

**SAMPLE CHECKING OF DISE DATA OF 2007-08  
IN MADHYA PRADESH**

**REPORT**

*Submitted to*  
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## 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. 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.

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/Ed.CIL.

The DISE DCFs 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.

With 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 – Betul, Rewa, Narsinghpur and Sheopur;
- 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., Betul, Rewa, Sheopur and Narsinghpur were selected by the Rajya Shiksha Kendra, Bhopal. All blocks of Betul, Rewa and Narsinghpur 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. However, due to heavy rains during the field work all roads leading to Karahal block of Sheopur district were blocked and many parts of the block were not approachable. Hence, the MPISSR team could not visit schools of Karahal block for sample checking exercise. However, the requirement of 5 per cent coverage of schools from the district was met by visiting additional schools from the remaining blocks of the district.

### ***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 (except Karahal Block of Sheopur district) 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: Betul (141), Rewa (191), Sheopur (44), and, Narsinghpur (81). Thus, the total number of schools visited in the selected four districts was 457.

### ***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 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 softwares, 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 work. 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 made available to the MPISSR by the DPOs of the respective districts after the completion of sample survey work in their respective district. However, in the case of Rewa and Sheopur districts, the district officials did not provide DCFs of all the schools visited by MPISSR team despite several requests. In Rewa district a total number of 191 Schools were visited by the MPISSR team but the DISE DCFs were made available in respect of only 132 schools. Similarly, in Narsinghpur district a total number of 81 schools were visited by the MPISSR team but the duly filled up DCFs of DISE were made available by

the district officials in respect of 76 schools. 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.

### **Major Findings**

1. Two sets of data (DISE and MPISSR) fully match with regard to the type of schools (number of classrooms) – (table-4).
2. There are variations in the two sets of data regarding the conditions of classrooms (table-6).
3. Data relating to availability of boundary walls in the schools is matching in almost all the schools of the sample. (table-8).
4. Regarding availability of playgrounds and ramps for CWSN the two sets of data are matching in most of the schools (table-9).
5. The two sets of data have no variation with regard to the location of the school, and category of school (table-11).
6. Comparative analysis of data relating to the last academic session (2006-07) is showing huge variation on number of teaching days, educational supervisions, CRC and BRC visits (table-12).
7. Variations are observed in the data relating to the funds received during the financial year 2006-07 (table-13). Variation is more in school development grant and TLM grant. Similarly, variations in the data of expenditure (2006-07) can be observed, particularly it is more in the case of school development grant.
8. Comparative analysis of data regarding number of students enrolled in primary schools shows variation in all the categories. Variation is more disabled children and repeated children categories (table-15).
9. Comparative analysis of data regarding number of students enrolled in upper primary schools in last academic year shows marginal variation

on an overall basis. Category-wise analysis of data reveals variations in scheduled castes, disabled and repeated children categories (table-17).

10. Initial reaction of the head of the institution was positive in large number of schools (table-21).
11. 65.39 per cent schools, on an overall basis, made the records available readily. However, in Rewa district the percent of such schools was only 37.12 (table-23).
12. Availability of school report cards was better in Betul district compared to other districts of the sample. In Rewa district only in 31 per cent schools the report cards were available (table-24).
13. All the schools visited in the four districts were found open on the day of the first visit.
14. Majority of teachers come school on time in the visited schools (table-27).
15. Quality of mid-day meal was found to be 'average' in majority of schools visited (table-28).
16. Analysis of data relating to attendance of students on the day of visit in the primary classes shows that students belonging to scheduled castes and girls belonging to scheduled tribes had the lowest presence among all the categories (table-30).
17. Attendance of girls in the upper primary classes was found to be low in all the categories (table-31).
18. As per the attendance data in primary classes the attendance of students was the lowest in Narsinghpur district on the day of visit.
19. The percentage of schools having the attendance in primary classes 75 per cent or more was highest (87.83%) in Betul district whereas the lowest percentage of such schools was in Sheopur district (3.44%).
20. District-wise break-up of data about the upper primary schools having student attendance 75 per cent or more reveals that here also Betul has

the highest percentage of such schools (74.62%) whereas Sheopur has the lowest number of schools (6.66%) in this regard.

### **Recommendations**

1. It is suggested that in order to ensure the correct and consistent data from the schools the involvement of community/PTA must be ensured in the entire process. It should be made compulsory to obtain the signatures of PTA President & Vice-President on the duly filled up DISE DCF so that they can also check the correctness of data relating to their school. It would not be out of place to mention here the amendment pertaining to PTAs made by the Government of Madhya Pradesh in Madhya Pradesh Jan Shiksha Niyam 2003 on 15<sup>th</sup> September 2006. According to the amendment the mother, father or guardian of such children who have secured highest percentage of marks in the annual examination of the preceding academic session in class 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> respectively will be the members of the Executive Committee of the PTA of the school. Though this amendment has been made in order to strengthen the PTAs but our field experience suggests that it has not made any positive impact on the overall functioning of PTAs/Schools. Reason for such a situation lies in the fact that the parents of those children who are performing well, in most of the cases, are satisfied with the school environment as their children are doing well and hence they do not evince any interest or do not suggest anything which can go against their children and bring them in conflict with the teachers. In several cases the parents of such children themselves are not educated and hence they find it difficult to suggest which can improve the quality of education in the school. This provision has made the teachers more powerful in the

overall management of the school as in most of the cases now the selected President/ Vice President and members of the Executive Committee do not go against their wishes. It has rather lessened the interest and involvement of the community in the school affairs to a large extent. Such provisions need to be reviewed urgently so that involvement of the community can be ensured. It would have been better had the parents having highest qualification been selected as the member of the Executive Committee so that the quality in education can be ensured.

2. There is a need to educate the teachers, who are the primary data suppliers, about the concepts and definitions of the terms used in the DISE DCFs.
3. Our field experience suggests that there is a need to give some kind of assurance to the teachers from the higher authorities that no punitive action will be taken against them for supplying accurate data without deliberate inflation and deflation.
4. Proper record keeping at the school level is very essential in order to make available required data in the desired manner. It has been observed that because of the non-availability of proper records/ data in the schools, the teachers supply incorrect data. It should be made mandatory for the CRC/BRC and other officials to check the records to ensure that these are up-to-date and are maintained as per rules/guidelines. All possible steps should be taken in this regard.
5. There is a need to check enrolment and attendance data in the schools. It has been observed that schools over-report enrolment and attendance data as reduced enrolment could result in losing a teacher or less allotment under MDM etc.

**REPORT**  
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**MADHYA PRADESH**

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Similarly, in Narsinghpur district a total number of 81 schools were visited by the MPISSR team but the duly filled up DCFs of DISE were made available by the district officials in respect of 76 schools. 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.

#### Districts and Blocks

Sr. No.	Blocks of Betul District	Blocks of Rewa District	Blocks of Sheopur District	Blocks of Narsinghpur District
1	Betul	Rewa	Sheopur	Narsinghpur
2	Athner	Raipur	Karahal	Chicholi
3	Chicholy	Jawa	Vijapur	Kareli
4	Ghodadungari	Gangeo		Saikhdi
5	Multai	Sirmaur		Chanwarpatha
6	Prabhatpattan	Naigadhi		
7	Bhainsdehi	Mauganj		
8	Amla	Teonthar		
9	Bhimpur	Hanumana		
10	Shahpur			

As already discussed in the methodology section a total number of four districts were chosen to carry out the sample checking exercise in the State by the Rajya Shiksha Kendra, Bhopal. The four districts so selected were: Betul, Rewa, Sheopur and Narsinghpur. The above table contains the names of the districts and all the blocks from which 5 per cent schools were taken for the sample checking.

**Table 1**  
**District- wise availability of DISE DCFs in sampled schools**

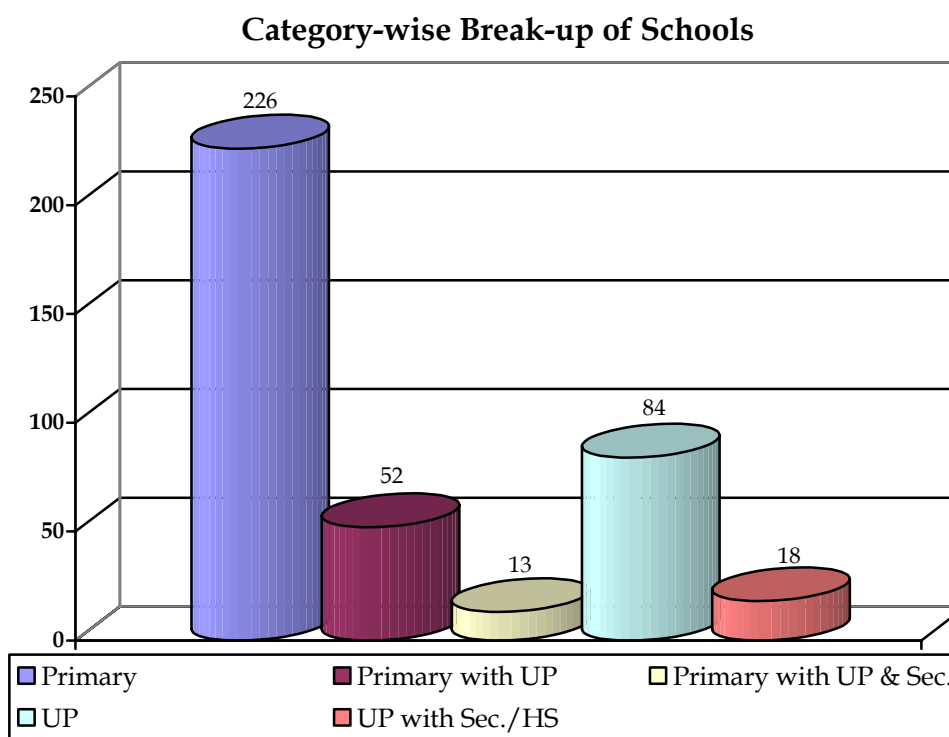
<b>District</b>	<b>No. of sample schools visited by MPISSR team</b>	<b>Schools for which DISE DCFs made available to MPISSR</b>	
Betul	141	141	100.0
Rewa	191	132	69.10
Sheopur	44	44	100.0
Narsinghpur	81	76	93.82
Total schools	457	393	85.99

Keeping in view the directions of the NUEPA regarding the collection of duly filled DISE DCFs, the MPISSR team made a visit to collect the data from the sampled schools in the chosen district. After completion of the data collection work, a list of the schools visited by the MPISSR team was handed over to the district officials to get the DISE DCFs of such schools. Data relating to this has been presented in table 1. It can be seen from the table that in Betul and Sheopur districts DISE DCFs of all the schools have been handed over to MPISSR team whereas in the case of Rewa DISE DCFs of only 132 (69.10%) schools were made available to us. An assurance was given to the team members that remaining formats would also be made available soon but even after repeated reminders they were not made available to us. In the case of Narsinghpur also the DCFs of 76 (93.92%) schools have been made available instead of 81 schools visited for sample checking in the district. Thus, in all, DISE DCFs of 393 schools (85.99%) have been made available for sample checking.

**Table 2**  
**Category-wise breakup of the schools**

School category	No. of Schools in the sample	%
Only primary classes	226	57.50
Primary with upper primary classes	52	13.23
Primary with upper primary and secondary classes	13	3.30
Only upper primary classes	84	21.37
Upper primary with secondary/ higher secondary classes	18	4.58
Total	393	100.0

**Figure 1**



As is evident from the explanation given in table 1, out of 457 schools visited by MPISSR team in the four districts, the DISE DCFs made available in the case of 393 schools. Therefore, the total sample size of the schools for the purpose of sample checking is 393 schools for which DISE DCFs were made available.

Category-wise details of the sampled schools are given in table-2. It can be seen from the table that large number of schools (57.50%) are having only primary classes. Schools having only upper primary classes are 21.37 per cent whereas schools having primary with upper primary classes are 13.23 per cent. It can be observed from the table that schools belonging to all categories have been duly represented in the sample. Out of 226 primary schools, 33 are exclusively for boys, 42 for girls, and remaining 151 have co-education. At the upper primary level, out of 167 schools, 15 are boys' schools, 28 are girls' schools and rest 124 are co-educational schools.

**Table 3**  
**Comparative analysis of data regarding ownership of school buildings**

Information collected	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
Private	393	0	0	0	0	393	100.0
Rented	393	0	0	0	0	393	100.0
Government	393	1	0.26			392	99.74
Government school in rent free building	393	0	0	0	0	393	100.0
No building	393	0	0	0	0	393	100.0
Sanctioned and construction has started	393	0	0	0	0	393	100.0
Sanctioned but construction has stopped	393	0	0	0	0	393	100.0
Building in bad condition	393	1	0.26	1	0.26	392	99.74

A comparative analysis of data relating to ownership status of school buildings has been made and presented in table 3. It can be seen from the

table that there is no significant difference in the two sets of data in most of the items included in the table.

**Table 4**  
**Comparative analysis of data regarding type of schools (no. of classrooms)**

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Pucca	393	0	0	393	100.0
Partly pucca	393	0	0	393	100.0
Kuccha	393	0	0	393	100.0
Tent	393	0	0	393	100.0

Data relating to the types of buildings have been shown in the table 4. In the case of all the schools no difference is found in the two sets of data with regard to all the four categories included for comparison in the table.

**Table 5**  
**Comparative analysis of data regarding condition of class rooms**

Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
Good condition	393	1	0.26	272	69.21	120	30.53
Need minor repairs	393	0	0	155	39.44	238	60.56
Need major repairs	393	0	0	118	30.02	275	69.98

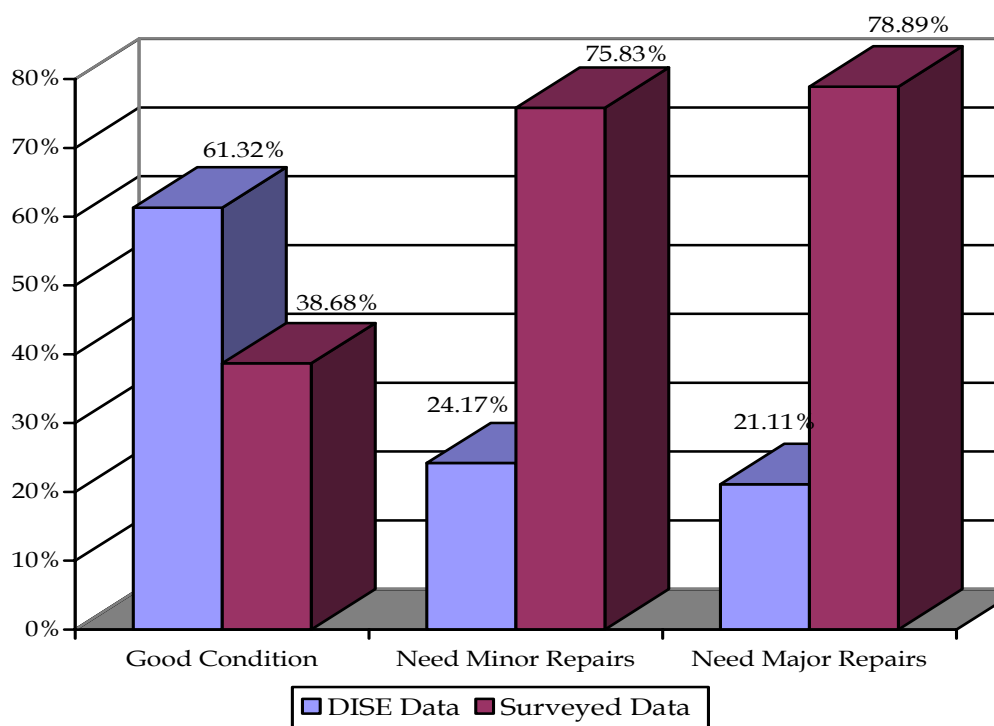
Comparative analysis of data relating to the condition of classrooms has been presented in table 5. It can be observed from the table that there are variations in the two sets of data in all the three categories. In the case of with regards to the Classrooms shown in good condition in the DISE formats the MPISSR data is matching in the case of only 30.53 per cent schools. Similarly,

in the categories of minor and major repairs the data is matching in 60.56 and 69.98 per cent schools respectively. Such high level of variation, particularly in the case of good condition rooms, may be because of presenting a good picture by the teachers about their respective schools.

**Table 6**  
**Comparative analysis of data regarding condition of other rooms**

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Good condition	393	241	61.32	152	38.68
Need minor repairs	393	95	24.17	298	75.83
Need major repairs	393	83	21.11	310	78.89

**Figure 2**  
**Comparative analysis of data regarding condition of other rooms**



A comparative analysis with regard to the condition of other rooms of the visited schools has been presented in table 6. It can be observed here as well that there is a huge variation in the two sets of data particularly in the category of 'good condition' rooms. In the other two categories variation can be observed in the DISE and MPISSR data.

**Table 7**  
**Comparative analysis of data regarding availability of toilets and electric facilities in schools**

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Common toilet	393	115	29.27	278	70.73
Separate toilet for girls	393	99	25.2	294	74.80
Separate toilet for staff	393	04	1.01	389	98.99
Electricity	393	49	12.47	344	87.53

Availability of toilet and electric facilities in schools is an important aspect. Data relating to these facilities have been collected and analysed in the table 7. There are variations in the two sets of data in all the four categories. Variation is more in the case of first two categories i.e. common toilets, and, separate toilets for girls.

**Table 8**  
**Comparative analysis of data regarding availability of boundary walls in schools**

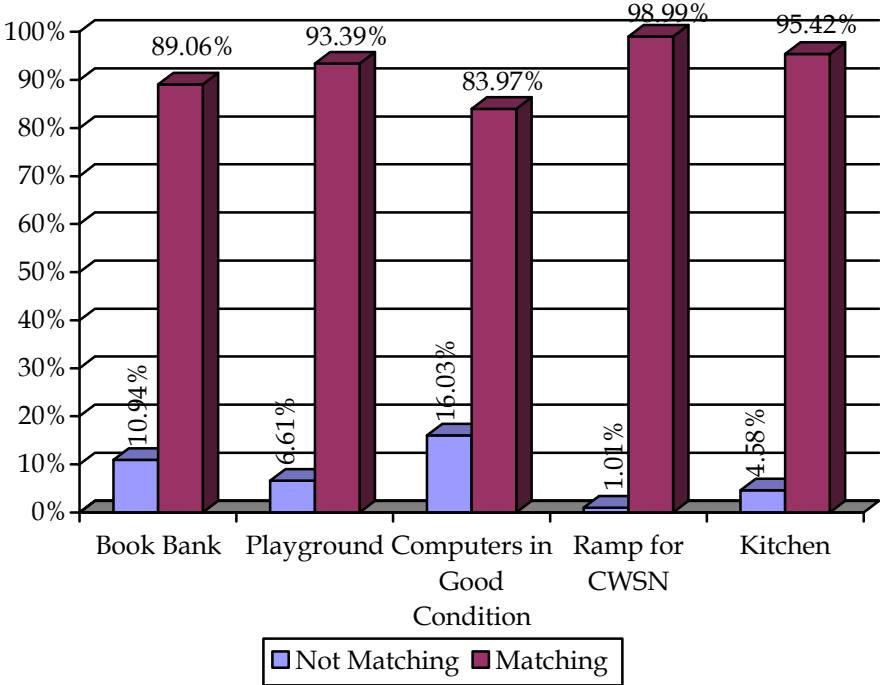
Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Pucca	393	1	0.26	392	99.74
Pucca but broken	393	3	0.76	389	98.98
Fencing	393	1	0.26	392	99.74
Hedges	393	4	1.01	388	98.72
No boundary wall	393	5	1.27	387	98.73

Data relating to availability of boundary walls in schools have been presented in table 8. It can be seen from the table that the data is matching on all the five categories for which it has been analysed and matched.

**Table 9**  
**Comparative analysis of data regarding availability of books, book bank, playground, Working Computers, Kitchen shed and Ramp in schools**

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Book bank	393	43	10.94	350	89.06
Playground	393	26	6.61	367	93.39
Computers in good condition	393	63	16.03	330	83.97
Ramp for CWSN	393	4	1.01	389	98.99
Kitchen	393	18	4.58	375	95.42

**Figure 3**  
**Comparative analysis of data regarding availability of books, book bank, playground, Working Computers, Kitchen shed and Ramp in schools**



A comparative analysis of data relating to the availability of books, book bank, play ground, computers in working condition, kitchen shed and ramps in schools have been analysed and presented in table 9. It can be seen from the table that data is matching to a large extent in all the five categories. However, there is a marginal variation in the categories of book bank, and computers in good condition.

**Table 10**  
**Comparative analysis of data regarding source of potable water in schools**

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Hand pump	393	19	4.83	374	95.17
Well	393	3	0.76	390	99.23
Tap water	393	10	2.54	383	97.46
Other	393	6	1.52	387	98.48
No potable water facility available	393	6	1.52	387	98.48

**Figure 4**  
**Comparative analysis of data regarding source of potable water in schools**

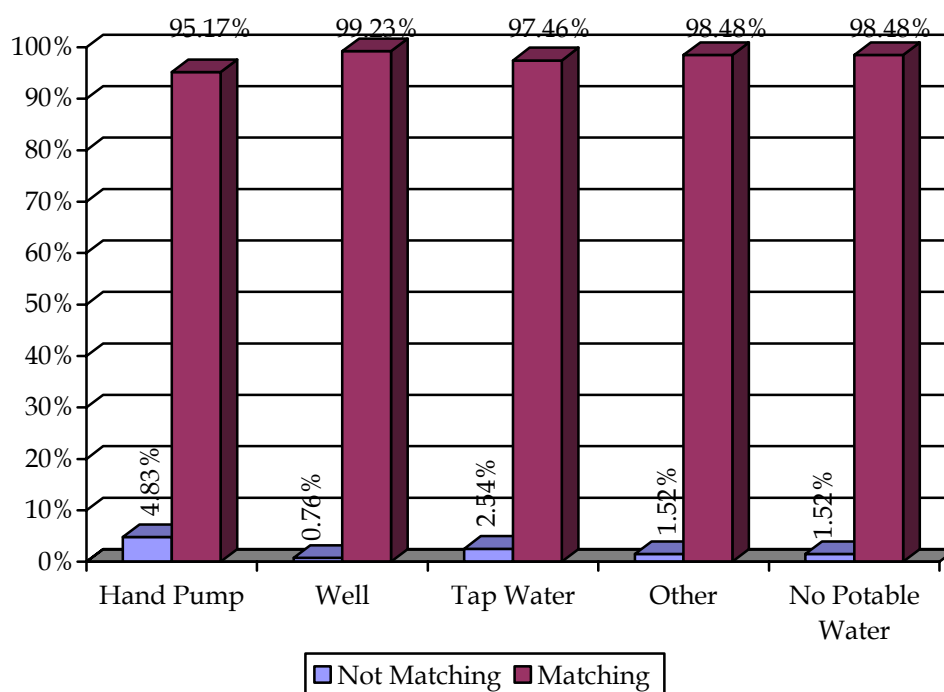


Table 10 contains the data relating to the source of potable water in schools. No significant variation is seen in all the five categories for which data has been analysed and presented.

**Table 11**  
**Comparative analysis of data regarding school particulars**

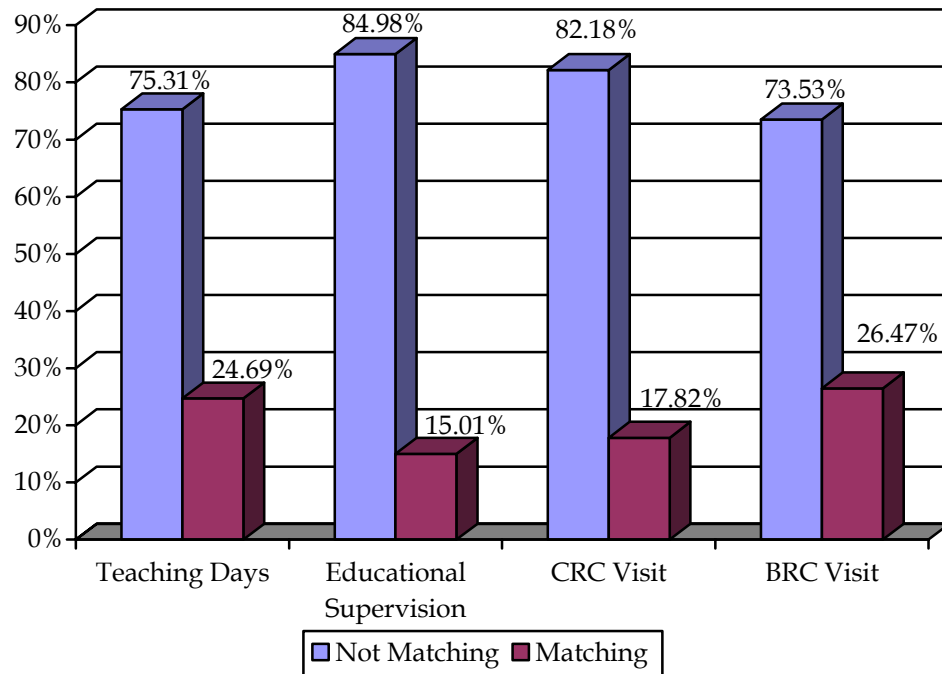
Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
School location	393	0	0	0	0	393	100.0
School Category	393	0	0	0	0	393	100.0
School Type	393	1	0.26	1	0.26	392	99.74
School Management	393	1	0.26	1	0.26	392	99.74
Lowest Class	393	1	0.26	1	0.26	392	99.74
Highest Class	393	1	0.26	1	0.26	392	99.74

Table 11 contains the data relating to school particulars like: school location, school category, school type, school management, lowest class and the highest class in the schools. It can be observed from the table that both the sets of data match on all the six items mentioned in the table.

**Table 12**  
**Comparative analysis of data regarding last academic session (2006-07)**

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
No. of teaching days	393	296	75.31	97	24.69
No. of educational supervision	393	334	84.98	59	15.01
No. of CRC visit	393	323	82.18	70	17.82
No. of BRC visit	393	289	73.53	104	26.47

**Figure 5**  
**Comparative analysis of data regarding last academic session (2006-07)**

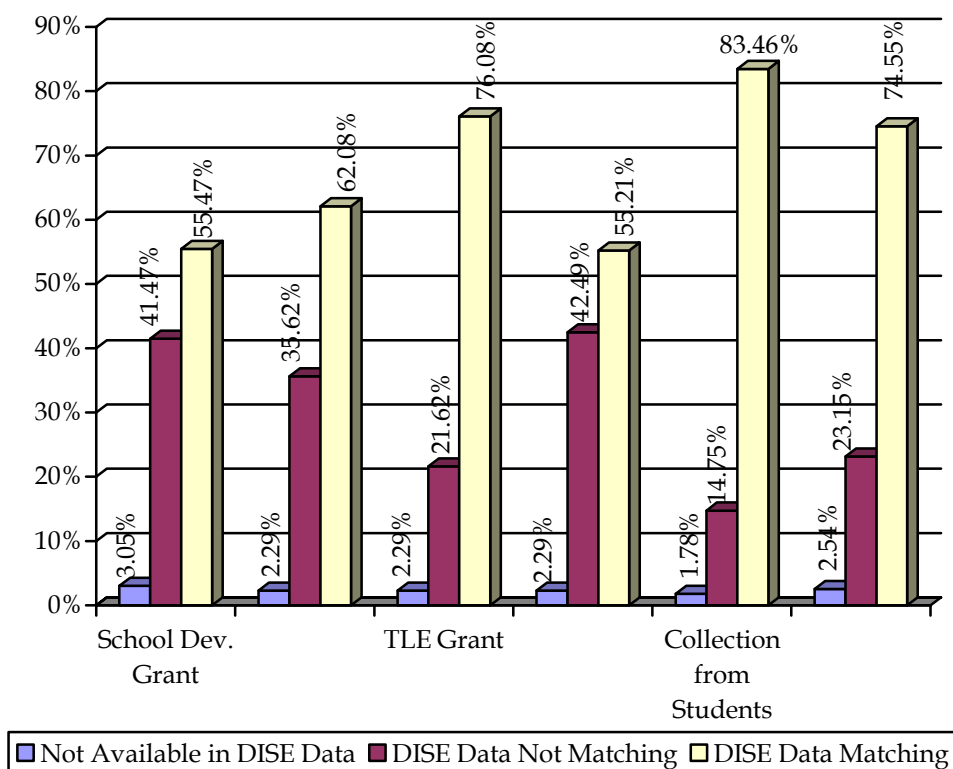


Comparative analysis of the two sets of data on four items relating to last academic session (2006-07) is presented in table 12. It can be seen from the table that there are huge variations in the two sets of data on all the four items included in the table. Data relating to the number of educational supervision match only in 15.01 per cent schools; in the case of number of teaching days the data is matching only in 24.69 per cent schools. Similarly, data relating to the visits of CRCs and BRCs also showing a huge variation: it matches only in 17.82 and 26.47 per cent schools respectively.

**Table 13**  
**Comparative analysis of data relating to the funds during 2006-07**

Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
School development grant	393	12	3.05	163	41.47	218	55.47
School maintenance grant	393	9	2.29	140	35.62	244	62.08
TLE grant	393	9	2.29	85	21.62	299	76.08
TLM grant	393	9	2.29	167	42.49	217	55.21
Collection from students	393	7	1.78	58	14.75	328	83.46
Receipts from other sources	393	10	2.54	91	23.15	293	74.55

**Figure 6**  
**Comparative analysis of data relating to the funds during 2006-07**



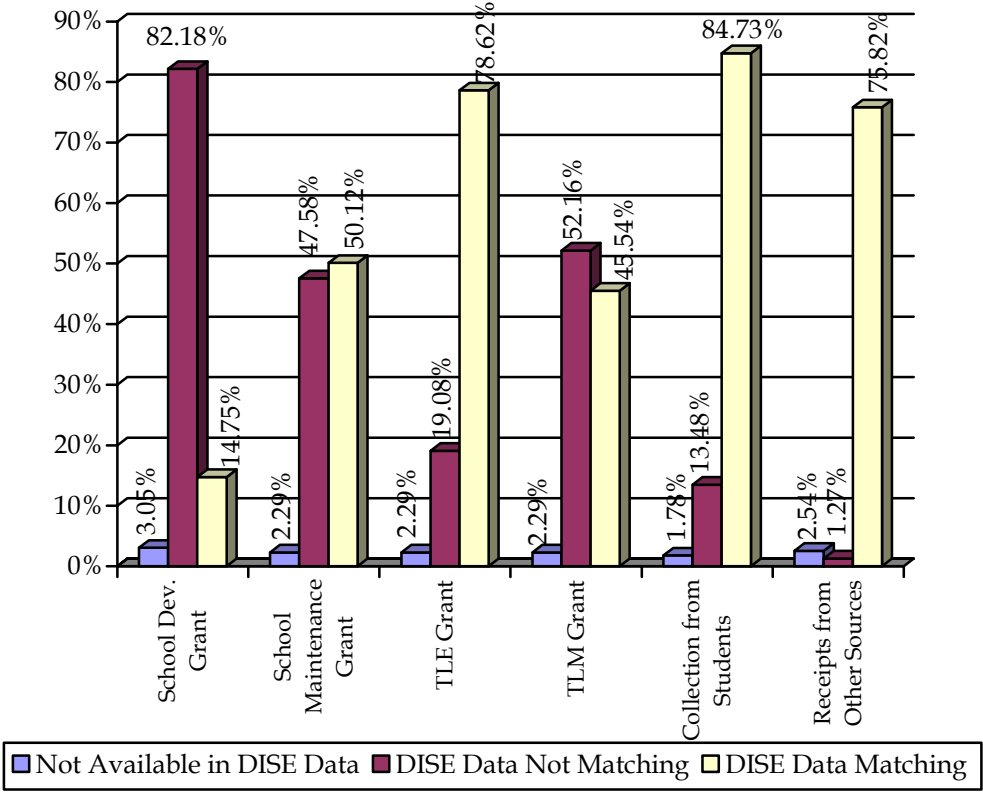
Schools get funds under several categories. An attempt has been made to analyse the two sets of data in this regard. It can be seen from the table that there are variations in all the six categories included in the table for the purpose of sample checking. The highest variation is seen in the case of TLM and school development grants where data is matching only in 55 per cent schools. The lowest variation is in the categories of 'collection from students'.

**Table 14**  
**Comparative analysis of data on the expenditure incurred during financial year 2006-07**

Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
School development grant	393	12	3.05	323	82.18	58	14.75
School maintenance grant	393	9	2.29	187	47.58	197	50.12
TLE grant	393	9	2.29	75	19.08	309	78.62
TLM grant	393	9	2.29	205	52.16	179	45.54
Collection from students	393	7	1.78	53	13.48	333	84.73
Received from other sources	393	10	2.54	85	1.27	298	75.82

Comparative analysis of data relating to the expenditure incurred during the financial year 2006-07 under various heads has been analysed and presented in table 14. Here also it can be observed that the data is not matching in most of the cases. In the category of 'school development grant' data is matching only in 14.75 per cent schools followed by the 'TLM grant' (45.54%). The lowest variation is in the category of 'collection from students' where data is matching in 84.73 per cent schools.

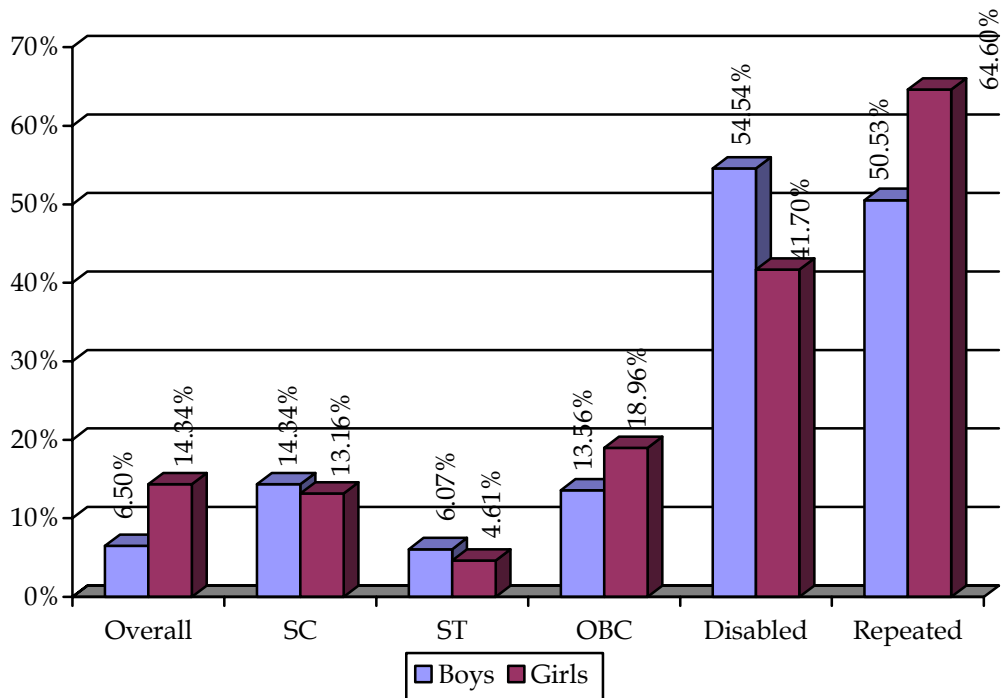
**Figure 7**  
**Comparative analysis of data on the expenditure incurred during financial year 2006-07**



**Table 15**  
**Comparative analysis of data regarding enrolled students in Primary schools during last academic year**

Categories	For the 226 sample schools having primary classes showing complete and consistence DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
<b>Overall:</b>			
Boys (Overall)	17643	16495	6.50 %
Girls (Overall)	18661	17756	14.34 %
<b>Scheduled Castes:</b>			
Boys (SC)	3903	3343	14.34 %
Girls (SC)	4110	3569	13.16
<b>Scheduled Tribes:</b>			
Boys (ST)	3753	3525	6.07 %
Girls (ST)	3945	3763	4.61 %
<b>OBC:</b>			
Boys (OBC)	8622	7452	13.56 %
Girls (OBC)	8890	10576	18.96 %
<b>Disabled Children</b>			
Boys (Disabled)	143	65	54.54 %
Girls (Disabled)	147	71	41.70 %
<b>Repeated Children</b>			
Boys	230	465	50.53 %
Girls	166	469	64.60 %

**Figure 8**  
**Comparative analysis of data regarding enrolled students in Primary schools during last academic year**

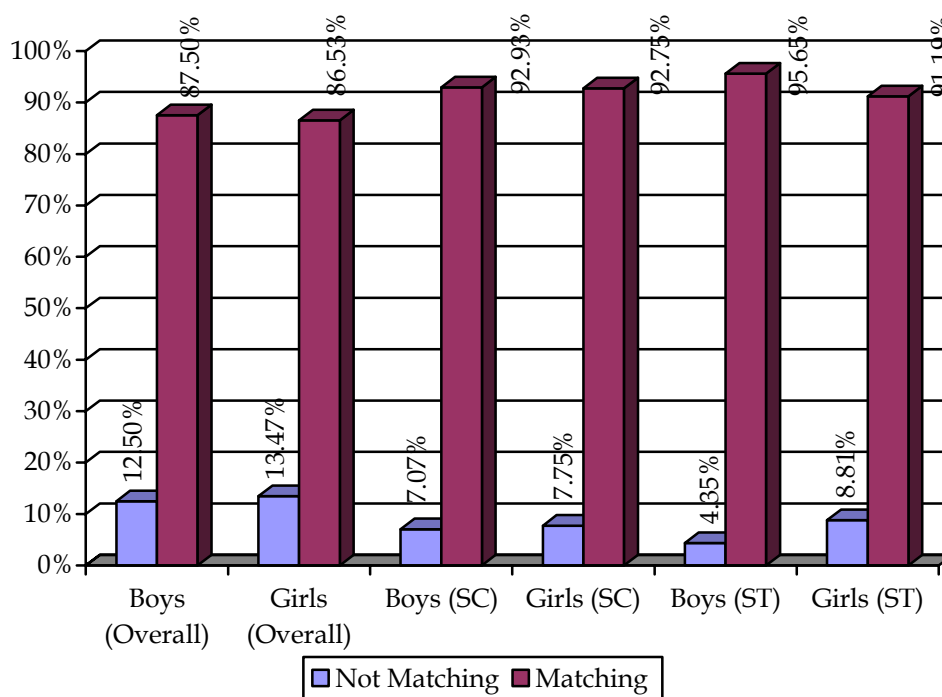


An attempt has been made to present macro-level variations in the primary school enrolment figures collected under DISE and sample checking survey in table 15. It contains data on an overall basis, and also under the categories of SC, ST, OBC, Disabled, and Repeated children. There are variations in all the categories. However, the highest variation is seen in the categories of disabled children and repeated children whereas the lowest variation is in the category of scheduled tribes.

**Table 16**  
**School-wise comparative analysis of data regarding primary level enrolment**

Category-wise Enrolment	No. of schools	Schools where doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Overall</b>					
Boys(Overall)	184	23	12.50	161	87.50
Girls(Overall)	193	26	13.47	167	86.53
<b>Scheduled Castes</b>					
Boys(SC)	184	13	7.07	171	92.93
Girls(SC)	193	14	7.75	179	92.75
<b>Scheduled Tribes</b>					
Boys(ST)	184	8	4.35	176	95.65
Girls(ST)	193	17	8.81	176	91.19

**Figure 9**  
**School-wise comparative analysis of data regarding primary level enrolment**



School-wise comparative analysis of data relating to primary level enrolment has been presented in table 16. An examination of data, on an overall basis, shows a variation in the case of 12.50 and 13.47 per cent in the case of boys and girls respectively. It can also be observed from the table that variation is more in the case of girls belonging to both SC and ST categories.

**Table 17**  
**Comparative analysis of data regarding enrolled students in Upper Primary schools in last academic year**

Categories	For the 167 sample school having upper primary classes showing complete and consistence DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
<b>Overall:</b>			
Boys (Overall)	9887	9423	4.69 %
Girls (Overall)	11799	11326	4.0 %
<b>Scheduled Castes:</b>			
Boys (SC)	2664	1787	32.92 %
Girls (SC)	3753	2302	38.66 %
<b>Scheduled Tribes:</b>			
Boys (ST)	1839	1775	3.48 %
Girls (ST)	1903	1953	2.62 %
<b>OBC:</b>			
Boys (OBC)	4878	4542	6.88 %
Girls (OBC)	4954	5048	1.89 %
<b>Disabled Children</b>			
Boys (Disabled)	83	40	51.80 %
Girls (Disabled)	65	39	40.0 %
<b>Repeated Children</b>			
Boys	43	227	81.05 %
Girls	73	347	78.96 %

**Figure 10**  
**Comparative analysis of data regarding enrolled students in Upper Primary schools in last academic year**

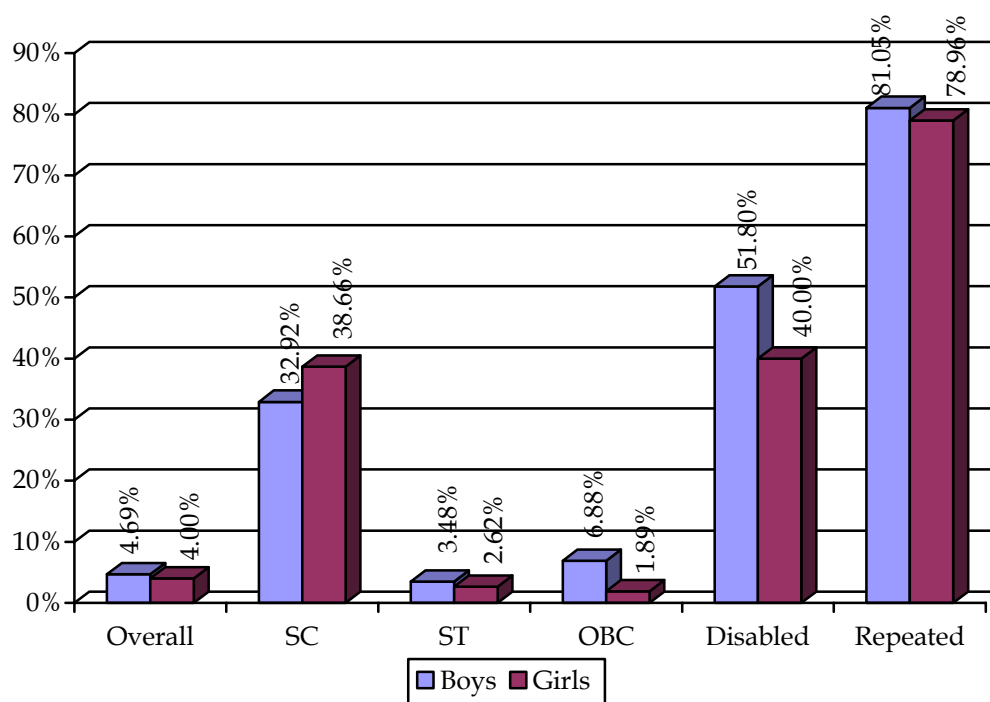


Table 17 presents comparative analysis of data relating to the number of students enrolled in upper primary schools in the last academic year. It can be seen from the table that, on an overall basis, there is not much variation in the two sets of data. However, while examining the data category-wise we find significant variation in the SC, Disable children, and repeated children categories. The highest variation can be observed in the category of repeated children where in the case of boys it is 81.05 per cent and in the case of girls it is 78.96 per cent.

**Table 18**  
**School-wise comparative analysis of data regarding upper primary level enrolment**

Category-wise Enrolment	No. of schools	Schools where doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Overall</b>					
Boys(Overall)	139	81	58.27	58	41.73
Girls(Overall)	152	108	71.05	44	28.95
<b>Scheduled Castes</b>					
Boys(SC)	139	110	79.13	29	20.87
Girls(SC)	152	91	59.86	61	40.14
<b>Scheduled Tribes</b>					
Boys(ST)	139	75	53.95	64	46.05
Girls(ST)	152	87	57.23	65	42.77

**Figure 11**  
**School-wise comparative analysis of data regarding upper primary level enrolment**

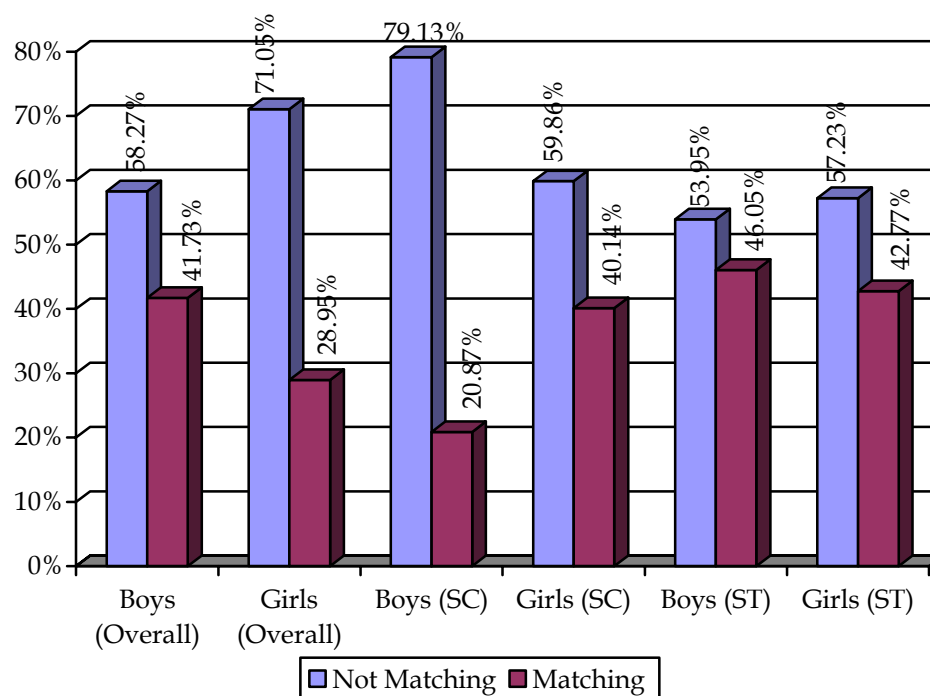
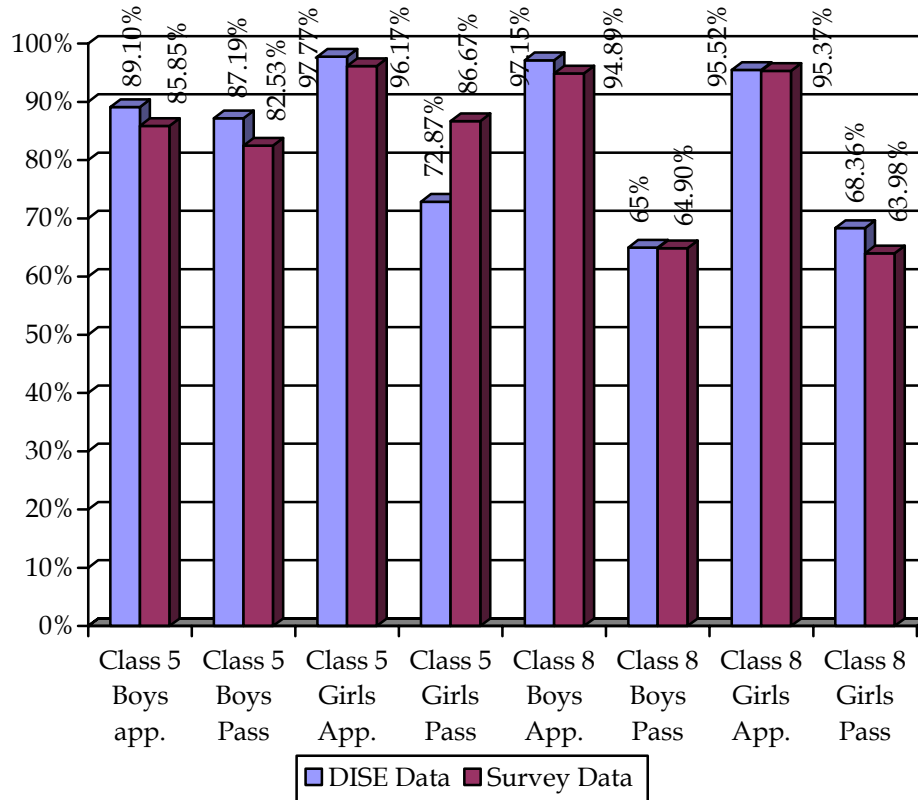


Table 18 contains the school wise comparative analysis of data of the enrolment in the upper primary level schools. There is large number of schools where, on an overall basis, data doesn't match. Data relating to girls' enrolment matches only in 28.95 per cent schools. Category-wise examination of data also shows that in both the categories it is not matching in large number of schools. Data relating to scheduled caste boys is matching only in 20.87 per cent schools.

**Table 19**  
**Comparative analysis of key indicators regarding annual examinations**  
**(2006-07)**

Examinations	DISE Data	Survey data	Variation
<b>Annual Examination - Class 5: Boys</b>			
% of students appeared out of total enrolled	89.10 %	85.85 %	3.25 %
% of students passed out of total appeared	87.19 %	82.53 %	4.66 %
<b>Annual Examination - Class 5: Girls</b>			
% of students appeared out of total enrolled	97.77 %	96.17 %	1.6 %
% of students passed out of total appeared	72.87 %	86.67 %	13.8 %
<b>Annual Examination - Class 8: Boys</b>			
% of students appeared out of total enrolled	97.15 %	94.89 %	2.26 %
% of students passed out of total appeared	65.0 %	64.90 %	0.1 %
<b>Annual Examination - Class 8: Girls</b>			
% of students appeared out of total enrolled	95.52 %	95.37 %	0.15 %
% of students passed out of total appeared	68.36 %	63.98 %	4.38 %

**Figure 12**  
**Comparative analysis of key indicators regarding annual examinations**  
**(2006-07)**



A comparative analysis of key indicators pertaining to annual examinations of class 5 and class 8 has been presented in table 19. As is evident, there are minor variations in all the classes across the categories of students. However, variation with regard to students passed out of total appeared in the case of girls of class 5 is higher in all the categories mentioned in the table.

**Table 20**  
**School- wise comparative analysis of data of annual exams conducted**  
**during last academic year (2006-07)**

Category	No. of sample schools (n) *	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Annual Examination - Class 5</b>					
<b>Enrolled</b>					
Boys (Overall)	393	110	27.98	283	72.01
Girls (Overall)	393	103	26.20	290	73.79
Boys (SC)	393	92	23.40	301	76.59
Girls (SC)	393	78	19.84	315	80.15
Boys (ST)	393	94	23.91	299	76.09
Girls (ST)	393	83	21.11	310	78.88
<b>Appeared</b>					
Boys (Overall)	393	113	18.75	280	71.24
Girls (Overall)	393	113	28.75	280	71.24
Boys (SC)	393	98	24.93	295	75.06
Girls (SC)	393	91	23.15	302	76.84
Boys (ST)	393	90	22.90	303	77.09
Girls (ST)	393	93	23.66	300	76.33
<b>Passed</b>					
Boys (Overall)	393	135	34.35	258	65.64
Girls (Overall)	393	136	34.60	257	65.40
Boys (SC)	393	117	29.77	276	77.22
Girls (SC)	393	99	25.19	294	74.80
Boys (ST)	393	100	25.44	293	74.55
Girls (ST)	393	85	21.62	308	78.37

Category	No. of sample schools (n) *	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
<b>Annual Examination - Class 8</b>					
<b>Enrolled</b>					
Boys (Overall)	393	73	18.57	320	81.42
Girls (Overall)	393	65	16.53	328	83.46
Boys (SC)	393	106	26.97	287	73.02
Girls (SC)	393	118	30.02	275	69.97
Boys (ST)	393	105	26.71	288	73.28
Girls (ST)	393	103	26.20	290	73.79
<b>Appeared</b>					
Boys (Overall)	393	129	32.82	264	67.18
Girls (Overall)	393	137	34.86	256	65.13
Boys (SC)	393	115	29.26	278	70.73
Girls (SC)	393	117	29.77	276	70.22
Boys (ST)	393	108	27.48	285	72.51
Girls (ST)	393	101	25.69	292	74.30
<b>Passed</b>					
Boys (Overall)	393	126	32.06	267	67.93
Girls (Overall)	393	137	34.86	256	65.13
Boys (SC)	393	110	27.98	283	72.01
Girls (SC)	393	110	28.75	280	71.24
Boys (ST)	393	102	25.95	291	74.04
Girls (ST)	393	102	25.95	291	74.04

School-wise comparative analysis of data relating to the annual examinations conducted during last academic year is presented in table 20. It can be observed from the table that there are mismatches across the categories. Data on enrolment of class 5, on an overall basis, doesn't match in 27.98 and 26.20 per cent schools for the boys and girls respectively. Similar kind of mismatch is visible with regard to those who appeared and passed in

class 5. Data pertaining to annual examination of class 8 also show variation: variation is more in the case of number of boys and girls belonging to SC and ST categories. The data relating to the number of boys and girls, who have passed, also vary, on an overall basis, in the case of 32.06 and 34.86 per cent schools respectively.

### **Investigators' Feedback schedule**

Following tables are based on the data collected by the Investigators' through their schedule. Most of the issues/questions in the schedule were related to the behavioural aspect of the teachers and, maintenance of various types of records in the schools.

**Table 21**  
**Initial reaction of Principals/Head Masters**

District -wise & Management-wise	Total no. of schools covered	Schools where the initial reaction was found to be quite positive	
		No.	%
<b>Overall</b>	393	310	78.88
<b>Districts -wise Analysis</b>			
Betul	141	140	99.29
Rewa	132	59	44.69
Sheopur	44	40	90.90
Narsinghpur	76	71	93.42
<b>School Management - wise Analysis</b>			
Run by Education Department	288	226	78.47
Run by Other Govt. Depts.	86	69	80.23
Private schools	19	15	78.94

Table 21 contains the Investigators' observation regarding the initial reaction of Principals/Head Masters in the schools visited by them. An attempt is made to present the data on an overall basis, district-wise and school management-wise. It is clear from the table that overall in 78.88 per

cent schools the initial reaction of the head of the institution was positive. District-wise analysis of data also presents a positive picture except Rewa district where in only 44.69 per cent schools the initial reaction of the Principals/Head Masters was found positive. School Management-wise analysis of data brings to the fore that initial reaction in all the three categories of schools was almost similar though the schools run by other government departments (80.23%) have a slight edge over the other two types of categories of schools.

**Table 22**  
**Principals/HMs response in providing the information**

District -wise & Management-wise	Total no. of school covered	Schools readily forthcoming with the information	
		No.	%
<b>Overall</b>	393	276	70.22
<b>Districts -wise Analysis</b>			
Betul	141	127	90.07
Rewa	132	46	34.84
Sheopur	44	32	72.72
Narsinghpur	76	71	93.42
<b>School Management - wise Analysis</b>			
Run by Education Department	288	208	72.22
Run by Other Govt. Depts.	86	56	65.12
Private schools	19	12	63.15

Table 22 presents the data relating to the response of Principals/Head Masters in making available the desired information to the Investigators for the sample survey. While seeing data, on an overall basis, it can be noticed from the table that in 70.22 per cent schools the Principals/Head Masters extended their help in providing the desired information. District-wise analysis of data presents a mix picture: Majority of Principals/Head Masters in the schools of Rewa District was hesitant in providing the information,

particularly on certain key issues, whereas in Narsinghpur in 93.42 per cent schools they provided the information readily to the team.

**Table 23**  
**Ready availability of records**

District -wise & Management-wise	Total no. of schools covered	Schools where the records were made readily available	
		No.	%
<b>Overall</b>	393	257	65.39
<b>Districts -wise Analysis</b>			
Betul	141	117	82.97
Rewa	132	49	37.12
Sheopur	44	36	81.82
Narsinghpur	76	55	72.33
<b>School Management - wise Analysis</b>			
Run by Education Department	288	192	66.67
Run by Other Govt. Depts.	86	55	63.94
Private schools	19	10	52.63

Availability of proper records in the schools is very important as it enables the exercises like DISE more reliable and fruitful. Data on this aspect has been collected by the MPISSR team and is presented in table 23. It can be seen from the table that on an overall basis there were only 65.39 per cent schools where records were made readily available. In Betul and Narsinghpur districts the situation was better among the four districts whereas in Rewa district only 37.12 per cent schools could make available the data readily. Management-wise analysis shows that the percentage of such schools that are run by Education department is higher (66.67%) in making the records available whereas those run by private management could make the records readily available in 52.63 per cent cases only.

**Table 24**  
**Availability of school report card in the school**

District -wise & Management-wise	Total no. of schools covered	Availability of school report card in the school	
		No.	%
<b>Overall</b>	393	184	46.82
<b>Districts -wise Analysis</b>			
Betul	141	85	61.28
Rewa	132	41	31.06
Sheopur	44	26	59.09
Narsinghpur	76	32	42.10
<b>School Management - wise Analysis</b>			
Run by Education Department	288	144	50.00
Run by Other Govt. Depts.	86	29	33.72
Private schools	19	11	57.89

Availability of school report cards in the schools is very important as it contains not only the quantitative information, but also provides qualitative information and a descriptive report about a school. Comprehensive information on and about all the vital parameters relating to students, teachers and other school related variable can be found in the report cards. Keeping this in view data on this important aspect has been collected and presented in table 24. It can be observed from the table that data on this count is not very encouraging as, on an overall basis, only in 46.82 per cent schools the school report cards were found available. District-wise analysis of data shows that in Rewa and Narsinghpur districts the availability of cards is far from satisfactory as only in 31.06 and 42.10 per cent schools the report cards were available at the time of the visit of MPISSR team. School Management-wise analysis of data shows that the situation is better in the schools that are run by the private management (57.89%) compared to the schools run by Education department, and other government departments where the percentage of such schools is 57.89 and 50 respectively.

**Table 25**  
**Up-to-date maintenance of school records**

District -wise & Management-wise	Total no. of schools covered	Up-to-date maintenance of school records	
		No.	%
<b>Overall</b>	393	280	71.25
<b>Districts -wise Analysis</b>			
Betul	141	119	84.39
Rewa	132	63	47.73
Sheopur	44	34	77.27
Narsinghpur	76	64	84.21
<b>School Management - wise Analysis</b>			
Run by Education Department	288	215	74.65
Run by Other Govt. Depts.	86	53	61.63
Private schools	19	12	63.15

Up-to-date maintenance of records in the schools is the key to get and proper information. Data on this aspect has been collected and presented in table 25. It can be observed from the table that on an overall basis, in 71.25 per cent schools the data is being maintained to a certain extent. District-wise analysis in this regard shows that except Rewa in other three districts the situation is better. The schools being managed by the Education department have shown better record in this regard as in 74.65 per cent schools the records were found maintained up-to-date.

**Table 26**  
**Information pertaining to enrolment & Pass Percentage**

District -wise & Management-wise	Total no. of schools covered	Information pertaining to enrolment and details of pass percentage	
		No.	%
<b>Overall</b>	393	284	72.26
<b>Districts -</b>			
Betul	141	102	72.34
Rewa	132	85	64.39
Narsinghpur	76	69	90.78
Sheopur	44	28	63.63
<b>School Management - wise Analysis</b>			
Run by Education Department	288	220	76.38
Run by Other Govt. Depts.	86	53	61.62
Private schools	19	11	57.89

Table 26 contains the analysis relating to the enrolment and details of pass percentage made available by the Principals/Head Masters. On an overall basis in 72.26 per cent schools they were able to do so. District-wise data shows that in Narsinghpur more than 90 per cent schools could provide the information pertaining to these two aspects. Schools managed by the Education department had the higher percentage in the sample where data was made available easily whereas the percentage of those schools which are managed by the private management was the lowest (57.89%) in this regard.

Table 27

<b>Schools found open on day of the first visit</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	141	100.0	0	0	141
Rewa	132	100.0	0	0	132
Narsinghpur	76	100.0	0	0	76
Sheopur	44	100.0	0	0	44
<b>Was the Principal able to give the enrolment and other details from a single register?</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	45	31.9	96	68.1	141
Rewa	27	20.5	105	79.5	132
Narsinghpur	34	44.7	42	55.3	76
Sheopur	7	15.9	37	84.1	44
<b>Do the teachers in the school fill-up the attendance register properly?</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	113	80.1	28	19.9	141
Rewa	102	77.3	30	22.7	132
Narsinghpur	70	92.1	6	7.9	76
Sheopur	34	77.3	10	22.7	44
<b>Principal have the year end summery details available with him relating to children for all grades</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	90	63.8	51	36.2	141
Rewa	65	49.2	67	50.8	132
Narsinghpur	46	60.5	30	39.5	76
Sheopur	19	43.2	25	56.8	44
<b>Teachers in the school come on time</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	112	79.4	29	20.6	141
Rewa	102	77.3	30	22.7	132
Narsinghpur	72	94.7	4	5.3	76
Sheopur	38	86.4	6	13.6	44
<b>School having a photo copy of filled in DISE DCF</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	108	75.6	33	23.4	141
Rewa	12	8.5	120	91.5	132
Narsinghpur	22	15.6	54	71.1	76
Sheopur	14	31.8	30	68.2	44

<b>Investigator face any problem in getting the required information from the school</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	60	42.6	81	57.4	141
Rewa	92	69.7	40	30.3	132
Narsinghpur	18	23.7	58	76.3	76
Sheopur	28	63.6	16	36.4	44
<b>School have a display board</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	30	21.3	111	78.7	141
Rewa	17	12.9	115	87.1	132
Narsinghpur	17	22.4	59	77.6	76
Sheopur	10	22.7	34	77.3	44
<b>Provision of mid-day meal in the school</b>					
<b>Districts</b>	<b>Yes</b>	<b>Percent</b>	<b>No</b>	<b>Percent</b>	<b>Total</b>
Betul	75	53.2	66	46.8	141
Rewa	120	90.9	12	9.1	132
Narsinghpur	44	77.6	17	22.4	76
Sheopur	40	90.9	4	9.1	44

Table 27 contains data on several aspects. It can be observed from the table that in all the four districts covered under the Sample Survey exercise all the schools visited by MPISSR team were found open on the day of the first visit. In most of the schools of all the four districts the Principal/HM could not give the enrolment and other details from a single register. It was found that in most of the schools teachers fill-up the attendance register properly. Year end summary details relating to the children for all grades were not found available with the principals in 50.8 and 56.8 per cent schools of Rewa and Sheopur districts. The percentage of those teachers who come on time to their respective schools was higher in Narsinghpur district (94.7%) followed by Sheopur district (86.4%). Availability of a photo copy of filled in DISE DCF was satisfactory in Betul district where in 75.6 per cent schools it was found available. However, in Rewa (8.5%) and Narsinghpur (15.6%) the data in this regard is not encouraging as the percentage of such schools was very low. Investigators faced problems in getting the required information in all

the four districts but the percentage of such schools was higher in Rewa (69.7%) and Sheopur (63.6%). In majority of the schools in all the districts display boards were not found available. Large number of schools in Rewa (90.9%) and Sheopur (99.9%) were providing food under mid-day meal programme. The percentage of such schools was found low in Betul as in majority of middle schools were yet to start providing food under the programme.

**Table 28**  
**Quality of food of mid-day meal scheme**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>Betul</b>		
Very Good	2	1.4
Good	13	9.2
Average	59	41.8
Worst	1	.7
Not applicable	66	46.8
<b>Total</b>	<b>141</b>	<b>100.0</b>
<b>Rewa</b>		
Very Good	5	3.8
Good	28	21.2
Average	78	59.1
Worst	5	3.8
Not applicable	16	12.1
<b>Total</b>	<b>132</b>	<b>100.0</b>
<b>Narsinghpur</b>		
Very Good	2	2.6
Good	15	19.7
Average	27	35.5
Worst	0	0
Not applicable	32	42.1
<b>Total</b>	<b>76</b>	<b>100.0</b>
<b>Sheopur</b>		
Very Good	2	4.5
Good	7	15.9
Average	26	59.1
Worst	5	11.4
Not applicable	4	9.1
<b>Total</b>	<b>44</b>	<b>100.0</b>

Table 28 contains the observations of Investigators with regard to the quality of food being served under Mid-Day Meal Programme. It can be observed from the table that in all the districts in majority of schools the quality was found to be average. In Rewa and Narsinghpur in 21.2 and 19.7 per cent schools the quality observed was good. The percentage of such schools where the quality was observed to be worst is negligible in all the districts.

**Table 29**  
**Seating arrangement for children in the school**

Options	Frequency	Percent
<b>Betul</b>		
Furniture for all students	22	15.60
Furniture for some children	18	12.76
No Furniture, Children sit on the mat	101	71.64
<b>Total</b>	<b>141</b>	<b>100.0</b>
<b>Rewa</b>		
Furniture for all student	2	1.51
Furniture for some children	27	20.45
No Furniture, Children sit on the mat	103	78.04
<b>Total</b>	<b>132</b>	<b>100.0</b>
<b>Narsinghpur</b>		
Furniture for all student	6	7.89
Furniture for some children	8	10.53
No Furniture, Children sit on the mat	62	81.58
<b>Total</b>	<b>76</b>	<b>100.0</b>
<b>Sheopur</b>		
Furniture for all student	2	4.55
Furniture for some children	5	11.36
No Furniture, Children sit on the mat	37	84.09
<b>Total</b>	<b>44</b>	<b>100.0</b>

Table 29 deals with the data relating to the seating arrangement for children in the schools. District-wise analysis of data shows that in all the districts students sit on the mat in majority of schools.

**Table 30**

**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	30367	15695	51.68
All boys taken together	15644	7692	49.16
All girls taken together	14723	8003	54.35
Boys belonging to Sch. Castes	2861	1315	45.96
Girls belonging to Sch. Castes	2855	1328	46.51
Boys belonging to Sch. Tribes	3086	1608	52.10
Girls belonging to Sch. Tribes	3065	1273	41.53

**Figure 13**

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

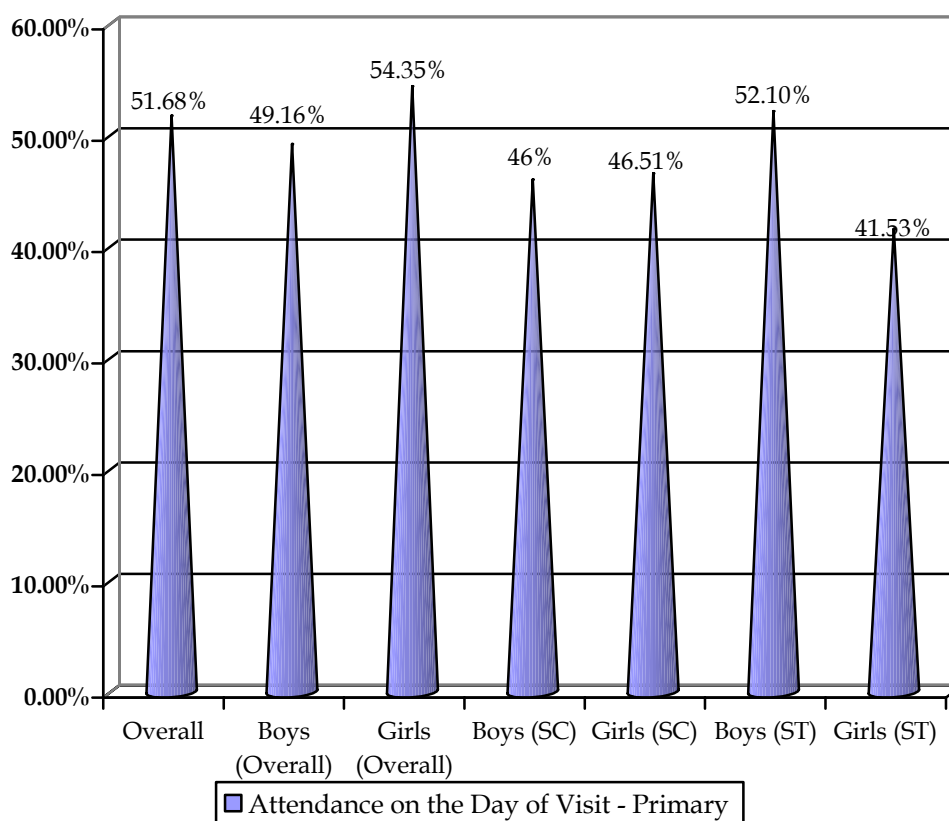
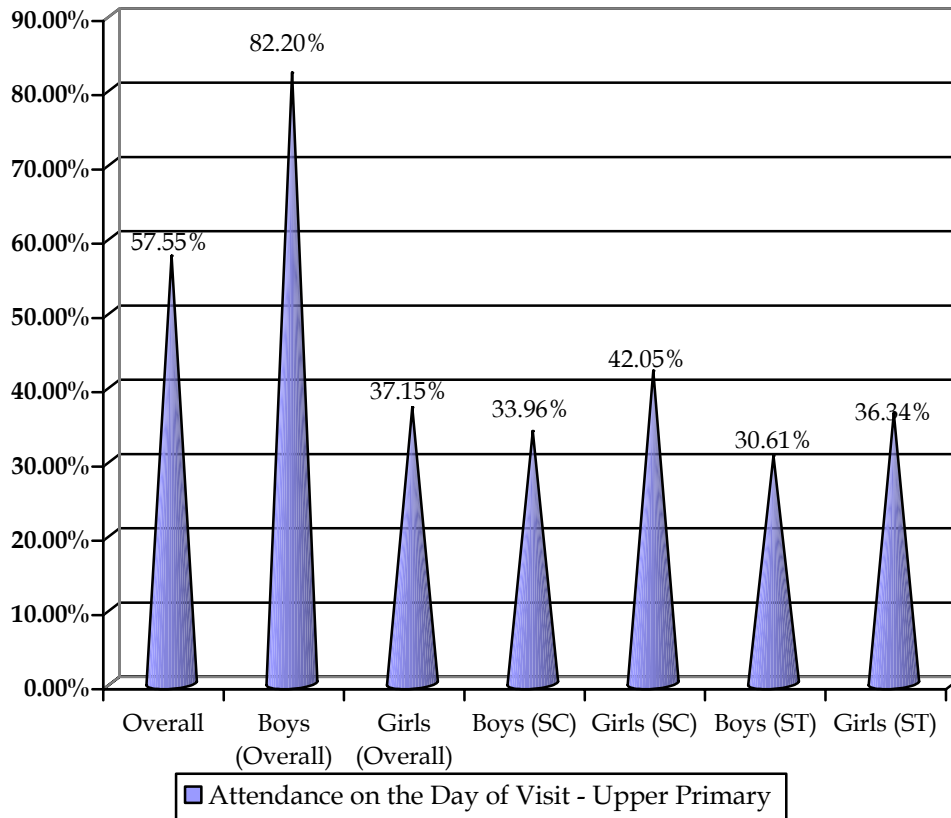


Table 30 presents the category-wise analysis of attendance in primary classes of the schools visited on the day of visit. Data reveals that, all children taken together, about 52 per cent were found in the classes. It can also be observed from the table that the attendance of students (both boys and girls) belonging to the scheduled caste category and girls belonging to the scheduled tribe category is the lowest.

**Table 31**  
**Category wise analysis of attendance in upper 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	19897	11451	57.55
All boys taken together	9000	7398	82.2
All girls taken together	10907	4053	37.15
Boys belonging to Sch. Castes	1799	611	33.96
Girls belonging to Sch. Castes	2114	889	42.05
Boys belonging to Sch. Tribes	1568	480	30.61
Girls belonging to Sch. Tribes	1937	704	36.34

**Figure 14**  
**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 31. Analysis of data, taking into consideration all children together, shows that the attendance was 57.55 per cent. Attendance of all boys was quite satisfactory (82.2) but the data on taking all girls together is not showing a good picture as their attendance was only 37.15 per cent. Attendance of all the boys and girls belonging to scheduled tribe and scheduled caste categories was also observed very low.

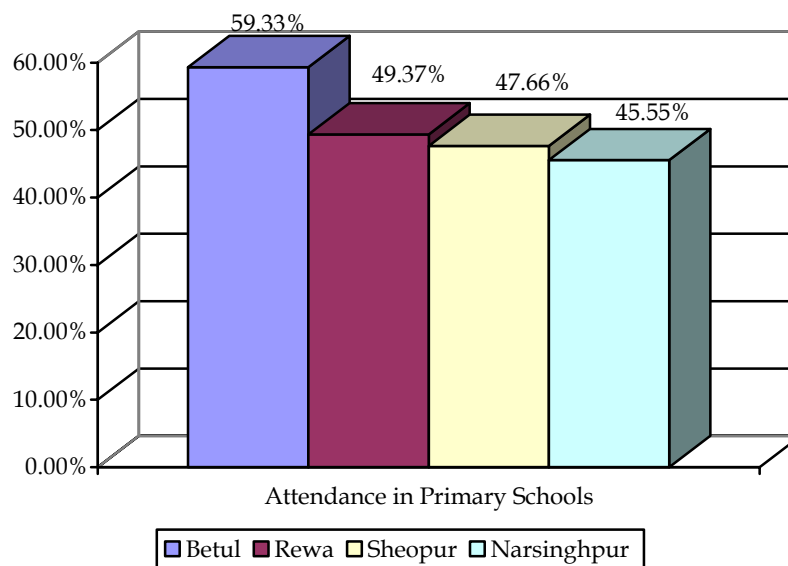
**Table 32**

**District/School management - wise analysis of attendance in primary classes**

District -wise & Management-wise	No. of students enrolled	District/School management - wise analysis of attendance in primary classes	
		No.	%
<b>Overall</b>	30367	15695	51.68
<b>Districts -wise Analysis</b>			
Betul	9687	5748	59.33
Rewa	11430	5643	49.37
Sheopur	4278	2039	47.66
Narsinghpur	4972	2265	45.55
<b>School Management - wise Analysis</b>			
Run by Education Department	22394	11070	49.43
Run by Other Govt. Depts.	5865	3549	60.51
Private schools	2108	1076	51.04

**Figure 15**

**District-wise analysis of attendance in primary classes**



**Figure 16**

**School Management-wise analysis of attendance in primary classes**

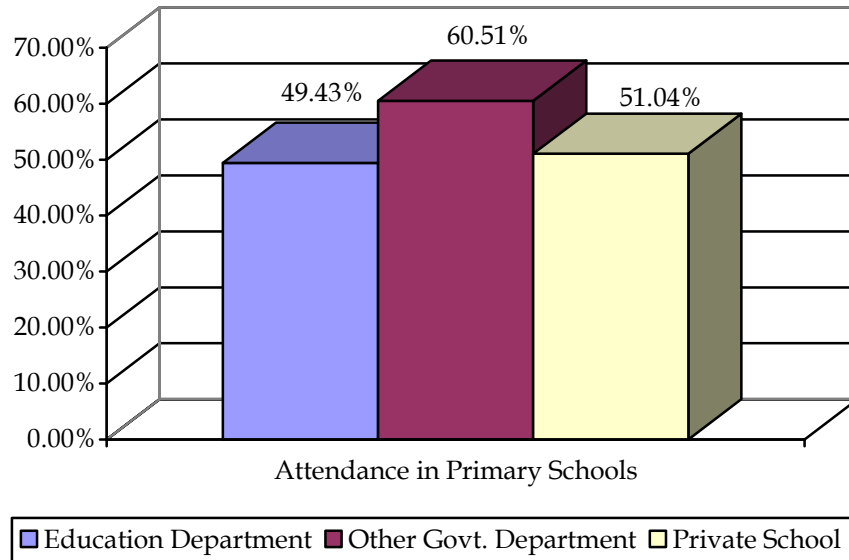


Table 32 contains district-wise analysis of attendance in primary classes of the visited schools. On an overall basis the attendance in the schools was 51.68 per cent. An inter-district variation is also visible in the data. It is the lowest (45.55%) in Sheopur district whereas in Betul district it is the highest (59.33%). Attendance in Rewa and Narsinghpur districts was also not satisfactory as in both the districts it was below 50 per cent. Viewing the data school management-wise it can be observed that attendance was lowest in the schools run by the Education department (49.43%) followed by the schools run by private management (51.04%). Attendance was the highest in the schools run by other government departments (60.51%).

**Table 33**

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

District -wise & Management-wise	No. of students enrolled	District/School management - wise analysis of attendance in upper primary classes	
		No.	%
<b>Overall</b>	19897	11451	57.55
<b>Districts -wise Analysis</b>			
Betul	8512	6014	70.65
Rewa	6848	3433	50.13
Sheopur	3210	1374	42.80
Narsinghpur	1327	630	47.47
<b>School Management - wise Analysis</b>			
Run by Education Department	14378	7654	53.23
Run by Other Govt. Depts.	4652	3257	70.01
Private schools	867	540	62.28

**Figure 17**

**District-wise analysis of attendance in upper primary classes**

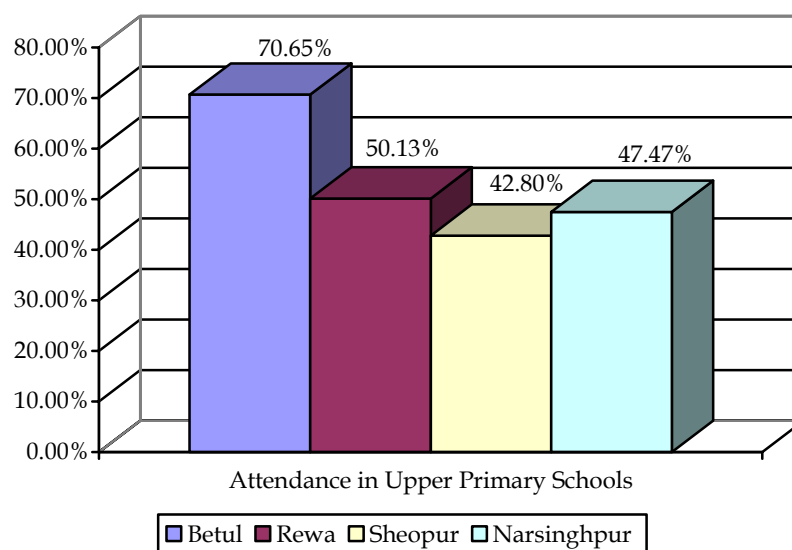


Figure 18

School Management-wise analysis of attendance in upper primary classes

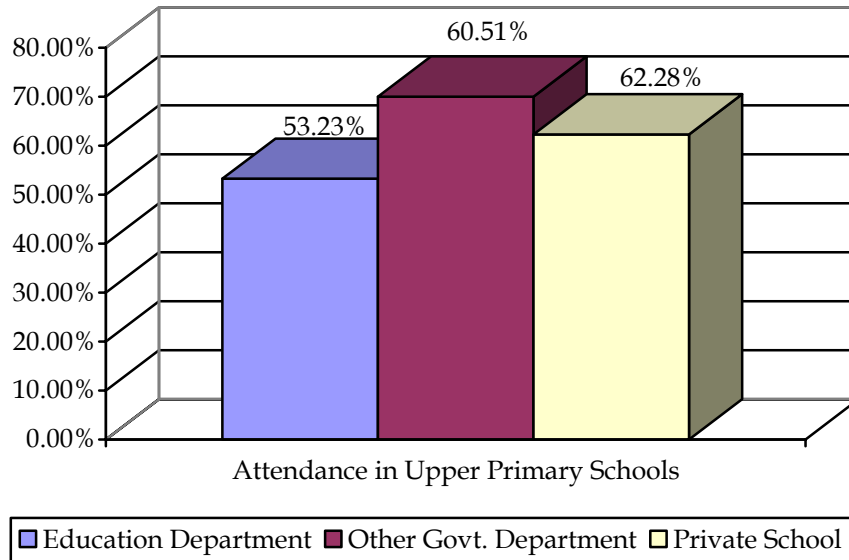


Table 33 contains the data relating to the attendance of students in upper primary classes. Analysis presented in the table indicates that on an overall basis 57.55 per cent students were present on the day of visit of the MPISRR team. District-wise analysis shows that the percentage of attendance is the highest in Betul district where 70.65 students were present. The lowest percentage of attendance was in Narsinghpur (42.80%) followed by Sheopur (47.47%). In Rewa district about 50 per cent attendance was observed. School management-wise examination of data reveals that the attendance of students was higher in the schools run by other government departments (70.01%) followed by the schools managed privately (62.28%). The lowest attendance was observed in the schools run by the Education department (53.23%) at the upper primary level.

**Table 34**

**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.	%
<b>Overall</b>	226	94	41.59
<b>District wise analysis</b>			
Betul	74	65	87.83
Rewa	81	21	25.92
Narsinghpur	42	7	16.66
Sheopur	29	1	3.44

**Figure 19**

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

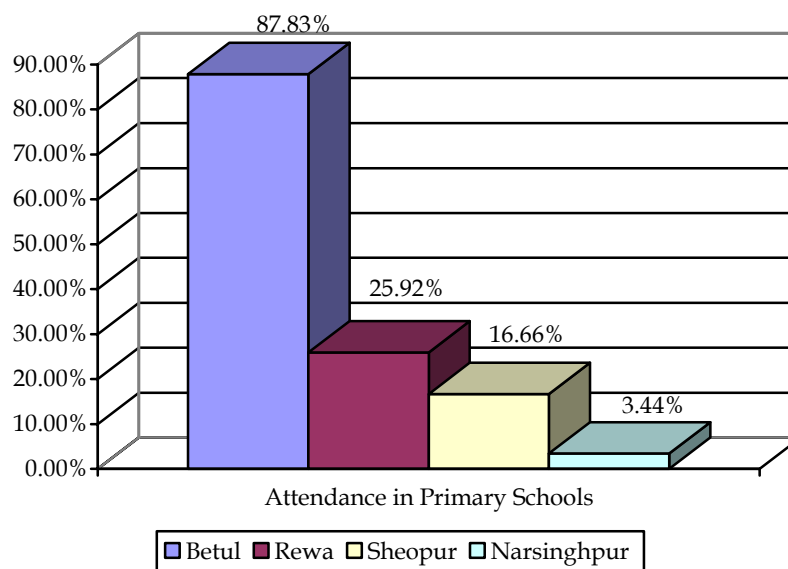


Table 34 presents district-wise analysis of those schools where the attendance in primary classes was observed 75 per cent or more. On an overall basis there were 41.59 per cent schools where the attendance was observed 75 per cent or more. District-wise analysis of the data shows that the highest number of such schools where 75 per cent or more attendance was

observed were in Betul district (87.83%) whereas the lowest number of such schools were found in Sheopur district (3.44%). Situation is not satisfactory in the other two districts as well: In Narsinghpur 16.66 per cent schools fall under this category whereas in Rewa district the percentage of such schools was 25.92.

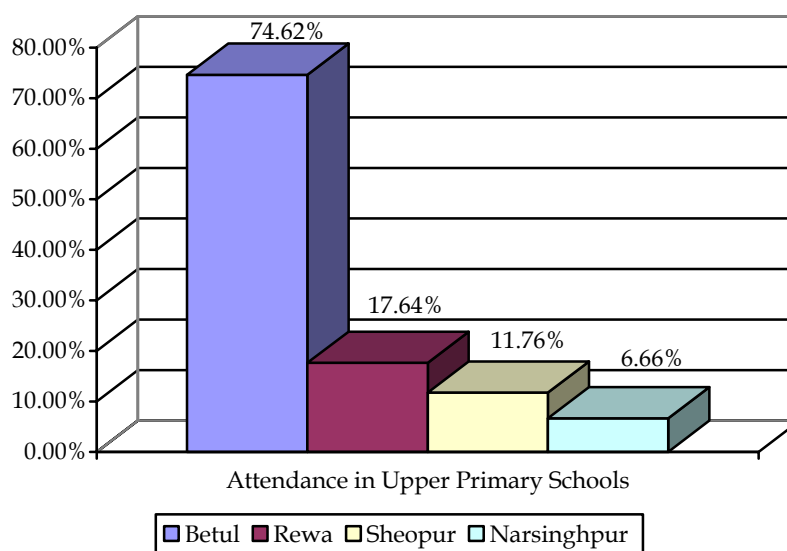
**Table 35**

**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.	%
<b>Overall</b>	167	64	38.32
<b>District wise analysis</b>			
Betul	67	50	74.62
Rewa	51	9	17.64
Narsinghpur	34	4	11.76
Sheopur	15	1	6.66

**Figure 19**

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



Analysis of data relating to the upper primary schools having attendance 75 per cent or more has been presented in table 35. It is evident from the table that on an overall basis in 38.32 per cent schools the attendance was 75 per cent or more on the day of the visit. District-wise break-up of data reveals that here also Betul district has the highest percentage of such schools (74.62%). The lowest percentage of such schools was in Sheopur district. In Narsinghpur and Rewa districts the percentage of such schools was 11.76 and 17.64 respectively.

### **Major Findings**

1. Two sets of data (DISE and MPISSR) fully match with regard to the type of schools (number of classrooms) - (table-4).
2. There are variations in the two sets of data regarding the conditions of classrooms (table-6).
3. Data relating to availability of boundary walls in the schools is matching in almost all the schools of the sample. (table-8).
4. Regarding availability of playgrounds and ramps for CWSN the two sets of data are matching in most of the schools (table-9).
5. The two sets of data have no variation with regard to the location of the school, and category of school (table-11).
6. Comparative analysis of data relating to the last academic session (2006-07) is showing huge variation on number of teaching days, educational supervisions, CRC and BRC visits (table-12).
7. Variations are observed in the data relating to the funds received during the financial year 2006-07 (table-13). Variation is more in school development grant and TLM grant. Similarly, variations in the data of expenditure (2006-07) can be observed, particularly it is more in the case of school development grant.

8. Comparative analysis of data regarding number of students enrolled in primary schools shows variation in all the categories. Variation is more disabled children and repeated children categories (table-15).
9. Comparative analysis of data regarding number of students enrolled in upper primary schools in last academic year shows marginal variation on an overall basis. Category-wise analysis of data reveals variations in scheduled castes, disabled and repeated children categories (table-17).
10. Initial reaction of the head of the institution was positive in large number of schools (table-21).
11. 65.39 per cent schools, on an overall basis, made the records available readily. However, in Rewa district the percent of such schools was only 37.12 (table-23).
12. Availability of school report cards was better in Betul district compared to other districts of the sample. In Rewa district only in 31 per cent schools the report cards were available (table-24).
13. All the schools visited in the four districts were found open on the day of the first visit.
14. Majority of teachers come school on time in the visited schools (table-27).
15. Quality of mid-day meal was found to be 'average' in majority of schools visited (table-28).
16. Analysis of data relating to attendance of students on the day of visit in the primary classes shows that students belonging to scheduled castes and girls belonging to scheduled tribes had the lowest presence among all the categories (table-30).
17. Attendance of girls in the upper primary classes was found to be low in all the categories (table-31).

18. As per the attendance data in primary classes the attendance of students was the lowest in Narsinghpur district on the day of visit.
19. The percentage of schools having the attendance in primary classes 75 per cent or more was highest (87.83%) in Betul district whereas the lowest percentage of such schools was in Sheopur district (3.44%).
20. District-wise break-up of data about the upper primary schools having student attendance 75 per cent or more reveals that here also Betul has the highest percentage of such schools (74.62%) whereas Sheopur has the lowest number of schools (6.66%) in this regard.

### **Recommendations**

1. It is suggested that in order to ensure the correct and consistent data from the schools the involvement of community/PTA must be ensured in the entire process. It should be made compulsory to obtain the signatures of PTA President & Vice-President on the duly filled up DISE DCF so that they can also check the correctness of data relating to their school. It would not be out of place to mention here the amendment pertaining to PTAs made by the Government of Madhya Pradesh in Madhya Pradesh Jan Shiksha Niyam 2003 on 15<sup>th</sup> September 2006. According to the amendment the mother, father or guardian of such children who have secured highest percentage of marks in the annual examination of the preceding academic session in class 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> respectively will be the members of the Executive Committee of the PTA of the school. Though this amendment has been made in order to strengthen the PTAs but our field experience suggests that it has not made any positive impact on the overall functioning of PTAs/Schools. Reason for such a situation lies in the fact that the parents of those children who are performing well, in most of the cases, are satisfied with the school environment as

their children are doing well and hence they do not evince any interest or do not suggest anything which can go against their children and bring them in conflict with the teachers. In several cases the parents of such children themselves are not educated and hence they find it difficult to suggest which can improve the quality of education in the school. This provision has made the teachers more powerful in the overall management of the school as in most of the cases now the selected President/ Vice President and members of the Executive Committee do not go against their wishes. It has rather lessened the interest and involvement of the community in the school affairs to a large extent. Such provisions need to be reviewed urgently so that involvement of the community can be ensured. It would have been better had the parents having highest qualification been selected as the member of the Executive Committee so that the quality in education can be ensured.

2. There is a need to educate the teachers, who are the primary data suppliers, about the concepts and definitions of the terms used in the DISE DCFs.
3. Our field experience suggests that there is a need to give some kind of assurance to the teachers from the higher authorities that no punitive action will be taken against them for supplying accurate data without deliberate inflation and deflation.
4. Proper record keeping at the school level is very essential in order to make available required data in the desired manner. It has been observed that because of the non-availability of proper records/ data in the schools, the teachers supply incorrect data. It should be made mandatory for the CRC/BRC and other officials to check the records to ensure that these are up-to-date and are maintained as per rules/guidelines. All possible steps should be taken in this regard.

5. There is a need to check enrolment and attendance data in the schools. It has been observed that schools over-report enrolment and attendance data as reduced enrolment could result in losing a teacher or less allotment under MDM etc.

## DISTRICT INFORMATION SYSTEM FOR EDUCATION

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

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- 2- "kS{kf.kd l=&  2007&2008
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DISE fo|ky; dksM

**(A) fo|ky; vofLFkfr fooj.k&**

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- 2- xzkeh.k@"kgjh ¼Ñi;k dksM fy[ks  ¼xzkeh.k&1] 'kgjh&2½
- 3- xzke dk uke \_\_\_\_\_ okMZ Øekad \_\_\_\_\_
- 4- fiu dksM \_\_\_\_\_
- 5- rglhy@uxjikfydk dk uke \_\_\_\_\_
- 6- fo|ky; LFkkiuk dk o"kZ
- 7- fo|ky; Js.kh ¼dksM fy[ksa½\*\*

\*\*izkFkfed &1] ek;/fed ds lkFk izkFkfed&2] mPp ;k mPprj ek;/fed ds lkFk izkFkfed&3] dsoy ek;/fed&4] mPp ;k mPprj ek;/fed ds lkFk ek;/fed&5

- 8- fo|ky; dk izdkj ¼dksM fy[ksa½\*\*\*  \*\*\*dsoy yM+dksa ds fy;s&1] dsoy yM+fd;ksa ds fy;s&2] lg f"kk&3
- 9- fo|ky; izca/ku ¼dksM fy[ksa½\*

\* f'k{k k foHkkx }kjk izca/ku&1] vkfnoklh dY;k.k foHkkx&2] LFkkuh; fudk; }kjk izca/ku&3] futh fo|ky; vuqнку izklr&4] futh fo|kky; xSj vuqнку izklr &5] vU;&6] xSj ekU;rk Áklr&8

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11- fo|ky; dh lcls cM+h d{k k

12- vkoklh; fo|ky; ¼gk;&1] ugha&2½

13- ;fn gk; rks fdl rjg dk ¼dksM fy[ksa

\*vkJe ¼'kkldh;½&1] xSj vkJe ¼'kkldh;½&2] futh&3] vU;&4] ykxw ugha&5

14- D;k fo|ky; Hkou ikyh fo|ky; ¼Shift School½ ds :i esa iz;qDr gksrk gSA ¼gk;&1] ugha&2½

15- fo|ky; esa [k.Mksa dh la[;k

**16- foxr 'kS{kf.kd l= ¼2006&07½ dk fooj.k&**

1- 'kS{kf.kd fnolksa dh la[;k

2- 'kS{kf.kd i;Zos{k.kksa dh la[;k

3- CRC leUo;d ds nkSjksa dh la[;k

4- BRC leUo;d ds nkSjksa dh la[;k

**17- foÙkh; o"kZ 2005&06 esa Áklr fo|ky;hu vuqнку**

**Áklr ¼#-½**

**[kpZ ¼#-½**

1- 'kkyk fodkl vuqнку ¼SSA ds vU

2- 'kkyk ejEer fuf/k ¼SSA ds vUrx

3- TLE fuf/k ¼SSA ds vUrxZr½

4- TLM fuf/k ¼SSA ds vUrxZr½

5- fo|kfZFkZ;ksa ls ,d= dh xbZ jkf

6- vU; lzksrksa ls Áklr jkf'k

**18. deZpkjh fooj.k ¼ÁkFked ,oa ek;/fed½&**

- 1- dqy LohÑr f'k{kdh; inksa dh la[;k
- 2- dqy inLFk f'k{kdkksa dh la[;k

f'k{k@deZpkjh fooj.k	izkFkfed		ek;/fed	
	iq# "k	efgy k	iq# "k	efgy k
f'k{kdkksa dh la[;k ¼izkpk;Z@iz/kkuk;/kid ds vfrjDr½				
iSjk f'k{k@f'k{kdehZ@xq:th@ lkeqnf;d f'k{k				
xSj f'k{kdh; deZpkjh				
e;/k <sup>o</sup> u Hkkstu idkus gsrq fu;qDr deZpkfj;ksa dh la[;k				
'kkSpky; lQkbZ gsrq fu;qDr deZpkfj;ksa dh la[;k				
lk;Zos{k.k okys fnu mifLFkr f'k{kdkksa dh la[;k				

**(B) fo|ky; esa Hkou] midj.k] QuhZpj ,oa vU; lqfo/kk,i&**

- 1- fo|ky; Hkou dh fLFkfr % dksM fy[ksa  
futh&1] fdjk;s dk&2] 'kkldh;&3] 'kkldh; fo|ky; fdjk;k jfgr Hkou esa&4]  
Hkou ugha&5] Lohd`r ,oa fuekZ.k vkjaHk&6] Hkou Lohd`r fdUr fuekZ.k  
ckf/kr&7] th.kZ "kh.kZ Hkou&8
- 2- fo|ky; dk izdkj ¼Hkoufoghu "kkykvksa }kjk ugha Hkjk tkos ½

Hkou dk izdkj	v/;;u gsrq d{kksa dh la[;k	vU; d{kksa dh la[;k
1- iDdk		
2- v)Z iDdk		
3- dPpk		
4- VsUV@rE cw		

- 3- fo|ky; esa miyC/k d{kksa ,oa vU; dejksa dh fLFkfr& Ñi;k d{kksa dh la[;k dh fLFkfr ds lkFk fy[ksa% ¼d{kk,i @vU; dejs½

fLFkfr	d{kksa	vU; dejksa	fVli.kh
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	dh la[;k	dh la[;k	
vPNh fLFkfr			
de ejEer dh vko";drk			
vf/kd ejEer dh vko";drk			
mi;ksx ;ksX; ugha			

- 4- fo|ky; esa lkoZtfud 'kkSpky; dh miyC/krk ¼gkj&1] ugha&2½
- 5- yM+fd;ksa ds fy, vyx ls 'kkSpky; dh miyC/krk ¼gkj&1] ugha&2½
- 6- deZpkfj;ksa ds fy, vyx ls 'kkSpky; dh miyC/krk ¼gkj&1] ugha&2½
- 7- fo|ky; esa fo|qr dh miyC/krk % ¼gkj&1] ugha&2½
- 8- fo|ky; esa fLFkr pgkjhokjh ¼ckm.M<sup>a</sup>hoky½ dh fLFkfr ¼dksM  a½  
iDdh&1] iDdh ysfdu VwVh gqbZ&2] rkjksa dh ?ksjkcanh&3] ckxvfr&4]  
dksbZ pgkjfnokjh ¼ckm.M<sup>a</sup>hoky½ ugha&5] vU;&6
- 9- cqd cSad ¼gkj&1] ugha&2½
- 10- D;k fo|ky; esa [ksy eSnku gS \ ¼gkj&1] ugha&2½
- 11- fo|ky;hu okpuky; esa fdrkksa dh la[;k
- 12- fo|ky; esa is;ty lqfo/kk dk lzksr ¼dksM fy[ksa½   
gS.M iEi&1] dqvkj&2] uy ty&3] vU;&4] is;ty lqfo/kk miyC/k ugha&5
- 13- vPNh dk;Zjr n"kk esa miyC/k dEl;wVjksa dh la[;k
- 14- fo|ky; esa jiV ¼Ramp½ CWSN fu%"kDr cPpksa gsrq  
¼gkj&1] ugha&2½
- 14- fo|ky; esa cPpksa dh cSBd O;oLFkk ¼dksM fy[ksa½
- IHkh fo|kfFkZ;ksa ds fy;s est&dqLhZ&1] dqN fo|kfFkZ;ksa ds fy;s  
est&dqLhZ&2] est&dqLhZ ugha cPps Q"KZ ij cSBrs gSa&3] fo|kfFkZ  
tehu ij cSBrs gaS&4
- 16- fo|ky; esa jlksbZ?kj ¼gkj&1] ugha&2½

**(C) izkpk;Z@iz/kkuk;/kid foj.k**

- 2- izkpk;Z@iz/kkuk;/kid dk uke \_\_\_\_\_
- 3- izkpk;Z@iz/kkuk;/kid dh 'kS{kf.kd ;ksX;rk \_\_\_\_\_
- 4- orZZeku fo|ky; esa izkpk;Z@iz/kkuk;/kid ds :i esa dk;Zjr o"kl  [;k

5- izkpk;Z@iz/kkuk/;kid ds :i esa dqy vuqHko ¼o"kksZa esa½   
 ¼izkpk;Z@iz/kkuk/;kid ds :i esa vU; fojky;ksa ds vuqHko dks Hkh lfEefyr  
 djsa ½

**(D) fojky;ksa dk ukekadu&**

**1- orZeku 'kS{kf.kd l= esa ukekafdr cPps ¼'kS{kf.kd l= 2007&08½**

ukekadu	d{k k &1		d{k k &2		d{k k &3		d{k k &4		d{k k &5		d{k k &6		d{k k &7		d{k k &8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
dqy ukekadu																
iqu% Áos"kh																
v-tk- ds ukekafdr cPps																
v-t-tk- ds ukekafdr cPps																
OBC ds ukekafdr cPps																
'kkjhfd v;ksX;rk okys cPps																
'kkyk R;kxh cPpsa dh la;k																

B -yM+ds, G -yM+fd;kj

**2- i;Zos{k.k okys fnol dks cPpsa dk ukekadu ,oa mifLFkfr foj.k**

d{k k	i;Zosf{kr fnol dks ukekadu						i;Zosf{kr fnol dks mifLFkfr					
	dqy		v-tk-		v-t-tk-		dqy		v-tk-		v-t-tk-	
	B	G	B	G	B	G	B	G	B	G	B	G
I												
II												
III												
IV												
V												

VI																	
VII																	
VIII																	

uksV&ukekadu ls vk”k; fo|ky; ds jftLVj esa izosf”kr cPpksa dh la[;kA  
mifLFkfr ls vk”k; Hkze.k okys fnu dks d{kk esa mifLFkfr cPpksa dh la[;kA

(E) ijh{kk ifj.kke ¼ foxr~ 'kS{kf.kd l= ½ 2006&07

3- foxr~ 'kS{kf.kd l= esa lEiUu okf”kZd ijh{kk dk Js.khokj ijh{kk fooj.k  
¼”kS{kf.kd l= 2006&07½

Js.kh	'kS{kf.kd l= ds vUr esa ukekadu						ijh{kk esa lfEefyr fo kFkhZ						ijh{kk esa mÜkh.kZ fo kFkhZ					
	dqy		vtk		vttk		dqy		vtk		vttk		dqy		vtk		vttk	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
d{kk &5																		
d{kk &8																		

B -yM+ds, G -yM+fd;kj

4- orZeku 'kS{kf.kd l= esa lEiUu okf”kZd ijh{kk dk Js.khokj ijh{kk  
fooj.k

¼”kS{kf.kd l= 2007&08½

Js.kh	'kS{kf.kd l= ds vUr esa ukekadu						ijh{kk esa lfEefyr fo kFkhZ						ijh{kk esa mÜkh.kZ fo kFkhZ					
	dqy		vtk		vttk		dqy		vtk		vttk		dqy		vtk		vttk	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
d{kk &5																		
d{kk &8																		

B -yM+ds, G -yM+fd;kj

(F) f’k{k&ikyd la?k

f'k{k d&i kyd la?k ¼PTA) dh fLFkfr &  
iq#"k

efgyk

dqy lnL;

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v-tk- lnL;

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v-t-tk- lnL;

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foxr rhu ekg ¼tuojh] Qjoh] ekPkZ 2008½  
esaa lEiUu cSBdksa dh la[;k &

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## vUos"kd&Ái=

- 1- vUos"kd dk uke \_\_\_\_\_
- 2- DISE fo|ky; dksM 

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- 3- fo|ky; Hkze.k dh fnukad 

		2008
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- 4- D;k fo|ky; izFke Hkze.k ds nkSjku [kqyk Fkk \ ¼gk;1] ugha&2½
- 5- ;fn ugha rks f}rh; Hkze.k dc fd;k x;k \ ¼fnukad½
- 6- D;k f}rh; Hkze.k ds nkSjku fo|ky; [kqyk Fkk \ ¼gk;1] ugha&2½
- 7- lwpuk; i izklr djus gsrq fo|ky; esa fd;s x;s Hkze.kksa dh la;k& ¼;fn nksuksa Hkze.k esa fo|ky; can feys rks BRC/CRC leUo;d ls IEidZ djds fo|ky; dks izfrLFkkfir fd;k tk;sA  
vUos"k.k ds izfr izpkp;Z@iz/kkuk;/kidksa dk n`f"Vdks.k&

n`f"Vdks.k	fo ky; ls izklr tkudkj dh vk/kkj ij Js.kh				
	cgqrv PN h	vPN h	lkekU ;	detk sj	vR;f/k d detksj
izpkp;Z@ iz/kkuk;/kid dh izkjafHkd izfrØ;k					
izpkp;Z@ iz/kkuk;/kid }kjk iznku dh xbZ tkudkj					
vfHkys[kksa dh miyC/krk					

- 1- D;k izpkp;Z@iz/kkuk;/kid }kjk ukekadu ,oa mÙkh.kZrk ds izfr"kr dh tkudkj vklkuh ls iznku dh xbZ \ ¼gk;1] ugha&2½
- 2- D;k izpkp;Z@iz/kkuk;/kid }kjk ukekadu ,oa vU; fooj.k ,d gh jftLVj ls iznku fd;s x;s \ ¼gk;1] ugha&2½
- 3- D;k f'k{k{kd fo|ky; esa mifLFkfr i=d mfpr izdkj ls Hkjrs gSa \ ¼gk;1] ugha&2½
- 4- D;k izpkp;Z@iz/kkuk;/kid ds ikl IHkh Js.f.k;ksa ds cPpksa dh o"kkZUr la{ksfidk fooj.k ¼Year end summary details½ miyC/k gS \

¼gkj&1] ugha&2½

5- D;k fo|ky; esa Ldwy fjiksVZ dkMZ miyC/k gSa \ ¼gkj&1] ugha&2½

6- D;k mifLFkfr i=d mfpr Ádkj ls Hkjs tkdj vyekjh esa j[ks tkrs gSa \ ¼gkj&1] ugha&2½

7- D;k fo|ky; esa f'k{k d le; ij vkrs gSa \ ¼gkj&1] ugha&2½

8- D;k fo|ky; esa DISE rF; laxzg.k Ák:i dh ,d Nk;k izfr miyC/k gS \ ¼gkj&1] ugha&2½

9- D;k vUos"kd dks fo|ky; esa okafNr tkudkj izklr djus esa dksbZ ijs"kkuh vk;h \ ¼gkj&1] ugha&2½

;fn gkj rks fo|ky; esa tkudkj izklr djus esa vk;h ijs'kkuh dk laf{klr C  k nsaA

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¼;fn mDr LFkku i;kZlr u gks rks ì Fkd~ ì "B dk mi;ksx djsa½

10- D;k fo|ky; esa lwpuk iVy gS \ ¼gkj&1] ugha&2½

11- D;k fo|ky; esa e/;kà Hkkstu gsrq Áko/kku gS \ ¼gkj&1] ugha&2½

12- cPpksa dks ijkslss tkus okys e/;kà Hkkstu dh xq.koÙkk dSIh gS \ ¼vUos"kd viuh fVli.kh nsa ½

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13- fo|ky; esas cPpksa dh cSBd O;oLFkk dSIh gS \ ¼dksM fy[ksa½

- 1- Vscy] dqlhZ ij
- 2- VkV iV~Vh ij
- 3- Q"kJ ij
- 4- vU;

Annexure - 2

## District Betul

Sr. No	Block	Name of School	School code
1	BETUL	GPS BADO	-
2	BETUL	PS UDADH	23350304001
3	BETUL	MS SOND	23350305902
4	BETUL	PS MRAMK	23350304101
5	BETUL	GPS MRAMK	23350304102
6	BETUL	PMSNAYDI	23350303903
7	BETUL	PSBETUL	23350300107
8	BETUL	HMSBETUL	23350300112
9	BETUL	PMSBETUL	23350301603
10	BETUL	PSBETUL	23350300701
11	BETUL	BPSBETUL	23350300601
12	BETUL	GMSBETUL	23350300610
13	BETUL	PS BETUL	23350302405
14	BETUL	PS AARUL	23350302901
15	BETUL	MS AARUL	23350302903
16	BETUL	PS MILAN	23350303201
17	BETUL	MS MILAN	23350303203
18	BETUL	MS BDORA	23350309603

19	BETUL	MSBETUL	23350300105
20	ATHNER	MS DHANI	23350308002
21	ATHNER	PS GUNKH	23350202101
22	ATHNER	MSGUNKHD	23350202102
23	ATHNER	PS GUJRM	23350202201
24	ATHNER	GMS ADNE	23350200708
25	ATHNER	MS JAVRA	23350202702
26	ATHNER	BMS ATHNER	23350200709
27	ATHNER	GPS ATHNER	23350200702
28	ATHNER	EXPS ATHNER	-
29	ATHNER	GPS ATHNER	23350200703
30	ATHNER	SRPMS AD	23350200707
31	CHINCHOLI	PS NSIRA	23350606301
32	CHINCHOLI	GMS CHIC	23350600103
33	CHINCHOLI	PS CHICH	23350606401
34	CHINCHOLI	BPS CHIC	23350600101
35	CHINCHOLI	PSSIGRI	23350600901
36	CHINCHOLI	EGS KHIDKIA DHANA	23350601003
37	CHINCHOLI	PS GODU	23350601001
38	CHINCHOLI	MS GODU	23350602002
39	CHINCHOLI	PS GODHNA	23350607401
40	CHINCHOLI	U.E.G.S SONPUR	23350600112
41	CHINCHOLI	MSGODHNA	23350607402
42	GHODADONGARY	MSCHARGAV	23350713202
43	GHODADONGARY	MS RANIPUR	23350700504
44	GHODADONGARY	MGMS BAGDONA	23350710602
45	GHODADONGARY	PS SHIBHAPUR	23350710501
46	GHODADONGARY	PSGHODADHOGRI	23350705403
47	GHODADONGARY	UEGS BEHDI	23350705502
48	GHODADONGARY	PS BEHADI	23350705501
49	GHODADONGARY	BPS GHODA.DO	23350705401
50	GHODADONGARY	MS SHOBHAPUR	23350707905
51	GHODADONGARY	BPS RANIPUR	23350700501
52	GHODADONGARY	MS GHODA DOGRI	23350705409
53	GHODADONGARY	PSDHANA	23350712901
54	GHODADONGARY	SAI S GHODADOGRI	23350705411
55	GHODADONGARY	GMS GHODA DOGRI	23350705407
56	GHODADONGARY	BMS GHODA	23350705408
57	MULTAI	MS GADIYA	23350810403
58	MULTAI	MSPRMNDL	23350807602
59	MULTAI	EX HMS MULTAI	23350807522
60	MULTAI	PS MULTAI	23350807501
61	MULTAI	PS PRMNDL	23350807601
62	MULTAI	SHISHUVS MUL	23350807519
63	MULTAI	RGPS MULTAI	23350807506
64	MULTAI	BPS MANDIYA	23350810401

65	MULTAI	GPS MANDIYA	23350810402
66	MULTAI	GHMS MULTAI	23350807525
67	MULTAI	NEW CS MULTAYI	-
68	MULTAI	HMSMULTAI	23350807524
69	MULTAI	PSCHIKHLI	23350807801
70	MULTAI	NMS CHIKHLI	23350807802
71	MULTAI	PS MULTAI	23350807507
72	MULTAI	NGMS MULTAI	23350807523
73	PRABHATPATTAN	VMS SHERGD	23350900802
74	PRABHATPATTAN	SRSVTI PS PRBHAT	23350900107
75	PRABHATPATTAN	PS SHERGD	23350900801
76	PRABHATPATTAN	NGMS NRKHEDA	23350900502
77	PRABHATPATTAN	NMS GODANI	23350900202
78	PRABHATPATTAN	PS GODANI	23350900201
79	PRABHATPATTAN	GPS MGONA	23350903202
80	PRABHATPATTAN	BMS PRBHT	23350900105
81	PRABHATPATTAN	GMS PATN	23350900106
82	PRABHATPATTAN	PS PRBHT	23350900101
83	PRABHATPATTAN	GPS PRBHAT PT	23350900103
84	PRABHATPATTAN	PSB PATN	23350900102
85	PRABHATPATTAN	BPS NRKHET	23350900501
86	PRABHATPATTAN	MS NRKHEDA	23350900503
87	PRABHATPATTAN	MS MNGONA	23350903203
88	PRABHATPATTAN	BPSMNGONA	23350903201
89	BHENSDEHI	MS CHICHOLI	23350413204
90	BHENSDEHI	NPS KOIDANA	23350414401
91	BHENSDEHI	PS NVAPUR	23350413401
92	BHENSDEHI	BPS VRAHPUR	23350413701
93	BHENSDEHI	GPS BRHAPUR	23350413702
94	BHENSDEHI	BPS GAMNGAV	23350407901
95	BHENSDEHI	MSBRHANPUR	23350413103
96	BHENSDEHI	MS GAMNGAV	23350407904
97	BHENSDEHI	GPS CHICHOLI	23350413202
98	BHENSDEHI	GMSGHAMNGAV	23350407902
99	BHENSDEHI	PS BHESDEY	23350413303
100	AML A	MS AML A	23350101219
101	AML A	PS RMLI	23350102701
102	AML A	GPS RMLI	23350109702
103	AML A	ST. THO.S AML A	23350662131
104	AML A	DRGES PS AML A	23350101222
105	AML A	MS NDPUR	23350102603
106	AML A	P.H.S. AML A	23350101305
107	AML A	GPS NADPUR	23350102602
108	AML A	SR PS AML A	23350101211
109	AML A	PS NADPUR	23350102601
110	AML A	HMS AML A	-

111	AMLA	NEW ENGLISH S AMLA	23350119701
112	AMLA	MS RMLI	23350102703
113	AMLA	MS AMLA	23350101217
114	AMLA	BRILENT SAMLA	23350101207
115	AMLA	PS AMLA	23350101213
116	AMLA	MS AMLA	-
117	BHIMPUR	PS BHIMPUR	23350505707
118	BHIMPUR	GMS BHIMPUR	23350505706
119	BHIMPUR	PS PIPRIYA	23350500901
120	BHIMPUR	NMS PIPRIYA	23350500903
121	BHIMPUR	BMS BHIMPUR	23350505705
122	BHIMPUR	GPS BHIMPUR	23350505702
123	BHIMPUR	BPS BHIMPUR	23350505701
124	BHIMPUR	PS KUND	23350500401
125	BHIMPUR	GPS DHANORA	23350500102
126	BHIMPUR	BPS GHNORA	-
127	BHIMPUR	PS HIDLI	23350506101
128	BHIMPUR	MS KUNDBKAJN	23350500402
129	BHIMPUR	MS GHNORA	23350500103
130	SHAHPUR	PS PTOVAPUR	23350100101
131	SHAHPUR	PS CHIKHLDA	23350100201
132	SHAHPUR	PS SHAHAPUR	23350100303
133	SHAHPUR	GMS SHAHPUR	23350100398
134	SHAHPUR	BMS SHAHAPUR	23350100399
135	SHAHPUR	GPS SHAHAPUR	23350100392
136	SHAHPUR	BMS BHORA	23350100809
137	SHAHPUR	BPS BHORA	23350100801
138	SHAHPUR	GMS BHORA	23350100808
139	SHAHPUR	PS JAMUNDANA	23350100801
140	SHAHPUR	GPS BHORA	23350100802
141	BHENSDEHI	GHMS BHESDEHI	-

## District REWA

Sr. No	Block	Name of School	School code
1	HANUMANA	PS KHATKHARI	-
2	HANUMANA	PS SHIV GAD	23140700902
3	HANUMANA	EGS KHORA	-
4	HANUMANA	EGS HSIVGADI	-
5	HANUMANA	PSG HATA	23140713201
6	HANUMANA	PS HANUMANA	23140708001
7	HANUMANA	EGS KORIYA HANUMANA	23140705303
8	HANUMANA	PS DAYAR HANUMANA	23140704201
9	HANUMANA	EGS CHORAHA ADIWASIT	-
10	HANUMANA	PS MURETHA	23140720901
11	HANUMANA	MS MATHI	23140708102
12	HANUMANA	EGS ARJUNPUR	23140718101
13	HANUMANA	MS DHABA GOTAM	2314076801
14	HANUMANA	PS GHOGAMI	23140709101
15	HANUMANA	EGS TELHA MAHATMA	23140711605
16	HANUMANA	MS DHABA	23140706101
17	HANUMANA	GJHS MISIRGNWAN	23140711301
18	HANUMANA	MS BEDAYA	-
19	HANUMANA	MS KHATKARI	-
20	HANUMANA	HMS KHATKARI	-
21	GANGEO	GHS GADE	23140802702
22	GANGEO	PS TENDUA	23140809001
23	GANGEO	BPS TENDUA	-
24	GANGEO	PS ETHADI	23140802301
25	GANGEO	PS BALGAD	23140802701
26	GANGEO	EGS MADKIHA	23140800202
27	GANGEO	PS PARASI	23140809202
28	GANGEO	PS MANIKALA	23140800707
30	GANGEO	MS MANGNWAN	23140800901
31	GANGEO	PS PARASI	23140809201
32	GANGEO	MS MSDIKALA	2314800301
33	GANGEO	MS AAVI	23140802201
34	GANGEO	HS PARASI	23140809201
35	GANGEO	EGS GODARI	23140814807

36	GANGEO	EGS MANGANWA	23140800901
37	GANGEO	MS BALWA PEKAN	23140808403
38	GANGEO	MS BELWA PETAN	23140808401
39	JAWA	PS BELWAPEKWAN	23140808402
40	JAWA	MS KUSUMEIDA	23140908901
41	JAWA	PS KHOHA	23140913501
42	JAWA	MS CHOKHADI	23140913201
43	JAWA	PS CHOKHANDI	23140913202
44	JAWA	PS BARAH	23140909002
45	JAWA	EGS AMBEDKAR DABORA	23140900710
46	JAWA	GHS DABHORA	23140900701
47	JAWA	APS DAMORA BAJAR	23140900702
48	JAWA	HS CHANDI	23140909601
49	JAWA	EGS HARIGAN BASTI	23140909005
50	JAWA	EGS HARIGAN ASTI	23140910203
51	JAWA	EGS HARIGAN CHANDI	23140909603
52	JAWA	EGS MAHLANTOLA	23140909602
53	JAWA	EGS TELIYATOLA CHAND	23140909604
54	JAWA	PS PANWAR	23140907001
55	JAWA	MS NAVATGANWA	23140902701
56	JAWA	MS MNUGNWAHN	23140909901
57	JAWA	MS AKORI	23140909702
58	JAWA	MS SATITIR	23140910001
59	JAWA	MS JAWA	23140910306
60	JAWA	PS JAWA	23140910307
61	JAWA	EGS BHRAV TOLA	23140910204
62	JAWA	PS GADWA	23140915001
63	JAWA	EGS BAHUDHAR NAGAR B	-
64	JAWA	MS ANDAWA	23140914901
65	NAIKHEDI	EGS KHATIKAN	23140908902
66	NAIKHEDI	PS NAIGADI	-
67	NAIKHEDI	PS JUDMINIYA	-
68	NAIKHEDI	MS MAHAVIRPUR	23140510401
69	NAIKHEDI	EGS SUMEDAKELA	-
70	NAIKHEDI	MS SENUA	-
71	NAIKHEDI	EGS CHIGARKA TOLA	-
72	NAIKHEDI	MS NARETI	-
73	NAIKHEDI	MS BHALUA	-
74	NAIKHEDI	MS PURWA	-
75	SIRMAUR	PS KUSULI	-
76	SIRMAUR	MS MANJHAGNWAN	23140411401
77	SIRMAUR	PS DHOHAPUR	23140411001
78	SIRMAUR	BMSMADO	23140410203
79	SIRMAUR	BPS BELAVA	-
80	SIRMAUR	GPSBELVA	23140416101
81	SIRMAUR	GPS KHERHN	23140415901

82	SIRMAUR	BPS KHERHN	23140415904
83	SIRMAUR	MSGMADO	23140410201
84	SIRMAUR	MS BELVASURSRI	-
85	SIRMAUR	EGS MJHIYAR	23140402107
86	SIRMAUR	EGS NVA	23140420401
87	SIRMAUR	EGS BIRKHAM	23140408802
88	SIRMAUR	MS SATHINI	23140414301
89	MAUGANJ	PS DIHVA	23140408101
90	MAUGANJ	MSMHUGJ	23140304004
91	MAUGANJ	EGSJMUHRA	23140300902
92	MAUGANJ	PS NODIYA	23140300303
93	MAUGANJ	PS KHIRI	23140313101
94	MAUGANJ	MS NODIYA	23140300204
95	MAUGANJ	GPS DUBGVA	23140303502
96	MAUGANJ	EGS PTAI	23140314302
97	MAUGANJ	MS DUBGAVA	23140303501
98	MAUGANJ	GPSNODIYA	23140300302
99	MAUGANJ	PS SUNDRPUR	23140305101
100	MAUGANJ	EGS JMUHRA	23140300903
101	TIYONATHAR	PS CHAKA	23140302401
102	TIYONATHAR	MS AMILIYA	-
103	TIYONATHAR	GPS SOHAGI	23140609601
104	TIYONATHAR	EGS KEVTAN	-
105	TIYONATHAR	PS DEDR	23140605401
106	TIYONATHAR	MS AMAV	23140611901
107	TIYONATHAR	PS PNCHHA	23140609902
108	TIYONATHAR	MS KONIYA	-
109	TIYONATHAR	PS SHIJGAR	23140906801
110	TIYONATHAR	EGS TONKI	23140611902
111	TIYONATHAR	MS MTIARI	23140611601
112	TIYONATHAR	MS KONIKHUD	23140611501
113	TIYONATHAR	MS ATOLO	23140615801
114	TIYONATHAR	EGS KONI	-
115	TIYONATHAR	GMS TYOTHR	23140607203
116	TIYONATHAR	MSTYOTHR	23140627203
117	TIYONATHAR	PS SHAHPUR	23140607401
118	TIYONATHAR	PS BABUPUR	23140607901
119	TIYONATHAR	MS GNGTRKAK	23140606101
120	TIYONATHAR	PS RVTIYA	23140610101
121	RAIPUR	MS PNCHHI	23140609901
122	RAIPUR	BPS JOGINIHAI	23140209302
123	RAIPUR	MS JOGINIHAI	23140209307
124	REWA	GMS MNIKVAR	23140206902
125	REWA	PS LKHORIBAG	23140110701
126	REWA	GPS AMHIYA	23140110401
127	REWA	MS CHURHT	231401205012

128	REWA	MS DVARI	23140121201
129	REWA	MS GODHAR	23140120901
130	REWA	BMS REVA	23140109801
131	REWA	MS ATRELA	23140904601
132	REWA	PSSIKRMKHANA	23140110101

## District NARSINGHPUR

<b>Sr. No</b>	<b>Block</b>	<b>Name of School</b>	<b>School code</b>
1	NARSINGHPUR	PS RONSARA	23400114302
2	NARSINGHPUR	MS BENSA	23400000632
3	NARSINGHPUR	MS ROSARA	23400104301

4	NARSINGHPUR	PS MAGARDHA	23400118401
5	NARSINGHPUR	PS NAPUDUA	23400118501
6	NARSINGHPUR	MS MARGADHA	23400118402
7	NARSINGHPUR	PS KLAYANPUR	23400108901
8	NARSINGHPUR	PS BARUREKHA	23400107901
9	NARSINGHPUR	PS PULISH ;AIN 2	23400113903
10	NARSINGHPUR	MS KANDERI	23400113802
11	NARSINGHPUR	MS SHIHPUR	23400107301
12	NARSINGHPUR	GPS SHIHPUR	23400111702
13	NARSINGHPUR	GMS SHIHPUR	23400107308
14	NARSINGHPUR	EGS TONA BES	23400108605
15	NARSINGHPUR	PS PALA	23400108701
16	NARSINGHPUR	PS NYAKHEDA	23400108001
17	NARSINGHPUR	MS BARUKHA	23400107902
18	CHICHOLI	PS BTESRA	23400213401
19	CHICHOLI	MS BTEKHRA	23400213402
20	CHICHOLI	PS KHAMRIYA	23400213801
21	CHICHOLI	NMS KHAMRIYA	23400213802
22	CHICHOLI	MS PNARI	23400204702
23	CHICHOLI	MSKRPGAV	23400205102
24	CHICHOLI	PS NARGI	23400204901
25	CHICHOLI	PSKRPGAV	23400205101
26	CHICHOLI	PS MALHANVADA	23400205001
27	CHICHOLI	MS MALHANVADA	23400205002
28	CHICHOLI	PS TIKTOLI	23400212601
29	CHICHOLI	PS EMLIYA	23400210201
30	CHICHOLI	NMS TIKTOLI	23400212602
31	CHICHOLI	MS EMLIYA	23400210202
32	CHICHOLI	PS BNDELUR	23400213501
33	KARELI	MS HIRNPUR	23400403901
34	KARELI	GMS BRMAN	23400409401
35	KARELI	GMS AAMGAV	23400410904
36	KARELI	BPS AMNGAV	23400410901
37	KARELI	MS KRELI	23400415202
38	KARELI	BMS BRMAN	23400409404
39	KARELI	GPS BRMAN	23400409403
40	KARELI	BPS BRMAN	23400409402
41	KARELI	MSBHUGVARA	23400408902
42	KARELI	GPS KRELI	23400415001
43	KARELI	GMS KRELI	23400415002
44	KARELI	PS BHUGVARA	23400408901
45	KARELI	GMS KRELI	23400415402
46	KARELI	GPS AMGVA	23400411001
47	KARELI	PS SIMRIYA	23400411001
48	KARELI	MS MIDLI	23400409501

49	KARELI	MS BITALI	23400402402
50	SAIKHDI	PS PIDVANI	23400504901
51	SAIKHDI	MS NANDER	23400403101
52	SAIKHDI	PS MIDVANI	23400504102
53	SAIKHDI	MS JHAJHN	23400502702
54	SAIKHDI	PSKAMTR	23400502501
55	SAIKHDI	PSPIDHHRA	23400502401
56	SAIKHDI	PS JHAJHN	23400502701
57	SAIKHDI	MS PIDVANI	23400508502
58	SAIKHDI	MSMIDVANI	23400507302
59	SAIKHDI	PS DEVRI	23400504201
60	CHANWARPATHA	PS CHAVRPADHA	23400613802
61	CHANWARPATHA	MS CHAVRPADHA	23400613801
62	CHANWARPATHA	MSRUKVARA	23400614101
63	CHANWARPATHA	PSBRMALKHUD	23400613901
64	CHANWARPATHA	PS RUKVARA	23400614102
65	CHANWARPATHA	MS LOLRI	23400607902
66	CHANWARPATHA	PS LOLRI	23400607901
67	CHANWARPATHA	PS GUHORI	23400604101
68	CHANWARPATHA	PS GMUNIYA	23400604201
69	CHANWARPATHA	NMS DEVRI	23400604002
70	CHANWARPATHA	PS DEVRI	23400604001
71	CHANWARPATHA	MS KASHIKHERA	23400608602
72	CHANWARPATHA	GMS DOMI	23400609304
73	CHANWARPATHA	GPS DOMI	23400612704
74	CHANWARPATHA	EGS KOENGR	23400608603
75	CHANWARPATHA	PSKASHIKHEDI	23400608601
76	CHANWARPATHA	PS EMLIYA	2340060901

## District SHEOPUR

Sr. No	Block	Name of School	School code
1	SHEOPUR	PS SAIKALA	2301907801
2	SHEOPUR	PS CHAMBALCALONI	23010926316
3	SHEOPUR	PS NO.1	23010926313
4	SHEOPUR	ADIWASI BALAK ASHRAM	23011004703
5	SHEOPUR	MS SHEOPUR	23010926303
6	SHEOPUR	MS NO.1 SHEOPUR	23010926306
7	SHEOPUR	PS CHHAMBALCOLONI SH	23010926910
8	SHEOPUR	PS SHEOPUR	23010926314
9	SHEOPUR	URDU MS SHEOPUR	-
10	SHEOPUR	PS BARDHA BUJURG	23010908601

11	SHEOPUR	MS BARDHABUJURGA	23010908604
12	SHEOPUR	MS RAIPUR	23010909803
13	SHEOPUR	PS RAIPUR	23010909802
14	SHEOPUR	PS RAIPUR	23016909802
15	SHEOPUR	MS CHAMBALKALONI SHEOPUR	23010926301
16	SHEOPUR	PS SHEOPUR	23010926315
17	SHEOPUR	PS SHEOPUR	23010926309
18	SHEOPUR	MS KALA	23010926304
19	SHEOPUR	PS SHEOPUR	23010926312
20	KARAHAL	PS KARHAL	23012004702
21	KARAHAL	MS SHEOPUR	23010926312
22	KARAHAL	PS SIRSANWADI	23011012002
23	KARAHAL	PS GORASH	23011004701
24	KARAHAL	PS KAMLI	23011000901
25	SHEOPUR	PS SHEOPUR	23010926317
26	KARAHAL	SC GA KARHAL	23011010710
27	KARAHAL	MS KARAHAL	23011010717
28	KARAHAL	MS GORASH	23011004705
29	KARAHAL	PS PARATWADA	23011012001
30	KARAHAL	MS SILPUR	23011011503
31	KARAHAL	PS SAIKHEDA	23010907802
32	KARAHAL	MS PARTWADA	23011012003
33	KARAHAL	PS SILPUR	-
34	SHEOPUR	PS JWALAPUR	23010908201
35	SHEOPUR	MS SAIKHEDA	23010907803
36	SHEOPUR	HINDI GANDHI PS SHOOL	23010926311
37	KARAHAL	PS PANWADA	23011011202
38	KARAHAL	PS SARARI	23011014001
39	KARAHAL	PS GOVARDHAN	23011010802
40	SHEOPUR	MS BAGDUA	23010906601
41	KARAHAL	PS BADRETHA	-
42	KARAHAL	SC GPS KARHAL	-
43	KARAHAL	MS BASEDA	-
44	KARAHAL	PS SHRI PURA	-