REPORT ON
5% SAMPLE CHECKING OF DISE DATA, 2006-07
(MANIPUR)

Submitted to:

The State Project Director,
Sarva Shiksha Abhiyan, Manipur

Submitted by:

Institute of Social Work and Research
Manipur

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(A. Surjakumar Singh)
Secretary, ISWAR

Abbreviations Used:

SSA	**-**	**Sarva Shiksha Abhiyan**
DISE	**-**	**District Information System for Education**
PES	**-**	**Post Enumeration Survey**
DCF	**-**	**Data Collection Format**
ISWAR	**-**	**Institute of Social Work and Research**
ST	**-**	**Scheduled Tribe**
SC	**-**	**Scheduled Caste**
OBC	**-**	**Other Backward Classes**
REMS	**-**	**Research Evaluation Monitoring and Supervision**
MIS	**-**	**Management Information System**
VEC	**-**	**Village Education Committee**
ZEO	**-**	**Zonal Education Officer**

List of the Tables

Contents

Introduction

Manipur, in spite of its economic backwardness and its alarming law and order situation, has been able to keep up with its counterparts in the North East, if not outshine them, when it comes to literacy. But literacy rate cannot be considered as an indicator for quality education and hence there is a constant need to gauge the quality both in terms of inputs made and its corresponding outcome.

The state is situated in the north-eastern side of India, bordering Maynmar on the east, Mizoram on the south, Assam in the west and Nagaland in the north. Manipur has an area of 22327 square kilometres and populated by 23.94 lakh people comprising of 10,95,634 male and 10,71,154 female as per the census report of 2001, out of which 568783 are children (boys – 288482 and girls – 280301), as per the report 2004-05 of SSA .Manipur is inhabited by people belonging to different castes and religion i.e. native religious commiunity (Sanamahi), Hindus, Islams, Christians, Budhishs etc. Now, the state has nine revenue districts, 4 in the valley and 5 in the hills. There are 33 tribes having their own dialect with Meitei-lon as the linguafranca.

The Modern System of Education (English) came into being in the form of a primary education centre in Manipur in the beginning of the 19th century, under the able guidance of Captain Gordon. Unfortunately, his sudden death left the new system in disarray. In 1872, Major General W.E. Nuthall opened a school at Imphal with English language as the medium of instruction. But it also failed to function properly due to the lack of local co-operation and encouragement. “In course of time , Maharaj Chandra Kriti gave his consent to Sir James Johnstone for establishing an English School in 1885 at Imphal. The school was later known as Johnstone Middle English School. Soon after, during 1893-95, four lower Primary Schools, three in Imphal and one in the hill area at Mao were opened.” (Courtesy: SSA Annual report).

The quality of education, since then, was going in the right direction. The quality of education has been deteriorating day by day, especially among the schools managed by the Department of Education, since about two and a half decades. The number of students who could make it through the high and higher secondary examinations is very disappointing and enrolment in these schools are decreasing, leading to the abolition of some of the schools. Parents/guardians who can afford the exorbitant fees are more than willing to get their children educated in the mushrooming private schools. Even today education in the private

institutions is a preferred form of education, at least from primary to higher secondary level, courtesy, the pathetic condition of the Government schools. Almost all school-going children of families below the poverty line have to seek refuge in these government schools out of compulsion rather than choice. In the backdrop of this education fiasco there was an urgent need to formulate a new policy to strengthen and improve the quality of education, especially for the sake of the deprived children whose parents/guardians are unable to meet the expenses of their education.

The Government of Manipur launched the centrally-sponsored-scheme, Sarva Shiksha Abhiyan (SSA), in 2004-05 with a new vision and mission, in all the 9 districts of Manipur. Sarva Shiksha Abhiyan in Manipur is a multifaceted programme, which seeks to ensure the enrolment of all children in the age group of 6 to 14 in schools or alternative schools, retaining them and ensuring comparable elementary quality education. SSA is conceived as an essential national programme to achieve Universalization of Elementary Education (UEE) by 2010 by creating a sustainable and decentralized educational planning and management system, and invoking community participation in the whole process of the programme. At present, the total number of schools enrolled in SSA is 3906 as of 2006-07. The district-wise allocations are: Bishnupur – 343, Chandel – 268, Churchanpur – 500, Imphal East – 590, Imphal West – 572, Senapati – 547, Tamelong – 267, Thoubal – 534 and Ukrul – 285.

In this 5% Sample Checking Survey 2006-07, we are attempting a comparative study of the DISE and the PES in Imphal East and Chandel districts of Manipur (Fig. 1). There are 855 schools in these two districts. The schools are in different categories of management like Department of Education, District Council, Tribal/Social Welfare, Mission, Association/Organisation's and Private/Individuals.

Unlike other states, the Lowermost Primary section in Manipur has been bisected into two i.e., Class I(A) and I(B) with class II being the other grade in the Lower Primary section. Primary school is classified as having classes up to V, Upper Primary up to VIII, High School up to class X and Higher Secondary up to class XII in the government schools. This classification is not followed strictly by the private schools and classifications are based on their administrative convenience.

A Resource Group represented by members of various Government Departments (Planning Department, Statistics Department & SSA) and College Lecturer took initiative for Monitoring and Supervision for programme implementation of the 5% Sample Checking of DISE Data, with the instruction from State Project Director, SSA.

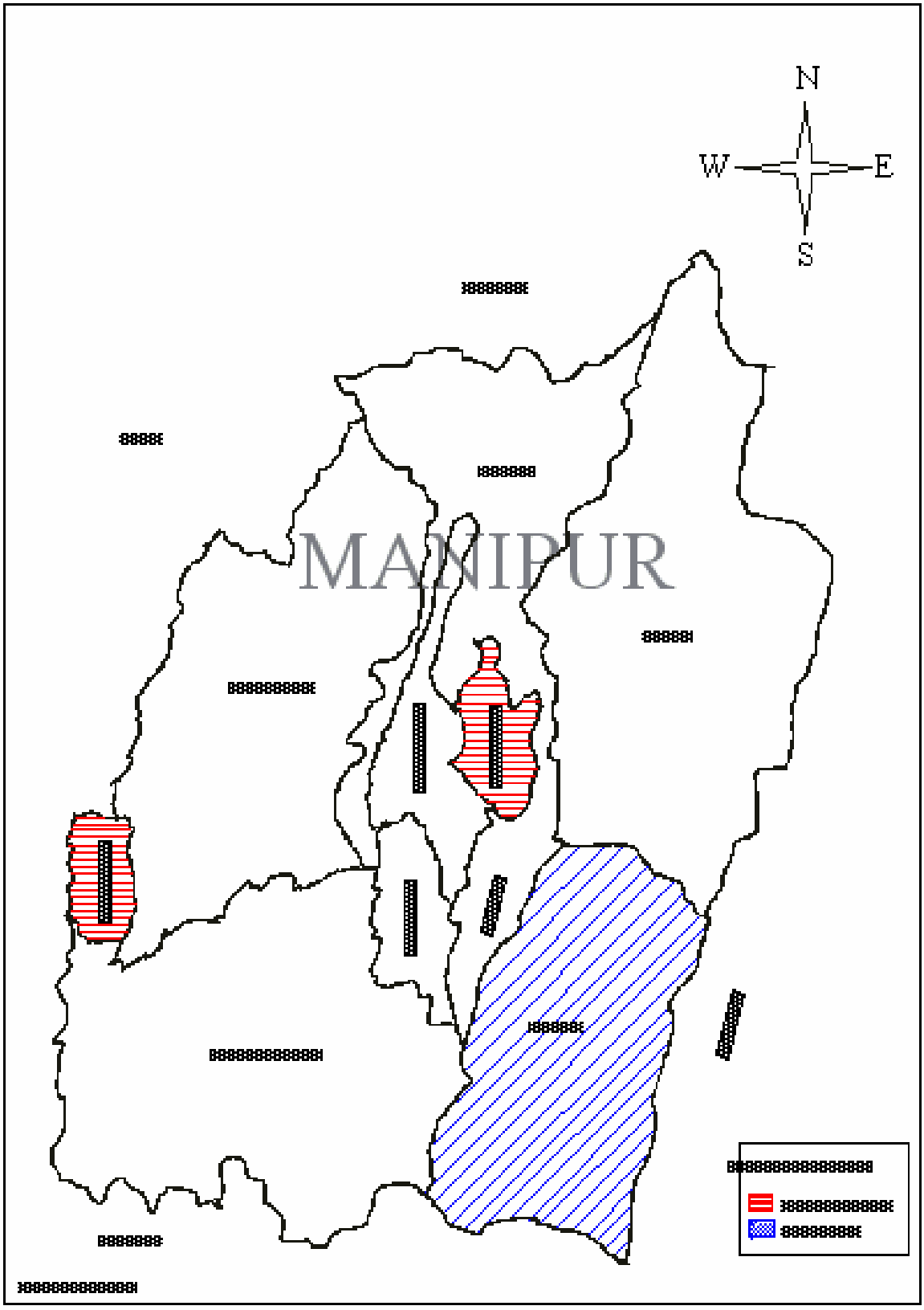

Fig. No. 1 (Location of Survey Area)

Objectives:

1. To check the DISE data accuracy
2. To identify challenges and needs for developing new strategy for quality education
3. To enhance the quality of education by feedback/suggestions based on the findings of the data and observation

Time Schedule :

Sl. No.	Particulars	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week
1	Developing methodology and preparation of survey	—					
2	Data Collection		—	—	—		
3	Data compilation and tabulation					—	
4	Data Analysis and Preparation of the Report					—	—

Methodology:

Scope of the Survey: This survey looks at discrepancies/deviations of the DISE data of 2006-07 in comparison with the PES data collected from Imphal East and Chandel districts and explores the present needs and challenges and provides feedback/suggestions for its improvement.

Research Design: Evaluation

Type of Research: Survey

Sample Design: In this survey non-probability sampling has been adopted by purposively choosing Imphal East and Chandel Districts, that have the highest and the lowest literacy rates, on the basis that the two districts so selected are typical and representative of the whole. 5% schools are then randomly selected from each blocks of Imphal East and Chandel districts. The main emphasis of the study is laid on the students of Classes I to VIII in the age group of 6 to 14 years of both gender. The data has been collected from Head Masters/Assistant Head Masters/Principals or their in-charge.

Sample Size: In this survey, the sample size is fixed at 5 percent of the total population of schools of each block in Imphal East and Chandel Districts of Manipur. 45 schools, from Imphal East and Chandel Districts have been selected—30 schools from three blocks of Imphal East and 15 schools from four blocks of Chandel.

Data Collection: The sources of data collection are both primary and secondary. Two methodologies have been adopted for the primary data collection namely i) PES questionnaire and ii) Investigator feedback schedule. The data/information collected through i) observation and ii) information gathering from the local people and students are also used in the analysis.

Techniques of Data Collection:

To collect the data the following standard techniques of the survey have been employed:

a. Use of Questionnaire to collect data from the schools
b. Direct and indirect observation during survey
c. Unstructured interview with local people and students
d. Discussion with the schools' employees (Head Master, Assistance Head Master, Principal, Teachers and Non-teaching staffs) on the present challenges and urgent needs of the school.

Data Analysis:

After systematic collection of the data from the schools, the schools are further categorised into five sections, namely i) Primary ii) Primary with Upper Primary iii) Primary with Upper Primary & Secondary/Higher Secondary iv) Upper Primary only and v) Upper Primary with Secondary or Higher Secondary and based on these categories and their associated information, the data analysis has been made through coding and tabulation. The data are further condensed into tables for further and easy analysis. After the tabulation - computation of various percentage, coefficients, variations, etc., are performed by applying well-defined statistical formulae. Simple deviations of data have been used as analytical tools and for all the comparable items, the overall deviation of data has been calculated as per the formula:-

$$\frac{(d_1 + d_2 + d_3 + ...+ d_n)}{(e_1 + e_2 + e_3 + ...+ e_n)} \times 100$$

where d_i $(1 \leq i \leq n)$ stands for deviation of items of DISE data from Post Enumeration Survey data ignoring ± signs and

e_i $(1 \leq i \leq n)$ denote items of Post Enumeration Survey data.

Limitations of the Study:

1. Some items were not found in the DISE data rendering these items incomparable with the findings of the PES data.
2. Unavailability of Headmasters/Principals on the first visits and revisits to be made for data collection.
3. Problem of data capturing due to poor maintenance/unavailability of school records (in some cases burnt by student activists and during ethnic conflicts).
4. Some schools were found closed during school hours.
5. Some private schools had refused to provide the requisite data of the PES since underground groups demand money based on the student strength.
6. Some schools were not found in the given addresses.
7. Some DISE data, pertaining to some schools, were not available in the DISE data but found in the PES and vise versa.
8. Time-consuming negotiation with insurgent groups to reach out to schools located in the interior parts of Chandel district.
9. Arduous and time-consuming journey due to bad road condition: A good number of roads are non-motorable especially in the hill areas.

10. Few of the schools were hard to find since the schools had shifted from its designated addresses.
11. In some villages, we were looked upon with antagonism since the schools in their villages were in pathetic conditions ranging from poor school building, no building, no proper functioning to no teachers.
12. Incomparable items:

    Data pertaining to some schools are unavailable either on the DISE data or PES, making those items incomparable.

    Some of the incomparable items are listed below:
    - Student Enrolment of last academic year
    - Enrolment and attendance details of children on the day of the survey
    - Grade wise examination details for the last academic year.
    - Pre-primary section attached to school
    - Total students in pre-primary
    - Primary with Lower Primary (State Define)
    - No. of instructional day in the last academic year
    - No. of academic inspections made during the last academic year
    - No. of posts sanctioned
    - No. of teachers in position
    - No. of blocks in schools

Ethical Issues:

1. Data and information have been collected with the consent of the respondent (Head Master/Assistant Head Master/Principal of the respective schools and local people)
2. Maintained objectivity and integrity during the whole process of the Survey
3. Preserved confidentiality
4. Acknowledged survey collaboration and assistance

Table 1

Comparison of PES Data with DISE Data on Category of Sample Schools

Sl. No.	School Category	Sample Size	Number reported under each category		
			PES	DISE	Deviation
1	**2**	**3**	**4**	**5**	**6**
1	Primary	30	30	30	0
2	Primary with Upper Primary	6	6	6	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	6	6	0
4	Upper Primary only	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	3	3	0
	Total	45	45	45	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis of Category of Schools: The table compares the DISE data with PES data on category of Sample Schools (Table 1) and no deviation was found. It may be mentioned here that the 'State Defined' category represented by Code 10 in the DISE data has been incorporated in the Primary category of schools to make the data comparable with the PES data as the questionnaire does not provide this option.

Table 2

Comparison of PES Data with DISE Data on Location of Sample Schools

Sl. No.	School Category	Sample Size	School Location					
			Rural			Urban		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	29	29	0	1	1	0
2	Primary with Upper Primary	6	6	6	0	0	0	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	4	4	0	2	2	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	3	3	0	0	0	0
	Total	45	42	42	0	3	3	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis of Location of Sample Schools: The table compares the DISE data with PES data on location of Sample Schools (Table 2) and no deviation was found. Even though location of some schools in the hilly district of Chandel had shifted from their original location, there is still no deviation since the new location falls under the same Location as defined in the questionnaire.

Table 3

Comparison of DISE data with PES data on Type of Schools

Sl. No.	School Category	Sample Size	Type of School								
			Boys			Girls			Co-education		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	1	1	0	0	0	0	29	29	0
2	Primary with Upper Primary	6	0	0	0	0	0	0	6	6	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	1	1	0	0	0	0	5	5	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	0	0	0	0	0	3	3	0
	Total	45	2	2	0	0	0	0	43	43	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis on Type of Schools: The table compares the DISE data with PES data on Type of Schools i.e., Boys, Girls or Co-educational (Table 3), and no deviation was found. It would not be out-of-place to mention here that in some villages, schools solely for Boys or Girls are found to be co-educational in nature due to lack of choice or absence of any other school in the village. The DISE data incorporated these facts therefore no deviation was found.

Table 4

Comparison of DISE Data with PES Data on Lowest Classes in Schools

Sl. No.	School Category	Sample Size	Lowest Classes								
			Lowest Class Ist			Lowest Class 3rd			Lowest Class 6th		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	28	28	0	2	2	0	0	0	0
2	Primary with Upper Primary	6	4	4	0	2	2	0	0	0	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	6	6	0	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	0	0	0	0	0	3	3	0
	Total	45	38	38	0	4	4	0	3	3	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis of Lowest Class in School: The table compares the DISE data with PES data on Lowest Class in School (Table 4) and no deviation was found.

Table 5

Comparison of DISE data with PES data on the Highest Classes in Schools

Sl. No.	School Category	Sample Size	Highest Classes								
			Highest Class II			Highest Class IV			Highest Class V		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	16	16	0	0	0	0	14	14	0
2	Primary with Upper Primary	6	0	0	0	0	0	0	0	0	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	0	0	0	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	0	0	0	0	0	0	0	0
	Total	45	16	16	0	0	0	0	14	14	0

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Table 5A

Sl. No.	School Category	Sample Size	Highest Classes								
			Highest Class VIII			Highest Class IX			Highest Class X		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	13	14	15	16	17	18	19	20	21
1	Primary	30	0	0	0	0	0	0	0	0	0
2	Primary with Upper Primary	6	6	6	0	0	0	0	0	0	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	0	0	0	0	0	0	6	6	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	0	0	0	0	0	3	3	0
	Total	45	6	6	0	0	0	0	9	9	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis on Highest Classes in Schools: The tables compare the DISE data with PES data on Highest Class in School (Table 5 & 5A) and no deviation was found.

Table 6

Comparison of DISE data with PES data on Management of Sample Schools

Sl. No.	School Category	Sample Size	School Management								
			Education Dept. (1)			Tribal Welfarre Dept. (2)			Local Body (3)		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	6	6	0	10	10	0	0	0	0
2	Primary with Upper Primary	6	3	3	0	0	0	0	0	0	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	1	1	0	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Sec. or Hr. Sec.	3	3	3	0	0	0	0	0	0	0
	Total	45	13	13	0	10	10	0	0	0	0

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Table 6A

Comparison of DISE data with PES data on Management of Sample Schools

Sl. No.	School Category	Sample Size	School Management					
			Private Aided (4)			Private Unaided (5)		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	11	11	0	3	3	0
2	Primary with Upper Primary	6	0	0	0	3	3	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	0	0	0	5	5	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Sec. or Hr. Sec.	3	0	0	0	0	0	0
	Total	45	11	11	0	11	11	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis on Management of Sample Schools: The tables compare the DISE data with PES data on Management of Sample Schools (Table 6 & 6A) and no deviation was found.

Table 7

Comparison of PES Data with DISE Data on Residence of Schools

Sl. No.	School Category	Sample Size	Residential			Non-residential		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	0	0	0	30	30	0
2	Primary with Upper Primary	6	0	0	0	6	6	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	1	1	0	5	5	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	0	0	3	3	0
	Total	45	1	1	0	44	44	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis on Residence of Schools: The table compares the DISE data with PES data on the Residential Status of Schools (Table 7) and no deviation was found.

Table 8

Comparison of DISE data with PES data on being part of Shift School

Sl. No.	School Category	Sample Size	Building used as part of shift school					
			Part of Shift School			Not Part of Shift School		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	0	0	0	30	30	0
2	Primary with Upper Primary	6	1	1	0	5	5	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	0	0	0	6	6	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	1	1	0	2	2	0
	Total	45	2	2	0	43	43	0

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	0
d) Percentage deviation of DISE data from PES data	0.00
e) Precision level of DISE data with relation to PES data	100

Analysis on being part of Shift School: The table compares the DISE data with PES data on the school being Part of Shift School (table 8) and no deviation was found.

Table 9

Comparison of DISE Data with PES Data on Sanctioned/In-position Teachers

Sl. No.	School Category	Sample Size	Number of Teachers					
			Sanctioned Strength			In Position		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	103	94	9	104	110	6
2	Primary with Upper Primary	6	70	44	26	102	76	26
3	Primary with Upper Primary & Secondary/Higher Secondary	6	67	62	5	66	62	4
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	17	26	9	14	23	9
	Total	45	257	226	49	286	271	45

a) Quantitative Value of items as per DISE data	497
b) Quantitative Value of items as per PES data	543
c) Quantitative Value of deviations ignoring ±	94
d) Percentage deviation of DISE data from PES data	17.31
e) Precision level of DISE data with relation to PES data	82.69

Analysis on Teachers In-Position & Sanctioned: The table compares the DISE data with PES data on the Sanctioned and In-position teachers in the Sample schools (Table 9) and a deviation of 17.31% has been recorded. The reasons for the deviation can be attributed to transfer of teachers to Sample schools managed by the Education Department, appointment of new teachers in Primary classes by the Village Education Committees, especially in Aided Schools, and filling up of vacant posts in private schools. Moreover, the respondents (Headmaster/Principal) are unaware of the number of posts sanctioned by the concerned department.

Table 10

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

Sl. No.	School Category	Sample Size	Status of School Building														
			Private			Rented			Government			Govt in Rent Free Bldg			No Building		
			PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
1	Primary	30	5	10	5	0	0	0	22	20	2	1	0	1	2	0	2
2	Primary with Upper Primary	6	2	3	1	0	0	0	4	3	1	0	0	0	0	0	0
3	Primary with Upper Primary & Sec./Higher Secondary	6	4	5	1	0	0	0	0	1	1	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	1	0	1	0	0	0	0	3	3	0	0	0	0	0	0
	Total	45	12	18	8	0	0	0	26	27	7	1	0	1	2	0	2

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	18
d) Percentage deviation of DISE data from PES data	40%
e) Precision level of DISE data with relation to PES data	60%

Analysis on Status of School Building: The table (Table 10) shows a deviation of 44.4% in the Private category of School Building. No rented building was used by any sample school. 25.9% deviation has been recorded in the Government category of School Building. 100% deviation has been recorded in the Government in Rent Free Building and No Building category of school building. There is 40% deviation in the DISE data from the PES data which was physically verified by our team.

Table 11

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

Sl. No.	School Category	Sample Size	Type of School Building											
			Pucca			Partially Pucca			Kuccha			No Building		
			PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**
1	Primary	30	4	-	4	13	-	13	11	-	11	2	-	2
2	Primary with Upper Primary	6	0	-	0	4	-	4	2	-	2	0	-	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	2	-	2	3	-	3	1	-	1	0	-	0
4	Upper Primary only	0	0	-	0	0	-	0	0	-	0	0	-	0
5	Upper Primary with Secondary or Hr. Sec.	3	2	-	2	1	-	1	0	-	0	0	-	0
	Total	45	8	0	8	21	0	21	14	0	14	2	0	2

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	45
d) Percentage deviation of DISE data from PES data	100%
e) Precision level of DISE data with relation to PES data	0%

Analysis on Type of School Building: The table compares the DISE data with PES data on Type of School Building (Table 11) and a deviation of 100% has been found, since the said data is not available in the DISE data.

Table 12

Comparison of DISE data with PES data on Number of Blocks in School

Sl. No.	School Category	Sample Size	Number of Blocks														
			One Block			Two Blocks			Three Blocks			Four Blocks			Five Blocks		
			PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Primary	30	12	-	12	9	-	9	3	-	3	3	-	3	3	-	3
2	Primary with Upper Primary	6	3	-	3	1	-	1	2	-	2	0	-	0	0	-	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	1	-	1	3	-	3	2	-	2	0	-	0	0	-	0
4	Upper Primary only	0	0	-	0	0	-	0	0	-	0	0	-	0	0	-	0
5	Upper Primary with Sec. or Hr. Sec.	3	0	-	0	1	-	1	2	-	2	0	-	0	0	-	0
	Total	45	16	0	16	14	0	14	9	0	9	3	0	3	3	0	3

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	45
d) Percentage deviation of DISE data from PES data	100%
e) Precision level of DISE data with relation to PES data	0%

Analysis on Number of Blocks in School: The table compares the DISE data with PES data on Number of Blocks in Schools (Table 12) and a 100% deviation has been recorded as the said data is unavailable in the DISE data.

Table 13
Comparison of PES Data with DISE Data on Condition of Class Rooms

Sl. No.	School Category	Sample Size	Condition of Class Rooms (No. of Rooms)								
			Good			Need Minor Repair			Need Major Repair		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	39	21	40	20	49	29	36	23	21
2	Primary with Upper Primary	6	14	14	0	11	20	9	16	3	13
3	Primary with Upper Primary & Secondary/Higher Secondary	6	38	88	50	0	11	11	13	10	3
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	12	7	5	2	14	12	0	0	0
	Total	45	103	130	95	33	94	61	65	36	37

a) Quantitative Value of items as per DISE data	260
b) Quantitative Value of items as per PES data	201
c) Quantitative Value of deviations ignoring ±	193
d) Percentage deviation of DISE data from PES data	77.31%
e) Precision level of DISE data with relation to PES data	22.69%

Analysis on Condition of Class Rooms: The table (Table 13) shows a high level of deviation in the Good category of classroom condition, with DISE data recording a higher number as compared to the PES data which is 73.1%. A good number of Good Condition classrooms in this category are contributed by Private Schools. The number of classrooms that need minor repair also shows a high deviation of 64.9%, with the DISE data recording a higher number than PES. PES data shows a higher number of classrooms that need Major Repair with a deviation of 56.9%. The schools that figures in this category are mostly managed by Education Department and Tribal/Social Welfare and includes very few Private Schools. The parts of the building that needs major repairing are mostly roof, wall and floor. Schools with fewer rooms face a big challenge in imparting education on a daily basis. The overall deviation in this table is 77.31%.

Table 14
Comparison of PES Data with DISE Data on Electricity in Schools

Sl. No.	School Category	Sample Size	Electricity Available			Electricity Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	2	2	0	28	28	0
2	Primary with Upper Primary	6	1	4	3	5	2	3
3	Primary with Upper Primary & Secondary/Higher Secondary	6	4	2	2	2	4	2
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	1	1	0	2	2	0
	Total	45	8	9	5	37	36	5

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	10
d) Percentage deviation of DISE data from PES data	22.22
e) Precision level of DISE data with relation to PES data	77.78

Analysis on Electricity in Schools: This table (Table 14) shows 22.22% deviation, with a 55.6% deviation in the number of schools where electricity is available and 13.5% deviation in the number of schools where electricity is not available. There is however not much deviation if the inter-category difference is ignored. The disparity in the haves and have-nots in this category is even more ironic where there are computers without provision for electricity. In some cases, inability to clear outstanding power bills led to disconnection. Out of the sample schools, only 21.6% have provision for electricity, most of which are private schools.

Table 15
Comparison of PES Data with DISE Data on Common Toilet

Sl. No.	School Category	Sample Size	Common Toilet Available			Common Toilet Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	12	16	4	18	14	4
2	Primary with Upper Primary	6	3	6	3	3	0	3
3	Primary with Upper Primary & Secondary/Higher Secondary	6	4	5	1	2	1	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	2	2	0	1	1	0
	Total	45	21	29	8	24	16	8

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	16
d) Percentage deviation of DISE data from PES data	35.56
e) Precision level of DISE data with relation to PES data	64.44

Analysis on Common Toilet: In this table (Table 15), the DISE data shows a higher number of schools with common toilets and a deviation of 27.6% has been recorded. The PES data records a higher number in the number of schools were there is no common toilet with a 33.33% deviation. It may be mentioned that those schools were there is no common toilet does not have a toilet at all. Unhygienic conditions prevailed in some schools where there is no toilet facility. The table shows an overall deviation of 35.56%.

Table 16
Comparison of PES Data with DISE Data on Separate Toilet Availability for Girls

Sl. No.	School Category	Sample Size	Separate Toilet Available for Girls			Separate Toilet not available for Girls		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	4	2	2	26	28	2
2	Primary with Upper Primary	6	1	3	2	5	3	2
3	Primary with Upper Primary & Secondary/Higher Secondary	6	2	4	2	4	2	2
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	1	1	0	2	2	0
	Total	45	8	10	6	37	35	6

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	12
d) Percentage deviation of DISE data from PES data	26.67
e) Precision level of DISE data with relation to PES data	73.33

Analysis on Separate Toilet Availability for Girls: There is a 60% deviation in the schools (Table 16), where separate toilet for girls is available, with PES recording a less number of such schools. However PES records a higher number (16.2%) in the number of schools where there is no separate toilet facility for girls, with a total deviation of 26.67%. Out of the total Sample Schools 95.6% is co-educational schools with the remaining 4.4% being boys schools. And out of the co-educational schools, 86% **do not** have separate toilet for girls. In few schools, we observed that boys and girls share the toilet in turn.

Table 17

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

Sl. No.	School Category	Sample Size	Condition of Boundary Wall								
			Pucca			Pucca but Broken			Barbed Wire Fencing		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	0	2	2	0	9	9	5	3	2
2	Primary with Upper Primary	6	0	2	2	1	3	2	1	1	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	1	3	2	0	1	1	2	2	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	1	1	0	0	0	0	1	1
	Total	45	1	8	7	1	13	12	8	7	3

Continued on next page...

Table 17A

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

Sl. No.	School Category	Sample Size	Condition of Boundary Wall								
			Heges			No Boundary Wall			Others		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	7	1	6	17	15	2	1	0	1
2	Primary with Upper Primary	6	0	0	0	4	0	4	0	0	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	0	0	0	2	0	2	1	0	1
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	0	0	2	1	1	1	0	1
	Total	45	7	1	6	25	16	9	3	0	3

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	40
d) Percentage deviation of DISE data from PES data	88.89
e) Precision level of DISE data with relation to PES data	11.11

Analysis on Boundary Wall of Schools: The data in these tables (Tables 17 & 17A) have high deviation ranging from 36% to 100%. It records 87.5%, 92.3%, 37.5%, 85.7%, 36% and 100% in Pucca, Pucca but Broken, Barbed Wire Fencing, Hedges, No Boundary Wall and the Others column respectively. The overall deviation is 88.89%.

Table 18
Comparison of PES Data with DISE Data on Source of Drinking Water for Schools

Sl. No.	School Category	Sample Size	Source of Drinking Water														
			Hand Pump			Well			Tap Water			Others			No Drinking Water		
			PES	DISE	Devn	PES	DISE	Devn.	PES	DISE	Devn.	PES	DISE	Devn.	PES	DISE	Devn.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	13	14	15
1	Primary	30	1	2	1	0	1	1	1	5	4	6	17	11	22	6	16
2	Primary with Upper Primary	6	0	0	0	0	0	0	0	2	2	0	3	3	6	1	5
3	Primary with Upper Primary & Secondary/Higher Secondary	6	2	0	2	1	0	1	1	3	2	2	0	2	0	1	1
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Sec. or Hr. Sec.	3	0	1	1	0	0	0	0	0	0	1	2	1	2	1	1
	Total	45	3	3	4	1	1	2	2	10	8	9	22	17	30	9	23

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	54
d) Percentage deviation of DISE data from PES data	83.33
e) Precision level of DISE data with relation to PES data	16.67

Analysis on Source of Drinking Water for Schools: In this table (Table 18), highest deviations are seen in the last three columns i.e., Tap Water, Others and No Drinking Water with 80%, 77.3% and 76.7% respectively, followed by Hand pump and Well with 75% and 50% respectively. The total deviation is 83.33%. Out of the 45 Sample Schools 66.7% schools do not have drinking water facility.

Table 19

Comparison of PES Data with DISE Data on Availability of Play Ground in Schools

Sl. No.	School Category	Sample Size	Availability of Play Ground			Non-availability of Playground		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	30	24	21	3	6	9	5
2	Primary with Upper Primary	6	5	5	0	1	1	0
3	Primary with Upper Primary & Secondary/Higher Secondary	6	4	5	1	2	1	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	1	2	1	2	1	1
	Total	45	34	33	5	11	12	7

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	12
d) Percentage deviation of DISE data from PES data	26.67
e) Precision level of DISE data with relation to PES data	73.33

Analysis on Availability of Play Ground in Schools: There is a marginal deviation in the number of schools with playground and those schools where there is no playground if the inter-category deviation is ignored (Table 19). However, there are 14.7% and 58.3% deviation in the available and non-available number of schools. The overall deviation of schools having playgrounds and those not having playgrounds is 26.67%.

Table 20
Comparison of PES Data with DISE Data on Availability of Computers in Schools

Sl. No.	School Category	Sample Size	Schools having Computer			Schools not having Computer			Total Computers available in working condition		
			PES	DISE	Devn.	PES	DISE	Devn.	PES	DISE	Devn.
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	1	1	0	29	29	0	2	2	0
2	Primary with Upper Primary	6	0	2	2	6	4	2	0	4	4
3	Primary with Upper Primary & Secondary/Higher Secondary	6	3	4	1	3	2	1	33	50	17
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	2	1	1	1	2	1	4	4	0
	Total	45	6	8	4	39	37	4	39	60	21

a) Quantitative Value of items as per DISE data	45
b) Quantitative Value of items as per PES data	45
c) Quantitative Value of deviations ignoring ±	8
d) Percentage deviation of DISE data from PES data	17.78
e) Precision level of DISE data with relation to PES data	82.22

Analysis on of Computers in Schools: The table (Table 20) shows a 50% deviation in schools Having Computer and a 10.3% deviation in the number of Schools not Having Computer. The deviation in the Total Number of Computers in Working Condition is 35% constituting a total deviation of 17.78%. The reason behind the deviation, or rather the lack of it, can be attributed to the law and order situation of the state, as the private school authorities are unwilling to provide the actual figures of computers in their respective schools out of fear of attracting extortion demands by revealing their assets. Most of the computers in working condition, reflected in the table, belongs to private institutions.

Table 21
Comparison of PES Data with DISE Data on Children Enrolment in the Present Academic Year 2007

Sl. No.	School Category	Sample Size	Total Enrolment			Scheduled Caste			Scheduled Tribe		
			PES	DISE	Devn.	PES	DISE	Devn.	PES	DISE	Devn.
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	1377	2401	1024	51	191	140	123	955	832
2	Primary with Upper Primary	6	660	1149	489	0	0	0	238	443	205
3	Primary with Upper Primary & Secondary/Higher Secondary	6	1014	2534	1520	0	0	0	627	1274	647
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	0	481	481	0	0	0	0	166	166
	Total	45	3051	6565	3514	51	191	140	988	2838	1850

a) Quantitative Value of items as per DISE data	9594
b) Quantitative Value of items as per PES data	4090
c) Quantitative Value of deviations ignoring ±	5504
d) Percentage deviation of DISE data from PES data	57.37
e) Precision level of DISE data with relation to PES data	42.63

Analysis on Children Enrolment in the Present Academic Year 2007: Enrolment in the present academic year 2007 (Table 21) shows a high deviation of 53.5%, 73.3% and 65.2% for Total Enrolment, Scheduled Caste and Scheduled Tribe respectively, with a total deviation of 57.37%. The reasons are, i) lack of positive response from Private Schools in respect to student enrolment as their contribution to underground outfits increases with the increase in the student strength ii) Poor documentation of student enrolment in most schools in the hilly areas and total absence of records in some schools.

Table 22
Comparison of PES Data with DISE Data on Examination Results of Grade V & VIII of the Academic Year 2005

Sl. No.	School Category	Sample Size	Enrolment at the end of the year			Appeared in the Examination			Passed in the Examination		
			PES	DISE	Devn.	PES	DISE	Devn.	PES	DISE	Devn.
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	30	84	92	8	81	82	1	74	82	8
2	Primary with Upper Primary	6	185	155	30	176	155	21	172	155	17
3	Primary with Upper Primary & Secondary/Higher Secondary	6	321	441	120	356	441	85	310	436	126
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	3	106	72	34	106	72	34	80	72	8
	Total	45	696	760	192	719	750	141	636	745	159

a) Quantitative Value of items as per DISE data	2255
b) Quantitative Value of items as per PES data	2051
c) Quantitative Value of deviations ignoring ±	492
d) Percentage deviation of DISE data from PES data	23.99
e) Precision level of DISE data with relation to PES data	76.01

Analysis on Examination Results of Grade V & VIII of the Academic Year 2005: The Examination Results of Grade V and VIII of the Academic Year 2005 (Table 22) shows a deviation of 25.3%, 18.8% and 21.3% in Enrolment at the end of the Year, Appeared in the Examination and Passed in the Examination respectively. It records an overall deviation of 23.99%. It may be noted that DISE data pertaining to the above three columns is unavailable for Chandel District and no entry has been made in respect to Primary and Lower Primary (State Defined) category of schools in the examination record of the previous academic year. Most schools in the hilly areas have poorly maintained examination records.

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

Table 23

Sl. No	Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation ignoring ± within Sub-items	Deviation	Precision
1	Category of schools	45	45	0.00	0.00	100.00
2	Location of Schools	45	45	0.00	0.00	100.00
3	Type of School	45	45	0.00	0.00	100.00
4	Lowest Class	45	45	0.00	0.00	100.00
5	Highest Class	45	45	0.00	0.00	100.00
6	Management of Schools	45	45	0.00	0.00	100.00
7	Residential Status of School	45	45	0.00	0.00	100.00
8	School being part of Shift School	45	45	0.00	0.00	100.00
9	Sanctioned/In-position Strength of Teachers	497	543	94.00	17.31	82.69
10	Status of School Building	45	45	18.00	40.00	60.00
11	Type of School Building	45	45	-	-	-
12	Number of Blocks in School	45	45	-	-	-
13	Condition of Classrooms	260	201	193.00	77.31	22.69
14	Availability of Electricity	45	45	10.00	22.22	77.78
15	Availability of Common Toilet	45	45	16.00	35.56	64.44
16	Availability of Separate Toilet for Girls	45	45	12.00	26.67	73.33
17	Boundary Wall of Schools	45	45	40.00	88.89	11.11
18	Source of Drinking Water	45	45	54.00	83.33	16.67
19	Availability of Playground	45	45	12.00	26.67	73.33
20	Availability of Computer	45	45	8.00	17.78	82.22
21	Enrolment in the Present Academic Year 2007	9594	4090	5504.00	57.37	42.63
22	Examination Results of Grave V and VIII 2005	2255	2051	492.00	23.99	76.01

Feedback

The findings of the questionnaire schedule of the feedback data had been analysed as per the available data of PES.

1. Majority of schools were found open on the first day visit which are 42 and remaining 3 schools were found closed on a working day. Out of the 42 schools open on the first visit, 11 schools did not open in time. Further, as per input from local resources, there is rampant irregularity in opening time of schools where most teaches are from far-flung areas. But this cases is not alien to Government Schools without exception. All the private schools were found to be regular as far as school opening time is concerned.
2. In case schools were not open on the first day, the survey team would meet the head of the school to collect data. It is mandatory for the survey team to be present at the school before the school begins.
3. At the first visit, some of the schools' PES data were not collected due to absence of the headmaster/principal of the school, school being closed, unavailable of concerned staffs to provide the information etc. Further, our survey team paid a number of revisits as according to the need and circumstances/location of the schools to gather PES data. The number of visits made to schools, due to absence of competent school authorities to provide data, can be categorised as (a) on the first visit - 66.67% (b) on the second visit - 24.44% and (c) on the 4^{th} visit - 8.89%.

4. Attributes pertaining to the Principal/Head Teacher towards the investigation:

Attributes	**Category of Response from the school**				
	Very Good	**Good**	**Average**	**Poor**	**Very Poor**
Initial reaction of the Principal/Head teacher	11	15	5	6	8
Response of the Principal/Head Teacher to provide information	5	13	7	9	11
Availability of records	4	5	11	20	5

It may be mentioned here that the columns of very good and good in the initial reaction of principal/Head teacher is highly populated with Govt schools. The columns of average, poor and very poor initial reaction has less in number in comparison to the columns of very good and good. Most private schools figures in these category. In this regard, researchers have observed that private schools are either not interested in providing information or they are indifferent since they do not see any benefit from the survey.

In the initial response of the principal/head teacher to provide information, the columns of average, poor and very poor are dominated by private schools since underground outfits demand financial support as per the student strength. Regarding the availability of records, the columns of average, poor and very poor are dominated by the Government schools that are managed by the Tribal/Social Welfare Department or Education Department. It is interesting to note that two schools of the Government Education Department maintained excellent records, in comparison with the rest of 43 schools, and the student strength in these schools were comparatively high. The schools are Poiroukhongjil Jr. High School under the Irilbung block and Lalpani High School under the Jiri block, both under Imphal East District. Lalpani High School is one of the model schools managed by the Education Department. The only school to have Parent Teacher Association for the welfare of the school and parents provide financial support for the development of school furniture and its maintenance.

5. Information pertaining to enrolment and details of pass percentage, could easily be had from 12 schools, out of which the majority are private schools. In 28 schools such information could not be found easily and absolutely no information could be found in 5 schools, since the schools documents were said to be burnt in the ethnic conflicts and the head of these Institutions were unwilling to share the information.
6. Nine schools provided enrolment and others details from a single register, 31 schools were unable to provide from a single register and 5 schools had absolutely no documents.
7. 25 schools were found to be properly maintaining the attendance registers, 18 schools did not and such registers did not existed in 2 (two) schools.
8. 12 schools maintained the year-end summary details of children for all grades, 31 schools poorly maintained these documents and absolutely no documents were found in two schools.

9. No Report Cards were available in all the schools since it was not distributed to the schools.
10. There were provision for Mid-day meal in 25 schools and no such provision was found in 20 schools, either due to the schools being private initiative or due to absence of primary student in the schools.
11. The quality of the food is average as per the report of the head teachers but the quality of the food could not be ascertained since the mid day meal provision were not released during the time of survey. Reports substantiated by the local people indicates that no mid-day meal is provided in some schools and some schools have not received the meals for the last 2 to 3 years.
12. The seating arrangement made for children in the school had been divided into four categories and the finding are; Very Good – 9, Good – 13, Average – 13 , and Bad – 6 . Largely, Private schools features in the very good and good categories, Government Schools in the average category. There were lack of furniture in some schools where the student enrolments are high. In the bad category, schools having only few students and no proper furniture, figures. In some Government schools, it was found that school employees and parents of the students chips in for the maintenance of furniture and school building.

Suggestions

1. Detailed addresses of the schools and their locations need to be maintained

2. To make the sample checking more effective and to reduce the gap between the DISE and PES data in the 5% sample checking survey in future, PES questionnaire schedule needs strengthening, by way of deletions and additions to make it comparable with DISE data. Static questions, the answers to which are unlikely to be changed in a few years, should be omitted, like the year of establishment of schools, qualification of headmasters, etc. Such data can easily be had from the ZEO's office.

3. Management of DISE data to make it comparable with the PES data needs more attention. It will save the data entry and tabulation time of 5% Sample checking survey to a great extent.

4. There is a need to improve the DISE data to avoid error/unavailability of DISE data.

5. Urgent need to strengthen the administrative model of Zonal Education Officers' office for more effective monitoring of schools.

6. Urgent need to regularise In-charge Head Master/Principal for proper functioning of the schools.

7. Renovation/repairing of school buildings are the need of the hour for smooth conduct of classes.

8. Authorities should see to it that construction of schools buildings are completed in the stipulated time.

9. Priority should be given to construction of toilets in those schools where there are no toilet facilities. Separate toilet for girls in co-educational schools should be made mandatory. It is a well-known fact that the absence of separate toilet for girls contributes to the number of dropouts among school-going girls.

10. Every school should have a boundary fencing.

11. Hygienic drinking water facility should be made available in all the schools.

12. Playgrounds should be repaired wherever necessary.

13. Electricity should be provided to those schools where computers have been installed, and to those schools where there is proposal to provide computers. Such schools should also be provided with adequate computer rooms.

14. The actual number of students of those schools availing mid-day meal should be verified before such provisions are made.

15. There is a need for timely release of mid day-meal and books.

16. Schools where student enrolments are high should be provided with adequate teaching staffs through transfer and posting from the overstaffed schools.
17. Teaching staffs transfer policy needs to be rationalised since there is a high discrepancy in the student-teacher ratio. Some schools are overstaffed with few students while some schools have a good number of students with very few teaching staffs.

18. Village Education Committee should be made functional and strengthened with modifications in the mode of functioning, wherever necessary.

Summary

1. The 5% Sample Checking Survey 2006-07 is an attempt to make a comparative study of DISE and the PES in Imphal East and Chandel districts of Manipur. In this survey 45 schools had been selected, 30 schools from Imphal East and 15 schools from Chandel district respectively.

2. No deviation has been found in the number of schools in each category when DISE and PES data are compared. It would be apt to mention here that the 'State Defined' category, represented by Code 10 in the DISE data, has been integrated into the Primary category of schools, to make the data comparable with the PES data, as the questionnaire does not provide this option.

3. The PES data on Location of Sample Schools, Type of Schools (i.e., Boys, Girls or Co-educational), Lowest Class in School, Highest Class in School, Management of Sample Schools, Residential Status of Schools, Part of Shift School, were also found to complement with DISE data.

4. While comparing the Sanctioned and In-position teachers in the Sample schools, a deviation of 17.31 percent has been established. The reasons for the deviation can be attributed to transfer of teachers to Sample schools managed by the Education Department, appointment of new teachers in Primary classes by the Village Education Committees (especially in Aided Schools) and filling up of vacant posts in private schools.

5. The PES data on the Status of School Buildings deviates from the DISE data by 44.4% in the Private category of School Buildings. 25.9% deviation has been recorded in the Government category of School Buildings. 100% deviation has been recorded in the Government in Rent Free Building and No Building category of school building. There is a 40% deviation in the DISE data from the PES data.

6. The comparison between DISE data and PES data on Type of School Building found a deviation of 100%, since the said data is not available in the DISE data.

7. Since the Number of Blocks in Schools have not been entered in the DISE data in line with the PES data, the two data are incomparable and hence yields a 100% deviation.

8. A high deviation (73.1%) is observed while comparing the PES data with DISE data in the Good Category of Classroom Condition, with DISE data recording a higher number as compared to the PES. A good number of Good Condition Classrooms in this category is contributed by Private Schools. The number of classrooms that need minor repair also shows a high deviation of 64.9% with the DISE data recording a higher number than PES. PES data shows a higher number of classrooms that need Major Repair and yields a deviation of 56.9%. The schools that figures in this category are mostly managed by Education Department and Tribal/Social Welfare and a very few Private Schools figures in this category. The parts of the building that needs major repairing are mostly roof, wall and floor. Schools with fewer rooms face a big challenge in imparting education on a daily basis. The overall deviation in this table is 77.31%.

9. The deviation of Electricity in Schools is 22.22% — 55.6% deviation in the number of schools where electricity is available and 13.5% deviation in the number of schools where electricity is not available. In some cases, inability to clear outstanding power bills leads to disconnection. Out of the sample schools, only 21.6% have provision for electricity, most of which are private schools.

10. There is a deviation of 35.56% while comparing the schools having and those not having common toilets. 27.6% deviation is shown in the common toilet available schools and those having no common toilets with a 33.33% deviation. It may be mentioned here that those schools where there is no common toilet does not have a toilet at all. Unhygienic conditions prevailed in schools where there is no toilet facility.

11. In the Separate Toilet Available for Girls comparison between PES and DISE, a deviation of 26.67% has been found. There is a 60% deviation while comparing the two in the number of schools having separate toilet for girls and 16.2% deviation in those not having separate toilet facility for girls. Out of the total Sample Schools, 95.6% is co-educational schools with the remaining 4.4% being boys schools. And out of the co-educational schools 86% do not have separate toilet for girls. In a few schools, we observed that boys and girls share the toilet in turn.

12. Data deviation of 88.89% has been found while comparing the Boundary Wall of the Schools. The sub-item deviations are 87.5%, 92.3%, 37.5%, 85.7%, 36% and 100% in Pucca, Pucca but Broken, Barbed Wire Fencing, Hedges, No Boundary Wall and the Others column, respectively.

13. 83.33% deviation was recorded while comparing the Source of Drinking Water for Schools. The highest deviations are seen in three categories i.e., Tap Water, Others and No Drinking Water with 80%, 77.3% and 76.7% respectively, followed by Hand pump and Well with 75% and 50% respectively. Out of the 45 Sample, 66.7% schools do not have drinking water facility.

14. There is a marginal deviation in the number of schools with playground and those schools where there is no playground if the inter-category deviation is ignored. However, there are 14.7% and 58.3% deviation in the available and non-available number of schools. The overall deviation of schools having playgrounds and those not having playgrounds is 26.67%.

15. Most schools in the Sample do not have computers and there is a 50% deviation in schools Having Computer and a 10.3% deviation in the number of Schools not Having Computer in the DISE and PES data. The deviation in the Total Number of Computers in Working Condition is 35% and an overall deviation of 17.78%. The reason for the deviation, or rather the lack of it, can be attributed to the law and order situation of the state, as the private school authorities are unwilling to provide the actual number of computers in their respective schools out of fear of attracting extortion demands by revealing their assets. Most of the computers in working condition, reflected in the table however belongs to private institutions.

16. Enrolment in the Present Academic Year 2007 shows a high deviation of 53.5%, 73.3% and 65.2% for Total Enrolment, Scheduled Caste and Scheduled Tribe respectively, reflecting a high total deviation of 57.37%. The reasons are, i) lack of positive response from Private Schools in respect to student enrolment as their contribution to underground outfits increases with the increase in the student strength ii) Poor documentation of student enrolment in most schools in the hilly areas and total absence of records in some schools.

17. The Examination Results of Grade V and VIII of the Academic Year 2005 shows a deviation of 25.3%, 18.8% and 21.3% in Enrolment at the End of the Year, Appeared in the Examination and Passed in the Examination respectively. It shows an overall deviation of 23.99%. It may be noted that DISE data pertaining to the above three columns is unavailable for Chandel District and no entry has been made in respect to Primary and Lower Primary (State Defined) category of schools in the examination record of the previous academic year. Most schools in the hilly areas have poorly maintained examination record.

Conclusion

A very inconsistent deviation ranging from 17.31 to 88.89% is the final verdict of the survey. There is a 100% precision level in 36.36% of the comparable items. The comparable items with 100% precision level are: Tables 1-8 (Category of Schools, Location of Schools, Type of School, Lowest Class, Highest Class, Management of Schools, Residential Status of Schools and School Being Part of Shift School). But before we jump to any conclusion it would be wise to track down the factor for such a high degree of inconsistency in deviation.

To begin with, the comparison has been made on the basis of 'Category of Schools' and the inter-category deviation has amplified the percentage deviation in all the comparable items, more than the actual deviation in the 'Total' of PES and DISE data (ignoring the inter-category deviation).

There are six items with deviations ranging from 17 to 27%, three items with deviations ranging from 35 to 58 and three items with deviations ranging from 77 to 89%.

In two items, DISE data pertaining to Type of School Building and Number of Block in School was found missing rendering the two items incomparable with the findings of the PES. Incomplete DISE data pertaining to Sanctioned/In-position Teachers and Examination Results also contributes to the deviation.

Deviations are also found to be more in cases where the respondent is required to make some degree of interpretation, such as the Condition of Classrooms, Status of the Boundary Wall of Schools or the Source of Drinking Water. Last but not the least, missing data in the DISE database, like enrolment data for some schools contributes chiefly to the deviation.

The role of ZEOs (District Project Officers) in making the whole exercise of the DISE data capturing is important and they should be made to take the front seat. Monitoring and supervision of the activities in the schools in their respective jurisdiction should be enhanced in order to provide accurate data. A transparent and pro-active system is needed for effective monitoring and evaluation of the schools, especially those in the interior parts of the state.

Reference

1. CR Kothari, 1999, Research Methodology: Methods & Techniques (Second Edition) - Wishwa Prakashan

2. Sophie Laws with Caroline Harper & Rachel Marcus, 2003, Research for Development: A Practical Guide - Vistaar Publications

3. List of Schools Provided by State Mission Authority, Sarva Shiksha Abhiyan, Manipur

4. DISE Data – 2006-07 Provided by State Mission Authority, Sarva Shiksha Abhiyan, Manipur

DISTRICT INFORMATION SYSTEM FOR EDUCATION

Five Percent Sample Check: Special DCF 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 (Indicate Code[#]) : ☐
   [#]Rural (1)/Urban (2)
4. DISE School Code : ☐☐☐☐☐☐☐☐☐☐☐

B. School Particulars

1. Name of the School : _____
2. Name of the Principal/Head Teacher Mr./Ms. _____
3. Educational qualification of the Principal: _____
4. Number of year working as Principal/Head Teacher in the present School: ☐☐
5. Total number of year of experience working as Principal/Head Teacher in the schools (Include experience as Principal/Head Teacher from earlier Schools ☐☐
6. Year of Establishment 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-educational (3)
9. Lowest Class in the school: ☐
10. Highest 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)/ Other (6)/ Unrecognized (8)

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

13. If yes: Type (Indicate Code [##]) ☐

[##] Ashram (Govt.)(1) / Non Ashram Type (Govt.) (2) / Private (3) / Others (4) Not applicable (5)

14. 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 Teachers in Position: ☐☐

Teacher Details	Primary		Upper Primary	
	Male	Female	Male	Female
No. of Teachers (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 Teachers Present on the day of Survey				

D. Facilities in School

1. Status of School Building: (Enter Code) ☐
   Private (1)/ Rented (2)/ Government (3)/ Government School in rent free building (4) / No Building (5)

2. Type of School Building: (Enter Code) ☐
   Pucca (1)/ Partially Pucca (2)/ Kuccha (3)/ Tent (4)/ No Building (5)

3. Number of Blocks in school: ☐☐

4. Condition of Classrooms and other rooms available in School: Please enter the number of rooms (classrooms/others room) with the given condition

Condition	No. of Classrooms	No. of Other Rooms	Remark if any
Good Condition			
Need Minor Repairs			
Need Major Repairs			
Unfit for 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)/ Others (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 students (2)/ No furniture- children sit on the 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																
Repeaters																
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	Enrolment on the Day of the Survey						Attendance 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 Enrolment 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																
Repeaters																
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 of 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 (Date) : ……./……./……

6. Was the school open on the second visit: (Yes = 1/ No = 2) : ☐

7. Number of visits made to the school to get information : _____

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

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

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					

1. Was the Principal /Head Teacher able to provide the information pertaining to enrolment and details of pass percentage easily? (Yes = 1/ No = 2): ☐

2. Was the Principal able to give the enrolment and other details from a single Register? (Yes = 1/ No = 2): ☐

3. Do the teachers in the school fill-up the attendance register properly? (Yes = 1/ No = 2): ☐

4. Does the principal have the year end summery details of Children for all grades available with him? (Yes = 1/ No = 2): ☐

5. Was the School Report Card available in the School? (Yes = 1/ No = 2): ☐

6.Are the attendance registers properly maintained and kept in the Almirahs?

(Yes = 1/ No = 2): ☐

7. Do the Teachers in the school come on time? (Yes = 1/ No = 2): ☐

8. Was the School having a photo copy of filled in DISE DCF? (Yes = 1/ No = 2): ☐

9. Did the investigator face any problem in getting the required information from the School? (Yes = 1/ No = 2): ☐

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

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

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

11. Is there a provision of Mid-day meal in the School? (Yes = 1/ No = 2): ☐

12. How is the quality of food being served to the children in the Mid-Day Meal Scheme?
(Please write your comments below)
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……
……..

13. What is the seating arrangement made for children in the school?
(Please write your comments below)
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