumeration survey also pertains to the same period but was conducted in the month of March 2010 in district Srinagar and in April 2010 in district Poonch. Before taking up the field operations, necessary orientation programmes were organized at DES Headquarter Srinagar and DES Camp Office Janipora Jammu for the staff of District Statistics and Evaluation Office Srinagar and Poonch respectively.

**IX) SCRUTINY OF SPEICAL 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 Poonch and Srinagar. 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, availability of various school items 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:-

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

where d stands for deviation of items of DISE data from Post Enumeration Survey data ignoring ± signs and a, b, c denote value of 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 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 days 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 an effective 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	
<b>Poonch</b>												
1	Bafliaz	6	1	2	1	3	3	-	2	1	1	
2	Balakote	6	4	5	1	1	-	1	1	1	-	
3	Harni	5	3	3	-	1	1	-	-	-	-	
4	Kuniyian	5	5	5	-	-	-	-	-	-	-	
5	Mandi	7	4	4	-	3	3	-	-	-	-	
6	Mankote	7	1	1	-	6	6	-	-	-	-	
7	Mendhar	8	4	4	-	4	4	-	-	-	-	
8	Nangali	6	4	4	-	-	-	-	2	2	-	
9	Poonch	6	4	4	-	1	1	-	1	1	-	
10	Sathra	4	2	2	-	1	1	-	1	1	-	
11	Surankote	13	6	6	-	6	6	-	1	1	-	
<b>Sub Total</b>		73	38	40	2	26	25	1	8	7	1	
<b>Srinagar</b>												
1	Srinagar	9	2	3	1	3	4	1	4	2	2	
2	Rainawari	4	2	2	-	2	2	-	-	-	-	
3	Batamaloo	12	6	7	1	4	3	1	2	2	-	
4	Zaldagar	3	1	1	-	2	2	-	-	-	-	
5	Hawal	4	2	2	-	-	-	-	2	2	-	
6	Iddgah	4	1	1	-	2	2	-	1	1	-	
7	Nishat	5	1	1	-	2	2	-	2	2	-	
8	Gulab Bagh	5	1	2	1	3	2	1	1	1	-	
<b>Sub Total</b>		46	16	19	3	18	17	3	12	10	2	
<b>Grand Total</b>		119	54	59	5	44	42	4	20	17	3	

*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
<b>Poonch</b>								
1	Bafliaz	6	-	-	-	-	-	-
2	Balakote	6	-	-	-	-	-	-
3	Harni	5	-	-	-	1	1	-
4	Kuniyian	5	-	-	-	-	-	-
5	Mandi	7	-	-	-	-	-	-
6	Mankote	7	-	-	-	-	-	-
7	Mendhar	8	-	-	-	-	-	-
8	Nangall	6	-	-	-	-	-	-
9	Poonch	6	-	-	-	-	-	-
10	Sathra	4	-	-	-	-	-	-
11	Surankote	13	-	-	-	-	-	-
<b>Sub Total</b>		73	-	-	-	1	1	-
<b>Srinagar</b>								
1	Srinagar	9	-	-	-	-	-	-
2	Rainawari	4	-	-	-	-	-	-
3	Batamaloo	12	-	-	-	-	-	-
4	Zaldagar	3	-	-	-	-	-	-
5	Hawal	4	-	-	-	-	-	-
6	Iddgah	4	-	-	-	-	-	-
7	Nishat	5	-	-	-	-	-	-
8	Gulab Bagh	5	-	-	-	-	-	-
<b>Sub Total</b>		46	-	-	-	-	-	-
<b>Grand Total</b>		119	-	-	-	1	1	-

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring  $\pm$  signs = 12  
d) %age deviation of DISE data from PES data = 10%  
e) Precision level of DISE data with relation to PES data = 90%

**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
<b>Poonch</b>								
1	Bafliaz	6	6	6	-	-	-	-
2	Balakote	6	6	6	-	-	-	-
3	Harni	5	5	5	-	-	-	-
4	Kunilyan	5	5	5	-	-	-	-
5	Mandi	7	7	7	-	-	-	-
6	Mankote	7	7	7	-	-	-	-
7	Mendhar	8	8	8	-	-	-	-
8	Nangali	6	6	6	-	-	-	-
9	Poonch	6	2	2	-	4	4	-
10	Sathra	4	4	4	-	-	-	-
11	Surankote	13	13	13	-	-	-	-
	<b>Sub Total</b>	<b>73</b>	69	69	-	4	4	-
<b>Srinagar</b>								
1	Srinagar	9	-	-	-	9	9	-
2	Rainawari	4	-	-	-	4	4	-
3	Batamaloo	12	1	1	-	11	11	-
4	Zaldagar	3	-	-	-	3	3	-
5	Hawal	4	-	-	-	4	4	-
6	Iddgah	4	-	-	-	4	4	-
7	Nishat	5	1	-	1	4	5	1
8	Gulab Bagh	5	-	-	-	5	5	-
	<b>Sub total</b>	<b>46</b>	2	1	1	44	45	-
<b>Grand Total</b>		<b>119</b>	71	70	1	48	49	1

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 2  
d) %age deviation of DISE data from PES data = 2%  
e) Precision level of DISE data with relation to PES data = 98%

**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	
	<b>Poonch</b>											
1	Bafliaz	6	-	-	-	1	-	1	5	6	1	
2	Balakote	6	-	-	-	-	-	-	6	6	-	
3	Harni	5	-	-	-	-	-	-	5	5	-	
4	Kuniyian	5	-	-	-	-	-	-	5	5	-	
5	Mandi	7	-	-	-	1	-	1	6	7	1	
6	Mankote	7	-	-	-	-	-	-	7	7	-	
7	Mendhar	8	-	-	-	-	-	-	8	8	-	
8	Nangali	6	-	-	-	-	-	-	6	6	-	
9	Poonch	6	1	1	-	-	-	-	5	5	-	
10	Sathra	4	-	-	-	-	-	-	4	4	-	
11	Surankote	13	-	-	-	-	-	-	13	13	-	
	<b>Sub Total</b>	<b>73</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>70</b>	<b>72</b>	<b>2</b>	
	<b>Srinagar</b>											
1	Srinagar	9	-	-	-	-	-	-	9	9	-	
2	Rainawari	4	1	-	1	-	1	1	3	3	-	
3	Batamaloo	12	-	-	-	-	2	2	12	10	2	
4	Zaldagar	3	-	-	-	-	-	-	3	3	-	
5	Hawal	4	-	-	-	-	-	-	4	4	-	
6	Iddgah	4	-	-	-	-	-	-	4	4	-	
7	Nishat	5	-	-	-	-	-	-	5	5	-	
8	Gulab Bagh	5	-	-	-	-	-	-	5	5	-	
	<b>Sub total</b>	<b>46</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>45</b>	<b>43</b>	<b>2</b>	
	<b>Grand Total</b>	<b>119</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>115</b>	<b>115</b>	<b>4</b>	

- a) Quantitative Value of items as per DISE data = 119  
 b) Quantitative value of items as per PES data = 119  
 c) Quantitative Value of deviations ignoring ± signs = 10  
 d) %age deviation of DISE data from PES data = 8%  
 e) Precision level of DISE data with relation to PES data = 92%

**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 <sup>st</sup>			2 <sup>nd</sup>			6 <sup>th</sup>		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
<b>Poonch</b>											
1	Bafilaz	6	5	6	1	-	-	-	1	-	1
2	Balakote	6	6	6	-	-	-	-	-	-	-
3	Harni	5	5	5	-	-	-	-	-	-	-
4	Kuniyian	5	5	5	-	-	-	-	-	-	-
5	Mandi	7	7	7	-	-	-	-	-	-	-
6	Mankote	7	7	7	-	-	-	-	-	-	-
7	Mendhar	8	8	8	-	-	-	-	-	-	-
8	Nangall	6	6	6	-	-	-	-	-	-	-
9	Poonch	6	6	6	-	-	-	-	-	-	-
10	Sathra	4	4	4	-	-	-	-	-	-	-
11	Surankote	13	12	12	-	1	1	-	-	-	-
	<b>Sub Total</b>	73	71	72	1	1	1	-	1	-	1
<b>Srinagar</b>											
1	Srinagar	9	9	9	-	-	-	-	-	-	-
2	Rainawari	4	4	4	-	-	-	-	-	-	-
3	Batamaloo	12	12	12	-	-	-	-	-	-	-
4	Zaldagar	3	3	3	-	-	-	-	-	-	-
5	Hawal	4	4	4	-	-	-	-	-	-	-
6	Iddgah	4	4	4	-	-	-	-	-	-	-
7	Nishat	5	5	5	-	-	-	-	-	-	-
8	Gulab Bagh	5	5	5	-	-	-	-	-	-	-
	<b>Sub total</b>	46	46	46	-	-	-	-	-	-	-
<b>Grand Total</b>		119	117	118	1	1	1	-	1	-	1

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 2  
d) %age deviation of DISE data from PES data = 2%  
e) Precision level of DISE data with relation to PES data = 98%

**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 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup>			5 <sup>th</sup> & 6 <sup>th</sup>			7 <sup>th</sup> & 8 <sup>th</sup>			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
<b>Poonch</b>												
1	Bafliaz	6	-	-	-	1	3	1	3	2	1	
2	Balakote	6	-	-	-	4	4	-	1	1	-	
3	Harni	5	-	-	-	3	3	-	1	1	-	
4	Kuniyian	5	-	-	-	5	5	-	-	-	-	
5	Mandi	7	-	-	-	5	4	1	2	3	1	
6	Mankote	7	-	-	-	2	2	-	5	5	-	
7	Mendhar	8	1	1	-	3	4	1	4	3	1	
8	Nangali	6	1	2	1	3	2	1	-	-	-	
9	Poonch	6	1	1	-	3	3	-	1	1	-	
10	Sathra	4	-	-	-	2	2	-	1	1	-	
11	Surankote	13	-	-	-	7	9	2	5	3	2	
	Sub Total	73	3	4	1	38	41	6	23	20	5	
<b>Srinagar</b>												
1	Srinagar	9	-	-	-	2	4	2	5	3	2	
2	Rainawari	4	1	1	-	1	1	-	2	2	-	
3	Batamaloo	12	1	-	1	6	7	1	3	2	1	
4	Zaldagar	3	-	-	-	1	-	-	2	2	-	
5	Hawal	4	-	1	1	2	1	1	-	-	-	
6	Iddgah	4	-	-	-	1	2	1	2	1	1	
7	Nishat	5	-	-	-	1	2	1	2	1	1	
8	Gulab Bagh	5	-	1	1	1	1	-	3	2	1	
	Sub total	46	2	3	3	15	18	6	19	13	6	
<b>Grand Total</b>		<b>119</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>53</b>	<b>59</b>	<b>12</b>	<b>42</b>	<b>23</b>	<b>11</b>	

*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 <sup>th</sup> & 10 <sup>th</sup>			11 <sup>th</sup> & 12 <sup>th</sup>			Other classes		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12
<b>Poonch</b>											
1	Bafliaz	6	2	1	1	-	-	-	-	-	-
2	Balakote	6	1	1	-	-	-	-	-	-	-
3	Harni	5	1	1	-	-	-	-	-	-	-
4	Kuniyian	5	-	-	-	-	-	-	-	-	-
5	Mandi	7	-	-	-	-	-	-	-	-	-
6	Mankote	7	-	-	-	-	-	-	-	-	-
7	Mendhar	8	-	-	-	-	-	-	-	-	-
8	Nangali	6	1	1	-	1	1	-	-	-	-
9	Poonch	6	1	1	-	-	-	-	-	-	-
10	Sathra	4	1	1	-	-	-	-	-	-	-
11	Surankote	13	-	-	-	1	1	-	-	-	-
	<b>Sub Total</b>	<b>73</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Srinagar</b>											
1	Srinagar	9	2	2	-	-	-	-	-	-	-
2	Rainawari	4	-	-	-	-	-	-	-	-	-
3	Batamaloo	12	2	2	-	-	-	-	-	-	-
4	Zaldagar	3	-	-	-	-	-	-	-	-	-
5	Hawal	4	2	2	-	-	-	-	-	-	-
6	Iddgah	4	1	1	-	-	-	-	-	-	-
7	Nishat	5	2	2	-	-	-	-	-	-	-
8	Gulab Bagh	5	1	1	-	-	-	-	-	-	-
	<b>Sub total</b>	<b>46</b>	<b>10</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Grand Total</b>		<b>119</b>	<b>17</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 28  
d) %age deviation of DISE data from PES data = 24%  
e) Precision level of DISE data with relation to PES data = 76%

**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	
<b>Poonch</b>															
1	Bafliaz	6	5	5	-	-	-	-	-	-	-	-	-	-	-
2	Balakote	6	6	6	-	-	-	-	-	-	-	-	-	-	-
3	Harni	5	4	4	-	-	-	-	-	-	-	-	-	-	-
4	Kunlyian	5	5	4	1	-	-	-	-	-	-	-	-	-	-
5	Mandi	7	7	7	-	-	-	-	-	-	-	-	-	-	-
6	Mankote	7	6	6	-	-	-	-	-	-	-	-	-	-	-
7	Mendhar	8	6	6	-	-	-	-	-	-	-	-	-	-	-
8	Nangali	6	4	4	-	-	-	-	-	-	-	-	-	-	-
9	Poonch	6	4	4	-	-	-	-	-	-	-	-	-	-	-
10	Sathra	4	4	4	-	-	-	-	-	-	-	-	-	-	-
11	Surankote	13	10	10	-	-	-	-	-	-	-	-	-	-	-
	<b>Sub Total</b>	73	61	60	1	-	-	-	-	-	-	-	-	-	-
<b>Srinagar</b>															
1	Srinagar	9	4	4	-	-	-	-	-	-	-	-	-	-	-
2	Rainawari	4	3	3	-	-	-	-	-	-	-	-	-	-	-
3	Batamaloo	12	7	7	-	-	-	-	-	-	-	-	-	-	-
4	Zaldagar	3	2	-	2	-	-	-	-	-	-	-	-	-	-
5	Hawal	4	1	1	2	-	-	-	-	-	-	-	-	-	-
6	Iddgah	4	3	3	-	-	-	-	-	-	-	-	-	-	-
7	Nishat	5	4	4	-	-	-	-	-	-	-	-	-	-	-
8	Gulab Bagh	5	3	3	-	-	-	-	-	-	-	-	-	-	-
	<b>Sub total</b>	46	27	25	4	-	-	-	-	-	-	-	-	-	-
<b>Grand Total</b>		119	88	85	5	-	-	-	-	-	-	-	-	-	-

*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 Unaided			Others			Un-recognized			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
<b>Poonch</b>												
1	Bafliaz	6	1	1	-	-	-	-	-	-	-	-
2	Balakote	6	-	-	-	-	-	-	-	-	-	-
3	Harni	5	1	1	-	-	-	-	-	-	-	-
4	Kunlylan	5	-	1	1	-	-	-	-	-	-	-
5	Mandi	7	-	-	-	-	-	-	-	-	-	-
6	Mankote	7	1	1	-	-	-	-	-	-	-	-
7	Mendhar	8	2	2	-	-	-	-	-	-	-	-
8	Nangall	6	2	2	-	-	-	-	-	-	-	-
9	Poonch	6	2	2	-	-	-	-	-	-	-	-
10	Sathra	4	-	-	-	-	-	-	-	-	-	-
11	Surankote	13	2	2	-	1	1	-	-	-	-	-
	<b>Sub Total</b>	73	11	12	1	1	1	-	-	-	-	-
<b>Srinagar</b>												
1	Srinagar	9	5	5	-	-	-	-	-	-	-	-
2	Rainawari	4	1	1	-	-	-	-	-	-	-	-
3	Batamaloo	12	5	5	-	-	-	-	-	-	-	-
4	Zaldagar	3	2	1	1	-	-	-	-	-	-	-
5	Hawal	4	3	3	-	-	-	-	-	-	-	-
6	Iddgah	4	1	1	-	-	-	-	-	-	-	-
7	Nishat	5	1	1	-	-	-	-	-	-	-	-
8	Gulab Bagh	5	2	2	-	-	-	-	-	-	-	-
	<b>Sub total</b>	46	20	19	1	-	-	-	-	-	-	-
<b>Grand Total</b>		119	31	31	2	1	1	-	-	-	-	-

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 7  
d) %age deviation of DISE data from PES data = 6%  
e) Precision level of DISE data with relation to PES data = 94 %

**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
<b>Poonch</b>								
1	Baflaz	6	-	-	-	6	6	-
2	Balakote	6	-	-	-	6	6	-
3	Harni	5	-	-	-	5	5	-
4	Kuniyian	5	-	-	-	5	5	-
5	Mandi	7	-	-	-	7	7	-
6	Mankote	7	-	-	-	7	7	-
7	Mendhar	8	-	-	-	8	8	-
8	Nangali	6	-	-	-	6	6	-
9	Poonch	6	-	-	-	6	6	-
10	Sathra	4	-	-	-	4	4	-
11	Surankote	13	1	1	-	12	12	-
<b>Sub Total</b>		73	1	1	-	72	72	-
<b>Srinagar</b>								
1	Srinagar	9	-	-	-	9	9	-
2	Rainawari	4	-	-	-	4	4	-
3	Batamaloo	12	-	-	-	12	12	-
4	Zaldagar	3	-	-	-	3	3	-
5	Hawal	4	-	-	-	4	4	-
6	Iddgah	4	-	-	-	4	4	-
7	Nishat	5	-	-	-	5	5	-
8	Gulab Bagh	5	-	-	-	5	5	-
<b>Sub total</b>		46	-	-	-	46	46	-
<b>Grand Total</b>		119	1	1	-	118	118	-

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
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- 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
<b>Poonch</b>								
1	Bafliaz	6	-	-	-	6	6	-
2	Balakote	6	-	-	-	6	6	-
3	Harni	5	-	-	-	5	5	-
4	Kuniyian	5	-	-	-	5	5	-
5	Mandi	7	-	-	-	7	7	-
6	Mankote	7	-	-	-	7	7	-
7	Mendhar	8	-	-	-	8	8	-
8	Nangali	6	-	-	-	6	6	-
9	Poonch	6	-	-	-	6	6	-
10	Sathra	4	-	-	-	4	4	-
11	Surankote	13	-	-	-	13	13	-
	Sub Total	73	-	-	-	73	73	-
<b>Srinagar</b>								
1	Srinagar	9	-	-	-	9	9	-
2	Rainawari	4	-	-	-	4	4	-
3	Batamaloo	12	-	-	-	12	12	-
4	Zaldagar	3	-	1	1	3	2	1
5	Hawal	4	-	-	-	4	4	-
6	Iddgah	4	-	-	-	4	4	-
7	Nishat	5	-	-	-	5	5	-
8	Gulab Bagh	5	-	-	-	5	5	-
	Sub total	46	-	1	1	46	45	1
<b>Grand Total</b>		<b>119</b>	-	<b>1</b>	<b>1</b>	<b>119</b>	<b>118</b>	<b>1</b>

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 2  
d) %age deviation of DISE data from PES data = 2%  
e) Precision level of DISE data with relation to PES data = 98%

**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	
<b>Poonch</b>									
1	Bafliaz	6	75	73	2	46	48	2	
2	Balakote	6	33	36	3	26	25	1	
3	Harni	5	38	36	2	25	24	1	
4	Kuniyian	5	19	20	1	19	20	1	
5	Mandi	7	33	31	2	26	25	1	
6	Mankote	7	42	38	4	28	31	3	
7	Mendhar	8	36	35	1	38	36	2	
8	Nangali	6	49	47	2	47	46	1	
9	Poonch	6	38	46	8	36	42	6	
10	Sathra	4	19	18	1	14	16	2	
11	Surankote	13	86	83	3	73	72	1	
	<b>Sub Total</b>	<b>73</b>	<b>468</b>	<b>463</b>	<b>29</b>	<b>378</b>	<b>385</b>	<b>21</b>	
<b>Srinagar</b>									
1	Srinagar	9	115	86	29	111	98	13	
2	Rainawari	4	29	32	3	29	30	1	
3	Batamaloo	12	70	85	15	71	87	16	
4	Zaldagar	3	22	29	7	22	27	5	
5	Hawal	4	38	35	3	38	49	11	
6	Iddgah	4	38	35	3	33	29	4	
7	Nishat	5	67	55	12	50	44	6	
8	Gulab Bagh	5	41	52	11	39	44	5	
	<b>Sub total</b>	<b>46</b>	<b>420</b>	<b>409</b>	<b>83</b>	<b>393</b>	<b>408</b>	<b>61</b>	
<b>Grand Total</b>		<b>119</b>	<b>888</b>	<b>872</b>	<b>112</b>	<b>771</b>	<b>793</b>	<b>82</b>	

- a) Quantitative Value of items as per DISE data = 1665  
b) Quantitative value of items as per PES data = 1659  
c) Quantitative Value of deviations ignoring  $\pm$  signs = 194  
d) %age deviation of DISE data from PES data = 12%  
e) Precision level of DISE data with relation to PES data = 88%

**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	
	<b>Poonch</b>														
1	Bafliaz	6	1	-	1	-	1	1	5	5	-	-	-	-	
2	Balakote	6	-	-	-	1	1	-	5	4	1	-	1	1	
3	Harni	5	1	1	-	-	-	-	4	4	-	-	-	-	
4	Kuniyian	5	2	2	-	1	1	-	2	2	-	-	-	-	
5	Mandi	7	-	-	-	2	2	-	5	5	-	-	-	-	
6	Mankote	7	-	-	-	2	1	1	5	6	1	-	-	-	
7	Mendhar	8	1	1	-	1	1	-	2	2	-	4	4	-	
8	Nangali	6	2	2	-	-	-	-	4	4	-	-	-	-	
9	Poonch	6	1	1	-	2	2	-	3	3	-	-	-	-	
10	Sathra	4	-	-	-	-	-	-	4	4	-	-	-	-	
11	Surankote	13	1	1	-	3	3	-	9	9	-	-	-	-	
	<b>Sub Total</b>	<b>73</b>	<b>9</b>	<b>8</b>	<b>1</b>	<b>12</b>	<b>12</b>	<b>2</b>	<b>48</b>	<b>48</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>1</b>	
	<b>Srinagar</b>														
1	Srinagar	9	1	-	1	7	8	1	1	1	-	-	-	-	
2	Rainawari	4	-	1	1	3	3	-	1	-	1	-	-	-	
3	Batamaloo	12	3	1	2	7	9	2	2	2	-	-	-	-	
4	Zaldagar	3	-	-	-	2	2	-	1	1	-	-	-	-	
5	Hawal	4	2	3	1	-	-	-	2	1	1	-	-	-	
6	Iddgah	4	-	-	-	3	3	-	1	1	-	-	-	-	
7	Nishat	5	1	2	1	1	1	-	3	2	1	-	-	-	
8	Gulab Bagh	5	-	-	-	4	2	2	-	-	-	1	-	1	
	<b>Sub Total</b>	<b>46</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>27</b>	<b>28</b>	<b>5</b>	<b>11</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>1</b>	
	<b>Grand Total</b>	<b>119</b>	<b>16</b>	<b>15</b>	<b>7</b>	<b>39</b>	<b>40</b>	<b>7</b>	<b>59</b>	<b>56</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>2</b>	

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 21  
d) %age deviation of DISE data from PES data = 18%  
e) Precision level of DISE data with relation to PES data = 82%

**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	
<b>Poonch</b>												
1	Baflaz	6	6	-	-	-	-	-	-	-	-	-
2	Balakote	6	4	-	-	1	-	-	1	-	-	-
3	Harni	5	4	-	-	-	-	-	1	-	-	-
4	Kunlyan	5	1	-	-	3	-	-	1	-	-	-
5	Mandi	7	3	-	-	3	-	-	1	-	-	-
6	Mankote	7	5	-	-	1	-	-	1	-	-	-
7	Mendhar	8	5	-	-	1	-	-	2	-	-	-
8	Nangali	6	4	-	-	2	-	-	-	-	-	-
9	Poonch	6	5	-	-	1	-	-	-	-	-	-
10	Sathra	4	-	-	-	4	-	-	-	-	-	-
11	Surankote	13	9	-	-	2	-	-	2	-	-	-
	<b>Sub Total</b>	73	46	-	-	18	-	-	9	-	-	-
<b>Srinagar</b>												
1	Srinagar	9	7	-	-	1	-	-	1	-	-	-
2	Rainawari	4	4	-	-	-	-	-	-	-	-	-
3	Batamaloo	12	12	-	-	-	-	-	-	-	-	-
4	Zaldagar	3	3	-	-	-	-	-	-	-	-	-
5	Hawal	4	4	-	-	-	-	-	-	-	-	-
6	Iddgah	4	4	-	-	-	-	-	-	-	-	-
7	Nishat	5	5	-	-	-	-	-	-	-	-	-
8	Gulab Bagh	5	5	-	-	-	-	-	-	-	-	-
	<b>Sub total</b>	46	44	-	-	1	-	-	1	-	-	-
<b>Grand Total</b>		119	90	-	-	-	-	-	-	-	-	-

33 Schools(28%) 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
<b>Poonch</b>											
1	Bafliaz	6	4	-	-	2	-	-	-	-	-
2	Balakote	6	5	-	-	1	-	-	-	-	-
3	Harni	5	3	-	-	2	-	-	-	-	-
4	Kuniyian	5	4	-	-	-	-	-	1	-	-
5	Mandi	7	4	-	-	-	-	-	3	-	-
6	Mankote	7	4	-	-	1	-	-	2	-	-
7	Mendhar	8	4	-	-	3	-	-	1	-	-
8	Nangali	6	2	-	-	2	-	-	2	-	-
9	Poonch	6	3	-	-	1	-	-	2	-	-
10	Sathra	4	2	-	-	1	-	-	1	-	-
11	Surankote	13	9	-	-	2	-	-	2	-	-
	<b>Sub Total</b>	73	44	-	-	15	-	-	14	-	-
<b>Srinagar</b>											
1	Srinagar	9	5	-	-	2	-	-	2	-	-
2	Rainawari	4	4	-	-	-	-	-	-	-	-
3	Batamaloo	12	9	-	-	1	-	-	2	-	-
4	Zaldagar	3	3	-	-	-	-	-	-	-	-
5	Hawal	4	2	-	-	2	-	-	-	-	-
6	Iddgah	4	4	-	-	-	-	-	-	-	-
7	Nishat	5	3	-	-	1	-	-	1	-	-
8	Gulab Bagh	5	4	-	-	1	-	-	-	-	-
	<b>Sub total</b>	46	34	-	-	7	-	-	5	-	-
<b>Grand Total</b>		119	78	-	-	-	-	-	-	-	-

53 Sample schools(45%) have not provided information on the item and have kept the space blank/un-precise 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
<b>Poonch</b>														
1	Bafliaz	6	30	-	-	7	-	-	3	-	-	2	-	-
2	Balakote	6	33	-	-	2	-	-	3	-	-	6	-	-
3	Harni	5	22	-	-	2	-	-	2	-	-	3	-	-
4	Kuniyian	5	16	-	-	3	-	-	2	-	-	2	-	-
5	Mandi	7	38	-	-	4	-	-	2	-	-	1	-	-
6	Mankote	7	28	-	-	5	-	-	2	-	-	2	-	-
7	Mendhar	8	42	-	-	2	-	-	3	-	-	3	-	-
8	Nangali	6	25	-	-	7	-	-	2	-	-	-	-	-
9	Poonch	6	27	-	-	3	-	-	-	-	-	3	-	-
10	Sathra	4	20	-	-	2	-	-	3	-	-	1	-	-
11	Surankote	13	71	-	-	8	-	-	7	-	-	6	-	-
<b>Sub Total</b>		73	352	-	-	45	-	-	29	-	-	29	-	-
<b>Srinagar</b>														
1	Srinagar	9	81	-	-	-	-	-	17	-	-	-	-	-
2	Rainawari	4	20	-	-	4	-	-	-	-	-	-	-	-
3	Batamaloo	12	80	-	-	27	-	-	-	-	-	-	-	-
4	Zaldagar	3	18	-	-	5	-	-	2	-	-	2	-	-
5	Hawal	4	46	-	-	-	-	-	-	-	-	-	-	-
6	Iddgah	4	32	-	-	-	-	-	-	-	-	-	-	-
7	Nishat	5	43	-	-	3	-	-	7	-	-	-	-	-
8	Gulab Bagh	5	44	-	-	4	-	-	-	-	-	-	-	-
<b>Sub total</b>		46	364	-	-	43	-	-	26	-	-	2	-	-
<b>Grand Total</b>		119	716	-	-	88	-	-	55	-	-	31	-	-

30 sample schools have totally not provided information on the condition of classrooms in the schools and 18 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
<b>Poonch</b>								
1	Bafliaz	6	1	1	-	5	5	-
2	Balakote	6	-	1	1	6	5	1
3	Harni	5	-	-	-	5	5	-
4	Kuniyan	5	1	1	-	4	4	-
5	Mandi	7	-	-	-	7	7	-
6	Mankote	7	-	1	1	7	6	1
7	Mendhar	8	1	1	-	7	7	-
8	Nangali	6	4	3	1	2	3	1
9	Poonch	6	3	2	1	3	4	1
10	Sathra	4	-	1	1	4	3	1
11	Surankote	13	3	3	-	10	10	-
	<b>Sub Total</b>	<b>73</b>	<b>13</b>	<b>14</b>	<b>5</b>	<b>60</b>	<b>59</b>	<b>5</b>
<b>Srinagar</b>								
1	Srinagar	9	6	6	-	3	3	-
2	Rainawari	4	2	2	-	2	2	-
3	Batamaloo	12	6	8	2	6	4	2
4	Zaldagar	3	2	3	1	1	-	1
5	Hawal	4	3	3	-	1	1	-
6	Iddgah	4	1	1	-	3	3	-
7	Nishat	5	1	1	-	4	4	-
8	Gulab Bagh	5	2	1	1	3	4	1
	<b>Sub total</b>	<b>46</b>	<b>23</b>	<b>25</b>	<b>4</b>	<b>23</b>	<b>21</b>	<b>4</b>
<b>Grand Total</b>		<b>119</b>	<b>36</b>	<b>39</b>	<b>9</b>	<b>83</b>	<b>80</b>	<b>9</b>

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 18  
d) %age deviation of DISE data from PES data = 15%  
e) Precision level of DISE data with relation to PES data = 85%

**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
<b>Poonch</b>								
1	Bafilaz	6	1	2	1	5	4	1
2	Balakote	6	1	1	-	5	5	-
3	Harni	5	-	2	2	5	3	2
4	Kunliyan	5	1	-	1	4	5	1
5	Mandi	7	1	3	2	6	4	2
6	Mankote	7	4	2	2	3	5	2
7	Mendhar	8	1	-	1	7	8	1
8	Nangali	6	2	2	-	4	4	-
9	Poonch	6	3	2	1	3	4	1
10	Sathra	4	1	2	1	3	2	1
11	Surankote	13	4	3	1	9	10	1
	<b>Sub Total</b>	<b>73</b>	<b>19</b>	<b>19</b>	<b>12</b>	<b>54</b>	<b>54</b>	<b>12</b>
<b>Srinagar</b>								
1	Srinagar	9	6	7	1	3	2	1
2	Rainawari	4	4	4	-	-	-	-
3	Batamaloo	12	9	6	3	3	6	3
4	Zaldagar	3	2	2	-	1	1	-
5	Hawal	4	4	4	-	-	-	-
6	Iddgah	4	4	3	1	-	1	1
7	Nishat	5	4	4	-	1	1	-
8	Gulab Bagh	5	4	4	-	1	1	-
	<b>Sub total</b>	<b>46</b>	<b>37</b>	<b>34</b>	<b>5</b>	<b>9</b>	<b>12</b>	<b>5</b>
<b>Grand Total</b>		<b>119</b>	<b>56</b>	<b>53</b>	<b>17</b>	<b>63</b>	<b>66</b>	<b>17</b>

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 34  
d) %age deviation of DISE data from PES data = 29%  
e) Precision level of DISE data with relation to PES data = 71%

**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
<b>Poonch</b>								
1	Bafliaz	6	1	-	1	5	6	1
2	Balakote	6	-	-	-	6	6	-
3	Harni	5	-	1	1	5	4	1
4	Kuniyan	5	-	-	-	5	5	-
5	Mandi	7	1	-	1	6	7	1
6	Mankote	7	2	-	1	5	7	2
7	Mendhar	8	1	-	1	7	8	1
8	Nangali	6	2	2	-	4	4	-
9	Poonch	6	1	1	-	5	5	-
10	Sathra	4	-	-	-	4	4	-
11	Surankote	13	1	1	-	12	12	-
	<b>Sub Total</b>	<b>73</b>	<b>9</b>	<b>5</b>	<b>5</b>	<b>64</b>	<b>68</b>	<b>6</b>
<b>Srinagar</b>								
1	Srinagar	9	4	4	-	5	5	-
2	Rainawari	4	-	1	1	4	3	1
3	Batamaaloo	12	3	3	-	9	9	-
4	Zaldagar	3	-	-	-	3	3	-
5	Hawal	4	3	3	-	1	1	-
6	Iddgah	4	2	1	1	2	3	1
7	Nishat	5	1	2	1	4	3	1
8	Gulab Bagh	5	2	2	-	3	3	-
	<b>Sub total</b>	<b>46</b>	<b>15</b>	<b>16</b>	<b>3</b>	<b>31</b>	<b>30</b>	<b>3</b>
<b>Grand Total</b>		<b>119</b>	<b>24</b>	<b>21</b>	<b>8</b>	<b>95</b>	<b>98</b>	<b>9</b>

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 17  
d) %age deviation of DISE data from PES data = 14%  
e) Precision level of DISE data with relation to PES data = 86%

**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	
<b>Poonch</b>												
1	Bafilaz	6	1	-	1	-	-	-	-	-	-	-
2	Balakote	6	-	-	-	-	-	-	-	-	-	-
3	Harni	5	-	-	-	1	-	1	-	-	-	-
4	Kuniyan	5	-	-	-	-	-	-	-	-	-	-
5	Mandi	7	1	1	-	-	-	-	-	-	-	-
6	Mankote	7	2	1	1	-	-	-	-	-	-	-
7	Mendhar	8	1	1	-	1	-	1	1	-	1	1
8	Nangali	6	2	1	1	1	-	1	-	-	-	-
9	Poonch	6	2	2	-	-	-	-	-	-	-	-
10	Sathra	4	1	-	1	-	-	-	-	-	-	-
11	Surankote	13	1	1	-	4	2	2	1	1	-	-
	<b>Sub Total</b>	<b>73</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Srinagar</b>												
1	Srinagar	9	5	8	3	1	1	-	-	-	-	-
2	Rainawari	4	2	3	1	-	-	-	1	1	-	-
3	Batamaloo	12	6	8	2	2	2	-	-	-	-	-
4	Zaldagar	3	2	2	-	-	-	-	-	-	-	-
5	Hawal	4	3	3	-	-	-	-	-	-	-	-
6	Iddgah	4	4	3	1	-	-	-	-	-	-	-
7	Nishat	5	3	4	1	-	-	-	-	-	-	-
8	Gulab Bagh	5	2	2	-	-	-	-	-	-	-	-
	<b>Sub total</b>	<b>46</b>	<b>27</b>	<b>33</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>Grand Total</b>		<b>119</b>	<b>38</b>	<b>40</b>	<b>12</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>

*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	
<b>Poonch</b>												
1	Bafilaz	6	-	-	-	5	6	1	-	-	-	
2	Balakote	6	-	-	-	6	6	-	-	-	-	
3	Harni	5	-	-	-	4	5	1	-	-	-	
4	Kuniyian	5	-	-	-	5	5	-	-	-	-	
5	Mandi	7	-	-	-	6	6	-	-	-	-	
6	Mankote	7	-	-	-	5	6	1	-	-	-	
7	Mendhar	8	-	-	-	5	7	2	-	-	-	
8	Nangali	6	-	1	1	3	4	1	-	-	-	
9	Poonch	6	-	-	-	4	4	-	-	-	-	
10	Sathra	4	-	-	-	3	4	1	-	-	-	
11	Surankote	13	-	-	-	7	9	2	-	-	-	
	<b>Sub Total</b>	<b>73</b>	-	1	1	53	62	9	-	-	-	
<b>Srinagar</b>												
1	Srinagar	9	-	-	-	3	-	3	-	-	-	
2	Rainawari	4	-	-	-	1	-	1	-	-	-	
3	Batamaloo	12	-	-	-	4	2	2	-	-	-	
4	Zaldagar	3	-	-	-	1	1	-	-	-	-	
5	Hawal	4	-	-	-	1	1	-	-	-	-	
6	Iddgah	4	-	-	-	-	1	1	-	-	-	
7	Nishat	5	-	-	-	1	-	1	1	1	-	
8	Gulab Bagh	5	-	-	-	3	3	-	-	-	-	
	<b>Sub total</b>	<b>46</b>	-	-	-	<b>14</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>1</b>	-	
<b>Grand Total</b>		<b>119</b>	-	<b>1</b>	<b>1</b>	<b>67</b>	<b>70</b>	<b>17</b>	<b>1</b>	<b>1</b>	-	

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 36  
d) %age deviation of DISE data from PES data = 30%  
e) Precision level of DISE data with relation to PES data = 70%

**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	
<b>Poonch</b>															
1	Bafliaz	6	-	-	-	-	1	1	2	2	-	4	3	1	
2	Balakote	6	-	-	-	3	4	1	-	1	1	3	1	2	
3	Harni	5	-	-	-	2	2	-	-	-	-	3	3	-	
4	Kuniyian	5	-	-	-	-	-	-	3	3	-	2	2	-	
5	Mandi	7	-	-	-	-	-	-	5	5	-	2	2	-	
6	Mankote	7	3	3	-	-	-	-	-	1	1	4	3	1	
7	Mendhar	8	3	2	1	2	2	-	-	-	-	3	4	1	
8	Nangali	6	-	-	-	1	1	-	4	4	-	1	1	-	
9	Poonch	6	1	1	-	1	-	1	3	4	1	1	1	-	
10	Sathra	4	-	-	-	-	-	-	2	2	-	2	2	-	
11	Surankote	13	1	2	1	-	-	-	4	4	-	8	7	1	
	<b>Sub Total</b>	<b>73</b>	8	8	2	9	10	3	23	26	3	33	29	6	
<b>Srinagar</b>															
1	Srinagar	9	1	-	1	-	-	-	6	8	2	2	1	1	
2	Rainawari	4	-	-	-	-	-	-	4	4	-	-	-	-	
3	Batamaloo	12	-	1	1	-	-	-	8	9	1	4	2	2	
4	Zaldagar	3	-	-	-	-	-	-	2	2	-	1	1	-	
5	Hawal	4	-	-	-	-	1	1	4	3	1	-	-	-	
6	Iddgah	4	-	-	-	-	-	-	4	4	-	-	-	-	
7	Nlshat	5	-	-	-	-	-	-	5	5	-	-	-	-	
8	Gulab Bagh	5	-	1	1	-	1	1	4	3	1	1	-	1	
	<b>Sub total</b>	<b>46</b>	1	2	3	-	2	2	37	38	5	8	4	3	
<b>Grand Total</b>		<b>119</b>	9	10	5	9	12	5	60	64	8	41	33	9	

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 27  
d) %age deviation of DISE data from PES data = 23%  
e) Precision level of DISE data with relation to PES data = 77%

**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
<b>Poonch</b>								
1	Bafliaz	6	-	-	-	6	6	-
2	Balakote	6	2	2	-	4	4	-
3	Harni	5	1	1	-	4	4	-
4	Kunilyan	5	1	1	-	4	4	-
5	Mandl	7	-	1	1	7	6	1
6	Mankote	7	5	4	1	2	3	1
7	Mendhar	8	1	2	1	7	6	1
8	Nangali	6	4	2	2	2	4	2
9	Poonch	6	3	2	1	3	4	1
10	Sathra	4	2	1	1	2	3	1
11	Surankote	13	4	3	1	9	10	1
<b>Sub Total</b>		<b>73</b>	<b>23</b>	<b>19</b>	<b>8</b>	<b>50</b>	<b>54</b>	<b>8</b>
<b>Srinagar</b>								
1	Srinagar	9	7	6	1	2	3	1
2	Rainawari	4	2	2	-	2	2	-
3	Batamaloo	12	5	8	3	7	4	3
4	Zaldagar	3	1	1	-	2	2	-
5	Hawal	4	3	3	-	1	1	-
6	Iddgah	4	3	3	-	1	1	-
7	Nishat	5	3	3	-	2	2	-
8	Gulab Bagh	5	3	3	-	2	2	-
<b>Sub total</b>		<b>46</b>	<b>27</b>	<b>29</b>	<b>4</b>	<b>19</b>	<b>17</b>	<b>4</b>
<b>Grand Total</b>		<b>119</b>	<b>50</b>	<b>48</b>	<b>12</b>	<b>69</b>	<b>71</b>	<b>12</b>

- a) Quantitative Value of items as per DISE data = **119**  
b) Quantitative value of items as per PES data = **119**  
c) Quantitative Value of deviations ignoring  $\pm$  signs = **24**  
d) %age deviation of DISE data from PES data = **20%**  
e) Precision level of DISE data with relation to PES data = **80%**

**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	
<b>Poonch</b>												
1	Bafliaz	6	2	1	1	4	5	1	3	2	1	
2	Balakote	6	3	2	1	3	4	1	6	6	-	
3	Harni	5	2	1	1	3	4	1	4	4	-	
4	Kuniyian	5	5	4	1	-	1	1	9	8	1	
5	Mandi	7	-	2	2	7	5	2	-	4	4	
6	Mankote	7	5	4	1	2	3	1	10	8	2	
7	Mendhar	8	2	1	1	6	7	1	3	3	-	
8	Nangali	6	3	1	2	3	5	2	6	3	3	
9	Poonch	6	-	-	-	6	6	-	-	-	-	
10	Sathra	4	1	1	-	3	3	-	4	5	1	
11	Surankote	13	6	1	5	7	12	5	6	4	2	
<b>Sub Total</b>		<b>73</b>	<b>29</b>	<b>18</b>	<b>15</b>	<b>44</b>	<b>55</b>	<b>15</b>	<b>51</b>	<b>47</b>	<b>14</b>	
<b>Srinagar</b>												
1	Srinagar	9	4	4	-	5	5	-	17	15	2	
2	Rainawari	4	1	1	-	3	-	3	7	3	4	
3	Batamaloo	12	5	3	2	7	9	2	15	16	1	
4	Zaldagar	3	1	1	-	2	2	-	2	1	1	
5	Hawal	4	2	3	1	2	1	1	3	6	3	
6	Iddgah	4	1	1	-	3	3	-	10	2	8	
7	Nishat	5	1	1	-	4	4	-	4	4	-	
8	Gulab Bagh	5	1	1	-	4	4	-	2	3	1	
<b>Sub total</b>		<b>46</b>	<b>16</b>	<b>15</b>	<b>3</b>	<b>30</b>	<b>28</b>	<b>6</b>	<b>60</b>	<b>50</b>	<b>20</b>	
<b>Grand Total</b>		<b>119</b>	<b>45</b>	<b>33</b>	<b>18</b>	<b>74</b>	<b>83</b>	<b>21</b>	<b>111</b>	<b>97</b>	<b>34</b>	

- a) Quantitative Value of items as per DISE data = 216
- b) Quantitative value of items as per PES data = 230
- c) Quantitative Value of deviations ignoring ± signs = 73
- d) %age deviation of DISE data from PES data = 32%
- e) Precision level of DISE data with relation to PES data = 68%

**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			
			PE S	DISE	Dev *	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
<b>Poonch</b>												
1	Bafiaz	6	1	1	-	1	2	1	4	3	1	
2	Balakote	6	-	2	2	-	2	2	6	2	4	
3	Harni	5	2	2	-	-	-	-	3	3	-	
4	Kuniyian	5	2	4	2	-	1	1	3	-	3	
5	Mandl	7	-	1	1	-	1	1	7	5	2	
6	Mankote	7	2	2	-	3	3	-	2	2	-	
7	Mendhar	8	4	5	1	-	1	1	4	2	2	
8	Nangali	6	-	-	-	1	1	-	5	5	-	
9	Poonch	6	2	2	-	1	-	1	3	4	1	
10	Sathra	4	-	1	1	-	1	1	4	2	2	
11	Surankote	13	2	2	-	1	-	1	10	11	1	
	<b>Sub Total</b>	<b>73</b>	<b>15</b>	<b>22</b>	<b>7</b>	<b>7</b>	<b>12</b>	<b>9</b>	<b>51</b>	<b>39</b>	<b>16</b>	
<b>Srinagar</b>												
1	Srinagar	9	5	6	1	1	3	2	3	-	3	
2	Rainawari	4	1	2	1	-	-	-	3	2	1	
3	Batamaloo	12	5	5	-	-	1	1	7	6	1	
4	Zaldagar	3	1	2	1	-	-	-	2	1	1	
5	Hawal	4	3	2	1	-	1	1	1	1	-	
6	Iddgah	4	1	2	1	-	-	-	3	2	1	
7	Nishat	5	2	2	-	-	2	2	3	1	2	
8	Gulab Bagh	5	2	3	1	2	1	1	1	1	-	
	<b>Sub total</b>	<b>46</b>	<b>20</b>	<b>24</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>23</b>	<b>14</b>	<b>9</b>	
<b>Grand Total</b>		<b>119</b>	<b>35</b>	<b>46</b>	<b>13</b>	<b>10</b>	<b>20</b>	<b>16</b>	<b>74</b>	<b>53</b>	<b>25</b>	

- a) Quantitative Value of items as per DISE data = **119**  
b) Quantitative value of items as per PES data = **119**  
c) Quantitative Value of deviations ignoring ± signs = **54**  
d) %age deviation of DISE data from PES data = **45%**  
e) Precision level of DISE data with relation to PES data = **55%**

**Table No- 26**

**Comparison of PES Data with DISE Data on Children enrolment in the Present Academic Year 2009**

S. No	Name of the Education Zone	Sample Size	Total Enrolment			Sch Castes			Sch Tribes			OBC		
			PES	DISE	Dev*	PE S	DI S E	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Poonch</b>														
1	Bafliaz	6	551	544	7	-	-	-	265	261	4	19	23	4
2	Balakote	6	309	285	24	-	-	-	95	88	7	29	31	2
3	Harni	5	275	285	10	-	-	-	80	81	1	-	-	-
4	Kuniyian	5	190	201	11	-	-	-	126	118	8	-	-	-
5	Mandi	7	641	646	5	-	-	-	211	207	4	280	281	1
6	Mankote	7	534	540	6	-	-	-	248	251	3	-	-	-
7	Mendhar	8	428	431	3	-	-	-	213	210	3	-	2	2
8	Nangali	6	472	480	8	-	-	-	205	211	6	99	93	6
9	Poonch	6	312	317	5	8	8	-	180	181	1	13	18	5
10	Sathra	4	374	367	7	-	-	-	215	206	9	101	98	3
11	Surankote	13	1164	1180	16	-	-	-	734	710	24	98	101	3
	<b>Sub Total</b>	<b>73</b>	<b>5250</b>	<b>5276</b>	<b>102</b>	<b>8</b>	<b>8</b>	<b>-</b>	<b>2572</b>	<b>2524</b>	<b>70</b>	<b>639</b>	<b>647</b>	<b>26</b>
<b>Srinagar</b>														
1	Srinagar	9	1024	1040	16	-	-	-	25	-	25	-	-	-
2	Rainawari	4	287	300	13	-	-	-	84	86	2	-	2	2
3	Batamaloo	12	1095	1177	18	-	-	-	-	-	-	-	-	-
4	Zaldagar	3	193	188	5	-	-	-	-	-	-	-	-	-
5	Hawal	4	239	263	24	-	-	-	-	17	17	-	-	-
6	Iddgah	4	223	324	1	-	-	-	-	2	2	-	2	2
7	Nishat	5	421	396	25	-	-	-	51	51	-	-	-	-
8	Gulab Bagh	5	559	575	16	-	-	-	6	6	-	30	33	3
	<b>Sub total</b>	<b>46</b>	<b>4141</b>	<b>4263</b>	<b>118</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>166</b>	<b>162</b>	<b>46</b>	<b>30</b>	<b>37</b>	<b>7</b>
<b>Grand Total</b>		<b>119</b>	<b>9391</b>	<b>9539</b>	<b>220</b>	<b>8</b>	<b>8</b>	<b>-</b>	<b>2738</b>	<b>2686</b>	<b>116</b>	<b>669</b>	<b>684</b>	<b>33</b>

- a) Quantitative Value of items as per DISE data = 12917  
 b) Quantitative value of items as per PES data = 12806  
 c) Quantitative Value of deviations ignoring ± signs = 369  
 d) %age deviation of DISE data from PES data = 3%  
 e) Precision level of DISE data with relation to PES data = 97%

**Table No- 27**

**Comparison of PES Data with DISE Data on Examination Results of Grade V of the Academic Year 2008**

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
<b>Poonch</b>											
1	Bafilaz	6	82	81	1	82	81	1	81	79	2
2	Balakote	6	29	29	-	29	29	-	29	29	-
3	Harni	5	45	43	2	45	43	2	45	41	4
4	Kunilyan	5	27	28	1	27	28	1	27	27	-
5	Mandi	7	100	98	2	97	94	3	97	94	3
6	Mankote	7	96	94	2	95	92	3	89	92	3
7	Mendhar	8	61	59	2	61	59	2	61	59	2
8	Nangali	6	92	89	3	92	89	3	92	87	5
9	Poonch	6	58	56	2	58	56	2	58	55	3
10	Sathra	4	104	97	7	102	97	5	101	96	5
11	Surankote	13	150	129	21	150	129	21	150	129	21
<b>Sub Total</b>		73	844	803	43	838	797	43	830	788	48
<b>Srinagar</b>											
1	Srinagar	9	299	305	6	296	305	9	296	305	9
2	Rainawari	4	30	34	4	26	34	8	25	34	9
3	Batamaloo	12	199	167	32	196	166	30	193	166	27
4	Zaldagar	3	25	33	8	25	33	8	25	33	8
5	Hawal	4	27	19	8	27	19	8	27	28	1
6	Iddgah	4	25	22	3	25	22	3	25	22	3
7	Nishat	5	67	65	2	67	65	2	67	65	2
8	Gulab Bagh	5	85	71	14	82	67	15	82	67	15
<b>Sub total</b>		46	757	716	77	744	711	83	740	720	74
<b>Grand Total</b>		119	1601	1519	120	1582	1508	126	1570	1508	122

- a) Quantitative Value of items as per DISE data = 4535  
b) Quantitative value of items as per PES data = 4753  
c) Quantitative Value of deviations ignoring ± signs = 368  
d) %age deviation of DISE data from PES data = 8%  
e) Precision level of DISE data with relation to PES data = 92%

**Table No- 28**  
**Comparison of PES Data with DISE Data on Exam of Grade VIII of the year 2008**

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
<b>Poonch</b>											
1	Bafliaz	6	101	103	2	101	103	2	96	93	3
2	Balakote	6	28	30	2	28	30	2	28	30	2
3	Harni	5	51	51	-	51	51	-	51	50	1
4	Kuniyian	5	-	-	-	-	-	-	-	-	-
5	Mandi	7	66	69	3	66	69	3	66	69	3
6	Mankote	7	50	48	2	50	47	3	43	47	4
7	Mendhar	8	46	43	3	46	43	3	43	41	2
8	Nangali	6	69	67	2	69	67	2	69	66	3
9	Poonch	6	34	33	1	34	32	2	34	30	4
10	Sathra	4	25	27	2	25	26	1	25	25	-
11	Surankote	13	120	118	2	120	118	2	109	116	7
	<b>Sub Total</b>	<b>73</b>	<b>590</b>	<b>589</b>	<b>19</b>	<b>590</b>	<b>586</b>	<b>20</b>	<b>564</b>	<b>567</b>	<b>29</b>
<b>Srinagar</b>											
1	Srinagar	9	174	175	1	174	175	1	174	175	1
2	Rainawari	4	20	17	3	17	17	-	16	17	1
3	Batamaloo	12	132	150	18	132	150	18	132	150	18
4	Zaldagar	3	9	3	6	9	3	6	9	3	6
5	Hawal	4	38	22	16	38	22	16	38	22	16
6	Iddgah	4	31	27	4	31	27	4	31	26	5
7	Nishat	5	76	101	25	76	101	25	76	100	24
8	Gulab Bagh	5	83	95	12	83	94	11	77	88	11
	<b>Sub total</b>	<b>46</b>	<b>563</b>	<b>590</b>	<b>85</b>	<b>560</b>	<b>589</b>	<b>81</b>	<b>553</b>	<b>581</b>	<b>82</b>
<b>Grand Total</b>		<b>119</b>	<b>1153</b>	<b>1179</b>	<b>104</b>	<b>1150</b>	<b>1175</b>	<b>101</b>	<b>1117</b>	<b>1148</b>	<b>111</b>

- a) Quantitative Value of items as per DISE data = 3502  
b) Quantitative value of items as per PES data = 3420  
c) Quantitative Value of deviations ignoring  $\pm$  signs = 316  
d) %age deviation of DISE data from PES data = 9%  
e) Precision level of DISE data with relation to PES data = 91%

**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
<b>Poonch</b>								
1	Bafliaz	6	5	5	-	1	1	1
2	Balakote	6	3	3	-	3	3	3
3	Harni	5	3	3	-	2	2	2
4	Kuniyian	5	4	4	-	1	1	1
5	Mandi	7	5	5	-	2	2	2
6	Mankote	7	5	5	-	2	2	2
7	Mendhar	8	6	6	-	2	2	2
8	Nangali	6	5	5	-	1	1	1
9	Poonch	6	5	5	-	1	1	1
10	Sathra	4	2	2	-	2	2	2
11	Surankote	13	10	10	-	3	3	3
	<b>Sub Total</b>	<b>73</b>	<b>53</b>	<b>53</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Srinagar</b>								
1	Srinagar	9	7	7	-	2	2	2
2	Rainawari	4	3	3	-	1	1	1
3	Batamaloo	12	11	11	-	1	1	1
4	Zaldagar	3	2	2	-	1	1	1
5	Hawal	4	4	4	-	-	-	-
6	Iddgah	4	4	4	-	-	-	-
7	Nishat	5	5	5	-	-	-	-
8	Gulab Bagh	5	5	5	-	-	-	-
	<b>Sub total</b>	<b>46</b>	<b>41</b>	<b>41</b>	<b>-</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Grand Total</b>		<b>119</b>	<b>94</b>	<b>94</b>	<b>-</b>	<b>25</b>	<b>25</b>	<b>25</b>

- a) Quantitative Value of items as per DISE data = 119  
b) Quantitative value of items as per PES data = 119  
c) Quantitative Value of deviations ignoring ± signs = 25  
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 $\pm$ within Sub-items	Deviation	Precision
1	2	4	5	6	7	8
1	Location of Schools	119	119	2	2	98
2	Type of Schools	119	119	10	8	92
3	Category of Schools	119	119	12	10	90
4	Lowest Class in Schools	119	119	2	2	98
5	Highest Class in Schools	119	119	28	24	76
6	Management of Schools	119	119	7	6	94
7	Residential status of Schools	119	119	0	0	100
8	Part of Shift Schools	119	119	2	2	98
9	Sanctioned / In-Position Teachers	1665	1659	194	12	88
11	Status of School Building	119	119	21	18	82
12	No of Blocks in schools	-	-	-	-	-
13	Condition of Class Rooms	-	-	-	-	-
14	Electricity in Schools	119	119	18	15	85
15	Common Toilet	119	119	34	29	71
16	Separate Toilet of Girls	119	119	17	14	86
17	Condition of Boundary Wall	119	119	36	30	70
18	Source of Drinking Water	119	119	27	23	77
19	Availability of Play Ground	119	119	24	20	80
20	Availability of Computers.	216	230	73	32	68
21	Availability of Furniture	119	119	54	45	55
22	Children Enrolment- 2009	12917	12806	369	3	97
23	Examination Results Grade V(2008)	4535	4753	368	8	92
24	Examination Results Grade VIII-2008	3502	3420	316	9	91
25	Year of Establishment	119	119	25	21	79
	<b>Total</b>	<b>24858</b>	<b>24891</b>	<b>1639</b>	<b>6.58</b>	<b>93.42</b>

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 was 6.58% and thereby giving a precision level of 93.42% for DISE data with relation to PES data. The highest deviation of data was seen in items like availability of furniture, availability of computers, condition of boundary wall, common toilet, highest class in schools 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 $\pm$ signs		
1	2	3	4	5	6	7
1	Availability of Furniture	119	119	54	45	55
2	Availability of Computers	216	230	73	32	68
3	Condition of Boundary wall	119	119	34	29	71
4	Common Toilet	119	119	34	29	71
5	Highest class in schools	119	119	28	24	76
6	Source of Drinking water	119	119	27	23	77
7	Availability of Playground	119	119	24	20	80

The only item under which the DISE and PES data are in total agreement with each other is the residential status of school. Nine 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
		DI	PES	Deviation ignoring $\pm$ sign		
1	2	3	4	5	6	7
1	Residential Status	119	119	0	0	100
2	Location of schools	119	119	2	2	98
3	Type of Schools	119	119	10	8	92
4	Category of Schools	119	119	12	10	90
5	Lowest class in schools	119	119	2	2	98
6	Management of Schools	119	119	7	6	94
7	Part of shift schools	119	119	2	2	98
8	Enrolment 2009	12917	12806	369	3	97
9	Examination Results Grade V - 2008	4535	4753	368	8	92
10	Examination Results Grade VI - 2008	3502	3420	316	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		<b>59</b>	<b>10</b>

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

<b>Enrolment of ST children in Schools</b>					
S.No	School	DISE	PES	Deviations	Deviations Ignoring ± Signs
1.	Primary	10	5	+ 5	5
2.	Upper Primary	0	25	- 5	5
3.	High School	15	30	- 15	15
4.	Secondary	25	10	+ 15	15
<i>Total</i>		<b>70</b>	<b>70</b>	<b>0</b>	<b>40</b>

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 43% precision level or 57% 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	8
1.	Initial Reaction	119	34	54	23	06	02
2.	Response to Provide information	119	30	62	21	06	-
3.	Availability of Record	119	21	64	22	09	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 Enrollment	Fill-up Attendance register Properly	Have the Summary Details	School Report Card Properly available	Attendance Register Properly maintained	Having Display Board	Providing of Mid-Day Meals	Problems Faced by Investigator
1	2	3	4	5	6	7	8	9	10	11	12
<b>Poonch</b>	73	38	45	35	60	43	10	48	4	56	13
<b>Srinagar</b>	46	19	61	26	46	44	38	46	28	26	1
<b>Total</b>	<b>119</b>	<b>57</b>	<b>106</b>	<b>61</b>	<b>106</b>	<b>87</b>	<b>48</b>	<b>94</b>	<b>32</b>	<b>82</b>	<b>14</b>
<i>Percentage</i>	-	<b>48%</b>	<b>89%</b>	<b>51%</b>	<b>89%</b>	<b>73%</b>	<b>40%</b>	<b>79%</b>	<b>27%</b>	<b>69%</b>	<b>12%</b>

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 57 schools i.e. 48% schools were acting upon the instructions. 48 sample schools(40%) 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 89% schools and 11% 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 61(51%) schools and the ability of teachers in the schools to fill-up the attendance register properly was reported in case of 106 schools out of 119. The summary details of children for all grades available with the Principals and Head Masters at the year end were seen in 87 schools out of 119 sample schools registering 73% ability/efficiency under the parameter. Only 32 schools i.e. 27% were having a display board and the remaining 73% were not having it at all. Schools having provision of mid-day meals were 82 i.e.69% 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. Thus among Government Schools the coverage under Mid-day Meals was reported 92%.

The field Investigators reporting having faced problems during the Post Enumeration Survey in the schools was 14(12%) and the problems were mainly with regard to eliciting of information pertaining to previous years where schools had 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 were 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 proceed 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 Poonch and Srinagar is given hereunder separately for each district.

**District Poonch:**

The EMIS unit at the district Headquarter Poonch 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<br>(Headquarter) | --- | 2 |

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

**INFRASTRUCTURE:**

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

**Zonal Level:**

- |                         |    |    |
|-------------------------|----|----|
| 1) Computers            | -- | 09 |
| 2) Data Entry operators | -- | 09 |
| 3) Photocopiers         | -- | 07 |

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 inconsistent 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 SRINAGAR:**

The EMIS unit at the district Headquarter Srinagar 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:-

**District Level:**

- |                         |     |        |
|-------------------------|-----|--------|
| 1) Coordinator EMIS     | --- | 01     |
| 2) Assistant Programmar | --- | Vacant |
| 2) Data Entry Operators | --- | 02     |

**INFRASTRUCTURE AVAILABLE:**

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

- |                      |      |    |
|----------------------|------|----|
| 1) Computer Systems  | ---- | 03 |
| 2) Photostat Machine | ---- | 01 |

*Internet facility available at district.*

**Zonal Level:**

- |                         |    |                        |
|-------------------------|----|------------------------|
| 1) Computers            | -- | 08 (one for each zone) |
| 2) Data Entry operators | -- | 07                     |
| 3) Photocopiers         | -- | 08                     |

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.

**Some More Findings:**

- 1) Some information provided under DISE was not in the relevant columns.
- 2) In some DISE formats the consistency of data was missing, particularly in respect of enrolled children.
- 3) Two different sets of DISE formats have been used by schools; one containing details of children from pre-primary to 12<sup>th</sup> class and the other from pre-primary to 8<sup>th</sup> class.
- 4) Some informative items in DISE Format not in conformity with similar items in the PES format.

## **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) The main problems observed in DISE were 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 remains 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 which 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 6.58% and thereby giving a precision level of 93.42% for DISE data with relation to PES data.
- 3) The highest deviation of data was seen mostly in those items which involve some degree of interpretation by the respondents like availability of furniture, status of school buildings , condition of boundary wall etc.
- 4) Some other items like number of blocks in schools, 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) The serious problems observed in DISE were mainly 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 remains the essence of data collection, compilation & use.



(2)/Local body (3)/ Private aided (4)/ Private unaided (5)/ Unrecognized (6)

12. Residential School (Yes=1/No=2)

13. If yes, type (Indicate code<sup>##</sup>)   
 ## 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)/ Kaccha (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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 .....  
 .....

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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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.....  
.....  
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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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