

# REPORT ON 5% SAMPLE CHECKING DISE DATA 2008-09 MANIPUR



Conducted :  
Institute of Social

**REPORT ON  
5% SAMPLE CHECKING OF DISE DATA, 2008-09  
(MANIPUR)**

Submitted to:  
*The State Project Director,  
Sarva Shiksha Abhiyan (SSA), Manipur*

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## ACKNOWLEDGEMENT

The 5% Sample Survey Checking of DISE Data of 2008–09 has been completed with the kind cooperation and support from various sections which are associated with the survey. In fact, this report would not be possible without the great help from the Authorities of SSA State Mission Authority, Manipur.

First of all, I would like to thank the State Functionaries of Sarva Siksha Abhiyan, Manipur with a special thanks to the State Project Director, Dr. Prem Singh, Addl. State Project Director, N. Praveen Singh, State Coordinator, REMS, T. Binodini, and technical staffs, R.K. Joybi Singh, Th. Siddharta Singh, Ch. Shantikumar Singh and N. Ibopishak Singh for their valuable and uncountable assistance and initiative during and after the data collection.

I further extend my sincere thanks to the members of the State Monitoring Team for 5% Sample Checking of DISE Data, namely Dr. Th. Munindro, Jt. Director, Planning Department, Dr. M. Chandra Singh, Lecturer, Imphal College, O. Sarat Singh, Asst. Director, Economics and Statistics, for their immense cooperation in the survey, in terms of sample selection, methodology development and partly for their valuable suggestions and comments on the finding of the survey.

I would also like to express my gratitude to Head Masters/Principals, Teachers, Village Head Men and local people of the two districts for extending their unconditional support in the smooth conduct of the data collection process, without which the field work would not have been possible.

I acknowledge my sincere thanks to my Research Team and other Field Investigators for their hard work and sincerity and a special thanks goes to Thaimai Nepolian, Research Assistant, and Sagolsem Motilal, Technical staff for their sincerity and hard work during the data collection, tabulation.

I again show a special gratitude to State Coordinator, REMS, T. Binodini of Sarva Siksha Abhiyan, Manipur and O. Biren Singh, Retd. Director, Department of Economics and Statistic Govt. of Manipur for their contribution in bringing out a quality report of the Survey.

Lastly, but not the least, I take pleasure in extending my sincere thanks to Harekrishna Mangsatabam presently in charge of State Project Director, SSA State Mission Authority for his valuable moral support during the data analysis.



( A. Surjakumar Singh )  
Secretary, ISWAR

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## Introduction

The state is situated in the north-eastern side of India, bordering Myanmar 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 21,66,788 people comprising of 10,95,634 male and 10,71,154 female, out of which 404640 are children in the age group of 6-14 (boys – 206844 and girls – 197796), as per the census report of 2001. Manipur is inhabited by people belonging to different community and religion i.e. native religious community (Sanamahi), Hindus, Muslims, Christians, Buddhists etc. Now, the state has nine revenue districts, 4 in the valley and 5 in the hills. There are 34 tribes having their own dialect with Meitei-lon as the lingua franca.

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 Kirti 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 2004-05).

In the state having 4071 (as per school list DE (S) 2005 -06) schools under the different management of schools, it can be comprised as (a) Education Department – 1882 schools, (b) District Council – 663, (c) Aided – 604 and (d) Unaided – 922. The school categories can also be comprised under the Lower Primary - 1084 schools, Primary -1478 schools, Upper Primary – 768 schools, Secondary (H/S) – 356 schools and Higher Secondary – 87 schools.

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 under 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 Ukhrul – 285.

The **Bishnupur** is one of the valley district having 2,08,368 population (Male – 104550 and Female – 103818) and literacy rate were male – 79.60% and female – 55.70% as per 2001 census report. The area of the district is 496 sq. kms, there are 2 number of blocks and 49 villages and 7 towns.

The **Senapati** is totally hill district having population 1,56,513 (Male – 80230 and Female – 76283) and literacy rate were male – 67.90% and female – 52.20% as per the census report of 2001. The area of the district is 3271 sq. kms, there are 6 blocks and 625 villages.

In this 5% Sample Checking Survey 2008-09, we are attempting a comparative study of the DISE and the PES in Bishnupur and Senapati districts of Manipur (Fig. 1). There are 890 schools in these two districts.

The schools are in different categories of management like Department of Education, District Council under the Tribal 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.

**Scope of the Survey:** This survey looks at discrepancies/deviations of the DISE data of 2008-09 in comparison with the PES data collected from Bishnupur and Senapati districts and explores the present needs and challenges and provides feedback/suggestions for its improvement.

**Research Design:** Evaluation

**Type of Research:** Survey

**Limitations of the Study:**

1. Unavailability of Headmasters/Principals on the first visits and revisits to be made for data collection.
2. During the data collection most of the schools were in summer vacation.
3. Poor maintenance of schools' documents.
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. Arduous and time-consuming journey due to bad road condition: A good number of roads are non-motorable especially in the hill areas.
7. 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 lack of teachers.
8. 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:**

- 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

**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

**Abbreviations Used:**

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



Fig. 1 Location Map of the survey area

**Objectives:**

1. To check discrepancy in between DISE and PES Data through 5 percent sample schools of the Senapati and Bishnupur Districts of Manipur State.
2. To enhance the quality of education by feedback/suggestions based on the findings of the data and observation.

**Time Schedule :**

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

**Sample Design:**

In this survey non-probability sampling has been adopted by purposively choosing Bishnupur and Senapati Districts. 5% schools are then randomly selected from each blocks of Bishnupur and Senapati 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.

**Methodology:**

**Sample Size:** In this survey, the sample size is fixed at 5 percent of the total population of schools of each block in Bishnupur and Senapati Districts of Manipur. 47 schools, from Bishnupur and Senapati Districts have been selected—17 schools from two blocks of Bishnupur and 30 schools from six blocks of Senapati.

**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 analysis.

The analysis for the overall deviation of DISE and PES data as per the formula:-

$$\begin{aligned} \text{Average Deviation in percentage} &:= \left( \frac{1}{N} \sum d_i \right) \times 100 \\ &= \left( \frac{d_1 + d_2 + d_3 + d_4 + \dots + d_n}{e_1 + e_2 + e_3 + e_4 + \dots + e_n} \right) \times 100 \end{aligned}$$

where d = the modulus of deviations of PES characteristics from the corresponding characteristics of DISE.

e = the observations of various characteristics of the PES data.

i = 1,2,3,.....n ( ie i goes from 1 to n ).

N= (e<sub>1</sub> + e<sub>2</sub> + e<sub>3</sub> +.....+ e<sub>n</sub> ).

# Comparison of PES Data with DISE Data of Senapati District

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1	Lower Primary	10	10	10	0
2	Primary	4	4	4	0
3	Primary with Upper Primary	15	15	15	0
4	Upper Primary only	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0
	Total	30	30	30	0

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	10	10	10	0	0	0	0
2	Primary	4	4	4	0	0	0	0
3	Primary with Upper Primary	15	15	15	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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	Lower Primary	10	0	0	0	0	0	0	0	10	10	0
2	Primary	4	0	0	0	0	0	0	0	4	4	0
3	Primary with Upper Primary	15	1	1	0	0	0	0	0	14	14	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	0	1	1	0
	<b>Total</b>	<b>30</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>29</b>	<b>0</b>

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	0
c) Percentage deviation of DISE data from PES data	0

**Table 4**

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

Sl. No.	School Category	Sample Size	Lowest Classes									
			Lowest Class 1st			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	Lower Primary	10	10	10	0	0	0	0	0	0	0	0
2	Primary	4	4	4	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	15	15	15	0	0	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0	0	0	0	0
	<b>Total</b>	30	30	30	0	0	0	0	0	0	0	0

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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	Lower Primary	10	10	10	0	0	0	0	0	0	0	0
2	Primary	4	0	0	0	1	0	1	3	4	1	
3	Primary with Upper Primary	15	0	0	0	1	0	1	10	10	0	
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	0	0	0	
	<b>Total</b>	30	10	10	0	2		2	13	14	1	

Continued on next page...

**Table 5A**

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

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	Lower Primary	10	0	0	0	0	0	0	0	0	0	0
2	Primary	4	0	0	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	15	4	5	1	0	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	1	1	0	0
	<b>Total</b>	30	4	5	1	0	0	0	1	1	0	0

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	1
c) Percentage deviation of DISE data from PES data	3.33%

**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 Welfare Dept. (2)			Local Body (3)			
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
1	Lower Primary	10	7	7	0	0	0	0	0	0	0	0
2	Primary	4	0	0	0	4	4	0	0	0	0	0
3	Primary with Upper Primary	15	3	3	0	10	10	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0	0	0	0	0
	<b>Total</b>	30	11	11	0	14	14		0	0	0	0

Continued on next page...

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	10	3	3	0	0	0	0
2	Primary	4	0	0	0	0	0	0
3	Primary with Upper Primary	15	1	1	0	1	1	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0
	<b>Total</b>	30	4	4	0	1	1	0

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	10	0	0	0	10	10	0
2	Primary	4	0	0	0	4	4	0
3	Primary with Upper Primary	15	0	0	0	15	15	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	1	1	0
	<b>Total</b>	30	0	0	0	30	30	0

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	10	0	0	0	10	10	0
2	Primary	4	0	0	0	4	4	0
3	Primary with Upper Primary	15	2	0	2	13	15	2
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	1	1	0
	<b>Total</b>	30	2	0	2	28	30	2

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	4
c) Percentage deviation of DISE data from PES data	13.33%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	10	9	9	0	13	14	1
2	Primary	4	10	17	7	17	21	4
3	Primary with Upper Primary	15	37	37	0	71	72	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	22	22	0	22	22	0
	<b>Total</b>	30	78	85	7	123	129	6

a) Quantitative Value of items as per PES data	201
b) Quantitative Value of deviations ignoring -ve sign	13
c) Percentage deviation of DISE data from PES data	6.07%

**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	Lower Primary	10	2	3	1	0	0	0	8	6	2	0	1	1	0	0	0
2	Primary	4	0	0	0	0	0	0	4	4	0	0	0	0	0	0	0
3	Primary with Upper Primary	15	2	2	0	0	0	0	12	12	0	0	0	0	1	0	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 Secondary or Hr. Sec.	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
	<b>Total</b>	30	4	5	1	0	0	0	25	23	2	0	1	1	1	0	1

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	4
c) Percentage deviation of DISE data from PES data	13.33%

**Table 11**  
**Comparison of DISE Data with PES Data on Type of School Building**

Sl. No.	School Category	Sam ple Size	Type of School Building											
			Pucca			Partially Pucca			Kuccha			No Building		
			PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn	PES	DISE	Devn
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
1	Lower Primary	10	5	3	2	2	1	1	3	6	3	0	0	0
2	Primary	4	2	1	1	1	1	0	1	2	1	0	0	0
3	Primary with Upper Primary	15	4	5	1	7	6	1	3	6	3	1	0	1
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	0	1	0	1	1	0	0	0	0	0	0
	<b>Total</b>	<b>30</b>	<b>12</b>	<b>9</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>3</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>1</b>

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	16
c) Percentage deviation of DISE data from PES data	53.34%

**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	Lower Primary	10	9	9	0	0	0	0	1	1	0	0	0	0	0	0	0	0
2	Primary	4	3	3	0	1	1	0	0	0	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	15	13	11	2	1	3	2	1	1	0	0	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	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	30	26	24	2	2	4	2	2	2	0	0	0	0	0	0	0	0

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	4
c) Percentage deviation of DISE data from PES data	13.33%

**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	Lower Primary	10	15	9	6	4	2	2	0	18	18
2	Primary	4	10	7	7	0	4	4	0	8	8
3	Primary with Upper Primary	15	29	17	12	27	27	0	16	33	17
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	10	0	10	0	6	6	0	0	0
	<b>Total</b>	30	64	33	35	31	39	12	16	59	43

b) Quantitative Value of items as per PES data	111
c) Quantitative Value of deviations ignoring -ve sign	90
d) Percentage deviation of DISE data from PES data	68.70%

**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	Lower Primary	10	0	0	0	10	10	0
2	Primary	4	1	0	1	3	4	1
3	Primary with Upper Primary	15	3	2	1	12	13	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	30	5	3	2	25	27	2

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	4
c) Percentage deviation of DISE data from PES data	13.33%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	10	3	5	2	7	5	2
2	Primary	4	1	2	1	3	2	1
3	Primary with Upper Primary	15	5	8	3	10	7	3
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	30	10	16	6	20	14	6

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	12
c) Percentage deviation of DISE data from PES data	40.00%

**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	Lower Primary	10	0	0	0	10	10	0
2	Primary	4	1	0	1	3	4	1
3	Primary with Upper Primary	15	1	0	1	14	15	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	1	1	0
	<b>Total</b>	30	2	0	2	28	30	2

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	4
c) Percentage deviation of DISE data from PES data	13.33%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1	Lower Primary	10	0	0	0	2	1	1	0	0	0
2	Primary	4	0	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	15	0	0	0	0	0	0	1	1	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	0	1	1
	<b>Total</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>

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**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	Lower Primary	10	0	0	0	8	9	1	0	0	0
2	Primary	4	0	0	0	3	4	1	1	0	1
3	Primary with Upper Primary	15	1	0	1	13	13	0	0	1	1
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	1	0	1	0	0	0
	<b>Total</b>	30	1	0	1	25	26	3	1	1	2

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	6
c) Percentage deviation of DISE data from PES data	20.00%

**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.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>14</b>	<b>15</b>
1	Lower Primary	10	0	0	0	0	2	2	9	2	7	0	1	1	1	5	4
2	Primary	4	0	0	0	0	1	1	2	0	2	1	1	0	1	2	1
3	Primary with Upper Primary	15	0	2	2	0	1	1	7	8	1	0	1	1	8	3	5
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.	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
	<b>Total</b>	<b>30</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>18</b>	<b>10</b>	<b>10</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>11</b>	<b>11</b>	<b>10</b>

	Total
a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring -ve sign	28
c) Percentage deviation of DISE data from PES data	93.33%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	10	6	6	0	4	4	0
2	Primary	4	1	1	0	3	3	0
3	Primary with Upper Primary	15	7	5	2	8	10	2
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	<b>30</b>	<b>15</b>	<b>13</b>	<b>2</b>	<b>15</b>	<b>17</b>	<b>2</b>

b) Quantitative Value of items as per PES data	30
c) Quantitative Value of deviations ignoring -ve sign	4
d) Percentage deviation of DISE data from PES data	13.33%

**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		
			PES	DISE	Devn.	PES	DISE	Devn.
1	2	3	4	5	6	7	8	9
1	Lower Primary	10	0	0	0	10	10	0
2	Primary	4	0	0	0	4	4	0
3	Primary with Upper Primary	15	2	1	1	13	14	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	30	3	2	1	27	28	1

a) Quantitative Value of items as per PES data	30
b) Quantitative Value of deviations ignoring –ve sign	2
c) Percentage deviation of DISE data from PES data	6.67%

**Table 21**

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

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	Lower Primary	10	357	707	350	88	0	88	249	352	103
2	Primary	4	228	734	506	0	0	0	228	708	480
3	Primary with Upper Primary	15	834	1563	729	0	0	0	786	1454	668
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	94	127	33	0	0	0	94	127	33
	<b>Total</b>	30	1513	3131	1618	88	0	88	1357	2641	1284

	Total Enrolment	Scheduled Caste	Scheduled Tribe	Total
a) Quantitative Value of items as per PES data	1513	88	1357	2958
b) Quantitative Value of deviations ignoring -ve sign	1618	88	1284	2990
d) Percentage deviation of DISE data from PES data	106.94%	100%	94.62%	101.08%

**Table 22**

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

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	Lower Primary	10	0	0	0	0	0	0	0	0	0
2	Primary	4	17	88	71	17	47	30	17	45	28
3	Primary with Upper Primary	15	127	135	8	125	110	15	122	106	16
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	23	51	28	20	25	5	19	10	9
	<b>Total</b>	30	167	274	107	162	182	50	158	161	53

	Enrolment at the end of the year	Appeared in the Examination	Passed in the Examination	Total
a) Quantitative Value of items as per PES data	167	162	158	487
b) Quantitative Value of deviations ignoring –ve sign	107	50	53	210
d) Percentage deviation of DISE data from PES data	64.07%	30.86%	33.54%	34.04%

**Table 23****Itemwise deviation of DISE Data from the PES in Senapati District.**

Sl. No.	Items	PES	Deviation ignoring -ve sign	Percentage Of Deviation
1	Category of schools	30	0	0.00
2	Location of Schools	30	0	0.00
3	Type of School	30	0	0.00
4	Lowest Class	30	0	0.00
5	Highest Class	30	1	33.33
6	Management of Schools	30	0	0.00
7	Residential Status of School	30	0	0.00
8	School being part of Shift School	30	4	13.33
9	Sanctioned/In-position Strength of Teachers	201	13	6.07
10	Status of School Building	30	5	16.67
11	Type of School Building	30	16	53.34
12	Number of Blocks in School	30	4	13.33
13	Condition of Classrooms	111	90	68.70
14	Availability of Electricity	30	4	13.33
15	Availability of Common Toilet	30	12	40.00
16	Availability of Separate Toilet for Girls	30	4	13.33
17	Boundary Wall of Schools	30	6	20.00
18	Source of Drinking Water	30	28	93.33
19	Availability of Playground	30	4	13.33
20	Availability of Computer	30	2	6.67
21	Enrolment in the Present Academic Year 2009	2958	2990	101.08
22	Examination Results of Grade V and VIII 2008	487	210	34.04

# Comparison of PES Data with DISE Data of the Bishnupur District

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1	Lower Primary	9	9	9	0
2	Primary	4	4	4	0
3	Primary with Upper Primary	3	3	3	0
4	Upper Primary only	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0
	Total	17	17	17	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	9	6	6	0	3	3	0
2	Primary	4	4	4	0	0	0	0
3	Primary with Upper Primary	3	1	1	0	2	2	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	17	12	12	0	5	5	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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	Lower Primary	9	0	0	0	0	0	0	0	9	9	0
2	Primary	4	0	0	0	0	0	0	0	4	4	0
3	Primary with Upper Primary	3	0	0	0	0	0	0	0	3	3	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	0	1	1	0
	<b>Total</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>17</b>	<b>0</b>

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**Table 4**

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

Sl. No.	School Category	Sample Size	Lowest Classes									
			Lowest Class 1st			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	Lower Primary	9	9	9	0	0	0	0	0	0	0	0
2	Primary	4	4	4	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	3	0	3	3	1	1	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	1	1	0	0	0	1	1	0	0
	<b>Total</b>	17	13	17	4	1	1	0	1	1	0	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring -ve sign	4
c) Percentage deviation of DISE data from PES data	23.53%

**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	Lower Primary	9	9	9	0	0	0	0	0	0	0	0
2	Primary	4	0	0	0	2	0	2	2	4	2	
3	Primary with Upper Primary	3	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.	1	0	0	0	0	0	0	0	0	0	
	<b>Total</b>	17	9	9	0	2	0	2	2	4	2	

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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	Lower Primary	9	0	0	0	0	0	0	0	0	0	0
2	Primary	4	0	0	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	3	0	0	0	0	0	0	3	3	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	1	1	0	0
	<b>Total</b>	17	0	0	0	0	0	0	4	4	0	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	4
c) Percentage deviation of DISE data from PES data	23.53%

**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 Welfare Dept. (2)			Local Body (3)			
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
1	Lower Primary	9	8	8	0	0	0	0	0	0	0	0
2	Primary	4	1	1	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	3	1	1	0	0	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0	0	0	0	0
	<b>Total</b>	17	12	12	0	0	0	0	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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	9	1	1	0	0	0	0
2	Primary	4	2	2	0	1	1	0
3	Primary with Upper Primary	3	0	0	0	2	2	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0
	<b>Total</b>	<b>17</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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	Lower Primary	9	0	0	0	9	9	0
2	Primary	4	0	0	0	4	4	0
3	Primary with Upper Primary	3	0	0	0	3	3	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	0	1	0	0	0
	<b>Total</b>	17	1	0	1	16	16	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	1
c) Percentage deviation of DISE data from PES data	5.88%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	9	0	0	0	9	9	0
2	Primary	4	0	0	0	4	4	0
3	Primary with Upper Primary	3	0	0	0	3	3	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	1	1	0
	<b>Total</b>	17	0	0	0	17	17	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring $\pm$	0
c) Percentage deviation of DISE data from PES data	0

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	9	20	20	0	14	14	0
2	Primary	4	25	25	0	17	19	2
3	Primary with Upper Primary	3	52	52	0	101	52	49
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	14	14	0	17	14	3
	<b>Total</b>	17	111	111	0	152	99	54

a) Quantitative Value of items as per PES data	263
b) Quantitative Value of deviations ignoring $\pm$	54
c) Percentage deviation of DISE data from PES data	25.71%

**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	Lower Primary	9	0	0	0	0	0	0	9	9	0	0	0	0	0	0	0	0
2	Primary	4	1	1	0	0	0	0	3	3	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	3	2	2	0	0	0	0	1	1	0	0	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	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
	<b>Total</b>	17	3	3	0	0	0	0	14	14	0	0	0	0	0	0	0	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring -ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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	Lower Primary	9	2	0	2	4	7	3	3	2	1	0	0	0
2	Primary	4	0	0	0	1	0	1	3	4	1	0	0	0
3	Primary with Upper Primary	3	2	2	0	1	1	0	0	0	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0		1	1		0	0	0	0	0	0
	<b>Total</b>	17	4	2	2	7	9	4	6	6	2	0	0	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring -ve sign	8
c) Percentage deviation of DISE data from PES data	47.06%

**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	Lower Primary	9	7	8	1	2	1	1	0	0	0	0	0	0	0	0	0	0
2	Primary	4	3	3	0	1	1	0	0	0	0	0	0	0	0	0	0	0
3	Primary with Upper Primary	3	1	1	0	0	0	0	1	2	1	0	0	0	1	0	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 Secondary or Hr. Sec.	1	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	
	<b>Total</b>	17	11	12	1	3	3	2	1	2	1	1	0	1	1	0	1	

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring -ve sign	6
c) Percentage deviation of DISE data from PES data	35.29%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1	Lower Primary	9	14	2	12	8	10	2	3	6	3
2	Primary	4	8	11	3	0	7	7	5	3	2
3	Primary with Upper Primary	3	59	45	14	12	3	9	8	8	0
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	13	5	8
	<b>Total</b>	17	81	58	29	20	20	18	29	22	13

a) Quantitative Value of items as per PES data	130
b) Quantitative Value of deviations ignoring –ve sign	60
c) Percentage deviation of DISE data from PES data	60%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	9	0	1	1	9	8	1
2	Primary	4	1	2	1	3	2	1
3	Primary with Upper Primary	3	3	3	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	17	5	7	2	12	10	2

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	4
c) Percentage deviation of DISE data from PES data	23.52%

**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	Lower Primary	9	2	1	1	7	8	1
2	Primary	4	2	2	0	2	2	0
3	Primary with Upper Primary	3	1	2	1	2	1	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	1	1	1	0	1
	<b>Total</b>	17	5	6	3	12	11	3

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring -ve sign	6
c) Percentage deviation of DISE data from PES data	35.29%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	9	0	0	0	9	9	0
2	Primary	4	0	0	0	4	4	0
3	Primary with Upper Primary	3	2	2	0	1	1	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	17	3	3	0	14	14	0

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	0
c) Percentage deviation of DISE data from PES data	0

**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	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
1	Lower Primary	9	0	0	0	0	0	0	0	3	0	3
2	Primary	4	0	0	0	0	1	1	0	0	0	0
3	Primary with Upper Primary	3	0	0	0	1	0	1	0	1	1	1
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	1	0	1	0	1	1	1
	<b>Total</b>	17	0	0	0	2	1	3	3	2	5	

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**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	Lower Primary	9	0	0	0	6	9	3	0	0	0
2	Primary	4	0	0	0	3	3	0	1	0	1
3	Primary with Upper Primary	3	0	0	0	2	1	1	0	1	1
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	0	0	0	0	0	0
	<b>Total</b>	17	0	0	0	11	13	4	1	1	2

b) Quantitative Value of items as per PES data	17
c) Quantitative Value of deviations ignoring –ve sign	14
d) Percentage deviation of DISE data from PES data	82.35%

**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	Lower Primary	9	0	0	0	0	0	0	0	2	2	0	2	2	9	5	4
2	Primary	4	0	1	1	0	0	0	0	0	0	0	0	0	4	3	1
3	Primary with Upper Primary	3	0	0	0	0	0	0	2	2	0	0	1	1	1	0	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 Secondary or Hr. Sec.	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
	<b>Total</b>	17	0	1	1	0	0	0	2	4	2	0	3	3	15	9	6

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	12
c) Percentage deviation of DISE data from PES data	70.59%

**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
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Lower Primary	9	2	2	0	7	7	0
2	Primary	4	3	4	1	1	0	1
3	Primary with Upper Primary	3	2	3	1	1	0	1
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	1	1	0	0	0	0
	<b>Total</b>	17	8	10	2	9	7	2

a) Quantitative Value of items as per PES data	17
b) Quantitative Value of deviations ignoring –ve sign	4
c) Percentage deviation of DISE data from PES data	23.53%

**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		
			PES	DISE	Devn.	PES	DISE	Devn.
1	2	3	4	5	6	7	8	9
1	Lower Primary	9	0	0	0	9	9	0
2	Primary	4	0	0	0	4	4	0
3	Primary with Upper Primary	3	3	3	0	0	0	0
4	Upper Primary only	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	0	0	0	1	1	0
	<b>Total</b>	17	3	3	0	14	14	0

b) Quantitative Value of items as per PES data	17
c) Quantitative Value of deviations ignoring –ve sign	0
d) Percentage deviation of DISE data from PES data	0

**Table 21****Comparison of PES Data with DISE Data on Children Enrolment in the Present Academic Year 2009**

Sl. No.	School Category	Sample Size	Total Enrolment			Scheduled Caste			Scheduled Tribe		
			PES	DISE	Devn.	PES	DISE	Devn.	PES	DISE	Devn.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1	Lower Primary	9	195	336	141	0	0	0	0	0	0
2	Primary	4	420	455	35	0	0	0	0	0	0
3	Primary with Upper Primary	3	2310	2663	353	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.	1	180	180	0	0	0	0	0	0	0
	<b>Total</b>	17	3105	3634	529	0	0	0	0	0	0

a) Quantitative Value of items as per PES data	3105
b) Quantitative Value of deviations ignoring -ve sign	529
c) Percentage deviation of DISE data from PES data	17.03%

**Table 22**

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

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	Lower Primary	9	0	0	0	0	0	0	0	0	0
2	Primary	4	46	75	29	46	75	29	43	68	25
3	Primary with Upper Primary	3	772	380	392	631	380	251	593	375	218
4	Upper Primary only	0	0	0	0	0	0	0	0	0	0
5	Upper Primary with Secondary or Hr. Sec.	1	65	65	0	63	63	2	61	63	2
	<b>Total</b>	17	883	520	421	738	518	282	697	506	245

	Enrolment at the end of the year	Appeared in the Examination	Passed in the Examination	Total
a) Quantitative Value of items as per PES data	883	738	697	2318
b) Quantitative Value of deviations ignoring –ve sign	421	282	245	948
c) Percentage deviation of DISE data from PES data	47.68%	38.21%	35.15%	40.90%

**Table 23**

**Item wise deviation of DISE Data from PES in Bishnupur District**

Sl. No.	Items	PES	Deviation ignoring -ve sign	Percentage of Deviation
1	Category of schools	17	0	0.00
2	Location of Schools	17	0	0.00
3	Type of School	17	0	0.00
4	Lowest Class	17	4	23.53
5	Highest Class	17	4	23.53
6	Management of Schools	17	0	0.00
7	Residential Status of School	17	1	5.88
8	School being part of Shift School	17	0	0.00
9	Sanctioned/In-position Strength of Teachers	263	54	25.71
10	Status of School Building	17	0	0.00
11	Type of School Building	17	8	47.06
12	Number of Blocks in School	17	6	35.29
13	Condition of Classrooms	130	60	60.00
14	Availability of Electricity	17	4	23.52
15	Availability of Common Toilet	17	6	35.29
16	Availability of Separate Toilet for Girls	17	0	0.00
17	Boundary Wall of Schools	17	14	82.35
18	Source of Drinking Water	17	12	70.59
19	Availability of Playground	17	4	23.53
20	Availability of Computer	17	0	0.00
21	Enrolment in the Present Academic Year 2009	3105	529	17.04
22	Examination Results of Grade V and VIII 2008	2318	948	40.90

## 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 31 and remaining 16 schools were found closed on a working day. Out of the 31 schools open on the first visit, 13 schools did not open in time. During the data collecting majority of the schools were found summer vacation. The schedule of the summer vacation under the discretion head master and teachers of the school. Further, as per input from local resources, there is rampant irregularity in opening time summer vacation of schools especially in the Tribal welfare and Dept. of Education. 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 – 65.96% (b) on the second visit - 23.40% and (c) on the 3rd visit – 10.46%.
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	12	19	7	5	4
Response of the Principal/Head Teacher to provide information	3	9	17	6	12
Availability of records	2	4	6	24	11

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.

In the initial response of the principal/head teacher to provide information, the columns of average, poor and very poor are dominated majority of the school. 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 beside this few school have found that only attendance student's register. Few of the school have found parent association, it is dominated by the private school.

5. Information pertaining to enrolment and details of pass percentage, could easily be had from 17 schools. In 30 schools such information could not be found easily and absolutely no information could be found in 9 schools, since the schools documents were misplaced of the previous years.
6. 12 schools provided enrolment and others details from a single register, 35 schools were unable to provide from a single register.
7. 29 schools were found to be properly maintaining the attendance registers, 14 schools did not maintained properly and such registers did not existed in 4 (two) schools.
8. 9 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 7 schools.
9. No Report Cards were available in all the schools except a Unaided Private school.
10. There were provision for Mid-day meal in 39 schools and no such provision was found in 8 schools, either due to the schools being private initiative.

Here is a comment from the private schools that many number of students under the below poverty line (BPL), they needs the same provision of the mid-day-meal.

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 in regular basis.

12. The seating arrangement made for children in the school had been divided into four categories and the finding are; Very Good – 11, Good – 13, Average – 17 , and Bad – 6 . Largely, Private schools features in the very good and good categories, Government Schools in the average category. Majority of the schools under the Education department and Tribal/Social welfare Department were found lack of furniture and condition of the schools building is becoming deteriorating. In the bad category, schools having only few students and no proper furniture, figures and no school building.

## Suggestions

1. There is need for updating school category.
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. Urgent need to strengthen and more functional the administrative model of Zonal Education Officers' office for more effective monitoring of schools in order to improve the quality of education in the state.
4. Prioritising is needed of schools renovation/construction and teaching strength to the high enrolment of student, no schools in the areas, needs of the village etc.
5. Urgent need to regularise In-charge Head Master/Principal for proper functioning of the schools and to fill up the deficiency teachers in schools. Proper transfer policy to adopted.
6. Authorities should see to it that construction of schools buildings are completed in the stipulated time.
7. 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.
8. Every school should have a boundary fencing.
9. Hygienic drinking water facility should be made available in all the schools.
10. Playgrounds should be repaired wherever necessary.

11. Electricity or other means of power 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.
12. The actual number of students of those schools availing mid-day meal should be verified before such provisions are made.
13. There is a need for timely release of mid day-meal and books.
14. Schools where student enrolments are high should be provided with adequate teaching staffs through transfer and posting from the overstaffed schools.
15. 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.
16. 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 2008-09 is an attempt to make a comparative study of DISE and the PES in Bishnupur and Senapati districts of Manipur. In this survey 47 schools had been selected, 30 schools from Senapati and 17 schools from Bishnupur district respectively.
2. No deviation has been found in the number of schools both Senapati and Bishnupur districts 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. No deviation has been found in Location of Schools and Type of Schools (i.e., Boys, Girls or Co-educational) in both the districts. Here, the name of the schools in the line list Lower Primary (L.P) schools either for Boys or Girls has been found as co-education.
4. Here is found deviation in Lowest Class by 23.53% in the Bishnupur whereas no deviation in the Senapati district. No enrolment of children in lowest class I has been found in 4 number of schools. Further, in case of highest class the deviation has been found in both the districts that 23.54% in Bishnupur and 13.33 in Senapati districts. There is no student enrolment in the highest class in 4 schools of each districts.
5. No deviation has been found in the Management of Schools in both the districts. But, there is found deviation 5.88% in Residential Status of Schools in Bishnupur district since there is upgradation of boarding in a private schools recently in the district whereas no deviation in Senapati district. Part of Shift School were also found no deviation in both the districts.
6. While comparing the Sanctioned and In-position teachers in the Sample schools, a deviation of 25.71% in Bishnupur and 6.07% in Senapati districts respectively.

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.

Here is found different issue in **Pombikhok** (DISE School no. 200102) Primary School. The people of the community and Head Master in-charge are solely taking initiative for survival of school. The head master in-charge is the only teaching staff in the school, so that Village Development Committee and Women Society of the village have provided one each male teacher from their own expenses.. Besides this, head master in-charge's son is also dedicating as a teacher in the school. But Village Development Committee and Women Society are not capable to support the said teachers in long run due to their financial condition. Now, they are very worried about the survival of the school. As per report of the head master in-charge, 5 numbers of female teachers were transferred in the school last some months back. Out of the 5 female teachers, only one teacher attended for some time and remaining teachers had never attended in the school. Further, came to know that those 5 teachers had been already transferred from the school.

7. The PES data on the Status of School Buildings deviates from the DISE data by 16.67% in the Lower Primary Schools of Senapati district whereas no deviation in the Bishnupur district.
8. The comparison between DISE data and PES data on Type of School Building found deviation of 47.06% in Bishnupur and 53.34% in Senapati districts respectively. And further, the Number of Blocks in Schools has been found deviation 21.28% of both districts. It can be seen in district wise division, 35.29% in Bishnupur and 13.33% in Senapati districts. The deviation in Type of School Building and Number of Block in School may be newly constructed schools building and break down due to poor condition of the schools building.
9. There has been found deviation of 60.00% in Bishnupur and 68.70% in Senapati districts is observed while comparing the PES data with DISE data on the condition of classroom. 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 with the DISE data recording a higher number than PES. PES data shows a higher number of classrooms that need Major Repair. The schools that figures in this category are mostly managed by Education Department and Tribal 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 64.94%.

Tumnoupokpi (DISE Code no. 104101) Upper Primary school is also taken initiative by the village authority in Senapati district. As per the report of the village chief, Tumnoupokpi is the only school in the village which is dominated by Naga ethnic group and surrounded by the Kuki ethnic group. The children of the village is endogamous and not willing to send them beyond the village for education. Since the inception of the school, there were no renovation/new construction from the Education Department. The school was repaired from time to time by the village authority due to the deteriorating physical condition of the school.

10. The deviation of Electricity in Schools is 17.02% of both the districts. 23.52% of deviation in Bishnupur and 13.33 deviation in Senapati districts. The reasons of deviation may be inability to clear outstanding power bills leads to disconnection.
11. There is a deviation of 38.30% while comparing the schools having and those not having common toilets of both the districts. 19.15% deviation is shown in the common toilet available schools and those having no common toilets with a 19.15% 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.
12. In the Separate Toilet Available for Girls comparison between PES and DISE, a deviation of 8.51%% has been found of the both the districts. Separate toilet has been found in a private school of Bishnupur and two schools of Senapati districts. But majority of the schools are co-education. Even there is found no separate toilet for teachers.
13. Data deviation of 46.81% has been found while comparing the Boundary Wall of the Schools of the districts. The deviation can be comprised, 82.35% in Bishnupur and 26.67% in senapati districts respectively. 90% no school boundary has been found in Senapati and 76.47% in Bishnupur districts respectively.
14. 85.11% deviation was recorded while comparing the Source of Drinking Water for Schools of the districts. The deviation has been found in Bishnupur is 70.59% and 93.33 in Senapati districts. 53.33% of the sample schools of Senapati has not been found available of drinking water and the available water are not in hygienic condition. In Bishnupur district, 88.24% are not available drinking water.

There has been found water tanks in some schools but the condition of the water tank are not in the condition of preserving drinking water and there is no source of drinking water to be preserved.

15. 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 17.02% of the districts. 23.53% deviation in Bishnupur and 13.33 in Senapati districts.
16. The deviation of Availability of Computer has been found 6.67% in Senapati district and no deviation in Bishnupur district. There is found deviation in the availability computer number in private schools since computer installation number is increasing as per the need of the schools.
17. Enrolment in the Present Academic Year 2009 shows a deviation of 17.04% deviation of Bishnupur and 101.08% of Senapati districts. DISE data is higher than PES data. The reasons are, i) Mid Day Meal ii) Adding more number of students in enrolment register since there is only few students. iii) lacking of supervision from the District Zonal Office.
18. The Examination Results of Grade V and VIII of the Academic Year 2008 shows a deviation of 40.90% in Bishnupur district and 34.048% in Senapati district. It may be noted some Primary schools does not have class IV and V due to no student enrolment in the schools.

## Conclusion

A very inconsistent deviation ranging from 2.13 to 85.11% is the final verdict of the survey. There is a 100% precision level in 8.51% of the comparable items. The comparable items with 100% precision level are: Tables 1-3 and 6 (Category of Schools, Location of Schools, Type of Schools and Management of Schools).

There are five items with deviations ranging from 2.13 to 8.51%, the comparable items are : Table no. 4, 7, 8, 16 and 20. Eight items with deviations ranging from 10.64 to 38.30%, the comparable items are : Table no. 5, 9, 10, 12, 14, 15, 19 and 21. And five items with deviations ranging from 42.55 to 85.11%, the comparable items are : Table no. 11, 13, 17, 18 and 22.

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.

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.

Majority of the Lower Primary and Primary schools under the Education Department and Tribal Welfare Department looks deteriorating with the evidence of present schools position in terms of infrastructure, enrolment of students, establishing new private schools near the schools and feed back from the villagers. This is the right time to keep a promise from the political side for a new Education Policy of the State. Executives and Officers of the Education Department to administer with sincerity and necessary action to save those deprive schools.

The quality of education has been deteriorating day by day, especially among the schools managed by the Department of Education and Tribal Welfare Department, since about two and a half decades. The majority of present physical condition of schools and furniture are not satisfactory and lacking of teachers were also found specially in the Education Department and Tribal Welfare Department. 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.

## 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 – 2008-09 Provided by State Mission Authority, Sarva Shiksha Abhiyan, Manipur

List of selected Schools in Senapati District

Sl. No	School Code	School Name	School Category	School Management
1	104101	TUMNOUPOKPI JR HIGH SCHOOL	Pry with UP	Dept of Edn
2	110201	SELSI UJB/S	Primary	Tribal/Social Welfare Dept
3	114701	PASPATI AIDED LP/S	UP only	Pvt. Aided
4	117001	TUJANG PART 2 LP/S	Primary	Dept of Edn
5	120302	KANGPOKPI HR. SEC SCHOOL	Pry with UP and Sec/HSec	Dept of Edn
6	200907	MT. SINAI SCHOOL	Pry with UP	Unrecognised
7	204401	KHUNKHO NAGA UJB/S	Primary	Tribal/Social Welfare Dept
8	207701	K. CHINGKHONG JR. H/S	Pry with UP	Dept of Edn
9	210601	VEITUM KHULLEN UJB/S	Primary	Tribal/Social Welfare Dept
10	212701	SINAM JONHOL UJB/S	Primary	Tribal/Social Welfare Dept
11	215401	G. PHALBUNG UJB/S	Primary	Tribal/Social Welfare Dept
12	218801	PHOIBIH UJB/S	Primary	Tribal/Social Welfare Dept
13	300201	LEISHIPHUNG LP/S	UP only	Pvt. Aided
14	302201	URANGPAT P/S	Primary	Pvt. Aided
15	306201	NEW BOLJANG LP/S	UP only	Pvt. Aided
16	307901	Y. LANGKHONG UJB/S	Primary	Tribal/Social Welfare Dept
17	312701	S. KHONNOMPHAI LP/S	UP only	Dept of Edn
18	314801	MOLJOL UJB/S	Primary	Tribal/Social Welfare Dept
19	318601	HAOKHONGCHING LP/S	UP only	Dept of Edn
20	320701	SOMREI UJB/S	Primary	Tribal/Social Welfare Dept
21	400102	TUNGJOY BOYS' P/S	Primary	Tribal/Social Welfare Dept
22	406501	LAI JR.H/S	Pry with UP	Dept of Edn
23	503901	KARONG BAZAR P/S	Primary	Tribal/Social Welfare Dept
24	506702	KHAMSOM LPS	UP only	Dept of Edn
25	509501	KAIBI UJB SCHOOL	Primary	Tribal/Social Welfare Dept
26	511601	MAKHAN KHUMAN UJBS	Primary	Tribal/Social Welfare Dept
27	515001	WILLONG KHUNOU LPS	UP only	Dept of Edn
28	517801	13 MILES LPS	UP only	Dept of Edn
29	601701	SIRONG UJB SCHOOL	Primary	Tribal/Social Welfare Dept
30	603001	THIWA SHONGDO LP SCHOOL	Primary	Dept of Edn

List of selected Schools in Bishnupur District

Sl. No.	School Code	School Name	School Category	School Management
1	100702	BISHNUPUR PUBLIC SCHOOL	Pry with UP and Sec/H. Sec	Pvt. Unaided
2	101701	GANGAPUR L.P.S	UP only	Dept of Edn
3	102404	LANGPOK NO. 2 L.P.S	UP only	Dept of Edn
4	102803	LEIMAPOKPAM PUBLIC H/S	UP with Sec/H. Sec	Dept of Edn
5	103303	LEIMARAM MAKHA L.P.S	UP only	Dept of Edn
6	103803	NGAIKHONG MAMANG L.P.S	UP only	Dept of Edn
7	104206	BETHEL ENGLISH H/S	Pry with UP and Sec/H. Sec	Pvt. Unaided
8	105103	MAIBAM KABUI L.P.S	UP only	Dept of Edn
9	107101	NINGTHOUKHONG MAMANG L.P.S]	UP only	Pvt. Aided
10	200102	POMBIKHOK P/S	Primary	Dept of Edn
11	200405	TERAKHONG MANING LEIKAI P/S	Primary	Pvt. Unaided
12	201002	NONGMAIKHONG GIRLS P/S	Primary	Pvt. Aided
13	201210	HEISNAM GIRLS L.P.S	UP only	Dept of Edn
14	201231	SAMUKOL GIRLS P/S	Primary	Pvt. Unaided
15	201805	MOIRANG SANDHONG L.P.S	UP only	Dept of Edn
16	202701	KANGJEIBUNG L.P.S	UP only	Dept of Edn
17	203401	MUKTA HIGH SCHOOL	Pry with UP and Sec/H. Sec	Dept of Edn

# 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<sup>#</sup>) :   
<sup>#</sup>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 <sup>@</sup>)   
<sup>@</sup>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)/ Hedges (4)/ No boundary wall (5)/ other (6)
10. Source of Drinking water facility in School: (Enter code)   
 Hand pump (1)/ Well (2)/ Tap Water (3)/ 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):

