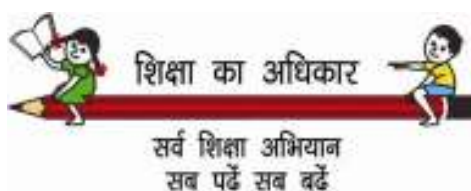
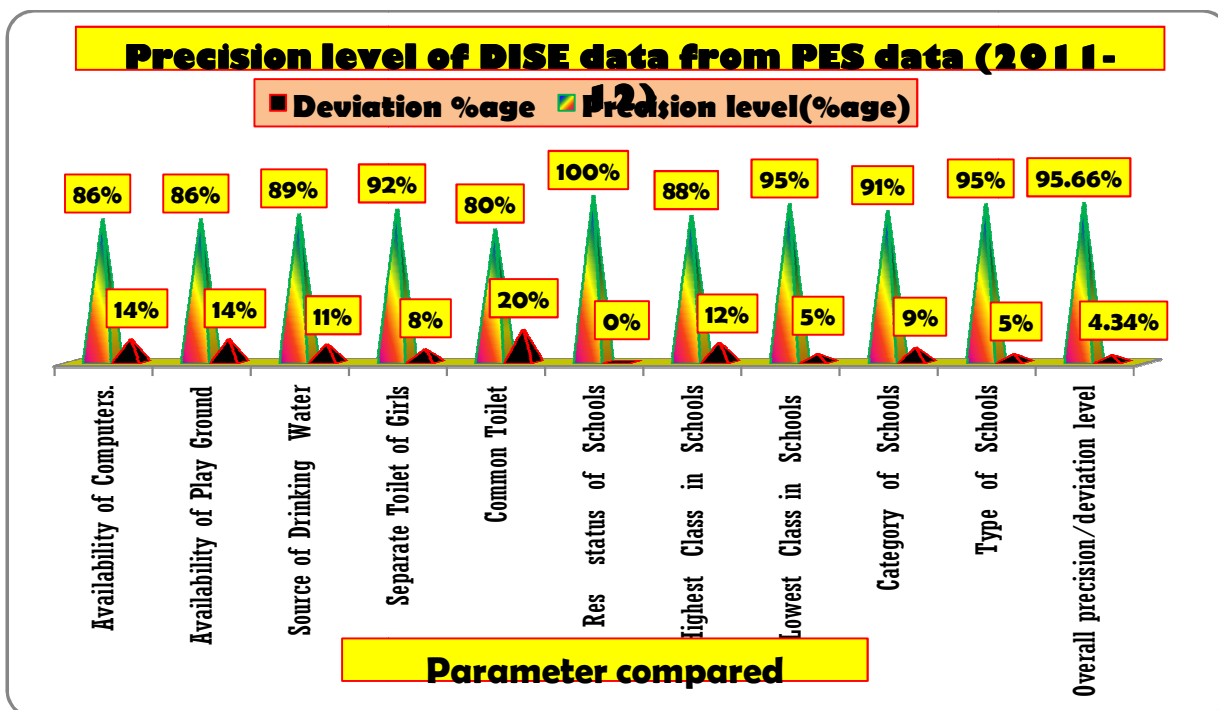




Government of Jammu and Kashmir



**Report On
Post Enumeration Survey
of
DISE DATA
Anantnag and Ramban districts
J & K State
(2011-12)**



**Directorate of Economics & Statistics, J & K Govt
Planning and Development Department**

Preface

The importance of data collection in planning/policy formulation no doubt is very important. What is more important is the fact that the data so collected be correct, accurate and authentic. As per the standing instructions of the National University of Educational Planning and Administration (NUEPA) the data collected by the Directorate of Sarva Shiksha Abhiyaan under District Information system for Education (DISE) every year is to be put to accuracy tests/sample checking so as to know the extent of accuracy of data collected. For this purpose it has been made mandatory for all the states by NUEPA to conduct the Post Enumeration Survey (PES) through some independent/neutral agency. In respect of J&K State, the sample checking Post Enumeration Survey was first time conducted by the Directorate of Economics and Statistics at the instance of State Project Directorate of SSA in the year 2006. The 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 sixth 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 2011 in respect of Anantnag and Ramban districts.

In order to provide the accurate feedback about precision level of DISE data system under implementation in J&K state, the Directorate of Economics and Statistics lays special emphasis on quality aspect. All appropriate statistical tools/techniques are applied to collect, compile, compare and analyse the two sets of data collected viz DISE data and PES data. After carrying out full fledged analysis of the two sets of data the overall deviation of DISE data from PES data for the current year i.e. 2011 in respect of sample districts of Anantnag and Ramban taken all comparable items and sub-items into consideration works out to 4.34% thereby giving a precision level of 95.66%. However, this precision level does not speak the whole story about DISE.

This year NUEPA had revised the DISE Format and dropped many items from it. The dropping of items from the DISE Format has limited the items for comparison through PES. The Special Data Capture Format (DCF) for Post Enumeration Survey must be revised in future to make it fully compatible with the postulated objective of the survey. It should normally contain maximum items which do figure in the DISE format to ensure that more and more items are put to comparison for obtaining the precision level of DISE data by using the PES data as yardstick. The items in the PES format which do not figure in the DISE are required to be derelicted from it

I feel pleased to release the report on Post Enumeration Survey (2010) of DISE data in respect of Anantnag and Ramban 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: 15th July 2012.

(B.R. Lachotra)
Director,
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 4.34% thereby giving a precision level of 95.66%.for DISE data with relation to PES data in respect of sample districts.*
- 2) *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*
- 3) *The Special Data Capture Format(DCF) for Post Enumeration Survey must be revised in future to make it fully compatible with the postulated objective of the survey. It should normally contain maximum possible items which do figure in the DISE format to ensure that more and more items are put to comparison for obtaining the precision level of DISE data by using the PES data as yardstick. The items in the PES format which do not figure in the DISE are required to be derelicted from it.*
- 4) *The revised DISE Format also needs to be largely amended to make it macro approached rather than micro approached. The minute details sought in the format necessarily have made the questionnaire exhaustive, likely to effect the proper response of the respondents and consequently would effect the reliability of the data.*
- 5) *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.*
- 6) *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.*
- 7) *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.*

Contents

<u>Chapter No</u>	<u>Description</u>	<u>Page No' s</u>
<i>I</i>	<i>Introduction</i>	<i>1-16</i>
<i>II</i>	<i>DISE/PES Comparative Tables</i>	<i>17-46</i>
<i>III</i>	<i>Deviation & Precision level</i>	<i>47-56</i>
<i>IV</i>	<i>Suggestions Offered for Improving Quality of DISE data.</i>	<i>57-58</i>
<i>V</i>	<i>Summary of Main Findings</i>	<i>59-60</i>
	<i>DISE Formats</i>	<i>61 onwards</i>

Abbreviations Used

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

Chapter - 1

D) INTRODUCTION:

The role of education for socio-economic development of the society is well recognized. It opens numerous opportunities leading to both individual and group entitlements. Education broadly speaking is the most important input for empowering people with skills and knowledge besides giving them access to productive employment in future. Human investment in the form of education not only enhance the efficiency of a person but also augment the overall quality of his/her life. At the international level, India has committed to the “Millennium Development Goals” and “Education For All”. At the National Level there is a commitment under National Common Minimum Programme (NCMP) for increasing public expenditure on education to 6% of GDP for universalizing the elementary education of good quality. There is also an obligation, under the Constitution’s 86th Amendment, for making available free and compulsory education to all children in the age group of 06-14 years.

Education is an important indicator of social development. In the National Educational Scenario, J&K State is subsumed as educationally backward in reference to the established indices namely literacy rate, teacher pupil ratio , dropout rate and the absorption pattern of the educated persons. The disquieting features are low literacy rate, higher drop-out rate gender disparity, mismatch between education and employment.

The J&K State strictly adheres to the National Education Policy and with the exponential growth of the institutional framework and reach of services as a consequence of sustained investment folio through plan strategy, improvement in every parameter is visible. The improvement is more pronounced in the field of girls literacy. Education is one of the most valuable means in achieving gender equality and empowerment of women.

The Education Department with broaden objectives of Universalization of Elementary Education, Extension of School facilities

within every school, development of infrastructure and providing incentive structure to improve enrolment and retention in implementing various schemes.

The J&K State is endowed with abundant natural beauty but topographically it suffers from disadvantages which are proving as 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/interventions are being implemented in the flagship programme of SSA which have improved the core indicator of Human Resource Development. With the help of these target oriented interventions, the number of educational institutions has increased over the years, resulting into maximum area coverage besides decreasing the average distance per school.

Literacy–National Comparison

The focus on the universalisation of basic education and health in the 10th Five Year Plan and 11th Five Year Plan reflects a visible shift in the approach towards development planning. It has been recognized that though the major indicators of socio- economic development viz growth rate, birth rate, death rate, infant and maternal mortality rate and literacy rate are interlinked but, 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 has further increased to 23.60 percent in the year 2001. The Literacy Rate for the Census year 2001 had been calculated for '7 years and above age'.

The Literacy Rate at State level has further increased to 68.74 percent (78.26 percent males and 58.01 percent females) as per latest Census conducted in 2011 thereby showing a growth of 13.24 percent over the previous Census (2001). The gap in the Literacy Rate has been registered as 11.66 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 Census of 2011. It is not only the literacy rates which have made progression over the time but the absolute figures of literacy have increased remarkably exhibiting its strong presence both in rural and urban areas of the State.

With the expansion in educational facilities, the number of literates in the State has increased but has not able to keep pace with the increasing population. 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 lakh in 2008. The number of illiterates increased from 31.69 lakhs to 36.783 lakhs and subsequently decreased to 32.33 lakhs during the same reference years.

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

males in the State were literate in 2008, the land mark of half (50 percent) has recently been achieved in case of females. The gap in literacy has increased from 12.70 percentage points in 1961 to 23.60 percentage points in 2001 while as it has decreased from 23.60 percentage points to 20.25 percentage points as per Census 2011, exhibiting the convergence of literacy rates to some extent. This is an indication of improvement of female literacy. The situation in 2001 in terms of female literacy, was 43% while as census 2011 reveals a figure of 58.01% viz 15.01% increase in female literacy which is a good sign of development. Gender gap of 23.00% (Census 2001) has declined to 20.25% (Census 2011) which again shows progressive trend in female literacy.

The analysis has brought this fact to the fore that the efforts put in by 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 and there is hope of greater convergence of literacy status through rural and urban areas and especially among male and female as well.

Ladakh Region:

Literacy rate of Leh district has been recorded at 80.48% which comprises 89.39% males and 64.52% among females. Similarly Kargil district has a total literacy rate of 74.49% comprising 86.73% males and 58.05% among females as per Census 2011. Gender gap in literacy works out to 24.87 for Leh while as the same is 28.68 in Kargil. Same is higher as compared to overall state level gap of 20.26. After Jammu and Samba districts Leh and Kargil have highest literacy rate as Per census 2011.

Status of Physical Infrastructure

During the last two decades, the number of the Schools both at the Elementary and Secondary level have increased manifold as per the guidelines and norms of National/State Education Policy.

At present, 23454 Government Schools (14453 Primary Schools, 6976 Middle Schools, 1418 High Schools and 607 Higher Secondary Schools) are functioning in the State, besides, 2 SIE's, 22 DIETs, 1600 Cluster Resource Centres and 4728 Private Schools. These educational institutions are spread far and wide, in remote areas, inaccessible areas and difficult terrains. It is quite appreciable that the State Government with the help of Govt. of India under different Centrally Sponsored Schemes and State Plan Schemes have succeeded to a great extent in establishing primary schools within the radius of 1 km, Upper Primary Schools within a radius of 3 km, High Schools within a radius of 5 km and Higher Secondary Schools within a radius of 7-10 kms.

Moreover, there are 2 Sainik Schools, 36 Kendriya Vidyalayas and 14 Jawahar Navodaya Vidyalayas in the state sector. The estimated child population in the age group of 6 to 14 years stood at 21.64 lakhs, out of which 10.00 lakhs are enrolled in Primary and Middle Schools run by the Government. 8.01 lakhs children are enrolled in High and Higher Secondary Schools. The Dropout Rate at Primary level and Upper Primary Level is 1.13% and 2.94% respectively. The number of 'out of school children' stands at 0.36 lakhs as on 31st March 2011.

The Education system is manned by two Provincial Directorates, 22 Chief Education Officers, 22 DIET Principal's, 201 Zonal Educational Officers, and about 70,000 teaching staff and 37633 RET teachers working under SSA and 7000 3rd Teachers.

Due to various reasons, a large number of children between 06-14 years have remained out of school. To increase enrolment and decrease dropouts, a large number of programmes have been implemented by Government. The three among these (under implementation) are Sarva

Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Mid-day-Meals Scheme (MDMs) in Govt. Schools.

Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Programme is a flagship programme aimed at achieving the objectives of Universalisation of Elementary Education, retention by 2010 and bridging all gender and social gaps. Under SSA, a school-less habitation with at least 15 children in the age group of 6-14 years is provided a SSA school. The SSA in J & K State like other states of the country is functioning under Ujala Society. The Central Government is in agreement with the states to provide 75% assistance during the 10th five year plan and thereafter it would continue on 50:50 sharing pattern between the Centre and the State Governments.

Mission of Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan Mission strives to secure the right to quality basic education for all children in 6-14 years age group. The goals of the SSA Mission are:-

- a. Enrolment of all children in schools, education guarantee centers, alternate schools.
- b. Retention of all children till the upper primary stage by 2010.
- c. Bridging of gender and social categories gaps in enrolment, retention and learning.
- d. Ensuring that there is a significant enhancement in the learning achievement levels of children at the primary and upper primary stages.

Major Achievements under SSA from 2002

A. Extension of Access

Number of schools opened/upgraded since 2002.

- ❖ 10497 new Primary Schools opened till date which includes conversion of 4408 EGS centres and relocation of 1578 EGS centres as Primary Schools and opening of 397 Primary Schools is under process.
- ❖ 6651 Primary Schools upgraded to the level of Upper Primary schools (Middle schools) and 330 such Schools are under process of upgradation.
- ❖ 15864 Children covered under Non-Residential Bridge courses.
- ❖ 12144 Migratory children covered under Seasonal Camps.
- ❖ Under Early Childhood Care and Education (ECCE), the State has started Pre- primary classes in all the Primary Schools and will formally continue during the 12th Five Year Plan in a focused manner.

B. Contribution of SSA in reduction of out of School children

- ❖ No. of 'Out of School' children reduced from 3.76 lakhs to 0.52 lakhs. Out of which 0.12 lakh are undergoing bridge course.
- ❖ The Enrolment has been increased to 18.01 lakh children including Secondary part...
- ❖ Percentage of 'children not attending' school was reduced to 5.57% 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 24781 'differently abled' children, 20,550 are enrolled .
- ❖ 16407 teachers trained in Inclusive Education.
- ❖ Assistive devices provided to 7140 'Physically Challenged Children'.
- ❖ Ramps constructed in 2830 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

- ❖ 37633 Rehbar-e-Taleem Teachers have been engaged under SSA and 7000 3rd Teachers are in place.
- ❖ 1517 Head Teachers were provided to the schools.

E. Physical Infrastructure

- ❖ 5845 Primary School Buildings (cumulative) constructed out of set target of 10182 Primary School buildings. 2759 school buildings are at various levels of construction.
- ❖ 717 Middle School buildings have been completed and 354 are at various stages of development.
- ❖ 6173 additional class rooms have been completed and 4443 are at various stages of construction.
- ❖ 86 Block Resource Centres constructed and the work on 24 centres is in progress.
- ❖ 533 Cluster Resource Centres have been constructed and 67 are at various stages of development.
- ❖ 578 Cluster Schools have been established under NEPGEL.

F. Female Education

- ❖ 578 Model Cluster Schools have been made functional.
- ❖ Out of 99 Kasturba Gandhi Balika Vidhyalya (KGBVs), 85 KGBVs have been made operational till date. Construction of 11 KGBV Buildings has been completed and 59 are in progress, rest has been recently approved and shall be constructed after revision in the type design/costing factors.

G. Quality Improvement

- ❖ Capacity building programmes for teachers are being organized during vacations.
- ❖ Teacher grant @ Rs. 500/- is being provided to all Elementary Teachers annually for preparation of topic specific Teaching Learning Materials (TLMs). TLM was provided to 85201 Teachers.
- ❖ Learning Enhancement Programme (LEP) has been initiated which needs to be emphasized.

H. Infrastructure Improvement

- ❖ Annual School Grant @ Rs. 5000/- to 32135 Primary and @ Rs 7000/- for 9673 Upper Primary Schools was provided to replace unserviceable articles in the schools.
- ❖ Maintenance grant is provided to 22135 Primary and 9673 Upper

Primary Schools @ Rs. 5000/- and Rs. 7,500/- respectively for repairs/renovation of school buildings,

I. Other Initiatives

- ❖ Free text books are being provided to all the children at elementary level.
- ❖ 7140 Children with special need have been provided assistive devices
- ❖ 93030 Village Education Committee (VEC) Members were offered orientation/training programme.
- ❖ 484 Computer Aided Learning (CAL) Centres have been established.
- ❖ Children of Elementary Stage (Govt.School) are being provided with the uniforms.

Rashtriya Madhyamik Shikha Abhiyan

A new scheme viz. RMSA has been launched in the J&K State to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. In the 1st phase of RMSA, Middle School have to be upgraded to High School level and in phase 2nd (2012 onwards) High Schools are expected to be upgraded to Higher Secondary Stage on the fulfillment of following norms:-

- ❖ To provide secondary schooling facility within a reasonable distance of 5 kilometers and 7-10 kilometers for Higher Secondary Schools.
- ❖ At least 40 students from the proposed Middle School to be upgraded and catchment Middle Schools for the top most class and for upgradation of High School into Higher Secondary School at least 40 students per stream for the top most class.
- ❖ For minimum 3000 population within the habitation of 5 kilometers radius in respect of High School and 5000 habitation for Senior Secondary School.
- ❖ Providing access to secondary education with special reference to economically weaker sections of the Society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

RMSA Vision

- ❖ The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.
- ❖ To provide secondary school within a reasonable distance of any habitation, which should be 5 kms. for secondary schools and 7-10

kms. for higher secondary schools.

- ❖ Ensure universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020.

RMSA Objectives

- ❖ To achieve G.E.R. of 75 percent for classes IX-X by the end of 11th Plan by providing a secondary school within a reasonable distance of every habitation.
- ❖ To improve the quality of education imparted at secondary level through making all secondary schools conform to prescribed norms.
- ❖ To remove gender, socio-economic and disability barriers.
- ❖ Universal access to secondary level education by 2017, i.e. by the end of 12th Plan.
- ❖ Universal retention by 2020.

The major achievements registered under RMSA are as under:-

- ❖ 251 Middle Schools upgraded to the level of High Schools and 279 are in pipeline during 2011-12.
- ❖ Funds for construction of 69 upgraded Middle schools approved during 2009-10 released to R&B Department.
- ❖ 25% of funds released to Chief Education Officers for provision of Drinking Water and Toilet facility to 281 existing High Schools.
- ❖ Annual School Grant @ 50,000/- provided to 1841 High Schools.
- ❖ Minor Repair Grant @ 25,000/- provided to 1791 Schools during 2009-10 and 1708 Schools during 2010-11 having secondary sections.
- ❖ Incentive @ `3000/- provided to 3874 SC/ST girls.
- ❖ 19 EBBs covered under Model School Scheme.
- ❖ 19 EBBs covered under Girls Hostel Scheme.

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 the information systems under Educational Management Information System which is considered as a major component of the SSA. It serves as a powerful tool in the shape of database in the hands of the Planners for determining future planning from the point of view of the system of the elementary education. This data is generated on the basis of the format which has originally been devised by the National University of Educational Planning and Administration, Govt of India. It covers all types of schools vis-à-vis Govt, Private aided/un-aided, CBSE, Army Schools, JNV's, KV's etc who are engaged in imparting education upto the elementary level. The

DISE data is collected in the whole of the state on regular basis annually with 30th September as reference date. The formats for collection of requisite data are circulated among all the concerned schools and the information is obtained which is then compiled at the state level. Now in order to gauge the preciseness and reliability of this data for the year 2011 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 Anantnag and Ramban 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, 2008, 2009 and 2010 also. The list of schools imparting education upto the elementary classes in respect of both the districts of Anantnag and Ramban was obtained from 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 1706 number of schools in district Anantnag and 807 in district Ramban engaged in imparting education upto the elementary classes. Depending upon the number of schools and the desired percentage of sample checking, 86 number of schools in district Anantnag and 41 number of schools in district Ramban 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% possessed only 2.48% deviation from the actual /census value while as it was 5.53% at 5% sample and 5.30 % at 0.5% sample. In all the cases the deviation of data was well within the generally acceptable limits. At 9% sample not a single item out of 39 different items was showing deviation of 10% or beyond. At 5% sample 10 items showed deviation of more than 10% and at 0.5% sample 7 items were 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 were compared to the results of 5% and 0.5% sample as the deviation at 9% was just 2.48% and at lower sample size it was above 5%. The principle states that larger the size of sample, greater the accuracy. But the principle again fails to operate when the results of sample size of 5% are compared to the results obtained under sample size of 0.5%. The aggregate results showed 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 Anantnag/Ramban 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 2011-12 with 30th September 2011 as reference date. The post enumeration survey also pertains to the same period but was conducted in the month of June 2012 in both the districts. Before taking up the field operations, necessary orientation programme was organized at DES Headquarter Srinagar for the staff of concerned District Statistics and Evaluation Offices.

IX) SCRUTINY OF SPECIAL DCF FOR POST ENUMERATION SURVEY:

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

While scrutinizing the special DCF for post enumeration survey, it has come to the fore that the data collection has been done professionally well and all entries seemed to have been made perfectly. The respondent error was 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 6 sample schools have provided no information on sanctioned strength of teachers and 7 sample schools have kept the relevant column blank under in-position teachers. This includes schools managed by the Education Department also. 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 Anantnag and Ramban. Basically the formats were tabulated identically on Educational zone-wise basis to ensure better 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:-

$$\frac{(d1+d2+d3.....+dx)}{a + b + c + + x} \times 100$$

$$a + b + c + + x$$

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

XII) 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.
- 7) Gradewise examination details for the present academic year.

In the same manner a large number of items on which information collection is a regular feature under DISE have not found place in the PES Format. This way most 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 revised DISE Format has reduced such items even further which needs to be looked into and properly cared in future. The list of such main 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) In position teachers
- 9) Sanctioned strength of teachers.

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, infact, 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:-

XV) FORMAT STRUCTURE AND SIMILARITY OF ITEMS:

The revised format used for collection of DISE data during 2011 had been devised by the National University of Educational Planning and Administration, Govt of India. It is an exhaustive one covering almost 131 different items and sub-items, besides 16 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 and resort to enquiries. 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, some 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 was also 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 also ceased 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.

*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	
Anantnag District												
1	Achabal	10	4	4	-	3	3	-	2	2	-	
2	Aishmuqam	7	3	3	-	4	4	-	-	-	-	
3	Anantnag	8	2	2	-	4	3	1	2	3	1	
4	Bidder	8	4	4	-	3	3	-	1	1	-	
5	Bijbehara	8	4	3	1	3	4	1	1	1	-	
6	Doru	6	2	2	-	2	3	1	2	1	1	
7	Mattan	7	3	3	-	3	3	-	1	1	-	
8	Qazigund	5	2	3	1	3	2	1	-	-	-	
9	Shangus	8	5	5	-	2	2	-	1	1	-	
10	Srigufwara	8	4	4	-	3	3	-	-	-	-	
11	Vailloo	6	4	4	-	1	1	-	-	1	1	
12	Verinag	5	2	2	-	3	3	-	-	-	-	
Sub Total		86	39	39	2	34	34	4	10	11	3	
Ramban District												
1	Banihal	8	4	4	-	3	4	1	1	-	1	
2	Batote	6	4	4	-	2	2	-	-	-	-	
3	Gool	8	6	6	-	2	2	-	-	-	-	
4	Khari	5	3	3	-	1	1	-	1	1	-	
5	Ramban	8	6	6	-	2	2	-	-	-	-	
6	Ukhral	6	4	4	-	2	2	-	-	-	-	
Sub Total		41	27	27	-	12	13	1	2	1	1	
Grand Total		127	66	66	2	46	47	5	12	12	4	

Previous 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
Anantnag District								
1	Achabal	10	-	-	-	1	1	-
2	AishMuqam	7	-	-	-	-	-	-
3	Anantnag	8	-	-	-	-	-	-
4	Bidder	8	-	-	-	-	-	-
5	Bijbehara	8	-	-	-	-	-	-
6	Doru	6	-	-	-	-	-	-
7	Mattan	7	-	-	-	-	-	-
8	Qazigund	5	-	-	-	-	-	-
9	Shangus	8	-	-	-	-	-	-
10	Sriguwara	8	-	-	-	1	1	-
11	Vailoo	6	-	-	-	1	-	1
12	Verinag	5	-	-	-	-	-	-
Sub Total		86	-	-	-	3	2	1
Ramban District								
1	Banihal	8	-	-	-	-	-	-
2	Batote	6	-	-	-	-	-	-
3	Gool	8	-	-	-	-	-	-
4	Khari	5	-	-	-	-	-	-
5	Ramban	8	-	-	-	-	-	-
6	Ukhral	6	-	-	-	-	-	-
Sub Total		41	-	-	-	-	-	-
Grand Total		127	-	-	-	3	2	1

a) Quantitative Value of items as per DISE data	=	127
b) Quantitative value of items as per PES data	=	127
c) Quantitative Value of deviations ignoring ± signs	=	12
d) %age deviation of DISE data from PES data	=	9%
e) Precision level of DISE data with relation to PES data	=	91 %

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
Anantnag District								
1	Achabal	10	10	9	1	-	1	1
2	AishMuqam	7	6	5	1	1	2	1
3	Anantnag	8	5	6	1	3	2	1
4	Bidder	8	8	8	-	-	-	-
5	Bijbehara	8	8	8	-	-	-	-
6	Doru	6	4	4	-	2	2	-
7	Mattan	7	6	6	-	1	1	-
8	Qazigund	5	4	4	-	1	1	-
9	Shangus	8	7	7	-	1	1	-
10	Srigutwara	8	8	8	-	-	-	-
11	Vailoo	6	6	6	-	-	-	-
12	Verinag	5	3	3	-	2	2	-
Sub Total		86	75	74	3	11	12	3
Ramban District								
1	Banihal	8	8	8	-	-	-	-
2	Batote	6	6	6	-	-	-	-
3	Gool	8	8	8	-	-	-	-
4	Khari	5	5	5	-	-	-	-
5	Ramban	8	7	7	-	1	1	-
6	Ukhral	6	6	6	-	-	-	-
Sub Total		41	40	40	-	1	1	-
Grand Total		127	115	114	3	12	13	3

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring \pm signs = 6
d) %age deviation of DISE data from PES data = 5%
e) Precision level of DISE data with relation to PES data = 95 %

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	
Anantnag District												
1	Achabal	10	-	-	-	-	-	-	10	10	-	
2	Aishmuqam	7	-	-	-	-	-	-	7	7	-	
3	Anantnag	8	-	-	-	2	1	1	6	7	1	
4	Bidder	8	-	-	-	-	-	-	8	8	-	
5	Bijbehara	8	1	-	1	1	-	1	6	8	2	
6	Doru	6	-	-	-	-	-	-	6	6	-	
7	Mattan	7	-	-	-	-	-	-	7	7	-	
8	Qazigund	5	-	-	-	-	-	-	5	5	-	
9	Shangus	8	-	-	-	-	-	-	8	8	-	
10	Srigufwara	8	-	-	-	1	1	-	7	7	-	
11	Vailloo	6	-	-	-	-	-	-	6	6	-	
12	Verinag	5	-	-	-	-	-	-	5	5	-	
	Sub Total	86	1	-	1	4	2	2	81	84	3	
Ramban District												
1	Banihal	8	-	-	-	-	-	-	8	8	-	
2	Batote	6	-	-	-	-	-	-	6	6	-	
3	Gool	8	-	-	-	-	-	-	8	8	-	
4	Khari	5	-	-	-	-	-	-	5	5	-	
5	Ramban	8	-	-	-	1	1	-	7	7	-	
6	Ukhral	6	-	-	-	-	-	-	6	6	-	
	Sub Total	41	-	-	-	1	1	-	40	40	-	
Grand Total		127	1	-	1	5	3	2	121	124	3	

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring \pm signs = 6
d) %age deviation of DISE data from PES data = 5 %
e) Precision level of DISE data with relation to PES data = 95 %

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 Class									
			1 st			2 nd			6 th			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Anantnag District												
1	Achabal	10	8	8	-	1	1	-	1	1	-	
2	AishMuqam	7	7	6	1	-	1	1	-	-	-	
3	Anantnag	8	8	8	-	-	-	-	-	-	-	
4	Bidder	8	8	8	-	-	-	-	-	-	-	
5	Bijbehara	8	8	8	-	-	-	-	-	-	-	
6	Doru	6	6	6	-	-	-	-	-	-	-	
7	Mattan	7	6	7	1	-	-	-	1	-	1	
8	Qazigund	5	5	5	-	-	-	-	-	-	-	
9	Shangus	8	8	8	-	-	-	-	-	-	-	
10	Srigufwara	8	7	7	-	-	-	-	1	1	-	
11	Vailloo	6	5	6	1	-	-	-	1	-	1	
12	Verinag	5	5	5	-	-	-	-	-	-	-	
	Sub Total	86	81	82	3	1	2	1	4	2	2	
Ramban District												
1	Banihal	8	8	8	-	-	-	-	-	-	-	
2	Batote	6	6	6	-	-	-	-	-	-	-	
3	Gool	8	8	8	-	-	-	-	-	-	-	
4	Khari	5	5	5	-	-	-	-	-	-	-	
5	Ramban	8	8	8	-	-	-	-	-	-	-	
6	Ukhral	6	6	6	-	-	-	-	-	-	-	
	Sub Total	41	41	41	-	-	-	-	-	-	-	
Grand Total		127	122	123	3	1	2	1	4	2	2	

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 6
d) %age deviation of DISE data from PES data = 5%
e) Precision level of DISE data with relation to PES data = 95 %

Table No- 6**Comparison of PES Data with DISE Data on Highest Classes in schools**

S.no	Name of the Education Zone	Sample Size	Highest Classes									
			2 nd , 3 rd & 4 th			5 th & 6 th			7 th & 8 th			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Anantnag District												
1	Achabal	10	1	1	-	3	3	-	3	3	-	
2	Aishmuqam	7	-	-	-	3	3	-	4	4	-	
3	Anantnag	8	-	-	-	2	2	-	4	3	1	
4	Bidder	8	-	-	-	4	5	1	3	2	1	
5	Bijbehara	8	-	-	-	4	4	-	3	3	-	
6	Doru	6	-	1	1	2	1	1	2	3	1	
7	Mattan	7	1	-	1	3	3	-	3	3	-	
8	Qazigund	5	-	-	-	2	3	1	3	2	1	
9	Shangus	8	2	2	-	3	3	-	2	2	-	
10	Srigufwara	8	1	1	-	3	3	-	3	3	-	
11	Vailoo	6	1	1	-	3	3	-	1	1	-	
12	Verinag	5	-	-	-	2	2	-	3	3	-	
	Sub Total	86	6	6	2	34	35	3	34	32	4	
Ramban District												
1	Banihal	8	-	-	-	4	4	-	3	4	1	
2	Batote	6	-	-	-	4	4	-	2	2	-	
3	Gool	8	-	-	-	6	6	-	2	2	-	
4	Khari	5	-	-	-	3	3	-	1	1	-	
5	Ramban	8	-	-	-	5	5	-	3	3	-	
6	Ukhral	6	-	-	-	4	4	-	2	2	-	
	Sub Total	41	-	-	-	26	26	-	13	14	1	
Grand Total			127	6	6	2	60	61	3	47	46	5

Table Continued....

Table No- 7**Comparison of PES Data with DISE Data on Highest Classes in schools**

S.no	Name of the Education Zone	Sample Size	Highest Classes									
			9 th & 10 th			11 th & 12 th			Other classes			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	13	14	15	16	17	18	19	20	21	
Anantnag District												
1	Achabal	10	2	2	-	1	1	-	-	-	-	-
2	Aishmuqam	7	-	-	-	-	-	-	-	-	-	-
3	Anantnag	8	2	3	1	-	-	-	-	-	-	-
4	Bidder	8	-	-	-	1	1	-	-	-	-	-
5	Bijbehara	8	1	1	-	-	-	-	-	-	-	-
6	Doru	6	2	1	1	-	-	-	-	-	-	-
7	Mattan	7	-	1	1	-	-	-	-	-	-	-
8	Qazigund	5	-	-	-	-	-	-	-	-	-	-
9	Shangus	8	-	1	1	-	-	-	-	-	-	-
10	Sriguiwara	8	1	1	-	-	-	-	-	-	-	-
11	Valloo	6	1	1	-	-	-	-	-	-	-	-
12	Verinag	5	-	-	-	-	-	-	-	-	-	-
	Sub Total	86	9	11	4	2	2	-	-	-	-	-
Ramban District												
1	Banihal	8	1	-	1	-	-	-	-	-	-	-
2	Batote	6	-	-	-	-	-	-	-	-	-	-
3	Gool	8	-	-	-	-	-	-	-	-	-	-
4	Khari	5	1	1	-	-	-	-	-	-	-	-
5	Ramban	8	-	-	-	-	-	-	-	-	-	-
6	Ukhral	6	-	-	-	-	-	-	-	-	-	-
	Sub Total	41	2	1	1	-	-	-	-	-	-	-
Grand Total			127	11	12	5	2	2	-	-	-	-

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 15
d) %age deviation of DISE data from PES data = 12%
e) Precision level of DISE data with relation to PES data = 88%

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 Department			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	
Anantnag District															
1	Achabal	10	8	7	1	-	-	-	-	1	1	-	-	-	
2	Aishmuqam	7	6	6	-	-	-	-	-	-	-	-	-	-	
3	Anantnag	8	5	5	-	-	-	-	-	-	-	-	-	-	
4	Bidder	8	7	7	-	-	-	-	-	-	-	-	-	-	
5	Bijbehara	8	6	6	-	-	-	-	-	-	-	-	-	-	
6	Doru	6	5	5	-	-	-	-	-	-	-	-	-	-	
7	Mattan	7	6	6	-	-	-	-	-	-	-	-	-	-	
8	Qazigund	5	4	4	-	-	-	-	-	-	-	-	-	-	
9	Shangus	8	6	6	-	-	-	-	-	-	-	-	-	-	
10	Srigufwara	8	8	8	-	-	-	-	-	-	-	-	-	-	
11	Vailoo	6	6	6	-	-	-	-	-	-	-	-	-	-	
12	Verinag	5	4	4	-	-	-	-	-	-	-	-	-	-	
Sub Total		86	71	70	1	-	-	-	-	1	1	-	-	-	
Ramban District															
1	Banihal	8	7	7	-	-	-	-	-	-	-	-	-	-	
2	Batote	6	6	6	-	-	-	-	-	-	-	-	-	-	
3	Gool	8	7	7	-	-	-	-	-	-	-	-	-	-	
4	Khari	5	5	5	-	-	-	-	-	-	-	-	-	-	
5	Ramban	8	7	7	-	-	-	-	-	-	-	-	-	-	
6	Ukhral	6	6	6	-	-	-	-	-	-	-	-	-	-	
Sub Total		41	38	38	-	-	-	-	-	-	-	-	-	-	
Grand Total		127	109	108	1	-	-	-	-	1	1	-	-	-	

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	16	17	18	19	20	21	22	23	24	
Anantnag District												
1	Achabal	10	2	1	1	-	1	1	-	-	-	
2	AishMuqam	7	1	1	-	-	-	-	-	-	-	
3	Anantnag	8	3	3	-	-	-	-	-	-	-	
4	Bidder	8	1	1	-	-	-	-	-	-	-	
5	Bijbehara	8	2	2	-	-	-	-	-	-	-	
6	Doru	6	1	1	-	-	-	-	-	-	-	
7	Mattan	7	1	1	-	-	-	-	-	-	-	
8	Qazigund	5	1	1	-	-	-	-	-	-	-	
9	Shangus	8	2	2	-	-	-	-	-	-	-	
10	Srigulwara	8	-	-	-	-	-	-	-	-	-	
11	Vailoo	6	-	-	-	-	-	-	-	-	-	
12	Verinag	5	1	1	-	-	-	-	-	-	-	
Sub Total		86	15	14	1	-	1	1	-	-	-	
Ramban District												
1	Banihal	8	1	1	1	1	-	-	-	-	-	
2	Batote	6	-	-	-	-	-	-	-	-	-	
3	Gool	8	1	1	-	-	-	-	-	-	-	
4	Khari	5	-	-	-	-	-	-	-	-	-	
5	Ramban	8	1	1	-	-	-	-	-	-	-	
6	Ukhral	6	-	-	-	-	-	-	-	-	-	
Sub Total		41	3	3	-	-	-	-	-	-	-	
Grand Total		127	18	17	1	-	1	1	-	-	-	

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring \pm signs = 4
d) %age deviation of DISE data from PES data = 3%
e) Precision level of DISE data with relation to PES data = 97%

Table No- 10**Comparison of PES Data with DISE Data on Residential Status of Schools**

S.no	Name of the Education Zone	Sample Size	Residential Status					
			Residential			Non-Residential		
			PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	-	-	-	10	10	-
2	Aishmuqam	7	-	-	-	7	7	-
3	Anantnag	8	-	-	-	8	8	-
4	Bidder	8	-	-	-	8	8	-
5	Bijbehara	8	-	-	-	8	8	-
6	Doru	6	-	-	-	6	6	-
7	Mattan	7	-	-	-	7	7	-
8	Qazigund	5	-	-	-	5	5	-
9	Shangus	8	-	-	-	8	8	-
10	Srigufwara	8	-	-	-	8	8	-
11	Vailloo	6	-	-	-	6	6	-
12	Verinag	5	-	-	-	5	5	-
Sub Total		86	-	-	-	86	86	-
Ramban District								
1	Banihal	8	-	-	-	8	8	-
2	Batote	6	-	-	-	6	6	-
3	Gool	8	-	-	-	8	8	-
4	Khari	5	-	-	-	5	5	-
5	Ramban	8	-	-	-	8	8	-
6	Ukhral	6	-	-	-	6	6	-
Sub Total		41	-	-	-	41	41	-
Grand Total		127	-	-	-	127	127	-

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
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	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	-	-	-	10	10	-
2	AishMuqam	7	-	-	-	7	7	-
3	Anantnag	8	-	-	-	8	8	-
4	Bidder	8	-	-	-	8	8	-
5	Bijbehara	8	-	-	-	8	8	-
6	Doru	6	-	-	-	8	6	-
7	Mattan	7	-	-	-	7	7	-
8	Qazigund	5	-	-	-	5	5	-
9	Shangus	8	-	-	-	8	8	-
10	Srigulwara	8	-	-	-	8	8	-
11	Vailoo	6	-	-	-	6	6	-
12	Verinag	5	-	-	-	5	5	-
Sub Total		86	-	-	-	86	86	-
Ramban District								
1	Banihal	8	-	-	-	8	8	-
2	Batote	6	-	-	-	6	6	-
3	Gool	8	-	-	-	8	8	-
4	Khari	5	-	-	-	5	5	-
5	Ramban	8	-	-	-	8	8	-
6	Ukhral	6	-	-	-	6	6	-
Sub Total		41	-	-	-	41	41	-
Grand Total		127	-	-	-	127	127	-

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 0
d) %age deviation of DISE data from PES data = 0%
e) Precision level of DISE data with relation to PES data = 100 %

Table No- 12**Comparison of PES Data with DISE Data on Sanctioned Position of Teachers**

S.no	Name of the Education Zone	Sample Size	Number of Teachers					
			Sanctioned Strength			In-Position		
			PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	60	43		52	44	
2	Aishmuqam	7	41	36		34	35	
3	Anantnag	8	87	65		85	70	
4	Bidder	8	43	27		36	34	
5	Bijbehara	8	58	49		52	43	
6	Doru	6	46	45		40	39	
7	Mattan	7	57	39		51	39	
8	Qazigund	5	37	38		35	37	
9	Shangus	8	45	39		42	36	
10	Srigufwara	8	40	36		35	33	
11	Vailloo	6	30	26		19	17	
12	Verinag	5	29	23		27	26	
Sub Total		86	573	465		508	453	
Ramban District								
1	Banihal	8	40	37		39	32	
2	Batote	6	20	13		19	17	
3	Gool	8	31	33		23	25	
4	Khari	5	19	17		11	8	
5	Ramban	8	34	28		28	26	
6	Ukhral	6	20	18		20	17	
Sub Total		41	164	146		140	125	
Grand Total		127	737	611		648	578	

6 sample schools have provided no information on sanctioned strength of Teachers and 7 have kept the column blank under In-position teachers under DISE which include schools managed by the Education Department also. As such, the item/parameter ceased to be put to comparison with PES data.

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
Anantnag District														
1	Achabal	10	2	1	1	3	4	1	4	4	-	1	1	-
2	Aishmuqam	7	1	-	1	2	2	-	4	4	-	-	1	1
3	Anantnag	8	2	3	1	3	3	-	2	2	-	1	-	1
4	Bidder	8	1	1	-	2	2	-	3	3	-	2	2	-
5	Bijbehara	8	1	1	-	3	2	1	4	3	1	-	2	2
6	Doru	6	-	-	-	2	2	-	2	2	-	2	2	-
7	Mattan	7	1	1	-	1	2	1	4	4	-	1	-	1
8	Qazigund	5	-	-	-	3	3	-	2	2	-	-	-	-
9	Shangus	8	-	-	-	3	3	-	4	4	-	1	1	-
10	Srigulwara	8	-	-	-	4	3	1	4	5	1	-	-	-
11	Vailoo	6	-	-	-	2	2	-	2	2	-	2	2	-
12	Verinag	5	-	-	-	2	2	-	2	2	-	1	1	-
Sub Total		86	8	7	3	30	30	4	37	37	2	11	12	5
Ramban District														
1	Banihal	8	-	-	-	1	1	-	7	7	-	-	-	-
2	Batote	6	-	-	-	1	1	-	5	5	-	-	-	-
3	Gool	8	-	-	-	3	4	1	5	4	1	-	-	-
4	Khari	5	-	-	-	-	-	-	5	5	-	-	-	-
5	Ramban	8	1	1	-	2	2	-	5	5	-	-	-	-
6	Ukhral	6	1	1	-	-	-	-	5	5	-	-	-	-
Sub Total		41	2	2	-	7	8	1	32	31	1	-	-	-
Grand Total		127	10	9	3	37	38	5	69	68	3	11	12	5

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 16
d) %age deviation of DISE data from PES data = 13 %
e) Precision level of DISE data with relation to PES data = 87%

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	
Anantnag District												
1	Achabal	10	6	7	1	3	3	-	1	-	1	
2	Aishmuqam	7	2	1	1	4	5	1	1	1	-	
3	Anantnag	8	7	6	1	1	2	1	-	-	-	
4	Bidder	8	1	2	1	5	5	-	2	1	1	
5	Bijbehara	8	7	6	1	1	2	1	-	-	-	
6	Doru	6	1	1	-	3	3	-	2	2	-	
7	Mattan	7	3	3	-	3	3	-	1	1	-	
8	Qazigund	5	2	2	-	2	2	-	1	1	-	
9	Shangus	8	2	2	-	6	6	-	-	-	-	
10	Srigufwara	8	7	7	-	-	-	-	1	1	-	
11	Vailoo	6	1	1	-	5	5	-	-	-	-	
12	Verinag	5	4	4	-	1	1	-	-	-	-	
Sub Total		86	43	42	5	34	37	3	9	7	2	
Ramban District												
1	Banihal	8	4	3	1	4	5	1	-	-	-	
2	Batote	6	3	3	-	2	2	-	1	1	-	
3	Gool	8	5	4	1	1	2	1	2	2	-	
4	Khari	5	2	3	1	2	2	-	1	-	1	
5	Ramban	8	6	6	-	2	2	-	-	-	-	
6	Ukhral	6	4	4	-	1	1	-	1	1	-	
Sub Total		41	24	23	3	12	14	2	5	4	1	
Grand Total		127	67	65	8	46	51	5	14	11	3	

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 16
d) %age deviation of DISE data from PES data = 13 %
e) Precision level of DISE data with relation to PES data = 87%

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	
Anantnag District												
1	Achabal	10	9	10	1	-	-	-	1	-	1	
2	Aishmuqam	7	6	7	1	1	1	1	-	-	-	
3	Anantnag	8	7	8	1	1	1	1	-	-	-	
4	Bidder	8	7	8	1	1	1	1	-	-	-	
5	Bijbehara	8	7	7	-	1	-	-	-	-	-	
6	Doru	6	5	6	1	-	-	-	1	-	1	
7	Mattan	7	6	6	-	1	-	-	-	-	-	
8	Qazigund	5	5	5	-	-	-	-	-	-	-	
9	Shangus	8	8	8	-	-	-	-	-	-	-	
10	Srigufwara	8	8	8	-	-	-	-	-	-	-	
11	Vailloo	6	4	4	-	2	-	-	-	-	-	
12	Verinag	5	3	3	-	2	-	-	-	-	-	
Sub Total		86	75	80	5	9	3	3	2	-	2	
Ramban District												
1	Banihal	8	8	8	-	-	-	-	-	-	-	
2	Batote	6	5	5	-	1	-	-	-	-	-	
3	Gool	8	8	8	-	-	-	-	-	-	-	
4	Khari	5	5	5	-	-	-	-	-	-	-	
5	Ramban	8	8	8	-	-	-	-	-	-	-	
6	Ukhral	6	6	6	-	-	-	-	-	-	-	
Sub Total		41	40	40	-	1	-	-	-	-	-	
Grand Total		127	115	120	5	10	3	3	2	-	2	

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
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- 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
Anantnag District														
1	Achabal	10	57	23		12	42		10	11		-	-	
2	Aishmuqam	7	16	18		20	2		14	4		3	-	
3	Anantnag	8	59	63		6	8		6	2		6	-	
4	Bidder	8	40	26		22	20		13	2		3	-	
5	Bijbehara	8	50	48		12	10		6	-		2	-	
6	Doru	6	21	18		9	11		12	8		5	-	
7	Mattan	7	30	28		5	17		7	3		2	-	
8	Qazigund	5	17	17		12	10		8	4		3	2	
9	Shangus	8	51	32		20	11		5	5		3	-	
10	Srigufwara	8	18	13		22	17		7	-		1	-	
11	Vailloo	6	22	11		13	5		6	5		3	-	
12	Verinag	5	27	21		12	14		10	2		1	3	
Sub Total		86	408	318		165	167		104	46		32	5	
Ramban District														
1	Banihal	8	28	25		3	5		5	7		1	1	
2	Batote	6	14	15		2	2		12	3		2	2	
3	Gool	8	23	24		13	3		6	5		1	1	
4	Khari	5	15	10		3	2		6	4		-	-	
5	Ramban	8	23	17		16	8		3	9		2	2	
6	Ukhral	6	12	7		8	3		4	4		-	-	
Sub Total		41	115	98		45	23		36	32		6	6	
Grand Total		127	523	416		210	190		140	78		38	11	

18 sample schools have totally not provided information on the condition of classrooms in the schools and 10 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. The schools were required to give number of classrooms under each category. They have instead marked tick (√) in the relevant columns without giving the exact number. Some others have given number of only those rooms which required major/minor repairs.

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	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	2	3	1	8	7	1
2	Aishmuqam	7	1	1	-	6	6	-
3	Anantnag	8	3	4	1	5	4	1
4	Bidder	8	3	3	-	5	5	-
5	Bijbehara	8	3	1	2	5	7	2
6	Doru	6	1	-	1	5	6	1
7	Mattan	7	-	-	-	7	7	-
8	Qazigund	5	2	1	1	3	4	1
9	Shangus	8	1	1	-	7	7	-
10	Srigufwara	8	-	-	-	8	8	-
11	Vallooo	6	1	1	-	5	5	-
12	Verinag	5	-	-	-	5	5	-
Sub Total		86	17	15	6	69	71	6
Ramban District								
1	Banihal	8	1	1	-	7	7	-
2	Batote	6	-	-	-	6	6	-
3	Gool	8	-	-	-	8	8	-
4	Khari	5	-	-	-	5	5	-
5	Ramban	8	3	2	1	5	6	1
6	Ukhral	6	-	-	-	6	6	-
Sub Total		41	4	3	1	37	38	1
Grand Total		127	21	18	7	106	109	7

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 14
d) %age deviation of DISE data from PES data = 11%
e) Precision level of DISE data with relation to PES data = 89%

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	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	3	5	2	7	5	2
2	Aishmuqam	7	1	2	1	6	5	1
3	Anantnag	8	4	6	2	4	2	2
4	Bidder	8	1	2	1	7	6	1
5	Bijbehara	8	3	4	1	5	4	1
6	Doru	6	4	3	1	2	3	1
7	Mattan	7	4	4	-	3	3	-
8	Qazigund	5	2	2	-	3	3	-
9	Shangus	8	2	2	-	6	6	-
10	Srigufwara	8	2	2	-	6	6	-
11	Vailloo	6	-	-	-	6	6	-
12	Verinag	5	2	2	-	3	3	-
Sub Total		86	28	34	8	58	52	8
Ramban District								
1	Banihal	8	4	5	1	4	3	1
2	Batote	6	4	3	1	2	3	1
3	Gool	8	4	3	1	4	5	1
4	Khari	5	4	5	1	1	-	1
5	Ramban	8	3	3	-	5	5	-
6	Ukhral	6	-	1	1	6	5	1
Sub Total		41	19	20	5	22	21	5
Grand Total		127	47	54	13	80	73	13

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 26
d) %age deviation of DISE data from PES data = 20%
e) Precision level of DISE data with relation to PES data = 80%

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	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	3	3	-	7	7	-
2	Aishmuqam	7	-	1	1	7	6	1
3	Anantnag	8	4	4	-	4	4	-
4	Bidder	8	2	2	-	6	6	-
5	Bijbehara	8	3	3	-	5	5	-
6	Doru	6	1	2	1	5	4	1
7	Mattan	7	2	3	1	5	4	1
8	Qazigund	5	1	1	-	4	4	-
9	Shangus	8	2	2	-	6	6	-
10	Srigufwara	8	2	3	1	6	5	1
11	Vailloo	6	-	-	-	6	6	-
12	Verinag	5	-	-	-	5	5	-
Sub Total		86	20	24	4	66	62	4
Ramban District								
1	Banihal	8	4	4	-	4	4	-
2	Batote	6	2	2	-	4	4	-
3	Gool	8	1	2	1	7	6	1
4	Khari	5	2	2	-	3	3	-
5	Ramban	8	2	2	-	6	6	-
6	Ukhral	6	-	-	-	6	6	-
Sub Total		41	11	12	1	30	29	1
Grand Total		127	31	36	5	96	91	5

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
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- 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			Barbed Wire Fencing			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Anantnag District												
1	Achabal	10	2	3	1	1	2	1	-	-	-	
2	Aishmuqam	7	-	-	-	-	-	-	2	2	-	
3	Anantnag	8	3	3	-	-	-	-	2	2	-	
4	Bidder	8	2	1	1	-	-	-	-	-	-	
5	Bijbehara	8	2	2	-	-	1	1	-	-	-	
6	Doru	6	1	2	1	-	-	-	-	-	-	
7	Mattan	7	1	1	-	1	1	-	1	1	-	
8	Qazigund	5	1	1	-	1	1	-	-	-	-	
9	Shangus	8	1	1	-	-	-	-	-	-	-	
10	Srigulwara	8	-	-	-	2	2	-	-	-	-	
11	Vallooo	6	-	-	-	-	-	-	-	-	-	
12	Verinag	5	1	1	-	-	-	-	-	-	-	
Sub Total		86	14	15	3	5	7	2	5	5	-	
Ramban District												
1	Banihal	8	1	2	1	1	1	-	-	-	-	
2	Batote	6	-	-	-	-	1	1	-	-	-	
3	Gool	8	-	-	-	1	2	1	-	-	-	
4	Khari	5	-	-	-	-	-	-	-	-	-	
5	Ramban	8	-	-	-	2	2	-	-	-	-	
6	Ukhral	6	-	-	-	-	-	-	-	-	-	
Sub Total		41	1	2	1	4	6	2	-	-	-	
Grand Total		127	15	17	4	9	13	4	5	5	-	

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	13	14	15	16	17	18	19	20	21
Anantnag District											
1	Achabal	10	-	-	-	5	5	-	2	-	2
2	Aishmuqam	7	-	-	-	5	5	-	-	-	-
3	Anantnag	8	-	-	-	3	3	-	-	-	-
4	Bidder	8	1	1	-	5	6	1	-	-	-
5	Bijbehara	8	1	-	1	4	4	-	1	1	-
6	Doru	6	-	-	-	5	4	1	-	-	-
7	Mattan	7	-	-	-	4	4	-	-	-	-
8	Qazigund	5	-	-	-	3	3	-	-	-	-
9	Shangus	8	-	-	-	7	7	-	-	-	-
10	Srigufwara	8	-	-	-	6	6	-	-	-	-
11	Vailoo	6	-	-	-	6	6	-	-	-	-
12	Verinag	5	-	-	-	3	3	-	1	1	-
Sub Total		86	2	1	1	56	56	2	4	2	2
Ramban District											
1	Banihal	8	-	-	-	6	5	1	-	-	-
2	Batote	6	-	-	-	6	5	1	-	-	-
3	Gool	8	-	1	1	7	5	2	-	-	-
4	Khari	5	-	-	-	5	5	-	-	-	-
5	Ramban	8	2	2	-	4	4	-	-	-	-
6	Ukhral	6	-	-	-	6	6	-	-	-	-
Sub Total		41	2	3	1	34	30	4	-	-	-
Grand Total		127	4	4	2	90	86	6	4	2	2

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 18
d) %age deviation of DISE data from PES data = 14%
e) Precision level of DISE data with relation to PES data = 86%

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
Anantnag District														
1	Achabal	10	-	1	1	-	-	-	7	5	2	3	4	1
2	AishMuqam	7	-	-	-	-	-	-	3	3	-	4	4	-
3	Anantnag	8	1	1	-	-	-	-	5	6	1	2	1	1
4	Bidder	8	-	-	-	-	-	-	6	6	-	2	2	-
5	Bijbehara	8	-	-	-	-	-	-	7	7	-	1	1	-
6	Doru	6	-	-	-	-	-	-	5	4	1	1	2	1
7	Mattan	7	2	2	-	-	-	-	4	4	-	1	1	-
8	Qazigund	5	1	1	-	-	-	-	3	3	-	1	1	-
9	Shangus	8	-	-	-	-	-	-	4	4	-	4	4	-
10	Srigulwara	8	-	-	-	-	-	-	5	5	-	3	3	-
11	Vailloo	6	-	-	-	-	-	-	2	3	1	4	3	1
12	Verinag	5	-	-	-	-	-	-	5	5	-	-	-	-
Sub Total		86	4	5	1	-	-	-	56	55	5	26	26	4
Ramban District														
1	Banihal	8	-	-	-	-	-	-	3	3	-	5	5	-
2	Batote	6	-	-	-	-	-	-	2	2	-	4	4	-
3	Gool	8	-	-	-	-	-	-	3	3	-	5	5	-
4	Khari	5	-	-	-	-	-	-	1	1	-	4	4	-
5	Ramban	8	-	-	-	-	-	-	6	6	-	2	2	-
6	Ukhral	6	-	-	-	-	-	-	3	5	2	3	1	2
Sub Total		41	-	-	-	-	-	-	18	20	2	23	21	2
Grand Total		127	4	5	1	-	-	-	74	75	7	49	47	6

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring \pm signs = 14
d) %age deviation of DISE data from PES data = 11%
e) Precision level of DISE data with relation to PES data = 89 %

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			Playground Not Available		
			PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	4	3	1	6	7	1
2	Aishmuqam	7	2	3	1	5	4	1
3	Anantnag	8	6	5	1	2	3	1
4	Bidder	8	2	3	1	6	5	1
5	Bijbehara	8	4	4	-	4	4	-
6	Doru	6	1	1	-	5	5	-
7	Mattan	7	5	5	-	2	2	-
8	Qazigund	5	-	-	-	5	5	-
9	Shangus	8	1	1	-	7	7	-
10	Sriguwara	8	3	2	1	5	6	1
11	Vailoo	6	2	2	-	4	4	-
12	Verinag	5	3	2	1	2	3	1
Sub Total		86	33	31	6	53	55	6
Ramban District								
1	Banihal	8	-	1	1	8	7	1
2	Batote	6	1	1	-	5	5	-
3	Gool	8	2	3	1	6	5	1
4	Khari	5	1	1	-	4	4	-
5	Ramban	8	2	3	1	6	5	1
6	Ukhral	6	-	-	-	6	6	-
Sub Total		41	6	9	3	35	32	3
Grand Total		127	39	40	9	88	87	9

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 18
d) %age deviation of DISE data from PES data = 14%
e) Precision level of DISE data with relation to PES data = 86%

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	
Anantnag District												
1	Achabal	10	4	5	1	6	5	1	17	23	6	
2	Aishmuqam	7	1	1	-	6	6	-	2	3	1	
3	Anantnag	8	4	5	1	4	3	1	9	12	3	
4	Bidder	8	2	1	1	6	7	1	6	1	5	
5	Bijbehara	8	2	2	-	6	6	-	9	10	1	
6	Doru	6	2	2	-	4	4	-	2	2	-	
7	Mattan	7	-	-	-	7	7	-	0	0	-	
8	Qazigund	5	-	-	-	5	5	-	0	-	-	
9	Shangus	8	-	-	-	8	8	-	-	-	-	
10	Srigufwara	8	-	-	-	8	8	-	-	-	-	
11	Vailoo	6	-	-	-	6	6	-	-	-	-	
12	Verinag	5	-	-	-	5	5	-	-	-	-	
Sub Total		86	15	16	3	71	70	3	45	51	16	
Ramban District												
1	Banihal	8	3	3	-	5	5	-	10	9	1	
2	Batote	6	-	1	1	6	5	1	-	2	2	
3	Gool	8	-	-	-	8	8	-	0	0	-	
4	Khari	5	1	1	-	4	4	-	2	2	-	
5	Ramban	8	1	1	-	7	7	-	5	5	-	
6	Ukhral	6	-	-	-	6	6	-	-	-	-	
Sub Total		41	5	6	1	36	35	1	17	18	3	
Grand Total		127	20	22	4	107	105	4	62	69	19	

- a) Quantitative Value of items as per DISE data = 196
b) Quantitative value of items as per PES data = 189
c) Quantitative Value of deviations ignoring ± signs = 27
d) %age deviation of DISE data from PES data = 14%
e) Precision level of DISE data with relation to PES data = 86 %

Table No- 25**Comparison of PES Data with DISE Data on Availability of Furniture for Students**

S.no	Name of the Education Zone	Sample Size	Schools having									
			Furniture for all students			Furniture for some students			No Furniture at all			
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	
1	2	3	4	5	6	7	8	9	10	11	12	
Anantnag District												
1	Achabal	10	1	1	-	-	-	-	9	9	-	
2	Aishmuqam	7	-	-	-	1	2	1	6	5	1	
3	Anantnag	8	2	2	-	1	1	-	5	5	-	
4	Bidder	8	1	1	-	-	2	2	7	5	2	
5	Bijbehara	8	-	1	1	3	3	-	5	4	1	
6	Doru	6	-	-	-	-	1	1	6	5	1	
7	Mattan	7	-	-	-	1	1	-	6	6	-	
8	Qazigund	5	-	-	-	1	1	-	4	4	-	
9	Shangus	8	-	-	-	3	3	-	5	5	-	
10	Sriguiwara	8	-	-	-	2	2	-	6	6	-	
11	Vailloo	6	-	-	-	-	-	-	6	6	-	
12	Verinag	5	-	-	-	-	-	-	5	5	-	
Sub Total		86	4	5	1	12	16	4	70	65	5	
Ramban District												
1	Banihal	8	-	-	-	2	2	-	6	6	-	
2	Batote	6	-	-	-	1	1	-	5	5	-	
3	Gool	8	1	1	-	-	-	-	7	7	-	
4	Khari	5	-	-	-	1	1	-	4	4	-	
5	Ramban	8	-	-	-	1	2	1	7	6	1	
6	Ukhral	6	-	-	-	-	-	-	6	6	-	
Sub Total		41	1	1	-	5	6	1	35	34	1	
Grand Total		127	5	6	1	17	22	5	105	99	6	

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 12
d) %age deviation of DISE data from PES data = 9%
e) Precision level of DISE data with relation to PES data = 91 %

Table No- 26**Comparison of PES Data with DISE Data on Children enrolment in the Present Academic Year 2011**

S.no	Name of the Education Zone	Sample Size	Total Enrolment			Sch Castes			Sch Tribes			OBC		
			PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Anantnag District														
1	Achabal	10	601	593	8	3	3	-	3	3	-	210	218	8
2	Aishmuqam	7	399	422	23	-	-	-	90	98	8	120	126	6
3	Anantnag	8	685	690	5	-	-	-	-	-	-	-	-	-
4	Bidder	8	601	598	3	-	-	-	168	187	19	301	303	2
5	Bijbehara	8	695	680	15	-	-	-	-	-	-	4	4	-
6	Doru	6	404	398	6	-	-	-	19	18	1	37	38	1
7	Mattan	7	594	582	12	-	2	2	13	12	1	110	119	9
8	Qazigund	5	306	296	10	-	-	-	66	63	3	7	-	7
9	Shangus	8	621	632	11	-	-	-	352	353	1	39	38	1
10	Srigulwara	8	397	404	7	-	-	-	127	136	9	-	-	-
11	Vailoo	6	367	370	3	-	-	-	248	245	3	112	114	2
12	Verinag	5	314	313	1	-	-	-	91	93	2	101	95	6
Sub Total		86	5984	5978	104	3	5	2	1177	1208	47	1041	1055	42
Ramban District														
1	Banihal	8	797	805	8	-	-	-	70	73	3	-	-	-
2	Batote	6	271	260	11	16	11	5	31	38	7	-	-	-
3	Gool	8	482	493	11	40	37	3	112	101	11	88	87	1
4	Khari	5	411	420	9	-	-	-	42	44	2	-	-	-
5	Ramban	8	267	243	24	6	9	3	36	37	1	-	-	-
6	Ukhral	6	251	246	5	7	7	-	31	35	4	-	-	-
Sub Total		41	2479	2467	68	69	64	11	322	328	28	88	87	1
Grand Total		127	8463	8445	172	72	69	13	1499	1536	75	1129	1142	43

- a) Quantitative Value of items as per DISE data = 11192
b) Quantitative value of items as per PES data = 11163
c) Quantitative Value of deviations ignoring ± signs = 303
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 2010

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
Anantnag District											
1	Achabal	10		-			-			-	
2	Aishmuqam	7		-			-			-	
3	Anantnag	8		-			-			-	
4	Bidder	8		-			-			-	
5	Bijbehara	8		-			-			-	
6	Doru	6		-			-			-	
7	Mattan	7		-			-			-	
8	Qazigund	5		-			-			-	
9	Shangus	8		-			-			-	
10	Srigufwara	8		-			-			-	
11	Vailloo	6		-			-			-	
12	Verinag	5		-			-			-	
Sub Total		86		-			-			-	
Ramban District											
1	Banihal	8		-			-			-	
2	Batote	6		-			-			-	
3	Gool	8		-			-			-	
4	Khari	5		-			-			-	
5	Ramban	8		-			-			-	
6	Ukhral	6		-			-			-	
Sub Total		41		-			-			-	
Grand Total		127		-			-			-	

The revised DISE Format canvassed in the schools does not contain information on these items/sub-items as such no comparison could be made. The items are required to be derelicted from the PES Format also. Instead some other items from DISE format are required to be incorporated in the PES format for evolving comparison of more items which happens to be the only objective of PES Enumeration Survey.

Table No- 28**Comparison of PES Data with DISE Data on Exam of Grade VIII of the year 2010**

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
Anantnag District											
1	Achabal	10									
2	AishMugam	7		-			-			-	
3	Anantnag	8		-			-			-	
4	Bidder	8		-			-			-	
5	Bijbehara	8		-			-			-	
6	Doru	6		-			-			-	
7	Mattan	7		-			-			-	
8	Qazigund	5		-			-			-	
9	Shangus	8		-			-			-	
10	Srigufwara	8		-			-			-	
11	Vallooo	6		-			-			-	
12	Verinag	5		-			-			-	
Sub Total		86		-			-			-	
Ramban District				-			-			-	
1	Banihal	8									
2	Batote	6		-			-			-	
3	Gool	8		-			-			-	
4	Khari	5		-			-			-	
5	Ramban	8		-			-			-	
6	Ukhral	6		-			-			-	
Sub Total		41		-			-			-	
Grand Total		127		-			-			-	

The revised DISE Format canvassed in the schools for the year 2011-12 does not contain information on these items/sub-items. As such, no comparison with PES data could be made. The items/sub-items need to be derelicted from the PES Format also as it contains no scope now. Instead some new items figuring in DISE format be incorporated in the PES format.

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	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	8	8	-	2	2	2
2	AishMuqam	7	7	7	-	-	-	-
3	Anantnag	8	7	7	-	1	1	1
4	Bidder	8	6	6	-	2	2	2
5	Bijbehara	8	7	7	-	1	1	1
6	Doru	6	5	5	-	1	1	1
7	Mattan	7	6	6	-	1	1	1
8	Qazigund	5	5	5	-	-	-	-
9	Shangus	8	8	8	-	-	-	-
10	Srigulwara	8	7	7	-	1	1	1
11	Vailloo	6	5	5	-	1	1	1
12	Verinag	5	5	5	-	-	-	-
Sub Total		86	76	76	-	10	10	10
Ramban District								
1	Banihal	8	6	6	-	2	2	2
2	Batote	6	6	6	-	-	-	-
3	Gool	8	6	6	-	2	2	2
4	Khari	5	4	4	-	1	1	1
5	Ramban	8	8	8	-	-	-	-
6	Ukhral	6	5	5	-	1	1	1
Sub Total		41	35	35	-	6	6	6
Grand Total		127	111	111	-	16	16	16

- a) Quantitative Value of items as per DISE data = 127
b) Quantitative value of items as per PES data = 127
c) Quantitative Value of deviations ignoring ± signs = 16
d) %age deviation of DISE data from PES data = 13%
e) Precision level of DISE data with relation to PES data = 87%

Table No- 30**Comparison of PES Data with DISE Data on Repeaters and Disabled children (Current Academic year)**

S.no	Name of the Education Zone	Sample Size	Repeaters			Disabled Children		
			PES	DISE	Dev*	PES	DISE	Dev*
1	2	3	4	5	6	7	8	9
Anantnag District								
1	Achabal	10	1	-	1	7	8	1
2	Aishmuqam	7	14	16	2	16	16	-
3	Anantnag	8	14	18	4	9	3	6
4	Bidder	8	20	21	1	22	26	4
5	Bijbehara	8	25	22	3	13	13	-
6	Doru	6	4	4	-	7	8	1
7	Mattan	7	16	18	2	7	8	1
8	Qazigund	5	9	10	1	6	6	-
9	Shangus	8	25	21	4	20	21	1
10	Srigulwara	8	6	5	1	18	16	2
11	Vailloo	6	17	19	2	8	10	8
12	Verinag	5	12	14	2	5	5	-
Sub Total		86	162	168	23	138	140	24
Ramban District								
1	Banihal	8	5	5	-	8	10	2
2	Batote	6	3	5	2	4	6	2
3	Gool	8	25	26	1	6	8	2
4	Khari	5	5	6	1	2	1	1
5	Ramban	8	6	1	5	12	13	1
6	Ukhral	6	-	1	1	1	1	-
Sub Total		41	44	44	10	33	39	8
Grand Total		127	206	212	33	171	179	32

- a) Quantitative Value of items as per DISE data = 391
b) Quantitative value of items as per PES data = 377
c) Quantitative Value of deviations ignoring \pm signs = 65
d) %age deviation of DISE data from PES data = 17%
e) Precision level of DISE data with relation to PES data = 83%

Chapter - III

Table No- 31

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	127	127	6	5	95
2	Type of Schools	127	127	6	5	95
3	Category of Schools	127	127	12	9	91
4	Lowest Class in Schools	127	127	6	5	95
5	Highest Class in Schools	127	127	15	12	88
6	Management of Schools	127	127	4	3	97
7	Residential status of Schools	127	127	0	0	100
8	Part of Shift Schools	127	127	0	0	100
9	Sanctioned / In-Position Teachers	-	-	-	-	-
11	Status of School Building	127	127	16	13	87
12	Type of Buildings	127	127	16	13	87
13	Number of Blocks in Schools	127	127	10	8	92
14	Electricity in Schools	127	127	14	11	89
15	Common Toilet	127	127	26	20	80
16	Separate Toilet of Girls	127	127	10	8	92
17	Condition of Boundary Wall	127	127	18	14	86
18	Source of Drinking Water	127	127	14	11	89
19	Availability of Play Ground	127	127	18	14	86
20	Availability of Computers.	127	127	27	14	86
21	Availability of Furniture	127	127	12	9	91
22	Children Enrolment- 2011	11192	11192	303	3	97
23	Examination Results Grade V(2010)	-	-	-	-	-
24	Examination Results Grade VIII- 2010	-	-	-	-	-
25	Year of Establishment	127	127	16	13	87
26	Repeaters and Disabled children(2011)	391	377	65	17	83
	Total	14192	14142	614	4.34	95.66

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 4.34% and thereby giving a precision level of 95.66% for DISE data with relation to PES data. The highest deviation of data was seen in items like Common toilet, Repeaters & Disabled children, Condition of boundary wall, availability of Playground etc. Some other items like Sanctioned Teachers, In-position teacher, condition of classrooms 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. Reference back to schools would alarm a clear and loud signal to the schools to be serious enough and realistic in submitting the information on DISE Format. This action would carry much desired lessons for schools in future.

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:-

Table No- 32

S. No	Item	Quantitative Value Under			%age deviation	Precision Level
		DISE	PES	Deviation ignoring \pm signs		
1	2	3	4	5	6	7
1	Repeaters/Disabled Children	391	377	65	17	83
2	Source of Drinking water	127	127	14	11	89
3	Availability of Computers	196	189	27	14	86
4	Availability of Playground	127	127	18	14	86
5	Condition of Boundary wall	127	127	18	14	86
6	Common Toilet	127	127	26	20	80

The only two items under which the DISE and PES data were in total agreement with each other were the items "Part of Shift school and Residential status of schools". Nine (9) other items are showing deviation within general permissible limits of 10% or less. The tabulated demonstration of such items is reflected below:-

Table No- 33

S. no	Item	Quantitative Value Under			%age deviation	Precision Level
		DISE	PES	Deviation ignoring \pm sign		
1	2	3	4	5	6	7
1	Location of schools	127	127	6	5	95
2	Type of Schools	127	127	6	5	95
3	Category of Schools	127	127	12	9	91
4	Lowest class in schools	127	127	6	5	95
5	Number of Blocks in schools	127	127	10	8	92
6	Management of Schools	127	127	4	3	97
7	Separate toilet for Girls	127	127	10	8	92
8	Children Enrolment 2011	11192	11163	303	3	97
9	Availability of Furniture	127	127	12	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:-

Table No- 34

S.no	Description	No of items/schedules	
		Items	Schedules
1	2	3	4
1	DISE items/sub-items non-comparable due to no similar item in PES Format.	109	15
2	PES items non-existent in DISE Format	20	4
3	Items/sub-items rendered non-comparable due to incomplete information under DISE	3	-
4	Comparable Items/sub-items	22	1

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 this had appropriately 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

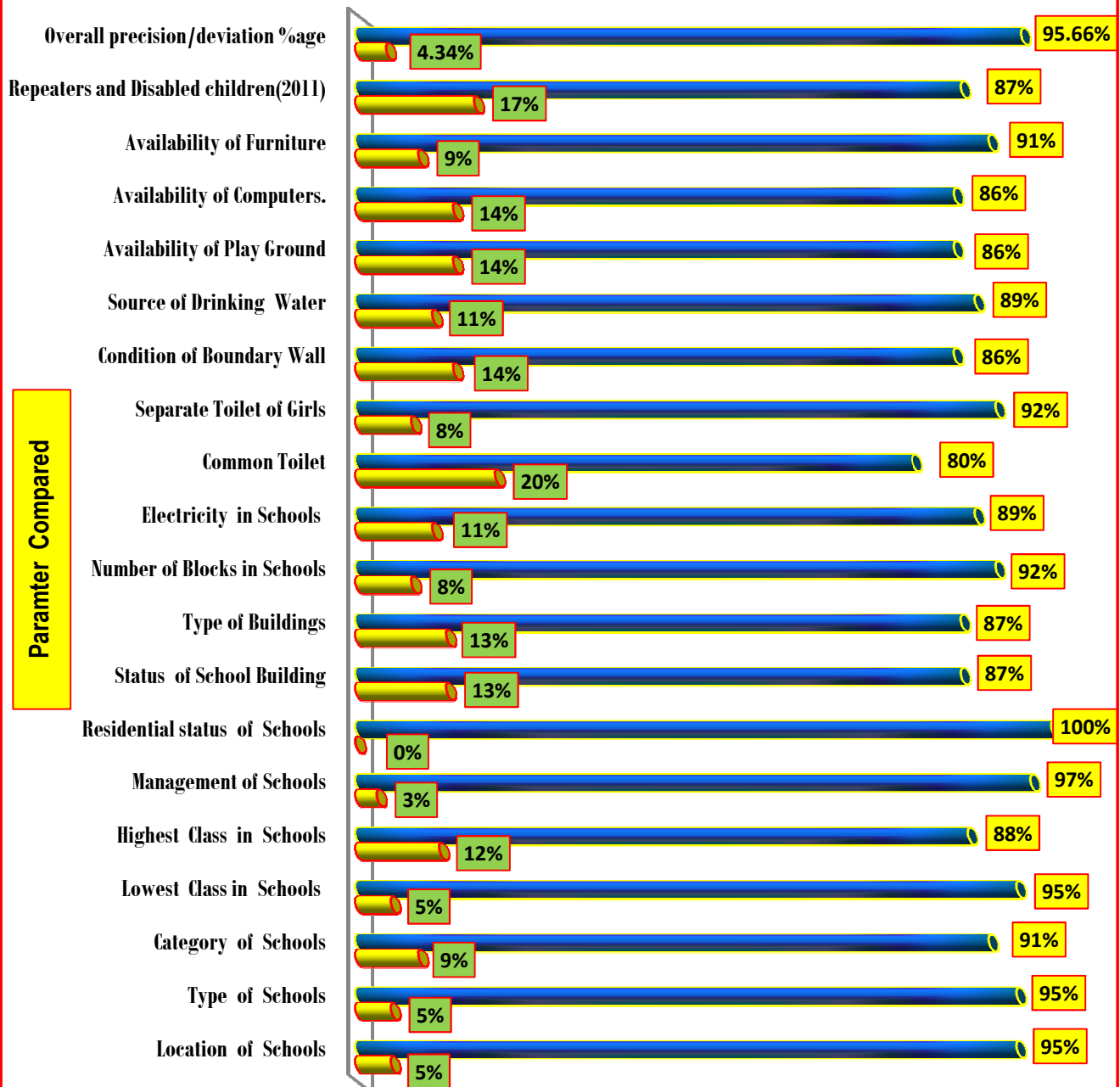
Table No- 35

S.no	School	Enrolment of OBC children in Schools			
		DISE	PES	Deviations	Deviations Ignoring \pm Signs
1	2	3	4	5	6
1	Primary	100	60	+40	40
2	Upper Primary	50	100	- 50	50
3	High School	60	30	+30	30
4	Secondary	80	100	- 20	20
<i>Total</i>		290	290	-	140

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 \pm signs are ignored the data will demonstrate the real picture of 52% precision level or 48% deviation.

Precision level of DISE data from PES data

■ Precision level(%age) ■ Deviation %age



Precision/deviation level in Percentage

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. Thus 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:-

Table No- 36

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	127	58	54	12	3	-
2	Response to Provide Information	127	63	57	7	-	-
3	Availability of Record	127	57	44	26	-	-

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:-

Table No -37

**INFORMATION ON DIFFERENT PARAMETERS OF FEEDBACK
SCHEDULE.**

Sample District	Sample	Description of Parameter									
		Photocopy of information	Able to Provide Information	Able to Give Enrolment	Fill-up Attendance register Properly	Have the Summary Details	School Report Card Properly available	Attendance Register Properly maintained	Having Display Board	Providing of Mid-Day Meals	Problems Faced by Investigator
1	2	3	4	5	6	7	8	9	10	11	12
Anantnag	86	73	35	82	65	73	83	85	68	71	4
Ramban	41	39	18	40	40	24	38	41	18	33	1
Total	127	112	53	123	105	97	121	126	86	104	5
Percentage	-	88%	42%	97%	83%	76%	95%	99%	68%	82%	4%

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 112 schools i.e. 88% schools were acting upon the instructions. 121 sample schools (95%) were having school report card available in their schools. These information items among other things speak of 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 42% schools. In the same manner the ability of the Principals in giving enrolment and other details from single register was assessed in 123(97%) schools and the ability of teachers in the schools to fill-up the attendance register properly was reported in case of 105 schools out of 127. The summary details of children for all grades available with the Principals and Head Masters at the year end were seen in 97 schools out of 127 sample schools registering 76% ability/efficiency under the parameter. Only 86 schools i.e. 68% were having a display board and the remaining 32% were not having it at all. Schools having provision of mid-day meals were 104(82%) 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 95%.

The field Investigators reporting having faced problems during the Post Enumeration Survey in the schools were 5(4%). 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 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 Anantnag and Ramban is given hereunder separately for each district.

District Anantnag:

The EMIS unit at the district Headquarter Anantnag is headed by the EMIS Coordinator and assisted by the below detailed staff at the Headquarter/Zonal levels.

1) DEO at District Level	---	01
2) Data Entry Operators	---	10

At Zonal level

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

INFRASTRUCTURE:

1) Desktop at District Level		02
2) District top at Zonal Level		12
3) Printers Distt level		01
4) Printers at Zonal Level		12
5) Photostat Machines at Distt Level		01
3) Photostat Machines at Zonal Level		12

Internet facility is available at district Headquarters but not in EMIS

The examination of DISE formats in respect of sample schools speaks that scrutiny has been done but not to the desired level. 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 Ramban:

The EMIS unit at the district Headquarter Ramban is also headed by the EMIS Coordinator and there was no ZRP's and CRP's at the Zonal level for assistance. The Manpower provided at the Headquarter is detailed below:-

District Level:

1) Coordinator EMIS	---	04
2) JE's	---	04
3) ZRP/CRP	---	nil
4) AE's	---	nil

INFRASTRUCTURE AVAILABLE:

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

1) Computer Systems with accessories	----	02 Sets
2) Photostat Machine	----	01
3) Printers	----	03

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 12th class and the other from pre-primary to 8th class.*
- 4) *Some informative items in DISE Format not in conformity with similar items in the PES format.*
- 5) *During 2011 the revised DISE Format has been used for collection of information from the schools. Many items have been newly included and many more derelicted from the previous DISE Format.*
- 6) *The PES Format should have also been accordingly amended to bring more and more parameters and information pieces in comparison. But the PES Format has remained unchanged with the result very little items were comparable which hampered the scope of the study.*
- 7) *The scrutiny of DISE Formats reveals that some schools are non-serious in providing information which is reflective from the fact that various items of information were observed in-consistent within.*
- 8) *The process of filling up of DISE Formats was seemingly carried out without any supervision.*
- 9) *No effective scrutiny system seems in place at the Zonal/District level. This transpires from the fact that various items were reported blank but were never noticed at any level whatsoever.*
- 10) *The revised DISE Schedule was too exhaustive and infact has been given the shape of a booklet.*
- 11) *The main sections of the DISE Schedule which demonstrate non-comprehension by schools and consequently bear wrong/undesired entries are item 8A(I), item 2a of B(Physical Facilities and Equipments), item 8 of B(Physical Facilities and Equipments).*
- 12) *On some items of the revised DISE format, the schools may not ordinarily be having information with themselves and may have to enquire from other offices/sources. These items need to be derelicted or minimized to the possible extent.*

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, many items of information sought in the questionnaire seems to be of little or no importance and should have been derelicted form the format to keep it on the irreducible minimum item level.

- 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 proper 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 consequently 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. Reference back to schools would alarm a clear and loud signal to the schools to be serious enough in submitting the information on DISE Format.*
- 2) *The overall deviation of DISE data from PES data taken all comparable items and sub-items into consideration was 4.34% and thereby giving a precision level of 95.66% for DISE data with relation to PES data. However, this precision level does not speak the whole story about the DISE data.*
- 3) *The highest deviation of data was seen in items like Common toilet, Repeaters & Disabled children, Condition of boundary wall, availability of Playground etc.*
- 4) *Some other items like Sanctioned Teachers, In-position teacher, condition of classrooms 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.*
- 5) *The revised 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*

pecially 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.

- 7) The Special Data Capture Format (DCF) for Post Enumeration Survey must be revised in future to make it fully compatible with the postulated objective of the survey. It should normally contain maximum possible items which do figure in the DISE format to ensure that more and more items are put to comparison for obtaining the precision level of DISE data by using the PES data as yardstick. The items in the PES format which do not figure in the DISE are required to be derelicted from it.*
- 8) The revised DISE Format also needs to be largely amended to make it macro approached rather than micro approached. The minute details sought in the format necessarily have made the questionnaire exhaustive, likely to effect the proper response of the respondents and consequently would effect the reliability of the data.*

DISTRICT INFORMATION SYSTEMS FOR EDUCATION

Five percent Sample Check: Special DFC for Post Enumeration Survey

Date of visit to school.... /... /.....

Academic Year:/.....

Name of the Person conducting the survey:.....

Name of the organization conducting the survey.....
.....
.....

State: _____ **District:** _____ **Pin code:** _____ .

A. School Location Particulars:

1. Village Name/ Ward No:.....

2. Block/ Municipal Name:.....

3. Rural/Urban(IndicateCode):
Rural (1) / Urban (2)

4. DISE School Code:

B. School Location Particulars:

1. Name of the School:.....

2. Name of the Principal/ Head Teacher Mr./ Mrs.....

3. Educational Qualification of the Principal.....

4. Number of years working as Principal/Head Teacher in the present school:

5. Total number of years of experience working as Principal/ Head Teacher in the Schools
(Include experience as Principal/ Head Teacher from the earlier schools)
-
6. Year of Established of School :
-
7. School Category: (Indicate Code*)
*Primary (1)/ Primary with upper primary (2)/ Primary with Secondary or
Higher Secondary (3)/ Upper Primary only (4)/ Upper Primary with
Secondary or Higher Secondary(5)
-
8. Type of school (Indicate code**)
**School for Boys only (1)/ School for Girls only (2)/ Co-education (3)
9. Lowest class in the school:
10. Higher Class in the School:
11. School Management: (Indicate code^(@))
- @) Managed by Education Department (1)/ Tribal Welfare Department (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^{##})
- ## 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:

- Status of School Building: (Enter Code)
Private (1)/ Rented (2)/ Government (3)/ Government School in rent free building (4)/ No Building (5)
- Type of school Building: (Enter Code)
Pucca (1)/ Partially Pucca (2)/ Kaccha (3)/ Tent (4)/ No Building (5)
- Number of Blocks in school:
- 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)
 / Heges (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.

.....
.....
.....
.....
.....
.....

(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?

.....
.....
.....
.....
.....
.....

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

(Please write your comments below)

.....
.....
.....
.....
.....
.....

