

Sample Checking of DISE Data of 2010-11 In Madhya Pradesh

REPORT



Submitted to
The Commissioner
Rajya Shiksha Kendra
BHOPAL – 462001

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Acknowledgement

I, on behalf of the members of DISE project, take this opportunity to express my deepest sense of gratitude and heartfelt thanks to all the members of institutions and personnel who have assisted and contributed in the smooth conduct of this relevant and meaningful contribution in the field of educational research.

The present study of random sample checking of DISE Data of 2010-11 of Madhya Pradesh seeks to highlight the strengths and weaknesses of DISE data and the highlights for variations in the two sets of data, viz., DISE and Post Enumeration Survey (PES) using a structured schedule.

At the outset I am extremely grateful to Shri Manoj Jhalani IAS, Commissioner, Rajya Shiksha Kendra, Bhopal for instituting this study and extending financial support to carry out this fruitful academic endeavor in the State of Madhya Pradesh. It is also a pleasure to recall the motivation, support and co-operation provided by Shri Deepak Varma, State DISE In-charge, Rajya Shiksha Kendra, Bhopal. He too pains to extend all possible support for successfully conducting the PES exercise in four districts of Madhya Pradesh.

The dedicated work of my research team (Dr. Preeti Kathuria, Mr. G.K. Rathore and Mr. Ashok Yadav along with the Field Investigators) made it possible to complete the work within the stipulated time. I thank them all.

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(Dr. Sandeep Joshi)

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List of Abbreviations

ATD	Art Teacher Diploma
AWP&B	Annual Work Plan and Budget
B.Ed.	Bachelors in Education
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CASE	Centre of Advanced Study in Education
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
DCF	Data Capture Format
DISE	District Information System for Education
DPEP	District Primary Education Programme
GCPE	Gujarat Council of Primary Education
HSC	Higher secondary School Certificate
MDM	Mid Day Meal
MHRD	Ministry of Human Resource Development
MIS	Management Information System
No.	Number
NUEPA	National University of Educational Planning and Administration
OBC	Other Backward Classes
PES	Post Enumeration Survey
PTC	Primary Teachers Certificate
SC	Scheduled Caste
SSC	Secondary School Certificate
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UNICEF	United Nations International Children's Education Fund
UEE	Universalization of Elementary Education
UP	Upper Primary

Executive Summary

The value of better information as an essential tool for improving schools and raising student achievement is being recognized by the educators and policy makers. The data on school education, particularly relating to elementary education, has witnessed enormous growth and increasing diversification of sources during the last couple of decades. Sarva Shiksha Abhiyan (SSA) was launched in the year 2001 with the main objective to enroll all children in the age-group 6 to 14 years in school and provide them learning conditions to enable them to successfully complete the elementary education in eight years. To achieve the goal of SSA there is a need for correct and authentic data base at all levels of education particularly at primary and upper primary levels for better planning and formulating new education policies. It was felt by the educational planners, policy makers and implementing authorities to have easy access and availability of data in a user friendly manner. For this purpose, Educational Management and Information System (EMIS) for primary education was developed and introduced in the year 1994 to provide reliable and timely data to the implementers of District Primary Education Programme in the country.

A number of agencies are involved in the collection of information on educational variables. One such effort is DISE which is now operational in all the districts of the country and is providing vital information for policy formulation and preparation of district elementary education plans. For the smooth collection of data, MIS Units are operational at both the district and state levels and are equipped with necessary hardware and softwares. The DISE was started as a monitoring tool as part of DPEP initially to collect data on primary education from DPEP districts. It was later extended to cover elementary education in the entire country. The specially designed DCFs are used to collect data annually from school as unit. DISE collects data on several variables including those that are proposed to be monitored as part of DPEP and SSA. The responsibility to collect data and accuracy of data rests with the State Governments. The State Project office has Educational Management Information System (EMIS) unit which coordinates entire work. The data flow starts with the submission of duly filled up DCFs by the schools to CRC/BRCs who are

expected to check them for errors and on satisfaction they submit the same to block level office. The block level officers are expected to satisfy themselves with regard to the accuracy of data received and then send the same to the District MIS unit. Data entry takes place at the district level and data in soft form is submitted to the State. The State office collates data from all districts and submits to NUEPA through MHRD.

DISE is conceived as the backbone of an integrated educational management information system operating at the district, state and the national level. DISE covers all schools imparting education up to elementary stage. The system collects and computerizes detailed data on school location, management, teachers, school buildings and equipment, enrollment by gender and age, incentives and the number of disabled children in various grades.

Madhya Pradesh has one of the largest tribal populations in the country. Out of the 50 districts in the State, 19 are predominantly tribal. Eighty nine blocks (approx. 28 per cent) of the total 313 development blocks are tribal blocks. The State literacy rate presently is 64.11 per cent (Census 2001), which is close to the national literacy rate of 64.8 per cent. While the female literacy has considerably improved over the last decade, a great disparity persists in the literacy rates of males and females.

Objectives of Study

With the above background the present exercise of 5 per cent sample checking of DISE data was carried out in Madhya Pradesh with the following objectives:

- to study the process of data collection under DISE in the selected districts – Ujjain, Mandla, Burhanpur and Neemuch;
- to examine the quality of data;
- to validate the data collected for DISE by visiting the sampled schools;
- to report the outcomes of the sample checking of data.

Methodology of Study

In a study of quality check and sample analysis of DISE data and confirming the results there of, the methodology of the study needs to be accurate. Hence,

cautiously drawn sampling method has been emphasized in this study. This chapter provides brief description about methodology adopted for the study.

Sampling

For the purpose of the 5 per cent sample checking of data four districts of Madhya Pradesh, viz., Ujjain, Mandla, Burhanpur and Neemuch were selected by the Rajya Shiksha Kendra, Bhopal. All blocks of these districts have been covered and from each block 5 per cent Primary/Upper Primary schools have been selected randomly to collect the data for sample checking.

Districts and Blocks

Sr. No.	Blocks of Ujjain District	Blocks of Mandla District	Blocks of Burhanpur District	Blocks of Neemuch District
1	Ujjain	Mohagav	Burhanpur	Neemach
2	Khachraud	Mavai	Khaknar	Jawad
3	Mahidpur	Nainpur		Manasa
4	Ghattiya	Bichhiya		
5	Tarana	Ghughari		
6	Badnagar	Mandle		
7		Narayanganj		
8		Niwasganj		
9		Bijadandi		

Universe of Study

The locale of the study was the urban and rural areas of the selected blocks of the said four districts of Madhya Pradesh. All the Upper Primary and Primary Schools of selected districts comprised the universe of study.

Sampling Frame and Procedure

For a proper coverage all blocks from each district were selected to collect the data for sample checking. While selecting the schools it was ensured that schools located both in rural and urban areas are selected and all types of schools across school management are covered. An attempt has been made to give due consideration

to schools predominantly located in SC, ST and minority areas. From each selected block 5 per cent schools have been chosen for the data collection. District-wise number of selected schools is: Ujjain (115), Mandla (130), Burhanpur (46) and Neemuch (72). Thus, the total number of schools visited in the selected four districts was 363.

Data Collection

Data Capture Formats were administered to elicit the school level information in order to validate the data collected earlier for the DISE by the State machinery following the process which has been discussed in the preceding pages in the report. Besides the administration of DCFs, some other issues like infrastructure in the district MIS Unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of hardware and soft wares, and computer professionals for the MIS Unit, etc. have also been observed during the field visits.

Data Analysis

All the data collected from the sample schools through DISE and PES exercises have been checked and analysed thoroughly using SPSS and discrepancies/ variations have been highlighted keeping in view the objectives of the sample checking study. Based on the examination of the data collected at two different points of time, the significant differences/variations found/observed in the said two types of DCFs have been highlighted in the report. The duly filled up DISE data formats of the sampled schools were to be made available to the MPISSR by the DPOs of the respective districts after the completion of sample survey work in their respective district. Based on the examination of the available DISE DCFs and the data collected for PES, the significant differences observed in the said two types of DCFs have been highlighted in the report. Report also contains the analysis and interpretation other than the common and comparable items.

Major Findings

The major findings of the PES report of Madhya Pradesh state in year 2010-11 are as follows:

1. 78 per cent sampled schools were from rural areas whereas remaining 22 per cent schools were from urban areas. (Table 3.2)
2. About 61 per cent schools in the sample were primary whereas the percentage of middle schools in the sample was 39. (Table 3.4)
3. The level of consistency was observed to be good with respect to the following variables in all the districts: location of school, school category, management and type of school, lowest and highest class in school and year of establishment. (Table 3.8)
4. The variations between two sets of data were found to be significantly more for items related to inspections and visits by officials concerned. The two sets of data were found to be similar for less than 50 percent of the total visited schools. (Table 3.9)
5. In order to identify variations in the two sets of data for continuous and comprehensive evaluation of students in schools the data were found to be matching for all of the surveyed schools. (Table 3.10)
6. As per PES the average number of working days in schools of all four districts was found to be 220, while as per DISE data the schools worked for 223 days. (Table 3.11)
7. As far as number of PTA meetings in last academic year was concerned for 62 percent schools the data did not match with survey data. (Table 3.12)
8. The comparative analysis on data relating to funds received as school development grant reveals that in 67.7 percent schools the data collected by PES team matched with DISE data whereas, for 14 percent schools the information of filled in DCFs were not provided. (Table 3.13)
9. The lowest variation is observed in the category of TLM grant, collection from students and receipts from other sources with the total variation in only 20.5 percent schools. (Table 3.13)
10. District wise comparison of data on different heads (SDG, SMG and TLM grants) revealed highest variation in schools of Burhanpur district. In as high as 50 percent schools variations were observed in Burhanpur district for receipts from other sources. (Table 3.13)
11. During PES it was observed that in large number of schools cash book, ledger books, etc were not updated and maintained properly. (Table 3.13)
12. Not much variations in the schools were observed as far as records on number of working teaching staff at Primary level, number of part-time instructor (for upper primary classes), number of non-teaching staff and number of working teaching staff at middle school level is concerned. (Table 3.15)

13. No significant difference in the two sets of data with regard to distribution of complete sets of text books for all classes in Primary schools was observed. Variation were comparatively large (in 29 per cent schools) for play material, games and sports equipment available for each grade. (Table 3.17)
14. Variation is comparatively large for availability of TLE and play material, games and sports equipment for each grade at middle level. (20 percent schools). (Table 3.18)
15. Data relating to status of school building in terms of private, rental, government building, etc. was found to be matching for 94.2 percent schools. (Table 3.19)
16. The data on number of classrooms was similar for about 73 percent schools whereas, for number of other rooms the data matched for only 56 percent schools. (Table 3.19)
17. Variations in 26 percent schools were observed as far as data on availability of land for additional rooms is concerned. The data on availability of sseparate room for Head Teacher was found to be varied in 26 percent of the surveyed schools. (Table 3.19)
18. Variations in 24 percent schools were observed for availability of library in schools and variations in 39.5 percent schools were found for the number of books available in libraries. (Table 3.19)
19. In 36.8 percent schools mismatch of data was observed in terms of availability of playground in schools. (Table 3.19)
20. As far as facility of CAL in schools was concerned, in about 18.4 percent schools mismatch of data was found. The availability of ramp for CWSN, medical checkups (2009-10), availability of furniture for teachers the data matched to a great extent for surveyed schools. (Table 3.19)
21. Regarding status of MDM in terms of giving MDM in schools and its preparation in school or at any other place the data is found to be alike in two sets for 86.5 percent schools. (Table 3.20)
22. Huge variations (77 per cent schools) in the two sets of data on the number of meals served during the previous academic year were noted. (Table 3.20)
23. For matters also including Number of inspections with concern to MDM, made by the community members during the previous academic year wide range of variation in 68 percent schools was experienced in the data provided by DISE and PES team. (Table 3.20)
24. Variations in the two sets of data on enrolment in Primary schools of urban areas were found in 50 percent of the surveyed schools. The variations in enrolment data in Primary schools were found to be highest in Neemuch district (66.7 per cent schools), followed by Mandla, Burhanpur and Ujjain districts with variations in 62.5, 44.4 and 33.3 percent schools respectively. In 11 percent schools of Burhanpur district the information was not made available to PES team. (Table 3.21)

25. Comparative analysis of data regarding enrolled students in Primary schools and Middle schools located in rural areas reveals variations in the two sets of data in 46.2 percent of the surveyed schools. (Table 3.21)
26. As far as variations in number of Repeaters and Re-Admission in Middle schools are concerned the data was found to be dissimilar in 40 percent of the total surveyed schools. (Table 3.23)
27. As far as distribution of free text books was concerned, overall variations in 68.3 percent schools were observed. (Table 3.25)
28. Large variations were found in the data relating to the distribution of free uniforms and scholarships to students. For 7 percent of the total visited schools the information was not provided on the number of students who received free uniforms. (Table 3.25)
29. As far as transport facility is concerned it is not been provided by schools. For residential facility to students the data was found to be similar in more than 90 percent schools. (Table 3.25)
30. The two sets of data reveal variations in 45 percent primary schools with regard to annual attendance of students. (Table 3.26)
31. The variation is comparatively very large, namely, giving books to children from library (53 per cent schools), opening of middle school under SSA (variations in 43 per cent schools), regular cleaning of toilets (in 47 per cent schools), availability of running water in toilets (41 per cent schools). (Table 3.27)
32. Toilets were found to be constructed but were not in use due to lack of proper cleanliness and availability of running water in toilets. In large number of schools the toilets were found to be locked during school hours. (Table 3.27)
33. It was observed that in 81 percent schools the class rooms were of good quality with proper flooring, land and window. (Table 4.1)
34. The one thing which was found unsatisfactory in many schools by the investigators was the use of TLM while teaching. (Table 4.1)
35. Year end summary details relating to the children for all grades were not found available with the Head Masters in 88.6, 78.6, 74.6 and 74.2 per cent schools of Burhanpur, Ujjain, Neemuch and Mandla districts respectively. (Table 4.2)
36. In most of the schools of all four districts the educational level of students was found to be average. (Table 4.4)
37. MDM registers were not prepared in many schools which has resulted in the wrong entry of information. Teachers use the daily attendance figures from the MDM registers. That is why during cross check the attendance in registers was found to be in the two registers. (Observation)

38. Teachers tried to give the information from the filled in DISE DCFs. They had not maintained separate records for all school related information. (Observation)

Recommendations

Based on the data collected for the sample checking exercise and field observations and also the discussions with the authorities at different levels, the following recommendations are being offered in order to improve the overall quality of DISE data.

1. In many cases it was found by PES team that major variations in the data were due to misunderstanding of DISE DCFs among the teachers which has led to wrong interpretation of information. For this they should be given proper training for filling up DISE DCFs. The training should be practical as well.
2. The conceptual understanding of each and every content of DCF to head master/teacher (whosoever is filling) is must to avoid any misleading information.
3. Teachers should be made aware of the importance of DISE data so that they do not take it lightly.
4. In none of the schools the Janvachan of filled in information was found to be taking place. Hence, the Janvachan of DISE information need to be ensured. The reasons of not doing Janvachan of DISE DCFs should also be found out.
5. The DCFs were found to be very lengthy. The questions in DCFs should be clear and focused.
6. The information which is common for all schools like school particulars, number of sanctioned posts, etc should not be included in DCFs, as it unnecessary creates burden on teachers and at times encourage filling some false/incorrect information as well.
7. Since DISE information is collected at the school level it is suggested that some questions should be included in the DCFs for which information should be collected through Group discussions involving the PTA/local community. It will help in making the DISE information more transparent, reliable and authentic. Issues related to teachers, TLM, students and problems in learning, CWSN etc. can be discussed with the community.
8. Time lag between DISE survey and PES survey should be reduced so that no major changes take place between these two exercises.
9. The awareness regarding DISE, its importance and utility at each level needs to be created. The awareness needs to be extended to the community level. This would ensure the seriousness with respect to the data collection and thereby also increase the authenticity of the data collected. This can be done

by arranging workshops for field investigators, head teachers, etc. This would also increase the chances of filling of DISE DCF within the stipulated time.

10. Teachers are though taking attendance everyday, but these attendance registers are not maintained properly by teachers and neither signed by headmasters regularly. Therefore, strict actions should be taken in this respect to ensure complete and correct information in the registers.
11. School records namely; attendance registers, MDM registers, PTA registers, cash book, stock registers, etc were not found by PES team to be updated and maintained regularly in most of the schools. However, due to lack of teachers this problem was common. Therefore, strong steps in this direction should be taken to maintain complete records as well as to ensure quality teaching.
12. It is observed that head masters/ CRCC / BRCC do not keep up with the time schedule and hence there is delay at the data collection stage itself. This needs to be planned and strictly implemented. Delay in the DISE DCF of one of the blocks interrupts the entire chain.
13. More emphasis should be laid on issues relating to performance indicators such as enrolment, retention, and dropout, attendance rate and achievement in the data capture format resulting in effective enumeration of vital statistics.
14. MIS Units should be strengthened right from the Cluster level to state level to ensure quality data.

Chapter 1

Introduction

1.1 Background

The value of better information as an essential tool for improving schools and raising student achievement is being recognized by the educators and policy makers. The data on school education, particularly relating to elementary education, has witnessed enormous growth and increases in diversification of sources during the last couple of decades. However, the moot question is whether the reliability, validity of school education statistics is improved and can we say now with confidence that how many children are enrolled, how many drop-out, how many are out-of-school, how many attend school regularly and so on.

Sarva Shiksha Abhiyan (SSA) was launched in the year 2001 with the main objective to enroll all children in the age-group 6 to 14 years in school and provide them learning conditions to enable them to successfully complete the elementary education in eight years. To achieve the goal of SSA there is a need for correct and authentic data base at all levels of education particularly at primary and upper primary levels for better planning and formulating new education policies. It was felt by the educational planners, policy makers and implementing authorities to have easy access and availability of data in a user friendly manner. For this purpose, Educational Management and Information System (EMIS) for primary education was developed and introduced in the year 1994 to provide reliable and timely data to the implementers of District Primary Education Programme in the country.

A number of agencies are involved in the collection of information on educational variables. One such effort is DISE which is now operational in all the districts of the country and is providing vital information for policy formulation and preparation of district elementary education plans. For the smooth collection of data, MIS Units are operational at both the district and state levels and are equipped with necessary hardware and softwares. The DISE was started as a monitoring tool as part of DPEP initially to collect data on primary education from DPEP districts. It was later extended to cover elementary education in the entire country. The specially

designed DCFs are used to collect data annually from school as unit. DISE collects data on several variables including those that are proposed to be monitored as part of DPEP and SSA. The responsibility to collect data and accuracy of data rests with the State Governments. The State Project office has Educational Management Information System (EMIS) unit which coordinates entire work. The data flow starts with the submission of duly filled up DCFs by the schools to CRC/BRCs who are expected to check them for errors and on satisfaction they submit the same to block level office. The block level officers are expected to satisfy themselves with regard to the accuracy of data received and then send the same to the District MIS unit. Data entry takes place at the district level and data in soft form is submitted to the State. The State office collates data from all districts and submits to NUEPA through MHRD.

DISE is conceived as the backbone of an integrated educational management information system operating at the district, state and the national level. DISE covers all schools imparting education up to elementary stage. The system collects and computerizes detailed data on school location, management, teachers, school buildings and equipment, enrollment by gender and age, incentives and the number of disabled children in various grades.

Madhya Pradesh has one of the largest tribal populations in the country. Out of the 50 districts in the State, 19 are predominantly tribal. Eighty nine blocks (approx. 28 per cent) of the total 313 development blocks are tribal blocks. The State literacy rate presently is 64.11 per cent (Census 2001), which is close to the national literacy rate of 64.8 per cent. While the female literacy has considerably improved over the last decade, a great disparity persists in the literacy rates of males and females.

1.2 Objectives of Study

The present exercise of 5 per cent sample checking of DISE data was carried out in Madhya Pradesh with the following objectives:

- to study the process of data collection under DISE in the selected districts – Ujjain, Mandla, Burhanpur and Neemuch;
- to examine the quality of data;
- to validate the data collected for DISE by visiting the sampled schools;
- to report the outcomes of the sample checking of data.

Chapter 2

Methodology of Study

In a study of quality check and sample analysis of DISE data and confirming the results thereof, the methodology of the study needs to be accurate. Hence, cautiously drawn sampling method has been emphasized in this study. This chapter provides brief description about methodology adopted for the study.

2.1 Sampling

For the purpose of the 5 per cent sample checking of data four districts of Madhya Pradesh, viz., Ujjain, Mandla, Burhanpur and Neemuch were selected by the Rajya Shiksha Kendra, Bhopal. All blocks of these districts have been covered and from each block 5 per cent Primary/Upper Primary schools have been selected to collect the data for sample checking.

Table 2.1
Districts and Blocks

Sr. No.	Blocks of Ujjain District	Blocks of Mandla District	Blocks of Burhanpur District	Blocks of Neemuch District
1	Ujjain	Mohagav	Burhanpur	Neemach
2	Khachraud	Mavai	Khaknar	Jawad
3	Mahidpur	Nainpur		Manasa
4	Ghattiya	Bichhiya		
5	Tarana	Ghughari		
6	Badnagar	Mandle		
7		Narayanganj		
8		Niwasganj		
9		Bijadandi		

2.2 Universe of Study

The locale of the study was the urban and rural areas of the selected blocks of the said four districts of Madhya Pradesh. All the Upper Primary and Primary Schools of selected districts comprised the universe of study.

2.3 Sampling Frame and Procedure

For a proper coverage all blocks from each district were selected to collect the data for sample checking. While selecting the schools it was ensured that schools located both in rural and urban areas are selected and all types of schools across school management are covered. An attempt has been made to give due consideration to schools predominantly located in SC, ST and minority areas. From each selected block 5 per cent schools have been chosen for the data collection. District-wise number of selected schools is as follows: Ujjain (115), Mandla (130), Burhanpur (46) and Neemuch (72). Thus, the total number of schools visited in the selected four districts was 363.

2.4 Data Collection

Data Capture Formats were administered to elicit the school level information in order to validate the data collected earlier for the DISE by the State machinery following the process which has been discussed in the preceding pages in the report. Besides the administration of DCFs, some other issues like infrastructure in the district MIS Unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of hardware and soft wares, and computer professionals for the MIS Unit, etc. have also been observed during the field visits.

2.5 Data Analysis

In the light of the Right to Children to Free and Compulsory Education (RTE) Act, 2009 the DISE Data Capture Format has been revised, and accordingly a separate

section has been added in the sample checking format as well. All the data collected from the sampled schools through DISE and PES exercises have been checked and analysed thoroughly using SPSS and discrepancies/variations have been highlighted keeping in view the objectives of the sample checking study. Based on the examination of the data collected at two different points of time, the significant differences/variations found/observed in the said two types of DCFs have been highlighted in the report. The duly filled up DISE data formats of the sampled schools were to be made available to the MPISSR by the DPOs of the respective districts after the completion of sample survey work in their respective district. Based on the examination of the available DISE DCFs and the data collected for PES, the significant differences observed in the said two types of DCFs are being presented in the report. Report also contains the analysis and interpretation other than the common and comparable items, to be used for planning and other purposes.

Chapter 3

Comparison of DISE Data with Post Enumeration Data

In this chapter an attempt has been made to compare DISE data with present Survey data on various aspects such as school particulars, availability of facilities in school, teachers in position, enrolment, examination results and attendance of children on the day of survey. These are discussed in details in the following paragraphs. 363 schools were selected randomly for the study and survey was carried out through trained and qualified research investigators. The data of 342 schools were compared with PES data and conclusions were arrived. Further, due to the implementation of Right to Free and Compulsory Education Act-2009 (RTE-2009) its components have been included in current PES which has been presented separately and for the purpose of comparisons only common variables were taken up.

3.1 School Particulars

Table 3.1
District-wise Availability of DISE DCFs

District	No. of sample schools visited by MPISSR	Schools for which DISE DCFs made available to MPISSR	
Ujjain	115	103	89.6
Mandla	130	128	98.5
Burhanpur	46	44	95.6
Neemuch	72	67	93.0
Total school	363	342	94.2

In Ujjain district 115 schools were visited by the MPISSR team but the DISE DCFs were made available in respect of 103 schools i.e. 89.6 percent of the total schools visited. Similarly, in Mandla district the number of schools visited were 130 and the DISE DCFs were made available for only 128 schools, in Burhanpur and Neemuch districts a total number of 46 & 72 schools were visited by the teams but the duly filled up DCFs of DISE were made available by the district officials in respect of 44 and 67 schools only. Hence, data relating to 342 (94 per cent) of the total schools

have been analyzed and interpreted. Based on the examination of the available DISE DCFs and the data collected for PES, the significant differences observed in the said two types of DCFs have been highlighted in the report.

Table 3.2
District-wise Location of Visited Schools

District	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Ujjain	92	89.3	11	10.7	103	100
Mandla	115	89.8	13	10.2	128	100
Burhanpur	31	70.5	13	29.5	44	100
Neemuch	63	94.0	4	6.0	67	100
Total schools	301	88.0	41	12.0	342	100

While selecting the schools it was ensured that schools located both in rural and urban areas be made part of the sample. An attempt has been made to give due consideration to schools predominantly located in SC, ST and minority areas from rural and urban regions. From each selected block 5 per cent schools have been chosen for data collection. District-wise ratio of schools from rural and urban regions selected is: Ujjain 89.3:10.7, Mandla 89.8:10.2, Burhanpur 70.5:29.5 and Neemuch 94.0: 6.0 respectively. Thus, on a whole, proportion of rural-urban in total number of schools visited in the selected four districts was 88:12.

Table 3.3
District-wise Category of Visited Schools

District	Boys		Girls		Common		Total	
	No.	%	No.	%	No.	%	No.	%
Ujjain	9	8.7	9	8.7	85	82.5	103	100.0
Mandla	10	7.8	15	11.7	103	80.5	128	100.0
Burhanpur	4	9.1	5	11.4	35	79.5	44	100.0
Neemuch	6	9.0	4	6.0	57	85.1	67	100.
Total	29	8.5	33	9.6	280	81.9	342	100.0

Table 3.3 above regarding the categorization of selected schools reveals that out of 342 schools 8.5 percent schools were only for boys, about 10 percent were girls' schools and remaining 82 percent of the schools were co-educational.

Table 3.4
Level of Visited Schools

District	Primary		Middle only		Total	
	No.	%	No.	%	No.	%
Ujjain	60	58.3	43	41.7	103	100.0
Mandla	87	68.0	41	32.0	128	100.0
Burhanpur	25	56.8	19	43.2	44	100.0
Neemuch	36	53.7	31	46.3	67	100.0
Total schools	208	60.8	134	39.2	342	100.0

It is evident from the table that large numbers of sampled schools (60.8 per cent) were having only primary classes, whereas schools having only upper primary classes are 39.2 per cent in the sample.

Table 3.5
Management of Schools

District	Education Department		Tribal Welfare Department		Total	
	No.	%	No.	%	No.	%
Ujjain	103	100.0	0	0.0	103	100.0
Mandla	0	0.0	128	100.0	128	100.0
Burhanpur	32	72.7	12	27.3	44	100.0
Neemuch	67	100.0	0	0.0	67	100.0
Total schools	202	59.1	140	40.9	342	100.0

The data regarding management of schools reveal that out of 342 schools visited by MPISSR, 59 percent were managed by education department. 100 percent visited schools of Mandla district were found to be managed by Tribal Welfare department. In Burhanpur 27.3 percent schools were also managed by Tribal Welfare department and the remaining by education department.

Table 3.6
District-wise Availability of Lowest Class in Sampled Schools

District	First		Sixth		Total	
	No.	%	No.	%	No.	%
Ujjain	60	58.3	43	41.7	103	100.0
Mandla	87	68.0	41	32.0	128	100.0
Burhanpur	25	56.8	19	43.2	44	100.0
Neemuch	36	53.7	31	46.3	67	100.0
Total schools	208	60.8	134	39.2	342	100.0

Table 3.6 contains the information on the lowest class in 342 surveyed schools. It is clear that primary schools have first class as lowest and middle schools have sixth class as lowest class. Therefore, in Ujjain district 58.3 percent schools comprised first class as lowest and 41.7 percent schools had sixth class as lowest of all. Out of 128 surveyed schools in Mandla district 68 percent and 32 percent schools were having first and sixth as the lowest class respectively. Similarly, in Burhanpur district out of 44 surveyed schools 25 and 19 schools were having first and sixth class as lowest classes. In Neemuch district 53.7 and 46.3 percent schools were containing first and sixth as lowest classes.

Table 3.7

District-wise Availability of Highest Class in Sampled Schools

District	Fifth		Eighth		Total	
	No.	%	No.	%	No.	%
Ujjain	60	58.3	43	41.7	103	100.0
Mandla	87	68.0	41	32.0	128	100.0
Burhanpur	25	56.8	19	43.3	44	100.0
Neemuch	36	53.7	31	46.3	67	100.0
Total schools	208	60.8	134	39.2	342	100.0

Table 3.7 consist the information of those schools having fifth, eighth and tenth class as highest classes. In Ujjain district, out of 103 surveyed schools the proportion of schools having fifth and eighth class as highest class was 58.3 and 41.7 per cent respectively. Out of 128 surveyed schools in Mandla district majority of the schools i.e. 68 percent schools were having fifth class as highest class, while 32 percent schools in the district were having eighth class as highest class. In Burhanpur district also 56.8 percent schools were having fifth as highest class while 43.3 percent schools had eighth as the highest class. Similarly in Neemuch district 53.7 and 46.3 percent schools respectively the fifth and eighth classes were highest classes.

Table 3.8
School Particulars (Table 3.1 to 3.7)

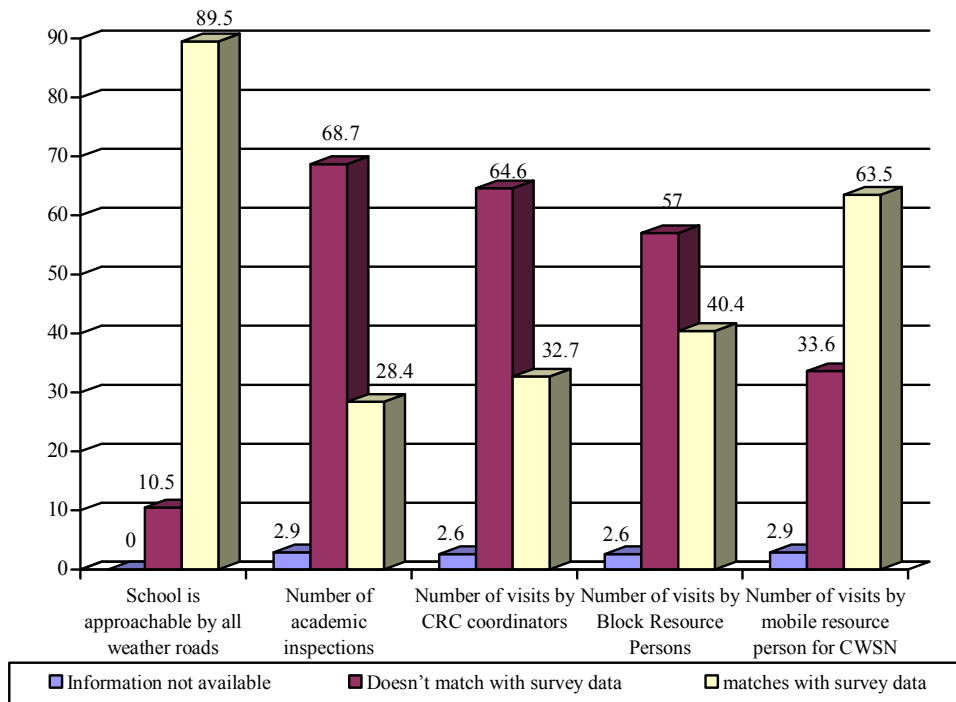
S. No.	Particulars	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%	No.	%
1	Location of visited schools	0	0.0	0	0.0	342	100
2	Category of visited schools	0	0.0	0	0.0	342	100
3	Level of visited schools	0	0.0	0	0.0	342	100
4	Management of School	0	0.0	0	0.0	342	100
5	Availability of lowest class of school in sampled schools	0	0.0	0	0.0	342	100
6	Availability of highest class of school in sampled schools	0	0.0	0	0.0	342	100

Table 3.8 shows that the information on variables regarding school particulars namely location of school, its category, management and type of school, lowest and highest class in school, its location and year of establishment has been given in DISE Data Capture Format (DCF). The data matches exactly with the survey data for all the 342 sampled schools. The basic information related to profile of visited schools is found to be same for all visited schools.

Table 3.9
School Particulars

Sr. No.	Particulars	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%	No.	%
1	<i>School is approachable by all weather roads</i>	0	0	36	10.5	306	89.5
2	Year of establishment of school	6	1.8	52	15.2	284	83.0
3	Medium of school (A)	0	0.0	13	3.8	329	96.2
	Medium of school (B)	0	0	42	12.3	300	87.7
3	Pre-primary section (other than Anganwadi) attached to school	0	0.0	12	3.5	330	96.5
a.	If yes, total students	0	0.0	9	2.6	333	97.4
b.	If yes, total teachers/Anganwadi workers	0	0.0	6	1.8	336	98.2
4	Anganwadi Centre in or adjacent to school	0	0.0	3	0.89	339	99.11
a.	If yes, total students	0	0	66	19.3	276	80.7
b.	If yes, total teachers/Anganwadi workers	0	0.0	56	16.4	286	83.6
5	Residential School	0	0.0	4	1.2	338	98.8
a.	If yes, type of residential school	0	0.0	71	20.8	271	79.2
6	School building used as a part of shift school	0	0.0	32	9.4	310	90.6
7	<i>Number of academic inspections</i>	10	2.9	235	68.7	97	28.4
8	<i>Number of visits by CRC coordinators</i>	9	2.6	221	64.6	112	32.7
9	<i>Number of visits by Block Resource Persons</i>	9	2.6	195	57.0	138	40.4
10	<i>Number of visits by mobile resource person for CWSN</i>	10	2.9	115	33.6	217	63.5

Figure 3.1
School Particulars



A comparative analysis of data on issues related to physical access to school, year of establishment, medium of school A and B provides similar trends in the two sets of data for 89.5, 83.0, 96.2 and 88 percent schools respectively.

As far as information relating to Pre-primary section (other than Anganwadi) attached to school and number of students enrolled and number of teachers/anganwadi workers in it are concerned the data match for 96, 97 and 98 percent schools respectively. The information provided by 99 percent schools on Anganwadi Centre or adjacent to school was found to be same in both sets of data but the variations were comparatively found to be more (19.3) when the information on total number of students enrolled in these centers was investigated and analysed.

The variations between two sets of data were found to be significantly more for items related to inspections and visits by officials concerned. The two sets of data were found to be similar in less than 50 percent of the total visited schools.

School Particulars (For RTE Specific Information)

In August 2009, Parliament passed the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009. The act provides a justiciable legal framework that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety.

There are several provisions in the Act, including for example, provisions prohibiting corporal punishment, introduction of continuous and comprehensive evaluation to ensure quality in education, composition of SMCs to ensure community participation, etc. The most important aspect, however, is to ensure that the teaching-learning process is free from stress and anxiety (Sec. 29), with obvious implications for curricular reform. Testing and school grading systems need to be reviewed to motivate children to deepen and widen their learning. The RTE Act also lays down the responsibilities of teachers. Teacher accountability systems would need to ensure that children are learning and that their right to learning in an environment that is free from stress and anxiety is not violated.

Table 3.10

Implementation of Comprehensive Cumulative Evaluation (CCE)

Sr. No.	Particular	PES		DISE		Variation	
		No.	%	No.	%	No.	%
1	Is CCE Being implemented in School?	294	86.0	336	98.2	34	10.0
2	Is pupil cumulative record being maintained?	283	82.7	319	93.3	70	20.5
3	Are pupils cumulative record shared with parents?	259	75.7	317	92.7	86	25.1

The term 'Comprehensive and Continuous Evaluation' (CCE) essentially means that evaluation should be treated as an integral part of teaching rather than as an event which follows the completion of teaching. The prevailing examination system treats evaluation as a means of judging and passing a verdict. Such a practice is incompatible with the concept of child-centred education. Moreover, with the formulation of RTE, evaluation in any form, including examination, cannot be treated as a basis for stopping a child from progressing to the next Class.

The comparative analysis of school particulars with special reference to RTE has been illustrated in following tables. In order to identify variations in the two sets of data for continuous and comprehensive evaluation of students in schools the data were found to be dissimilar in the case of 10 percent of the surveyed schools. As far as maintenance of cumulative records and its sharing with parents is concerned, comparatively higher proportions of variations in number of schools (in 20-25 per cent schools) was observed.

Table 3.11
Number of Instructional days and working hours

Sr. No.	Particular	Mean Values		Variation	
		PSE	DISE	No.	%
1.	Number of instructional days (previous academic year) for Middle	220.88	223.01	96	41.0
2.	School hours for children (per day) - Number of hours children stay in school (current academic year) for Middle	5.76	5.85	105	30.7
3.	Teacher working hours (per day) - Number of hours teachers stay in school (current academic year) for Middle	6.4	6.6	106	31.0

It can be observed from Table 3.11 that there are huge differences, of nearly 40 percent, in the number of instructional days (previous academic year) in Middle schools. As per PES the average number of working days in schools of all four districts was found to be 220, while as per DISE data the schools worked for 223 days. Similarly variations were observed upto 31 percent for School hours for children (per day) - Number of hours children stay in school (current academic year) and also for Teacher working hours (per day) - Number of hours teachers stay in school (current academic year) at Middle school level.

Table 3.12**Parents Teacher Associations (PTA/SMC) in Schools**

Sr. No.	Particular	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%	No.	%
1.	Whether school management committee (SMC) has been constituted?	0	0.0	19	5.6	323	94.4
a.	Total number of member in SMC (Male)	0	0.0	168	49.1	174	50.9
b.	Total number of member in SMC (Female)	0	0.0	1	0.3	136	39.8
2.	Number of Parents/Guardians (Male)	0	0.0	189	55.3	153	44.7
a.	Number of Parents/Guardians (Female)	0	0.0	177	51.8	165	48.2
3.	Number of representatives/nominee from local authority (Male)	0	0.0	86	25.1	256	74.9
4.	Number of representatives/nominee from local authority (Female)	0	0.0	93	27.2	249	72.8
5.	Number of meeting held SMC during the previous academic year	0	0.0	212	62.0	130	38.0
6.	Whether SMC prepare the School Development plan	0	0.0	234	68.4	108	31.6
7.	Whether record of children being maintained as per RTE	5	1.5	252	73.7	85	24.8
8.	Whether Separate bank for SMC is being maintained	0	0.0	57	16.7	285	83.3

School-wise comparison of working of Parents Teacher Associations (PTA/SMC) between the two sets of data is given in Table 3.12. It can be observed from the table that in 94 percent schools the constitution of School Management Committee (SMC) had been done. But conversely to it, as high as in 49 and 40 percent schools, variations were observed for number of male and female PTA members. As far as number of PTA meetings in last academic year is concerned, for 62 percent schools the data did not match with survey data. About 68 percent schools revealed similar picture for preparation of School Development plans by PTA. The data for only 17 percent schools revealed dissimilar trend with regard to separate bank accounts of PTAs. The two sets of data were also found to be same for receipt of text books and starting of academic session. About 68 percent schools revealed similar picture for preparation of School Development plans by PTA.

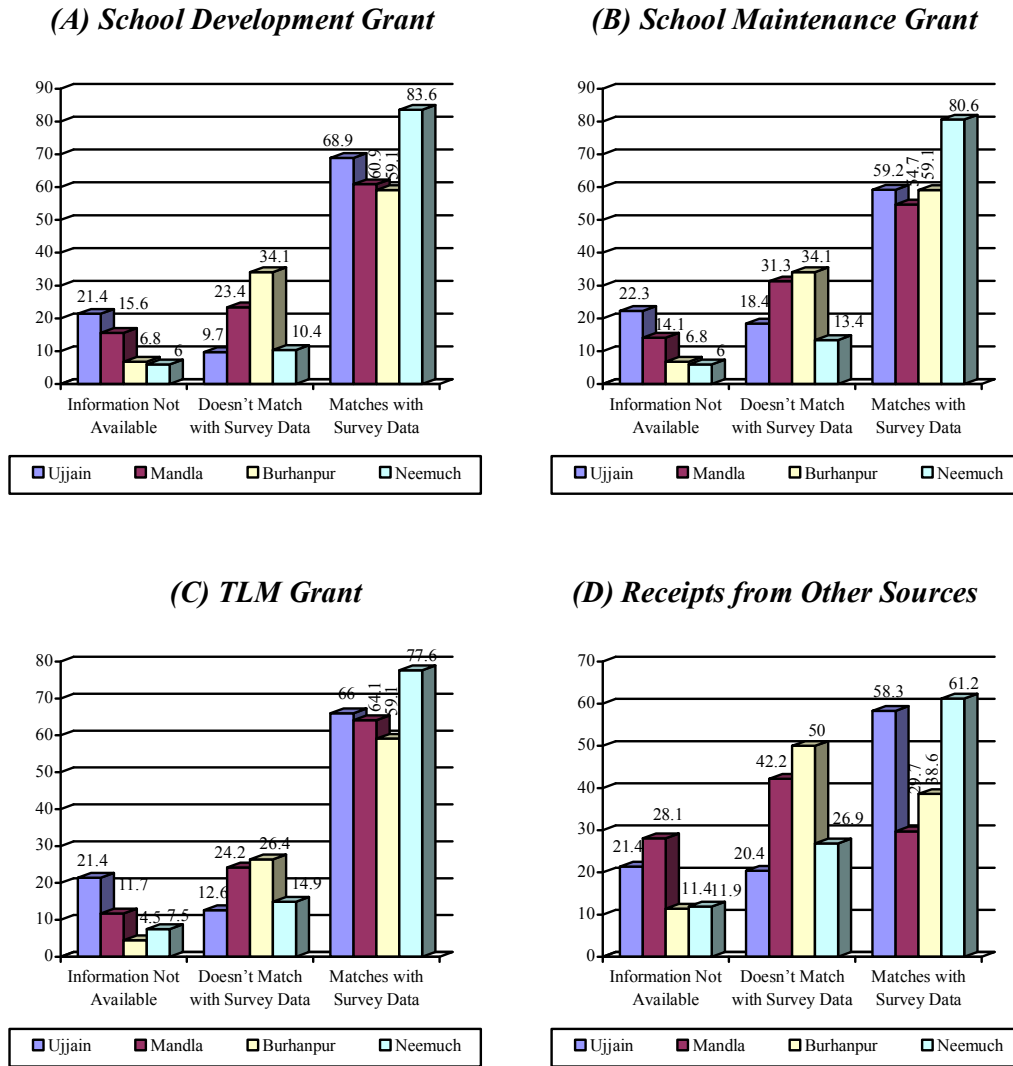
Table 3.13

Comparative Analysis of Data Relating to the Funds Received during 2009-10

District	No. of sample schools	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%	No.	%
School Development Grant							
Ujjain	103	22	21.4	10	9.7	71	68.9
Mandla	128	20	15.6	30	23.4	78	60.9
Burhanpur	44	3	6.8	15	34.1	26	59.1
Neemuch	67	4	6.0	4	10.4	56	83.6
Total	342	49	14.3	62	18.1	231	67.5
School Maintenance Grant							
Ujjain	103	23	22.3	19	18.4	61	59.2
Mandla	128	18	14.1	40	31.3	70	54.7
Burhanpur	44	3	6.8	15	34.1	26	59.1
Neemuch	67	4	6.0	9	13.4	54	80.6
Total	342	48	14.0	83	24.3	211	61.7
TLM grant							
Ujjain	103	22	21.4	13	12.6	68	66.0
Mandla	128	15	11.7	31	24.2	82	64.1
Burhanpur	44	2	4.5	16	36.4	26	59.1
Neemuch	67	5	7.5	10	14.9	52	77.6
Total	342	44	12.9	70	20.5	228	66.7
Receipts from other sources							
Ujjain	103	22	21.4	21	20.4	60	58.3
Mandla	128	36	28.1	54	42.2	38	29.7
Burhanpur	44	5	11.4	22	50.0	17	38.6
Neemuch	67	8	11.9	18	26.9	41	61.2
Total	342	71	20.8	115	33.6	156	45.6

Figure 3.2

Comparative Analysis of Data Relating to the Funds Received during 2009-10



Schools get funds under several categories. An attempt has been made to compare the two sets of data in this regard. It can be seen from the table that there are variations in all the four categories included in the table for the purpose of sample checking. The comparative analysis on data relating to funds received as school development grant reveals that in 67.7 percent schools the data collected by PES team matched with DISE data whereas, for 14 percent schools the information of filled in DCFs were not provided. Data concerning school maintenance grant revealed to some

extent same picture, as the data found to be matched was for only 62 percent schools. The lowest variation is observed in the category of TLM grant, collection from students and receipts from other sources with the total variation in only 20.5 percent schools. The data for receipts from other sources revealed that in 45.6 percent schools of all four districts the information matched with the survey data.

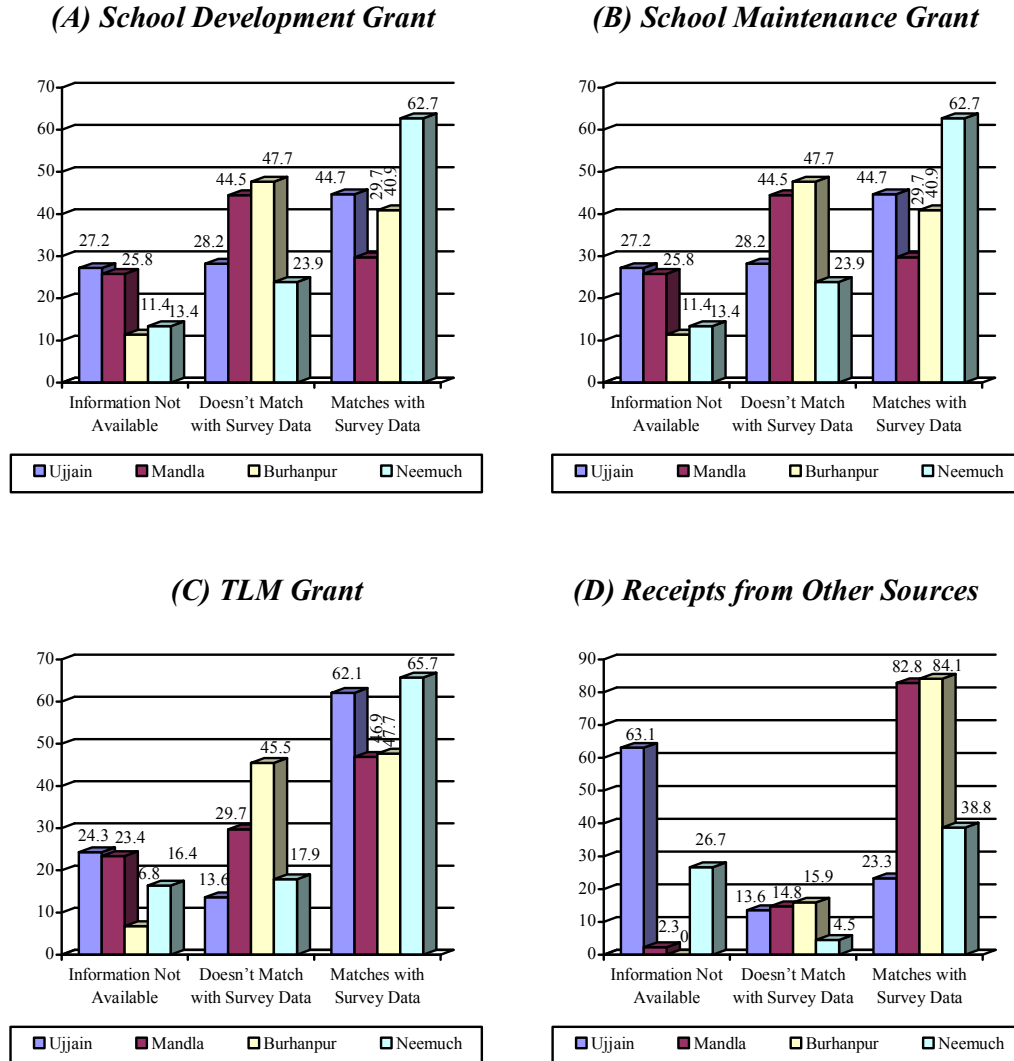
District wise comparison of data on different heads revealed highest variation in schools of Burhanpur district for all heads. In 50 percent schools variations were observed for receipts from other sources in Burhanpur district.

Table 3.14
Comparative Analysis of Data on the Expenditure Incurred
during Financial year 2009-10

District	No. of sample schools	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%	No.	%
School Development Grant							
Ujjain	103	28	27.2	29	28.2	46	44.7
Mandla	128	33	25.8	57	44.5	38	29.7
Burhanpur	44	5	11.4	21	47.7	18	40.9
Neemuch	67	9	13.4	16	23.9	42	62.7
Total	342	75	21.9	123	36.0	144	42.1
School Maintenance Grant							
Ujjain	103	28	27.2	29	28.2	46	44.7
Mandla	128	33	25.8	57	44.5	38	29.7
Burhanpur	44	5	11.4	21	47.7	18	40.9
Neemuch	67	9	13.4	16	23.9	42	62.7
Total	342	75	21.9	123	36.0	144	42.1
TLM Grant							
Ujjain	103	25	24.3	14	13.6	64	62.1
Mandla	128	30	23.4	38	29.7	60	46.9
Burhanpur	44	3	6.8	20	45.5	21	47.7
Neemuch	67	11	16.4	12	17.9	44	65.7
Total	342	69	20.2	84	24.6	189	55.3
Receipts from other sources							
Ujjain	103	65	63.1	14	13.6	24	23.3
Mandla	128	3	2.3	19	14.8	106	82.8
Burhanpur	44	0	0.0	7	15.9	37	84.1
Neemuch	67	38	56.7	3	4.5	26	38.8
Total	342	106	31.0	43	12.6	193	56.4

Figure 3.3

Comparative Analysis of Data on the Expenditure Incurred during Financial year 2009-10



Comparative analysis of data relating to the expenditure incurred during the financial year (2009-10) under various heads has been analyzed and presented in table 3.14. It can be observed that the data is not matching in several cases for various schools. Data on School development grant and school maintenance grant was matched with the provided data is less than 50 per cent schools in the case of three districts except Neemuch. While in the category of receipts from other sources the

two sets of data were found to be same for 56 percent schools followed by the data for TLM grant in 55 per cent schools. The highest variation is observed in the category of School Development Grant as well as School Maintenance Grant.

The information received from the sampled schools of Burhanpur district revealed dissimilarities for all items in highest numbers of schools as compared to other districts.

Table 3.15
Comparative analysis of data on the Vacant and in Positioned Posts of Teaching and Non-Teaching Staff

S.N.	Particular	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%	No.	%
1	Sanctioned Posts of Teaching Staff	62	18.1	76	22.2	204	59.6
2	Number of working teaching staff at Primary level	0	0.0	31	9.1	311	90.9
3	Number of working teaching staff at Middle level	1	0.3	36	10.5	305	89.2
4	Number of Part-time instructor (for upper primary classes)	0	0.0	9	2.6	333	97.4
5	Number of Non-Teaching Staff	0	0.0	23	6.7	319	93.3

Table 3.15 provides comparative analysis of data on the number of vacant and in position posts of teaching and non-teaching staff. Not much variations in the schools were observed as far as records on number of working teaching staff at Primary level, number of part-time instructor (for upper primary classes), number of non-teaching staff and number of working teaching staff at middle school level is concerned. In 22 percent schools variations in sanctioned posts of teaching staff were observed, as the school authorities were not aware of the number of sanctioned posts for teachers in their schools. At the same time in 18 percent schools the information was not made available under this category.

Table 3.16**Number of Teaching Staff and their Attendance on the Day of Visit**

S. No.	Particulars	Number of working staff		Present on the day of visit	
		No.	%	No.	%
1	Teaching staff at Primary level	666	100.0	561	84.23
2	Teaching staff at Middle level	430	100.0	356	82.8
3	Part-time instructor (upper primary classes)	3	100.0	1	33.3
4	Non-Teaching Staff	37	100.0	36	97.3

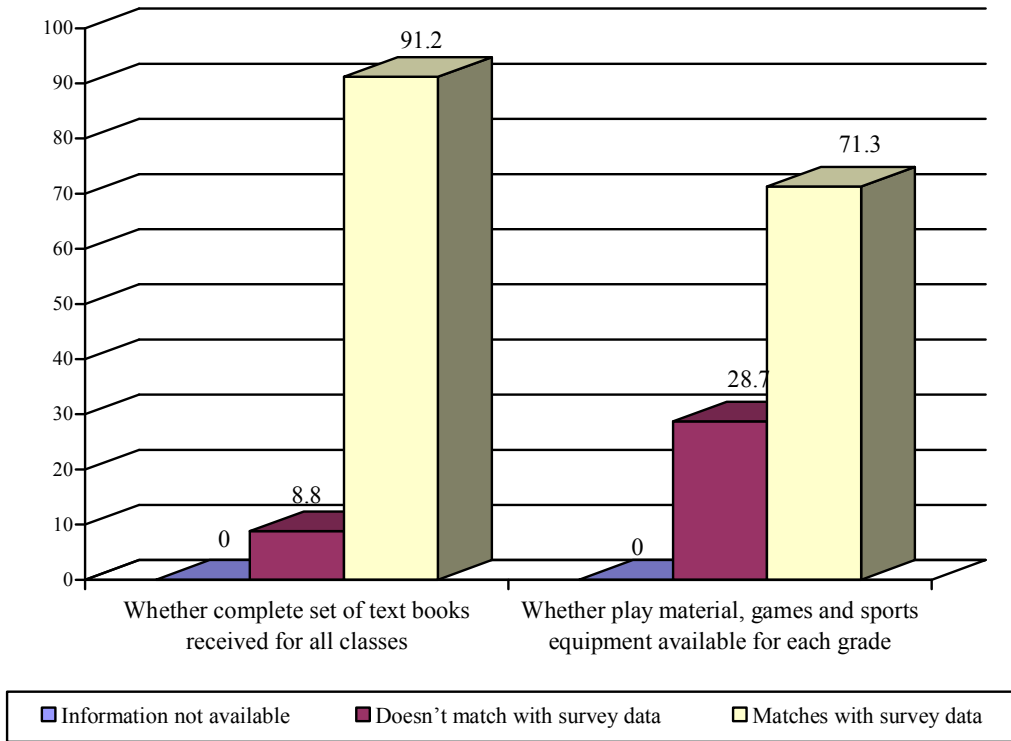
When the MI team went to collect data for sample checking of DISE data, it was found that not all teachers at primary and middle school levels were present on the day of visit. Though, 97.3 percent non-teaching staffs were present on the day of visit. But in primary and middle school the percentage of present teachers was comparatively low with only 84.23 and 82.8 percent respectively. For upper-primary classes the number of Part-time instructor was found to be 3, but only 1 Instructor was present on the day of visit.

Table 3.17**Availability of Text Books and Play Material for Primary Level**

S. No.	Particular	Information not available		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
1	Whether complete set of text books received for all classes	0	0.0	30	8.8	312	91.2
2	Whether play material, games and sports equipment available for each grade	0	0.0	98	28.7	244	71.3

Figure 3.4

Availability of Text Books and Play Material for Primary Level



A comparative analysis of data relating to availability of text books and Play Material at Primary school level has been presented in table 3.17. It can be seen from the table that there is no significant difference in the two sets of data with regard to distribution of complete sets of text books for all classes. Variation is comparatively large (29 per cent schools) for play material, games and sports equipments available for each grade.

Table 3.18**Availability of TLE and Play Material for Middle Level**

S. No.	Particular	Information not available		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
1	Whether complete set of text books received for	0	0.0	27	7.9	315	92.1
2	Whether TLE available for each grade	0	0.0	69	20.2	273	79.8
3	Whether play material, games and sports equipment available for each grade	0	0.0	67	19.6	275	80.4

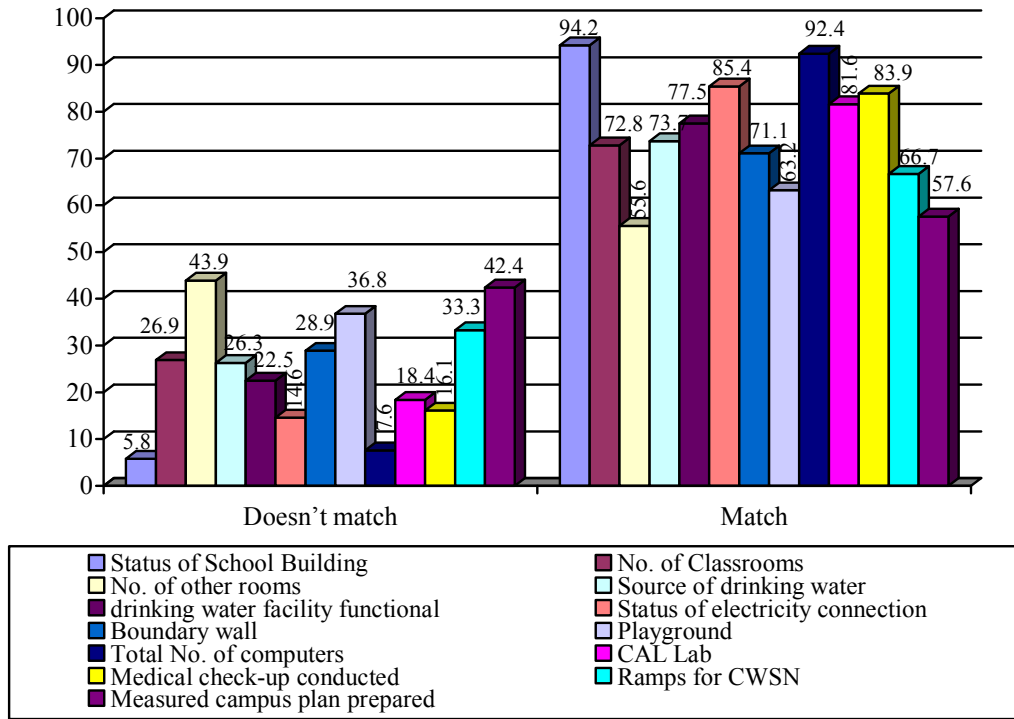
A comparative analysis of data relating to availability of TLE and Play Material at middle school level has been presented in table 3.18. It can be seen from the table that there is no significant difference in the two sets of data with regard to distribution of complete sets of text books for all classes. Variation is comparatively large for availability of TLE and play material, games and sports equipment for each grade at middle level in 20 percent schools.

Table 3.19

School Building/Equipment/ Facilities/Furniture

S.No.	Particulars	Information not available		Schools where data doesn't match with survey data		Schools where data matches with survey data	
		No.	%	No.	%	No.	%
1	<i>Status of School Building</i>	0	0.0	20	5.8	322	94.2
2	<i>No. of Classrooms</i>	1	0.3	92	26.9	249	72.8
3	<i>No. of other rooms</i>	2	0.6	150	43.9	190	55.6
4	No. of Classrooms Under Construction	0	0.0	52	15.2	290	84.8
5	Land available for Additional Classrooms	0	0.0	88	25.7	254	74.3
6	Separate room for Head Teacher/ Principal available	0	0.0	90	26.3	252	73.7
7	<i>Source of drinking water facility</i>	0	0.0	90	26.3	252	73.7
8	<i>Whether drinking water facility functional</i>	0	0.0	77	22.5	265	77.5
9	<i>Status of electricity connection in school</i>	0	0.0	50	14.6	292	85.4
10	<i>Boundary wall</i>	0	0.0	99	28.9	243	71.1
11	Whether school has Library	0	0.0	83	24.3	259	75.7
12	No. of books in school library	2	0.6	135	39.5	205	59.9
13	<i>Playground</i>	0	0.0	126	36.8	216	63.2
14	<i>Total number of computers available</i>	0	0.0	26	7.6	316	92.4
15	<i>Does the school have Computer Aided Learning (CAL) Lab</i>	0	0.0	63	18.4	279	81.6
16	<i>Whether Medical check-up of students conducted last year</i>	0	0.0	55	16.1	287	83.9
17	<i>Ramps for disabled children (CWSN)</i>	0	0.0	114	33.3	228	66.7
18	Furniture for Teachers	0	0.0	62	18.1	280	81.9
19	Furniture for Students	0	0.0	207	60.5	135	39.5
20	<i>Whether measured campus plan prepared</i>	0	0.0	145	42.4	197	57.6

Figure 3.5
School Building/Equipment/ Facilities/Furniture



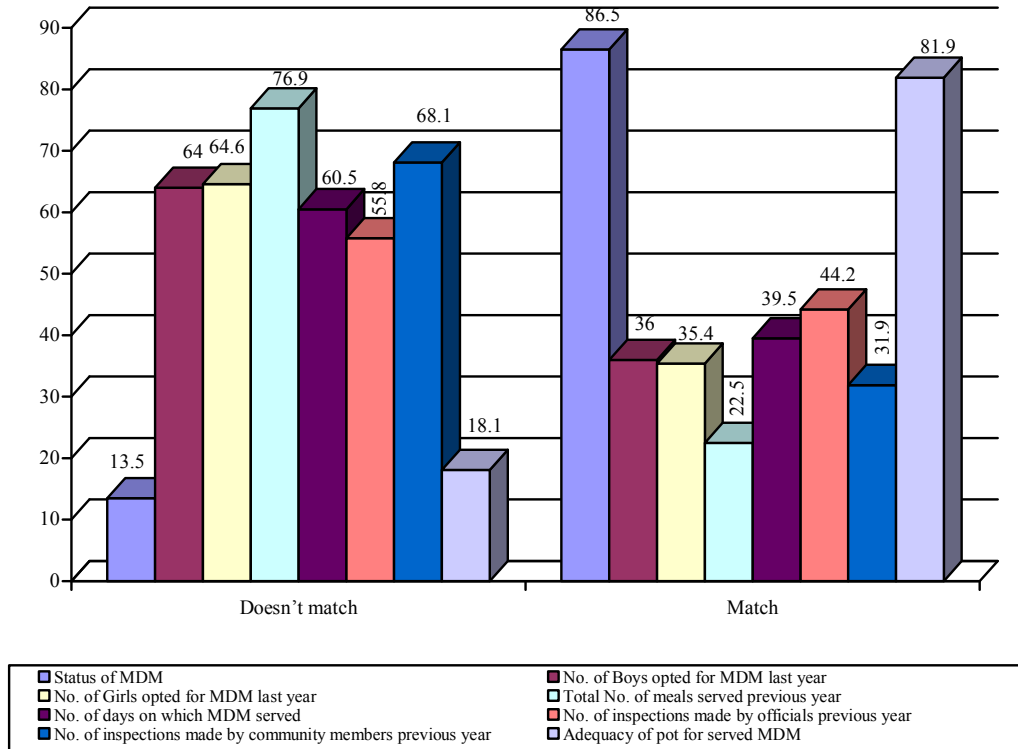
Analysis of two sets of data regarding availability of various facilities available in the schools is presented in table 3.19. It can be seen from the table that the two sets of data match in various aspects. Data relating to status of school building in terms of private, rental, government building, etc. was found to be matching for 94.2 percent schools. The data on number of classrooms was similar in the case of 73 per cent schools whereas, for number of other rooms the data matched for only 56 percent schools. The information on number of classrooms under construction was found to be same for 85 percent of the total surveyed schools. Variations in 26 percent schools were observed as far as data on availability of land for additional rooms is concerned. The data on availability of separate room for Head Teacher/ Principal was found to be varying in 26 percent of the surveyed schools. Similarly the data on source of drinking water facility, its functionality, and availability of electricity in schools the variations were observed in 26 to 15 percent schools respectively.

The information on boundary walls in schools in terms of its condition, type and construction revealed similarity in the two sets of data for 71 percent schools. Variations in 24 percent schools were observed for availability of library in schools and variations in 39.5 percent schools were found for the number of books available in libraries. In 36.8 percent schools mismatch of data was noticed in terms of availability of playground in schools. Not much variation was observed as far as availability of number of computers in schools was concerned. As far as facility of CAL in schools was concerned in about 18.4 percent schools mismatch of data was found. The availability of ramps for CWSN, medical checkups (2009-10), availability of furniture for teachers, the data match to a great extent for surveyed schools. At the same time there are also some items where we can observe variations between the two sets of data.

Table 3.20
Comparative analysis - Mid Day Meal Information

S. No.	Particular	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%	No.	%
1	<i>Status of Mid-day Meal</i>	0	0.0	46	13.5	296	86.5
2	Give status of Kitchen Shade	0	0.0	91	26.6	251	73.4
3	Number of Cook-cum-helpers available- Male	0	0.0	31	9.1	311	90.9
4	Number of Cook-cum-helpers available- Female	0	0.0	104	30.4	238	69.6
5	Use of Fuel in MDM	0	0.0	51	14.9	291	85.1
6	Water available for MDM	0	0.0	63	18.4	279	81.6
8	Did the school receive the one-time Kitchen Devices Grant	0	0.0	52	15.2	290	84.5
9	<i>Number of Boys opted for MDM during the last academic year</i>	0	0.0	219	64.0	123	36.0
10	<i>Number of Girls opted for MDM during the last academic year</i>	0	0.0	221	64.6	121	35.4
11	<i>Total number of meals served during the previous academic year</i>	2	0.6	263	76.9	77	22.5
12	<i>Number of days on which MDM was served</i>	0	0.0	207	60.5	135	39.5
13	<i>Number of inspections made by the supervisory official during the previous academic year</i>	0	0.0	191	55.8	151	44.2
14	<i>Number of inspections made by the community members during the previous academic year</i>	0	0.0	233	68.1	109	31.9
15	<i>Adequacy of pot for served MDM to children</i>	0	0.0	62	18.1	280	81.9

Figure 3.6
Comparative Analysis - Mid Day Meal Information



The comparative analysis of data regarding MDM reveals assorted picture. Regarding status of MDM in terms of giving MDM in schools and its preparation in school or at any other place the data is found to be alike in two sets for 86.5 percent schools.

The infrastructural aspects of MDM facility in terms of status of kitchen shed available for cooking meals data mismatch in about 27 percent schools.

The two sets of data found to be varied more in comparatively large number of schools for the number of female as compare to male cook-cum-helpers available for cooking MDM. The data relating to the use of fuel for MDM in schools was found to be dissimilar in about 15 percent surveyed schools. Significant variation is seen in the two categories for which data has been analyzed and presented in terms of number of boys and girls opted for MDM in last academic year.

It can be seen from the table that there is huge variations in the number of schools (77 per cent schools) in the two sets of data on the number of meals served during the previous academic year. For other matters also including number of inspections made by the community members during the previous academic year wide range of variation (68 percent schools) was noticed in the data provided by DISE and PES team. In 18 percent schools variations was found for the adequacy of utensils for serving MDM to children.

Table 3.21
Comparative Analysis of Data regarding Enrolled Students in PS and MS of Urban Areas

District	Location of School- Urban							
	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data		Total	
	No.	%	No.	%	No.	%	No.	%
Total Enrollment up to 30th September 2010 in Primary Schools								
Ujjain	0	0.0	2	33.3	4	66.7	6	100.0
Mandla	0	0.0	5	62.5	3	37.5	8	100.0
Burhanpur	1	11.1	4	44.4	4	44.4	9	100.0
Neemuch	0	0.0	2	66.7	1	33.3	3	100.0
Total	1	3.8	13	50.0	12	46.2	26	100.0
Total Enrollment up to 30th September 2010 in Middle Schools								
Ujjain	0	0.0	3	60.0	2	40.0	5	100.0
Mandla	0	0.0	1	20.0	4	80.0	5	100.0
Burhanpur	0	0.0	2	50.0	2	50.0	4	100.0
Neemuch	0	0.0	0	0.0	1	100.0	1	100.0
Total	0	0.0	6	40.0	9	60.0	15	100.0

Comparative analysis of data regarding enrolled students in Primary schools and Middle schools located in urban areas during 2010-11 is presented in table 3.21. The two sets of data on enrolment in Primary schools are found to be dissimilar in 50 percent of the surveyed schools. As far as enrolment in Middle schools is concerned the variations are visible in 40 percent of the total schools. The variations in enrolment data in Primary schools were found to be highest in Neemuch district (66.7 per cent schools), followed by Mandla, Burhanpur and Ujjain districts with variations in 62.5, 44.4 and 33.3 percent schools respectively. In 11 percent schools of Burhanpur district the information was not made available to PES team.

The two sets of data viz. PES data and DISE are found to be identical in 100 percent schools of Neemuch district followed by Mandla, Burhanpur and Ujjain

districts with the similarity in data on enrolment in 80.0, 50.0 and 40.0 percent schools respectively.

Table 3.22
Comparative Analysis of Data regarding Enrolled Students in PS and MS of Rural Areas

District	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data		Total	
	No.	%	No.	%	No.	%	No.	%
Total Enrollment up to 30th September 2010 in Primary Schools								
Ujjain	0	0.0	26	48.1	28	51.9	54	100.0
Mandla	0	0.0	36	45.6	43	54.4	79	100.0
Burhanpur	1	6.3	7	43.8	8	50.0	16	100.0
Neemuch	0	0.0	15	45.5	18	54.5	33	100.0
Total	1	0.5	84	46.2	97	53.3	182	100.0
Total Enrollment up to 30th September 2010 in Middle Schools								
Ujjain	0	0.0	11	28.9	27	71.1	38	100.0
Mandla	0	0.0	15	51.7	21	58.3	36	100.0
Burhanpur	1	6.7	2	13.3	12	80.0	15	100.0
Neemuch	0	0.0	10	33.3	20	66.7	30	100.0
Total	1	0.8	38	31.9	80	67.2	119	100.0

Comparative analysis of data regarding enrolled students in Primary schools and Middle schools located in rural areas on enrolment in Primary schools are found to be dissimilar in 46.2 percent of the surveyed schools.

As far as enrolment in Middle schools is concerned the variations are visible in 32 percent of the total schools. The variations in enrolment data in Primary schools was found to be between 45-48 percent schools of all four districts. The two sets of data viz. PES data and DISE are found to be identical for 80 percent schools of Burhanpur district followed by Ujjain, Neemuch and Mandla districts.

Table 3.23

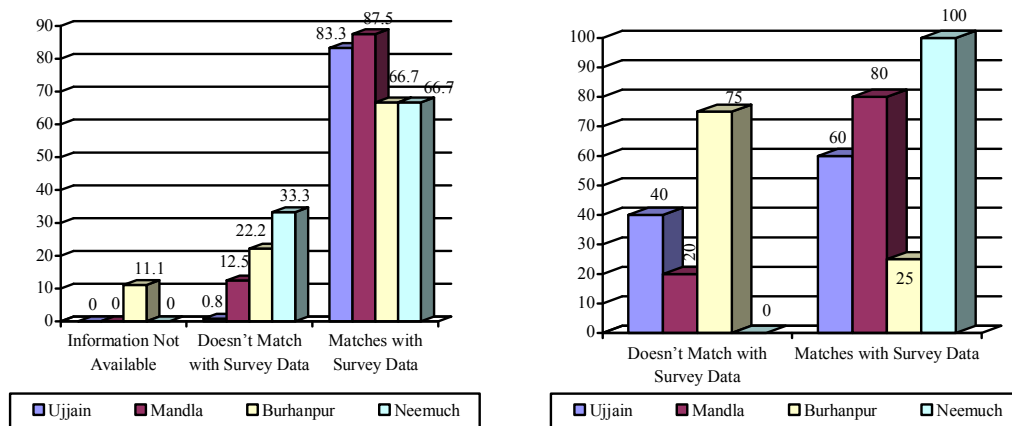
Comparative Analysis of Data regarding Repeaters and Re-Admission in PS and MS of Urban Areas

District	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data		Total	
	N	%	N	%	N	%	N	%
Total RR up to 30th September 2010 in Primary Schools								
Ujjain	0	0.0	1	0.8	5	83.3	6	100.0
Mandla	0	0.0	1	12.5	7	87.5	8	100.0
Burhanpur	1	11.1	2	22.2	6	66.7	9	100.0
Neemuch	0	0.0	1	33.3	2	66.7	3	100.0
Total	1	3.8	5	19.2	20	76.9	26	100.0
Total RR up to 30th September 2010 in Middle Schools								
Ujjain	0	0.0	2	40.0	3	60.0	5	100.0
Mandla	0	0.0	1	20.0	4	80.0	5	100.0
Burhanpur	0	0.0	3	75.0	1	25.0	4	100.0
Neemuch	0	0.0	0	0.0	1	100.0	1	100.0
Total	0	0.0	6	40.0	9	60.0	15	100.0

Figure 3.7

Comparative Analysis of Data regarding Repeaters and Re-Admission in PS and MS of Urban Areas

(A) Total RR up to 30th September 2010 in Primary Schools **(B) Total RR up to 30th September 2010 in Middle Schools**



Comparative analysis of data regarding number of Repeaters and Re-Admission in PS and MS of Urban Areas has been done for year 2009-2010 in table 3.23. The analysis is done district wise of surveyed schools. The data for Primary

Schools revealed mismatch of the information in 19 percent of the total surveyed schools. District-wise analysis of data revealed variations in highest number of schools of Neemuch district followed by variations in number of schools of Burhanpur, Mandla and Ujjain districts respectively. For 11 percent schools of Burhanpur district the information was not made available to PES team.

As far as variations in number of Repeaters and Re-Admission in Middle schools are concerned the data was found to be dissimilar in 40 percent of the total survey schools. The variations were found to be highest in number of schools of Burhanpur district (70 per cent schools), followed by variations in number of schools for Ujjain district. However, the information for two sets of data was found to be similar in 100 percent schools of Neemuch district.

Table 3.24

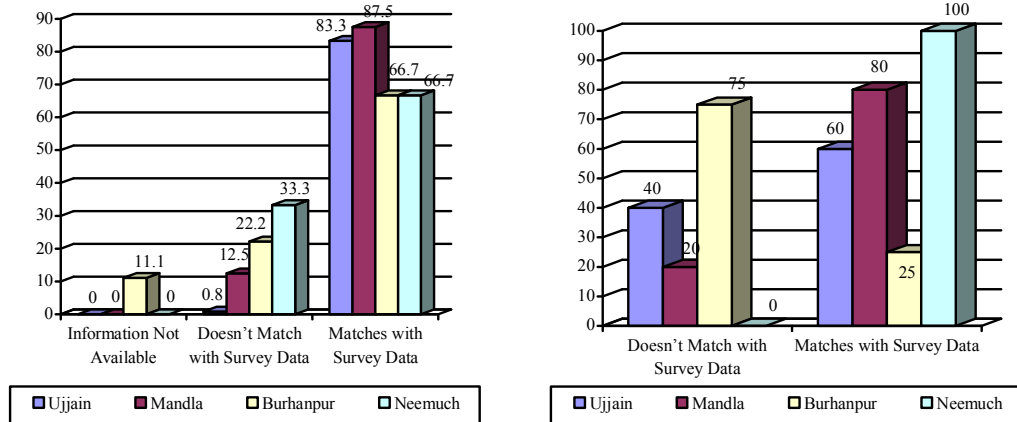
Comparative analysis of data regarding Repeaters and Re-Admission in PS and MS of Rural Areas

District	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data		Total	
	N	%	N	%	N	%	N	%
Total RR up to 30th September 2010 in Primary Schools								
Ujjain	0	0.0	25	46.3	29	53.7	54	100.0
Mandla	0	0.0	22	27.8	57	72.2	79	100.0
Burhanpur	1	6.3	4	25.0	11	68.8	16	100.0
Neemuch	2	6.1	8	24.2	23	69.7	33	100.0
Total	3	1.6	59	32.4	120	65.9	182	100.0
Total RR up to 30th September 2010 in Middle Schools								
Ujjain	2	5.3	15	39.5	21	55.3	38	100.0
Mandla	0	0.0	12	33.3	24	66.7	36	100.0
Burhanpur	1	6.7	7	46.7	7	46.7	15	100.0
Neemuch	0	0.0	4	13.3	26	86.7	30	100.0
Total	3	2.5	38	31.9	78	65.5	119	100.0

Figure 3.8

Comparative Analysis of Data regarding Repeaters and Re-Admission in PS and MS of Rural Areas

(A) Total RR up to 30th September 2010 in Primary Schools **(B) Total RR up to 30th September 2010 in Middle Schools**



Similarly, comparative analysis of data regarding number of Repeaters and Re-Admission in PS and MS of rural Areas has been presented for year 2009-2010 in table 3.24. The analysis is done district wise of surveyed schools. The data for Primary Schools revealed mismatch of the information in 32 percent of the total surveyed schools. District-wise analysis of data revealed variations in highest number of schools of Ujjain district followed by variations in number of schools of Mandla, Burhanpur, and Neemuch districts respectively. For 6.3 percent schools of Burhanpur and 6.1 percent schools percent schools of Neemuch district the information was not made available to PES team.

As far as variations in number of Repeaters and Re-Admission in Middle schools are concerned, significant variations in number of schools of Burhanpur district (46.7 per cent) was found. The variations were found to be high in number of schools of Ujjain district (39.5 per cent schools), followed by Mandla district.

Table 3.25

School-wise Comparative Analysis of Data regarding Incentives Provided to Students in Primary Schools during Year 2009-10

District	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data		Total	
	N	%	N	%	N	%	N	%
Incentives (Last Academic year only for only for I-V Classes)								
Free text books	14	6.7	142	68.3	52	25.0	208	100.0
Free uniforms	15	7.2	140	67.3	53	25.5	208	100.0
Scholarships	11	5.3	141	67.8	56	26.9	208	100.0
Free transport facility	0	0.0	0	0.0	208	100.0	208	100.0
Free residential facility	8	3.8	9	4.3	191	91.8	208	100.0
Incentives (Last Academic year only for only for VI-VIII Classes)								
Free text books	20	14.9	79	59.0	35	26.1	134	100.0
Free uniforms	16	11.9	77	57.5	41	30.6	134	100.0
Scholarships	13	9.7	91	67.9	30	22.4	134	100.0
Free transport facility	0	0.0	0	0.0	134	100.0	134	100.0
Free residential facility	8	6.0	4	3.0	122	91.0	134	100.0
Free Cycles	9	6.7	48	35.1	78	58.2	134	100.0

Figure 3.9

School-wise Comparative Analysis of Data regarding Incentives Provided to Students in Primary Schools during Year 2009-10

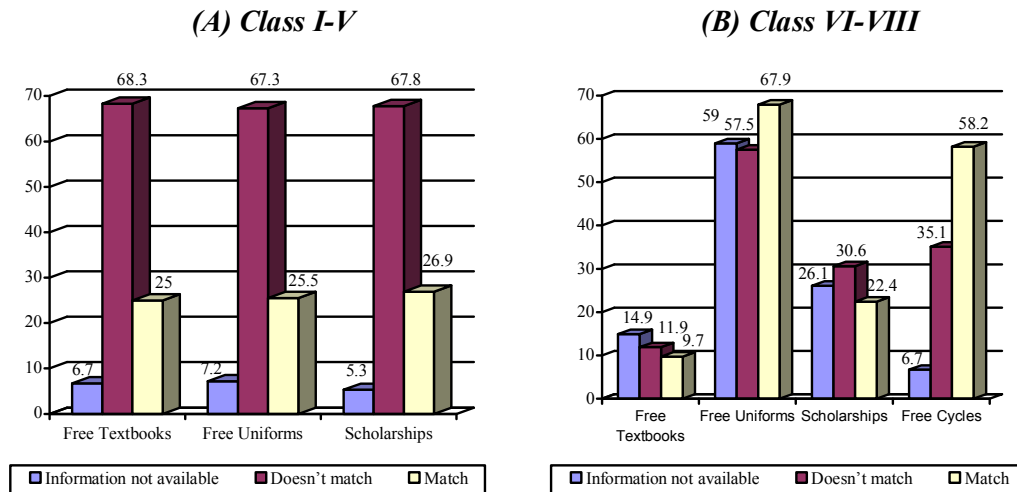


Table 3.25 presents school-wise comparative analysis of data regarding incentives provided to students of Primary schools during year 2009-10. As far as distribution of free text books is concerned, overall variations in 68.3 percent schools were observed. Variations in the two sets of data are more when we evaluate the data

relating to the distribution of free uniforms and scholarships to students. For 7 percent of the total visited schools the information was not provided on the number of students who received free uniforms. However, variations in the two sets of data were found in more than two-third schools. As far as transport facility is concerned it is not being provided by schools. Data for providind residential facility to students the data was found to be similar in more than 90 percent schools.

The data on incentives to Middle schools also revealed mixed picture. Significant variations in numbers were observed for facilities including text books, uniforms, scholarships and bicycle. At the same time for about 15 percent schools the information regarding distribution of free text books were not made available to PES team.

Table 3.26
School-wise Comparative Analysis of Data of Average Attendance during
Last Academic Year (2009-10)

District	Information not available		Schools where it doesn't match with survey data		Schools where it matches with survey data		Total	
	N	%	N	%	N	%	N	%
Attendance (Previous Year Academic Session-2009-10) in Primary Schools								
<i>Total annual attendance</i>	79	38.0	94	45.2	35	16.8	208	100.0
Total Enrolment in Previous year	35	16.8	85	40.9	88	42.3	208	100.0
Attendance (Previous Year Academic Session-2009-10) in Middle Schools								
<i>Total annual attendance</i>	44	32.8	53	39.6	37	27.6	134	100.0
Total Enrolment in Previous year	25	18.7	35	26.1	74	55.2	134	100.0

Figure 3.10
School-wise Comparative Analysis of Data of Average Attendance during
Last Academic Year (2009-10)

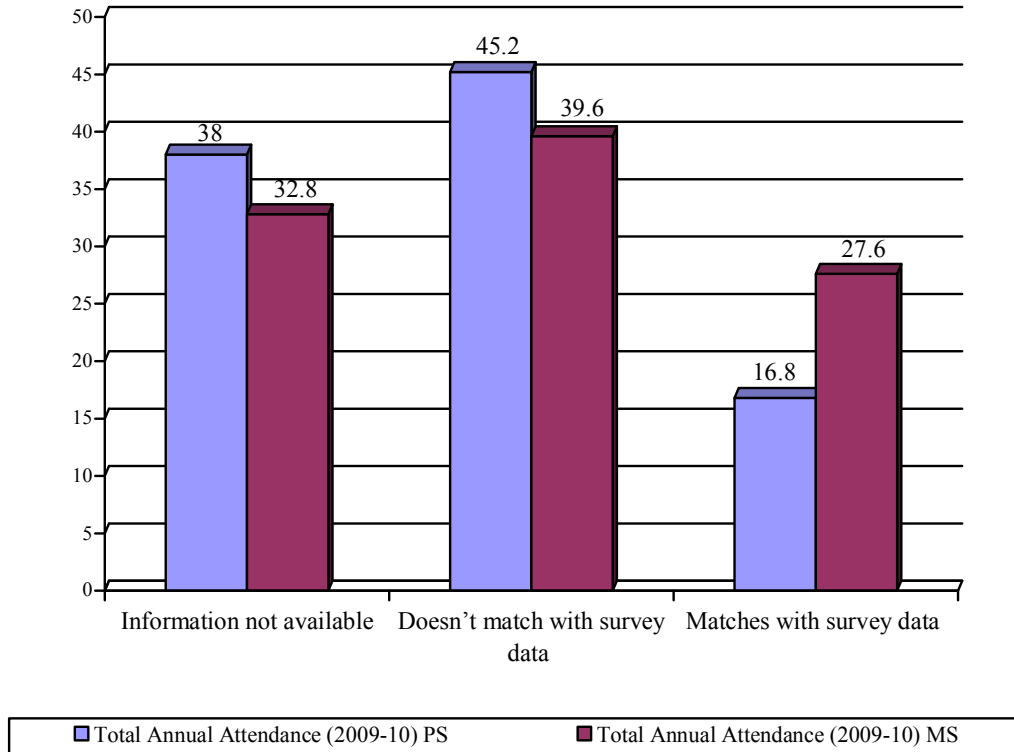


Table 3.26 illustrates school-wise comparative analysis of data on average attendance of students from class 1st to 8th of all four districts during last academic year (2009-10). Starting with Primary schools the two sets of data reveal variations in 45 percent schools for annual attendance of students. In the case of the data on enrolment significant variations, as high as 41 percent, was found. The most significant feature of the analysis is that for 38 and 17 percent schools the information regarding average attendance and enrolment was not made available to PES team.

Somewhat similar percentages of variations in schools were observed in the attendance for middle schools also. Again for 33 and 19 percent schools the information on average attendance and enrolment was not made available by schools to PES team.

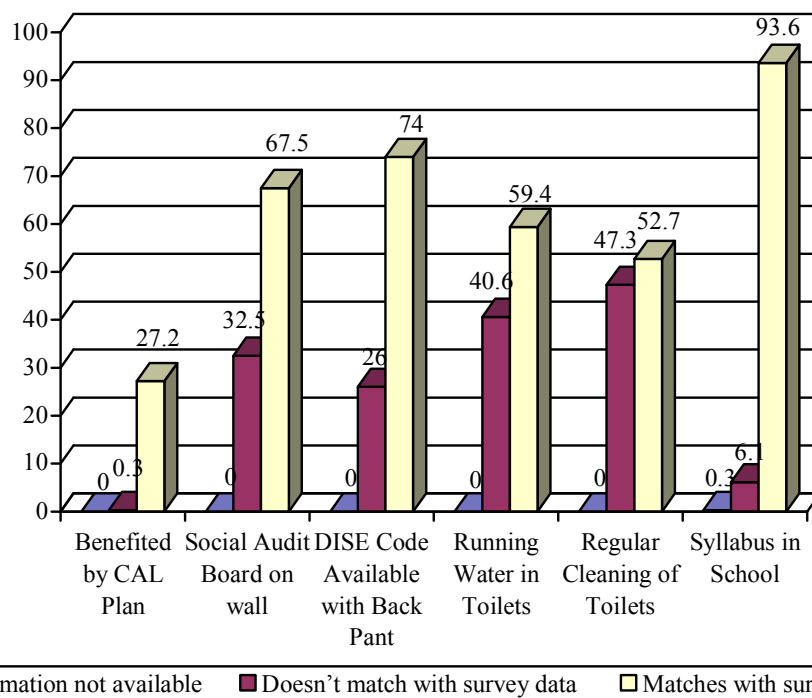
Table 3.27

Comparative Analysis - Information about Supplementary Variables Items

S. No.	Particular	Information not available		Schools where data doesn't match with survey data		Schools where data matches with survey data	
		No.	%	No.	%	No.	%
1	Middle School Opened under SSA program	0	0.0	147	43.0	195	57.0
2	PS with this MS	0	0.0	94	27.5	248	72.5
3	Ownership of School land	0	0.0	111	32.5	231	67.5
4	Encroachment of School Land	0	0.0	85	24.9	257	75.1
5	Guest Faculty in school	0	0.0	74	21.6	268	78.4
6	Give Books to Child from Library	0	0.0	181	52.9	161	47.1
7	<i>Benefited by CAL Plan</i>	0	0.0	1	0.3	93	27.2
8	IRI Running in School	0	0.0	126	36.8	216	63.2
9	<i>Social audit board on wall</i>	0	0.0	111	32.5	231	67.5
10	<i>DISE Code Available With Back Pant in School Name Plate</i>	0	0.0	89	26.0	253	74.0
11	<i>Running Water in toilets</i>	0	0.0	139	40.6	203	59.4
12	<i>Regular cleaning of toilets</i>	0	0.0	162	47.3	180	52.7
13	Use of school building as BALA	0	0.0	137	40.1	205	59.9
14	Rain water harvesting in School	0	0.0	16	4.7	326	95.3
15	<i>Syllabus in the school</i>	1	0.3	21	6.1	320	93.6

Figure 3.11

Comparative Analysis - Information about Supplementary Variables Items



A comparative analysis of data relating to supplementary information has been presented in table 3.27. It can be seen from the table that there is no significant difference in the two sets of data with regard to 4 out of 15 parameters on which the information has been analyzed and matched in the said table. The variation is comparatively very large, namely, giving books to children from library (53 per cent schools), opening of middle school under SSA (variations in 43 per cent schools), regular cleaning of toilets (in 47 per cent schools), availability of running water in toilets (41 per cent schools), use of school building as BALA (40 per cent schools), availability DISE code on the school board (26 per cent schools).

Similarity in the two sets of data was found in large number of schools in the case of information relating to the rain water harvesting in schools and the type of curriculum followed in schools.

Chapter 4

Investigators Observation

Table 4.1
Observations of Investigators' regarding School Particulars

Clean environment in the school					
Districts	Yes	Percent	No	Percent	Total
Ujjain	92	89.3	11	10.7	103
Mandla	116	90.6	12	9.4	128
Burhanpur	40	90.9	4	9.1	44
Neemuch	65	97.0	2	3.0	67
Total	309	90.4	33	9.6	342
Good condition of building					
Districts	Yes	Percent	No	Percent	Total
Ujjain	89	86.4	14	13.6	103
Mandla	115	89.8	13	10.2	128
Burhanpur	41	93.2	3	6.8	44
Neemuch	64	95.5	3	4.5	67
Total	309	90.4	33	9.6	342
Playground in the school					
Districts	Yes	Percent	No	Percent	Total
Ujjain	70	68.0	33	32.0	103
Mandla	95	74.2	33	25.8	128
Burhanpur	18	40.9	26	59.1	44
Neemuch	63	94.0	4	6.0	67
Total	246	71.9	95	27.8	342
Good class room with proper flooring, land and window in the school					
Districts	Yes	Percent	No	Percent	Total
Ujjain	82	79.6	21	20.4	103
Mandla	97	75.8	31	24.2	128
Burhanpur	39	88.6	5	11.5	44
Neemuch	60	89.6	7	10.5	67
Total	278	81.3	63	18.4	342
Proper light in the classes					
Districts	Yes	Percent	No	Percent	Total
Ujjain	93	90.3	10	9.7	103
Mandla	102	79.7	26	20.3	128
Burhanpur	44	100.0	0	0.0	44
Neemuch	61	91.0	6	9.0	67
Total	300	87.7	42	12.3	342
Use of TLM in the school					
Districts	Yes	Percent	No	Percent	Total
Ujjain	75	72.8	28	27.2	103
Mandla	97	75.8	30	23.4	128
Burhanpur	37	84.1	6	13.6	44
Neemuch	55	82.1	12	17.9	67
Total	264	77.2	78	22.8	342

Figure 4.1
Observations of Investigators' regarding School Particulars

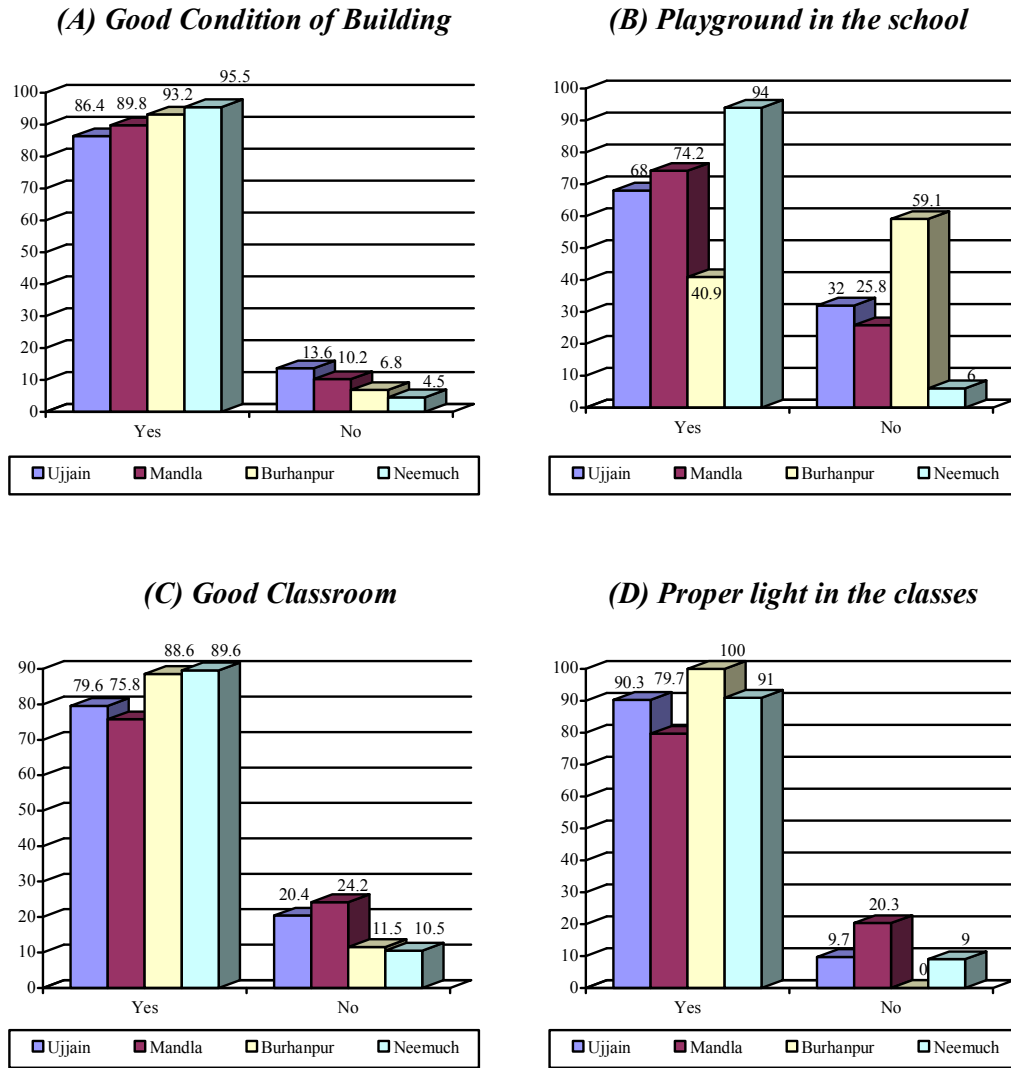


Table 4.1 contains data on observations made by investigators on several aspects. The field investigators have given their observations based on their visit to the schools. It can be observed from the table that in all the four districts covered under the sample survey exercise the environment was found to be clean in 90 percent visited schools. In nearly all schools of the four districts the condition of school building was also good enough. Though, as far as availability of playground in school is concerned, it is available in 94 percent schools of Neemuch district, 74 percent

schools of Mandla district, 68 percent of schools in Ujjain and in 41 percent schools of Burhanpur district. It was found that in 81 percent schools the class rooms were of good quality with proper flooring, land and window. The lights facility was also good in the class rooms of almost all the visited schools. The one thing which was found unsatisfactory in many schools by the investigators was the use of TLM while teaching learning process. It was found that teachers reported using the TLM in 84, 82, 76 and 73 percent schools of Burhanpur, Neemuch, Mandla and Ujjain districts, respectively.

Table 4.2

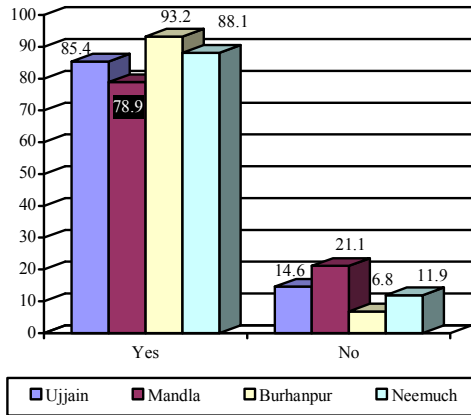
Observations of Investigators' regarding Documentation in the School

Was the Principal able to give the enrolment and other details from a single register?					
Districts	Yes	Percent	No	Percent	Total
Ujjain	57	55.3	46	44.7	103
Mandla	26	20.3	102	79.7	128
Burhanpur	16	36.4	28	63.6	44
Neemuch	49	73.1	18	26.9	67
Total	147	43.0	195	57.0	342
Do the teachers in the school fill-up the attendance register properly?					
Districts	Yes	Percent	No	Percent	Total
Ujjain	88	85.4	15	14.6	103
Mandla	101	78.9	27	21.1	128
Burhanpur	41	93.2	3	6.8	44
Neemuch	59	88.1	8	11.9	67
Total	289	84.5	53	15.5	342
Principals have the year end summery details available with him relating to children for all grades					
Districts	Yes	Percent	No	Percent	Total
Ujjain	81	78.6	22	21.4	103
Mandla	95	74.2	33	25.8	128
Burhanpur	39	88.6	5	11.4	44
Neemuch	50	74.6	17	25.4	67
Total	265	77.5	77	22.5	342
Teachers in the school come on time					
Districts	Yes	Percent	No	Percent	Total
Ujjain	92	89.3	11	10.7	103
Mandla	120	93.8	8	6.3	128
Burhanpur	42	95.5	2	4.5	44
Neemuch	53	79.1	14	20.9	67
Total	307	89.8	35	110.2	342
School having a photo copy of filled in DISE DCF					
Districts	Yes	Percent	No	Percent	Total
Ujjain	94	91.3	9	8.7	103
Mandla	59	46.1	69	53.9	128
Burhanpur	37	84.1	7	15.9	44
Neemuch	48	71.6	19	28.4	67
Total	238	69.6	104	30.4	342
Regularity of Mid-day meal scheme running in the school					
Districts	Yes	Percent	No	Percent	Total
Ujjain	102	99.0	1	1.0	103
Mandla	125	97.7	3	2.3	128
Burhanpur	44	100.0	0	0.0	44
Neemuch	65	97.0	2	3.0	67
Total	336	98.2	6	1.8	342

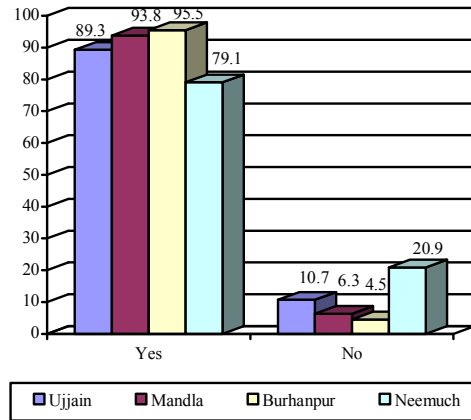
Figure 4.2

Observations of Investigators' regarding Documentation in the School

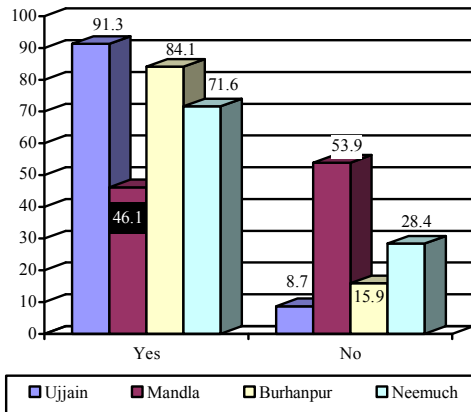
(A) Do the teachers in the school fill-up the attendance register properly?



(B) Teachers in the school come on time



(C) School having a photo copy of filled in DISE DCF



(D) Regularity of Mid-day meal scheme running in the school

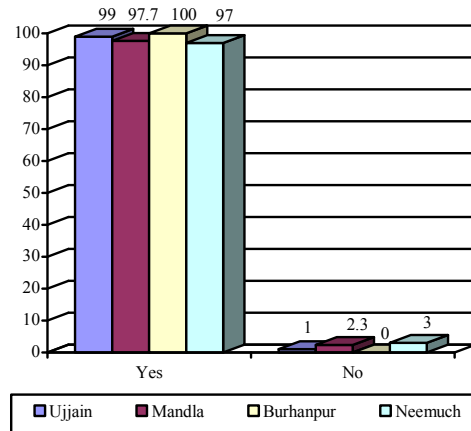


Table 4.2 contains data on several aspects. The field investigators have given their observations based on their visit to the schools. It can be observed from the table that in 57 percent of the total visited schools in all districts the Head Teacher was able to give the enrolment and other details from a single register. Such percentage of schools was more in Mandla and Burhanpur districts (80 and 64 per cent

respectively). In 84.5 percent schools teachers in the school filled-up the attendance registers properly and regularly in all the four districts covered under the sample survey exercise. This trend was found in highest number of schools (93 per cent) of Burhanpur district. Year end summary details relating to the children for all grades were not found available with the Head Masters in 88.6, 78.6, 74.6 and 74.2 per cent schools of Burhanpur, Ujjain, Neemuch and Mandla districts respectively. The percentage of schools where teachers came on time to their respective schools was higher (90 per cent schools) in all the four districts. Availability of a photocopy of filled in DISE DCF was satisfactory in all districts except Mandla district (54 per cent). In more than 25 per cent schools of Neemuch district the DISE DCFs were not available. Almost all the schools in all the districts were providing food under Mid Day Meal programme.

Table 4.3
Relation of Students with Teachers

S. No.	Options	Ujjain		Mandla		Burhanpur		Neemuch	
		No.	%	No.	%	No.	%	No.	%
1	Good	23	22.3	34	26.6	3	6.8	9	13.4
2	Average	67	65.0	91	71.1	39	88.6	47	70.1
3	Formal	13	12.6	3	2.3	2	4.5	9	13.4
4	Bad	0	0.0	0	0.0	0.	0.0	2	3.0
	Total	103	100.0	128	100.0	44	100.0	67	100.0

The data on relation of students with teachers is revealed in table 4.3. In majority of the schools of all four districts the relation of students with teachers was found to be average. Good relation was also noticed in the 26.6, 22.3, 13.4 and 6.8 percent schools of Mandla, Ujjain, Neemuch and Burhanpur district respectively. The case of bad relation between student and teacher was visible during survey only in 3 percent schools of Neemuch district which can be considered as negligible.

Table 4.4
Educational Level of Students

S. No.	Options	Ujjain		Mandla		Burhanpur		Neemuch	
		No.	%	No.	%	No.	%	No.	%
1	Good	18	17.5	25	19.5	3	6.8	7	10.4
2	Average	73	70.9	100	78.1	93	88.6	57	85.1
3	Bad	12	11.7	3	2.3	2	4.5	3	4.5
	Total	103	100.0	128	100.0	44	100.0	67	100.0

Table 4.4 presents the data on educational level of students in four districts. In most of the schools of all four districts the educational level of students was found to be average. In Ujjain district the educational performance in 11.7 percent schools was found even below average whereas, in another 17.5 percent schools of the district the educational level of students was found to be good. In 19.7 percent of the total surveyed schools in Mandla district, 10.4 percent of Neemuch and about 7 percent schools of Burhanpur district the educational level of students was found to be good.

Table 4.5
Quality of Food of Mid-Day Meal Scheme

S.No.	Options	Ujjain		Mandla		Burhanpur		Neemuch	
		No.	%	No.	%	No.	%	No.	%
1	Very Good	4	3.9	5	3.9	3	6.8	1	1.5
2	Good	55	53.4	39	30.5	20	45.5	14	20.9
3	Average	38	36.9	84	65.6	21	47.7	51	76.1
4	Worst	5	4.9	0	0.0	0	0	1	1.5
5	Very worst	1	1.0	0	0.0	0	0	1	1.5
	Total	103	100.0	128	100.0	44	100.0	67	100.0

Figure 4.3
Quality of Food of Mid-Day Meal Scheme

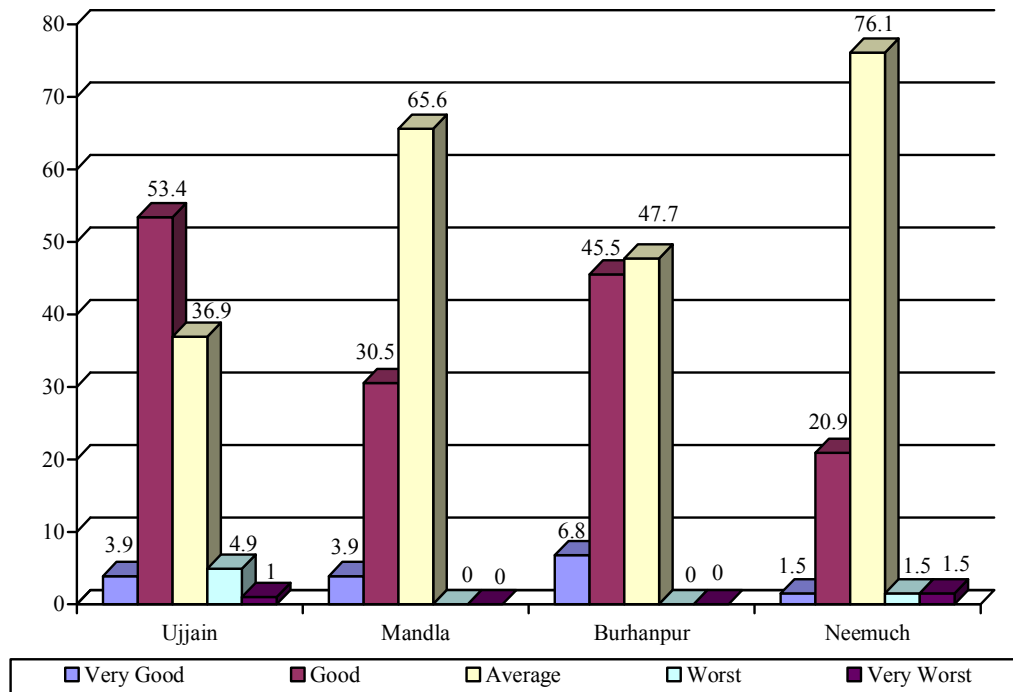


Table 4.5 contains the observations of investigators with regard to the quality of food being served under Mid Day Meal programme. It can be seen from the table that in all four districts the quality of food was found to be varied between very good to very worst. Very good quality of food was found to be served in 6.8 percent schools of Burhanpur followed by 3.9 percent each in Ujjain and Mandla districts respectively. Good quality food was being served in more than 50 percent schools of Ujjain, followed by 45.5 percent of Burhanpur, 21 percent schools of Neemuch and 30.5 percent schools of Mandla districts respectively. In 76 percent schools of Neemuch district, 65.6 percent schools of Mandla, 47.7 percent schools of Burhanpur and 36.9 percent schools of Ujjain district the quality of food was found to be average. In 4.9 percent schools of Ujjain and 1.5 percent schools of Neemuch district survey team found worst quality of food being served to students. Similarly in 1.5 percent schools of Neemuch and 1 percent schools of Ujjain districts food served to students was of very low quality.

Table 4.6
Seating Arrangement for Children in the School

S. No.	Options	Ujjain		Mandla		Burhanpur		Neemuch	
		No.	%	No.	%	No.	%	No.	%
1	Furniture for all students	6	5.8	6	4.7	3	6.8	3	4.5
2	Children sit on the Tat Patti	91	88.3	108	84.4	41	93.2	54	80.0
3	Children sit on floor	4	3.96	9	7.0	0	0.0	0	0.0
4	Furniture for some children	2	1.9	5	3.9	0	0.0	10	14.9
	Total	103	100.0	128	100.0	44	100.0	67	100.0

Table 4.6 deals with the data relating to the seating arrangements for children in schools. District-wise analysis of data show that in 6.8 percent schools of Burhanpur district, 5.8 percent of Ujjain, 4.7 percent of Mandla and 4.5 percent schools of Neemuch districts furniture for all students was available. But in maximum schools of all districts students were made to sit on Tat Patti. At the same time in few schools of Mandla and Ujjain district children were made to sit on floor.

Chapter 5

Findings and Recommendations

The research conducted by the MPISSR team for Post Enumeration Survey of DISE data is successfully completed and many significant findings have surfaced on the basis of the data obtained, analyzed and interpreted. The comparison of the data is done for the 342 schools of Madhya Pradesh state from the four districts namely; Ujjain, Mandla, Burhanpur and Neemuch districts. The inconsistencies observed varied for different variables and there were cases wherein the data from both PES and DISE showed consistency to a great extent.

Major Findings

The major findings of the PES report of Madhya Pradesh state in year 2010-11 are as follows:

1. 78 per cent sampled schools were from rural areas whereas remaining 22 per cent schools were from urban areas. (Table 3.2)
2. About 61 per cent schools in the sample were primary whereas the percentage of middle schools in the sample was 39. (Table 3.4)
3. The level of consistency was observed to be good with respect to the following variables in all the districts: location of school, school category, management and type of school, lowest and highest class in school and year of establishment. (Table 3.8)
4. The variations between two sets of data were found to be significantly more for items related to inspections and visits by officials concerned. The two sets of data were found to be similar for less than 50 percent of the total visited schools. (Table 3.9)
5. In order to identify variations in the two sets of data for continuous and comprehensive evaluation of students in schools the data were found to be matching for all of the surveyed schools. (Table 3.10)

6. As per PES the average number of working days in schools of all four districts was found to be 220, while as per DISE data the schools worked for 223 days. (Table 3.11)
7. As far as number of PTA meetings in last academic year was concerned for 62 percent schools the data did not match with survey data. (Table 3.12)
8. The comparative analysis on data relating to funds received as school development grant reveals that in 67.7 percent schools the data collected by PES team matched with DISE data whereas, for 14 percent schools the information of filled in DCFs were not provided. (Table 3.13)
9. The lowest variation is observed in the category of TLM grant, collection from students and receipts from other sources with the total variation in only 20.5 percent schools. (Table 3.13)
10. District wise comparison of data on different heads (SDG, SMG and TLM grants) revealed highest variation in schools of Burhanpur district. In as high as 50 percent schools variations were observed in Burhanpur district for receipts from other sources. (Table 3.13)
11. During PES it was observed that in large number of schools cash book, ledger books, etc were not updated and maintained properly. (Table 3.13)
12. Not much variations in the schools were observed as far as records on number of working teaching staff at Primary level, number of part-time instructor (for upper primary classes), number of non-teaching staff and number of working teaching staff at middle school level is concerned. (Table 3.15)
13. No significant difference in the two sets of data with regard to distribution of complete sets of text books for all classes in Primary schools was observed. Variation were comparatively large (in 29 per cent schools) for play material, games and sports equipment available for each grade. (Table 3.17)
14. Variation is comparatively large for availability of TLE and play material, games and sports equipment for each grade at middle level. (20 percent schools). (Table 3.18)

15. Data relating to status of school building in terms of private, rental, government building, etc. was found to be matching for 94.2 percent schools. (Table 3.19)
16. The data on number of classrooms was similar for about 73 percent schools whereas, for number of other rooms the data matched for only 56 percent schools. (Table 3.19)
17. Variations in 26 percent schools were observed as far as data on availability of land for additional rooms is concerned. The data on availability of sseparate room for Head Teacher was found to be varied in 26 percent of the surveyed schools. (Table 3.19)
18. Variations in 24 percent schools were observed for availability of library in schools and variations in 39.5 percent schools were found for the number of books available in libraries. (Table 3.19)
19. In 36.8 percent schools mismatch of data was observed in terms of availability of playground in schools. (Table 3.19)
20. As far as facility of CAL in schools was concerned, in about 18.4 percent schools mismatch of data was found. The availability of ramp for CWSN, medical checkups (2009-10), availability of furniture for teachers the data matched to a great extent for surveyed schools. (Table 3.19)
21. Regarding status of MDM in terms of giving MDM in schools and its preparation in school or at any other place the data is found to be alike in two sets for 86.5 percent schools. (Table 3.20)
22. Huge variations (77 per cent schools) in the two sets of data on the number of meals served during the previous academic year were noted. (Table 3.20)
23. For matters also including Number of inspections with concern to MDM, made by the community members during the previous academic year wide range of variation in 68 percent schools was experienced in the data provided by DISE and PES team. (Table 3.20)
24. Variations in the two sets of data on enrolment in Primary schools of urban areas were found in 50 percent of the surveyed schools. The variations in enrolment data in Primary schools were found to be highest in Neemuch

- district (66.7 per cent schools), followed by Mandla, Burhanpur and Ujjain districts with variations in 62.5, 44.4 and 33.3 percent schools respectively. In 11 percent schools of Burhanpur district the information was not made available to PES team. (Table 3.21)
25. Comparative analysis of data regarding enrolled students in Primary schools and Middle schools located in rural areas reveals variations in the two sets of data in 46.2 percent of the surveyed schools. (Table 3.21)
 26. As far as variations in number of Repeaters and Re-Admission in Middle schools are concerned the data was found to be dissimilar in 40 percent of the total surveyed schools. (Table 3.23)
 27. As far as distribution of free text books was concerned, overall variations in 68.3 percent schools were observed. (Table 3.25)
 28. Large variations were found in the data relating to the distribution of free uniforms and scholarships to students. For 7 percent of the total visited schools the information was not provided on the number of students who received free uniforms. (Table 3.25)
 29. As far as transport facility is concerned it is not been provided by schools. For residential facility to students the data was found to be similar in more than 90 percent schools. (Table 3.25)
 30. The two sets of data reveal variations in 45 percent primary schools with regard to annual attendance of students. (Table 3.26)
 31. The variation is comparatively very large, namely, giving books to children from library (53 per cent schools), opening of middle school under SSA (variations in 43 per cent schools), regular cleaning of toilets (in 47 per cent schools), availability of running water in toilets (41 per cent schools). (Table 3.27)
 32. Toilets were found to be constructed but were not in use due to lack of proper cleanliness and availability of running water in toilets. In large number of schools the toilets were found to be locked during school hours. (Table 3.27)
 33. It was observed that in 81 percent schools the class rooms were of good quality with proper flooring, land and window. (Table 4.1)

34. The one thing which was found unsatisfactory in many schools by the investigators was the use of TLM while teaching. (Table 4.1)
35. Year end summary details relating to the children for all grades were not found available with the Head Masters in 88.6, 78.6, 74.6 and 74.2 per cent schools of Burhanpur, Ujjain, Neemuch and Mandla districts respectively. (Table 4.2)
36. In most of the schools of all four districts the educational level of students was found to be average. (Table 4.4)
37. MDM registers were not prepared in many schools which has resulted in the wrong entry of information. Teachers use the daily attendance figures from the MDM registers. That is why during cross check the attendance in registers was found to be in the two registers. (Observation)
38. Teachers tried to give the information from the filled in DISE DCFs. They had not maintained separate records for all school related information. (Observation)

Recommendations

Based on the data collected for the sample checking exercise and field observations and also the discussions with the authorities at different levels, the following recommendations are being offered in order to improve the overall quality of DISE data.

1. In many cases it was found by PES team that major variations in the data were due to misunderstanding of DISE DCFs among the teachers which has led to wrong interpretation of information. For this they should be given proper training for filling up DISE DCFs. The training should be practical as well.
2. The conceptual understanding of each and every content of DCF to head master/teacher (whosoever is filling) is must to avoid any misleading information.
3. Teachers should be made aware of the importance of DISE data so that they do not take it lightly.

4. In none of the schools the Janvachan of filled in information was found to be taking place. Hence, the Janvachan of DISE information need to be ensured. The reasons of not doing Janvachan of DISE DCFs should also be found out.
5. The DCFs were found to be very lengthy. The questions in DCFs should be clear and focused.
6. The information which is common for all schools like school particulars, number of sanctioned posts, etc should not be included in DCFs, as it unnecessary creates burden on teachers and at times encourage filling some false/incorrect information as well.
7. Since DISE information is collected at the school level it is suggested that some questions should be included in the DCFs for which information should be collected through Group discussions involving the PTA/local community. It will help in making the DISE information more transparent, reliable and authentic. Issues related to teachers, TLM, students and problems in learning, CWSN etc. can be discussed with the community.
8. Time lag between DISE survey and PES survey should be reduced so that no major changes take place between these two exercises.
9. The awareness regarding DISE, its importance and utility at each level needs to be created. The awareness needs to be extended to the community level. This would ensure the seriousness with respect to the data collection and thereby also increase the authenticity of the data collected. This can be done by arranging workshops for field investigators, head teachers, etc. This would also increase the chances of filling of DISE DCF within the stipulated time.
10. Teachers are though taking attendance everyday, but these attendance registers are not maintained properly by teachers and neither signed by headmasters regularly. Therefore, strict actions should be taken in this respect to ensure complete and correct information in the registers.
11. School records namely; attendance registers, MDM registers, PTA registers, cash book, stock registers, etc were not found by PES team to be updated and maintained regularly in most of the schools. However, due to lack of teachers

this problem was common. Therefore, strong steps in this direction should be taken to maintain complete records as well as to ensure quality teaching.

12. It is observed that head masters/ CRCC / BRCC do not keep up with the time schedule and hence there is delay at the data collection stage itself. This needs to be planned and strictly implemented. Delay in the DISE DCF of one of the blocks interrupts the entire chain.
13. More emphasis should be laid on issues relating to performance indicators such as enrolment, retention, and dropout, attendance rate and achievement in the data capture format resulting in effective enumeration of vital statistics.
14. MIS Units should be strengthened right from the Cluster level to state level to ensure quality data.

- 6 भाला तक हर मौसम में पहुँचने के लिए सड़क है? (1 = हाँ / 2 = नहीं)
- 7 विद्यालय स्थापना का वर्ष
- 8 भाला को मान्यता मिलने का वर्ष
- क. प्राथमिक से माध्यमिक में उन्नयन का वर्ष
- 9 विद्यालय का प्रकार (कोड लिखें)
(1 = बालक / 2 = कन्या / 3 = सह शिक्षा)
- 10 विद्यालय का स्तर (कोड लिखें)
(1 = प्राथमिक / 2 = प्राथमिक संयुक्त माध्यमिक / 3 = प्राथमिक संयुक्त हाई स्कूल / उच्च माध्यमिक विद्यालय / 4 = केवल माध्यमिक / 5 = माध्यमिक संयुक्त हाई स्कूल / उच्च माध्यमिक विद्यालय)
- 11 विद्यालय प्रबंधन (कोड लिखें)
(1 = शिक्षा विभाग / 2 = आदिवासी कल्याण विभाग / 3 = स्थानीय निकाय / 4 = शासकीय अनुदान प्राप्त (एडेड) गैर भासकीय / 5 = गैर अनुदान प्राप्त निजी (प्राइवेट) / 6 = अन्य / 7 = भारत भासन द्वारा संचालित केन्द्रीय विद्यालय, नवोदय, सैनिक विद्यालय / 97 = पंजीकृत (मान्यता प्राप्त) मदरसा / 98 = गैर पंजीकृत मदरसा।
- 12 विद्यालय की सबसे छोटी कक्षा
- 13 विद्यालय की सबसे बड़ी कक्षा
- 14 विद्यालय में शिक्षण का माध्यम (प्राथमिकता के आधार पर कोड संख्या भरें)
04- हिन्दी / 10-मराठी / 14-संस्कृत / 15-सिन्धी / 18-उर्दू / 19-अंग्रेजी / 99-अन्य
(ब)

A (i) - School Particulars

विद्यालय का विवरण

- 1 विद्यालय से संलग्न पूर्व प्राथमिक भौक्षिक सुविधाएँ (आंगनवाड़ी छोड़ कर) (1 = हाँ / 2 = नहीं)
- यदि हाँ
- (अ) कुल छात्र संख्या
- (ब) कुल शिक्षिका/सहायिका/दीदी
- 2 विद्यालय से संलग्न आंगनवाड़ी (1 = हाँ / 2 = नहीं)
- यदि हाँ
- (अ) कुल छात्र संख्या
- (ब) कुल शिक्षिका/सहायिका/दीदी
3. आवासीय विद्यालय (Residential school) है? (1 = हाँ / 2 = नहीं)
- यदि हाँ, विद्यालय का प्रकार :-
- (1 = आश्रम भाला शासकीय / 2 = गैर आश्रम भाला शासकीय /

- 3 = निजी (प्राइवेट) / 4 = अन्य / 6 = KGBV मॉडल
- 4 विद्यालय भवन में भाला पारी (Shift School) में लगती है? (1 = हाँ / 2 = नहीं)
- 5 विद्यालय के गत अकादमिक वर्ष (2009-10) का विवरण – (गत अकादमिक वर्ष 1 अप्रैल 2009 से 31 मार्च 2010 की स्थिति में) (निरीक्षण पंजी के आधार पर)
- अकादमिक अवलोकन की संख्या
 - जन शिक्षक (CAC) द्वारा किये गए भौक्षिक भ्रमण की संख्या
 - विकासखण्ड स्रोत (BRC) एवं भौक्षिक समन्वयकों द्वारा किये गए भ्रमण की संख्या
 - विकासखण्ड के मोबाइल स्रोत सलाहकार द्वारा किये गये भ्रमणों की संख्या
- 6 विद्यालय की वित्तीय जानकारी (गत वित्तीय वर्ष 1 अप्रैल 2009 से 31 मार्च 2010 की स्थिति में)

	विद्यालय की वित्तीय जानकारी	प्राप्ति राशि ₹	व्यय राशि ₹
1	शाला विकास अनुदान (School Development Grant)		
2	शाला मरम्मत अनुदान (School Maintenance Grant)		
3	सीखना-सिखाना सामग्री अनुदान (TLM Grant)		
4	अन्य स्रोतों से प्राप्त अनुदान		

नोट:- 1 जानकारी उपलब्ध नहीं (कोड = 1 लिखें), 2 जानकारी वर्गीकृत नहीं (कोड = 2 लिखें)

- 7 विद्यालय में स्टाफ की स्थिति (केवल प्राथमिक और माध्यमिक कक्षाओं में अध्यापन का कार्य कराने वाले)-

विवरण	(30 सितम्बर 2010 की स्थिति में)			
	स्वीकृत पदों की संख्या	कार्यरत संख्या		पर्यवेक्षण वाले दिन उपस्थित
		प्राथमिक स्तर	माध्यमिक स्तर	
(अ) भौक्षिक स्टाफ - प्रधानाध्यापक, प्रभारी प्रधानाध्यापक, शिक्षक, सहा. शिक्षक, अध्यापक, सहा. अध्यापक, संविदा शिक्षक वर्ग-2 या संविदा शिक्षक वर्ग-3, गुरुजी।				
(ब) अधिकार अतिरिक्त इन्स्ट्रक्टर (केवल माध्यमिक स्तर के लिए शिक्षक अधिकार अधिनियम अनुसार)				
(स) गैर शिक्षकीय अमला - कार्यालयीन लिपिक, टंकणक, लेखापाल, चौकीदार, जमादार शामिल हैं				

A (ii) - School Particulars (for RTE Specific Information)

विद्यालय का विवरण (शिक्षा का अधिकार अधिनियम के लिए)

1. विद्यालय के शिक्षण दिवस एवं समयावधि का विवरण :

विवरण	प्राथमिक स्तर	माध्यमिक स्तर
1. गत सत्र में विद्यालय लगने के कुल दिवसों की संख्या।		
2. वर्तमान सत्र में बच्चों के लिए प्रतिदिन भाला का समय कितने घंटे निर्धारित है।		
3. वर्तमान सत्र में शिक्षकों के लिए प्रतिदिन भाला का समय कितने घंटे निर्धारित है।		

2. क्या विद्यालय में सतत् एवं व्यापक मूल्यांकन (CCE) का क्रियान्वयन किया जा रहा
(1 = हाँ / 2 = नहीं)

यदि हाँ

अ) क्या छात्रों का संचयी (प्रवेश से लेकर वर्तमान वर्ष तक) रिकार्ड रखा जाता है?
(1 = हाँ / 2 = नहीं)

ब) क्या छात्रों का संचयी रिकार्ड अभिभावकों को दिखाया जाता है? (1 = हाँ / 2 = नहीं)

3.1 केवल गैर अनुदान प्राप्त अज्ञात विद्यालय के लिये –

अ) वर्तमान सत्र में कमजोर अथवा वंचित वर्ग के कितने बच्चों ने कक्षा 1 में प्रवेश के लिए आवेदन दिये (Under 25% quote as per RTE)? (संख्या लिखें)

ब) वर्तमान सत्र में कमजोर अथवा वंचित वर्ग के कितने बच्चों को कक्षा 1 में दर्ज किया? (संख्या लिखें)

3.2 केवल अनुदान प्राप्त अज्ञात विद्यालय के लिये –

अ) प्रारंभिक शिक्षा हेतु विद्यालय को कितने प्रतिशत अनुदान भासन से प्राप्त हुआ? (संख्या लिखें)

ब) निःशुल्क शिक्षा हेतु कुल कितने बच्चों को कक्षा 1 में प्रवेश दिया? (संख्या लिखें)

3.3 केवल अज्ञात एवं अनुदान प्राप्त विद्यालय के लिये –

1. क्या विद्यालय में भाला प्रबंध समिति/पालक शिक्षक संघ का गठन हो गया है? (1=हाँ/2=नहीं)

यदि हाँ तो

अ) SMD/PTA में कुल सदस्यों की संख्या

पुरुष

महिला

ब) इसमें अभिभावकों की संख्या

स) स्थानीय निकाय के नामांकित सदस्यों/प्रतिनिधियों की संख्या	<input type="text"/>	<input type="text"/>
द) गत वर्ष में हुई PTA बैठकों की संख्या	<input type="text"/>	
इ) क्या PTA द्वारा विद्यालय विकास की योजना तैयार की गई है? (1 = हाँ / 2 = नहीं)	<input type="text"/>	
फ) क्या बच्चों से संबंधित जानकारी RTE के अनुसार ठीक प्रकार संधारित की जा रही है? (1 = हाँ / 2 = नहीं)	<input type="text"/>	
ग) क्या PTA का पृथक से बैंक खाता खोला गया है? (1 = हाँ / 2 = नहीं)	<input type="text"/>	

4. विशेष प्रशिक्षण का विवरण :

बालक

बालिका

- अ) वर्तमान सत्र में विशेष प्रशिक्षण के लिए दर्ज बच्चों की संख्या
- ब) वर्तमान सत्र में विशेष प्रशिक्षण प्राप्त करने वाले बच्चों की संख्या (30 सितम्बर तक)
- स) गत सत्र पूरे अकादमिक सत्र के लिए विशेष प्रशिक्षण हेतु दर्ज बच्चों की संख्या
- द) गत सत्र में विशेष प्रशिक्षण पूर्ण करने वाले बच्चों की संख्या
- इ) विशेष प्रशिक्षण किसके द्वारा दिया जा रहा है? (1=विद्यालयों के शिक्षकों द्वारा/2=विशेष प्रकार के शिक्षक द्वारा/3=दोनों प्रकार (कोड क्रमांक 1 एवं 2)/4=गैर भासकीय संस्था (NGO) द्वारा/5=अन्य/6=कोई नहीं)
- फ) विशेष प्रशिक्षण कहाँ दिया जा रहा है? (1=विद्यालय परिसर में/ 2=विद्यालय परिसर से बाहर/ 3=दोनों प्रकार से)
- ग) विशेष प्रशिक्षण किस प्रकार का है? (1=आवासीय/2=गैर आवासीय/ 3=दोनों प्रकार से)
- च) विशेष प्रशिक्षण के लिए उपलब्ध शिक्षकों/शैक्षिक स्वयंसेवक की संख्या
- छ) शिक्षकों की संख्या जिन्हें विशेष प्रशिक्षण के लिए प्रशिक्षित किया गया है?
- ज) विशेष प्रशिक्षण के आवेक्यक सामग्री बच्चों के लिए उपलब्ध है? (1=हाँ/ 2 = नहीं)

5. विद्यालय का वर्तमान भौक्षणिक सत्र किस माह प्रारंभ हुआ?

6. क्या वर्तमान सत्र (2010-11) में छात्रों को निःशुल्क पाठ्यपुस्तकें (30 सितम्बर तक) प्राप्त हो गई हैं?
(1=हाँ / 2 = नहीं)
- यदि हाँ -
अ) वर्तमान सत्र में छात्रों को निःशुल्क पाठ्य पुस्तकें कब प्राप्त हुईं? माह वर्ष

7. शाला में पाठ्य पुस्तक, TLE एवं खेल सामग्री की उपलब्धता का विवरण :

कक्षा	I	II	III	IV	V	VI	VII	VIII
अ) निःशुल्क पाठ्य पुस्तकों का पूरा सेट की उपलब्धता स्थिति (0 = लागू नहीं / 1 = हाँ / 2 = नहीं)								
ब) TLE की सभी ग्रेड (कक्षाओं) में उपलब्धता (1= हाँ / 2=नहीं)								
स) खेल सामग्री की ग्रेड-वार (कक्षाओं) उपलब्धता (1= हाँ / 2=नहीं)								

(B) School Building \ Equipment \ Facilities \ Furniture
विद्यालय में भवन, उपकरण, फर्नीचर एवं अन्य सुविधाएँ

1. विद्यालय भवन की स्थिति: (कोड लिखें)
(1 = निजी / 2 = किराये पर / 3 = शासकीय / 4 = किराया मुक्त भासकीय भवन में /
5 = भवन विहीन / 6 = जीर्ण भीर्ण भवन / 7 = निर्माणाधीन भवन)

2. विद्यालय में शिक्षण कक्ष तथा अन्य कक्षों की स्थिति।
(भवन विहीन/निर्माणाधीन भालाओं द्वारा नहीं भरा जावे)

अ कुल शिक्षण कक्षों (Class Rooms) की संख्या

ब कुल अन्य कक्षों (Other Rooms) की संख्या

विद्यालय में भवन का प्रकार (भवन निर्माणाधीन भालाओं द्वारा नहीं भरा जावे) (संख्या लिखें)

	शिक्षण कक्षों की संख्या (No. of Class Rooms)	अन्य कक्षों की संख्या (No. of Other Rooms)					कुल कक्षों की संख्या
		अच्छी स्थिति (Good Condition)	सामान्य सुधार योग्य (Minor Repair)	अधिक मरम्मत की आवश्यकता (Major Repair)	अच्छी स्थिति (Good Condition)	सामान्य सुधार योग्य (Minor Repair)	
1	पक्का						
2	आंशिक पक्का						
3	कच्चा						
4	तम्बू / टेन्ट						
कुल							

3. विद्यालय में निर्माणाधीन शिक्षण कक्षों की संख्या। (संख्या लिखें)

4. विद्यालय परिसर में अतिरिक्त शिक्षण कक्षों के लिए भूमि की उपलब्धता (1 = हाँ / 2 = नहीं)

5. विद्यालय में प्रधानाध्यापक के लिए अलग से कक्ष की उपलब्धता (1 = हाँ / 2 = नहीं)

6. विद्यालय में उपलब्धता शौचालय की स्थिति (मूत्रालय को छोड़ कर) (संख्या लिखें)

बालकों (Boys)के	बालिकाओं	सह-शौचालय	कुल शौचालय
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	लिए शौचालय	(Girls) के लिए शौचालय	(Common Toilets)	(Total Toilets)
विद्यालय में उपलब्ध शौचालय की संख्या				
शौचालय की संख्या जो उपयोग करने योग्य हैं				

- 7 विद्यालय में प्रायः उपयोग में आने वाली पेय जल सुविधा (कोड लिखें)
(1 = हैण्ड पम्प / 2 = कुआँ / 3 = नल / 4 = अन्य / 5 = कोई नहीं)
यदि अन्य हो तो स्पष्ट करें
- 7 (अ) विद्यालय परिसर में पेय जल सुविधा कार्य गील (1 = हाँ / 2 = नहीं)
- 8 विद्यालय में विद्युत व्यवस्था (1 = हाँ / 2 = नहीं / 3 = हाँ किन्तु कार्य गील नहीं)
- 9 चार दीवारी (Boundary Wall) (कोड लिखें)
(1 = पक्का / 2 = पक्का किन्तु टूटी हुई / 3 = तार की चार दीवारी / 4 = झाड़ी
5 = कोई चार दीवारी नहीं / 6 = अन्य / 7 = आँक / 8 = निर्माणाधीन
यदि अन्य तो स्पष्ट करें
- 10 विद्यालय में पुस्तकालय उपलब्ध है? (Library) (1 = हाँ / 2 = नहीं)
- यदि हाँ 10 अ) पुस्तकालय में कुल पुस्तकों की संख्या (संख्या लिखें)
- 11 विद्यालय में खेल मैदान है (Play Ground) (1 = हाँ / 2 = नहीं)
- 12 विद्यालय में कुल उपलब्ध कम्प्यूटरों की संख्या (संख्या लिखें)
- (अ) कुल कम्प्यूटर कार्य गील स्थिति में (संख्या लिखें)
- 13 विद्यालय में कम्प्यूटर समर्थित शिक्षा (CAL) (1 = हाँ / 2 = नहीं / 3 = हाँ किन्तु कार्य गील)
- 14 गत वर्ष (2009-10) में छात्रों का स्वास्थ्य परीक्षण किया गया ? (1 = हाँ / 2 = नहीं)
- 15 विद्यालय में रपट (Ramp) विशेष आवश्यकता वाले बच्चों (CWSN) हेतु (1 = हाँ / 2 = नहीं)
- 16 शिक्षकों के लिए फर्नीचर की उपलब्धता (1 = पर्याप्त / 2 = अपर्याप्त / 3 = अनुपलब्ध)
- 17 छात्रों के लिए फर्नीचर की उपलब्धता (1 = पर्याप्त / 2 = अपर्याप्त / 3 = अनुपलब्ध)
- 18 विद्यालय की Measured campus योजना तैयार है? (1 = हाँ / 2 = नहीं)

B (i) Mid Day Meal Information मध्याह्न भोजन सम्बन्धी जानकारी

- 1 विद्यालय में मध्याह्न भोजन की स्थिति :
(0 = लागू नहीं / 1 = नहीं दिया जाता है / 2 = विद्यालय परिसर में तैयार कर, दिया जाता है)

3 = भोजन दिया जाता है, किन्तु भोजन विद्यालय परिसर में बनता नहीं है।)

- i) यदि मध्याह्न भोजन विद्यालय में तैयार करके दिया जाता है –
- (अ) विद्यालय में किचन भोड की स्थिति :
- (0=लागू नहीं / 1= उपलब्ध है / 2=उपलब्ध नहीं है / 3=किचन भोड निर्माणाधीन है / 4 = विद्यालय के शिक्षण कक्ष का उपयोग किचन भोड के लिए)
- (ब) मध्याह्न भोजन बनाने के लिए कुल रसोईया/सहायकों की संख्या पुरुष महिला
- (स) मध्याह्न भोजन तैयार करने के लिए उपयोग होने वाला ईंधन :
- (0= लागू नहीं / 1 = गैस / 2 = जलाऊ लकड़ी / 3 = कोयला / 4 = अन्य)
- (द) मध्याह्न भोजन तैयार करने के लिए पानी की उपलब्धता ?
- (1 = हाँ / 2 = नहीं)

- ii) यदि मध्याह्न भोजन विद्यालय परिसर में तैयार नहीं होता है, तो मध्याह्न भोजन प्रदाय करने का स्रोत
- (0=लागू नहीं / 1= निकटतम भाला से / 2=आवासीय संस्था (NGO) / 3= स्व सहायता समूह (SHG) / 4 =पालक शिक्षक संघ (PTA) / 5 = अन्य / 6= ग्राम पंचायत)

- 2 क्या विद्यालय को मध्याह्न भोजन तैयार करने हेतु आवश्यक बर्तन/उपकरण क्रय करने के लिए एक मु. त. रा. प्राप्त हो गयी ?
- (1 = हाँ / 2 = नहीं)
- 3 गत वर्ष में मध्याह्न भोजन ग्रहण करने वाले बच्चों की संख्या :
- बालक बालिका
- 4 गत अकादमिक सत्र (2009-10) में विद्यालय को कितने दिनों का अनाज उपलब्ध कराया गया था?
5. गत अकादमिक वर्ष में प्रदाय कुल मध्याह्न भोजन (meals) की संख्या (संख्या लिखें)
6. गत अकादमिक वर्ष में मध्याह्न भोजन प्रदाय करने के कुल दिवस (संख्या लिखें)
7. गत अकादमिक वर्ष में पर्यवेक्षक/अधिकारियों द्वारा किये गये कुल निरीक्षणों (MDM के संदर्भ में) की संख्या
8. गत वर्ष में समुदाय के सदस्यों द्वारा किये गये निरीक्षणों की संख्या (संख्या लिखें)
9. क्या बच्चों को मध्याह्न भोजन करवाने हेतु पर्याप्त बर्तन विद्यालय में उपलब्ध हैं ?
- (1 = हाँ / 2 = नहीं)

(1) Attendance on the day of the survey

पर्यवेक्षण वाले दिवस को बच्चों की उपस्थिति विवरण

कक्षा	भ्रमण दिवस से एक दिन पहले की उपस्थिति		भ्रमण दिवस की उपस्थिति	
	B	G	B	G
कक्षा-1				

कक्षा-2				
कक्षा-3				
कक्षा-4				
कक्षा-5				
कक्षा-6				
कक्षा-7				
कक्षा-8				

निर्देश :-उपस्थिति से आया भ्रमण वाले दिन कक्षा में उपस्थित बच्चों की संख्या ।

(2) Enrolment (Current Year)

दर्ज संख्या (वर्तमान वर्ष 2010-11)

(शैक्षणिक सत्र 30 सितम्बर

2010 तक)

कक्षा	पूर्व प्राथमिक		कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
सामान्य (General)																		
अनुसूचित जाति (SC)																		
अनुसूचित जनजाति (ST)																		
अन्य पिछड़ा वर्ग (OBC)																		
कुल दर्ज संख्या																		
कुल दर्ज संख्या में से मुस्लिम अल्पसंख्यकों की संख्या																		

निर्देश :- विशेष प्रशिक्षण के लिये दर्ज बच्चों को भी इसमें शामिल किया जाये।

(3) Repeaters and Re-Admission (Current Year)

अनुत्तीर्ण एवं पुनः प्रवेशी (वर्तमान सत्र (2010-11))

(शैक्षणिक सत्र 30 सितम्बर 2010 तक)

कक्षा	कक्षा-1		कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
सामान्य (General)																		
अनुसूचित जाति(SC)																		
अनुसूचित जनजाति(ST)																		

अन्य पिछड़ा वर्ग (OBC)																				
कुल योग																				
कुल रिपीटर्स में से मुस्लिम अल्पसंख्यकों की संख्या																				

निर्देश 1- पुनः प्रवेशों से आयें ऐसे बच्चों से हैं जिन्होंने कम से कम 1 वर्ष के अन्तराल पर चात उसी भाला में पुनः प्रवेश लिया हो ।

(4) Incentives (Last Academic year only for I -V Classes)
प्रोत्साहन /अन्य लाभ (गत शैक्षणिक सत्र (2009-10) में केवल प्राथमिक कक्षा I -V) हेतु

अन्य लाभ	सामान्य (General)		अनुसूचित जाति (SC)		अनुसूचित जनजाति (ST)		अन्य पिछड़ा वर्ग (OBC)		कुल योग (Total)		कुल योग में से मुस्लिम अल्पसंख्यक की संख्या (Muslim Minority)	
	B	G	B	G	B	G	B	G	B	G	B	G
निःशुल्क पाठ्यपुस्तकें												
निःशुल्क गणवेश												
छात्रवृत्ति												
निःशुल्क परिवहन की सुविधा												
निःशुल्क आवास की सुविधा												

(5) Incentives (Last Academic year only for VI-VIII Classes)
प्रोत्साहन/अन्य लाभ गत शैक्षणिक सत्र (2009-10) में केवल माध्यमिक कक्षा VI- VIII) हेतु

अन्य लाभ	सामान्य (General)		अनुसूचित जाति (SC)		अनुसूचित जनजाति (ST)		अन्य पिछड़ा वर्ग (OBC)		कुल योग (Total)		कुल योग में से मुस्लिम अल्पसंख्यक की संख्या (Muslim Minority)	
	B	G	B	G	B	G	B	G	B	G	B	G
निःशुल्क पाठ्यपुस्तकें												
निःशुल्क गणवेश												
छात्रवृत्ति												
निःशुल्क परिवहन की सुविधा												
निःशुल्क आवास की सुविधा												

निःशुल्क																			
सायकिल																			

(6) Attendance ((Previous Year Academic Session)

उपस्थिति (गत शैक्षणिक सत्र 2009-10)

कक्षा	कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
कुल वार्षिक उपस्थिति																			
गत सत्र में कुल दर्ज संख्या																			

निर्देश 1 - कुल वार्षिक उपस्थिति की गणना गत सत्र में दर्ज संख्या के आधार पर (उदाहरण के लिए 30 हो तो गत सत्र में कुल दर्ज संख्या कक्षा 1 के छात्र वाले कॉलम में 30 भरें।)

(M) Supplementary Variables

अतिरिक्त जानकारी

- 1 यह माध्यमिक विद्यालय सर्व शिक्षा अभियान योजना के अंतर्गत खोला गया है? (1=हाँ/2=नहीं)
- 2 इस माध्यमिक विद्यालय के साथ प्राथमरी कक्षाएँ भी सलग्न हैं? (1=हाँ/2=नहीं)
- 3 इस माध्यमिक विद्यालय के साथ हाईस्कूल/हाईसेकेन्डरी कक्षाएँ हैं? (1=हाँ/2=नहीं)
- 4 विद्यालय के परिसर की भूमि का स्वामित्व?
(1 = राजस्व विभाग/2 = शिक्षा विभाग/3 = आदिम जाति कल्याण विभाग/
4 = स्थानीय निकाय/5 = निजी (प्राइवेट)/7 = अन्य)
- 5 विद्यालय परिसर की भूमि पर किसी प्रकार का अतिक्रमण है? (1=हाँ/2=नहीं)
- 6 विद्यालय में अतिथि शिक्षक रखा गया है ? (1=हाँ/2=नहीं)
- 7 बच्चों को पुस्तकालय से किताबें पढ़ने के लिए दी जाती हैं? (1=हाँ/2=नहीं)
- 8 विद्यालय में कम्प्यूटर समर्थित शिक्षा (CAL) का लाभ मिल रहा है। (1=हाँ/2=नहीं)
- 9 विद्यालय में (Interactive radio Instruction (IRI) चल रहा है? (1=हाँ/2=नहीं)
- 10 दीवार पर सूचना पटल (Social Audit) बोर्ड- (योजनाओं की जानकारी का) है? (1=हाँ/2=नहीं)
- 11 विद्यालय के नामपट्टिका (Name plate) पर डाईस कोड पेंट से अंकित किया है? (1=हाँ/2=नहीं)
- 12 विद्यालय के भौचालय में पानी की व्यवस्था है? (1=हाँ/2=नहीं)
- 13 विद्यालय के शौचालय में नियमित सफाई की व्यवस्था है? (1=हाँ/2=नहीं)

- 14 विद्यालय भवन का उपयोग बाला (BALA) के रूप में किया जा रहा है ? (1=हाँ/2=नहीं)
- 15 विद्यालय में रेन वाटर हार्वेस्टिंग (rain water harvesting) की गई है ? (1=हाँ/2=नहीं)
- 16 विद्यालय में कौन सा पाठ्यक्रम/पाठचर्या लागू है ?
(1 = ICSC / 2 = CBSE / 3 = State Board / 4 = अन्य)
- यदि अन्य हो तो स्पष्ट करें _____

दिनांक - / /

प्रधानाध्यापक के हस्ताक्षर एवं

विद्यालय की मुद्रा

अन्वेषक-प्रपत्र

- 1 अन्वेषक का नाम
- 2 विद्यालय में निम्न सन्दर्भों में स्थिति :-

क्र.	सन्दर्भ	हाँ	नहीं
1	स्वच्छ वातावरण		
2	अच्छा भवन		
3	खेल प्रांगण		
4	अच्छी कक्षाओं के साथ उचित फर्नीचर, छत एवं खिड़कियाँ हैं ?		
5	कक्षाओं में उचित प्रकार का रजिस्टर है		
6	टी.एल.एम. सामग्री की उपलब्धता		

- 3 अन्वेषण के प्रति प्रधानाध्यापक का दृष्टिकोण :

दृष्टिकोण	विद्यालय से प्राप्त जानकारी के आधार पर श्रेणी				
	बहुत अच्छी	अच्छी	सामान्य	खराब	बहुत खराब
प्रधानाध्यापक द्वारा प्रदान की गई जानकारी					
अभिलेखों की उपलब्धता					

(1 = हाँ / 2 = नहीं)

- 4 क्या प्रधानाध्यापक द्वारा नामांकन एवं अन्य विवरण एक ही रजिस्टर से प्रदान किये गये ?
(1 = हाँ / 2 = नहीं)
- 5 क्या शिक्षक विद्यालय में उपस्थिति पत्रक उचित प्रकार से भरते हैं ?
(1 = हाँ / 2 = नहीं)
- 6 प्रधानाध्यापक के पास सभी श्रेणियों के बच्चों की वर्षान्त संक्षेपिका विवरण (Year end summary details) उपलब्ध है ?
(1 = हाँ / 2 = नहीं)
- 7 क्या विद्यालय में स्कूल रिपोर्ट कार्ड उपलब्ध हैं ? (DISE के संदर्भ में)
(1 = हाँ / 2 = नहीं)
- 8 क्या उपस्थिति पत्रक उचित प्रकार से भरकर अलमारी में रखे जाते हैं ?
(1 = हाँ / 2 = नहीं)

अन्वेषक के हस्ताक्षर

अन्वेषक का नाम

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2. List of Schools Visited

District- Ujjain

S.N.	Block	School Name	DISE Code
1	Khachraud	Govt. P.S. Dabri	2321-0414801
2	Khachraud	Govt. P.S. Palki	2321-0414901
3	Khachraud	Govt. M.S. Simrol	2321-0414602
4	Khachraud	Govt. P.S. Simrol	2321-0414601
5	Khachraud	Govt. Boys. M.S. Nagda	2321-0410602
6	Khachraud	Govt. P.S. Ajiyabad	2321-0416101
7	Khachraud	Govt. M.S. Takravda	2321-0416602
8	Khachraud	Govt. P.S. Takravda	2321-0416601
9	Khachraud	Govt. M.S. Ajimabad	2321-0416102
10	Khachraud	Govt. P.S. Bhilsuda	2321-0416001
11	Khachraud	Govt. P.S. Nimlodiya	2321-0415304
12	Khachraud	Govt. P.S. Piploda	2321-0415202
13	Khachraud	Govt. M.S. Bhilsoda	2321-0416002
14	Khachraud	Govt. M.S. Bhadla	2321-0406602
15	Khachraud	Govt. M.S. Rohl khurd	2321-0412703
16	Khachraud	Govt. P.S. Bhadla	2321-0432801
17	Khachraud	Govt. P.S. Kchnariya	2321-0412301
18	Khachraud	Govt. P.S. Unhel	2321-0425402
19	Khachraud	Govt. P.S. Lemoda Anjana	2321-0416901
20	Khachraud	Govt. M.S. Akiyangik	2321-0417604
21	Khachraud	Govt. P.S. Akiyangik	2321-0417601
22	Khachraud	Govt. P.S. Paslor	2321-0419401
23	Khachraud	Govt. M.S. Navda	2321-0419602
24	Khachraud	Govt. M.S. Paslod	2321-0419402
25	Khachraud	Govt. Boys. M.S. Unhel	2321-0418802
26	Ghattiya	Govt. M.S. Dhankhali	2321-0201602
27	Ghattiya	Govt. P.S. Najirpur	2321-0201401

28	Ghattiya	Govt. P.S. Najirpur	2321-0201403
29	Ghattiya	Govt. M.S. Najirpur	2321-0201409
30	Ghattiya	Govt. M.S. Runagi	2321-0203504
31	Ghattiya	Govt. Girls M.S. Ghattiya	2321-0201104
32	Ghattiya	Govt. P.S. Runagi	2321-0203501
33	Ghattiya	Govt. P.S. Kherkhedi	2321-0202516
34	Ghattiya	Govt. M.S. Rlayta	2321-0200102
35	Ghattiya	Govt. P.S. Kalukhedi	2321-0200701
36	Ghattiya	Govt. P.S. Khedachitavaliya	2321-0200801
37	Ghattiya	Govt. P.S. Salamta	2321-0200301
38	Mahidpur	Govt. P.S. Bhilkhedi	2321-0600201
39	Mahidpur	Govt. P.S. Piplikheda	2321-0627001
40	Mahidpur	Govt. P.S. Khoriya Sumn	2321-0600701
41	Mahidpur	Govt.M.S. Khoriya Sumn	2321-0600702
42	Mahidpur	Govt. P.S. Bibpur	2321-0601201
43	Mahidpur	Govt. M.S. Mahitpur	2321-0600140
44	Mahidpur	Govt. P.S. Mahitpur	2321-0600112
45	Mahidpur	Govt. P.S.No-1 Mahitpur	2321-0600141
46	Mahidpur	Govt. Girls M.S. Mahitpur	2321-0600124
47	Mahidpur	Govt. Urdu. M.S. Mahitpur	2321-0600113
48	Mahidpur	Govt. P.S. Delchekhurd	2321-0606401
49	Mahidpur	Govt. P.S. Somaliya	2321-0601601
50	Mahidpur	Govt. M.S. Somaliya	2321-0601602
51	Mahidpur	Govt. P.S. Bani	2321-0602301
52	Mahidpur	Govt. P.S. Rsulpur	2321-0602401
53	Mahidpur	Govt. P.S. Esankhedi	2321-0606701
54	Mahidpur	Govt. P.S. Samvali	2321-0606101
55	Mahidpur	Govt. P.S. -2 Esankhedi	2321-0606703
56	Mahidpur	Govt. P.S. Kharolkhedi	2321-0626501
57	Ujjain	Govt. M.S. Javasiya	2321-0107101
58	Ujjain	Govt. M.S. Harnavda	2321-0106502
59	Ujjain	Govt. P.S. Narver	2321-0101501
60	Ujjain	Govt. P.S. Pingleshavar	2321-0109801
61	Ujjain	Govt. M.S.Pawasa	2321-0104003
62	Ujjain	Govt. M.S. Pingleshavar	2321-0109802
63	Ujjain	Govt. P.S. Ujjain	2321-0701205
64	Ujjain	Govt. P.S. Sinhpuri	2321-0702203
65	Ujjain	Govt. Boys P.S. Ujjain	2321-0702207
66	Ujjain	Govt. P.S. Prem Nager	2321-0103305
67	Ujjain	Govt. M.S. Datana	2321-0103201
68	Ujjain	Govt. P.S. Matnakala	2321-0103206
69	Ujjain	Govt. M.S. Mangrola	2321-0107201
70	Ujjain	Govt. P.S. Mangrola	2321-0107202
71	Tarana	Govt. M.S. Dubli	2321-0515703
72	Tarana	Govt. P.S. Umariya	2321-0502202
73	Tarana	Govt. P.S. Badodiya	2321-0502101
74	Tarana	Govt. M.S. Bhundkhedi	2321-0502002

75	Tarana	Govt. P.S. Bhundkhedi	2321-0502001
76	Tarana	Govt. M.S. Chikli	2321-0504102
78	Tarana	Govt. P.S. Chikli	2321-0504101
79	Tarana	Govt. P.S. Chitavliya	2321-0504402
80	Tarana	Govt. M.S. Chitavliya	2321-0504403
81	Tarana	Govt. Girls P.S. Makdon	2321-0501802
82	Tarana	Govt. Girls M .S. Makdon	2321-0501804
83	Tarana	Govt. Boys. M.S. Makdon	2321-0501803
84	Tarana	Govt. M.S. Brothiya	2321-0502702
85	Tarana	Govt. M.S. Gangliyakhedi	2321-0510202
86	Tarana	Govt. P.S. Gangliyakhedi	2321-0510201
87	Tarana	Govt. M.S.Hatawa	2321-0510104
88	Tarana	Govt. P.S. Naharkhedi	2321-0510901
89	Tarana	Govt. P.S. Javasiya kumar	2321-0518402
90	Tarana	Govt. M.S. Borda	2321-0518202
91	Tarana	Govt. M.S. Sarola	2321-0518302
92	Tarana	Govt. P.S. Sarola	2321-0518301
93	Tarana	Govt. M.S. Baghera	2321-0523503
94	Tarana	Govt. Boys. P.S. Baghera	2321-0523501
96	Tarana	Govt. P.S. Halukhsdi	2321-0516001
97	Tarana	Govt. Girls. P.S. Baghera	2321-0523502
98	Badnager	Govt. M.S. Badnager	2321-0300134
99	Badnager	Govt. P.S. Bisahida	2321-0301001
100	Badnager	Govt. M.S. Bisahida	2321-0301002
101	Badnager	Govt. Navin .P.S. Bisahida	2321-0322101
102	Badnager	Govt. Girls. P.S. Runija	2321-0302501
103	Badnager	Govt. M.S. Amla	2321-0305202

District- Mandla

S.N.	Block	School Name	DISE Code
1	Mohgaov	Govt. P.S. Shaliwadha	2342-0407901
2	Mohgaov	Govt.Navin.M.S. Shaliwadha	2342-0407902
3	Mohgaov	Govt.Navin.M.S.Indra	2342-0403701
4	Mohgaov	Govt.P.S.Rayganw	2342-0408501
5	Mohgaov	Govt.Navin.P.S.Devgaov	2342-0403103
6	Mohgaov	Govt.P.S. Dongargaov	2342-0403002
7	Mohgaov	Govt. Navin.M.S. Dongargaov	2342-0403003
8	Mohgaov	Govt. M.S. Devgaov	2342-0403104
9	Mohgaov	Govt.P.S. Dongargaow	2342-0403001
10	Mohgaov	Govt.Navin.M.S. Umardi	2342-0402202
11	Mohgaov	Govt. P.S. Indra	2342-0403601
12	Mohgaov	Govt. Navin.P.S.Begatola	2342-0401603
13	Mohgaov	Govt. M.S. Singarpura	2342-0401608
14	Mohgaov	Govt.Girls.P.S. Devgaov	2342-0403101
15	Mohgaov	Govt.P.S. Imlipura	2342-0401607
16	Mohgaov	Govt.Navin. M.S. Umariya	2342-0401906
17	Mavai	Govt. P.S. Ghota	2342-0509801
18	Mavai	Govt. M.S.Ghota	2342-0509802
19	Mavai	Govt. P.S. Bijatola	2342-0510002
20	Mavai	Govt. P.S. Muhatola	2342-0509804
21	Mavai	Govt. P.S. Bartola	2342-0510004
22	Mavai	Govt. P.S. Manegaov	2342-0503901
23	Mavai	Govt. P.S.Bhilwatola	2342-0503902
24	Mavai	Govt. Girls.M.S.Ghutas	2342-0501305
25	Mavai	Govt. Girls.P.S.Ghutas	2342-0501302
26	Nainpura	Govt. P.S. Gokulthana	2342-0208701
27	Nainpura	Govt. P.S.Rampuri	2342-0213501
28	Nainpura	Govt. P.S. Chunatola	2342-0210007
29	Nainpura	Govt. M.S. Rampuri	2342-0253502
30	Nainpura	Govt. M.S. Indri	2342-0214405
31	Nainpura	Govt. Girls. P.S. Indri	2342-0214401

32	Nainpura	Govt. P.S.Behari	2342-0214501
33	Nainpura	Govt. P.S. Chiditola	2342-0214407
34	Nainpura	Govt. P.S. Nivari	2342-0209001
35	Bichhia	Govt. M.S. Medhatal	2342-0305303
36	Bichhia	Govt. P.S. Ratnpur	2342-0305501
37	Bichhia	Govt.Navin. P.S. Kusiyaritola	2342-0301105
38	Bichhia	Govt. Girls. P.S. Madhopur	2342-0301102
39	Bichhia	Govt. Girls. M.S. Madhopur	2342-0301108
40	Bichhia	Govt. P.S. Nrenjar	2342-0301901
41	Bichhia	Govt. Boys. M.S. Madhopur	2342-0301107
42	Bichhia	Govt. P.S. Imalitola	2342-0302902
43	Bichhia	Govt. P.S. Simriya	2342-0302901
44	Bichhia	Govt. P.S. Mahuva Tola	2342-0302705
45	Bichhia	Govt. P.S. Patel Tola	2342-0302702
46	Bichhia	Govt.Girls M.S. Anjniya	2342-0303009
47	Bichhia	Govt.P.S. Anjniya	2342-0303001
48	Bichhia	Govt. M.S.Jagnathar	2342-0303303
49	Bichhia	Govt. M.S. Jagnathar	2342-0303302
50	Bichhia	Govt. P.S. Jhariya Tola Medhatal	2342-0305302
51	Bichhia	Govt. P.S. Methatal	2342-0305301
52	Bichhia	Govt. P.S.Bhavat	2342-0305401
53	Bichhia	Govt. Boys. P.S. Anjaniya	2342-0303002
54	Ghughari	Govt.P.S. Motatola	2342-0608304
55	Ghughari	Govt. Navin. P.S. Gwara	2342-0604501
56	Ghughari	Govt. Girls. P.S. Ghughari	2342-0605103
57	Ghughari	Govt. Girls.P.S. Khajari	2342-0609202
58	Ghughari	Govt. P.S. Kotwal Tola	2342-0604402
59	Ghughari	Govt. M.S. Khajri	2342-0609204
60	Ghughari	Govt. Girls. M.S. Ghughari	2342-0605106
61	Ghughari	Govt. P.S. Banehari	2342-0604301
62	Ghughari	Govt. Boys. P.S. Ghughari	2342-0605102
63	Ghughari	Govt. P.S. Kukra Kol	2342-0608603
64	Ghughari	Govt. P.S. Mangla Tola	2342-0608602
65	Ghughari	Govt. P.S. Mukddsm Tola	2342-0604403
66	Ghughari	Govt. Boys.M.S. Ghughari	2342-0600510
67	Mandla	Govt. M.S. Bichhia	2342-0109607
68	Mandla	Govt. Boys. P.S. Maharajpur	2342-0511980
69	Mandla	Govt. M.S. Maharajpur	2342-0120004
70	Mandla	Govt. Girls. M.S. Mahrajpur	2342-0120002
71	Mandla	Govt. P.S. Devdara	2342-0109508
72	Mandla	Govt. P.S. Goujhi	2342-0108101
73	Mandla	Govt. P.S. Mharajpur	2342-0112204
74	Mandla	Govt. Navin. M.S. Devdara	2342-0109501
75	Niwasganj	Govt. P.S. Lohari	2342-1203701
76	Niwasganj	Govt. Boys. P.S. Niwasganj	2342-1206501
77	Niwasganj	Govt. P.S. Amdari	2342-1206701
78	Niwasganj	Govt. Boys. M.S. Pipriya	2342-1306604

79	Niwasganj	Govt. P.S. Kusmi	2342-1202901
80	Niwasganj	Govt. P.S. Gaji Davi	2342-1204501
81	Niwasganj	Govt. M.S. Khada Devri	2342-1204702
82	Niwasganj	Govt. M.S.Haresinghoni	2342-1202804
83	Niwasganj	Govt. P.S. Katangsivni	2342-1207702
84	Niwasganj	Govt. Girls M.S. Pipriya	2342-1206605
85	Niwasganj	Govt. M.S. Katangsivni	2342-1207701
86	Niwasganj	Govt. Boys. M.S. Niwasganj	2342-1206501
87	Niwasganj	Govt. P.S. Niwasganj	2342-1204401
88	Niwasganj	Govt. M.S. Amadongri	2342-1206302
89	Niwasganj	Govt. P.S. Amadongri	2342-1206301
90	Narayan Ganj	Govt. P.S. Komha	2342-1304001
91	Narayan Ganj	Govt. P.S. Gurhatola	2342-1304004
92	Narayan Ganj	Govt. P.S. Kikriya	2342-1304101
93	Narayan Ganj	Govt. M.S. Kikriya	2342-1304101
94	Narayan Ganj	Govt. M.S. Lalganj	2342-1306004
95	Narayan Ganj	Govt. M.S. Amdera	2342-1307802
96	Narayan Ganj	Govt. P.S. Majhgove	2342-1306002
97	Narayan Ganj	Govt. P.S. Meli	2342-1304201
98	Narayan Ganj	Govt. M.S. Majhgove	2342-1306003
99	Bija Dandi	Govt. Navin. P.S. Patkol	2342-1414407
100	Bija Dandi	Govt. M.S. Katngi	2342-1414102
101	Bija Dandi	Govt. M.S. Kalpi	2342-1414408
102	Bija Dandi	Govt. Boys. M.S. Kalpi	2342-1414404
103	Bija Dandi	Govt. P.S. Dalka Pondo	2342-1414501
104	Bija Dandi	Govt. P.S. Sagar Tola	2342-1414409
105	Bija Dandi	Govt. P.S. Dungriya	2342-1400401
106	Bija Dandi	Govt. M.S. Dungriya	2342-1400402
107	Bija Dandi	Govt. P.S. Tarvani	2342-1400301
108	Bija Dandi	Govt. P.S. Kisani	2342-1401605
109	Bija Dandi	Govt. P.S. Bija Dandi	2342-1401601
110	Bija Dandi	Govt. P.S. Devjir	2342-1402101
111	Bija Dandi	Govt. M.S.Bija Dandi	2342-1401603
112	Bija Dandi	Govt. Girls P.S. Bija Dandi	2342-1401602
113	Bija Dandi	Govt. Boys. P.S. Udaypura	2342-1400501
114	Bija Dandi	Govt. M.S. Udaypura	2342-1400505
115	Bija Dandi	Govt. Girls. M.S. Udaypura	2342-1400503
116	Mandla	Govt. Navin. P.S. Satbheni	2342-0116903
117	Mandla	Govt. Girls. P.S. Tharka	2342-0116902
118	Mandla	Govt. M.S. Thaka	2342-0116904
119	Mandla	Govt. P.S. Tikrwas	2342-0116101
120	Mandla	Govt. M.S. Tikrwas	2342-0116103
121	Mandla	Govt. P.S. Pondi	2342-0112201
122	Mandla	Govt. P.S. Mukdam tola	2342-0112203
123	Mandla	Govt. P.S. Amanala	2342-0109802
124	Mandla	Govt. P.S. Badikhedi	2342-0109806
125	Mandla	Govt. M.S. ITI	2342-0109808

126	Mandla	Govt.P.S. Baratola	2342-0111304
127	Mandla	Govt. P.S. Khudiya	2342-0111301
128	Mandla	Govt. Boys, P.S. Tharkan	2342-0116901

District - Burhanpur

S.N.	Block	School Name	DISE Code
1	Burhanpur	Govt. Girls.P.S. Bhadarpur	2348-0201405
2	Burhanpur	Govt. P.S. Burhanpur	2348-0214803
3	Burhanpur	Govt. M.S. Bhadarpur	2348-0201404
4	Burhanpur	Govt.M.S.Badagove	2348-0200902
5	Burhanpur	Govt. P.S Jhiri	2348-0207501
6	Burhanpur	Govt.P.S. Burhanpur	2348-0214801
7	Burhanpur	Govt.P.S. No.-1 Burhanpur	2348-0213904
8	Burhanpur	Govt. Girls. P.S. Burhanpur	2348-0214401
9	Burhanpur	Govt. P.S.Rastipura	2348-0217101
10	Burhanpur	Govt.M.S. Siri	2348-0207502
11	Burhanpur	Govt. P.S. Khadakod	2348-0208301
12	Burhanpur	Govt. M.S. Khadakod	2348-0208302
13	Burhanpur	Govt.P.S. -2 Burhanpur	2348-0214403
14	Burhanpur	Govt.Girls. M.S. Loni	2348-0208804
15	Burhanpur	Govt. P.S.Bhadarpur	2348-0201401
16	Burhanpur	Govt. Urdu. M.S.Bhadarpur	2348-0201406
17	Burhanpur	Govt. Urdu.P.S.Bhadarpur	2348-0201403
18	Burhanpur	Govt.Hindi .P.S. Burhanpur	2348-0217301
19	Burhanpur	Govt. Girls. P.S. Bhadarpur	2348-0201402
20	Khaknar	Govt.Hindi. P.S.Sands Kurd	2348-0511201
21	Khaknar	Govt. P.S. Mhalgulara	2348-0506701
22	Khaknar	Govt.M.S. Mhalgulara	2348-0506703
23	Khaknar	Govt. P.S. Sindhrkheda	2348-0512201
24	Khaknar	Govt. P.S. Gulai	2348-0504301
25	Burhanpur	Govt. M.S. Loni	2348-0208803
26	Burhanpur	Govt. M.S. Chulkhan	2348-0203803
27	Khaknar	Govt. Girls. M.S. Doifodiya	2348-0503604
28	Burhanpur	Govt.M.S. Burhanpur	2348-0217302
29	Khaknar	Govt. M.S. Sindhrkheda kala	2348-0512202
30	Burhanpur	Govt. P.S. Badagovmaphi	2348-0200901
31	Burhanpur	Govt.Navin. M.S. Shikarpura	2348-0213601

32	Burhanpur	Govt. Urdu. M.S. Loharmandi	2348-0215803
33	Burhanpur	Govt. Urdu.M.S. Kherati bjar	2348-0210604
34	Khaknar	Govt. P.S. Talawadi	2348-0507704
35	Khaknar	Govt. P.S. Sandaskala	2348-0511101
36	Burhanpur	Govt. Urdu.P.S. Burhanpur	2348-0216301
37	Burhanpur	Govt. M.S. Pasoda	2348-0210703
38	Burhanpur	Govt. M.S. Chihchala	2348-0203502
39	Burhanpur	Govt. Hindi P.S. Chinchala	2348-0203501
40	Burhanpur	Govt. Hindi. P.S. Pasoda	2348-0210701
41	Khaknar	Govt. Boys M.S. Sirpur	2348-0512402
42	Khaknar	Govt. P.S. Shikarpura	2348-0512101
43	Khaknar	Govt. P.S. Sirpur	2348-0512401
44	Burhanpur	Govt. Urdu.P.S. Burhanpur	2348-0215301

District- Neemuch

S.N.	Block	School Name	DISE Code
1	Neemuch	Govt. P.S. Borakhedi Kala	2318-0703001
2	Neemuch	Govt. M.S. Borakhedi Kala	2318-0703003
3	Neemuch	Govt. P.S. Jamuniya Kala	2318-0708001
4	Neemuch	Govt. P.S. Chldu	2318-0711501
5	Neemuch	Govt. M.S. Chldu	2318-0711502
6	Neemuch	Govt. P.S. Bhatkheda	2318-0704201
7	Neemuch	Govt.M.S. Bhatkheda	2318-0704202
8	Neemuch	Govt. P.S. Dhaba	2318-0705401
9	Neemuch	Govt. P.S. Jawasa	2318-0705001
10	Neemuch	Govt. P.S. Sirkheda	2318-0706501
11	Neemuch	Govt. M.S. Chhayana	2318-0706702
12	Neemuch	Govt. P.S. Asapura	2318-0709301
13	Neemuch	Govt. Boys. P.S. Karadiya	2318-0709401
14	Neemuch	Govt. M.S. Bamori	2318-0709602
15	Neemuch	Govt. M.S. Soniyana	2318-0708702
16	Neemuch	Govt. M.S. Bamora	2318-0709503
17	Neemuch	Govt. M.S. Jamuniyakala	2318-0708003
18	Neemuch	Govt. M.S. Jawasa	2318-0705004
19	Jawad	Govt. M.S. Khor	2318-0310504
20	Jawad	Govt..Girls.M.S. Nayagove	2318-0310207
21	Jawad	Govt. M.S. Chokankheda	2318-0313202
22	Jawad	Govt. P.S. Chokankheda	2318-0313201
23	Jawad	Govt. P.S. Jagepurhada	2318-0315701
24	Jawad	Govt.P.S. Kundla	2318-0310801
25	Jawad	Govt. P.S. Jankpur	2318-0308101
26	Jawad	Govt. P.S. Panoli	2318-0308001
27	Jawad	Govt. M.S. Jankpur	2318-0308103
28	Jawad	Govt.M.S. Panoli	2318-0308002
29	Jawad	Govt. M.S. Lalpura	2318-0305703
30	Jawad	Govt. P.S. Lalpura	2318-0305702
31	Jawad	Govt. P.S. Baval	2318-0318801

32	Jawad	Govt. P.S. Barkheda	2318-0324701
33	Jawad	Govt. P.S. Rupaheli	2318-0315501
34	Jawad	Govt. Boys .P.S. Sarvaniya	2318-0311401
35	Jawad	Govt. Boys M.S. Sarvaniya	2318-0311408
36	Jawad	Govt. M.S. Upreda	2318-0311503
37	Jawad	Govt. P.S. Sarvaniya	2318-0311411
38	Jawad	Govt. M.S. Ramnager	2318-0313802
39	Jawad	Govt. M.S. Dadoli	2318-0307903
40	Jawad	Govt. P.S. Dadoli	2318-0307901
41	Jawad	Govt. P.S.Ram Nager	2318-0313801
42	Jawad	Govt. M.S. Lapiya	2318-0307302
43	Jawad	Govt. P.S. Jawad	2318-0305609
44	Jawad	Govt. M.S. Jawad	2318-0305616
45	Jawad	Govt. P.S. Jawad	2318-0305610
46	Jawad	Govt. M.S.Morka	2318-0316102
47	Jawad	Govt. P.S. Morka	2318-0316101
48	Manasa	Govt. Boys. M.S. Kukdeshver	2318-0505708
49	Manasa	Govt. Girls.M.S. Kukdeshver	2318-0505707
50	Manasa	Govt. M.S.Junapani	2318-0511402
51	Manasa	Govt. M.S.Kundaliya	2318-0508003
52	Manasa	Govt. P.S.Kundaliya	2318-0508001
53	Manasa	Govt. P.S. Folpura	2318-0507901
54	Manasa	Govt. M.S.Durgapura	2318-0504902
55	Manasa	Govt. M.S. Pipliyatandi	2318-0501503
56	Manasa	Govt. P.S.Pipliyatandi	2318-0501501
57	Manasa	Govt. P.S.Pipliya	2318-0505401
58	Manasa	Govt. P.S.Arniya	2318-0512301
59	Manasa	Govt. M.S.Pipliyachhota	2318-0505402
60	Manasa	Govt. P.S. Bani	2318-0504602
61	Manasa	Govt. M.S.Bani	2318-0504604
62	Manasa	Govt. M.S.Bradiya	2318-0511103
63	Manasa	Govt. M.S.Rupawasa	2318-0503802
64	Manasa	Govt. P.S.Rupawasa	2318-0503801
65	Manasa	Govt. M.S.Lodakiya	2318-0503005
66	Manasa	Govt. M.S. Nalkheda	2318-0503503
67	Manasa	Govt. Girls. M.S.Mahagard	2318-0505008