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# E-Learning Awareness in Higher Education Institutions in Jammu & Kashmir: Attitudes and Perceptions of Faculty Members

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*Abstract— The purpose of this research paper is to understand through faculty perception that which academic area needs the most instructional support from the IT organization for e-learning, what the academic administration is doing for faculty to encourage them for the use of e-learning in their lectures and how academic administration encourages them to incorporate instructors to incorporate technology into instruction in different institutions of different districts of Jammu and Kashmir. The objective of the study was to access the related issues through faculty perception. Questionnaires were distributed to twenty faculty members and academic administrators of different institutions of different districts of Jammu and Kashmir in order to identify the important elements. The questionnaires include eight elements to understand the needs and were analyzed for analysis for variance of variance (ANOVA) in a randomized block design with three replicates using and SPSS to understand the significance of difference of difference between the elements. It is clear from the results that eLearning system has a positive impact on teacher at different institutes which include (i) it helped improve their job performance , (ii) assisted them to think through problems and (iii) allowed educational institutes to provide better and newer way of learning using the new educational technologies within educational process.*

*Keywords— E-learning, Awareness, Administration, Technology, Jammu and Kashmir*

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## I. Introduction

As we enter the third millennium, education via the internet, intranet or network represents great and exciting opportunities for both educators and learners. Educators have witnessed the rapid development of computer networks and improvement in the processing power of personal computers. In addition, the internet and World Wide

Web (WWW) have made the computer a dynamic force in distance education, providing a new and interactive means of overcoming time and distance to reach learners [1]. The internet is the largest, most powerful computer network in the world. It encompasses several million computers with internet addresses that are used by millions of people around the world. As increasingly more colleges, universities, elementary and secondary schools, companies and private citizens connect to the internet, more possibilities are opened for distance educators to overcome time and distance to reach students. Through the internet, all sources of information on different subjects are available anytime, anywhere.

In 1997, large leading-edge firms delivered 21% of their training via learning technologies, with 70% as instructor led courses [2]. Very soon, the percentage of training time delivered by learning technologies such as the internet and e-learning is projected to grow much more. It is expected that e-learning will soon play a greater role at the higher education level, as well as middle and primary school levels, and non-formal education will become one of the main functions of e-learning [3].

E-Learning out is a boomerang around the globe. Executive and corporations see it as an essence of trade process, and the students have gone mad for the courseware and the pliability of the process. With the introduction of web technologies in 1995(India), the knowledge can be readily communicated to any a part of the nation, overcoming the geographical boundaries. This has led to higher integration of programs employed in government businesses, enterprises and different trade institutes. The exchange of recommendations, abilities and collaboration can take position practically anytime and wherever. E-learning ideas, instruments, models and methodologies may also be simply deployed for interactive schooling, industrial and business functions. It may be stated that e-learning is driving on the shoulders of the massive (the internet). This will likely allow us to achieve the ambitions and to carry about the all-circular development. It has been defined as any software system that provides some form of user assistance in employing software guides, and tutorials [4]. With the increasing use of networked computers, the Internet, and advances in telecommunication technologies, eLearning has been widely recognized as a valuable tool for learning and training. E-Learning, sometimes also called online learning, or web-based learning, is a type of distance learning in which training or educational material is delivered electronically to remote learners via the Internet or Intranet. An eLearning system provides a configurable infrastructure that integrates learning material, tools, and services into a single solution in order to quickly, effectively, and economically create and

deliver training or educational content. It has become an important alternative to classroom learning. Its role in the currently emerging revolution makes eLearning an inevitable element of doing business in the new economy. Companies in the United States spent \$62.5 billion on training or educating their employees in 1999, with more than \$3 billion spent on technology-delivered training [5]. Effective and efficient training methods are generally required by companies to ensure that employees and channel partners are equipped with the latest information and advanced skill in a timely manner. It is a daunting task to maintain a well-educated and highly performance workforce in today's global economy. Recognizing a promising solution, companies such as Dell Learning, Cisco eLearning, and HP Virtual Classroom are using eLearning to reduce training time and cost by expanding their training market to previously out of reach employees [6]. Today, thanks to widespread access to the Internet, eLearning has emerged as one of the fastest-moving trends in higher education, enabling professionals to learn from afar and keep pace with technological and managerial change [7]. Thousands of online courses, including degree and certificate programs, are now being offered worldwide by universities [8].

## **II. Material and Methods**

This study's objective was to understand the e-learning knowledge and most use of instructional support from IT organization for e-learning in different academics' areas through perception of faculties and what is the role of encouragement of administration for faculty to encourage them for use of e-learning. Several relation was taken of demographic issues to see whether there were any statistically significant differences, extraneous to the faculty members for e-learning provision that could influence respondent's perception of the efficiency of their learning. The selected variables were the respondent's specialization, previous learning by e-learning, age, ICT skills, gender requirement of the instructional support from the IT organization for academic area and other variables. Questionnaires were distributed to 20 faculty of different colleges of each district of Jammu & Kashmir in order to identify the important elements of E-learning based on teachers perception. The questionnaires include 8 elements to ensure successfulness of E-learning, were analyzed for Analysis of variance (ANOVA) in a randomized block design with three replicates using and SPSS to understand the significance of differences between the elements [9].

## **III. Results**

Perusal of the data appended in the Table 1 revealed that maximum mean percent was recorded from Arts (22.25) followed by computer science (21.50) and commerce (21.25). Minimum was recorded for other (17.50). Highest percentage (30.00) for distribution for specialization in computer science was recorded for district Jammu,

Rajouri and Srinagar followed by Baramulla (25) and Budgam (25) whereas, rest of the districts showed significant difference with each other. However, minimum (10.00) was observed for district Doda and Kishtwar. Maximum percentage (20.00) for commerce specialization was observed for district Bandipora, Doda, Ganderbal, Jammu, Kathua, Kishtwar, Kupwara, Poonch, Ramban, Shopian and Udhampur however, rest of the districts showed significant difference with each other. Minimum (10.00) was observed for Rajouri. For Arts specialization height percentage (30.00) was observed for Doda followed by Anantnag (25.00) and Ganderbal (25.00) however, rest of the districts showed significant difference with each other. Lowest (15.00) was recorded for Jammu, Shopian and Srinagar districts. Highest percentage (30.00) for Science was recorded for Kishtwar district followed by Bandipora (25.00) and Budgam (25.00) respectively however, rest of the districts showed significant difference with each other. Minimum (15.00) was recorded for Pulwama districts. Highest percentage (20.00) for distribution for specialization in other Sciences was recorded for Doda, Ganderbal, Kathua, Kishtwar, Kulgam, Pulwama, Ramban and Reasi districts. Minimum (15.00) was observed for Bandipora, Ganderbal, Jammu, Kupwara, Poonch, Shopian and Udhampur districts.

It is evident from the data appended in Figure 1 that mean percent (50.00) was observed for both Learned as well as for not learned. It is also evident from the data appended in Figure 2 that highest mean percent (100.00) was observed for age group between 23 or above whereas, as minimum mean percentage (0.00) was recorded for age group between 19 or less and 20-22. Maximum mean percentage (90.00) for Learned was found in district Srinagar followed by Baramulla (80.00) and Jammu (75.00) however, rest of the districts showed significant difference with each other. Minimum (15.00) was observed for district Doda and Kishtwar. Highest mean percent (85.00) for Not-learned was recorded for district Doda and Kishtwar which was statically at par with Kathua (80.00) however, rest of the districts showed significant difference with each other. Minimum (10.00) was observed for Srinagar district. Minimum mean percentage (0.00) was observed for both 19 or less and 20-22 age group. Maximum mean percent (100.00) for 23 or above was recorded for all the districts.

It is evident from the data appended in Figure 3 that highest mean percent (75.75) was observed for Male whereas, as minimum mean percentage (24.25) was recorded for Female. It is also evident from the data appended in Figure 4 that highest mean percent (50.51) for ICT was observed for Never used followed by Beginner (22.14) whereas, as minimum mean percentage (11.95) was recorded for Skilled. Maximum mean percentage (90.00) for

Male was found in district Kupwara which was statistically at par with Doda (85.00), Kulgam (85.00), Ramban (85.00) and Shopian (85.00) however, rest of the districts showed significant difference with each other. Minimum (60.00) was observed for Srinagar. Highest mean percent (40.00) for Female was recorded for district Srinagar followed by Anantnag (35.00) and Budgam (35.00) however, rest of the districts showed significant difference with each other. Minimum (10.00) was observed for Kupwara. Maximum mean percentage (33.33) for Beginner was found in district Doda and Kishtwar followed by Kulgam (27.27) and Budgam (25.00) however, rest of the districts showed significant difference with each other. Minimum (11.11) was observed for Srinagar and Udhampur. Highest mean percent (33.33) for Intermediate was recorded for district Poonch followed by Rajouri (28.57) and Srinagar (27.78). Minimum (0.00) was observed for Doda, Kathua, Kishtwar and Kulgam. Maximum mean percent (28.57) for Skilled was recorded for district Shopian which was statistically at par with Srinagar (27.78) however, rest of the districts showed significant difference with each other. Lowest (0.00) was observed for Doda, Ganderbal, Kathua, Kishtwar, Ramban and Reasi. Highest mean percent (75.00) for Never used was recorded for district Kathua followed by Doda (66.67) and Kishtwar (66.67). Minimum (31.25) was observed for Baramulla.

It is evident from the data appended in Table 2 that highest mean percent (46.93) was observed those who think computer science require most instructional support from the IT organization for E-learning which was followed by (26.45) who think Medical science require most instructional support from the IT organization for E-learning and (12.59) are those who think Business studies require most instructional support from the IT organization for E-learning whereas, as minimum mean percentage (0.00) think other subject need support. Maximum mean percentage (23.07) for Science was found in district Anantnag followed Jammu (20.00) and Baramulla (18.75) however, rest of the districts showed significant difference with each other. Minimum (0.00) was observed for Doda, Kathua, Kishtwar, Poonch and Ramban. Maximum mean percentage (12.50) for Arts was found in district Baramulla followed Udhampur (11.11) and Anantnag (7.69) however, rest of the districts showed significant difference with each other. Minimum (0.00) was observed for Bandipora, Budgam, Doda, Ganderbal, Kathua, Kishtwar, Kulgam, Kupwara, Poonch, Ramban Reasi, Samba and Shopian. Maximum mean percentage (66.67) for Computer science was found in district Doda which was statistically at par with Ganderbal (66.66) followed Reasi (62.50) and Ramban (60.00) however, rest of the districts showed significant difference with each other. Minimum (0.00) was observed for Anantnag district. Maximum mean percentage (33.33) for Business studies was found in district Kishtwar followed Kathua (25.00) and Bandipora (22.22) however, rest of the districts showed

significant difference with each other. Minimum (0.00) was observed for Doda, Ganderbal and Reasi. Maximum mean percentage (36.36) for Medical Science was found in district Kulgam followed by Kishtwar (33.34) and Bandipora (33.33) however, rest of the districts showed significant difference with each other. Minimum (0.00) was observed for Ganderbal. Minimum (0.00) think that other subjects need the support.

It is evident from the data appended in Table 3 that highest mean percent (26.75) was observed in Neutral followed by Strongly Agree (21.37) and Agree (20.38) whereas, as minimum mean percentage (15.35) was recorded for Disagree. Maximum mean percentage (33.33) for strongly Agree was found in district Bandipora, Ganderbal and Udhampur which was statistically at par with Baramulla (31.25) followed by Anantnag (30.76) and Srinagar (27.77) rest of districts showed significant difference with each other. Minimum (0.00) was observed for Doda and Kishtwar. Maximum mean percentage (33.33) for Agree was found in district Doda, Kishtwar, Poonch followed by Kathua (25.00) and Reasi (25.00) rest of districts showed significant difference with each other. Minimum (0.00) was observed for Bandipora, Srinagar and Udhampur. Highest mean percent (37.50) for Neutral was recorded for district Reasi followed by Doda (33.33) and Kishtwar (33.33) however, rest of the districts showed significant difference with each other. Minimum (0.00) was observed for Poonch. Greatest mean percentage (33.33) for Disagree was found in district Doda, followed by Budgam (25.00) and Samba (22.22) however, rest of districts showed significant difference with each other. Minimum (0.00) was observed for Kathua and Kishtwar. Maximum mean percentage (33.33) for Strongly Agree was found in district Kishtwar followed by Kathua (25.00) and Bandipora (22.22) however, rest of districts showed significant difference with each other. Minimum (0.00) was observed for Doda and Ganderbal.

It is evident from the data appended in Table 4 that highest mean percent (95.02) was observed for those institution faculties which has mandatory to integrate technologies into instruction and getting no special consideration followed by those who give stipends to faculty (4.96). Minimum mean percentage (0.00) was recorded for rest of all. Minimum (0.00) was observed for release time for all the districts. Maximum mean percentage (20.00) for Stipends was found in district Jammu, followed by Baramulla (18.75) and Jammu (16.66) rest of districts showed significant difference with each other. Minimum (0.00) was observed for Anantnag, Bandipora, Budgam, Doda, Ganderbal, Kathua, Kishtwar, Kulgam, Kupwara, Poonch, Ramban, Reasi, Samba and Udhampur. Minimum (0.00) was observed for Special consideration for promotion or tenure for all the districts. Greatest mean percentage

(100) for Mandatory with no special consideration was found in district Anantnag, Bandipora, Budgam, Doda, Ganderbal, Kathua, Kishtwar, Kulgam, Kupwara, Poonch, Ramban, Reasi, Samba and Udhampur, followed by Shopian (85.71) and Rajouri (80.00) however, rest of districts showed significant difference with each other. Minimum (0.00) was observed for Jammu district. Minimum (0.00) was observed for other policies.

#### IV. Conclusions

E-Learning system specifically help in the evolution of the system to measure the institutional impact, especially in Jammu & Kashmir is still lacking for more contribution. It is clear from the results that E-Learning system has a positive impact on teacher at different institutes which include (i) it helped improve their job performance , (ii) assisted them to think through problems and (iii) allowed educational institutes to provide better and newer way of learning using the new educational technologies within educational process. Thus, with using of the E-Learning system provided by the institutes, faculty members can do their jobs well and those institutions who don't provide E-learning system must provide E-learning system for faculty members for the better performance of teaching. Therefore, faculty members and administration must be strongly urged to improve their skills in dealing with technologies such as E-Learning in order to do their jobs better and then enhance their performance.

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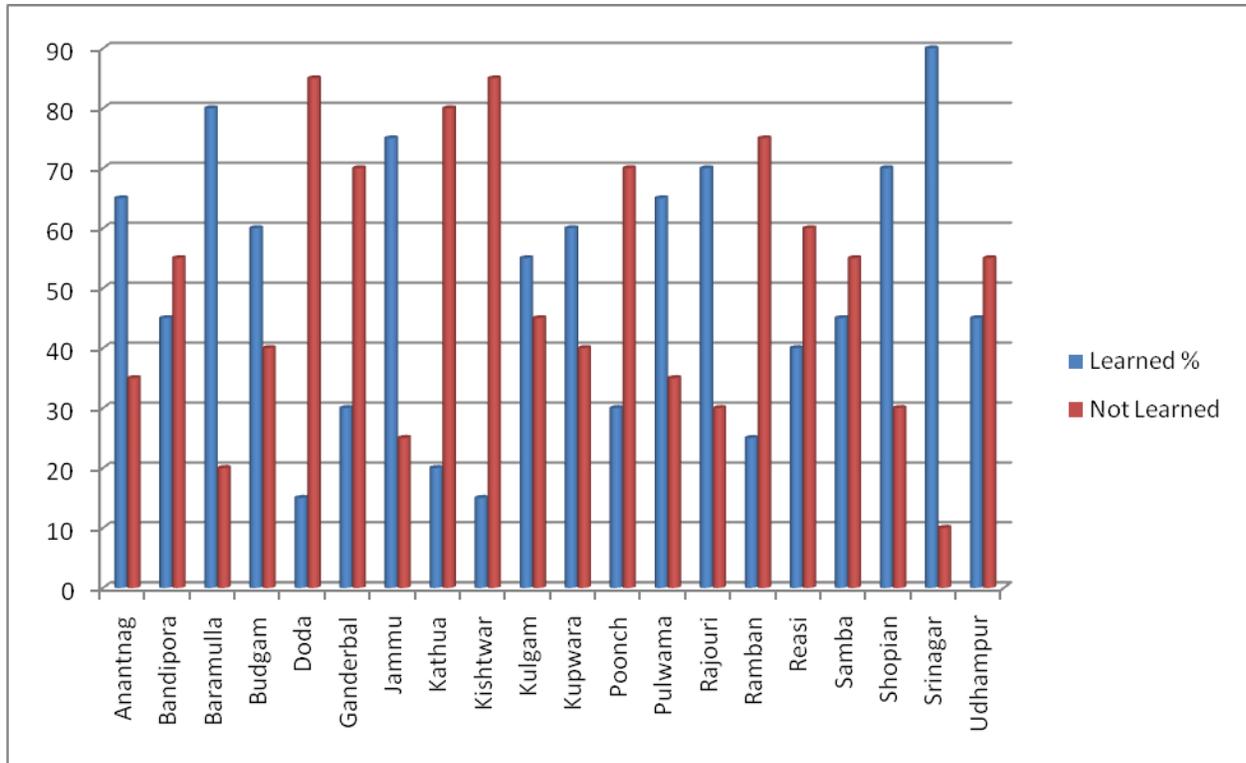


Fig 1: Percentage of learned, not learned recorded in different districts of Jammu & Kashmir.

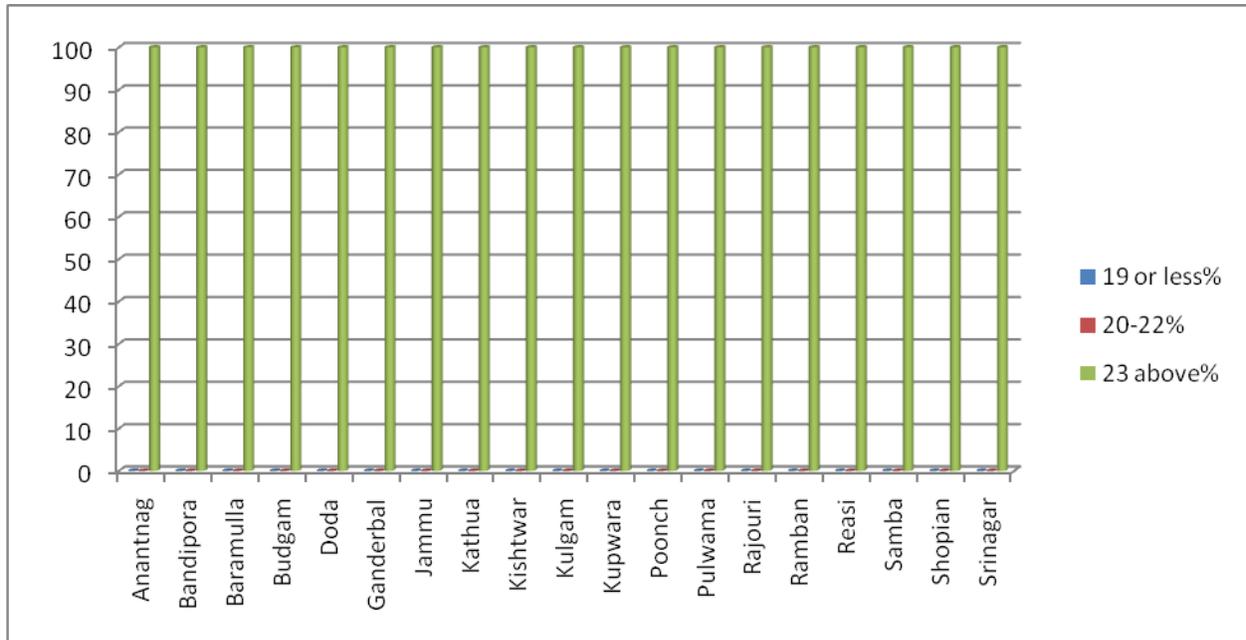


Fig 2: Percentage of different age group recorded in different districts of Jammu & Kashmir.

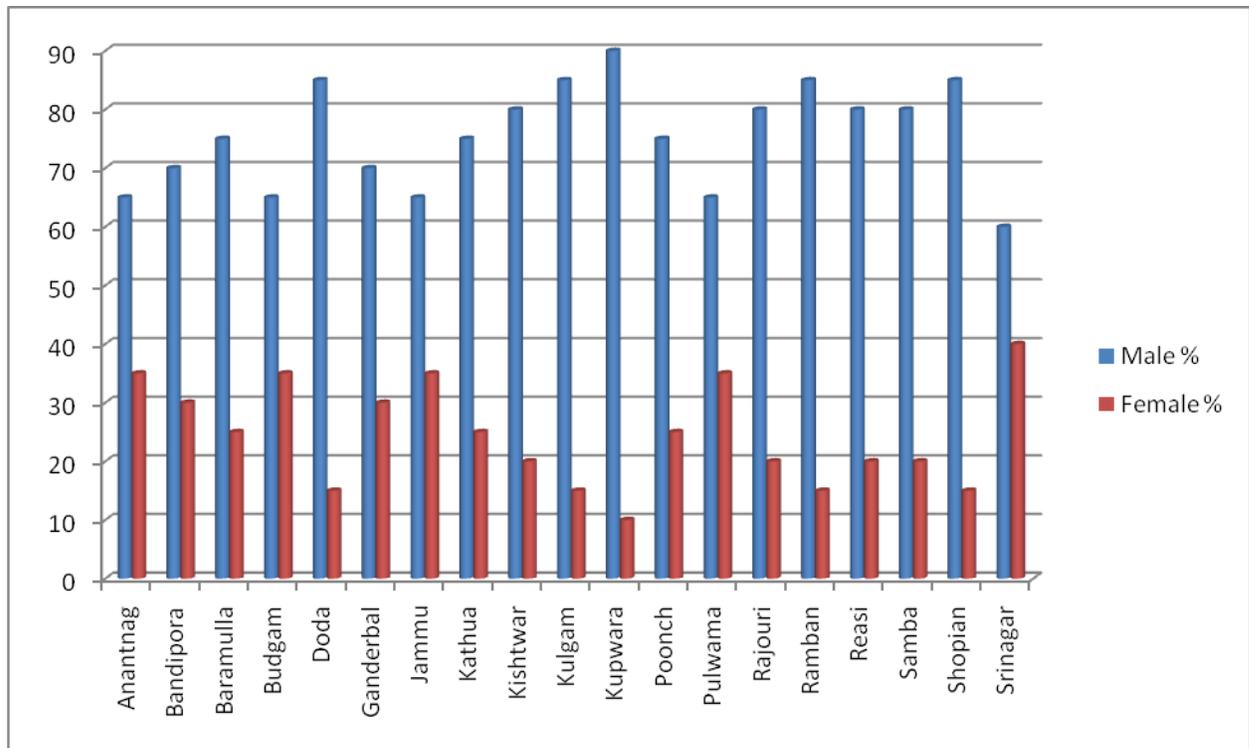


Fig. 3: Percentage of gender in different districts of Jammu & Kashmir.

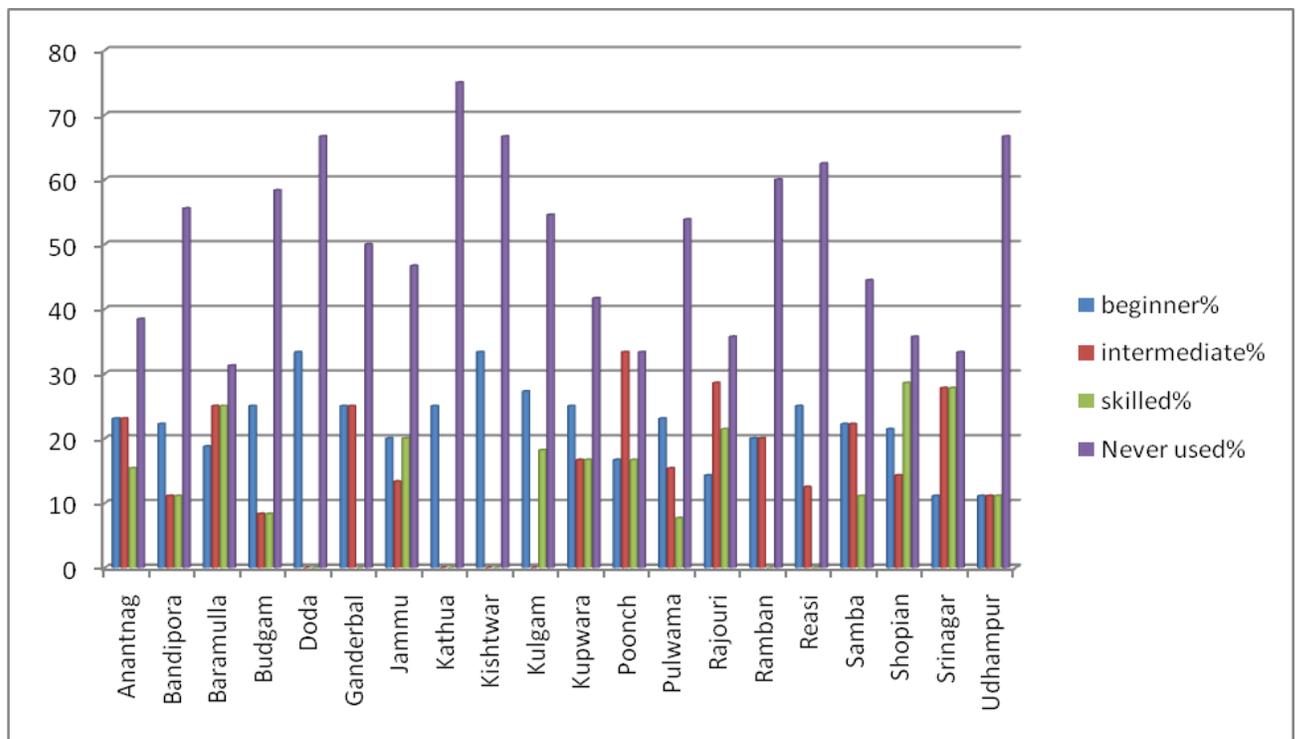


Fig. 4: Percentage of ICT skill in different districts of Jammu & Kashmir.

Table1: Distribution according to specialization in different districts of Jammu &amp; Kashmir.

District	Specialization Percent (%)				
	Computer	Commerce	Arts	Science	Other
Anantnag	20.00	15.00	25.00	20.00	20.00
Bandipora	20.00	20.00	20.00	25.00	15.00
Baramulla	25.00	15.00	20.00	20.00	20.00
Budgam	25.00	15.00	20.00	25.00	15.00
Doda	10.00	20.00	30.00	20.00	20.00
Ganderbal	15.00	20.00	25.00	20.00	20.00
Jammu	30.00	20.00	15.00	20.00	15.00
Kathua	15.00	20.00	25.00	20.00	20.00
Kishtwar	10.00	20.00	20.00	30.00	20.00
Kulgam	20.00	15.00	20.00	25.00	20.00
Kupwara	25.00	20.00	20.00	20.00	15.00
Poonch	20.00	20.00	20.00	25.00	15.00
Pulwama	25.00	15.00	25.00	15.00	20.00
Rajouri	30.00	10.00	20.00	25.00	15.00
Ramban	15.00	20.00	25.00	20.00	20.00
Reasi	25.00	15.00	20.00	20.00	20.00
Samba	20.00	15.00	25.00	25.00	15.00
Shopian	25.00	20.00	15.00	25.00	15.00
Srinagar	30.00	15.00	15.00	25.00	15.00
Udhampur	20.00	20.00	25.00	20.00	15.00
<b>Range</b>	20.00	10.00	15.00	15.00	5.00
<b>Mean</b>	21.25	17.50	21.50	22.25	17.50
<b>S.E. ±</b>	1.43	1.12	1.08	1.65	1.16
<b>C.D. 5%</b>	2.86	2.24	2.17	3.30	2.33
<b>Stand Dev.</b>	6.04	3.03	4.00	3.43	2.56
<b>Variance</b>	36.51	9.21	16.05	11.77	6.57
<b>Co-efficient of Variance</b>	28.43	17.34	18.63	15.42	14.65

Table 2: Identify the three academic areas that require the most instructional support from the IT organizational for E-learning (online distance learning) courses in any given academic period? in different districts of Jammu &amp; Kashmir.

District	Percent (%)					
	Science	Arts	Computer science	Business studies	Medical	Other
Anantnag	23.07	7.69	30.76	15.38	23.07	0.00
Bandipora	11.11	0.00	33.33	22.22	33.33	0.00
Baramulla	18.75	12.50	31.25	12.50	25.00	0.00
Budgam	16.66	0.00	41.66	8.33	33.33	0.00
Doda	0.00	0.00	66.67	0.00	33.33	0.00
Ganderbal	16.67	0.00	66.66	0.00	16.67	0.00
Jammu	20.00	6.67	40.00	6.67	26.66	0.00
Kathua	0.00	0.00	50.00	25.00	25.00	0.00
Kishtwar	0.00	0.00	33.33	33.33	33.34	0.00
Kulgam	9.09	0.00	36.36	18.19	36.36	0.00
Kupwara	16.67	0.00	41.66	16.67	25.00	0.00
Poonch	0.00	0.00	50.00	16.67	33.33	0.00
Pulwama	15.39	7.69	46.16	7.69	23.07	0.00
Rajouri	14.28	7.14	42.85	14.28	21.42	0.00
Ramban	0.00	0.00	60.00	20.00	20.00	0.00
Reasi	12.50	0.00	62.50	0.00	25.00	0.00
Samba	11.11	0.00	55.56	11.11	22.22	0.00
Shopian	14.28	0.00	50.00	7.14	28.57	0.00
Srinagar	11.11	5.56	55.55	5.56	22.22	0.00
Udhampur	11.11	11.11	44.45	11.11	22.22	0.00
<b>Mean</b>	<b>11.09</b>	<b>2.91</b>	<b>46.93</b>	<b>12.59</b>	<b>26.45</b>	<b>0.00</b>
<b>S.E. ±</b>	<b>0.72</b>	<b>0.38</b>	<b>2.01</b>	<b>0.75</b>	<b>1.47</b>	<b>0.00</b>
<b>C.D. 5%</b>	<b>1.44</b>	<b>0.76</b>	<b>4.03</b>	<b>1.50</b>	<b>2.94</b>	<b>0.00</b>
<b>Stand Dev.</b>	<b>7.37</b>	<b>4.31</b>	<b>11.43</b>	<b>8.71</b>	<b>5.55</b>	<b>0.00</b>
<b>Variance</b>	<b>54.45</b>	<b>18.63</b>	<b>130.79</b>	<b>75.96</b>	<b>30.89</b>	<b>0.00</b>
<b>Coefficient of Variation</b>	<b>66.54</b>	<b>147.93</b>	<b>24.36</b>	<b>69.21</b>	<b>21.00</b>	<b>0.00</b>

Table 3: To what do you agree with this statement “My institution encourages instructors to incorporate technology into instruction” in different districts of Jammu &amp; Kashmir.

District	Percent (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Anantnag	30.76	23.07	30.76	7.69	7.69
Bandipora	33.33	11.11	22.22	11.11	22.22
Baramulla	31.25	18.75	25.00	12.50	12.50
Budgam	16.67	16.67	25.00	25.00	16.67
Doda	0.00	33.33	33.33	33.33	0.00
Ganderbal	33.33	16.67	22.22	16.67	0.00
Jammu	26.67	13.33	20.00	20.00	20.00
Kathua	25.00	25.00	25.00	0.00	25.00
Kishtwar	0.00	33.33	33.33	0.00	33.33
Kulgam	18.18	18.18	27.27	18.18	18.18
Kupwara	25.00	16.67	33.33	8.33	16.67
Poonch	16.67	33.33	16.67	16.67	16.67
Pulwama	23.07	23.07	23.07	15.38	15.38
Rajouri	21.42	21.42	28.57	14.28	14.28
Ramban	20.00	20.00	20.00	20.00	20.00
Reasi	12.50	25.00	37.50	12.50	12.50
Samba	11.11	22.22	33.33	22.22	11.11
Shopian	21.42	14.28	28.57	14.28	21.42
Srinagar	27.77	11.11	27.77	16.67	16.67
Udhampur	33.33	11.11	22.22	22.22	11.11
<b>Mean</b>	<b>21.37</b>	<b>20.38</b>	<b>26.75</b>	<b>15.35</b>	<b>15.57</b>
<b>S.E. ±</b>	<b>1.15</b>	<b>0.69</b>	<b>1.70</b>	<b>0.66</b>	<b>0.76</b>
<b>C.D. 5%</b>	<b>2.30</b>	<b>1.38</b>	<b>3.41</b>	<b>1.33</b>	<b>1.52</b>
<b>Stand Dev.</b>	<b>9.91</b>	<b>7.10</b>	<b>5.57</b>	<b>7.89</b>	<b>7.74</b>
<b>Variance</b>	<b>98.24</b>	<b>50.44</b>	<b>31.04</b>	<b>62.26</b>	<b>60.05</b>
<b>Coefficient of Variation</b>	<b>46.37</b>	<b>34.84</b>	<b>20.82</b>	<b>51.40</b>	<b>49.77</b>

Table 4: How does your institution encourages instructors to integrate technologies into instruction in different districts of Jammu &amp; Kashmir.

District	Percent (%)				
	Release time	Stipends	Special consideration for promotions/ensure	Mandatory with no special consideration	Other policies
Anantnag	0.00	0.00	0.00	100.00	0.00
Bandipora	0.00	0.00	0.00	100.00	0.00
Baramulla	0.00	18.75	0.00	81.25	0.00
Budgam	0.00	0.00	0.00	100.00	0.00
Doda	0.00	0.00	0.00	100.00	0.00
Ganderbal	0.00	0.00	0.00	100.00	0.00
Jammu	0.00	20.00	0.00	80.00	0.00
Kathua	0.00	0.00	0.00	100.00	0.00
Kishtwar	0.00	0.00	0.00	100.00	0.00
Kulgam	0.00	0.00	0.00	100.00	0.00
Kupwara	0.00	0.00	0.00	100.00	0.00
Poonch	0.00	0.00	0.00	100.00	0.00
Pulwama	0.00	15.38	0.00	84.46	0.00
Rajouri	0.00	14.28	0.00	85.71	0.00
Ramban	0.00	0.00	0.00	100.00	0.00
Reasi	0.00	0.00	0.00	100.00	0.00
Samba	0.00	0.00	0.00	100.00	0.00
Shopian	0.00	14.28	0.00	85.72	0.00
Srinagar	0.00	16.66	0.00	83.34	0.00
Udhampur	0.00	0.00	0.00	100.00	0.00
<b>Mean</b>	<b>0.00</b>	<b>4.96</b>	<b>0.00</b>	<b>95.02</b>	<b>0.00</b>
<b>S.E. ±</b>	<b>0.00</b>	<b>0.48</b>	<b>0.00</b>	<b>2.86</b>	<b>0.00</b>
<b>C.D. 5%</b>	<b>0.00</b>	<b>0.97</b>	<b>0.00</b>	<b>5.72</b>	<b>0.00</b>
<b>Stand Dev.</b>	<b>0.00</b>	<b>7.88</b>	<b>0.00</b>	<b>7.89</b>	<b>0.00</b>
<b>Variance</b>	<b>0.00</b>	<b>62.10</b>	<b>0.00</b>	<b>62.29</b>	<b>0.00</b>
<b>Coefficient of Variation</b>	<b>0.00</b>	<b>158.64</b>	<b>0.00</b>	<b>8.30</b>	<b>0.00</b>