

**SAMPLE CHECKING OF *DISE* DATA OF 2006-07
IN MADHYA PRADESH**

REPORT

Submitted to

**The Commissioner
Rajya Shiksha Kendra
Pustak Bhawan, B-Wing, Arera Hills
BHOPAL - 462001**

Submitted by

**Dr. Sandeep Joshi
Senior Fellow
Madhya Pradesh Institute of Social Science Research
(An ICSSR Institute)
6, Bharatpuri Administrative Zone
UJJAIN - 456 010**

Contents

Contents	Page
<i>List of Tables</i>	3
<i>List of Figures</i>	4
Executive Summary	5
1. Background	9
2. Methodology	10
- <i>Universe of Study</i>	10
- <i>Sampling Frame and Procedure</i>	10
- <i>Data Collection</i>	11
- <i>Data Analysis</i>	11
3. DISE Data Verification	12
4. Response in Schools and School Records	27
5. DISE Training	31
6. Supervision of Schools by CRCC	36
7. Attendance of Students on the Day of Visit	38
8. Major Findings	47
9. Recommendations	49
Appendices	51
1. <i>Schedule</i>	51
2. <i>List of Schools</i>	60

List of Tables

Table	Title	Page
1	Districts and Blocks	12
2	District-wise availability of DISE formats for sample schools	12
3	Category-wise Break-up of Schools	13
4	Comparative analysis of data regarding school particulars	14
5	Comparative analysis of data regarding type of building and ownership	15
6	Macro-level variation in the primary level enrolment figures - DISE and sample checking data	16
7	School- wise comparative analysis of data regarding primary level enrolment	17
8	Macro-level variation in the upper primary level enrolment figures - DISE and sample checking data	19
9	School- wise comparative analysis of data regarding upper primary level enrolments	20
10	Comparative analysis of data regarding disabled students	22
11	Comparative analysis of key indicators regarding annual examinations	22
12	School-wise comparative analysis of data - annual exams	24
13	Comparative analysis of number of teachers in position	25
14	Initial reaction of Principals/Head Masters	27
15	Principals/HMs response in providing the information	28
16	Ready availability of records	28
17	Physical condition of school records	29
18	Up-to-date maintenance of school records	30
19	Availability of School Report Card	31
20	Schools where Head Masters had received training on DISE	33
21	Schools visited at least once in last 3 months by CRC Coordinator	36
22	Category wise analysis of attendance in primary classes on the day of visit of MPISSR team	38
23	District/School Management-wise analysis of attendance in primary classes	40
24	Category wise analysis of attendance in upper primary classes on the day of visit of MPISSR team	41
25	District/School Management-wise analysis of attendance in upper primary classes	43
26	District-wise proportion of schools where the attendance in primary classes was 75% or more	45
27	District-wise proportion of schools where the attendance in upper primary classes was 75% or more	46

List of Figures

Figure	Title	Page
1	Category-wise Break-up of Schools	13
2	School particulars - DISE data matching	14
3	Primary level enrolments - DISE and sample checking data	16
4	Primary level enrolments - DISE data matching	18
5	Upper primary level enrolments - DISE and sample checking data	19
6	Upper primary level enrolments - DISE data matching	21
7	Comparative analysis of key indicators regarding annual examinations	23
8	School- wise comparative analysis of data regarding annual exams	25
9	Comparative analysis of number of teachers in position	26
10	Availability of School Report Card (District-wise)	31
11	Availability of School Report Card (Management-wise)	32
12	Schools where Head Masters had received training on DISE (District-wise)	33
13	Schools where Head Masters had received training on DISE (Management-wise)	34
14	Schools visited at least once in last 3 months by CRC Coordinator (District-wise)	36
15	Schools visited at least once in last 3 months by CRC Coordinator (Management-wise)	37
16	Category wise analysis of attendance in primary classes on the day of visit of MPISSR team	39
17	District-wise analysis of attendance in primary classes	40
18	School Management-wise analysis of attendance in primary classes	41
19	Category wise analysis of attendance in upper primary classes on the day of visit of MPISSR team	42
20	District-wise analysis of attendance in upper primary classes	43
21	School Management-wise analysis of attendance in upper primary classes	44
22	District-wise proportion of schools where the attendance in primary classes was 75% or more	45
23	District-wise proportion of schools where the attendance in upper primary classes was 75% or more	46

Executive Summary

The present exercise of 5% 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 – Barwani, Morena, Khandwa and Shahdol;
- 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.

For the purpose of the 5% sample checking of data four districts of Madhya Pradesh, viz., Morena, Khandwa (East Nimar), Barwani and Shahdol were selected by the Rajya Shiksha Kendra, Bhopal.

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 selected. District-wise number of selected schools is: Morena (115), Barwani (140), Khandwa (76), and Shahdol (86). Thus, the total number of schools from the selected four districts was 417.

All the data collected from the sample schools have been checked and analysed thoroughly using SPSS and discrepancies/variations have been highlighted keeping in view the objectives of the sample checking work.

After the completion of sample survey by the MPISSR team, Rajya Shiksha Kendra provided the duly filled up DISE data capture formats of all those schools which were selected and visited for the sample checking. Number of such schools is 123 in Barwani, 71 in Khandwa, 105 in Morena, and, 118 in Shahdol districts, being 5% of total schools in the respective districts. Data capture formats in respect of all the selected schools were made available to MPISSR. All categories of schools have been duly represented in the sample for DISE data verification.

Major Findings

- In 94.72 per cent cases the DISE data match with the MPISSR survey data with regard to the type of schools.
- In almost 80 per cent cases DISE data has been found matching with the survey data under 'type of building' category.
- At macro level, on an overall basis, variation of 2.38 and 4.26 per cent was observed in primary level enrolment figures.
- Variation was observed in about 30 per cent schools, on an overall basis, in the analysis of two sets of data relating to primary level enrolments.
- In upper primary schools where data on enrolment with regard to boys and girls, on an overall basis, matches are 62 and 67 per cent respectively.
- Data with regard to the number of teachers in position was found to be match in 81 per cent government schools whereas in the case of private schools it was found matching in only 31 per cent schools.
- Initial reaction of principals/head masters was quite positive in almost 95 per cent schools on an overall basis.
- CRC Coordinators visited the schools at least once in last three months in 91 per cent schools in the case of schools run by the education department.
- At primary level about 66 per cent students found in the classes on the day of visit.
- At upper primary level the attendance of students was observed about 70 per cent on the day of visit.
- Per cent of primary schools where attendance was observed 75 per cent or more on the day of visit as about 24 on an overall basis. In the case of upper primary schools per cent of such schools is 41 (overall).
- In large number of schools records were available and found in good condition. (90%).
- In several schools the photo copy of DISE DCF was not found (52%). Since DISE code was also not available in most of the schools it was obtained from BRC and DPC.
- Large number of Head Masters are not adequately trained in filling up the DCFs of DISE in the desired manner. It has been reported to

the survey team that DISE DCFs of several schools were filled at the Jan Shiksha Kendra with the help of Jan Shikshak.

- During the visit it was found that the Mid Day Meal Scheme was operational in all the primary schools visited. Quality of food was average and above in about 62% schools.
- In absence of pucca kitchen shed the meal is cooked in the class rooms or outside. It affects smooth teaching in the class rooms. It was also reported that active involvement of teachers in the smooth conduct of the Mid Day Meal scheme is affecting the teaching, particularly in the schools that are located in rural areas.
- Head Masters provided the information pertaining to enrolment and details of pass percentages easily.
- Large number of Head Masters could not provide the enrolment and other details from a single register.
- It was observed that teachers fill-up the attendance register properly and keep it in the almirahs. (92%)
- Year end summary details of children for all grades are available with the Head Masters. (80%)
- School report cards were available in 80% schools of the districts visited.
- As per the records of the schools, 96% teachers come on time in the school.
- In almost 80% of schools, display boards were available.
- In more than 91% schools furniture was not available for children.
- MIS units were found well equipped and functioning properly in Khandwa, Morena and Barwani districts whereas in Shahdol district condition of computers and other equipments was not good.
- DISE data is being used for the preparation of district elementary plans and formulation of policies in the State.

Recommendations

- (i) For evidence-based planning and implementation of SSA, the importance of data cannot be overemphasized. In this respect, the desired improvements in collection of data and institutionalization of the District Information System for Education (DISE) are very

important. For this all steps must be taken in the desired manner to improve the coverage, consistency and completeness of the data.

- (ii) There is a strong need to impart rigorous training to the teachers who are involved in filling up Data Capture Formats. Such trainings should be carried out at the district level, preferably in DIETs. Trainings can also be outsourced to some agencies. It is also suggested that at least two teachers from one school should be given training.
- (iii) During the fieldwork it has been observed that the teachers who are weak in mathematics/statistics find it difficult to fill up the data capture formats. It is, therefore, suggested that the teachers with background in mathematics/statistics should be chosen for the training. It will help ensure the quality of data.
- (iv) There is a need to strengthen the monitoring system in the remote rural/tribal areas to plug the leakages that are responsible for poor quality of data.
- (v) During the fieldwork it was felt that the involvement of community is of utmost importance while capturing data for the DISE purposes. Therefore, it is suggested that the VEC/PTA should also be actively involved in the process. Their involvement will ensure collection of quality data and transparency. Moreover, PTA members would also come to know about various other issues appertaining their schools. It will help enhance their understanding about the various processes that ultimately would lead to their active and fruitful involvement in decision-making and day-to-day affairs of the school.

REPORT

SAMPLE CHECKING OF DISE DATA OF 2006-07 MADHYA PRADESH

1. Background

Indian education system is one of the largest education systems in the world and caters to the needs of more than 1,028 million people. For successful implementation of any programme concerning elementary education, effective and efficient information system is essential. A number of Government and semi-government agencies are involved in the collection of information on educational variables. One such effort is DISE which is now operational in 539 districts in 25 States & UTs 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 formats include data on the following aspects.

- a) *General particulars* of the school: Location, year of establishment, type of management, working days, rural/urban and other characteristics.
- b) *Enrolments* by caste, sex, and grade. Single year age-grade matrix by sex and by caste groups.
- c) *Number of teachers* and their distribution by sex, caste, trained and untrained teachers.
- d) *Inventory of school buildings* by type and condition of classrooms.
- e) *Facilities* in the school.
- f) Equipment details.

- g) *Data on important indicators* like PTA constitution and their meetings, school inspections, utilization of contingent grants under DPEP etc. were also included.

In the above background the present exercise of 5% 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 – Barwani, Morena, Khandwa and Shahdol;
- 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.

2. Methodology

For the purpose of the 5% sample checking of data four districts of Madhya Pradesh, viz., Morena, Khandwa (East Nimar), Barwani and Shahdol were selected by the Rajya Shiksha Kendra, Bhopal. All blocks of the said four districts have been covered and from each block 5 per cent Upper Primary/Primary schools have been selected for the sample checking.

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 selected. District-wise number of selected schools is: Morena (115), Barwani (140), Khandwa (76), and Shahdol (86). Thus, the total number of schools from the selected four districts was 417.

Data Collection

Data Capture Formats were administered to elicit the school level information in order to validate the data collected earlier for the DISE. Besides the administration of DCFs, some other issues have also been observed during the field visits.

Data Analysis

All the data collected from the sample schools have been checked and analysed thoroughly using SPSS and discrepancies/variations have been highlighted keeping in view the objectives of the sample checking work. For this the duly filled up DISE data formats of the sampled schools were made available to the MPISSR by the DPOs of the respective districts for the purpose of checking and verification after the completion of sample survey work. Based on the examination of the data collected at two different points of time, the significant differences in the said two types of DCFs have been highlighted in the report.

3. DISE Data Verification

Table 1
Districts and Blocks

S. No.	Blocks of Khandwa district	Blocks of Badwani district	Blocks of Shahdol district	Blocks of Morena district
1	Harsood (chhanera)	Theekri	Budhar	Sabalgarh
2	Chhegaon Makhan	Sendhwa	Sohagpur	Morena
3	Baldi	Barwani	Jaysinghnagar	Porsa
4	Pandhana	Nivali	Beohari	Pahadgarh
5	Khandwa	Pansemal	Gohparu	Ambah
6	Khalwa	Pati		Kailaras
7	Punasa	Rajpur		Jora

For the purpose of verification of DISE data, four districts of the State have been chosen by the Rajya Shiksha Kendra, Bhopal. From the selected districts all blocks have been taken into consideration while selecting the schools for sample checking of data. Thus, all seven blocks from Khandwa, Barwani and Morena districts, and 5 blocks from Shahdol district are covered. The names of districts and blocks are shown in table 1 above.

Table 2
District-wise availability of DISE formats for sample schools

District	No. of sample schools	Schools for which DISE DCFs made available by RSK	
Barwani	123	123	100%
Khandwa	71	71	100%
Morena	105	105	100%
Shahdol	118	118	100%

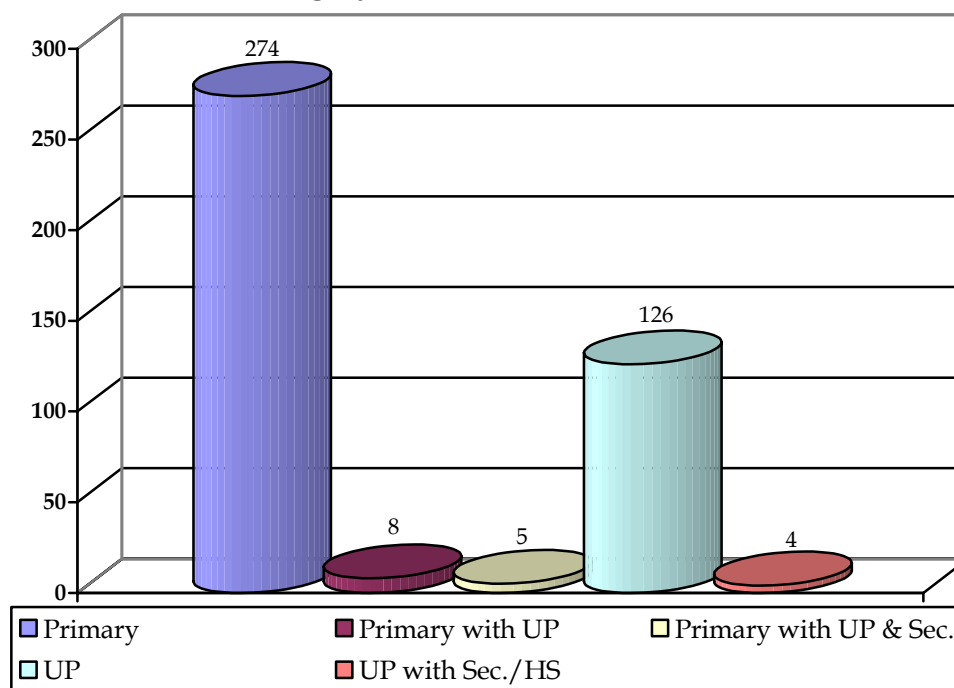
After the completion of sample survey by the MPISSR team, Rajya Shiksha Kendra provided the duly filled up DISE data capture formats of all those schools which were selected and visited for the sample checking. Number of such schools is 123 in Barwani, 71 in Khandwa, 105 in Morena,

and, 118 in Shahdol districts, being 5% of total schools in the respective districts. Data capture formats in respect of all the selected schools were made available to MPISSR. However, there was an inordinate delay in supply of the data capture formats by the Morena district.

Table 3
Category-wise Break-up of Schools

School category	Schools in the sample	
	No.	%
Only primary classes	274	65.71
Primary with upper primary classes	8	1.92
Primary with upper primary and secondary classes	5	1.20
Only upper primary classes	126	30.21
Upper primary with secondary/ higher secondary classes	4	0.96
Total	417	100.0

Figure 1
Category-wise Break-up of Schools



Category-wise breakup of the 417 schools covered under the sample checking survey is given in table 3. Large numbers of schools in

sample are having primary classes only (66%). Schools that are having only upper primary classes share 30 per cent of the total sample whereas the schools having primary with upper primary classes form 2 per cent of the sample. Thus, it can be said that all categories of schools have been duly represented in the sample.

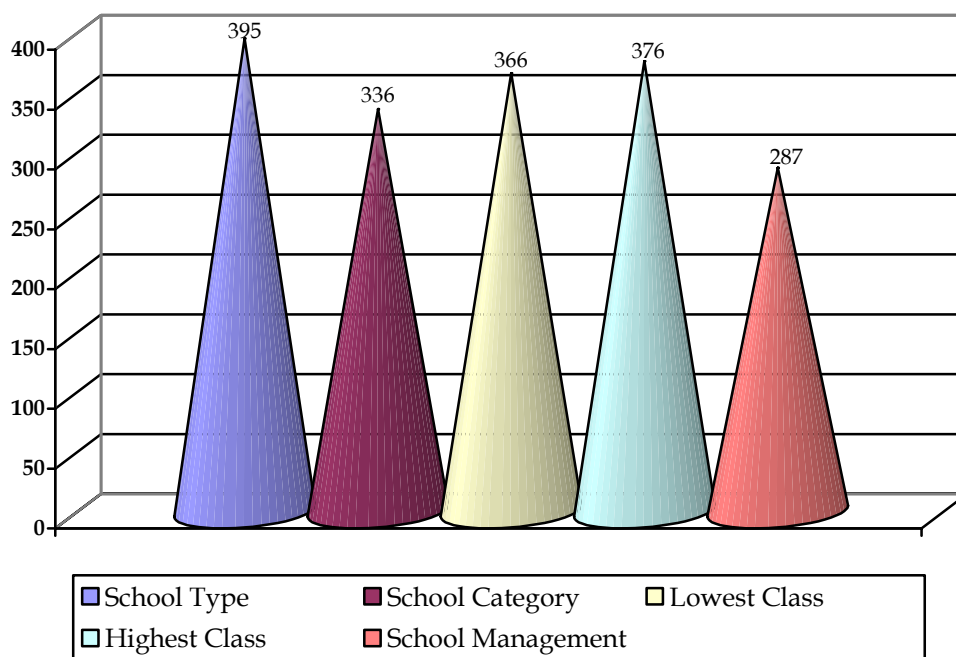
Table 4

Comparative analysis of data regarding school particulars

Particulars	Total No. of Schools	Not filled/not available in DISE formats		Available in DISE formats but doesn't match with survey data		Available in DISE formats & matches with the survey data	
		No.	%	No.	%	No.	%
School Type	417	1	0.24	21	5.04	395	94.72
School Category	417	1	0.24	80	19.18	336	80.58
Lowest Class	417	1	0.24	50	11.99	366	87.77
Highest Class	417	1	0.24	40	9.59	376	90.17
School Management	417	2	0.48	128	30.70	287	68.82

Figure 2

School particulars - DISE data matching



A comparative analysis of data relating to the school particulars has been done and presented in table 4. In 94.72 per cent cases the DISE data match with the MPISSR survey data with regard to the type of schools. In case of other particulars more than 80 per cent school information match in the two sets of data. However, data on 'school management' has a high level of variation where only in 68.82 per cent cases the data is found matching. This high level of variation may be because of lack of knowledge among the information providers as majority of schools in the sample are of primary level.

Table 5

Comparative analysis of data regarding type of building and ownership

Item	Total No. of Schools	Not filled/not available in DISE formats		Available in DISE formats but doesn't match with survey data		Available in DISE formats and matches with the survey data	
		No.	%	No.	%	No.	%
Type of Building	417	13	3.12	71	17.02	333	79.85
No. of Classrooms	417	13	3.12	85	20.38	321	76.97
Ownership	417	0	0.0	49	11.75	368	82.25

Data relating to the type of building (pucca, partly puca, kuchcha) and the ownership (private, government, etc.) along with number of classrooms have been collected during the sample survey. A comparative analysis of the data is presented in table 5. In almost 80 per cent cases DISE data has been found matching with the survey data under 'type of building' category. Data on number of classrooms is matching in 77 per cent cases. This variation may be because of the time gap of six months in the data collection under the said two exercises. Moreover, the possibilities of counting/including other rooms of the schools as classrooms can not be overruled in the DISE formats.

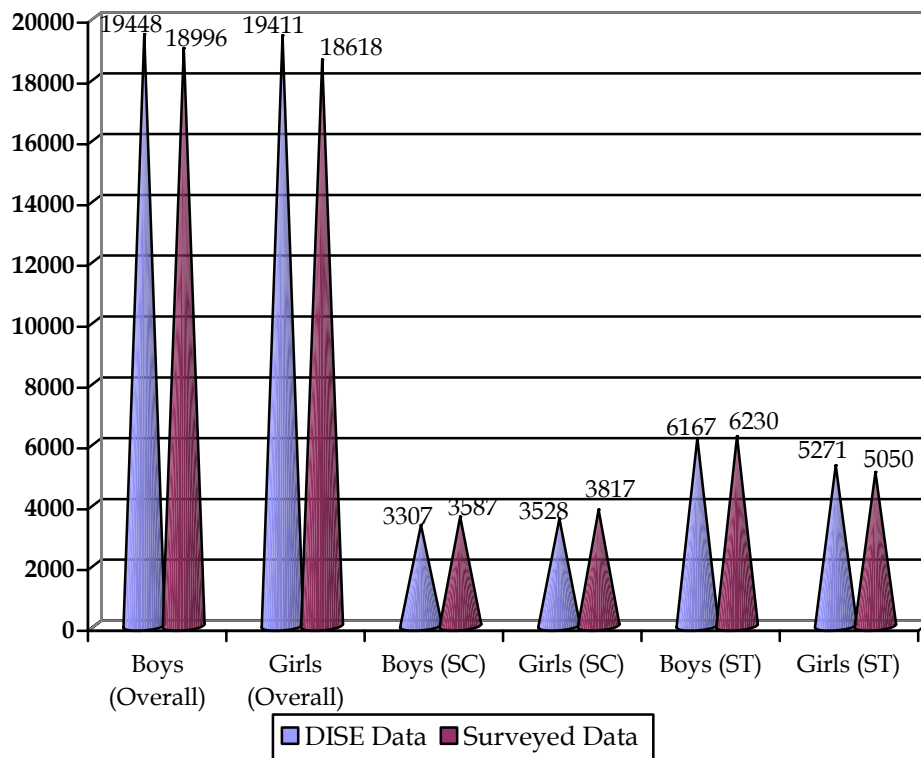
Table 6

Macro-level variation in the primary level enrolment figures - DISE and sample checking data

Categories	Sample schools having primary classes (N=274)		Variation %
	As generated through the DISE	As found during sample checking survey	
Overall:			
Boys	19448	18996	2.38
Girls	19411	18618	4.26
Scheduled Castes:			
Boys (SC)	3307	3587	7.81
Girls (SC)	3528	3817	7.57
Scheduled Tribes:			
Boys (ST)	6167	6230	1.01
Girls (ST)	5279	5050	4.53

Figure 3

Primary level enrolments - DISE and sample checking data



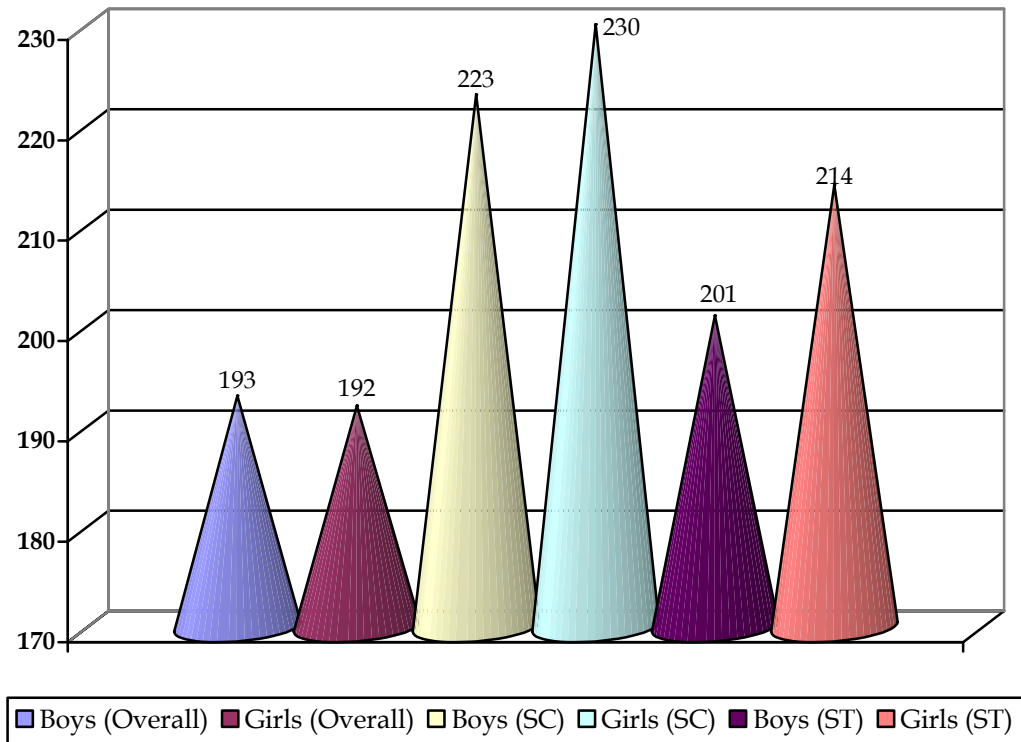
An attempt has been made to present the macro-level variation in the primary level enrolment figures collected under DISE and sample checking survey in table 6. It contains figures on an overall basis as well as on scheduled castes and scheduled tribe categories. In case of scheduled caste boys and girls the variation in the two sets of data is highest whereas in the case of ST boys it is the lowest. However, it can be seen from the table that variation across the categories is higher in the case of the girl students.

Table 7

School- wise comparative analysis of data regarding primary level enrolment

Category-wise Enrolments	No. of schools	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Overall:					
Boys (Overall)	274	81	29.56	193	70.44
Girls (Overall)	274	82	29.93	192	70.07
Scheduled Castes:					
Boys (SC)	274	51	18.61	223	81.39
Girls (SC)	274	44	16.06	230	83.94
Scheduled Tribes:					
Boys (ST)	274	73	26.64	201	73.36
Girls (ST)	274	60	21.90	214	78.10

Figure 4
Primary level enrolments - DISE data matching



School-wise comparative analysis of data relating to the enrolment at primary level has been presented in table 7. An examination of data, on an overall basis, show a variation in about 30 per cent schools in the two sets of data. Variation is more in the case of scheduled tribe category students comparing to those belonging to scheduled caste category.

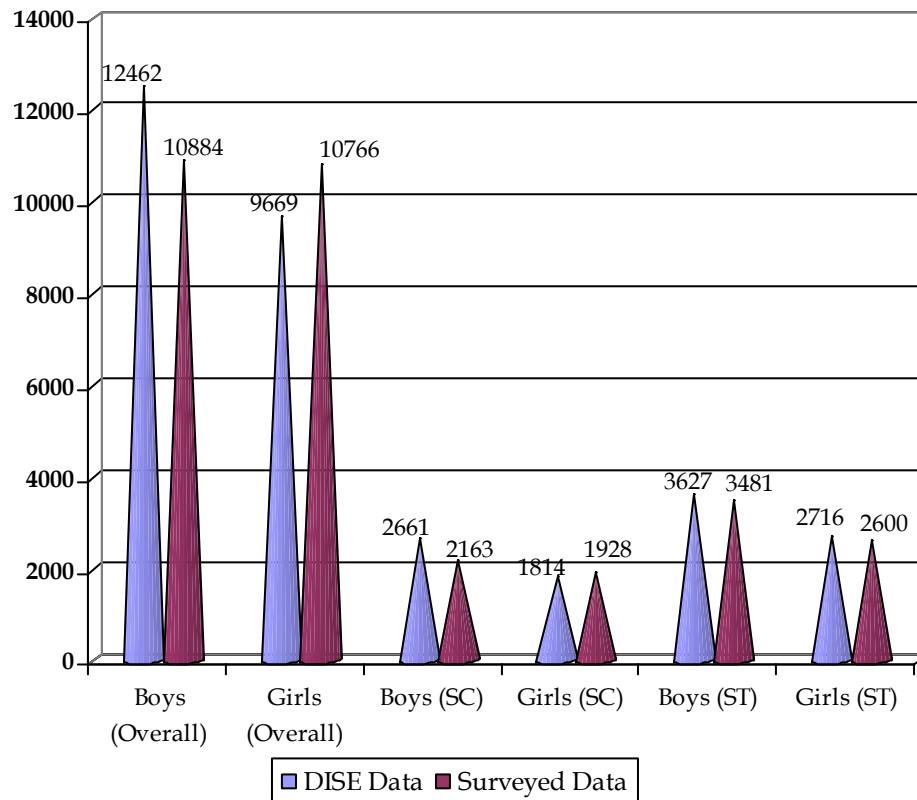
Table 8

Macro-level variation in the upper primary level enrolment figures - DISE and sample checking data

Categories	Sample schools having upper primary classes (N=143)		Variation %
	As the DISE data	As per sample checking survey	
Overall:			
Boys (Overall)	12462	10884	14.49 %
Girls (Overall)	9669	10766	10.18 %
Scheduled Castes:			
Boys (SC)	2661	2163	23.02 %
Girls (SC)	1814	1928	5.91 %
Scheduled Tribes:			
Boys (ST)	3627	3481	4.19 %
Girls (ST)	2716	2600	4.46 %

Figure 5

Upper primary level enrolments - DISE and sample checking data



Variation in the upper primary level enrolment figures at macro level with regard to 143 sample schools have been presented in table 8. Variation across the categories is higher in case of boys except in the case of Scheduled Tribes where variation is marginally higher for the girls. There is a variation of 23 per cent in the case of scheduled caste boys whereas in the case of girls belonging to the same category it is 5.91 per cent. Lowest variation is observed in the case of Scheduled Tribe category.

Table 9

School- wise comparative analysis of data regarding upper primary level enrolments

Category-wise Enrolments	No. of sample schools	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Overall:					
Boys (Overall)	143	55	38.46	88	61.54
Girls (Overall)	143	47	32.87	96	67.13
Scheduled Castes:					
Boys (SC)	143	34	23.78	109	76.22
Girls (SC)	143	33	23.08	110	76.92
Scheduled Tribes:					
Boys (ST)	143	44	30.77	99	69.23
Girls (ST)	143	43	30.07	100	69.93

Figure 6

Upper primary level enrolments - DISE data matching

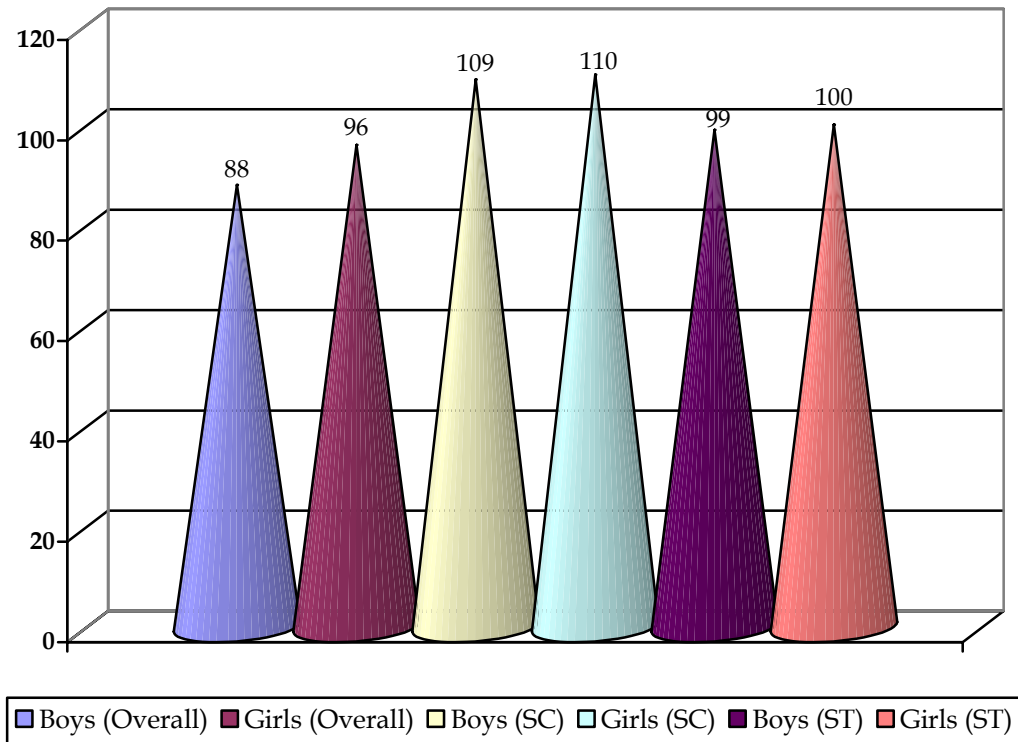


Table 9 analyses the school-wise data collected under DISE and Sample checking survey relating to upper primary level enrolments. It can be observed from the table that, on an overall basis, data pertaining to this match in 62 per cent schools only in the case of boys. Variations can also be seen in the SC and ST categories as well. It can be argued here that such variations may be because of the complexity of the data formats that have caused problems for the Head Masters, particularly of those belonging to the primary schools.

Table 10

Comparative analysis of data regarding disabled students

Category-wise no. of disabled students	No. of schools having primary or upper primary classes (P=274, UP=143)	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Primary Level:					
Disabled Boys	274	49	17.88	225	82.12
Disabled Girls	274	47	17.15	227	82.85
Upper Primary Level:					
Disabled Boys	143	39	27.27	104	72.73
Disabled Girls	143	24	16.78	119	83.22

Comparative analysis of data regarding disabled students of primary and upper primary levels has been presented in table 10. Data with regard to disabled boys at upper primary level match only in 73 per cent schools. In remaining three categories (boys and girls at primary level and girls at upper primary level) in more than 82 per cent schools DISE data was found to be matching with the survey data.

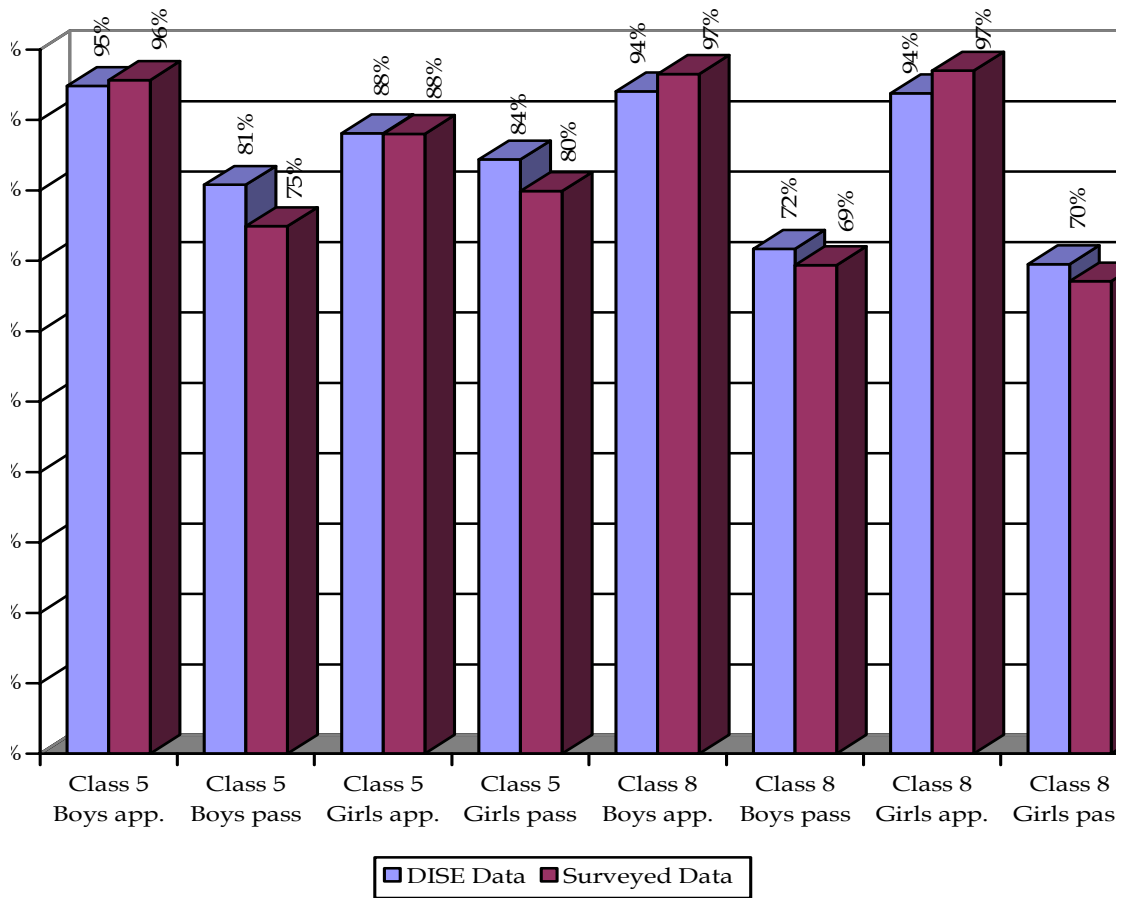
Table 11

Comparative analysis of key indicators regarding annual examinations

Examination	DISE data	Survey data
Annual Examination - Class 5: Boys		
% of students appeared out of total enrolled	94.83 %	95.68 %
% of students passed out of total appeared	80.80 %	74.92 %
Annual Examination - Class 5: Girls		
% of students appeared out of total enrolled	88.12 %	88.02 %
% of students passed out of total appeared	84.39 %	79.89 %
Annual Examination - Class 8: Boys		
% of students appeared out of total enrolled	94.06 %	96.52 %
% of students passed out of total appeared	71.70 %	69.39 %
Annual Examination - Class 8: Girls		
% of students appeared out of total enrolled	93.81 %	97.01 %
% of students passed out of total appeared	69.52 %	67.08 %

Figure 7

Comparative analysis of key indicators regarding annual examinations



A comparative analysis of key indicators pertaining to annual examinations of class 5 and class 8 has been presented in table 11. Minor variations in all the classes across the categories of students are seen. However, variation with regard to the students passed, out of total appeared with respect to boys and girls of class 5 is marginally higher comparing to others.

Table 12

School- wise comparative analysis of data regarding annual exams

Category-wise Enrolments	No. of schools	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Annual Examination - Class 5: Boys					
Number Enrolled	274	58	21.17	216	78.83
Number Appeared	274	58	21.17	216	78.83
Number Passed	274	76	27.78	198	72.26
Annual Examination - Class 5: Girls					
Number Enrolled	274	53	19.34	221	80.66
Number Appeared	274	57	20.80	217	79.18
Number Passed	274	61	22.26	213	77.74
Annual Examination - Class 8: Boys					
Number Enrolled	143	39	27.27	104	72.73
Number Appeared	143	47	32.87	96	67.13
Number Passed	143	53	37.06	90	62.94
Annual Examination - Class 8: Girls					
Number Enrolled	143	44	30.77	99	69.23
Number Appeared	143	49	34.27	94	65.73
Number Passed	143	56	39.16	87	60.84

A comparative school-wise analysis of data relating to the number of students enrolled, appeared and passed has been presented in table 12. For this purpose information of students of class 5 and 8 have been analysed. As is evident from the table that the number of boys and girls passed in class 8 match only in 63 and 61 per cent schools. Similarly, data with regard to number of boys and girls enrolled and appeared in class 8 examination also show large variation. Data relating to primary level (class 5) found matching in majority of schools except the number of boys passed in class 5 exams.

Figure 8

School- wise comparative analysis of data regarding annual exams

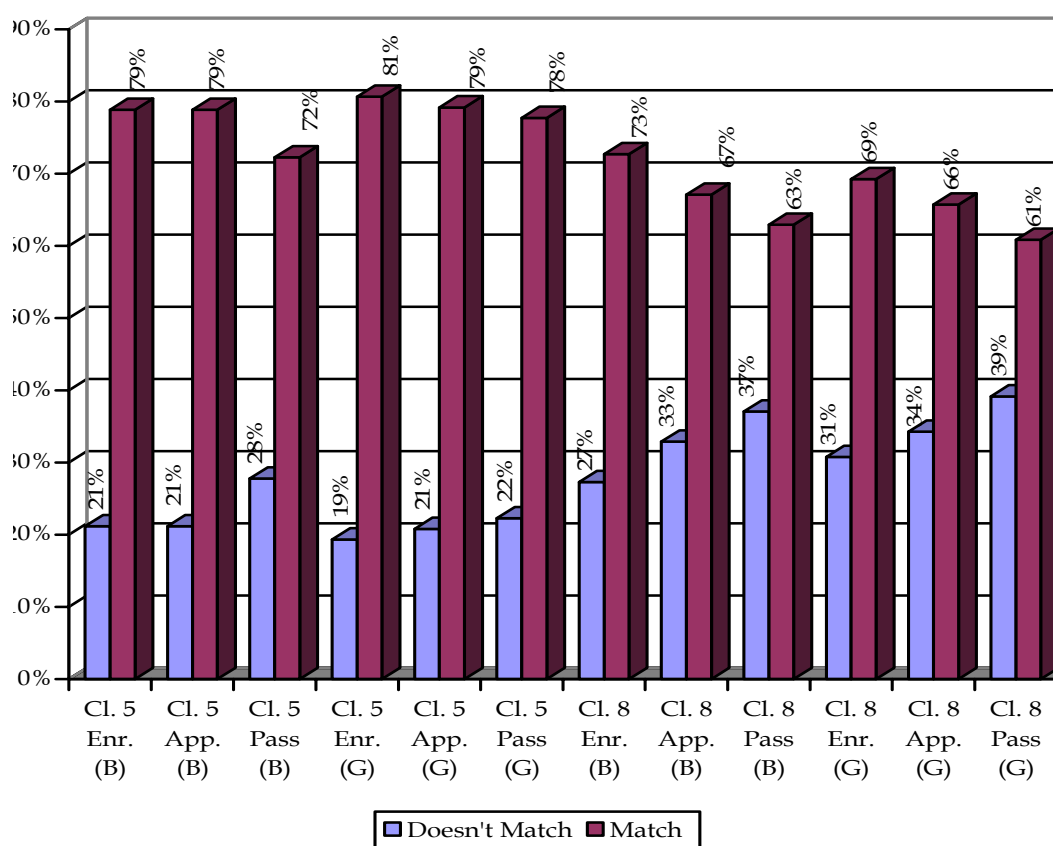
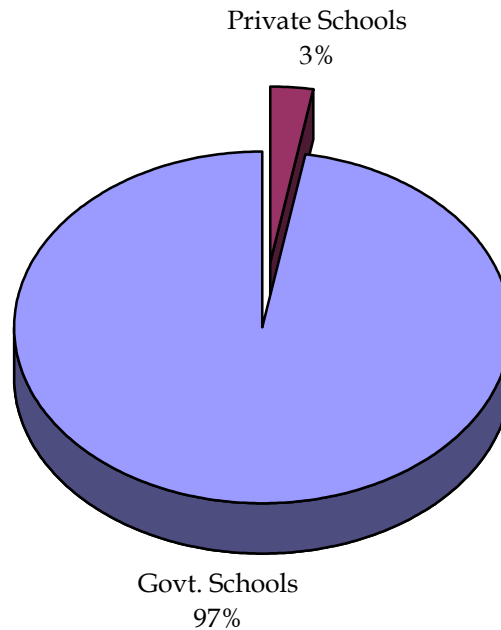


Table 13

Comparative analysis of number of teachers in position

School category	No. of school	School where the number of teachers matching in the DISE and sample survey data	
		No.	%
All schools Combined	417	322	72.21
Government Schools	388	313	80.67
Private Schools	29	9	31.03

Figure 9
Comparative analysis of number of teachers in position



An analysis of two sets of data with regard to number of teachers in position in sampled schools is presented in table 13. It reveals that, on an overall basis, in 72.21 per cent cases data found to be matching whereas government schools that fall under this category are about 81%. However, it can be noticed from the table that in case of the private schools there is a huge variation in the two sets of data where only in 31 per cent cases the data is matching.

There can be several reasons for such a situation. Data under the two exercises have been collected at two different points of time and the time gap in carrying out the data collection under the DISE and sample survey is about six months. Other reason for the variation may be attributed to the calculations involved in the case of primary with upper primary schools where time devoted by a teacher in teaching the classes determines his inclusion in primary or upper primary school category.

4. Response in Schools and School Records

Table 14

Initial reaction of Principals/Head Masters

District/Category	No. of schools	Schools where the initial reaction was found to be quite positive	
		No.	%
Overall	417	395	94.72
District -wise Analysis			
Barwani	123	115	94.49
Khandwa	71	69	97.18
Morena	105	100	95.23
Shahdol	118	111	94.06
School Management -wise Analysis			
Run by Education Department	220	213	96.81
Run by Other Govt. Depts.	168	154	91.67
Private schools	29	28	96.55

Districtwise, and school management-wise analysis of the reaction of Principals/Head Masters has been presented in table 14. As is evident from the table that the overall response of the Principals/ Head Masters was quite positive and they extended full cooperation in the entire process of sample checking survey. It is encouraging to note that in the case of private schools also the response of the Principals/Head Masters was quite good.

Table 15

Principals/HMs response in providing the information

District/Category	No. of schools	Schools readily provided the information	
		No.	%
Overall	417	390	93.52
District -wise Analysis			
Barwani	123	115	94.49
Khandwa	71	68	95.77
Morena	105	100	95.23
Shahdol	118	107	90.67
School Management -wise Analysis			
Run by Education Department	220	207	94.09
Run by Other Govt. Depts.	168	156	92.86
Private schools	29	27	93.10

Table 15 presents the data on responses of Principals/ Head Masters in providing the desired information for the sample survey. Here as well, as is evident from the table, majority of Principals/ Head Masters helped in providing the information to the survey team. However, the Principals/ Head Masters of private schools were a bit hesitant in providing information on certain key issues initially.

Table 16

Ready availability of records

District/Category	No. of schools	Schools where the records were made readily available	
		No.	%
Overall	417	377	90.40
District -wise Analysis			
Barwani	123	109	88.61
Khandwa	71	64	90.14
Morena	105	97	92.38
Shahdol	118	107	90.67
School Management -wise Analysis			
Run by Education Department	220	204	92.93
Run by Other Govt. Depts.	168	147	87.5
Private schools	29	26	89.65

Table 16 contains the data relating to the availability of records in the schools. On all overall basis, in more than 90 per cent schools visited by the MPISSR team for sample checking survey, records were made available to them readily. It can also be observed from the table that in 93 per cent schools run by the Education Department availability of data was better comparing to those run by other govt. department or private management.

Table 17
Physical condition of school records

District /Category	No. of schools	Schools where physical condition of records was observed to be good	
		No.	%
Overall	417	377	90.40
District -wise Analysis			
Barwani	123	109	88.61
Khandwa	71	64	90.14
Morena	105	97	92.38
Shahdol	118	107	90.67
School Management -wise Analysis			
Run by Education Department	220	204	92.93
Run by Other Govt. Depts.	168	147	87.5
Private schools	29	26	89.65

The percentage of schools where physical condition of records was observed to be good is reasonably high as almost in all the districts covered it is 90 per cent or more. Condition of records is found better in the school of education department whereas in private and other govt. department schools the condition of records is found relatively on a lower side.

Table 18**Up-to-date maintenance of school records**

District/Category	No. of schools	Schools where records were found to be up-to-date	
		No.	%
Overall	417	305	73.14
District -wise Analysis			
Barwani	123	63	51.21
Khandwa	71	69	97.18
Morena	105	70	66.67
Shahdol	118	103	87.28
School Management -wise Analysis			
Run by Education Department	220	177	80.45
Run by Other Govt. Depts.	168	102	60.71
Private schools	29	26	89.65

In 73 per cent schools the records were found upto-date on an overall basis. Viewing data in this regard district-wise, it can be observed that in Barwani and Morena districts the situation is alarming as in 51 and 67 per cent schools records were not found upto-date. Khandwa is the best performing district where in 97 per cent schools maintenance of records was fully updated. School management-wise analysis reveals that private schools are maintaining their records more systematically and accurately whereas schools run by other govt. departments (other than education department) are doing poorly in this regard.

5. DISE Training

Table 19
Availability of School Report Card

District /Category	No. of schools	Schools where report card is available	
		No.	%
Overall	417	332	79.61
District -wise Analysis			
Barwani	123	89	72.35
Khandwa	71	55	77.46
Morena	105	81	77.14
Shahdol	118	107	90.67
School Management -wise Analysis			
Run by Education Department	220	180	81.82
Run by Other Govt. Depts.	168	127	75.59
Private schools	29	25	86.20

Figure 10
Availability of School Report Card (District-wise)

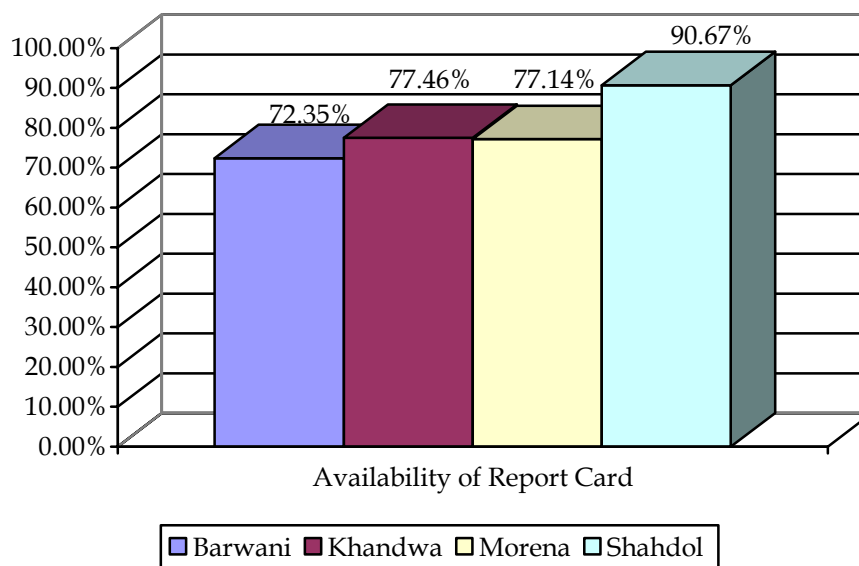
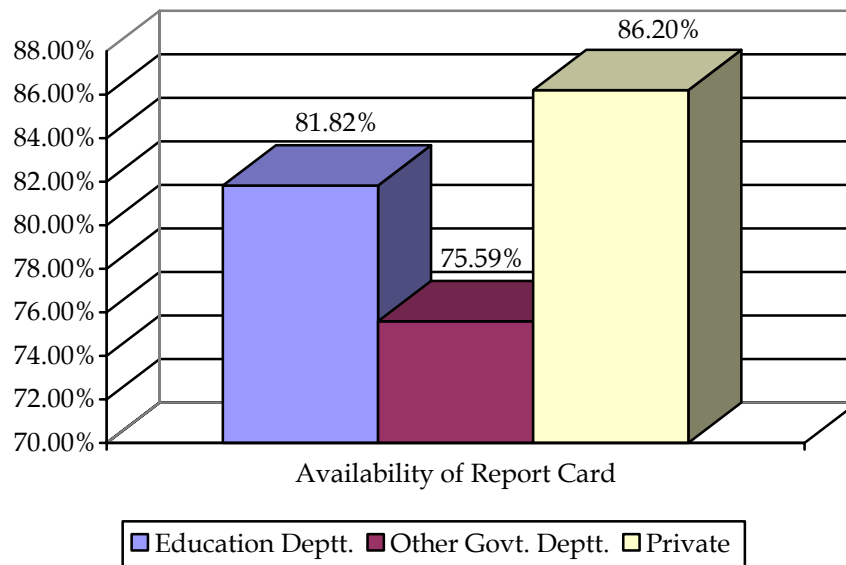


Figure 11

Availability of School Report Card (Management-wise)



Availability of report cards is one of the important factors as it contains not only the quantitative information, but also provide qualitative information and a descriptive report about a school. It provides comprehensive information on all the vital parameters relating to students, teachers and other school related variables. Data with regard to this has been collected and comparisons with the DISE data have been presented in table 20. On an overall basis in about 80 per cent schools the reports card is available. In Shahdol district the availability was in 91 per cent schools whereas in Barwani district it was found available in 72 per cent schools.

If we see the data school management-wise then it was found available in about 82 per cent schools of education department, in 86 per cent privately managed schools whereas in the schools run by other govt. departments the percentage is 76 per cent which is the lowest.

Table 20

Schools where Head Masters had received training on DISE

District /Category	No. of schools	Schools where the Principal/ HM had received training of DISE by September, 2006	
		No.	%
Overall	417	397	95.20
District -wise Analysis			
Barwani	123	119	96.74
Khandwa	71	65	91.54
Morena	105	100	95.23
Shahdol	118	113	95.76
School Management -wise Analysis			
Run by Education Department	220	209	95
Run by Other Govt. Depts.	168	5	2.97
Private schools	29	4	13.79

Figure 12

Schools where Head Masters had received training on DISE (District-wise)

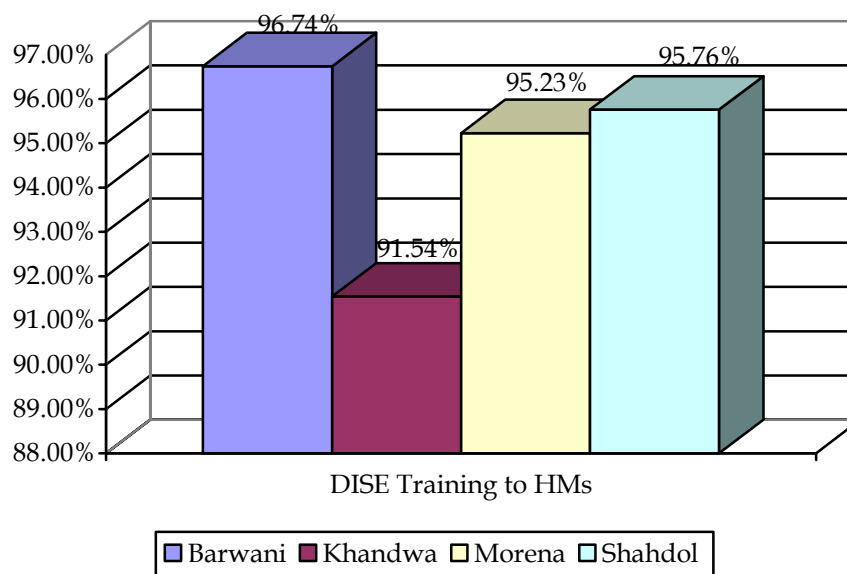
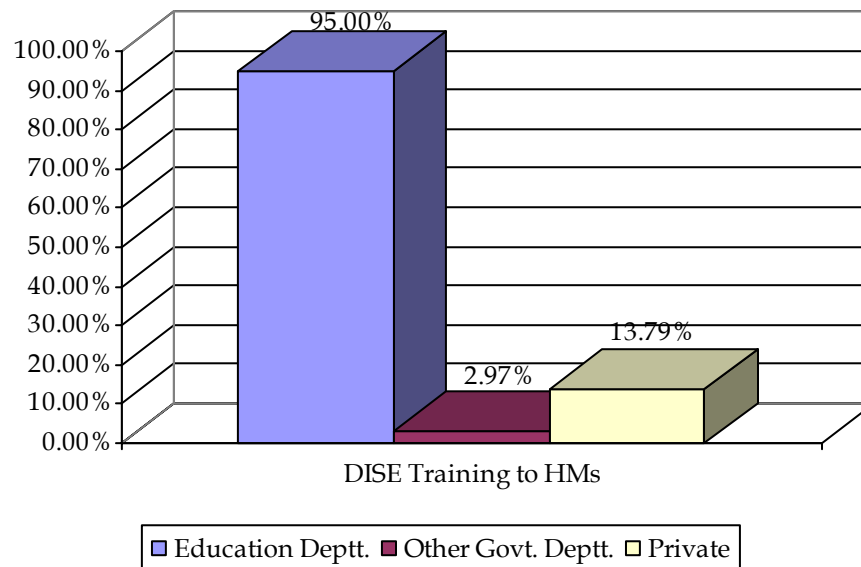


Figure 13
Schools where Head Masters had received training on DISE
(Management-wise)



For proper implementation of DISE the training to the Head Masters is a key factor. Table 19 contains the districtwise and school management-wise data relating to this aspect. Out of 417 schools covered for the sample checking survey in 397 schools (95.20%) the Principals/ Head Masters had received the training of DISE till September 2006. Segregated data of the four district show that the majority of Head Masters could get the training before the filling up of DISE formats. When we see the data school management-wise, it presents a gloomy picture in the case of schools that are run by the other government departments and private management. In the schools run by other government departments, it has been found that out of 168 schools only in 5 (2.97%) schools the training was given. In the case of private schools, out of 29 schools of the sample only in 4 (13.79%) schools the Principals/ Head Masters received the training for this purpose. However, the data appertaining the schools run by the Education department is far better where 95 per cent Principals/ Head Masters reported to have received the

DISE training. However, in this regard it would not be out of place to mention here that the majority of Principals/ Head Masters were of the view that the duration of training should be increased and atleast two teachers from one school should be given the training to fill up the DISE formats.

6. Supervision of Schools by CRCC

Table 21

Schools visited at least once in last 3 months by CRC Coordinator

District /Category	No. of schools	Schools that reported to have been visited at least once	
		No.	%
Overall	417	318	76.25
District -wise Analysis			
Barwani	123	53	43.08
Khandwa	71	61	85.91
Morena	105	92	87.61
Shahdol	118	112	94.91
School Management -wise Analysis			
Run by Education Department	220	200	90.90
Run by Other Govt. Depts.	168	110	65.47
Private schools	29	8	27.58

Figure 14

Schools visited at least once in last 3 months by CRC Coordinator (District-wise)

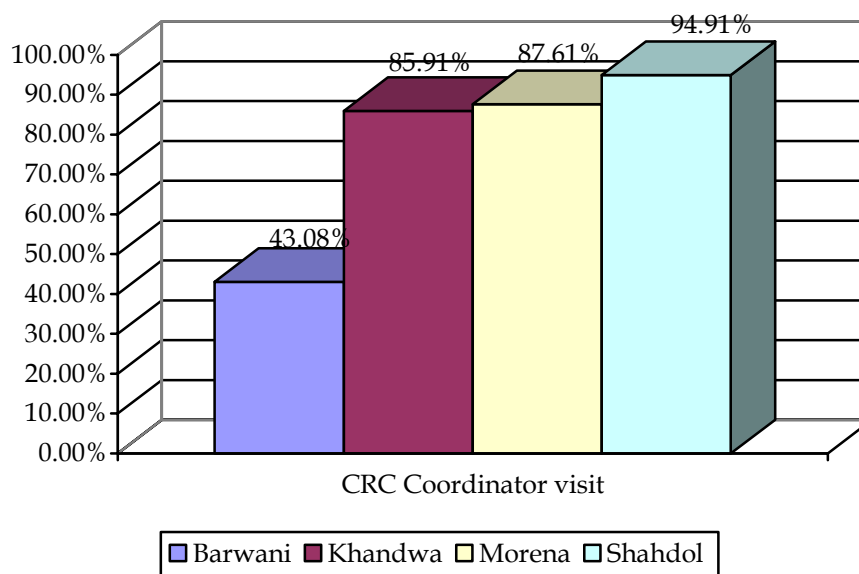
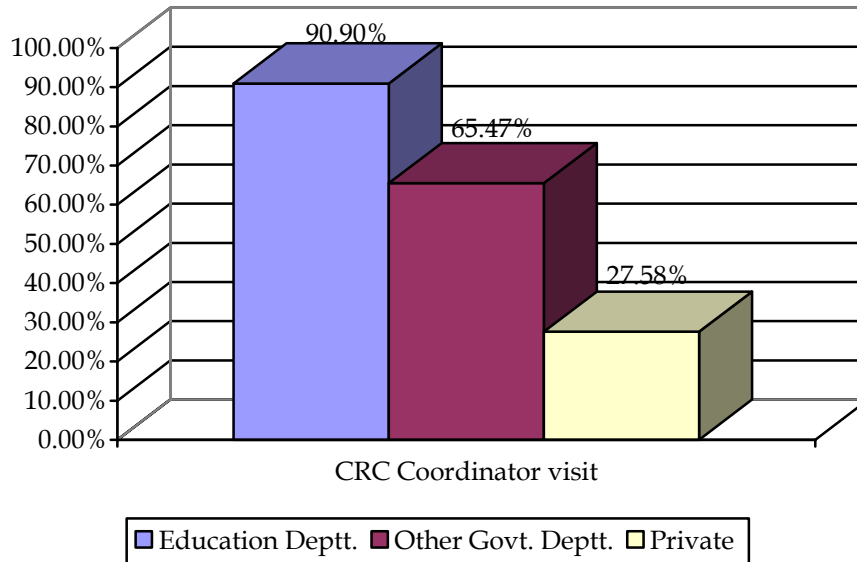


Figure 15
Schools visited at least once in last 3 months by CRC Coordinator
(Management-wise)



Data relating to the school visits during the last 3 months by the CRC Coordinator has been presented in table 21. It can be observed from the table that on an overall basis more than 76 per cent schools have reported that the CRC Coordinator has paid visit to their school atleast once during the last 3 months. District-wise data reveal that except Barwani district, where only 43 per cent schools have reported the visit of CRC Coordinator in the last three months, in the remaining three districts the data varies from 86% in Khandwa to 95% in Shahdol district.

It can be said that the visit of the CRC Coordinator can make a difference in the overall working of a school and hence barring Barwani it can be considered satisfactory.

7. Attendance of Students on the Day of Visit

Table 22

Category wise analysis of attendance in primary classes on the day of visit of MPISSR team

Category	No. of students enrolled	Attendance on the day of visit	
		No.	%
All children taken together	37614	24866	66.10
All boys taken together	18996	12007	63.21
All girls taken together	18618	12859	69.06
Boys belonging to Sch. Castes	3587	2224	62.0
Girls belonging to Sch. Castes	3817	2400	62.87
Boys belonging to Sch. Tribes	6230	3593	57.67
Girls belonging to Sch. Tribes	5050	3765	74.55

Figure 16

Category wise analysis of attendance in primary classes on the day of visit of MPISSR team

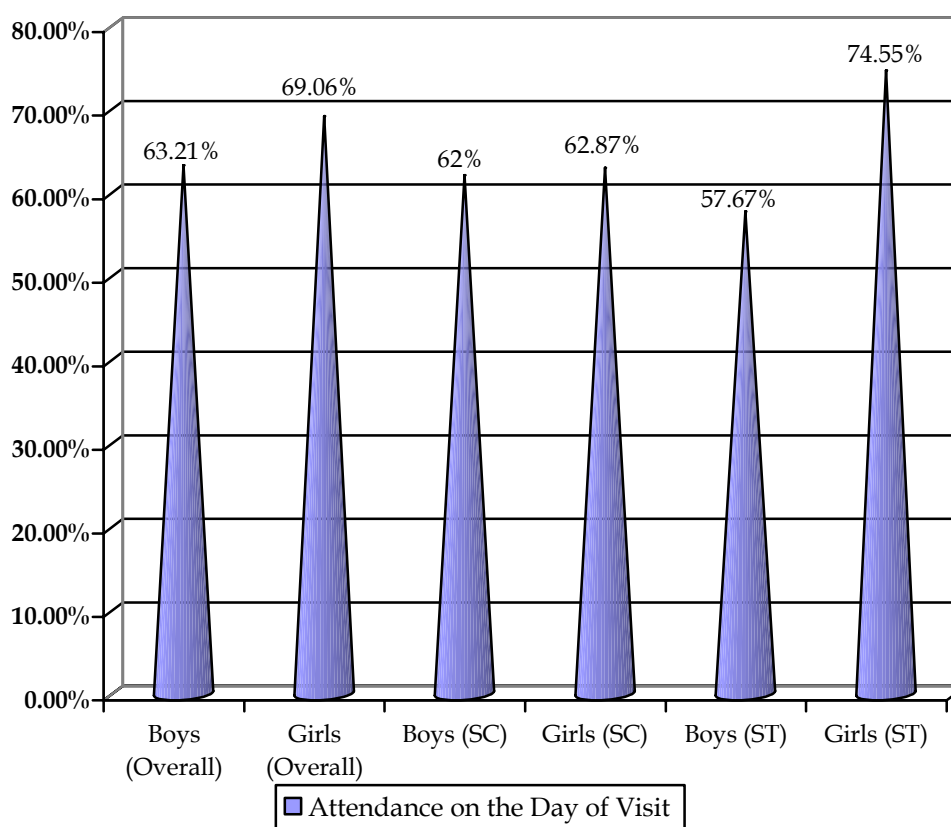


Table 22 presents the category-wise analysis of attendance in primary classes of the schools visited on the day of visit. Data reveals that, all children taken together, about 66 per cent were found in the classes. It can also be observed from the table that in all the categories the attendance of boys is less in comparison to the girl students. The difference is quite significant particularly in the case of boys and girls belonging to the scheduled tribe category.

Table 23

District/School Management-wise analysis of attendance in primary classes

District/Category	No. of students enrolled	Attendance on the day of visit	
		No.	%
Overall	37614	24866	66.10
District wise analysis			
Barwani	10019	5303	52.92
Khandwa	12108	8811	72.77
Morena	7115	5519	77.57
Shahdol	8372	5233	62.51
School Management wise analysis			
Government school	34864	22892	65.66
Private school	2750	1974	71.78

Figure 17

District-wise analysis of attendance in primary classes

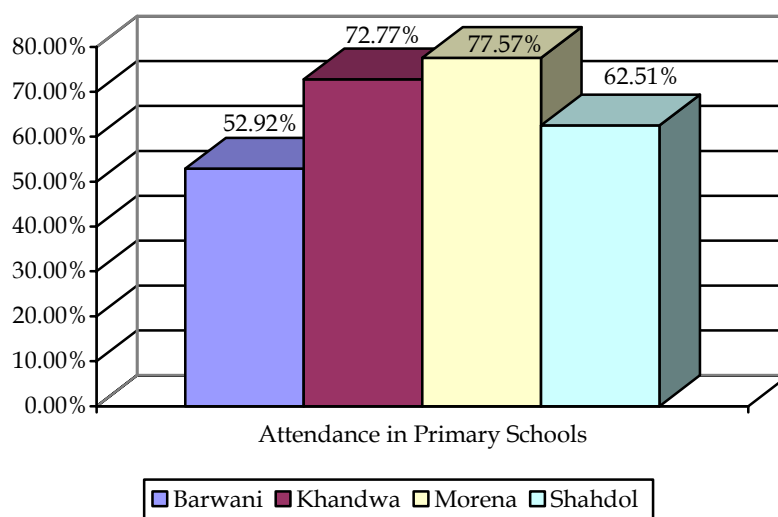


Figure 18

School Management-wise analysis of attendance in primary classes

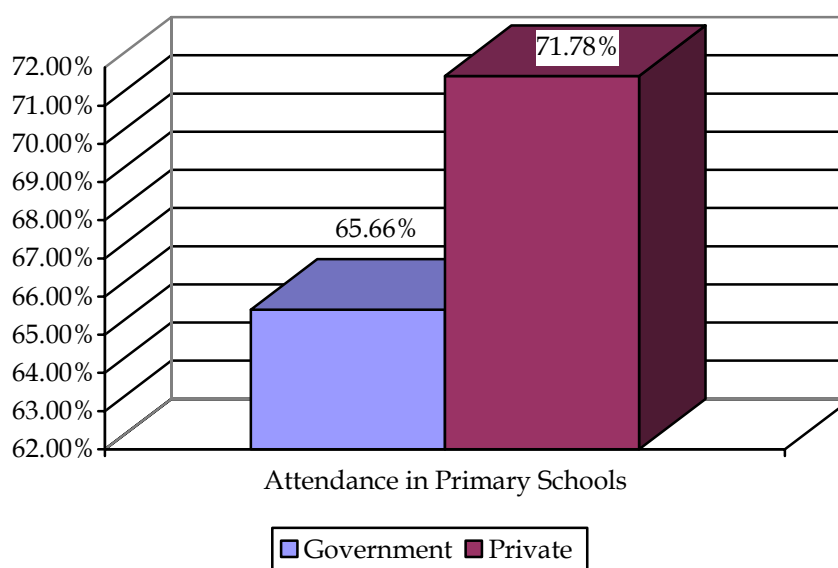


Table 23 contains district and school management wise analysis of attendance in primary classes of the visited schools. An inter-district variation is visible. It is the lowest (53%) in Barwani district whereas in Morena district it is the highest (78 %). Attendance was better in private schools (72%) comparing to those in government schools. (66%).

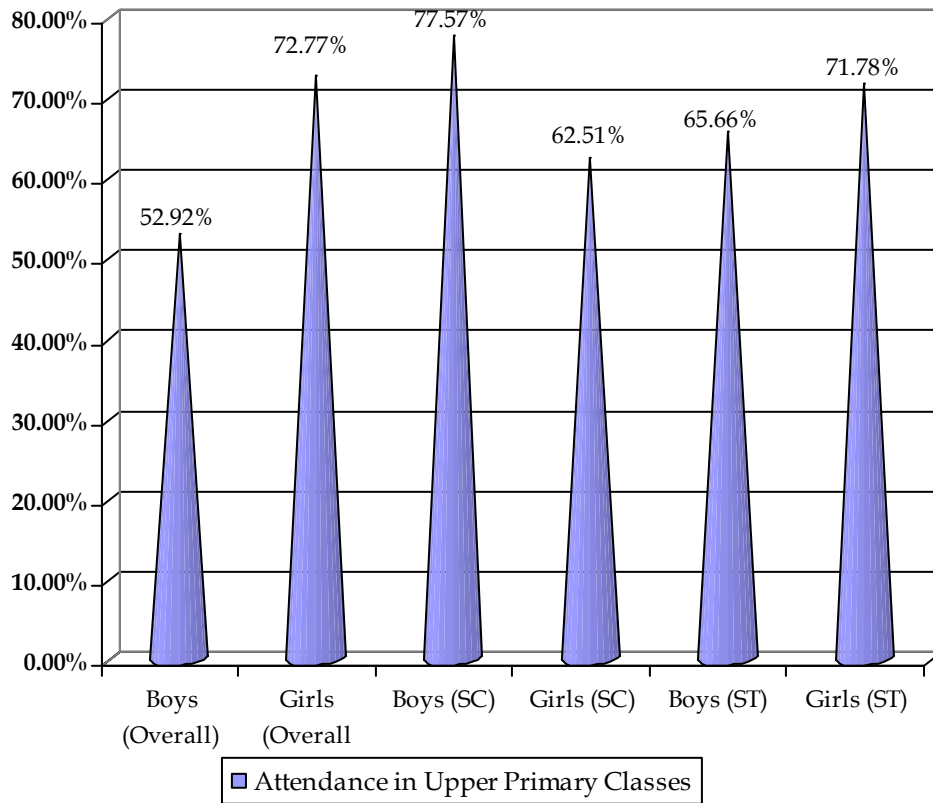
Table 24

Category wise analysis of attendance in upper primary classes on the day of visit of MPISR team

Category	No. of students enrolled	Attendance on the day of visit	
		No.	%
All children taken together	21650	15106	69.77
All boys taken together	10884	7085	65.10
All girls taken together	10766	8021	74.50
Boys belonging to Sch. Castes	2163	1450	67.04
Girls belonging to Sch. Castes	1928	1220	63.28
Boys belonging to Sch. Tribes	3481	2108	60.56
Girls belonging to Sch. Tribes	2600	1990	76.54

Figure 19

Category wise analysis of attendance in upper primary classes on the day of visit of MPISSR team



Category-wise analysis of attendance in upper primary classes on the day of visit has been presented in table 24. Taking all children together about 70 per cent attendance is observed. Percent of girls attendance is better except in the category of scheduled castes. Boys belonging to scheduled tribes have the lowest attendance among all the categories.

Table 25

District/School Management-wise analysis of attendance in upper primary classes

District/Category	No. of schools	Attendance on the day of visit	
		No.	%
Overall	21650	15106	69.36
District wise analysis			
Barwani	6451	4811	74.58
Khandwa	4103	3100	75.55
Morena	5950	3852	64.74
Shahdol	5146	3343	64.96
School Management wise analysis			
Government school	20887	14629	70.04
Private school	763	477	62.52

Figure 20

District-wise analysis of attendance in upper primary classes

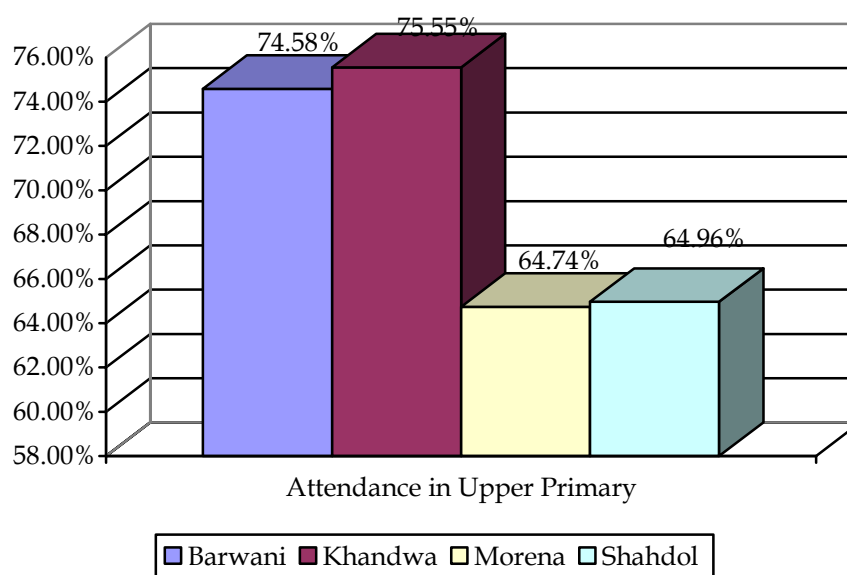
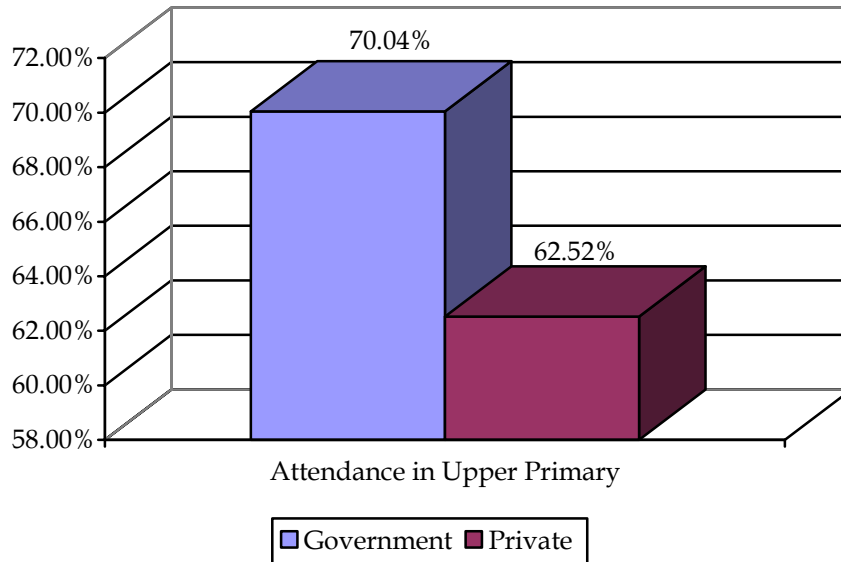


Figure 21

School Management-wise analysis of attendance in upper primary classes



An examination of the analysis presented in the table 25 reveals that on an overall basis 69 per cent children were present in the upper primary classes on the day of visit. Percentage of attendance is low in Morena and Shahdol districts where about 65 per cent children found present in the classes whereas in Barwani and Khandwa district the percentage of such students was 75 and 76 per cent respectively.

When we observe the data school management-wise we find that the rate of attendance was better in government schools (70%) in comparison to the private schools (63%).

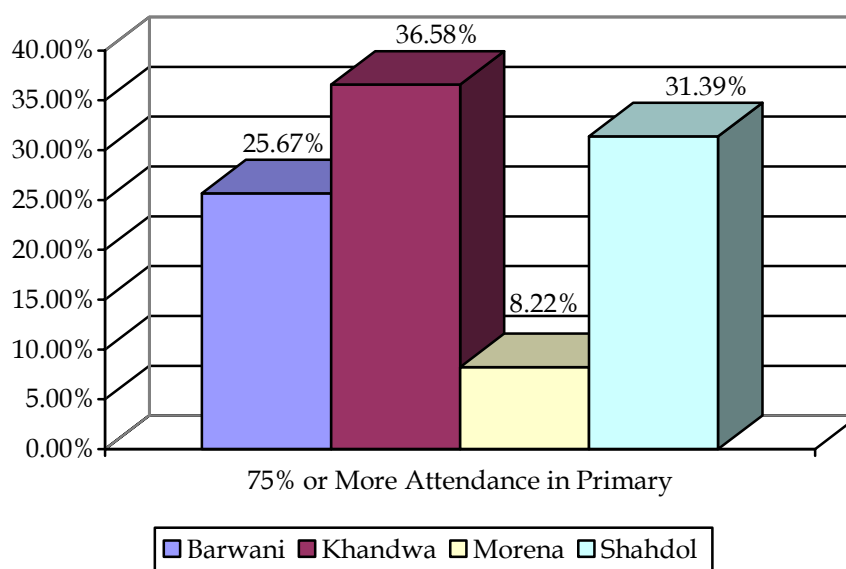
Table 26

District-wise proportion of schools where the attendance in primary classes was 75% or more

District	No. of schools	Schools where attendance was $\geq 75\%$ on day of sample visit	
		No.	%
Overall	274	67	24.45
District wise analysis			
Barwani	74	19	25.67
Khandwa	41	15	36.58
Morena	73	6	8.22
Shahdol	86	27	31.39

Figure 22

District-wise proportion of schools where the attendance in primary classes was 75% or more



An attempt has been made to analyse districtwise proportion of schools where the attendance in primary classes was observed 75 per cent or more on the day of visit. Data pertaining to this has been presented in table 26. It can be seen from the table that, on an overall basis, only in 24.45 per cent schools attendance of students found 75 per cent or more. Viewing the data districtwise, it presents a dismal picture before us. There are inter-district variations where highest percentage of such schools was

found in Khandwa district (37%). Morena district has only 8 per cent schools in which attendance of students was found 75 per cent or more on the day of visit.

Table 27

District-wise proportion of schools where the attendance in upper primary classes was 75% or more

District	No. of schools	Schools where attendance was $\geq 75\%$ on day of sample visit	
		No.	%
Overall	143	58	40.56
District wise analysis			
Barwani	49	26	53.06
Khandwa	30	14	46.67
Morena	32	13	40.63
Shahdol	32	5	15.62

Figure 23

District-wise proportion of schools where the attendance in upper primary classes was 75% or more

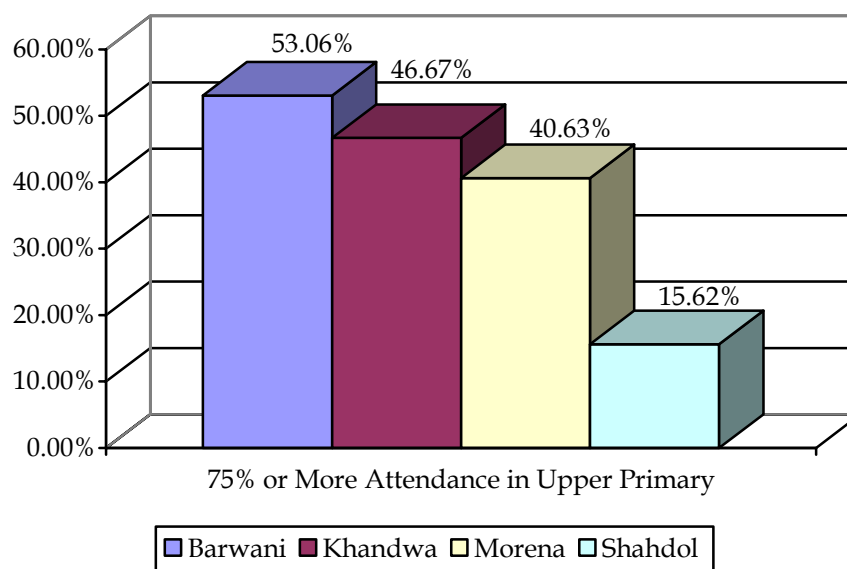


Table 27 contains the districtwise proportion of schools where student attendance in upper primary classes was 75 per cent or more on the day of visit. On an overall basis out of 143 schools in 58 schools (41%)

attendance was found 75 per cent or more. There are inter-district variations where 53 per cent schools found in Barwani district having 75 per cent attendance whereas lowest number of schools (16%) was in Shahdol district where presence of students on the day of visit was found 75 per cent or more.

8. Major Findings

Some major and minor variations found in the two sets of data (DISE and Sample Survey) when compared. There are certain items wherein no variation was observed.

It can be said that some variations have been observed in the two sets of data in all the four districts chosen for the sample checking. While the outputs of DISE are increasingly impressive, making available data that is consistent, reliable, timely and comprehensive and amenable to use at appropriate levels remains an important challenge. DISE is the principal tool for measuring progress towards enrolment, retention, completion, transition, school facilities, quality etc. Field observations suggest that by imparting a rigorous training to the Head Masters and by making them aware about the importance of such data, quality of DISE data can be improved to a large extent.

Major findings of the sample checking are as follows:

- In large number of schools records were available and found in good condition. (90%).
- In several schools the photo copy of DISE DCF was not found (52%). Since DISE code was also not available in most of the schools it was obtained from BRC and DPC.
- Large number of Head Masters are not adequately trained in filling up the DCFs of DISE in the desired manner. It has been reported to the survey team that DISE DCFs of several schools were filled at the Jan Shiksha Kendra with the help of Jan Shikshak.

- During the visit it was found that the Mid Day Meal Scheme was operational in all the primary schools visited. Quality of food was average and above in about 62% schools.
- In absence of pucca kitchen shed the meal is cooked in the class rooms or outside. It affects smooth teaching in the class rooms. It was also reported that active involvement of teachers in the smooth conduct of the Mid Day Meal scheme is affecting the teaching, particularly in the schools that are located in rural areas.
- Head Masters provided the information pertaining to enrolment and details of pass percentages easily.
- Large number of Head Masters could not provide the enrolment and other details from a single register.
- It was observed that teachers fill-up the attendance register properly and keep it in the almirahs. (92%)
- Year end summary details of children for all grades are available with the Head Masters. (80%)
- School report cards were available in 80% schools of the districts visited.
- As per the records of the schools, 96% teachers come on time in the school.
- In almost 80% of schools, display boards were available.
- In more than 91% schools furniture was not available for children.
- MIS units were found well equipped and functioning properly in Khandwa, Morena and Barwani districts whereas in Shahdol district condition of computers and other equipments was not good.
- DISE data is being used for the preparation of district elementary plans and formulation of policies in the State.

9. Recommendations

- (i) For evidence-based planning and implementation of SSA, the importance of data cannot be overemphasized. In this respect, the desired improvements in collection of data and institutionalization of the District Information System for Education (DISE) are very important. For this all steps must be taken in the desired manner to improve the coverage, consistency and completeness of the data.
- (ii) There is a strong need to impart rigorous training to the teachers who are involved in filling up Data Capture Formats. Such trainings should be carried out at the district level, preferably in DIETs. Trainings can also be outsourced to some agencies. It is also suggested that at least two teachers from one school should be given training.
- (iii) During the fieldwork it has been observed that the teachers who are weak in mathematics/statistics find it difficult to fill up the data capture formats. It is, therefore, suggested that the teachers with background in mathematics/statistics should be chosen for the training. It will help ensure the quality of data.
- (iv) There is a need to strengthen the monitoring system in the remote rural/tribal areas to plug the leakages that are responsible for poor quality of data.
- (v) During the fieldwork it was felt that the involvement of community is of utmost importance while capturing data for the DISE purposes. Therefore, it is suggested that the VEC/PTA should also be actively involved in the process. Their involvement will ensure collection of quality data and transparency. Moreover, PTA

members would also come to know about various other issues appertaining their schools. It will help enhance their understanding about the various processes that ultimately would lead to their active and fruitful involvement in decision-making and day-to-day affairs of the school.

DISTRICT INFORMATION SYSTEM FOR EDUCATION

(Five Percent Sample Check: Special DCF for Post Enumeration Survey)

1. विद्यालय भ्रमण की दिनांक-
 2. शैक्षणिक सत्र-
 3. पर्यवेक्षण संचालित करने वाले व्यक्ति का नाम _____
 4. पर्यवेक्षण संचालित करने वाली संस्था का नाम- मध्यप्रदेश सामाजिक विज्ञान शोध संस्थान, 6 भरतपुरी प्रशासनिक प्रक्षेत्र, उज्जैन (म.प्र.),
(ICSSR मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली का स्वायत्त संस्थान)
 5. राज्य मध्यप्रदेश 6. जिला _____ 7. पिन कोड _____
- (A) विद्यालय अवस्थिति विवरण-**
1. ग्राम का नाम _____ वार्ड क्रमांक _____
 2. तहसील/नगरपालिका का नाम _____
 3. ग्रामीण/शहरी (कृपया कोड लिखें)
(ग्रामीण-1, शहरी-2)
 4. DISE विद्यालय कोड

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- (B) विद्यालय विवरण-**
1. विद्यालय का नाम _____
 2. प्राचार्य/प्रधानाध्यापक का नाम _____
 3. प्राचार्य/प्रधानाध्यापक की शैक्षणिक योग्यता _____
 4. वर्तमान विद्यालय में प्राचार्य/प्रधानाध्यापक के रूप में कार्यरत वर्षों की संख्या
 5. प्राचार्य/प्रधानाध्यापक के रूप में कुल अनुभव (वर्षों में)
(प्राचार्य/प्रधानाध्यापक के रूप में अन्य विद्यालयों के अनुभव को भी सम्मिलित करें)
 6. विद्यालय स्थापना का वर्ष

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 7. विद्यालय श्रेणी (कोड लिखें)**
**प्राथमिक -1, माध्यमिक के साथ प्राथमिक-2, उच्च या उच्चतर माध्यमिक के साथ प्राथमिक-3, केवल माध्यमिक-4, उच्च या उच्चतर माध्यमिक के साथ माध्यमिक-5
 8. विद्यालय का प्रकार (कोड लिखें)***
***केवल लड़कों के लिये-1, केवल लड़कियों के लिये-2, सह शिक्षा-3
 9. विद्यालय की सबसे छोटी कक्षा

10. विद्यालय की सबसे बड़ी कक्षा
11. विद्यालय प्रबंधन (कोड लिखें)*
* शिक्षा विभाग द्वारा प्रबंधन-1, आदिवासी कल्याण विभाग-2, स्थानीय निकाय द्वारा प्रबंधन-3, निजी अनुदान प्राप्त-4, निजी गैर अनुदान प्राप्त -5, अन्य-6, गैर मान्यता प्राप्त-8
12. आवासीय विद्यालय (हाँ-1, नहीं-2)
13. यदि हाँ तो किस तरह का (कोड लिखें)*
*आश्रम (शासकीय)-1, गैर आश्रम (शासकीय)-2, निजी-3, अन्य-4, लागू नहीं-5
14. क्या विद्यालय भवन पाली विद्यालय (Shift School) के रूप में प्रयुक्त होता है।
(हाँ-1, नहीं-2)

(C) कर्मचारी विवरण (प्राथमिक एवं माध्यमिक)-

1. कुल स्वीकृत शिक्षकीय पदों की संख्या
2. कुल पदस्थ शिक्षकों की संख्या

शिक्षक/कर्मचारी विवरण	प्राथमिक		माध्यमिक	
	पुरुष	महिला	पुरुष	महिला
शिक्षकों की संख्या (प्राचार्य/प्रधानाध्यापक के अतिरिक्त)				
पैरा शिक्षक/शिक्षाकर्मी/गुरुजी/ सामुदायिक शिक्षक				
गैर शिक्षकीय कर्मचारी				
मध्याह्न भोजन पकाने हेतु नियुक्त कर्मचारियों की संख्या				
शौचालय सफाई हेतु नियुक्त कर्मचारियों की संख्या				
पर्यवेक्षण वाले दिन उपस्थित शिक्षकों की संख्या				

(D) विद्यालय में उपलब्ध सुविधाएँ-

1. विद्यालय भवन की स्थिति : कोड लिखें
निजी-1, किराये का-2, शासकीय-3, शासकीय विद्यालय किराया रहित भवन में-4,
भवन नहीं-5
2. विद्यालय का प्रकार (कोड लिखें)
पक्का-1, अर्द्ध पक्का-2, कच्चा-3, टेन्ट-4, भवन नहीं-5
3. विद्यालय में खण्डों की संख्या

4. विद्यालय में उपलब्ध कक्षाओं एवं अन्य कमरों की स्थिति— कृपया कक्षाओं की संख्या की स्थिति के साथ लिखें: (कक्षाएँ/अन्य कमरे)

स्थिति	कक्षाओं की संख्या	अन्य कमरों की संख्या	टिप्पणी
अच्छी स्थिति			
कम मरम्मत की आवश्यकता			
अधिक मरम्मत की आवश्यकता			
उपयोग योग्य नहीं			

5. विद्यालय में विद्युत की उपलब्धता : (हाँ-1, नहीं-2)
6. विद्यालय में सार्वजनिक शौचालय की उपलब्धता (हाँ-1, नहीं-2)
7. लड़कियों के लिये अलग से शौचालय की उपलब्धता (हाँ-1, नहीं-2)
8. कर्मचारियों के लिये अलग से शौचालय की उपलब्धता (हाँ-1, नहीं-2)
9. विद्यालय में स्थित चहारदिवारी (बाउण्ड्रीवाल) की स्थिति (कोड लिखें)
पक्की-1, पक्की लेकिन टूटी हुई-2, तारों की घेराबंदी-3, बागड़-4,
कोई चहारदिवारी (बाउण्ड्रीवाल) नहीं-5, अन्य-6
10. विद्यालय में पेयजल सुविधा का स्रोत (कोड लिखें)
हैण्ड पम्प-1, कुआँ-2, नल जल-3, अन्य-4, पेयजल सुविधा उपलब्ध नहीं-5
11. क्या विद्यालय में खेल मैदान है ? (हाँ-1, नहीं-2)
12. अच्छी कार्यरत दशा में उपलब्ध कम्प्यूटरों की संख्या
13. विद्यालय में बच्चों की बैठक व्यवस्था (कोड लिखें)
सभी विद्यार्थियों के लिये मेज-कुर्सी-1, कुछ विद्यार्थियों के लिये मेज-कुर्सी-2,
मेज-कुर्सी नहीं बच्चे फर्श पर बैठते हैं-3, विद्यार्थी जमीन पर बैठते हैं-4

(E) विद्यार्थियों का नामांकन—

1. पिछले शैक्षणिक सत्र में नामांकित बच्चे :
2005-06)

(शैक्षणिक सत्र

नामांकन	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 नामांकन																
पुनः प्रवेशी																
अ.जा. के नामांकित बच्चे																
अ.ज.जा. के नामांकित बच्चे																
OBC के नामांकित बच्चे																
शारीरिक अयोग्यता वाले बच्चे																
शाला त्यागी बच्चों की संख्या																

B -लड़के, G -लड़कियाँ

2. पर्यवेक्षण वाले दिवस को बच्चों का नामांकन एवं उपस्थिति विवरण

कक्षा	पर्यवेक्षित दिवस को नामांकन						पर्यवेक्षित दिवस को उपस्थिति									
	कुल		अ.जा.		अ.ज.जा.		कुल		अ.जा.		अ.ज.जा.					
	B	G	B	G	B	G	B	G	B	G	B	G				
कक्षा I																
II																
III																
IV																
V																
VI																
VII																
VIII																

नोट— नामांकन से आशय विद्यालय में रजिस्टर में प्रवेशित बच्चों की संख्या।

उपस्थिति से आशय पर्यवेक्षित दिवस को कक्षा में उपस्थित बच्चों की संख्या।

3. वर्तमान शैक्षणिक सत्र में नामांकित बच्चे

(शैक्षणिक सत्र 2006-07)

नामांकन	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 नामांकन																
पुनः प्रवेशी																
अ.जा. के नामांकित बच्चे																
अ.ज.जा. के नामांकित बच्चे																
OBC के नामांकित बच्चे																
शारीरिक अयोग्यता वाले बच्चे																
शाला त्यागी बच्चों की संख्या																

B -लड़के, G -लड़कियाँ

4. विगत शैक्षणिक सत्र में सम्पन्न वार्षिक परीक्षा का श्रेणीवार परीक्षा विवरण

(शैक्षणिक सत्र 2005-06)

श्रेणी	शैक्षणिक सत्र के अन्त में नामांकन						परीक्षा में सम्मिलित						परीक्षा में उत्तीर्ण						
	कुल		अजा		अजजा		कुल		अजा		अजजा		कुल		अजा		अजजा		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
कक्षा-5																			
कक्षा-8																			

B -लड़के, G -लड़कियाँ

5. वर्तमान शैक्षणिक सत्र में संचालित वार्षिक परीक्षा का श्रेणीवार परीक्षा विवरण
(शैक्षणिक सत्र 2006-07)

श्रेणी	शैक्षणिक सत्र के अन्त में नामांकन						परीक्षा में सम्मिलित						परीक्षा में उत्तीर्ण					
	कुल		अ.जा.		अ.ज. जा.		कुल		अ.जा.		अ.ज. जा.		कुल		अ.जा.		अ.ज. जा.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कक्षा-5																		
कक्षा-8																		

B -लड़के, G -लड़कियाँ

6. (PTA) शिक्षक-पालक संघ की स्थिति -

	पुरुष	महिला
कुल सदस्य	<input type="text"/>	<input type="text"/>
अ.जा. सदस्य	<input type="text"/>	<input type="text"/>
अ.ज.जा. सदस्य	<input type="text"/>	<input type="text"/>

विगत तीन माह में सम्पन्न बैठकों की संख्या -

7. विगत शैक्षणिक सत्र (2005-06) का विवरण-

1. शैक्षणिक दिवसों की संख्या	<input type="text"/>
2. शैक्षणिक पर्यवेक्षणों की संख्या	<input type="text"/>
3. CRC समन्वयक के दौरों की संख्या	<input type="text"/>
4. BRC समन्वयक के दौरों की संख्या	<input type="text"/>

8. वित्तीय वर्ष 2005-06 में प्राप्त विद्यालयीन अनुदान

	प्राप्ति (रु.)	खर्च (रु.)
)		
1. शाला विकास अनुदान (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
2. शाला मरम्मत निधि (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
3. TLE निधि (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
4. TLM निधि (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
5. विद्यार्थियों से एकत्र की गई राशि	<input type="text"/>	<input type="text"/>
6. अन्य स्रोतों से प्राप्त राशि	<input type="text"/>	<input type="text"/>
9. बुक बैंक (हाँ-1, नहीं-2)	<input type="text"/>	
10. विद्यालयीन वाचनालय में किताबों की संख्या	<input type="text"/>	
11. विद्यालय में रसोईघर (हाँ-1, नहीं-2)	<input type="text"/>	
12. विद्यालय में रपट(Ramp) (हाँ-1, नहीं-2)	<input type="text"/>	

अन्वेषक-प्रपत्र

1. अन्वेषक का नाम _____
2. DISE विद्यालय कोड
3. विद्यालय भ्रमण की दिनांक
4. क्या विद्यालय प्रथम भ्रमण के दौरान खुला था ? (हाँ-1, नहीं-2)
5. यदि नहीं तो द्वितीय भ्रमण कब किया गया ? (दिनांक)
6. क्या द्वितीय भ्रमण के दौरान विद्यालय खुला था ? (हाँ-1, नहीं-2)
7. सूचनाएँ प्राप्त करने हेतु विद्यालय में किये गये भ्रमणों की संख्या—
(यदि दोनों भ्रमण में विद्यालय बंद मिले तो BRC/CRC समन्वयक से सम्पर्क करके विद्यालय को प्रतिस्थापित किया जाये।
अन्वेषण के प्रति प्राचार्य/प्रधानाध्यापकों का दृष्टिकोण—

दृष्टिकोण	विद्यालय से प्राप्त जानकारी के आधार पर श्रेणी				
	बहुत अच्छी	अच्छी	सामान्य	कमजोर	अत्यधिक कमजोर
प्राचार्य/ प्रधानाध्यापक की प्रारंभिक प्रतिक्रिया					
प्राचार्य/ प्रधानाध्यापक द्वारा प्रदान की गई जानकारी					
अभिलेखों की उपलब्धता					

1. क्या प्राचार्य/प्रधानाध्यापक द्वारा नामांकन एवं उत्तीर्णता के प्रतिशत की जानकारी आसानी से प्रदान की गई ?
(हाँ-1, नहीं-2)
2. क्या प्राचार्य/प्रधानाध्यापक द्वारा नामांकन एवं अन्य विवरण एक ही रजिस्टर से प्रदान किये गये ?
(हाँ-1, नहीं-2)
3. क्या शिक्षक विद्यालय में उपस्थिति पत्रक उचित प्रकार से भरते हैं ?
(हाँ-1, नहीं-2)
4. क्या प्राचार्य/प्रधानाध्यापक के पास सभी श्रेणियों के बच्चों की वर्षान्त संक्षेपिका विवरण (Year end summery details) उपलब्ध है ?
(हाँ-1, नहीं-2)
5. क्या विद्यालय में स्कूल रिपोर्ट कार्ड उपलब्ध हैं ?
(हाँ-1, नहीं-2)

6. क्या उपस्थिति पत्रक उचित प्रकार से भरे जाकर अलमारी में रखे जाते हैं ?
(हाँ-1, नहीं-2)

7. क्या विद्यालय में शिक्षक समय पर आते हैं ? (हाँ-1, नहीं-2)

8. क्या विद्यालय में DISE तथ्य संग्रहण प्रारूप की एक छाया प्रति उपलब्ध है ?
(हाँ-1, नहीं-2)

9. क्या अन्वेषक को विद्यालय में वांछित जानकारी प्राप्त करने में कोई परेशानी आयी ? (हाँ-1, नहीं-2)

यदि हाँ तो विद्यालय में जानकारी प्राप्त करने में आयी परेशानी का संक्षिप्त ब्यौरा दें।

.....
.....
.....
(यदि उक्त स्थान पर्याप्त न हो तो पृथक पृष्ठ का उपयोग करें)

10. क्या विद्यालय में सूचना पटल है ? (हाँ-1, नहीं-2)

11. क्या विद्यालय में मध्याह्न भोजन हेतु प्रावधान है ? (हाँ-1, नहीं-2)

12. बच्चों को परोसे जाने वाले मध्याह्न भोजन की गुणवत्ता कैसी है ?
(अन्वेषक अपनी टिप्पणी दें)

.....
.....

13. विद्यालय में बच्चों की बैठक व्यवस्था कैसी है ?
(अन्वेषक अपनी टिप्पणी दें)

.....
.....

District Badwani

Sr. No	Block	Name of School	School code
1	Rajpur	G.P.S. Kasel	111801
2	Rajpur	G.M.S. Kasel	111802
3	Rajpur	G.P.S. Bhilali Kasel	104201
4	Rajpur	G.P.S. Singun	105201
5	Rajpur	G.M.S. Singun	105202
6	Rajpur	UEGS, Bhadines Faliya Singun	105203
7	Rajpur	Govt. girls Primary School, Sali	106301
8	Rajpur	Govt. Boys Primary School, Sali	106302
9	Rajpur	Govt. M.S, Sali	106304
10	Rajpur	Sarashvati Shisu mandir, Sali	106306
11	Rajpur	Govt. Girls Primary School -Julvaniya	103803
12	Rajpur	Govt. Girls MS -Julvaniya	103805
13	Rajpur	Govt. Boys PS -Julvaniya	103802
14	Rajpur	Govt. PS -Bhagsur	102801
15	Rajpur	Govt. UEGS- Balniya Faliya Bhagsur	102804
16	Rajpur	Govt. Boys PS Salkheda	101602
17	Rajpur	Govt. Girls PS Salkheda	101601
18	Rajpur	Govt. MS Salkheda	101603
19	Pati	Govt. PS Budi	405801
20	Pati	UEGS Patel Faliya Budi	405804
21	Pati	UEGS Katar Faliya Budi	405803
22	Pati	Govt. Boys MS Pati	405303
23	Pati	Govt. PS Megha	405501
24	Pati	Govt. MS Megha	405502
25	Pati	Govt. PS Savriyapani	407801
26	Pati	Govt. MS Savriyapani	407802
27	Pati	UEGS Hospital Faiya Savriyapani	407803
28	Pati	Govt. PS Osada	402001
29	Pati	Govt. MS Osada	402002
30	Pati	UEGS Guradiya Faiya, Anzrara	401609
31	Pati	Govt. PS Choki	408301
32	Pati	Govt. MS Choki	408302
33	Thikri	Govt. Girls PS Anzad	1605120
34	Thikri	Govt. MS Chkeri	1601403
35	Thikri	Govt. Boys PS Dhavana	1601203
36	Thikri	Govt. Girls PS Dhavana	1601202
37	Thikri	Govt. Boys MS Dhavana	1601205
38	Thikri	Govt. Girls MS Dhavana	1601206

39	Thikri	Govt. Boys PS Talvada Deb	1605601
40	Thikri	Govt. Girls PS Talvada Deb	1605602
41	Thikri	Govt. MS Talvada Deb	1605605
42	Thikri	Govt. Girls MS, Talvada Deb	1605607
43	Thikri	Govt. Boys PS, Mandwara	1601601
44	Thikri	Govt. Girls PS, Mandwara	1601602
45	Thikri	Govt. Boys MS Mandwara	1601603
46	Thikri	Govt. Girls MS Mandwara	1601604
47	Thikri	Govt. Girls MS Thikri	1605803
48	Thikri	Sarashvati Shisu Mandir, Thikri	1605809
49	Thikri	Sharda Shisu mandir, Thikri	1605808
50	Sendhwa	Govt. PS - 2 Sendhwa	509809
51	Sendhwa	Govt. PS - 4 Sendhwa	509802
52	Sendhwa	Govt. PS - 1 Sendhwa	509804
53	Sendhwa	Govt. PS - 3 Sendhwa	509813
54	Sendhwa	Govt. MS - 2 Sendhwa	509807
55	Sendhwa	Govt. MS - 1, Sendhwa	509806
56	Sendhwa	Govt. Girls MS, Sendhwa	509805
57	Sendhwa	Loins Convent School, Sendhwa	509823
58	Sendhwa	Sarashvati Shisu Mandir, Sendhwa	509825
59	Sendhwa	Nehru Smarati Higher MS, Sendhwa	509810
60	Sendhwa	Govt. PS Ghansingh Faliya, Navalpur	504901
61	Sendhwa	Govt. PS, Navalpur	504903
62	Sendhwa	Govt. MS, Navalpur	504904
63	Sendhwa	Govt. PS, Malvan	510601
64	Sendhwa	Govt. MS, Malvan	510602
65	Sendhwa	Govt. PS, Shadpura	504601
66	Sendhwa	Govt. MS, Shadpura	504602
67	Sendhwa	Govt. PS, Babdad	504801
68	Sendhwa	Govt. MS Babdad	504802
69	Sendhwa	Govt. MS Solvan	503002
70	Sendhwa	Govt. PS Jamli	502401
71	Sendhwa	Govt. PS Julvaniya	500501
72	Niwali	Govt. MS Talab	1100502
73	Niwali	Upgraded EGS Motiya falia Talab	1100503
74	Niwali	EGS Zandiya falia Talab	1100504
75	Niwali	Govt. PS Gawadi	1104601
76	Niwali	Govt. MS Gawadi	1104602
77	Niwali	Upgraded EGS Naharsingh falia Gawadi	1104604
78	Niwali	Govt. PS Jamniya ab	1103401
79	Niwali	Govt. MS Jamniya ab	1103402
80	Niwali	Govt. Girls PS Niwali bugurg	1100107
81	Niwali	Govt. Boys PS Niwali bugurg	1100105

82	Niwali	Govt. Boys MS Niwali bugurg	1100109
83	Niwali	The genius public school Niwali bugurg	1100118
84	Niwali	Govt. Boys PS Chatli	1106401
85	Niwali	Govt. MS Chatli	1106404
86	Niwali	UEGS kiradia falia Chatli	1106406
87	Niwali	Govt. PS Mogrikheda	1106001
88	Niwali	Govt. MS Mogrikheda	1106002
89	Niwali	UEGS Vartia falia Mogrikheda	1106005
90	Niwali	UEGS Kartia falia Mogrikheda	1106004
91	Badwani	Govt. Boys PS Talun	309301
92	Badwani	UEGS Bhilai Badi Talun	309305
93	Badwani	Govt. PS Bawangaja	306701
94	Badwani	Govt. PS no-2 Barwani	309621
95	Badwani	Nehru vidhlaya Barwani	309604
96	Badwani	Govt. MS no-3 Barwani	309623
97	Badwani	Govt. Girls MS Barwani	309628
98	Badwani	Rotari High school Barwani	309602
99	Badwani	Govt. PS Junior South-west Barwani	309642
100	Badwani	Govt. Girls PS Kari	301401
101	Badwani	Govt. MS Kari	301403
102	Badwani	Govt. Boys PS Kari	301402
103	Badwani	Govt. Boys PS Barwani khurd	305711
104	Badwani	Govt. Girls PS Barwani khurd	305710
105	Badwani	Govt. MS Barwani khurd	305713
106	Badwani	Govt. Boys PS Borlay	301301
107	Badwani	Govt. Boys MS Borlay	301303
108	Badwani	UEGS Sipahi falia Borlay	301306
109	Pansemal	Govt. Aashram Girls PS Dondwada	700803
110	Pansemal	Govt. Aashram Girls MS Dondwada	700805
111	Pansemal	Govt. Girls PS Dondwada	700802
112	Pansemal	Govt. Girls PS Pansemal	708807
113	Pansemal	Priyadarshni Montessori SC. Pansemal	708813
114	Pansemal	Saraswati Sishu Mandir Pansemal	708808
115	Pansemal	Govt. P.S. Khadikham	700101
116	Pansemal	Govt. M.S. Khadikham	700102
117	Pansemal	UEGS Ravsing falia Khadikhum	700103
118	Pansemal	Govt. M.S. Jalgaon	704906
119	Pansemal	Saraswati Sishu Mandir Jalgaon	704902
120	Pansemal	Govt. Girls P.S. Moyada	700602
121	Pansemal	Govt. M.S. Moyada	700604
122	Pansemal	Govt. Boys P.S. Moyada	700603
123	Pansemal	UEGS Patel falia Moyada	700609

District Khandwa

Sr. No	Block	Name of School	School code
1	Khalwa	Govt. PS Khadi	0608101
2	Khalwa	Govt. MS Khadi	0608103
3	Khalwa	Saraswati Sishu Mandir Khadi	0608104
4	Khalwa	Govt. PS Khajur	0602101
5	Khalwa	Govt. Boys MS Jogibeda	0606601
6	Khalwa	Govt. Boys PS Ashapur	0600601
7	Khalwa	Saraswati Sishu Mandir Ashapur	0600605
8	Khalwa	Govt. Girls PS Jamani Gurger	0606102
9	Khalwa	Govt. Girls MS Jamani Gurger	0606103
10	Khalwa	Govt. PS Fefari Sarkar	0604401
11	Khalwa	Govt. MS Fefari Sarkar	0604402
12	Khalwa	Govt. PS Meghapani	0610201
13	Khalwa	Govt. PS Langoti	0609301
14	Pandhana	Govt. PS Lachora	0807201
15	Pandhana	Govt. MS Singot	0811403
16	Pandhana	Govt. PS Singot	0811401
17	Pandhana	Govt. Girls MS Singot	0811402
18	Pandhana	Sai Vidhya Niketan Singot	0811404
19	Pandhana	Govt. PS Balwada	0801401
20	Pandhana	Govt. Girls PS Balwada	0801402
21	Pandhana	Govt. MS Balwada	0801403
22	Pandhana	Govt. PS Siltiya	0803801
23	Pandhana	Navoday Vidhalay	0812707
24	Pandhana	Govt. MS Rustampur	0810703
25	Pandhana	Govt. Girls PS Rustampur	0810702
26	Pandhana	Govt. PS Rustampur	0810701
27	Khandwa	PS Ramnagar	0710301
28	Khandwa	Central School	0710101
30	Khandwa	Govt. PS Rudhi	0708101
31	Khandwa	Govt. PS Rudhi	0708102
32	Khandwa	Govt. MS Amalpura	0700202
33	Khandwa	Govt. PS Amalpura	0700201
34	Khandwa	Saraswati Sishu Mandir Amalpura	0700203
35	Khandwa	Govt. PS Badagaon shela	0700501
36	Khandwa	Govt. MS Pipliya yar	0707401
37	Khandwa	Govt. MS Bhakrada	0701802
38	Khandwa	Govt. PS Siddha	0708602
39	Khandwa	Govt. MS Siddha	0708604

40	Chegaon Makhan	Govt. MS Chegaon devi	0302302
41	Chegaon Makhan	Govt. PS Chegaon devi	0302301
42	Chegaon Makhan	Govt. PS Dondwada	0303301
43	Chegaon Makhan	Govt. MS Dondwada	0303302
44	Chegaon Makhan	Govt. Girls MS Chegaon Makhan	0302404
45	Chegaon Makhan	Saraswati Sishu Mandir Chegaon Makhan	0302406
46	Chegaon Makhan	Govt. PS Tornifata	0308803
47	Chegaon Makhan	Govt. MS Dhangaon	0303103
48	Chegaon Makhan	Pragti Niketan Dhangaon	0303104
49	Chegaon Makhan	Govt. PS Aabud	0300101
50	Harsood	Abhinav Public Sc. Harsood	0410901
51	Harsood	Govt. PS Saktapur	0407901
52	Harsood	Govt. MS Sadyapani Sarkar	0407802
53	Harsood	Govt. PS Sadyapani Sarkar	0407801
54	Harsood	Govt. MS Bothiya khurd	0401902
55	Harsood	Govt. PS Bothiya khurd	0401901
56	Harsood	Govt. PS Indra Colony DagadKhedi	0403303
57	Baldi	Govt. PS Nandiya	0107201
58	Baldi	Govt. MS Nandiya	0107202
59	Baldi	Govt. PS Gambhir ubri	0103402
60	Baldi	Govt. PS Gambhir Sercular	0103301
61	Baldi	Govt. MS Gambhir ubri	0103402
62	Punasa	Govt. MS Khegaon	0909202
63	Punasa	Govt. PS Khegaon	0909201
64	Punasa	Govt. Girls PS Mundi	0915101
65	Punasa	Govt. Boys MS Mundi	0916403
66	Punasa	Govt. PS Shamori	0920001
67	Punasa	Govt. PS Chandanpur	0914502
68	Punasa	Govt. MS Bangarda	0901402
69	Punasa	Govt. Girls MS Punasa	0912803
70	Punasa	Govt. Boys PS Punasa	0912801
71	Punasa	Govt. Boys PS Narmada nagar	0911801

District Morena

Sr. No	Block	Name of School	School code
1	Kailaras	New Govt. Girls PS Kutrawali	0600903
2	Kailaras	Govt. MS Kutrawali	0600904
3	Kailaras	Govt. Girls PS Kailaras	0606604
4	Kailaras	Govt. Boys MS Kailaras	0606608
5	Kailaras	Govt. Boys PS Kailaras	0606606
6	Kailaras	Govt. Boys PS Kutrawali	0600901
7	Kailaras	Govt. Girls PS Napri	0601202
8	Kailaras	Govt. Boys PS Napri	0601201
9	Kailaras	Govt. Navin Girls PS Chambal Colony	0606607
10	Kailaras	Govt. PS Gramin Kailaras	-
11	Kailaras	Govt. Girls MS Kailaras	-
12	Kailaras	Govt. PS Sugar factory Kailaras	-
13	Jaura	Govt. Girls PS Khaneta	0410204
14	Jaura	Govt. MS Khaneta	0410208
15	Jaura	Govt. MS Prabhusingh ka pura	0410207
16	Jaura	Govt. Girls PS Maharajapur	0402509
17	Jaura	Govt. PS Dongerpuriya ka pura	0412001
18	Jaura	Govt. MS Tiktoli Gurger	0402510
19	Jaura	Govt. Boys PS Tiktoli Gurger	0402501
20	Jaura	Govt. Girls PS Tiktoli Gurger	0402501
21	Jaura	Govt. MS Badol	0402501
22	Jaura	Govt. MS Maharajpur	-
23	Jaura	Govt. PS Koksingh ka pura	0402506
24	Jaura	Govt. Girls MS Silayatha	-
25	Jaura	Govt. PS Phalwan singh ka pura	-
26	Jaura	Govt. Boys PS Khaneta	0410201
27	Morena	Govt. MS no.1 Morena	-
28	Morena	Govt. MS Mungawali, Morena	3147103
29	Morena	Govt. Boys PS Badkhor, Morena	0216401
30	Morena	Govt. PS Siddh ka pura	0317102
31	Morena	Govt. MS Jora khurd, Morena	0317304
32	Morena	Govt. PS Sagoriya ka pura, Morena	0302701
33	Morena	Govt. Boys PS Mungwali, Morena	0317901
34	Morena	Govt. Girls PS Sagoriya ka pura, Morena	0317902
35	Morena	Govt. Boys MS Nurabad, Morena	0309206
36	Morena	Govt. Girls MS Nurabad, Morena	0309207
37	Morena	Govt. Girls PS Chonda, Morena	0316802
38	Morena	Govt. Boys PS Chonda, Morena	0316801

39	Morena	Govt. Girls PS Chonda,Morena	0316803
40	Morena	Govt. MS Badakhor,Morena	0316403
41	Morena	Govt. Girls PS Badakhor,Morena	0316402
42	Morena	Govt. Girls MS Rui ki mandi,Morena	0318143
43	Morena	Govt. Girls PS Rui ki Mandi, Morena	0318126
44	Morena	Govt. MS No.3 Morena	-
45	Morena	Govt. MS No.2 Morena	-
46	Morena	Saraswati Sishu Mandir Morean gaon	-
47	Morena	Govt. Girls PS Morena	0317202
48	Morena	Govt. Boys PS Morena	0317201
49	Morena	Govt. MS Morena Gaon	0317204
50	Ambah	Govt. MS Goth	-
51	Ambah	Govt. Girls PS Goth	-
52	Ambah	Govt. Boys PS Goth	-
53	Ambah	Govt. PS Ranpura	-
54	Ambah	Govt. PS Pay ka pura	-
55	Ambah	Govt. Boys PS Badkara	0201608
56	Ambah	Govt. Girls PS Badkara	0201605
57	Ambah	Govt. PS Putha navin no.2	-
58	Ambah	Govt. PS Putha navin no.1	-
59	Ambah	Govt. MS Badkara	-
60	Ambah	Govt. Girls PS Dimni	0203002
61	Ambah	Govt. Boys PS Dimni	0200300
62	Ambah	Govt. MS Dimni	0203003
63	Ambah	Govt. PS Umariyapura	0203102
64	Ambah	Govt. PS Ratpura Ambah	-
65	Ambah	UEGS Girandsingh ka pura	0202906
66	Pahadgarh	Govt. PS Shankarpur	0506403
67	Pahadgarh	Govt. PS Patwa ka pura	0506002
68	Pahadgarh	Govt. PS Abrota	-
69	Pahadgarh	Govt. Girls PS Channoni Karera	0504501
70	Pahadgarh	Govt. PS Shankar ka pura	-
71	Porsa	Govt. PS Akol ka pura	0100502
72	Porsa	Govt. PS Gandhi nagar	-
73	Porsa	Govt. PS lahdriya	0100309
74	Porsa	Govt. Girls PS Parikshat ka pura	-
75	Porsa	Govt. MS Parikshat ka pura	-
76	Porsa	Govt. PS Parikshat ka pura	-
77	Porsa	Govt. PS Putha	-
78	Porsa	Govt. PS Banwariya	-
79	Porsa	Govt. Boys PS Parikshat ka pura	-
80	Porsa	Govt. Boys PS Hingwali	0100901
81	Porsa	Govt. MS Hingawali	0100904

82	Porsa	Govt. PS Nayapura	-
83	Porsa	Govt. Girls PS Hingawali	2010092
84	Porsa	Govt. PS Torkumbh	0100903
85	Porsa	Govt. PS Rithora maryadgarh	0100301
86	Sabalgarh	Govt. PS Sothiyapura	-
87	Sabalgarh	Govt. Boys PS Nolakha,Sabalgarh	-
88	Sabalgarh	Govt. PS Harijanpura (Jabrol)	0702008
89	Sabalgarh	Govt. PS Harijan basti (Jabrol)	0702004
90	Sabalgarh	Govt. Urdu PS Sabalgarh	-
91	Sabalgarh	Govt. Urdu MS Sabalgarh +	-
92	Sabalgarh	Govt. Girls MS Mandi Sabalgarh	-
93	Sabalgarh	Govt. Girls MS Devpur mafi	-
94	Sabalgarh	Govt. PS Post office Sabalgarh	0713307
95	Sabalgarh	Govt. Girls MS Sabalgarh	0713518
96	Sabalgarh	Govt. PS Nanda ka pura	-
97	Sabalgarh	Govt. MS Nolakha Sabalgarh	0713528
98	Sabalgarh	Govt. PS Teen Shed no.1 Sabalgarh	0773507
99	Sabalgarh	Govt. PS Teen Shed no.2 Sabalgarh	73403
100	Sabalgarh	Govt. MS Kiratpur	-
101	Sabalgarh	Madrassa zinath ibtedai Sabalgarh	-
102	Sabalgarh	Madrassa mohhammadmadine islam, Sabalgarh (kajipada)	-
103	Sabalgarh	Madrassa talimul islam, Sabalgarh (Chandni chouk)	-
104	Sabalgarh	Madarsa mohhammad shahjad, Sabalgarh (Chandni chouk)	-
105	Sabalgarh	Govt. PS Kiratpur	-

District Shahdol

Sr. No	Block	Name of School	School code
1	Gohparu	Govt. Girls Middle School Gohparu	406002
2	Gohparu	Govt. PS Gohparu	406006
3	Gohparu	Sarsati Shishu PS Vidya Mandir Gohparu	406008
4	Gohparu	Govt. PS Samera	405702
5	Gohparu	Govt. MS Samera	405702
6	Gohparu	Govt. PS Sadak tola Aswari	405701
7	Gohparu	Unnat Govt. PS Pachkheriya tola	407004
8	Gohparu	Govt. PS Aswari	407003
9	Gohparu	Govt. PS Samebahra (Devri)	407002
10	Gohparu	Govt. PS Chandoul	404502
11	Gohparu	Govt. MS Chandoul	404501
12	Gohparu	Govt. PS Khannoudhi	401807
13	Gohparu	Govt. PS Tetki	404701
14	Gohparu	Govt. Balak MS Gohparu	4065001
15	Gohparu	Govt. Purva MS Khannoudhi	401801
16	Gohparu	Gov.t PS Aswari	407005
17	Gohparu	Govt. MS Aswari	407001
18	Beohari	Gov.t Purva MS Khamdand	206901
19	Beohari	Govt. Purva MS PS Deptt. Khamdand	206902
20	Beohari	Govt. Purva MS Mou	207001
21	Beohari	Govt. Purva MS PS Deptt. Mou	207011
22	Beohari	Govt. Kanya PS Mou	207002
23	Beohari	Govt. Purva MS Chachai	214401
24	Beohari	Govt. PS Chachai	214406
25	Beohari	Govt. PS Karoundiya	207602
26	Beohari	Govt. PS Gajar	209001
27	Beohari	Govt. PS Tikhwa	209305
28	Beohari	Govt. MS Tikhwa	209301
29	Beohari	Govt. PS Khaira	208803
30	Beohari	Govt. MS Khaira	208801
31	Beohari	Govt. MS Mundariya	200101
32	Beohari	Govt. PS Mundariya	200103
33	Beohari	Govt. Purva MS Sakhi	202801
34	Beohari	Govt. PS Sakhi	202808
35	Beohari	Govt. PS Kalhari	208604
36	Beohari	Govt. MS Kalhari	208601
37	Beohari	Govt. PS Bholhara	201604
38	Beohari	Govt. MS Bholhara	201601

39	Beohari	Govt. Unnat PS Kolan	201603
40	Beohari	Govt. Unnat PS Bholhara	202602
41	Beohari	Govt. PS Sukha	208701
42	Beohari	Govt. PS Railway Camp	200501
43	Jaisinghnagar	Govt. Kanya PS Jaisinghnagar	500112
44	Jaisinghnagar	Govt. PS Bandhwa tola Jaisinghnagar	500301
45	Jaisinghnagar	Govt. PS Bholar tola Jaisinghnagar	500801
46	Jaisinghnagar	Govt. PS Pathshalal Kanadikhurd	517706
47	Jaisinghnagar	Govt. Unnat PS Panikatola	517705
48	Jaisinghnagar	Govt. MS Kanadikhurd	517701
49	Jaisinghnagar	Govt. PS Jamnara	517901
50	Jaisinghnagar	Govt. PS Semra	519605
51	Jaisinghnagar	Govt. MS Semra	519601
52	Jaisinghnagar	Govt. PS Semra Tola Semar	519602
53	Jaisinghnagar	Govt. PS Talikhurd	519501
54	Jaisinghnagar	Govt. PS Bijaha	519102
55	Jaisinghnagar	Govt. MS Bijaha	519101
56	Jaisinghnagar	Govt. UPS Semara	519603
57	Jaisinghnagar	Govt. PS Bhagwanpur	517603
58	Jaisinghnagar	Govt. PS Giruibadi	517602
59	Jaisinghnagar	Govt. Purva MS Devri	516101
60	Jaisinghnagar	Govt. Purva MS Masira	518501
61	Jaisinghnagar	Govt; PS Aounta	518001
62	Jaisinghnagar	Govt. MS Tetka	515601
63	Jaisinghnagar	Govt. UPS Badkatola Karki	513303
64	Jaisinghnagar	Govt. Purva MS Karki	513301
65	Jaisinghnagar	Govt. PS Karki	513308
66	Jaisinghnagar	Govt. Kanya PS Karki	513302
67	Jaisinghnagar	Govt. PS Baigantola	517703
68	Jaisinghnagar	Govt. UPS Mouhartola	516503
69	Jaisinghnagar	Govt. UPS Pateratola Burkha	515702
70	Jaisinghnagar	Govt. UPS Pahadiya	518201
71	Jaisinghnagar	Govt. PS Devri	518103
72	Jaisinghnagar	Govt. A.J.K.S. MS Dhurwar	1202202
73	Sohagpur	Govt. Purva MS Jamui	1201702
74	Sohagpur	Govt. Kanya MS Jamui	
75	Sohagpur	Govt. Balak PS Jamui	1201706
76	Sohagpur	Govt. PS kanya Chhatwai	1200101
77	Sohagpur	Govt. Purva MS Chhatwai	1200102
78	Sohagpur	Govt. PS Padmaniya khurd	1207304
79	Sohagpur	Govt. PS Balak Chhatwai	1200105
80	Sohagpur	Govt. UPS Dongri tola Pipariya	1200306
81	Sohagpur	Govt. MS Padmaniyakhurd	1207301

82	Sohagpur	Govt. Dubhai tola	1207402
83	Sohagpur	Govt. PS Kolantola Singhpur	1208104
84	Sohagpur	Govt. PS Nipaniya	1200601
85	Sohagpur	Govt. PS Padariya	1207701
86	Sohagpur	Govt. PS Pipariya	1200304
87	Sohagpur	Govt. MS Pipariya	1200301
88	Sohagpur	Govt. PS Ganeshganj Shahdol	1217101
89	Sohagpur	Govt. PS Sardar Patel Ward No.3 Shahdol	1216308
90	Sohagpur	Govt. MS Sardar Patel Ward No.3 Shahdol	1216302
91	Sohagpur	Govt. Purva MS Bhuibandh, Shahdol	12317901
92	Sohagpur	Govt. PS Bhuibandh Shahdol	1217902
93	Sohagpur	Govt. PS Ganj Shahdol	1215801
94	Sohagpur	Govt. PS Model Basic Shahdol	1215601
95	Sohagpur	Govt. MS Kabir Nagar ward no.4	1217602
96	Sohagpur	Govt. PS Kabir Nagar Ward No.4	1217607
97	Sohagpur	Govt. PS Kanya Kabir Nagar Ward No 4	1217601
98	Sohagpur	Govt. MS Urban Basic	1215602
99	Sohagpur	Govt. PS Koni Ward No. 2	1218002
100	Sohagpur	Govt. PS Phatehpur	1207901
101	Sohagpur	UPS Karoundiya tola Padmaniyakhurd	1207302
102	Sohagpur	Govt. PS Baruka	1200501
103	Burhar	Govt. PS Sabo Colliery	309602
104	Burhar	Govt. HS Sabo Colliery	309603
105	Burhar	Govt. PS Khallhetola	309304
106	Burhar	Govt. PS Chamrantola	309303
107	Burhar	Govt. PS Amlai Rawal Market	309606
108	Burhar	Govt. PS Kanya Biruhali	300103
109	Burhar	Govt. MS Bairiha	300601
110	Burhar	Govt. PS Bairiha	300602
111	Burhar	Govt. PS Amalai Rawal Market	309501
112	Burhar	Private MS Balvikas Teaching Deptt.	318402
113	Burhar	Private PS Balvikas Teaching Deptt.	318403
114	Burhar	Govt. PS Baniyantola	318401
115	Burhar	Govt. PS Lakherantola	318202
116	Burhar	Govt. PS Kanya Pathshala Lakherantola	318206
117	Burhar	Govt. MS Kanya Pathshala Lakheran tola	318201
118	Burhar	Govt. PS Sabo Basti	309601