

5% Random Sample Checking of

DISE DATA 2007-08

Final Report

Submitted to:

**ORISSA PRIMARY EDUCATION
PROGRAMME AUTHORITY (OPEPA)
BHUBANESWAR**

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ABBREVIATIONS

AIE	:	Alternative and Innovative Education
BRC	:	Block Resource Centre
BRCC	:	Cluster Resource Centre Coordinator
CRC	:	Cluster Resource Centre
CRCC	:	Cluster Resource Centre Coordinator
DCF	:	Data Capture Format
DISE	:	District Information on School Education
DPC	:	District Project Coordinator
DPEP	:	District Primary Education Programme
EGS	:	Education Guarantee Scheme
EMIS	:	Education Management Information System
HM	:	Head Master
HS	:	High School
HT	:	Head Teacher
MDM	:	Mid Day Meal
MIS	:	Management Information System
MPL	:	Municipality
NAC	:	Notified Area Council
NIEPA	:	National Institute for Educational Planning and Administration
OPEPA	:	Orissa Primary Education Programme Authority
PES	:	Post Enumeration Survey
PS	:	Primary School
PTA	:	Parent Teacher Association
SSA	:	Sarva Shiksha Abhiyan
TLM	:	Teaching Learning Material
TLE	:	Teaching Learning Equipment
UEE	:	Universalization of Elementary Education.
UP	:	Upper Primary
VEC	:	Village Education Committee

PREFACE

Orissa Primary Education Authority (OPEPA) has been making sincere efforts to promote universal access to elementary education in the state. It has initiated a number of steps to implement the provisions of SSA (SARVA SHISHYA ABHIYAN) in letter and spirit. It values the need for appropriate data management practices to keep a watch on the emerging trends and cumulative performance at periodic intervals.

OPEPA has already covered a lot of ground in evolving an IT (Information Technology) based MIS system. Its website is one of the best in the country. This could not have been achieved in a day or ad hoc efforts of a few. The secret of the success lies in the strong sense of dedication and hard work of all those who have been associated with it in different capacity in its big chain of activities around grass root level schools to Block, District and State offices.

It always has been a great experience in working in partnership with OPEPA to advance the cause of elementary education in Orissa. The diverse socio-economic and educational matrix of the state needs to be understood in quantitative and qualitative terms to guide targeted interventions in areas which lag behind in terms of educational parameters necessitating urgent attention and remedial action. This underscores the importance of systematic collection, updating and analysis of data in reference to critical performance indicators.

Annual compilation of District level information on school education (DISE) therefore assumes great significance because it reflects the gaps and challenges and sets priorities for action. The Head Masters of respective schools feed the information in the standard prescribed formats. As a validation exercise, CYSD has done 5 % sample checking of DISE data of Balasore, Bargarh and Kalahandi districts. It is pleasant to note that most of the original entries match primary survey findings. The variations noticed are minimal in nature and mostly due to human error in inputting data.

I acknowledge with gratitude the cooperation and support extended by OPEPA and grass root personnel associated with DISE in completing the assignment in time and with quality. We specially thank the Headmasters of Sample Schools for sharing needed records and facilitating on the spot observations by the study team. We look forward to more such studies and partnerships in future.

Bhubaneswar
March 2008

P.K.Sahoo
Chairman

EXECUTIVE SUMMARY

Sarva Shiksha Abhiyan is an innovative programme to achieve the goal of Universalisation of Elementary Education(UEE).It aims at achieving universal elementary education by 2010. The success of this programme is highly dependant on need based planning for designing appropriate strategies for addressing the issues of universal access, retention and quality education. Development of a sound information system is, therefore, crucial for successful planning , monitoring and implementation of the programme.

District Information System(DISE) has served as an important tool for school based computerized information system for planning and monitoring. The educational variables involved in DISE have been standardized and are uniformly followed by all districts and states.

In Orissa DISE has been in use since the implementation of DPEP –I. But at the time of implementation of SSA , the scope of DISE was extended to the entire elementary level of education and coverage was also extended to all districts of the state.

The data is collected from schools through DISE format each year .The precision of the collected data is most important . The mechanism involved for the collection of data needs to be systematic.

The purpose of the present study was to cross check DISE data of 2007-08 of 5% sample schools of 3 districts of Orissa i.e Balesore, Baragarh and Kalahandi. The sample districts were selected on the basis of the NUEPA guideline.

The board objectives of the study were to cross check the DISE data with the PES data collected and find out the degree of variation, if any,to prepare a summary report relating to training of HMs in filling up the DISE formats ,to study the state of infrastructure in the district MIS unit, to examine the application of DISE data at the school level ,to collect suggestions for quality improvement in DISE format.

The schools were chosen from the selected blocks of the three districts. The blocks were selected on the basis of location such as near to the headquarter and remote areas, concentration of tribal population etc. A total of 370 schools were selected out of the total school of 7334 of three districts. (Baragarh – 104 out of 2065 schools, Balesore – 155 out of 3077 schools and Kalahandi-111 out of 2192 schools).The study covers 11 blocks, 3 municipalities and one NAC each of three districts i.e Balesore, Baragarh and Kalahandi. Blocks, MPL and NAC were selected randomly ensuring the representation of both rural and urban and inclusion of all types of schools across school management

Special Data Capturing Formats designed by NUEPA was used for sample checking of DISE data in Post Enumeration Survey. Comparison of PES data was made with the filled in DISE data to assess the precision level).

The deviation of data ignoring + was computed and precision level of DISE data was ascertained.

80% of the head masters responded well for the cross checking of DISE data. Availability of records was good in 68% schools but only 60% schools the records were found updated. Majority of schools has given satisfactory response. In fact they should be made thoroughly clear about the system, the objectives of the data collection process and its utility.

All the three districts have adequate number of Computer personnel. The assets position is also adequately maintained. Training programmes were organized at the cluster level. Among the three sample districts, maximum numbers of H.Ms were trained in Balesore followed by Baragarh district. In last three month CRCCs of Baragarh districts have visited 56% schools more than 3 times followed by CRCCs of Kalahandi (27%) and Balesore(21%). Kalahandi districts are lagging behind in comparison to other districts.

As per observation notes of the investigators, in Baragarh district 98 schools out of 104 schools have VECs while in Balesore 153 out of 155 and in Kalahandi 105 out of 111 schools have formed VECs. The frequency of meeting was found to be irregular in most cases. The overall deviation of DISE data from PES data taking all comparable items and sub-items into consideration is 13.97 % thereby giving a precision level of 86.03 % for use in planning for SSA intervention.

The items like Location of Schools, Type of Schools, and Category of Schools show cent percent precision level. Items such as highest class in Schools, Status of School Building, School management, No of Teachers, No of SC students, No of ST students, Total enrollment of students, No of students enrolled for Class-V examination, no of student's appeared for Exam. & no of students passed in the Exam-2006-07 show variation upto 10%.

Items with a deviation of more than 11% to 20% include items like No of students enrolled for Class-VII examination, no of student's appeared for Exam. & No of students passed in the Exam-2006-07. Items with a deviation of 21% 40% include only one items i.e no of repeater students.

Items with a deviation of 41% to 60% include items like No of students given free textbooks & No of disability students.

Overall, district and state level functionaries have given adequate thrust in training and compiling of DISE data at the field level. But in terms of monitoring of the work, they need to be more focused and provide adequate support to the field level functionaries.

1.1 The Context

One of the most significant elements of the post-independence educational policy has been to provide free and compulsory education to all children at least up to elementary stage. The constitutional directional directive has been spelt out clearly and emphatically in the National Policy on education (NPE) 1986 and its programme of Action (POA), 1992. The policy envisages that free and compulsory education of quality should be provided to all children up to the age of 14 years before the commencement of 21st century.

Despite encouraging status indicating growth in India's primary education glass is two-third full and one third empty (World Bank, 1997). Disparity in access, retention and achievement are prominent among gender groups, disadvantage groups and urban and rural learners. Since the World's Declaration of Education for All, 1990 there has been renewed interest in and commitment to accelerating the expansion of basic education for all.

The launching of centrally sponsored programmes like DPEP and SSA at the national level for emphasizing the capacity building of functionaries and pedagogical innovations, the scenario has been changing through intensive community participation and holistic planning. Sarva Shiksha Abhiyan(SSA) is an unique and innovative programme implemented in all the states and UTs with an objective to attain UEE .The board objectives of SSA are:

- ❖ All children (aged 6-14) in schools or EGS or AIE by 2005
- ❖ All children complete five years of primary schooling by 2007
- ❖ All children complete 8 years of elementary schooling by 2010
- ❖ Focus on elementary education of satisfactory quality with emphasis on education for life
- ❖ Bridge all gender and social category gaps at primary stage by 2007 and at Upper primary stage by 2010
- ❖ Universal retention by 2010

The objectives set for SSA are time driven with an explicit announcement to achieve the targeted goal by 2010. Therefore, the strategies and interventions to be adopted for ensuring education of the highest quality for all the children of relevant age group are required to be properly planned.

1.2 Rational of the study

The preparation of need based planning is the most crucial factor in designing appropriate strategies for addressing the issues of universal access, retention and quality education. For this the authentic database plays a pivotal role.

Like in DPEP, under SSA the data on various indicators relating to school education are being collected through DISE each year. The information /data collected through DISE plays a key role for preparation of Annual Work Plan & Budget for the districts and state.

Filling the Data Capturing Format (DCF) in each school collects DISE data. The reliability of data depends on the type of training imparted to the all the functionaries involved in the process of data collection. Sample checking of the data already collected from the school provides insight to assess the strength/weaknesses in the process of DISE collection. Post enumeration Survey (PES) has shown the deviation level in collection of DISE data in various indicators.

The purpose of the present study was to cross check DISE data of 5% sample schools of 3 districts of Orissa i.e Balesore, Baragarh and Kalahandi. The sample districts were selected on the basis of the NUEPA guideline.

1.3 District Information on School Education (DISE)

The data collected through DISE has completely eliminated the time lag. Each year the data has been collected with a reference date as on 30th, September. So time series data have been available: for the SCHOOL, CLUSTER, BLOCK, DISTRICT, and STATE & NATIONAL LEVELS.

The components of DISE or the data collected through DISE include school location, type of school, management of school, rural-urban, enrollment, type, Management, rural-urban, enrollment, buildings, classrooms, equipments, incentives, medium of instruction, examination results and students flow.

Extensive data was collected on Teachers, para teacher. Number of disable children with their disability, schooling facilities and infrastructure, training status of teachers, SC/ST/OBC children enrollment and teachers and minority enrollment.

The data collected through DISE can be used to generate pool of information, which proves to be key for policy formulation, planning, and implementation, Monitoring, Research and decision support system.

The information collected through DISE relates to following aspects

- TOTAL SCHOOLS, RURAL SCHOOLS, TOTAL ENROLMENT
- RURAL ENROLMENT, TEACHERS (GOVT. /PVT.)
- PERFORMANCE INDICATORS BY SCHOOL CATEGORY
- ENROLMENT (TIME SERIES) GRADE WISE
- GER/NER
- ENROLMENT OF SC/ST
- INDICATORS BY SCHOOL CATEGORY
- FLOW RATES (REPETITION RATE, DROP OUT RATE, PROMOTION RATE)
- ENROLMENT OF CHILDREN WITH DISABILITY
- TRANSITION RATE
- COMPLETION RATE
- CLASSROOMS: AVERAGE
- NO. OF SCHOOLS BY TYPE OF BUILDING
- POSITION OF TEACHERS BY EDUCATIONAL QUALIFICATION
- EXAMINATION RESULTS
- PARA TEACHERS
- GENDER AND CASTE DISTRIBUTION OF TEACHERS
- ENROLMENT BY MEDIUM OF INSTRUCTIONS
- % OF TOTAL GROSSNESS
- % SCHOOLS RECEIVED TLM & SDG GRANT
- INCENTIVES: NUMBER OF BENEFICIARIES: BY TYPE OF INCENTIVES

The present study was conducted to assess the precision level of DISE data collected for the year 2007-08 by making a cross checking through Post Enumeration Survey.

2.1 Objectives

The board objectives of the study were as follows:

- ❖ To cross check the DISE data with the PES data collected and find out the degree of variation, if any
- ❖ To prepare a summary report relating to training of HMs in filling up the DISE formats
- ❖ To study the state of infrastructure in the district MIS unit
- ❖ To examine the application of DISE data at the school level
- ❖ To collect suggestions for quality improvement in DISE format

2.2 Sample of the study

The sample checking of DISE data was done in three districts of Orissa. The schools were chosen from the selected blocks. The blocks were selected on the basis of location such as near the headquarter and remote areas, concentration of tribal population etc. The sample details are given in Table-2.1 & 2.2.

Table - 2.1

Sample Details

SL	District	Total no of Schools in the District	No of Sample schools selected	Percentage
1	Baragarh	2065	104	5.04
2	Balasore	3077	155	5.04
3	Kalahandi	2192	111	5.06
	Total	7334	370	5.04

Table – 2.2

No of Schools taken as Sample in different Blocks & ULBs as per School category

District	Block/ ULB	No of sample schools	No of PS	No of Pry. With UPS	No of Pry. with HS	No of Only UP	No of HS
Balasore	Balasore MPL	16	11	3	2	0	0
	Jaleswar NAC	9	2	5	0	2	0
	Sadar	41	17	20	0	4	0
	Jaleswar	34	18	11	0	5	0
	Nilagiri	30	15	10	1	4	0
	Simulia	25	12	10	0	3	0
Total	Number	155	75	59	3	18	0
	Percentage		48.39	38.06	1.94	11.61	0.00
Baragarh	Baragarh MPL	10	5	2	2	1	0
	Padmapur NAC	4	1	3	0	0	0
	Baragarh	28	12	10	1	5	0
	Attabira	32	12	17	1	2	0
	Paikamal	30	20	7	2	1	0
Total	Number	104	50	39	6	9	0
	Percentage		48.08	37.50	5.77	8.65	0.00
Kalahandi	Bhawanipatna MPL	9	3	3	2	1	0
	Bhawanipatna	36	14	13	0	4	5
	Jaipatna	26	16	6	1	2	1
	Kokasara	23	12	4	1	3	3
	Th.Rampur	17	6	10	1	0	0
Total	Number	111	51	36	5	10	9
	Percentage		45.95	32.43	4.50	9.01	8.11
Sample Total	Number	370	176	134	14	37	9
	Percentage		47.57	36.22	3.78	10.00	2.43

2.3 Scope and Delimitation of the study

The study covers 11 blocks, 3 municipalities and one NAC each of three districts i.e Balesore, Baragarh and Kalahandi. Blocks, MPL and NAC were selected randomly ensuring the representation of both rural and urban and inclusion of all types of schools across school management.

Due consideration was also accorded to the schools predominately located in SC/ST and minority area. The study is delimited to the variation in data dependent on the supplied state data and the data provided by the sample schools at the time of data collection by the project team.

2.4 Tools for the study

Special Data Capturing Formats designed by NUEPA was used for sample checking of DISE data (Annexure-2) in Post Enumeration Survey. Comparison of PES data was made with the filled in DISE data to assess the precision level.

2.5 Procedure of Data Collection

a) *Collection of Primary data*

The list of school imparting education up to the elementary classes in respect of both three districts were obtained from the Project Directorate of SSA. The devised formats for sample checking along with instructions manual for special data collection format indicating the Project Directorate also provided necessary clearance of concepts/definitions

b) *Collection of Secondary data.*

Three teams were constituted under the leadership of Principal Investigator. Each team comprised of six field investigators. The field investigators were trained on the various aspects of DISE and PES formats. After orientation, each team spent about 20 days in one allotted district. The schedule of data collection was as follows: Kalahandi(12th January-2 February),Balasore(14th January-3 February) and Baragarh(16th January-3 February).

2.6 Data Analysis

Data collected through Data Capturing Formats was entered in to the computer. The filled in information of DISE of the sample schools was collected from the state project office. The deviation of data ignoring + was computed and precision level of DISE data was ascertained.

REFERENCE PERIOD:

The DISE data pertains to the year 2007-08 with 30th September as reference date. The post enumeration survey also pertains to the same period but was conducted in the month of January- February 2008 in all the three districts.

2.7 List of Non- Comparable Items

The basic and the only postulated objective of the Post Enumeration Survey (PES) is to ascertain the correctness or otherwise of the DISE data as it serves as a powerful tool in the shape of database in the hands of Planners and Strategists for determining future planning strategies for the system of elementary education and its improvement all-round. A factual and reliable database would consequently be followed by appropriate policies and strategies, which would balance the system and any mis-estimation, would definitely lead to imbalance as a consequence of in-appropriate policies and strategies.

The formats for post enumeration survey for drawing a comparison with the already filled-in DISE formats should reasonable have been the same to ensure cent percent achievement of the intended objective. But the format devised for post enumeration survey titled “special DCF for post enumeration survey” is to a great extent different one and has additions and derelictions and consequently the information collected from the field on such items could be put to no comparison with the DISE information.

However, most of the items have similarity and only such items could be put to comparison and the reliability and validity of the DISE data could be ascertained. The comparison of the two data sets on items-wise basis is reflected in the ensuing pages of the report. In the post enumeration survey (PES), which has no corresponding similarity in the DISE Format, have obviously no bearing on the objectives of the survey. Such non-comparable are detailed below:

- Pre-primary section attached to school
- Total students pre-primary
- No of instructional day last academic year.
- No of academic inspections last academic year
- Residential or non residential
- No of visits by BRC & CRC coordinators last academic year
- Details of school development grants (SSA)

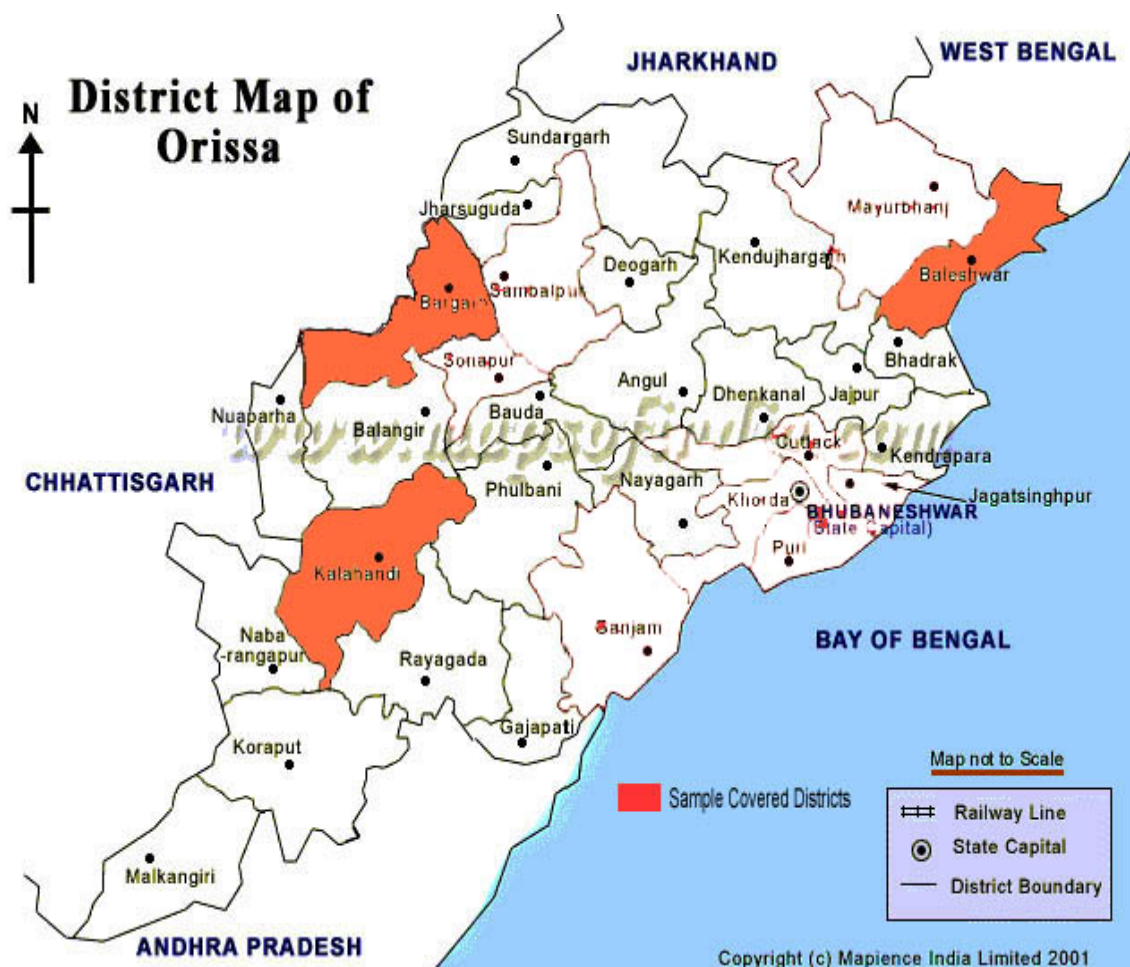
- School Maintenance grants (SSA)
- TLM Grants (SSA)
- Funds collected from students
- Funds from other sources
- Medium of instruction.
- No of classrooms having blackboard for students.
- Book Bank
- No. Of Blackboards
- No of Almirahas
- No. of Trunks.
- No. of Books in school library
- Medical check-up of student
- School data capture format for teachers.
- New admissions & transfer cases.
- Enrolment by age.
- Enrolment by medium of instruction.
- Incentive details last academic year
- Incentive details current academic year
- Educational Qualification of the H.M
 - Number of years working as H.M in the Present School
 - Number of years experience as H.M
- Enrolment and attendance details of if children on the day of the survey.
- Grade wise examination details for the last academic year.
- Year of establishment of school
- Teachers details male-female
- Non teaching staff details male-female

Profile of Sample District

Table-2.3

Reference	Name of District		
	Baragarh	Balasure	Kalahandi
Total population	1346336	2024508	1335494
Male	681500	1036511	667526
Female	664836	987997	667968
SC population	260719	381422	236019
ST population	260691	228458	382573
Literacy	64.0 %	70.6 %	45.9 %
Sex ratio (female per 1000 males as on 2001)	976	953	1001

Map showing the sample district covered under 5% sample checking of DISE data.



3.1 Information on feedback schedule

The field observation schedule was used to collect the data regarding field observation of investigators and supervisors regarding training of Headmasters in terms of school report cards, school display board, suggestions and recommendations for improving the quality of DISE data etc. The information collected on the schedule among other things provides us some useful feedback about the practical problems & bottlenecks in the collection of DISE data.

3.1.1 Observation on Headmasters

In the DISE data collection process, the format/questionnaire is to be filled in by the H.M of the school. In the survey an attempt was made to know the attitude of Head Master towards the investigator in providing the information, the results are thrown-out in the following table.

Table-3.1.1

Observation on cooperation of Head Teachers of Sample schools

Observation	Sample	Very Good	%	Good	%	Average	%	Poor	%
Initial Reaction	370	6	1.62	296	80	67	18.11	1	0.27
Response of HT to provide Data		10	2.70	278	75.13	77	20.81	5	1.35
Availability of Records		4	1.08	252	68.10	106	28.65	8	2.16
Maintenance of Records		2	0.54	235	63.51	121	32.70	12	3.24
Updation of Records		2	0.54	223	60.27	119	32.16	26	7.03

The above table shows that as a whole good initial response was noticed in 80% head masters about cross checking of DISE data. 75% H.M responded in good manner in providing data to the investigators. Availability of records was good in 68% schools but only 60% schools, the records were found updated. The district wise detail records are shown in the following tables.

Table-3.1.2

Initial Reaction of the HM									
District	Sample	Very Good	%	Good	%	Average	%	Poor	%
Balasore	155	1	0.65	146	94.19	8	5.16	0	0
Kalahandi	111	1	0.90	67	60.36	43	38.74	0	0
Baragarh	104	4	3.85	83	79.81	16	15.38	1	0.96

94% H.M's initial reaction was good in Balasore district while in Kalahandi only 60% H.M response was good. In Baragarh district, nearly 80% H.M showed good interest in collection of data as per the observation report of the investigators.

List of records expected to be maintained by schools

1. Student Attendance Register
2. Teacher attendance register
3. Admission register
4. Resolution book of VEC
5. Notice Book of VEC
6. Stock Book of Text Book
7. Distribution of Text Book
8. Unit Test Register
9. DR Form
10. Living and Transfer Register
11. School Mirror Register
12. Incentive Register
13. Log Book

Table-3.1.3

Availability of Records									
District	Sample	Very Good	%	Good	%	Average	%	Poor	%
Balasore	155	2	1.29	116	74.84	36	23.23	1	0.65
Kalahandi	111	2	1.80	65	58.56	39	35.14	5	4.50
Baragarh	104	0	0.00	71	68.27	31	29.81	2	1.92

In case of availability of records, Balasore district performed better than other two districts.

Table-3.1.3 A

Availability of Record by Type			
Very Good	Good	Average	Poor
Student Attendance	Admission Register	Incentive Register	Living & Transfer Register
Teacher's Attendance	Unit Test register	Resolution of VEC	School Mirror Register
-	DR Form	Distribution of Text Book	Log Book
-	Stock Book of Text Book	-	-
-	Notice of VEC	-	-

Criteria

1. Very Good – Record available & 100% update
2. Good – Record available and 80% update
3. Average – Record available & 60% update
4. Poor – Record available & less than 40% update

Table-3.1.4

Maintenance of Records									
District	Sample	Very Good	%	Good	%	Average	%	Poor	%
Balasore	155	0	0	106	68.39	45	29.03	4	2.58
Kalahandi	111	2	1.80	60	54.05	43	38.74	6	5.41
Baragarh	104	0	0	69	66.35	33	31.73	2	1.92

In case of maintenance of records, Balasore and Bargarh districts rated better than Kalahandi district.

Record

<i>Maintained regularly</i>	<i>Not maintained regularly</i>
Student attendance	Distribution of text book register
Teacher attendance	Unit Text Register
Admission register	Resolution of VEC Meetings
Stock register of Text Book	Incentive Register
Notice Book of VEC	School Leaving and transfer register
-	School mirror register
-	Log Book

Table-3.1.5

Updation of Records									
District	Sample	Very Good	%	Good	%	Average	%	Poor	%
Balasore	155	0	0	96	61.94	41	26.45	18	11.61
Kalahandi	111	2	1.8018	60	54.05	43	38.74	6	5.41
Baragarh	104	0	0	67	64.42	35	33.65	2	1.92

Form the above-depicted information it is clear that though majority of schools have given satisfactory response but a good number of schools have not responded in a desirable way and have not kept and maintained their records available in order. This situation is a cause of concern as the respondents are not ordinary people but most educated and well versed and are expected to have full knowledge of the data collection process and its subsequent utility for effecting improvements in the whole educational scenario.

This again warrants that detailed and thorough instructions and training must be arranged for the Head Teachers before they are required to fill-up the DISE formats. In fact they should be made thoroughly clear about the system, the objectives of the data collection process and its utility.

Record Updation details

Very Good	Good	Average	Poor
Student Attendance	Admission Register	Incentive Register	Living & Transfer Register
Teacher's Attendance	Unit Test register	Resolution of VEC	School Mirror Register
-	DR Form	Distribution of Text Book	Log Book
-	Stock Book of Text Book	-	-
	Notice of VEC		

Criteria:

1. Very Good – Record 100% update
2. Good – Record 80% update
3. Average – Record 60% update
4. Poor – Record less than 40% update

3.1.6 Children enrolled/ attending school on the day of the survey

Data Source:

1. Class wise physical counting
2. Attendance register verification
3. Mid-day meal register

Table-3.1.6

Districts	Total no of students Enrolled	Total no of students present on the day of visit	% of students present on the day of visit
Baragarh	17077	12356	72.35
Balasore	27946	17456	62.46
Kalahandi	16570	10445	63.04

Attendance is a crucial indicator of the academic participation of the students. Student attendance is a critical variable for success of the school education programme. It is disturbing to note that a big percentage of students did not come to school on the day of visit. Attendance was comparatively better in Balasore district compared to Bargarh and Kalahandi districts.

3.1.7 Suggestions for improving the quality of DISE data

DISE data is a crucial input for the planning and implementation of SSA. At the district level and at the block level training programmes were organized in a systematic procedure on DISE. In the monthly meeting at the cluster level Discussion was also held on DISE by the CRCCs.

However to improve the quality of DISE data collection some of the suggestions made by the H.M are listed below

- Training duration should be extended.
- Workshop may be organized at the time of data compilation
- Follow up action by district and block level officials at the time of data collection and compilation.
- Separate training at cluster level for all head teachers.

- Regular follow up action by state authorities
- Referral training to staff on new information and technology and up dated revised plan.

Keeping in view the observations of the investigators and the suggestions made by the H.M, it can be clearly stated that training programme should be made at the cluster level and regular on-site support to the H.M for filling up the formats.

3.1.8 Number of teachers present on the day of the visit:

Teachers present on the day of visit to the school by the PES team.

Table-3.1.7

Districts	Total no of teachers posted	No of teachers present on the day of visit	% of teachers present on the day of visit
Baragarh	530	479	90.38
Balasore	754	694	92.04
Kalahandi	508	455	89.57

The teacher presence in the schools was found to be satisfactory in all the districts.

3.1.8 Examination

Data Source: Unit text register and DR form

. **Comparison on Examination results of Class V for the year 2006-07**

(E=Enrolled: A=Appeared: P=Passed)

Table- 3.18

Reference	Baragarh			Balasore			Kalahandi		
	E	A	P	E	A	P	E	A	P
PES	2748	2521	2509	4180	4056	4038	1943	1743	1735
DISE	2435	2318	2289	3890	4051	3828	2007	1848	1719
Deviation	313	203	220	290	165	212	194	209	92
% of Deviation	12.85	8.76	9.61	7.46	4.07	5.54	9.67	11.31	5.35
Precision level	87.15	91.24	90.39	92.54	95.93	94.46	90.33	88.69	94.65

The data posted in the above table shows that the precision level is maximum in Balasore district in the three areas i.e no of children enrolled, no of children appeared and no of children passed.

Reason for variations:

- Error in entering data in DISE format
- Mismatch with private. School data
- Enrollment of new learners in transfer cases
- Blank column in school report cards

Table-3.1.9

Comparison on Examination results of Class VII for the year 2006-07

(E=Enrolled: A=Appeared: P=Passed)

Reference	Baragarh			Balasore			Kalahandi		
	E	A	P	E	A	P	E	A	P
PES	2140	2022	1542	2928	2814	2755	1710	1544	1402
DISE	1912	1691	1316	2681	2650	2597	1768	1521	1436
Deviation	234	331	258	627	532	494	130	125	72
% of Deviation	12.24	19.57	19.60	23.39	20.08	19.02	7.35	8.22	5.01
Precision level	87.76	80.43	80.40	76.61	79.92	80.98	92.65	91.78	94.99

In case of examination results of class VII for the year 2006-07, the precision level was found to be more in Kalahandi district.

Reason for variations:

- Error in entering data in DISE format
- Mismatch with private. School data
- Enrollment of new learners in transfer cases
- Blank column in school report cards

3.2 School Observation

3.2.1 Functioning of EMIS units:

The Planning and EMIS units are provided at each district headquarters under SSA for coordinating the whole process of data collection from organizing workshops/trainings/ orientation courses to computerization of the formats and the dissemination/ transmission of data to higher authorities.

It needs special mention that before computerizing the DISE data, scrutiny of it is of utmost importance to see that the data entries required to be made by the schools are correct, consistent and un-ambiguous and no items are left blanks. In case such instances are found such formats need to be referred back to the concerned schools for rectification.

Such type of system may preferably be placed at the Zonal level to ensure perfect scrutiny. The instant study among other findings has also brought this fact to the fore that most of the problems observed in DISE are at the implementation front and as such every possible step must be taken towards improving the implementation systems of data collection process.

Supervision of specially trained supervisory staff from DPO offices would go a long way in making things to go in the right direction. This well trained supervisory staff would also be appropriately used in the scrutiny process. The EMIS units at the District Level are charged with the functioning of educating village Education Committees/BRCC/CRCCs and school teachers associated with the DISE about the collection process, utility and subsequent use.

For the purpose Workshops, Orientation Programmes are being organized at the Zonal level and every possible steps are being taken to familiarize all those who in one way or the other are associated with the collection, computerization, compilation, dissemination and use. The infrastructure and manpower available in the EMIS unit is given hereunder separately for each district.

District Information collected

Details of Staffs Position in District MIS Unit

Table -3.2.1

Particulars	Baragarh		Balasore		Kalahandi	
	Full time		Full time		Full time	
	Required	In Place	Required	In Place	Required	In Place
Data Entry Operator	2	2	3	3	2	2
Programmer	1	1	1	1	1	1
Other staffs	-	-	-	-	1	1

All the three districts have adequate number of Computer personnel.

3.2.2 Details of assets available in the district Offices.

The details of the assets are given in the table below

Details of Assets in District MIS Unit

Table -3.2.2

Particulars	BARAGARH DISTRICT			
	Quantity		Status	
	Required	In Place	Good	Defunct
No of Computers	4	3	3	-
No of Printers	2	2	2	-
No of Tables	4	3	3	
No of Chairs	8	4	4	
No of Almirahs	2	2	2	
Any Other Items (Specify)	-	-	-	-
Any Other Items (Specify)	-	-	-	-
BALASORE DISTRICT				
No of Computers	4	4	4	-
No of Printers	2	2	2	-
No of Tables	4	4	4	-
No of Chairs	6	6	6	-
No of Almirahs	2	1	1	-
Any Other Items (Specify)	1(Xerox Machine)	1	1	-
Any Other Items (Specify)	--	-	-	-
KALAHANDI DISTRICT				
No of Computers	4	4	4	-
No of Printers	2	2	2	-
No of Tables	4	4	4	-
No of Chairs	4	4	4	-
No of Almirahs	2	2	2	-
Any Other Items (Specify)	1(HP Scanner)	1	1	
Any Other Items (Specify)	1(Vacuum Cleaner)	1	1	-

The assets position in the three sample districts shows that three computers available in Balasore and Kalahandi district as per requirement instead of four in Baragarh district.

3.2.3 Training on DISE

The filling of DISE data and its accuracy is dependant on the training imparted to the BRCC, CRCC and H.Ms. The various concepts need to be understood by the H.M for filling the formats. The training information is given in Table –3.2.3

Table -3.2.3

Training Information about Sample schools																	
District	No of Sample schools	Training Imparted			No of days	Resource Person			Concept cleared by RP			Doubts removed			Same trained teacher Provided DISEData		No Training imparted
		Cluster	Block	Distri ct		BRCC	CRCC	DRP	Yes	No	Partially	Yes	No	Partially	Yes	No	
Baragarh	104	80	13	0	1	14	78	1	90	0	3	91	0	2	80	13	11
Percentage		76.92	12.50	0.00		13.46	75.00	0.96	86.54	0.00	2.88	87.50	0.00	1.92	76.92	12.50	10.58
Balasore	155	127	10	0	1	28	109	0	109	1	27	107	1	29	137	0	18
Percentage		81.94	6.45	0.00		18.06	70.32	0.00	70.32	0.65	17.42	69.03	0.65	18.71	88.39	0.00	11.61
Kalahandi	111	45	9	1	1	12	41	2	46	0	9	44	3	8	19	36	56
Percentage		40.54	8.11	0.90		10.81	36.94	1.80	41.44	0.00	8.11	39.64	2.70	7.21	17.12	32.43	50.45

The data posted in the above table shows that maximum training programmes were organized at the cluster level. Among the three sample districts, maximum number of H.Ms was trained in Balesore followed by Baragarh district. CRCC is the key person in providing training and clearing the doubts of the H.Ms. However Kalahandi district demonstrates a poor picture with respect to training and resource persons by CRCC.

3.2.4 Organization of Workshop on DISE

Organization of Workshop for DISE Data

Table-3.2.4

Reference	Baragarh	Balasore	Kalahandi
Workshop at District level	Yes	Yes	Yes
When it was Conducted	9.10.2007	17.10.2007	13.10.2007
How many persons Attended	34	39	39
Workshop at Block level	Yes	Yes	Yes
When it was Conducted	11.10.07 to 15.10.07	23.10.07 to 27.10.07	25.10.07 to 27.10.07
How many persons Attended	25 to 30 in each Block	25 to 30 in each Block	25 to 30 in each Block
Anybody Attended on behalf of District unit	Yes	Yes	
Workshop at Cluster level	No	No	Yes
When it was Conducted	-	-	28.10.07 to 2.11.07
How many persons Attended	-	-	In some clusters where no of schools are more than 10
Anybody Attended on behalf of Block unit	-	-	Yes

3.2.5 School Report Card

The status of School Report card collected from three districts reflect that in Kalahandi district all the sample schools have received the school report card and 93.69 percentage schools reflect the real situation of school in it. In Baragarh, nearly cent percent schools have received the school report card and 75.96 percentage schools show the real situation of school in school report card.

But in Balasore district, only 34.19 % schools have school report card and 25.81% schools reflect the real situation in school report card. The main concern derived from the data points to the sharing of data with VECs. In Balasore it has not yet started, in other two districts, sharing exercise has begun at the time of data collection. The details data is presented in Table below.

Table-3.2.5

Availability of School report Card				
District	No of Sample schools	No of schools Received School Report card	Shared with VEC	Reflect the real situation of School in School report card
Baragarh	104	103	3	79
Percentage		99.04	2.88	75.96
Balasore	155	53	0	40
Percentage		34.19	0.00	25.81
Kalahandi	111	111	5	104
Percentage		100.00	4.50	93.69

3.2.6 Supervision by CRCC

The data was collected about the supervision made by the CRCC to the sample schools. CRCC is the key personnel at the cluster level to provide academic on-site support to teachers for quality improvement of the children's learning levels. The situation found in these sample schools is given in the Table below

Table –3.2.6

Supervision by CRCCs						
District	No. of Sample schools	No of Visits to schools by CRCCs in last three months				
		Nil	Once	Twice	3 times	More than 3 times
Baragarh	104	10	4	12	19	59
Percentage		9.62	3.85	11.54	18.27	56.73
Balasore	155	7	9	28	78	33
Percentage		4.52	5.81	18.06	50.32	21.29
Kalahandi	111	1	8	16	43	43
Percentage		0.65	5.16	10.32	27.74	27.74

The data in the above table indicates that in last three month CRCCs of Baragarh districts have visited 56% schools more than 3 times followed by CRCCs of Kalahandi (27%) and Balesore(21%).However 50.32% CRCC have made three visits to the schools in Balesore districts.In this respect Kalahandi districts is lagging behind in comparison to other districts.

3.2.7 No of teachers received in – service training

Table -3.2.7

District	Total no of teachers	No of teachers received training	% of teachers received training
Baragarh	530	417	78.68
Balasore	754	631	83.69
Kalahandi	508	412	81.10

3.2.8 Display Board in the schools

To maintain transparency and to show the status of school with respect to enrollment, teachers etc it has been made mandatory to make display board in the schools .The present study captures data about the availability of display board in the schools. The data is reflected in Table below:

Table -3.2.8

Availability of Display Boards in Sample schools							
District	No of Sample schools	Display board Available	%	No display Board	%	Regularly Updated	%
Baragarh	104	92	88.46	12	11.54	37	35.58
Balasore	155	122	78.71	33	21.29	104	67.10
Kalahandi	111	98	88.29	13	11.71	83	74.77

It can be seen that in Baragarh district out of 104 schools,92(88.46%) schools have display board in the schools. Similarly school display boards were available in 122(78.71%) school in the Balasore district and 98 (88.29%) schools in Kalahandi district. However, The display boards were not updated regularly in most of the schools in Baragarh compared to other districts.

Reasons for poor updating

- No initiative by Head Teacher and other teachers
- None made responsible among the teachers
- No follow-up action by CRCs and BRCs
- No direction by VEC

3.2.9 VEC composition and functioning

Table-3.2.9

Reference	Baragarh	Balasore	Kalahandi
No of schools taken as Sample	104	155	111
No of schools formed VEC	98	153	105
No of schools have no VEC	6	2	6
Total no of members in VEC	890	1405	938
No of Male Members	582	871	614
% of Male members	65.39	61.99	65.46
No of Female members	328	534	324
% of Female members	36.85	38.01	34.54
No of SC Male Members	87	124	108
% of SC Male members	9.78	8.83	11.51
No of SC Female members	85	107	99
% of SC Female members	9.55	7.62	10.50
No of ST Male Members	80	101	211
% of ST Male members	8.99	7.19	22.49
No of ST Female members	75	80	123
% of ST Female members	8.43	5.69	13.11

VEC Meetings

District	No of Schools	Number of VEC meetings held in last three months				
		1	2	3	3 +	No meeting
Baragarh	98	15	27	24	25	7
Balasore	153	34	43	46	26	4
Kalahandi	105	10	20	48	25	2

As per observation notes of the investigators, in Baragarh district 98 schools out of 104 schools have VECs while in Balesore 153 out of 155 and in Kalahandi 105 out of 111 schools have formed VECs. The frequency of meeting was found to be irregular in most cases.

4.0 Tabulation and Analysis

The present study report is based on the comparison of tabulated information of data as on 30.09.2007 gathered through the post enumeration survey with that of already available filled in DISE formats in respect of the sample schools. Simple deviations of data have been calculated for all comparable items and the overall deviations of data have been calculated through the following formula:

$$\frac{(d1+d2+d3..... +dx) \times 100}{a+b+c+..... +x}$$

Where d ‘stands for deviation of items of DISE data from post enumeration survey data ignoring + signs and a, b, c, denote items of post enumeration survey data.

The Item-wise and sub item-wise comparison of PES data with DISE data along with calculation of deviations ignoring positive and negative signs and precision level thereby arrived at is given in the table no 4.19,4.20,4.21 separately for the three districts simultaneously. Calculating the combined effect of deviations of the three districts has arrived at the overall deviations against different items in table no

4.1 Comparison of PES and DISE data in respect of the sample districts

A. School Particulars

Comparison of PES data with DISE data on category of schools

Table –4.1

	Baragarh					Balasore					Kalahandi				
School Category	PS	PS & UP	PS & HS	UP	UP & HS	PS	PS & UP	PS & HS	UP	UP & HS	PS	PS & UP	PS& HS	UP	UP & HS
PES	50	39	6	9	0	75	59	3	18	0	51	36	5	10	9
DISE	50	39	6	9	0	75	59	3	18	0	51	36	5	10	9
Deviation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% of Deviation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Precision level	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Comparison of PES data with DISE data on Type of schools

Table -4.2

Type of School	Baragarh			Balasore			Kalahandi		
	Boys	Girls	Co-Edn.	Boys	Girls	Co-Edn.	Boys	Girls	Co-Edn.
PES	0	5	99	0	1	154	0	1	110
DISE	0	5	99	0	1	154	0	1	110
Deviation	0	0	0	0	0	0	0	0	0
% of Deviation	0	0	0	0	0	0	0	0	0
Precision level	0	0	100	0	100	100	0	100	100

Comparison of PES data with DISE data on Location of sample schools

Table –4.3

Location	Baragarh		Balasore		Kalahandi	
	Rural	Urban	Rural	Urban	Rural	Urban
PES	91	13	130	25	102	9
DISE	91	13	130	25	102	9
Deviation	0	0	0	0	0	0
% of Deviation	0	0	0	0	0	0
Precision level	100	100	100	100	100	100

Comparison of PES data with DISE data on lowest class in the schools

Table –4.4

Class	Baragarh					Balasore					Kalahandi				
	I	III	IV	VI	VIII	I	III	IV	VI	VIII	I	III	IV	VI	VIII
PES	89	0	0	15	0	133	0	4	18	0	90	1	0	11	9
DISE	89	0	0	15	0	133	0	4	18	0	90	1	0	11	9
Deviation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% of Deviation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Precision level	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Comparison of PES data with DISE data on highest class in the schools

Table –4.5

Reference	Baragarh					Balasore					Kalahandi				
	III	V	VI	VII	X	III	V	VI	VII	X	III	V	VI	VII	X
PES	0	50	1	47	6	5	70	2	75	3	1	50	4	42	14
DISE	0	50	1	47	6	5	70	2	75	3	1	49	4	42	14
Deviation	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
% of Deviation	0	0	0	0	0	0	0	0	0	0	0	2.04	0	0	0
Precision level	100	100	100	100	100	100	100	100	100	100	100	97.96	100	100	100

Comparison of PES data with DISE data on school Management

Table – 4.6

(ED= Education Dept.; TRW= Tribal Welfare; LB=Local Body; PA= Private Aided; PU= Private Unaided)

Reference	Baragarh					Balasore					Kalahandi				
	ED	TRW	LB	PA	PU	ED	TRW	LB	PA	PU	ED	TRW	LB	PA	PU
School Management															
PES	84	11	0	5	4	129	4	0	10	12	90	5	1	2	13
DISE	84	11	0	5	4	136	4	3	4	8	89	6	0	3	13
Deviation	0	0	0	0	0	7	0	3	7	6	1	1	1	1	0
% of Deviation	0	0	0	0	0	5.15	0	100	175	75	1.12	17	0	33	0
Precision level	100	100	0	100	100	95	100	0	0	25	99	83	100	67	100

B Teachers Position

Comparison of PES data with DISE data on Head teacher's position

Table -4.7

Reference	Baragarh		Balasore		Kalahandi	
	Primary	UP	Primary	UP	Primary	UP
PES	48	7	75	18	51	10
DISE	26	9	43	11	18	3
Deviation	22	2	32	7	33	7
% of Deviation	84.62	22.22	74.42	63.64	183.33	233.33
Precision level	15.38	73.78	25.58	36.36	0	0

Reasons for variations:

- Frequent transfer
- Variance in private school data
- Error during data entry
- Confusion regarding interpreting in charge HM and contract teachers

Comparison on Teacher's position (other than Head teacher)

Table-4.8

Reference	Baragarh				Balasore				Kalahandi			
	Primary		UP		Primary		UP		Primary		UP	
	M	F	M	F	M	F	M	F	M	F	M	F
PES	57	55	6	8	66	131	20	7	52	33	13	6
DISE	97	69	16	8	132	153	40	12	101	39	23	9
Deviation	40	14	10	0	66	22	20	5	49	6	10	3
% of Deviation	41.24	20.29	62.50	0.00	50.00	14.38	50	41.67	48.51	15.38	43.48	33.33
Precision level	58.76	79.71	37.50	100	50.00	85.62	50	58.33	51.49	84.62	66.52	66.67

Reasons for variations: As in Table 4.7

C. Facilities

1. Types of school building

Comparison of PES data with DISE data on types of school building

Table-4.10

(P=Pucca; SP=Semi Pucca; K=Kutch; P &SP=Pucca & Semi Pucca; NB=No Building)

Type of Building	Baragarh					Balasore					Kalahandi				
	P	SP	K	P & SP	NB	P	SP	K	P & SP	NB	P	SP	K	P & SP	NB
PES	39	9	0	56	0	60	14	7	74	0	50	25	3	30	3
DISE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Deviation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% of Deviation	Not Applicable														

2. Status of school building

Comparison of PES data with DTSE data on Status of School Building

Table-4.11

Status of Building	Baragarh				Balasore				Kalahandi			
	Pvt.	Rented	Govt	No Building	Pvt.	Rented	Govt	No Building	Pvt.	Rented	Govt	No Building
PES	4	5	95	0	13	2	140	0	14	2	92	3
DISE	4	1	99	0	13	2	135	1	12	1	95	3
Deviation	0	4	4	0	4	2	7	1	2	1	3	0
% of Deviation	0	0	4.04	0	31	100	5.19	100	17	100	3	0
Precision level	100	100	95.96	0	69	0	94.81	0	83	0	97	100

3. Number of classrooms

Comparison of PES data with DISE data on No of Class rooms

Table-4.12

	Baragarh	Balasore	Kalahandi
PES	511	644	418
DISE	520	676	457
Deviation	9	34	39
% of Deviation	1.73	5.03	8.53
Precision level	98.27	94.97	91.47

D. Enrollment (All Students)

Comparison of PES data with DISE data on Enrollment for the year 2007-08

Table 4.13

Reference	Baragarh			Balasore			Kalahandi		
	Total	SC	ST	Total	SC	ST	Total	SC	ST
PES	17077	4443	3650	27946	5859	5654	16570	3863	5813
DISE	17072	4452	3640	27423	5999	5522	16495	3857	5448
Deviation	71	29	78	523	148	132	81	32	549
% of Deviation	0.42	0.65	2.14	1.91	2.47	2.39	0.49	0.83	10.08
Precision level	99.58	99.35	97.86	98.09	97.53	97.61	99.51	99.17	89.92

Comparison on SC children enrolled

Table 4.14

Reference	Baragarh				Balasore				Kalahandi			
	Primary		UP		Primary		UP		Primary		UP	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
PES	1537	1517	623	766	2315	2051	744	749	1332	1143	835	553
DISE	1539	1517	617	759	2375	2110	755	723	1296	1137	831	535
Deviation	2	0	6	7	60	59	11	26	36	6	4	18
% of Deviation	0.13	0.00	0.97	0.92	2.53	2.80	1.46	3.60	2.78	0.53	0.48	3.36
Precision level	99.87	100	99.03	99.08	97.47	97.20	98.54	96.40	97.22	99.47	99.52	96.64

Comparison on ST children enrolled

Table 4.15

Reference	Baragarh				Balasore				Kalahandi			
	Primary		UP		Primary		UP		Primary		UP	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
PES	1192	1426	473	549	2343	1921	679	711	2027	1871	1149	736
DISE	1176	1349	485	550	2223	1917	641	660	2081	1850	1126	696
Deviation	16	77	12	1	120	4	38	51	54	21	23	40
% of Deviation	1.36	5.71	2.47	0.18	5.40	0.21	5.93	7.73	2.59	1.14	2.04	5.75
Precision level	98.64	94.29	97.53	99.82	94.60	99.79	94.17	92.27	97.41	98.86	97.96	94.25

Comparison of PES data with DISE data on Disabilities students

Table 4.16

Reference	Baragarh	Balasore	Kalahandi
PES	123	260	142
DISE	285	524	168
Deviation	172	264	26
% of Deviation	60.35	50.38	15.48
Precision level	39.65	49.62	84.52

Reasons for variation

- Combining physical disable with learning disable
- Data entry by CRCC
- Emphasis on camp based identification on the plea that HM is not technically competent.
- Tendency to record more than actual to increase grant

Comparison of PES data with DISE data on Repeaters students

Table – 4.17

Reference	Baragarh	Balasore	Kalahandi
PES	1224	1173	1847
DISE	1185	2082	2147
Deviation	141	1021	344
% of Deviation	11.90	49.04	16.02
Precision level	88.10	50.96	83.98

Comparison of PES data with DISE data on Students given free Text books

Table -4.18

Reference	Baragarh		Balasore		Kalahandi	
	Boys	Girls	Boys	Girls	Boys	Girls
PES	7012	7834	13306	12455	8222	6993
DISE	5589	5508	9024	8597	5216	4886
Deviation	1423	2326	4282	3858	3006	2107
% of Deviation	25.46	42.23	47.45	44.88	57.63	43.12
Precision level	74.54	57.77	52.55	55.12	42.37	56.88

**Percentage deviation and precision level of DISE data with the
PES data: Baragarh District**

Table-4.19

SL No	Description of Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation	Deviation	Precision
1	Location of Schools	104	104	0	0	100
2	Type of Schools	104	104	0	0	100
3	Category of Schools	104	104	0	0	100
4	Lowest class in Schools	104	104	0	0	100
5	Highest class in Schools	104	104	0	0	100
6	Status of School Building	104	104	4	4.04	95.96
7	School Management	104	104	0	0	100
8	No of Class rooms	520	511	9	1.73	98.27
9	No of teachers(male)	280	301	29	10.36	89.64
10	No of teachers(Female)	222	229	11	4.95	95.05
11	No of Disability students	285	123	172	60.35	39.65
12	No of repeaters students	1185	1224	141	11.90	88.10
13	No of SC students .	4452	4443	29	0.65	99.35
14	No of ST students	3640	3650	78	2.14	97.86
15	Total no of children enr-2007-08	17072	17077	71	0.42	99.58
16	No of students enrolled for CI-V exam.06-07	2435	2748	313	12.85	87.15
17	No of students appeared for CI-V exam.06-07	2318	2521	203	8.76	91.24
18	No of students passed in CI-V exam.06-07	2289	2509	220	9.61	90.39
19	No of students enrolled for CI-VII exam.06-07	1912	2140	234	12.24	87.76
20	No of students appeared for CI-VII exam.06-07	1691	2022	331	19.57	80.43
21	No of students passed in CI-VIIexam.06-07	1316	1542	258	19.60	80.40
22	Students given free text books	11097	14846	3749	33.78	66.22
	Total	51442	56614	5852	11.38	88.62

The data posted in the above table shows the degree of variation ranging from 0 to 60%. The two items i.e number of disability students (60.35%) and students given free textbooks (33.78) show maximum deviation level. Near about 20% deviation level was noticed for the items like number of students passed in class-VII exam, 06-07 and no of students appeared for CI-VII exam, 06-07. The over all precision level of DISE data in Baragarh district comes to 88.62%.

**Percentage deviation and precision level of DISE data with the
PES data: Balasore District**

Table-4.20

SL No	Description of Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation	Deviation	Precision
1	Location of Schools	155	155	0	0	100
2	Type of Schools	155	155	0	0	100
3	Category of Schools	155	155	0	0	100
4	Lowest class in Schools	155	155	0	0	100
5	Highest class in Schools	155	155	0	0	100
6	Status of School Building	155	155	14	9.03	90.97
7	School Management	155	155	23	14.84	85.16
8	No of Class rooms	676	644	34	5.03	94.97
9	No of teachers(male)	391	363	32	8.18	91.82
10	No of teachers(Female)	402	391	25	6.22	93.78
11	No of Disability students	524	260	264	50.38	49.62
12	No of repeaters students	2082	1173	1021	49.04	50.96
13	No of SC students .	5999	5859	148	2.47	97.53
14	No of ST students	5522	5654	132	2.39	97.61
15	Total no of children enr-2007-08	27423	27946	523	1.91	98.09
16	No of students enrolled for CI-V exam.06-07	3890	4180	290	7.46	92.54
17	No of students appeared for CI-V exam.06-07	4051	4056	165	4.07	95.93
18	No of students passed in CI-V exam.06-07	3828	4038	212	5.54	94.46
19	No of students enrolled for CI-VII exam.06-07	2681	2928	627	23.39	76.61
20	No of students appeared for CI-VII exam.06-07	2650	2814	532	20.08	79.92
21	No of students passed in CI-VIIexam.06-07	2597	2755	494	19.02	80.98
22	Students given free text books	17621	25761	8140	46.19	53.81
	Total	81422	89907	12676	15.57	84.43

In Balesore district, the overall precision level of DISE data is 84.43%. Maximum deviation was found in items like no of disability (50.38%), number of repeater students (49.04%), number of students given free textbooks (46.19%), number of students appeared in CI-VII exam 06-07 (20.08%), number of children enrolled in cl-VII in 2006-07(23.39%).

**Percentage deviation and precision level of DISE data with the
PES data: Kalahandi District**

Table-4.21

SL No	Description of Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation	Deviation	Precision
1	Location of Schools	111	111	0	0	100
2	Type of Schools	111	111	0	0	100
3	Category of Schools	111	111	0	0	100
4	Lowest class in Schools	111	111	0	0	100
5	Highest class in Schools	111	111	1	0.90	99.10
6	Status of School Building	111	111	6	5.41	94.59
7	School Management	111	111	4	3.60	96.40
8	No of Class rooms	457	418	39	8.53	91.47
9	No of teachers(male)	334	355	23	6.89	93.11
10	No of teachers(Female)	151	153	8	5.30	94.70
11	No of Disability students	168	142	26	15.48	84.52
12	No of repeaters students	2147	1847	344	16.02	83.98
13	No of SC students .	3857	3863	32	0.83	99.17
14	No of ST students	5448	5813	549	10.08	89.92
15	Total no of children enr-2007-08	16495	16570	81	0.49	99.51
16	No of students enrolled for CI-V exam.06-07	2007	1943	194	9.67	90.33
17	No of students appeared for CI-V exam.06-07	1848	1743	209	11.31	88.69
18	No of students passed in CI-V exam.06-07	1719	1735	92	5.35	94.65
19	No of students enrolled for CI-VII exam.06-07	1768	1710	130	7.35	92.65
20	No of students appeared for CI-VII exam.06-07	1521	1544	125	8.22	91.78
21	No of students passed in CI-VIIexam.06-07	1436	1402	72	5.01	94.99
22	Students given free text books	10102	15215	5113	50.61	49.39
	Total	50235	55230	7048	14.03	85.97

For Kalahandi district, the precision level of DISE data was found to be 85.97%. The maximum deviation was noticed in case of entries of students given free textbooks (50.61%).

**Percentage deviation and precision level of DISE data with reference to
PES data on comparable items**

Table-4.22

SL No	Description of Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation	Deviation	Precision
1	Location of Schools	370	370	0	0	100
2	Type of Schools	370	370	0	0	100
3	Category of Schools	370	370	0	0	100
4	Lowest class in Schools	370	370	0	0	100
5	Highest class in Schools	370	370	1	0.27	99.73
6	Status of School Building	370	370	24	6.49	93.51
7	School Management	370	370	27	7.30	92.70
8	No of Class rooms	1653	1573	82	4.96	95.04
9	No of teachers (male)	1005	1019	84	8.36	91.64
10	No of teachers (Female)	775	773	44	5.68	94.32
11	No of Disability students	977	525	462	47.29	52.71
12	No of repeaters students	5414	4244	1506	27.82	72.18
13	No of SC students.	14308	14165	209	1.46	98.54
14	No of ST students	14610	15117	759	5.20	94.80
15	Total no of children enr-2007-08	60990	61593	675	1.11	98.89
16	No of students enrolled for CI-V exam.06-07	8332	8871	797	9.57	90.43
17	No of students appeared for CI-V exam.06-07	8217	8320	577	7.02	92.98
18	No of students passed in CI-V exam.06-07	7836	8282	524	6.69	93.31
19	No of students enrolled for CI-VII exam.06-07	6361	6778	991	15.58	84.42
20	No of students appeared for CI-VII exam.06-07	5862	6380	988	16.85	83.15
21	No of students passed in CI-VIIexam.06-07	5349	5699	824	15.40	84.60
22	Students given free text books	38820	55822	17002	43.80	56.20
	Total	183099	201751	25576	13.97	86.03

The above table indicates that the overall precision level of DISE data for the comparable items for the year 2007-08 is 86.03%. The items showing wide variations are no of disability students (47.29%) and students given free textbook (43.80%).

Comparison of indicators across the rural & urban areas

Table-4.23
(PD= Percentage of Deviation; PL=Precision Level)

Indicators	Baragarh				Balasore				Kalahandi			
	Rural		Urban		Rural		Urban		Rural		Urban	
	PD	PL	PD	PL	PD	PL	PD	PL	PD	PL	PD	PL
School Category	0	100	0	100	0	100	0	100	0	100	0	100
Location	0	100	0	100	0	100	0	100	0	100	0	100
Type of School	0	100	0	100	0	100	0	100	0	100	0	100
Lowest Class	0	100	0	100	0	100	0	100	0	100	0	100
Highest Class	0	100	0	100	0	100	0	100	2	98	0	100
School Management	0	100	0	100	17	83	6	94	17	83	0	100
Status of Building	3	97	1	99	30	70	6	94	17	83	0	100
No of Classrooms	4	96	8	92	4	96	8	92	9	91	4	96
Teachers Position	1	99	20	80	8	92	12	88	2	98	11	89
Disability Students	61	39	20	80	63	37	17	83	16	87	7	93
Repeaters	8	92	13	87	44	56	40	60	12	88	61	39
Enrollment For2007-08	1	99	3	97	1	99	6	94	1	99	2	98
No of students CI-V passed 06-07	28	72	2	98	7	93	1	99	0	100	1	99
No of students CI-VII passed 06-07	21	79	14	86	21	79	12	88	6	94	3	97

The comparison of data collected from rural and urban areas shows that more precision level is achieved highest in 94.10% in rural areas of Kalahandi and 86.12% as lowest in Balasore district .In urban areas highest of 94.12% in Baragarh district and lowest of 92.14 % in Balasore district.

OVERALL PERCENTAGE OF DEVIATION OF DISE DATA FROM THE PES DATA

Table - 4.24

Districts	Deviation	Precision level
Baragarh	11.38	88.62
Balasore	15.57	84.43
Kalahandi	14.03	85.97
Avg.total(State)	13.97	86.03

The above table reflects the whole picture of the Post Enumeration Survey conducted in 5% schools of three districts. It suggests that Deviation is of 13.97% and precision level is 86.03% of the DISE data for the year 2007-08.

5.1 Major Findings

The comparative analysis of the DISE data with that of PES data for the comparable items has been presented in Table No 4.1 to 4.18. Items in Table 4.19 to 4.21 reflect the quantitative value of different categories of items under PES and DISE data for the sample districts. The overall comparison of deviation of DISE data with PES data is analysed in Table -22.

The exact deviation, percentage of deviation and precision level have been recorded in the table disregarding inter district variations. The comparison of data collected from rural and urban area has been made in Table-23. The summary of the findings of the study is presented in Table-24.

Major findings

- The overall deviation of DISE data from PES data taking all comparable items and sub-items into consideration is 13.97 % thereby giving a precision level of 86.03 % for use in planning for SSA intervention.
- There are few items, which indicate cent percent precision level in all the districts. They are **Location of Schools, Type of Schools, and Category of Schools**.
- Items with a variation up to 10% include items such as highest class in Schools, Status of School Building, School management, No of Teachers, No of SC students, No of ST students, Total enrollment of students, No of students enrolled for Class-V examination, no of student's appeared for Exam. & no of students passed in the Exam-2006-07.
- Items with a deviation of more than 11% to 20% include items like No of students enrolled for Class-VII examination, no of student's appeared for Exam. & no of students passed in the Exam-2006-07
- Items with a deviation of 21% 40% include only one item i.e no of repeater students.
- Items with a deviation of 41% to 60% include items like No of students given free text books & No of disability students.

- The comparison of data collected from rural and urban areas shows that more precision level is achieved highest in 94.10% in rural areas of Kalahandi and 86.12% as lowest in Balasore district .In urban areas highest of 94.12% in Baragarh district and lowest of 92.14 % in Balasore district.
- Data with the widest variation is with regard to items, which involve some degree of interpretation by the respondents like disability of children, students given free textbooks
- In spite of training and clear instruction in the DCF formats deviations are still visible in respect of items no of students appeared in the examinations, no of repeaters, no of disability students. It indicates that proper training with field experience must be given to all functionaries involved with the DISE data collection.
- As per the observations of field investigators and supervisors maximum number of H.M were responsive and cooperative in the collection of data. The clarity on understanding of the different components of DISE however, was found low in case of few H.Ms.
- In some cases the Data entry people seems to mistyping some of the entries in different columns due to oversight.

Conclusion and Suggestions

The 5 % sample checking of DISE data has shown important findings. They are:

- The overall deviation of PES data from the DISE data at the state level was found to be 13.97% ensuring a precision level of 86.03 %.
- The items like number of children with disabilities and distribution of textbooks have shown wide variation. It requires to be looked into on sample basis for identifying the real cause of such differences. Follow up action from the state level authorities are also needed to improve the process of data collection, compilation and entry.
- There is a need to end dual process involved in disability mapping. The HM should be the reporting point for all such cases.
- The utilization of Rs 1200/- grant made available to support each disable student should be verified on random sampling basis taking all the beneficiaries of last two years o-in sample schools.

- Some other items in the DISE format have shown wide variations which might be due to several reasons such as lack of adequate training, on-site support to the teachers and cross verification of filled -in data, lack of cross checking of entries made by the DEOs.
- DISE data has been used in planning for quality elementary education at different levels. So information generated through DISE is valuable to educational planners, policy formulators and researchers. The data collected through DISE has to be precise and correct.
- In order to increase the precision level of DISE data the monitoring of the entire exercise has to be strengthened. Frequent interaction and verification of the filled in data should be made by CRCC. Training programme duration may be extended for headmasters at the cluster level. The cross checking of filled in data may be carried out by district officials before data entry.
- Sharing of DISE data should be organized so that the importance of such exercise will be realized by all the stakeholders and functionaries .At the state level the findings of 5% sample checking of DISE data should be shared with the sample and non-sample district for taking further follow up action to minimize the deviation level for formulation of effective plans for SSA to achieve the goal of UEE in the state.
- Most importantly, there is a need to change reference date of DISE data from 30th September to 31st July with immediate effect. This is required in Orissa since the enrollment process is over by June and at the best mid July. Moreover, very hectic academic schedule from September onwards and intervening holidays on account of series of festivals make it difficult for HMs to give enough time for DISE works. There should be no delay in accepting this workable and useful suggestion.

ANNEXURE I: STUDY INSTRUMENTS

DISTRICT INFORMATION SYSTEM FOR EDUCATION – SPECIAL DCF FOR POST ENUMERATION SURVEY

Academic Year					
School Code					
District Code					
A.	School Location Particulars				
1.	Village Name / Ward No.				
2.	Block / Municipal Name				
3.	Rural / Urban (Rural-1, Urban-2)				
B.	School Particulars				
1.	School Name				
2.	Year of Establishment of School				
3.	School Category (Primary-1, Primary with Upper Primary-2, Primary with Secondary or Higher Secondary -3, Only UP-4, Only Secondary-5)				
4.	Type of School (School for Boys only-1, School for Girls only-2, Co-educational-3)				
5.	Lowest class in the School				
6.	Highest class in the school				
7.	Managed by (Education Department-1, Tribal Welfare Department-2, Local body-3, Private Aided-4, Private Unaided-5, Other-6)				
		Primary		Upper Primary	
8.	Total Students				
9.	SC Students in Primary Classes				
10.	ST Students in Primary Classes				
11.	Student with disabilities				
C.	Teachers in Position Category (For teachers in position only)	Primary		Upper Primary	
		Male	Female	Male	Female
a.	Principal/Head teacher				
b.	Teachers (excluding head teachers)				
D.	VEC Composition	Male		Female	
	Total Members				
	SC Members				
	ST Members				
	No. of VEC meetings held in the last three months				
E.	Facilities				
1.	Type of school building (Pucca-1, Partially Pucca-2, Kuccha-3, Tent-4, No Building-5)				
2.	Status of School Building (Private-1, Rented-2, Government-3)				
3.	Number of Class rooms				

F) Enrolment (All Students)

Class	Class-1		Class-2		Class-3		Class-4		Class-5		Class-6		Class-7		Class-8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
No. of Sections																
Children enrolled																
Total enrolment																
Total Repeaters																
SC Children enrolled																
ST Children enrolled																
Students given free textbooks																
Children with disabilities enrolled																

Note: B: Boys, G: Girls

Signature of the Investigator

INVESTIGATOR'S FEEDBACK SCHEDULE

School Code	
Date of visit to the School	
Was the School open on the day of the visit (Yes-1, No-2)	
If no when was the school visited second time (date)	
Was the School open on the second visit (Yes-1, No-2)	
<i>(In case the school was closed on both the days, contact the supervisor for replacement of the school to be surveyed. Replacement should be resorted only in exceptional cases)</i>	

Attribute/s pertaining to the Principal (P)/ Head Teacher (HT) and the Investigator:

Attribute	Responses from the school				
	Very Good	Good	Average	Poor	Very Poor
Initial reaction of the P/HT					
Response of the P/HT to provide information					
Availability of records					
Condition of records maintained					
Updation of records maintained					

Children enrolled/attending School on the day of the Survey.

Class	ENROLMENT						ATTENDANCE					
	TOTAL		SC		ST		TOTAL		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G
Class-I												
Class-II												
Class-III												
Class-IV												
Class- V												
Class-VI												
Class-VII												
Class-VIII												

Note : B : Boys, G : Girls

“Enrolment” means, the number of children on roll as entered in the school register.
 ‘Attendance’ means the number of children present on the day of the Survey

Suggested area/s for improvement of quality of data reporting

Number of teachers present on the day of visit

Grades for which annual examination is conducted (take details w.r.to the latest annual examination held)

	Class1		Class2		Class3		Class4		Class5		Class6		Class7		Class8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
No. of Students Enrolled																
Appeared at Exam*																
Passed																

If the examination is not conducted at the end of a grade, write "NA" in the appropriate column. School following 'no detention polity' should indicate "NA" for grade for which examinations are not held.

Signature of the Investigator

SCHOOL OBSERVATION SCHEDULE

School Code					
Activities conducted in connection with DISE implementation i.e., for data collection corresponding to 30.09.2002					
Question No. 1					
1.1	Where was the training of HTs organized. (Cluster-1, Block-2, District-3, No Training-4)				
1.2.	Duration of Training (One Day-1, Two Day-2, More than two days-3)				
1.3.	Training conducted by (BRCC-1, CRCC-2, District Resource Person-3)				
1.4	Whether DCF/ concept was explained clearly (Yes-1, No-2, Partially-3)				
1.5	Whether the doubts were fully removed (Yes-1, No-2, Partially-3)				
1.6	Whether the same teacher who obtained training provided the data for 2002-03 DISE Data Computer Format for this school (Yes-1, No-2)				
Question No. 2					
2.1	Did the school receive the school Summary Report (Yes-1, No-2)				
2.2.	If Yes, was it shared with the VEC (Yes-1, No-2)				
2.3.	Did the school summary report reflect the real situation in the school (Yes-1, No-2)				
Question No. 3					
31.	No. of visits by CRC coordinator to the school in the last three months				
3.2.	No. of teachers who received in-service training under DPEP in last one year.				

Signature of the Investigator

SCHOOL OBSERVATION SCHEDULE (A)

Display Board

1.	Whether any display board available in the school (Yes-1, No-2)	
1.1	If yes, whether it is regularly maintained (Yes-1, No-2)	
1.2	If No, Q 1 specify reasons	
1.3	If No, Q 1.1 specify reasons	

School Report Card

1	Availability of School report Card in School(Yes-1,No-2)	
2	If not available, reason specify	
3	Duration of receiving the school report card from higher officials. (Below one month-1,More than one month-2)	
4	What type of feedbacks given on DISE data submitted by the school to higher officials?	

Workshop

1	Whether any workshop organized for DISE data in Cluster level(Yes-1,No-2)	
1.1	If yes, when it was conducted	
1.2	How many members participated in workshop	
1.3	Was anybody participated on behalf of the Block unit.(Yes-1,No-2)	
1.4	If no, specify reasons	

Signature of the Investigator

SCHEDULE FOR DISTRICT LEVEL

1. Infrastructure in District MIS Unit

A. Manpower

Sl.	Particulars	Full Time		Part Time	
		Required	In Place	Required	In Place
1	No. of Data Entry Operators				
2	No. of Programme				
3	No. of Other Staff				

B. Training

1.	Where was the training of Data Entry Operators/Programme organized?	
A	Are You satisfied with the venue? Yes-1, No-2	
B	If No, Give your Opinion/ Suggestion	
2	Duration of Training (One Day-1, Two Day-2, More than two days-3)	
A	Are You satisfied with the training duration? Yes-1, No-2	
B	If No, Give your Opinion/ Suggestion	
3.	Name the resource persons of the Training	
A	Are You satisfied with the resource persons? Yes-1, No-2	
B	If No, Give your Opinion/ Suggestion	
C	Are You satisfied with the training Content? Yes-1, No-2	
D	If No, Give your Opinion/ Suggestion	
4	Whether Data Capture Format (DCF) concept was explained clearly (Yes-1, No-2, Partially-3)	
5	Whether the doubts where fully removed (Yes-1, No-2, Partially-3)	
	If No, Give your Opinion/ Suggestion	

C. Assets

Sl.	Particulars	Quantity		Status	
		Required	In place	Good	Defunct
1	No. of Computers				
2.	No. of Printers				
3	No, of Tables and Chairs				
4	No. of Alahmirah				
5	Any Other Items (Specify)				
6					
7					
8					

D. Workshop

1.	Whether any Workshop organized for DISE Data in District level (Yes-1, No-2)	
1.1	If yes, when it was conducted	
1.2	How many members participated in Workshop	
1.3	Was anybody participated on behalf the state unit? (Yes-1, No-2)	
1.4	If no, specify the reason	
2	Whether any Workshop organized for DISE Data in Block level (Yes-1, No-2)	
2.1	If yes, when it was conducted	
2.2	How many members participated in Workshop	
2.3	Was anybody participated on behalf the District unit? (Yes-1, No-2)	
2.4	If no, specify the reason	
3	Whether any Workshop organized for DISE Data in Cluster level (Yes-1, No-2)	
3.1	If yes, when it was conducted	
3.2	How many members participated in Workshop	
3.3	Was anybody participated on behalf the Block unit. (Yes-1, No-2)	
3.4	If no, specify the reason	

N.B. For District level put question to DPC, for Block level put question to BRCC and Cluster level put question to CRCC.

E. Planning

1.	Whether the DISE Data supplied by the BRCCs to District MIS Unit in time (Yes-1, No-2)	
1.1.	If yes, whether the MIS unit updated these data in time (Yes-1, No-2)	
1.2	If No, Q 1 specify reasons	
1.3.	If No, Q 1.1 specify reasons	

Availability of Software

Sl.	Specifications	Availability		Remark
		Required	In Place	
1				
2				

Suggestions for Improvement of DISE Data

Sl	Schedule	Recommendations
1	Special DCF for Post Enumeration Survey	
2	Investigator's Feedback Schedule	
3	School Observation Schedule	
4	Additional Schedule if suggested	

Any other Observation

Signature of Investigator

**ANNEXURE II:
LIST OF SAMPLE SCHOOLS VISITED BY THE PES TEAM MEMBERS**

N.B:-For School Category- Primary-1,Pry with UP-2,Pry with Secondary or HS-3,Only UP-4,Only Secondary-5.

For School Management-By Education Deptt.-1,TRW-2,Local Body-3,Pvt.Aided-4,Pvt.Unaided-5,Others-6

District:-Baragarh (District Code:-3)

SL	School Code	Block/ULB	Name of the School	Village/ Ward no	Category	Management
1	205101	Attabira	Rengalipalli Project UGUP	Rengalipalli	2	1
2	207901	Attabira	Bhursipalli Nodal UP	Bhursupalli	2	1
3	201303	Attabira	Dumerpalli PS	Dumerpalli	1	1
4	201305	Attabira	Hirlipalli UP	Hirlipalli	4	1
5	201306	Attabira	Hirlipalli PS	Hirlipalli	1	1
6	204804	Attabira	Lachhida UGUP	Lachhida	2	1
7	207101	Attabira	Kantal PS	Kantal	1	1
8	200103	Attabira	Dharupada Nodal UP	Amlipalli	2	1
9	203403	Attabira	Kharmunda Nodal UP	Kharmunda	2	1
10	203101	Attabira	Chuldhar Project UP	Chuldhar	2	1
11	205002	Attabira	Ladarpalli Seva Shram PS	Ladarpalli	1	1
12	204971	Attabira	Moonlight Residential PS	Kandapalli	1	4
13	200304	Attabira	Attabira Girls Project UGUP	Attabira	2	1
14	200308	Attabira	Govt. Girls High School	Attabira	3	1
15	200305	Attabira	Baimantikira UGUP	Attabira	2	1
16	202501	Attabira	Jhilimunda PS	Jhilimunda	1	1
17	202704	Attabira	Swapaneswar UP	Sorana	4	1
18	202401	Attabira	Gurkhapali UGUP	Jhilimunda	2	1
19	200506	Attabira	Patrapali UGUP	Bugbuga	2	1
20	202101	Attabira	Barahmunda UGUP	Janhapada	2	1

21	207701	Attabira	Paramanpur PS	Parmanpur	1	1
22	207903	Attabira	Tope UGUP	Tope	2	1
23	207802	Attabira	Singhpalli UGUP	Singhpalli	2	1
24	207501	Attabira	Banhar UGUP	Banhar	2	1
25	201802	Attabira	Sodhapalli Seva Shram	Sodhapalli	1	2
26	205603	Attabira	Khairpalli UGUP	Larasara	2	1
27	205501	Attabira	Bhoipali PS	Bhoipalli	1	1
28	200802	Attabira	Sarabda UGUP	Saranda	2	1
29	200701	Attabira	Chakuli PS	Chakuli	1	1
30	207402	Attabira	Tangerpalli PS	Tangarpalli	1	1
31	202702	Attabira	Sorana PS	Sorana	1	1
32	204203	Attabira	Kulunda UGUP	Kulunda	2	1
33	1301102	Baragarh MPL	Hindi Boys PS	11	1	1
34	1300801	Baragarh MPL	Khajuritikira Project UGUP	8	2	1
35	1300402	Baragarh MPL	Sishu Vidya Mandir PS	4	1	1
36	1301103	Baragarh MPL	Hindi UP	11	4	1
37	1301108	Baragarh MPL	Sakti Nagar PS	11	1	1
38	1301202	Baragarh MPL	Hatapada PS	12	1	1
39	1301201	Baragarh MPL	Govt. Girls High School	12	3	1
40	1300104	Baragarh MPL	Ranapratap High School	1	3	1
41	1300671	Baragarh MPL	Karunya Bidyalaya	6	2	5
42	1301372	Baragarh MPL	Unique English Medium	13	1	5
43	300102	Baragarh	Adagaon PS	Adagaon	1	1
44	300103	Baragarh	Aadagaon TOUP School	Adagaon	4	1
45	300104	Baragarh	Saharapalli PS	Saharapalli	1	1
46	303503	Baragarh	Khandahota Nodal UP	Khandahota	2	1
47	303507	Baragarh	Telipallitikira PS	Telipalitikira	1	1
48	303502	Baragarh	Deogarhtikira PS	Deogarh tikira	1	1
49	300201	Baragarh	Bordol Seva Sharam	Bordol	1	2

50	300202	Baragarh	Bordol TOUP School	Bordol	4	1
51	300302	Baragarh	Dang Project UGUP	Dang	2	1
52	303403	Baragarh	Khaliapalli Seva Sharam	Khaliapalli	1	2
53	301502	Baragarh	Deogaon UGUP	Deogaon	2	1
54	300701	Baragarh	Barahaguda UGUP	Barahaguda	2	1
55	300601	Baragarh	Ambasadha Nlodal UP	Ambasadha	2	1
56	303202	Baragarh	Kalapani G.M TOUP School	Kalapani	4	1
57	303201	Baragarh	Budelpalli Project UGUP	Budelpalli	2	1
58	305182	Baragarh	Tora Girls UP	Tora	4	4
59	305813	Baragarh	Tora PS	Tora	1	1
60	305806	Baragarh	Nandatikira Project UP	Tora	2	1
61	305807	Baragarh	OWCS Nodal UP	Tora	2	1
62	305606	Baragarh	Sarasara PS	Sarasara	1	1
63	305608	Baragarh	Telentikira PS	Telentikira	1	1
64	305671	Baragarh	Sri Aurobinda Integral Education Centre	Nuasarasara	1	4
65	305607	Baragarh	Sarasara TOUP School	Sarasara	4	1
66	300502	Baragarh	Baragaon Govt. UG HS	Baragaon	3	1
67	305604	Baragarh	Rengalipalli PS	Rengalipalli	1	1
68	303701	Baragarh	Charpalli PS	Charpalli	1	1
69	305801	Baragarh	Bandentikira UGUP	Tora	2	1
70	303271	Baragarh	Aurobinda School	Kalapani	2	5
71	1500401	Padampur NAC	Boys Primary School	4	1	1
72	1500601	Padampur NAC	LBS Primary School	6	2	1
73	1501051	Padampur NAC	Saraswati Shishu Mandir	10	2	4
74	1501001	Padampur NAC	Chandrabati Meher UP	10	2	1
75	1011401	Paikmal	Boys Primary School	Paikamal	1	1

76	1011003	Paikmal	Matruniketan PS	Dandapata	1	1
77	1011004	Paikmal	Govt. High School, Nrasinghnath	Georgarh	3	2
78	1011403	Paikmal	Govt. Primary School	Nrasinghpada	1	1
79	1011002	Paikmal	Gergegarh Primary School	Gergegarh	1	1
80	1011701	Paikmal	Sri Sri Nrusinghnath Sanskrit Vidya Niketan	Durgapalli	3	1
81	1011601	Paikmal	Salepalli PS	Salepalli	1	1
82	1002001	Paikmal	Pipalpalli PS	Pipalpalli	1	1
83	1007101	Paikmal	Jharmunda Seva Shram	Jharmunda	1	2
84	1001601	Paikmal	Lergaon PS	Lergaon	1	1
85	1001401	Paikmal	Bhengarajpur Seva Shram	Bhengarajpur	1	2
86	1001501	Paikmal	Jhenganadihi UGUP	Jhenganadihi	2	1
87	1010101	Paikmal	Project UP	Dungeripalli	2	1
88	1010802	Paikmal	Mithapalli PS	Mithapalli	1	1
89	1010801	Paikmal	Bikramnagar Seva Shram	Mithapalli	1	2
90	1001202	Paikmal	Purena UGUP	Purena	2	1
91	1001201	Paikmal	Khapuridihi PS	Khapuridihi	1	1
92	1000602	Paikmal	Bartunda UGME	Bartunda	2	1
93	1008851	Paikmal	Baidpalli UP	Baidpalli	4	5
94	1008801	Paikmal	Baidpalli PS	Baidpalli	1	1
95	1009101	Paikmal	Karlamal PS	Karlamal	1	1
96	1007001	Paikmal	Hirapur UGUP	Hirapur	2	1
97	1009401	Paikmal	Kenabuda PS	Kenabuda	1	1
98	1011901	Paikmal	Khirna Sevashram	Khirna	1	2
99	1002901	Paikmal	Lahangir Sevashram	Lahangir	1	2
100	1002701	Paikmal	Bukurmunda Sevashram	Bukurmunda	1	2
101	1012801	Paikmal	Sodha PS	Sodha	1	2
102	1009201	Paikmal	Mandiadhipa PS	Mandiadhipa	1	1
103	1011451	Paikmal	Sri Aurobinda Integral Education Centre	Paikamal	2	4
104	1012902	Paikmal	Temri Nodal UP	Temri	2	1

District :-Balasore (District Code :-8)

SL	School Code	Block/ ULB	Name of the School	Village/Ward no	Category	Management
1	1114402	Simulia	Balikhanda PS	Balikhanda	1	1
2	1114501	Simulia	Raghunathpur UGUP	Raghunathpur	2	1
3	1100401	Simulia	Mundamara PS	Mundamara	1	1
4	1114404	Simulia	Purusottampur PS	Purusottampur	1	1
5	1114403	Simulia	Keshpur PS	Keshpur	1	1
6	1112501	Simulia	Churubania PS	Churubania	1	1
7	1113001	Simulia	Chachinda PS	Chachinda	1	1
8	1112701	Simulia	Bana Nodal	Bana	2	1
9	1104701	Simulia	R.R.Nodal	Bauripada	2	1
10	1115401	Simulia	S.N.Nodal	Sahajpada	2	1
11	1112802	Simulia	M.M.Nodal	Bangurkhadigadia	2	1
12	1106101	Simulia	Chandrapada PS	Chandra pada	1	1
13	1100902	Simulia	AdaUPME	Ada	4	1
14	1106302	Simulia	Ishwarpur UGUP	Ishwarpur	2	1
15	1106102	Simulia	ChandrapadaUPME	Chandra pada	4	1
16	1106902	Simulia	G.B.Nodal	Jamujhadi	2	1
17	1106801	Simulia	Goudapada PS	Goudapada	1	1
18	1110701	Simulia	Khirkona Nodal	Khirkona	2	1
19	1102201	Simulia	D.M.Nodal	Anantapur kuniary	2	1
20	1106951	Simulia	Saraswati sishu mandir	Jamujhadi	1	5
21	1113353	Simulia	Vivekananda sikshya kendra	Markona	1	5
22	1100972	Simulia	Vivekananda sikshya kendra	Ada	1	5
23	1112451	Simulia	S.S.ME	Rambindha	4	4
24	1111601	Simulia	Saraswati Nodal	Rasidpur	2	1
25	1104001	Simulia	Bedpur PS	Bedpur	1	1
26	1303001	Balasore Mpl	Balashram Nodal	30	2	1
27	1303101	Balasore Mpl	AradaBazar-A PS	31	1	1
28	1302505	Balasore Mpl	Public Nodal	25	2	1
29	1301902	Balasore Mpl	Sabitri Nodal	19	2	1
30	1300501	Balasore Mpl	Kasaba PS	5	1	1
31	1301902	Balasore Mpl	Suelpur PS	19	1	1
32	1301751	Balasore Mpl	Sri Aurobinda Integral School	17	3	5
33	1302002	Balasore Mpl	Manikhamba-B PS	20	1	1

34	1300401	Balasure Mpl	Pathanamahala PS		7	1	1
35	1300701	Balasure Mpl	B.De Urdu PS		7	1	1
36	1300901	Balasure Mpl	Quadriya Urdu PS		9	1	1
37	1302001	Balasure Mpl	Manikhamba-A PS		20	1	1
38	1300303	Balasure Mpl	Sunhat Girls PS		3	1	1
39	1300301	Balasure Mpl	Dewanpatna PS		3	1	1
40	1301903	Balasure Mpl	Daptarisahi PS		19	1	1
41	1301852	Balasure Mpl	Pragnya Bharati Sikshya Kendra		18	3	5
42	708001	Nilagiri	Jadida PS	Jadida		1	1
43	714305	Nilagiri	Sajanagarh PS	Sajanagarh		1	1
44	714302	Nilagiri	Bhalukasuni PS	Sajanagarh		1	1
45	715001	Nilagiri	Gohira UGUP	Gohira		2	1
46	706901	Nilagiri	Kalakada UGUP	Kalakada		2	1
47	703702	Nilagiri	Chhatrapur PS	Chhatrapur		1	1
48	713201	Nilagiri	K.C.Pur UGUP	Pithahata		2	1
49	715101	Nilagiri	Telipal Ashram School	Telipal		2	2
50	705101	Nilagiri	Dhobasila UGUP	Dhobasila		2	1
51	705103	Nilagiri	Khairabani	Khairabani		1	1
52	705201	Nilagiri	Chalanapal PS	Chalanapal		1	1
53	709801	Nilagiri	Chatirikhunta PS	Chatirikhunta		1	1
54	710101	Nilagiri	Mitrapur Nodal	Mitrapur		2	1
55	708903	Nilagiri	KaansaPS	Kaansa		1	1
56	712801	Nilagiri	Purunagaon PS	Purunagaon		1	1
57	712601	Nilagiri	Narasinghpur Nodal	Narasinghpur		2	1
58	713601	Nilagiri	Pundal PS	Pundal		1	1
59	713401	Nilagiri	K.B.Pur PS	Kulat Berhampur		1	1
60	711901	Nilagiri	Dalimpal UGUP	Dalimpal		2	1
61	702401	Nilagiri	Analapal UGUP	Anlapal		2	1
62	712501	Nilagiri	Berhampur PS	Berhampur		1	1
63	704301	Nilagiri	Dharampur Nodal	Dharampur		2	1
64	704503	Nilagiri	Ishannendi PS	Ishannendi		1	1
65	714402	Nilagiri	Tenda Sevashram	Tenda		1	2
66	714401	Nilagiri	Tenda girls school	Tenda		3	2
67	702571	Nilagiri	Adarsa Sikhsya Kendra	Berhampur		1	5
68	704871	Nilagiri	Rigidi UP	Rigidi		4	5
69	714602	Nilagiri	LD UP	Chatar		4	4
70	702302	Nilagiri	Harijan Madhya Bidyalaya	Totapada		4	4
71	714306	Nilagiri	Adisakti UP (ME)	Sajanagarh		4	4

72	1401102	Jaleswar NAC	jaleswar UP(ME)	11	2	1
73	1400771	Jaleswar NAC	Bidyadharpur UP	7	4	5
74	1400401	Jaleswar NAC	Patharpura PS	4	1	1
75	1400402	Jaleswar NAC	Patharpura UP	4	4	1
76	1400801	Jaleswar NAC	PanchughantaUGUP	8	2	1
77	1400601	Jaleswar NAC	Bidyadharpur PS	6	1	1
78	1400951	Jaleswar NAC	Saraswati sishu mandir	9	2	5
79	1400971	Jaleswar NAC	Sri Aurobinda Integral	9	2	5
80	1400403	Jaleswar NAC	Gopabandhu Sikshya Sadan	4	2	5
81	500503	Jaleswar	Salikotha Nodal	Salikotha	2	1
82	506101	Jaleswar	MahisamundaPS	Mahisamunda	1	1
83	500201	Jaleswar	N.C.PS	Chakaarjuni	1	1
84	500101	Jaleswar	Aruha UGUP	Aruha	2	1
85	505602	Jaleswar	S.N.Nodal	Gopimohanpur	2	1
86	506001	Jaleswar	Kalyanpur PS	Kalyanpur	1	1
87	506002	Jaleswar	Kalyanpur UP	Kalyanpur	4	4
88	511501	Jaleswar	Ambiliatha UGUP	Ambiliatha	2	1
89	524901	Jaleswar	Kasidiha PS	Kasidiha	1	1
90	524902	Jaleswar	Kasidiha UP(ME)	Kasidiha	4	1
91	525102	Jaleswar	Raghaveswar PS	Dhansimulia	1	1
92	525101	Jaleswar	Dhansimulia PS	Dhansimulia	1	1
93	525803	Jaleswar	Sugo UP(ME)	Sugo	4	4
94	525802	Jaleswar	Sugo PS	Sugo	1	1
95	524701	Jaleswar	Sri Aurobinda Nodal	Banida	2	1
96	510902	Jaleswar	T.N.Nodal	Nampo	2	1
97	510901	Jaleswar	Nampo PS	Nampo	1	1
98	511001	Jaleswar	Gadapada PS	Panigrahi	1	1
99	508501	Jaleswar	S.N.Nodal	Gope	2	1
100	508201	Jaleswar	J.N.Nodal	Birespur	2	1
101	509002	Jaleswar	LaxamannathPS	Laxamannath	1	1
102	508406	Jaleswar	S.B.Nodal	Gobarghata	2	1
103	508402	Jaleswar	BairatadiPS	Gobarghata	1	1
104	523801	Jaleswar	Gurudaspur PS	Gurudaspur	1	1
105	504101	Jaleswar	Chafla PS	Chafla	1	1
106	504102	Jaleswar	SabitrmaniUP	Chafla	4	1
107	501504	Jaleswar	Kanakai PS	Kanakai	1	1
108	501301	Jaleswar	Baradiha PS	Baradiha	1	1
109	501501	Jaleswar	Chandaneswar UP	Kanakai	4	4
110	506503	Jaleswar	Hatigarh PS	Hatigarh	1	1

111	506504	Jaleswar	Hatigarh UP	Hatigarh	2	4
112	516104	Jaleswar	Kabataghati Residential School	Kabataghati	1	2
113	524501	Jaleswar	Srirampur PS	Srirampur	1	1
114	507206	Jaleswar	Khurad UP	Khurad	2	1
115	1000801	Sadar	Buanla UGUP	Buanla	2	1
116	1001102	Sadar	M.R.Nodal	Kudia	2	1
117	1001401	Sadar	Parikula PS	Parikula	1	1
118	1015702	Sadar	Phulwar kasaba UP	Phulwar kasaba	4	1
119	1015701	Sadar	Phulwar kasaba PS	Phulwar kasaba	1	1
120	1015801	Sadar	Kaharakul-A PS	Kaharakul	1	1
121	1015802	Sadar	Kaharakul-B PS	Kaharakul	1	1
122	1015901	Sadar	Kalipur PS	Kalipur	1	1
123	1016402	Sadar	Nagram PS	Nagram	1	1
124	1017101	Sadar	Narasinghpur PS	Narasinghpur	1	1
125	1017202	Sadar	Odhangi Amara Nodal	Odhangi	2	1
126	1017302	Sadar	Silad PS	Silad	1	1
127	1018301	Sadar	B.B.Nodal	Hinjala	2	1
128	1019001	Sadar	Radhamohan Nodal	Olanda Saragaon	2	1
129	1026903	Sadar	Sasanga UP	Sasanga	4	1
130	1009702	Sadar	Maninageswar Nodal	Bardhanpur	2	1
131	1008901	Sadar	Bikramkasaba PS	Bikramkasaba	1	1
132	1009802	Sadar	Jayadevkasaba Nodal	Jayadevkasaba	2	1
133	1022601	Sadar	Bhimpur Nodal	Bhimpur	2	1
134	1022801	Sadar	Chhachina PS	Chhachina	1	1
135	1023101	Sadar	Hemalata Nodal	Kuanrpur	2	1
136	1000901	Sadar	Deepapal PS	Deepapal	1	1
137	1020271	Sadar	Banchhanidhi English medium school	Padmapur	2	5
138	1017301	Sadar	Silad UP (ME)	Silad	4	4
139	1002501	Sadar	Baringia Nodal	Baringia	2	1
140	1003601	Sadar	Khannagar UGUP	Khannagar	2	1
141	1004101	Sadar	Palaspur UGUP	Palaspur	2	1
142	1003001	Sadar	Genguti Nodal	Genguti	2	1
143	1004201	Sadar	Sansaun PS	Sansaun	1	1
144	1025702	Sadar	Saragaon PS	Saragaon	1	1
145	1002401	Sadar	Bangara Nodal	Bangara	2	1
146	1019801	Sadar	Tentulimundi PS	Tentulimundi	1	1
147	1016601	Sadar	Talaamara UGUP	Talaamara	2	1
148	1018401	Sadar	Jhinkiria PS	Jhinkiria	1	1
149	1019201	Sadar	Palasia PS	Palasia	1	1
150	1027102	Sadar	Radhakrushna Nodal	Baincha	2	1
151	1019101	Sadar	Oupal PS	Oupal	1	1
152	1027201	Sadar	Balipal UGUP	Balipal	2	1

153	1015401	Sadar	Chakradhar UP	Bedhapachar araad	4	4
154	1002601	Sadar	Basantapur Nodal	Basantapur	2	1
155	1023601	Sadar	A.N.Nodal	Rasalpur	2	1

District :-Kalahandi (District Code :-15)

SL	School Code	Block/ULB	Name of the School	Village/ Ward no	Category	Management
1	1401504	BhawanipatanaMPL	Majhipada NUPSchool	15	2	1
2	1400106	BhawanipatanaMPL	Manikeswari High School	1	3	1
3	1400904	BhawanipatanaMPL	REO Colony UPS	9	2	1
4	1401006	BhawanipatanaMPL	Tarani UPS	2	4	1
5	1400902	BhawanipatanaMPL	Pardesipada Primary School	9	1	1
6	1400751	BhawanipatanaMPL	Satyasai Vidya Mandir	7	3	5
7	1401102	BhawanipatanaMPL	Purunapada PUPS	11	2	1
8	1400107	BhawanipatanaMPL	Practicing PS	1	1	1
9	1401304	BhawanipatanaMPL	Urdu Primary School	13	1	1
10	903002	Kokasara	Kashibahal Ups	Kashibahal	4	1
11	903001	Kokasara	Kashibahal Primary School	Kashibahal	1	1
12	901001	Kokasara	Dahagaon Primary School	Dahagaon	1	1
13	904051	Kokasara	Saraswati Sishu Mandir, Ladugaon	Ladugaon	2	5
14	901004	Kokasara	Jharbandha Primary School	Jharbandha	1	1
15	905904	Kokasara	Siriliguda Primary School	Siriliguda	1	1
16	905951	Kokasara	Netaji Subash Chandra High School	Phupgaon	5	4
17	904004	Kokasara	Majhipada Project UP School	Majhipada	2	1
18	904003	Kokasara	Ladugaon Primary School	Ladugaon	1	1
19	904602	Kokasara	Bhursaguda Primary School	Bhursaguda	1	1
20	900101	Kokasara	Budharaja M.E.School	Ampani	4	1

21	901101	Kokasara	Sarasmal Primary School	Sarasmal	1	1
22	901003	Kokasara	Jampada Primary School	Dahagaon	1	1
23	904603	Kokasara	Mahima PUPS	Mahima	2	1
24	903003	Kokasara	Nuapada Primary School	Kashibahal	1	1
25	904001	Kokasara	Harijanpada Primary School	Ladugaon	1	1
26	905903	Kokasara	Govt. UP School, Phupgaon	Phupgaon	2	1
27	900951	Kokasara	Siuni ME School	Siuni	4	5
28	904604	Kokasara	Malpada Primary School	Mahima	1	1
29	900103	Kokasara	Govt.S.S.D, Ampani	Ampani	3	2
30	900104	Kokasara	Budharaja High School	Ampani	5	1
31	900302	Kokasara	Patrabasa Primary School	Kandagarh	1	1
32	901471	Kokasara	Lankeswari G.p. High School	Dalguma	5	3
33	405109	Jaipatana	Umasankar UP School	Jaipatana	4	1
34	400801	Jaipatana	Amjore Residential Sevasharam School	Amjore	1	2
35	400902	Jaipatana	Bandigaon UPS	Bandigaon	2	1
36	408601	Jaipatana	Bpaikbahal Primary School	Paikbahal	1	1
37	400901	Jaipatana	Jay Jaganath NCLP School	Bandigaon	1	1
38	407601	Jaipatana	Matualguda PUPS	Matualguda	2	1
39	401301	Jaipatana	Nuaguda Primary School	Nuaguda	1	1
40	408901	Jaipatana	Ghantiguda CPS	Ghantiguda	1	1
41	409202	Jaipatana	Nuaguda Primary School	Nuaguda	1	1
42	409204	Jaipatana	SSDHS Uchhla Kanyashram	Nuaguda	3	2
43	408804	Jaipatana	Kundiguda PS	Kundiguda	1	1
44	408801	Jaipatana	Beherensil PUPS	Beherensil	2	1
45	409001	Jaipatana	Kumjore PUPS	Kumjore	2	1

46	403201	Jaipatana	Badkarlakote UPS	Badkarlakote	2	1
47	405107	Jaipatana	Thekopa Primary School	Thekopa	1	1
48	403202	Jaipatana	Malguda PS	Malguda	1	1
49	405105	Jaipatana	Kishorpada Project UP School	Jaipatana	2	1
50	404903	Jaipatana	Kuler Primary School	Kuler	1	1
51	402901	Jaipatana	Kadalibahali Primary School	Kadalibahali	1	1
52	405101	Jaipatana	Adipasipada Primary School	Adibasipada	1	1
53	408302	Jaipatana	Chilipada Primary School	Banjibahal	1	1
54	405106	Jaipatana	Mohabirapada Primary School	Mohabirapada	1	1
55	401001	Jaipatana	Bhejiguda CPS	Bhejiguda	1	1
56	406301	Jaipatana	Talgud Primary School	Talgud	1	1
57	407752	Jaipatana	Khaliabhata UPS	Khaliabhata	4	5
58	407751	Jaipatana	Gandhijee High School, Ranmal	Ranmal	5	5
59	1307101	Th.Rampur	Pollingpadar Primary School	Pollingpadar	1	2
60	1311601	Th.Rampur	Karalpat NCLP	Karalpat	1	6
61	1300401	Th.Rampur	Birikote PUPS	Birikote	2	1
62	1301501	Th.Rampur	Tasiuda PUP School	Tasiguda	2	1
63	1328703	Th.Rampur	Th. Rampur PUPS	Th. Rampur	2	1
64	1325502	Th.Rampur	Sirimaska PUPS School	Sirinaska	2	1
65	1313601	Th.Rampur	Permanji PUPS	Permanjui	2	1
66	1307301	Th.Rampur	Saisurni :Primary School	Saisurni	1	1
67	1311602	Th.Rampur	Karlapat UP School	Karlapat	2	1
68	1312701	Th.Rampur	Purunaguma Primary School	Purunaguma	1	1
69	1311801	Th.Rampur	Kiapadar UPSchool	Kiapadar	2	1
70	1306201	Th.Rampur	Gunupur NCLP	Gunupur	1	6
71	1310551	Th.Rampur	Thumul Awashika Saraswati Sishu Mandir	Thumul	2	6

72	1303651	Th.Rampur	Gram Vikas Awasik Shikshya Niketan	Kumudabah al	2	5
73	1303301	Th.Rampur	Gopalpur SSD Boys High School	Gopalpur	3	2
74	1306203	Th.Rampur	Gunupur UP School	Gunupur	2	1
75	1328701	Th.Rampur	Jageshpadar Primary School	Jageshpadar	1	1
76	115202	Bhawanipatana	Bimadhar UP School	Karlapada	4	1
77	115201	Bhawanipatana	Bimbadhar High School	Karlapada	5	1
78	115203	Bhawanipatana	Karlapada CPS	Karlapada	1	1
79	126901	Bhawanipatana	Talbelgaon PUPS	Talbelgaon	2	1
80	106201	Bhawanipatana	Palsipada UP School	Duarsuni	2	1
81	125401	Bhawanipatana	Upper Rachuguda PUPS	Upper Rachuguda	2	1
82	129301	Bhawanipatana	Sargiguda CPS	Sargiguda	1	1
83	103101	Bhawanipatana	Pokharighat PS	Pokharighat	1	1
84	116101	Bhawanipatana	Kuliamal PUPS	Kuliamal	2	1
85	117801	Bhawanipatana	Malgaon UGHS	Malgaon	5	1
86	116901	Bhawanipatana	Kutrukhamar UP School	Kutrukham ar	2	1
87	116501	Bhawanipatana	Funda Sevashram School	Funda	1	2
88	114601	Bhawanipatana	Karalaguda UP School	Karalaguda	2	1
89	109251	Bhawanipatana	Panchayat High School	Gudialipada r	5	5
90	119701	Bhawanipatana	Medinipur Centre Primary School	Medinipur	1	1
91	120101	Bhawanipatana	Sripur Primary School	Sripur	1	1
92	119501	Bhawanipatana	Laxmipur UPS	Laxmipur	2	1
93	114801	Bhawanipatana	Sankhairmal CPS	Sankhairma l	1	1
94	105801	Bhawanipatana	Attanguda PUPS	Attanguda	2	1
95	101004	Bhawanipatana	Yaypadar Primary School	Borda	1	1
96	100801	Bhawanipatana	Borbhata Nodal UP School	Borbhata	2	1

97	101002	Bhawanipatana	Borda CPS	Borda	1	1
98	101001	Bhawanipatana	Achutanandca UP School	Borda	4	1
99	102401	Bhawanipatana	Dhanrabhata PS	Dhanrabhat a	1	1
100	122502	Bhawanipatana	Risigaon PUPS	Risigaon	2	1
101	123001	Bhawanipatana	Amjore PS	Amjore	1	1
102	107101	Bhawanipatana	Sirliguda PS	Sirliguda	1	1
103	117802	Bhawanipatana	Malgaon UP School	Malgaon	2	1
104	125801	Bhawanipatana	Seinpur UPS	Seinpur	2	1
105	119601	Bhawanipatana	Manoharpur PUPS	Manoharpu r	2	1
106	114602	Bhawanipatana	Kubudi Primary School	Karlaguda	1	1
107	121402	Bhawanipatana	Dharmapada UP School	Tentulichua n	4	5
108	101871	Bhawanipatana	Panchayat High School	Ghugurpala	5	5
109	122102	Bhawanipatana	Bandhapada New Primary School	Kasakendu	1	1
110	128651	Bhawanipatana	Balaram UPS	Janakpur	4	4
111	101551	Bhawanipatana	Mahalaxmi High School	Chahagaon	5	5