



***SAMPLE CHECKING OF DISE DATA OF 2008-09
IN MADHYA PRADESH***



Submitted to
The Commissioner
Rajya Shiksha Kendra
BHOPAL – 462001

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EXECUTIVE SUMMARY

India is quite diverse in terms of the timeliness of providing the data, the completeness and the overall quality of the data provided. The quality of educational data has been a topic of interest since the beginning of formal education. The data on school education, particularly relating to elementary education, has witnessed enormous growth and increasing diversification of sources during the last couple of decades. However, the moot question is whether the reliability, validity of school education statistics is improved and can we say now with confidence that how many children are enrolled, how many drop-out, how many are out-of-school, how many attend school regularly and so on.

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

expected to satisfy themselves with regard to the accuracy of data received and then send the same to the District MIS unit. Data entry takes place at the district level and data in soft form is submitted to the State. The State office collates data from all districts and submits to NUEPA through MHRD/Ed.CIL.

The DISE DCFs include data on the following aspects.

- a) *General particulars* of the school: Location, year of establishment, type of management, working days, rural/urban and other characteristics.
- b) *Enrolments* by caste, sex, and grade. Single year age-grade matrix by sex and by caste groups.
- c) *Number of teachers* and their distribution by sex, caste, trained and untrained teachers.
- d) *Inventory of school buildings* by type and condition of classrooms.
- e) *Facilities* in the school.
- f) Equipment details.
- g) *Data on important indicators* like PTA constitution and their meetings, school inspections, incentives to children, utilization of contingent grants under SSA etc. are also included.

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

- to study the process of data collection under DISE in the selected districts - Shajapur, Hoshangabad, Balaghat and Khargone
- to examine the quality of data;
- to validate the data collected for DISE by visiting the sampled schools;
- to report the outcomes of the sample checking of data.

2. Methodology

For the purpose of the 5% sample checking of data four districts of Madhya Pradesh, viz., Shajapur, Hoshangabad, Balaghat and Khargone were selected by the Rajya Shiksha Kendra, Bhopal. All blocks of Shajapur, Hoshangabad, Balaghat & Khargone districts have been covered and from each block 5 per cent Primary/Upper Primary schools have been selected to collect the data for sample checking.

Universe of Study

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

Sampling Frame and Procedure

For a proper coverage all blocks from each district were selected to collect the data for sample checking. While selecting the schools it was ensured that schools located both in rural and urban areas are selected and all types of schools across school management are covered. An attempt has been made to give due consideration to schools predominantly located in SC, ST and minority areas. From each selected block 5 per cent schools have been chosen for the data collection. District-wise number of selected schools is: Shajapur (108), Hoshangabad (93), Balaghat (130) Khargone (117). Thus, the total number of schools visited in the selected four districts was 447.

Data Collection

Data Capture Formats were administered to elicit the school level information in order to validate the data collected earlier for the DISE by the State machinery following the process which has been discussed in the preceding pages in the report. Besides the administration of DCFs, some other

issues infrastructure in the district MIS Unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of hardware and soft wares, and computer professionals for the MIS Unit, etc.have also been observed during the field visits.

Data Analysis

All the data collected from the sample schools through DISE and PES exercises have been checked and analysed thoroughly using SPSS and discrepancies/variations have been highlighted keeping in view the objectives of the sample checking study. Based on the examination of the data collected at two different points of time, the significant differences/variations found/observed in the said two types of DCFs have been highlighted in the report. The duly filled up DISE data formats of the sampled schools were to be made available to the MPISSR by the DPOs of the respective districts after the completion of sample survey work in their respective district. However, none of the district officials of the said four districts provided the DISE DCFs of all the schools included in the sample and visited by the MPISSR team to elicit the desired information. In the case of Khargone the district officials did not provide DCFs of all the schools visited by MPISSR team despite several requests. In Khargone district a total number of 160 schools were visited by the MPISSR team but the DISE DCFs were made available in respect of only 117 schools. Similarly, in Shajapur ,Hoshangabad & Balaghat Districts a total number of 120, 95 & 145 schools were visited by the MPISSR team but the duly filled up DCFs of DISE were made available by the district officials in respect of 108, 92, and 130 schools only. Based on the examination of the

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

Major Findings

1. None of the four districts made available the filled up DISE DCFs of all the visited schools (sampled schools) to MPISSR team even after several requests. In Khargone district the DISE DCFs were made available to MPISSR for only 72.12 per cent sampled schools.
2. There are very less variation in all the categories relating to the availability of toilets and electric facilities in schools (Table 7).
3. The two sets of data matches to a great extent with regard to the availability of boundary wall in schools (Table 8).
4. Two sets of data matches to a great extent with regard to book bank, playground, computers and ramps for CWSN (Table 9).
5. The data in the two sets matches to a great extent regarding the source of potable water in schools (Table 10).
6. The data in the two sets almost match regarding the school particulars (Table 11).
7. Variations have been observed in the case of number of teaching days, educational supervision, CRC and BRC visits (Table 12).
8. Data relating to school development grant and school maintenance grant match in large number of schools (Table 13).
9. There is very less variation in the two sets of data regarding primary level enrolment (Table 16).
10. The variation is very high in the case of repeated children at primary level (Table 15) and at upper primary level (Table 17).
11. Comparative analysis of data regarding annual exam conducted during last academic year (2007-08) under enrolled, appeared, and passed categories show variations (Table 20).

12. Initial reaction of the heads of the institutions was positive in large number of schools (Table 21).
13. Availability of school report cards was better in Hoshangabad district (86.95 per cent) as compared to other districts of the sample (Table 24).
14. All the schools visited in four districts were found open on the day of the first visit (Table 27).
15. In large number of schools photo copy of filled in DISE DCF was not available. The highest number of such schools was found in Hoshangabad district (76.1 per cent) (Table 27).
16. Almost all the school have the provision of mid day meal in all the four districts (Table 27).
17. Quality of mid day meal was found to be good in all the districts except in Shajapur where it is found average (Table 28).
18. The seating arrangement for children in the school was found unsatisfactory. In majority of schools children sit on the mat in all the districts except in Hoshangabad where furniture is available for some children (Table 29).

Recommendations

1. It has been observed during the field work that teachers consider the DISE information as a routine one and hence do not pay desired attention while filling the DISE DCFs. In such a situation the quality of DISE data is always at stake. It is, therefore, suggested that Head Master/Teacher concerned should be made personally responsible for providing correct and accurate data.
2. During the field work several BRCs/CRCCs/CACs point out that SSA personnel/officials are not treated at par with the officials of line department by the teachers. Therefore, there is a need to make some arrangement at the grassroots level to empower SSA officials as well.

3. Training should be outsourced to some agency as teachers don't take seriously the training imparted by the CACs. Alternatively, the DIETs can also be given the responsibility of training at the district, block and CRC levels.
4. Training relating to DISE should also be imparted in the regular trainings as well.
5. Coding pattern need to be made simpler as teachers get confused if the codes are written one after one (in continuation).
6. Black board should be written as chalk board in DISE DCFs as many teachers get confused on this count.
7. Private schools don't provide information in most of the cases as they do not have the information/data as required in DISE format.
8. It has been observed that in DISE DCFs, in several schools in all the four districts, the darkened/blackened options have also been filled up with certain figures. The percentage of such occurrences are 23.1 (Balaghat), 30.4 (Hoshangabad), 30 (Khargone), and 26.8 (Shajapur) in the case of part I and J (relating to scholarship) of DISE DCF. It is, therefore, suggested that in order to remove the confusion among the teachers such fields (which are not applicable in the state) should be removed from the DISE DCFs.
9. It is suggested that in order to ensure the correct and consistent data from the schools the involvement of community/PTA must be ensured in the entire process. It should be made compulsory to obtain the signatures of PTA President and Vice President on the duly filled up DISE DCF so that they can also check the correctness of data relating to their school.
10. There is a need to educate the teachers, who are the primary data suppliers, about the concepts and definitions of the terms used in the DISE DCFs.

REPORT
SAMPLE CHECKING OF DISE DATA OF 2008-09
MADHYA PRADESH

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Districts and Blocks

Sr. No.	Blocks of Shajapur District	Blocks of Hoshangabad District	Blocks of Balaghat District	Blocks of Khargone District
1	Shajapur	Hoshangabad	Balaghat	Khargone
2	Susner	Seoni-Malwa	Kiranapur	Badwah
3	Agar	Pipariya	Parswada	Kasrawad
4	Nalkheda	Babai	Longi	Bhikangaon
5	Badod	Sohagpur	Birsha	Maheshwar
6	Kalapipal	Kesla	Katangi	Jhiranya
7	Shujalpur	Bankhedi	Kherlangi	Segaon
8	Moman Badodia		Baihhar	
9			Varaseoni	
10			Lalbarra	

As already discussed in the methodology section a total number of four districts were chosen to carry out the sample checking exercise in the State by the Rajya Shoksha Kendra, Bhopal. The four districts so selected were: Shajapur, Hoshangabad, Balaghat and Khargone. The above table contains the names of the districts and all the blocks from which five per cent schools were chosen randomly for the sample checking of DISE data.

DISE Data Verification - Comparative Analysis

The major objective of the present exercise is to compare the two sets of data - DISE and PES. An attempt has been made to compare the data in such a manner so that clear cut picture can emerge on various issues involved. The report also contains the observations of the field investigators on some important aspects relating to the day to day functioning of the schools.

Table 1

District- wise availability of DISE DCFs in sampled schools

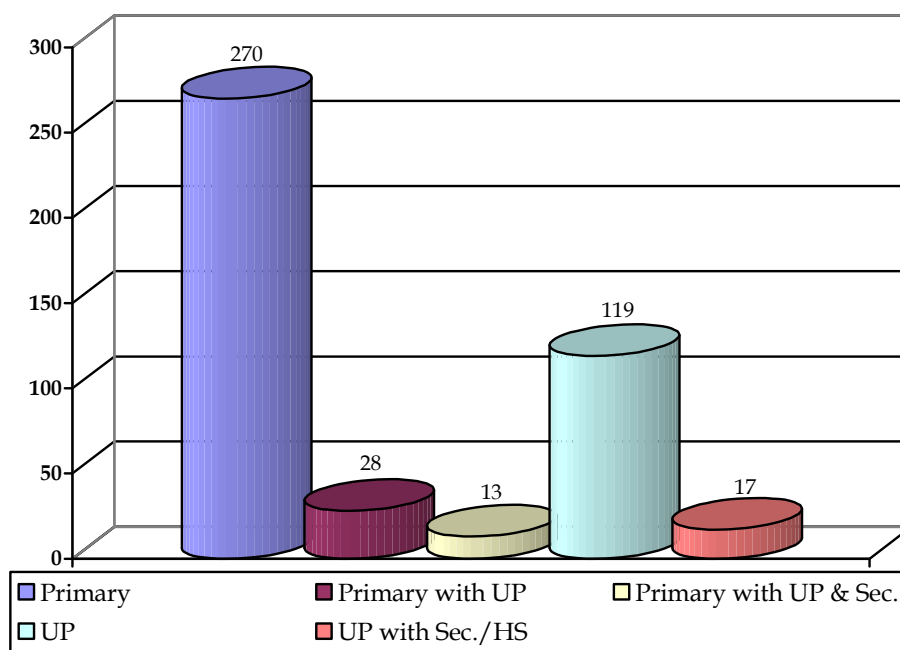
District	No. of sample schools visited by MPISSR team	Schools for which DISE DCFs made available to MPISSR	
Shajapur	120	108	90.00
Hoshangabad	95	92	98.92
Balaghat	145	130	89.96
Khargone	160	117	73.12
Total schools	520	447	85.96

Keeping in view the directives of NUEPA regarding the collection of duly filled up DISE DCFs, the MPISSR team made a visit to collect the data from the sampled schools in the chosen district. After completion of the data collection work, a list of the schools visited by the MPISSR team was handed over to the district officials to get the DISE DCFs of such schools. Data relating to this has been presented in table 1. It can be seen from the table that in any of the four districts the district authorities could not provide DISE DCFs of all the visited schools. An assurance was given to the team members that remaining formats would also be made available soon but even after repeated reminders they were not made available to us. The status with regard to this has been presented in table 1 where it can be observed that in the case of Khargone district the DISE DCFs were made available to the MPISSR team with regard to 73.12 per cent schools only. Thus, in all, DISE DCFs of 447 schools (85.96%) have been made available for sample checking.

Table 2
Category-wise break up of the schools

School category	No. of Schools in the sample	%
Only primary classes	270	60.4
Primary with upper primary classes	28	6.3
Primary with upper primary and secondary classes	17	3.8
Only upper primary classes	119	26.6
Upper primary with secondary/higher secondary classes	13	2.9
Total	447	100.0

Figure 1
Category-wise Break-up of Schools



As is evident from the explanation given in table 1, out of 520 schools visited by the MPISSR team in the four districts, the DISE DCFs made available in the case of 447 schools. Therefore, the total sample size of the schools for the purpose of sample checking is 447 schools for which DISE DCFs were made available.

Category-wise details of the sampled schools are given in table 2. It can be seen from the table that large number of schools (60.4%) are having only primary classes. Schools having only upper primary classes are 26.6 per cent whereas schools having primary with upper primary 6.3 per cent. It can be observed from the table that schools belonging to all categories have been duly represented in the sample. Out of 270 primary schools, 33 are exclusively for boys, 39 for girls and remaining 198 have co-education. At the upper primary level, out of 177 schools, 24 are boys' schools, 26 are girls' schools and rest 127 are co-educational schools.

Table 3
Comparative analysis of data regarding ownership of school buildings

Information collected	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
Private	10	0	0	1	10.0	9	90.0
Rented	6	0	0	0	0	6	100.0
Government	419	4	0.95	8	1.90	407	97.13
Government school in rent free building	2	0	0	1	50.0	1	50.0
No building	1	0	0	0	0	1	100.0
Sanctioned and construction has started	5	0	0	1	20.0	4	80.0
Sanctioned but construction has stopped	4	0	0	0	0	4	100.0

A comparative analysis of data relating to ownership status of school building has been presented in table 3. It can be seen from the table that there is no significant difference in the two sets of data with regard to the seven

parameters on which the information has been analysed and matched in the said table.

Table 4

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

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Pucca	346	46	13.29	300	86.70
Partly pucca	82	42	51.21	40	48.78
Kuccha	2	0	0.00	2	100.0

Data relating to the types of building have been shown in table 4. It can be observed from the table that data relating to only kuccha schools show no difference. A huge difference can be seen in partly pucca schools whereas data with regard to only 48.78 per cent schools match with the survey data. A difference of 13.29 per cent is also seen in the case of pucca schools.

Table 5

Comparative analysis of data regarding condition of class rooms

Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
Good condition	1025	3	0.29	264	25.75	758	73.95
Need minor repairs	253	3	1.18	9	3.55	241	95.25
Need major repairs	85	2	0.02	72	84.70	11	12.94

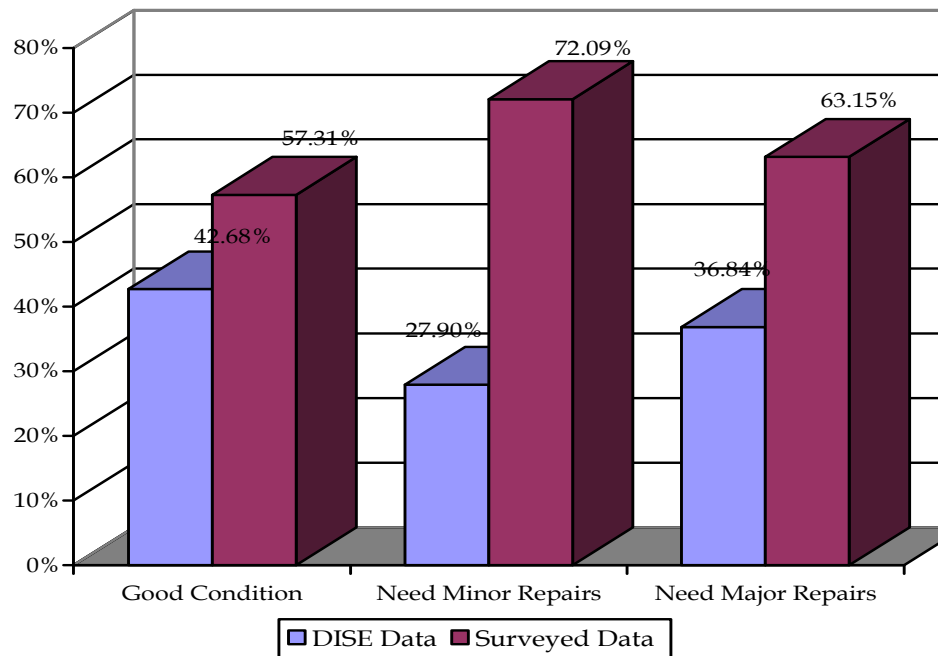
Comparative analysis of data relating to the condition of classrooms has been presented in table 5. It can be observed from the table that there are variations in the two sets of data in all the three categories. In the case of the classrooms requiring major repairs the data is matching in the case of only

12.94 per cent schools. Similarly in the categories of good condition classrooms the data is matching in 73.95 per cent schools. The lowest variation is observed in the category of minor repairs.

Table 6
Comparative analysis of data regarding condition of other rooms

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Good condition	328	140	42.68	188	57.31
Need minor repairs	86	24	27.90	62	72.09
Need major repairs	38	14	36.84	24	63.15

Figure 2
Comparative analysis of data regarding condition of other rooms



A comparative analysis with regard to the condition of other rooms of the visited schools has been presented in table 6. It can be observed here as well that there is a huge variation in the two sets of data in all the three categories. The highest variation is seen in the first category i.e. good condition rooms.

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

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Common toilets	244	30	12.29	214	87.70
Separate toilet for girls	189	16	8.46	173	91.53
Separate toilet for staff	65	1	1.53	64	98.46
Electricity	100	11	11.0	89	89.0

Availability of toilets and electric facilities in schools is an important aspect. Data relating to these facilities have been collected and analysed in table 7. There are variations in the two sets of data in all the four categories. Variation is more in the cases of common toilets and, electricity.

Table 8
Comparative analysis of data regarding availability of
boundary wall in schools

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Pucca	90	3	3.3	87	96.66
Pucca but broken	42	1	2.38	41	97.61
Fencing	43	2	4.65	41	95.34
Hedges	20	1	5.0	19	95.00
No boundary wall	252	5	1.98	247	98.01

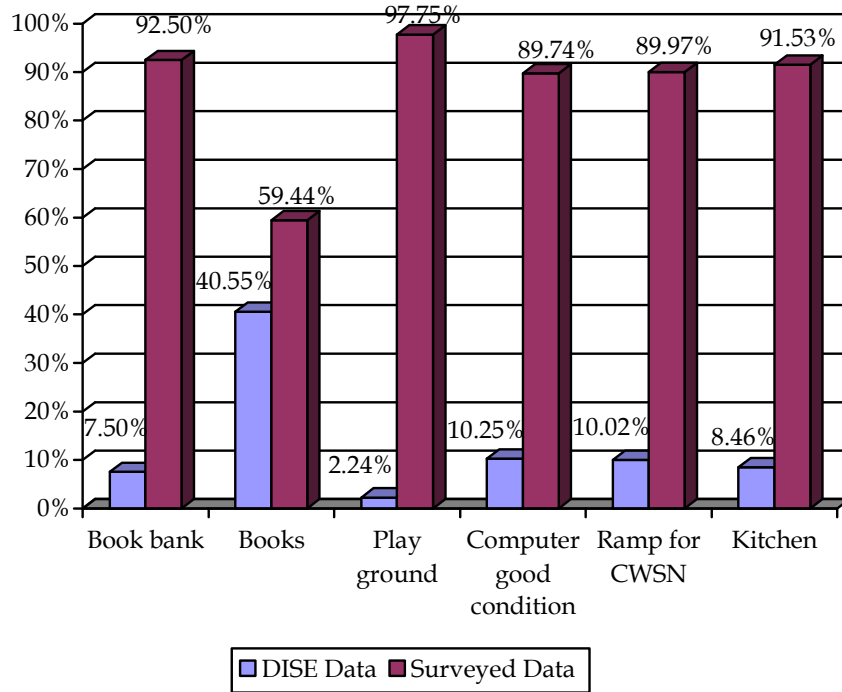
Data relating to availability of boundary walls in schools have been presented in table 8. It can be seen from the table that data is matching to a great extent on all the five categories for which it has been analysed and matched.

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

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Book bank	160	12	7.5	148	92.5
Books	28319	11486	40.55	16833	59.44
Playground	312	7	2.24	305	97.75
Computers in good condition	39	4	10.25	35	89.74
Ramp for CWSN	359	36	10.02	323	89.97
Kitchen	248	21	8.46	227	91.53

Figure 3

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



A comparative analysis of data relating to the availability of book bank, books and play ground, computer in good condition, ramp and kitchen in schools have been analysed and presented in table 9. It can be seen from the table that data is matching to a large extent with regard to the categories of book bank, kitchen and playground. A large variation is seen in books category. However, there is a marginal variation in the categories of computers in good condition and ramp for CWSN.

Table 10

Comparative analysis of data regarding source of potable water in schools

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
Hand pump	307	5	1.62	302	98.37
Well	8	0	0.00	8	100.0
Tap water	68	2	2.94	66	97.05
Other	11	0	0.00	11	100.0
No potable water facility available	53	0	0.00	53	100.0

Figure 4

Comparative analysis of data regarding source of potable water in schools

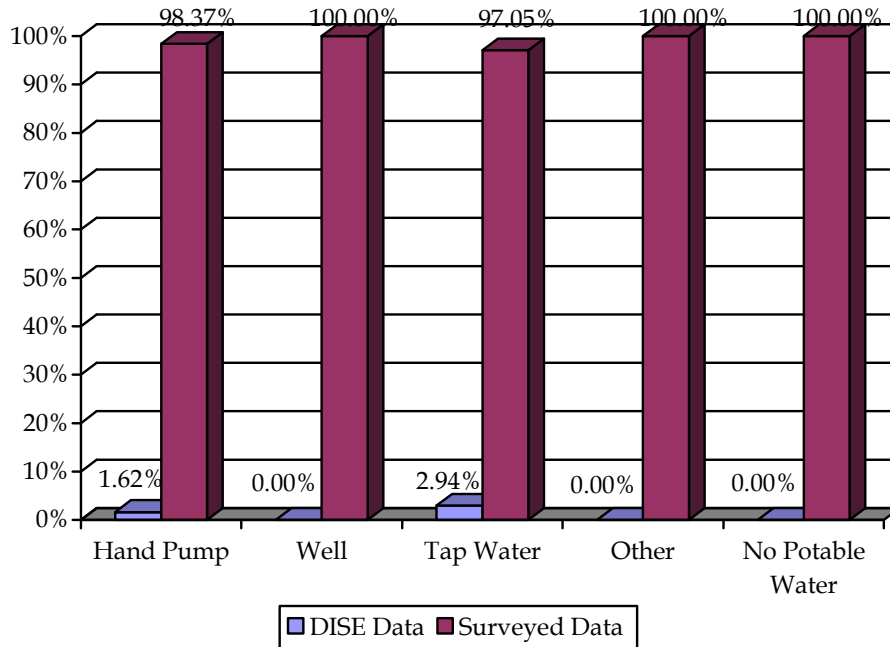


Table 10 contains the data relating to the source of potable water in schools. No significant variation is seen in all the five categories for which data has been analysed and presented.

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

Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
School location	447	0	0.00	0	0	447	100.0
School Category	447	1	0.22	2	0.44	444	99.32
School Type	447	0	0.00	1	0.22	446	99.77
School Management	447	2	0.44	4	0.89	441	98.65
Lowest Class	447	0	0.00	2	0.44	445	99.55
Highest Class	447	1	0.22	1	0.22	445	99.55

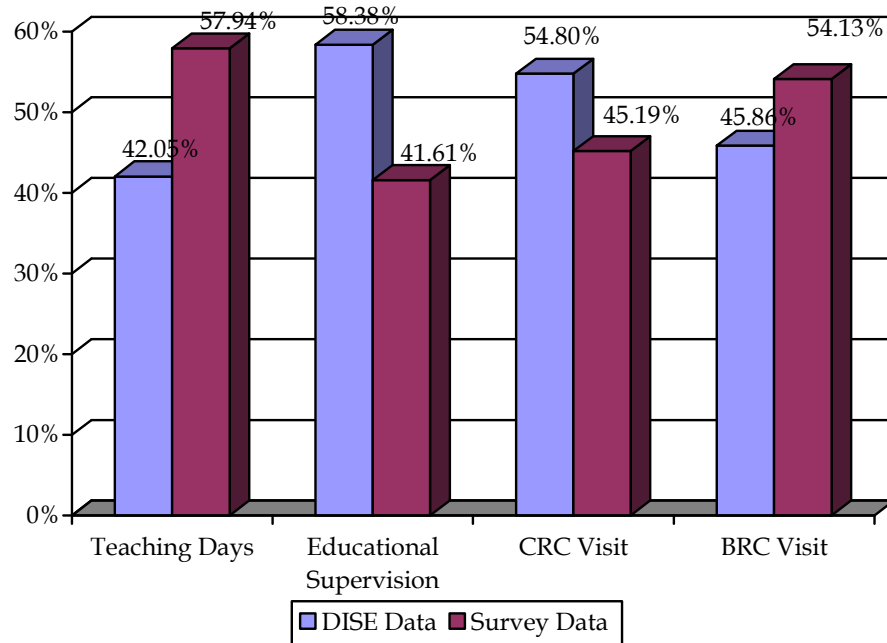
Table 11 contains the data relating to school particulars like - school location, school category, school type, school management, lower class and the highest class in the schools. It can be observed from the table that both the sets of data matching to a large extent on all the six items mentioned in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

Table 12**Comparative analysis of data regarding last academic session (2007-08)**

Items	Sample Size (n)	Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%
No. of teaching days	447	188	42.05	259	57.94
No. of educational supervision	447	261	58.38	186	41.61
No. of CRC visit	447	245	54.80	202	45.19
No. of BRC visit	447	205	45.86	242	54.13

Figure 5

Comparative analysis of data regarding last academic session (2007-08)



Comparative analysis of the two sets of data on four items relating to last academic session (2007-08) is presented in table 12. It can be seen from the table that there are huge variations in the two sets of data on all the four items included in the table. Data relating to the number of educational supervision match only in 41.61 per cent schools. In the case of number of CRC visits the data is matching only in 45.19 per cent schools. Similarly, data relating to the number of teaching days and number of BRC visits also shows a huge variation. It matches only in 57.94 and 54.13 per cent schools respectively.

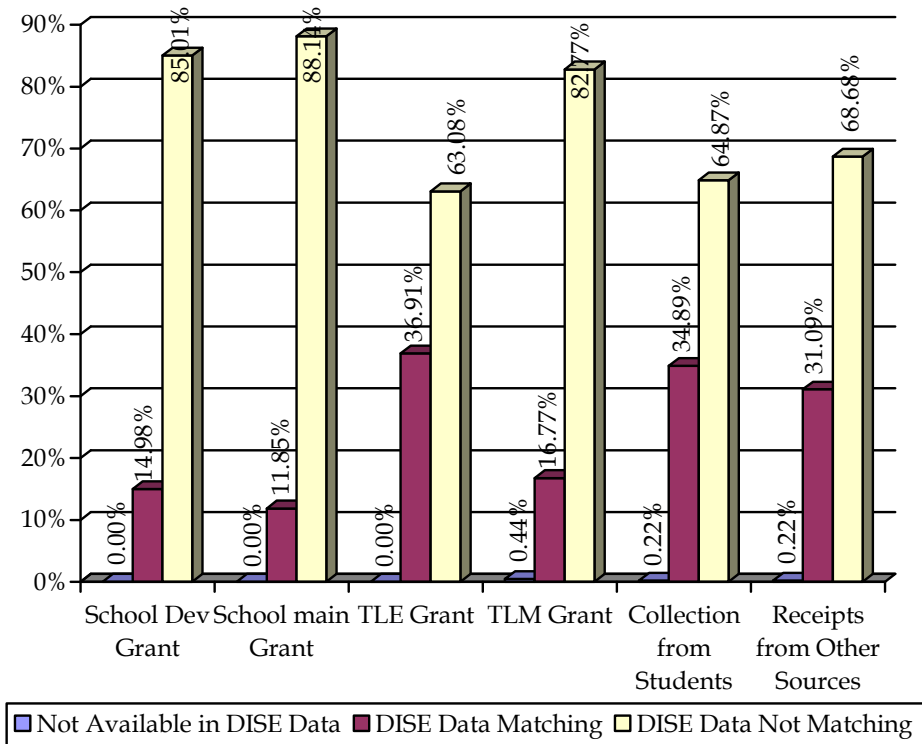
Table 13

Comparative analysis of data relating to the funds during 2007-08

Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
School development grant	447	0	0.00	67	14.98	380	85.01
School maintenance grant	447	0	0.00	53	11.85	394	88.14
TLE grant	447	0	0.00	165	36.91	282	63.08
TLM grant	447	2	0.44	75	16.77	370	82.77
Collection from students	447	1	0.22	156	34.89	290	64.87
Receipts from other sources	447	1	0.22	139	31.09	307	68.68

Figure 6

Comparative analysis of data relating to the funds during 2007-08



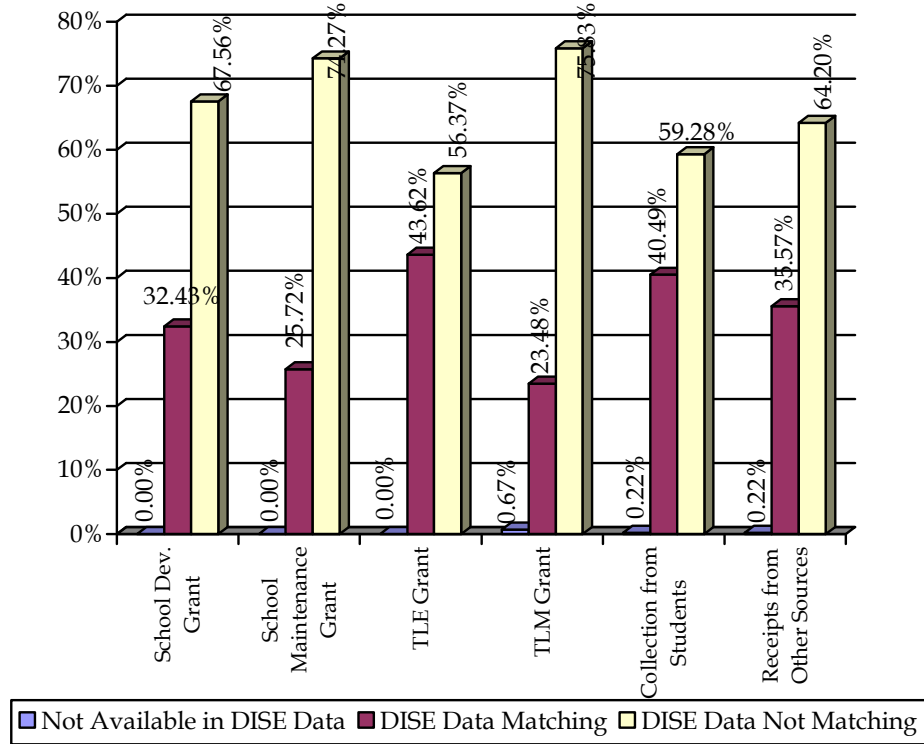
Schools get funds under several categories. An attempt has been made to analyse the two sets of data in this regard. It can be seen from the table that there are variations in all the six categories included in the table for the purpose of sample checking. The highest variation is seen in the case of TLE grant & collection from students where data is matching only in 63.08 and 64.87 per cent schools respectively. The lowest variation is observed in the category of TLM grant.

Table 14
Comparative analysis of data on the expenditure incurred during financial year 2007-08

Items	Sample Size (n)	Not filled/ not available in DISE data		Available in DISE data but doesn't match with survey data		Available in DISE data and matches with the survey data	
		No.	%	No.	%	No.	%
School development grant	447	0	0.00	145	32.43	302	67.56
School maintenance grant	447	0	0.00	115	25.72	332	74.27
TLE grant	447	0	0.00	195	43.62	252	56.37
TLM grant	447	3	0.67	105	23.48	339	75.83
Collection from students	447	1	0.22	181	40.49	265	59.28
Receipts from other sources	447	1	0.22	159	35.57	287	64.20

Figure 7

Comparative analysis of data on the expenditure incurred during financial year 2007-08



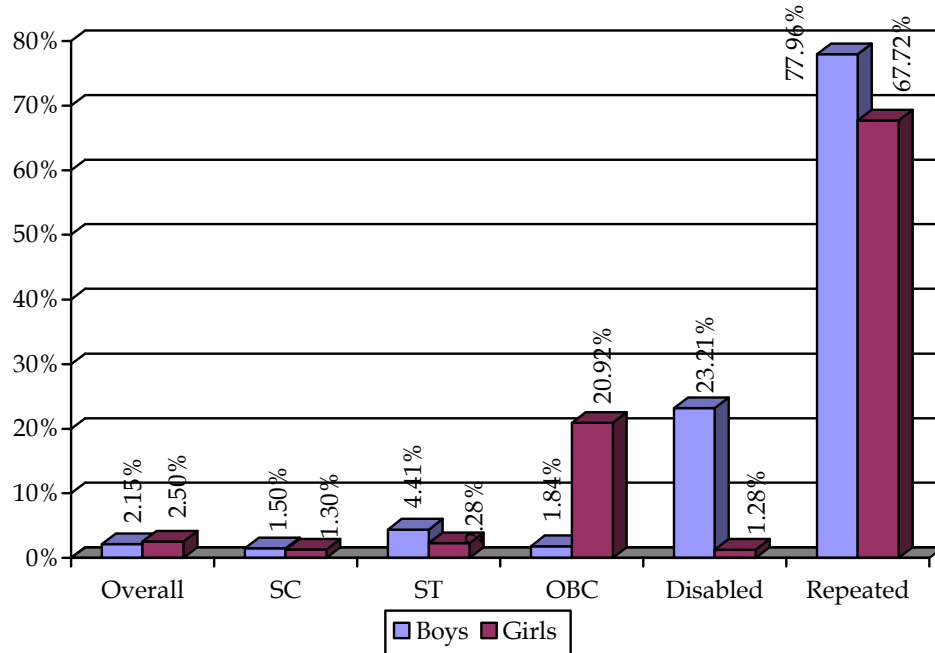
Comparative analysis of data relating to the expenditure incurred during the financial year (2007-08) under various heads has been analysed and presented in table 14. Here also it can be observed that the data is not matching in several cases. In the category of TLE grant data is not matching in 56.37 per cent schools followed by the collection from the students (59.28 per cent). The lowest variation is observed in the category of TLM grant where data is matching in 75.83 per cent schools.

Table 15

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

Categories	For the 270 sample schools having primary classes showing complete and consistence DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
Overall:			
Boys (Overall)	15298	15628	2.15
Girls (Overall)	18643	18188	2.50
Scheduled Castes:			
Boys (SC)	3064	3110	1.50
Girls (SC)	3599	3552	1.30
Scheduled Tribes:			
Boys (ST)	2925	3054	4.41
Girls (ST)	3064	2994	2.28
OBC:			
Boys (OBC)	8528	8371	1.84
Girls (OBC)	10655	8425	20.92
Disabled Children			
Boys (Disabled)	168	129	23.21
Girls (Disabled)	156	154	1.28
Repeated Children			
Boys	184	835	77.96
Girls	336	1041	67.72

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

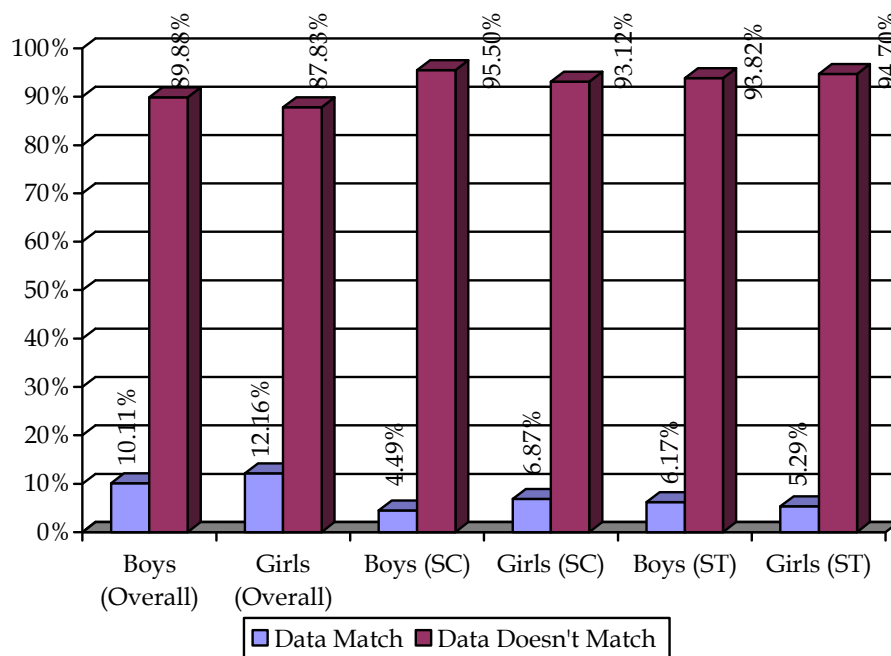


An attempt has been made in table 15 to present macro level variation in the primary school enrolment figures collected under DISE and sample checking survey. It contains data on an overall basis and also under the categories of SC, ST, OBC, disabled and repeated children. There are minor variations in all the categories. However, the highest variation is seen in the categories of repeated children and disabled children (77.9 per cent and 67.72 per cent) whereas the lowest variation is in the category of children belonging to Scheduled Castes.

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

Category-wise Enrolment	No. of schools	Schools where doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Overall					
Boys(Overall)	178	18	10.11	160	89.88
Girls(Overall)	189	23	12.16	166	87.83
Scheduled Castes					
Boys(SC)	178	8	4.49	170	95.50
Girls(SC)	189	13	6.87	176	93.12
Scheduled Tribes					
Boys(ST)	178	11	6.17	167	93.82
Girls(ST)	189	10	5.29	179	94.70

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



The table 16 presents the school wise comparative analysis of data regarding primary level enrolment. Analysis of the data, on an overall basis, shows minor variations in all the categories. Variations are more in the category boys and girls on an overall basis.

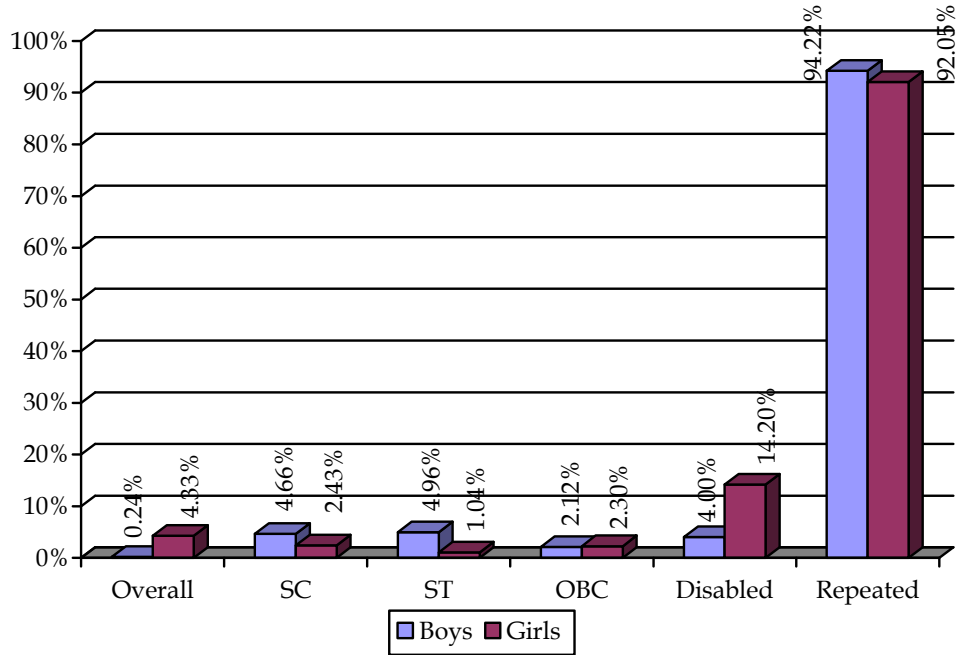
Table 17

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

Categories	For the 177 sample school having upper primary classes showing complete and consistence DISE data		Variation
	As generated through the DISE	As found during sample checking survey	
Overall:			
Boys (Overall)	10037	10012	0.24
Girls (Overall)	11209	11695	4.33
Scheduled Castes:			
Boys (SC)	2013	1919	4.66
Girls (SC)	2006	2056	2.43
Scheduled Tribes:			
Boys (ST)	1893	1799	4.96
Girls (ST)	1810	1791	1.04
OBC:			
Boys (OBC)	5517	5637	2.12
Girls (OBC)	6224	6371	2.30
Disabled Children			
Boys (Disabled)	100	96	4.0
Girls (Disabled)	91	78	14.2
Repeated Children			
Boys	23	398	94.22
Girls	31	390	92.05

Figure 10

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



Variations in the upper primary level enrolment figures at macro level with regard to 177 sample schools have been presented in table 17. Variation across the categories is higher in case of boys except in the category of disabled children. The variations are found similar in the category of OBC boys and girls. It can be seen that in the category of repeated children there is a huge variation in the two sets of data.

Table 18

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

Category-wise Enrolment	No. of schools	Schools where doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Overall					
Boys(Overall)	145	24	16.55	121	83.44
Girls(Overall)	159	35	22.01	124	77.98
Scheduled Castes					
Boys(SC)	145	41	28.27	104	71.72
Girls(SC)	159	23	14.46	136	85.53
Scheduled Tribes					
Boys(ST)	145	31	21.37	114	78.62
Girls(ST)	159	26	16.35	133	83.64

Figure 11

School-wise comparative analysis of data regarding primary level enrolment

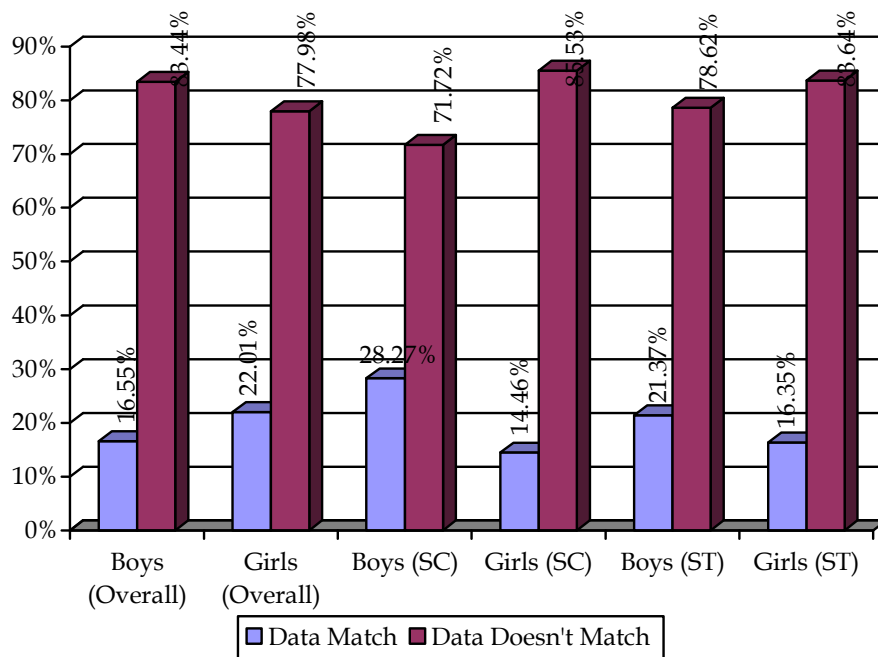
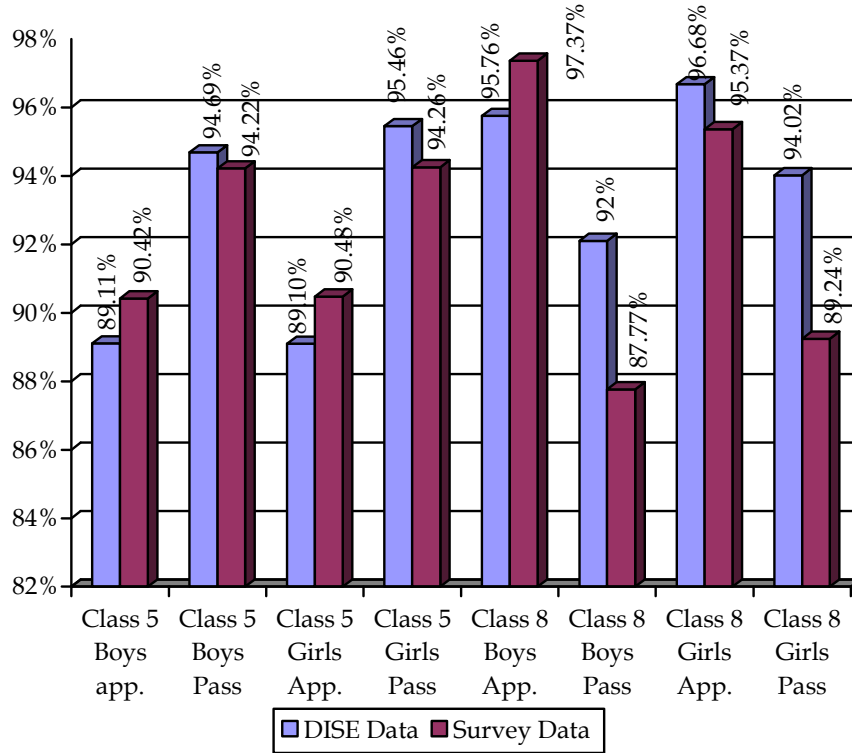


Table 18 contains school wise comparative analysis of data of the enrolment in the upper primary level schools. There is large number of schools where the two types of data shows no coherence. Data relating to girls enrolment matches only in 77.98 per cent schools whereas data relating to Scheduled Caste (boys) and Scheduled Tribe (boys) is matching only in 71.72 and 78.62 per cent schools respectively.

Table 19
Comparative analysis of key indicators regarding annual examinations
(2007-08)

Examinations	DISE Data	Survey data	Variation
Annual Examination - Class 5: Boys			
% of students appeared out of total enrolled	89.11	90.42	1.44
% of students passed out of total appeared	94.69	94.22	0.49
Annual Examination - Class 5: Girls			
% of students appeared out of total enrolled	89.10	90.48	1.52
% of students passed out of total appeared	95.46	94.26	1.25
Annual Examination - Class 8: Boys			
% of students appeared out of total enrolled	95.76	97.37	1.65
% of students passed out of total appeared	92.11	87.77	4.71
Annual Examination - Class 8: Girls			
% of students appeared out of total enrolled	96.68	95.31	1.41
% of students passed out of total appeared	94.02	89.24	5.08

Figure 12
Comparative analysis of key indicators regarding annual examinations
(2007-08)



A comparative analysis of key indicators pertaining to annual examinations of class 5th and 8th has been presented in table 19. Minor Variations are found in all the category of students. However, variations with regard to students (boys) passed out of total appeared in annual examination of class 8th are 4.71 per cent. Similarly, there is a variation of 5.08 per cent in the case of girls of class 8th under the category of passed out of total appeared.

Table 20
School- wise comparative analysis of data of annual exams conducted
during last academic year (2007-08)
Annual Examination - Class 5

Category	No. of sample schools (n)*	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Enrolled					
Boys (Overall)	270	34	12.59	236	87.40
Girls (Overall)	270	32	11.85	238	88.14
Boys (SC)	270	33	12.22	237	87.77
Girls (SC)	270	43	15.92	227	84.07
Boys (ST)	270	26	9.62	244	90.37
Girls (ST)	270	37	13.70	233	86.29
Appeared					
Boys (Overall)	270	46	17.03	224	82.96
Girls (Overall)	270	43	15.92	227	84.07
Boys (SC)	270	41	15.18	229	84.81
Girls (SC)	270	43	15.92	226	84.07
Boys (ST)	270	28	10.37	242	89.62
Girls (ST)	270	37	13.70	233	86.29
Passed					
Boys (Overall)	270	51	18.88	219	81.11
Girls (Overall)	270	55	20.37	215	79.62
Boys (SC)	270	41	15.18	229	84.81
Girls (SC)	270	55	20.37	215	79.62
Boys (ST)	270	29	10.74	241	89.25
Girls (ST)	270	36	13.33	234	86.66

Annual Examination – Class 8

Category	No. of sample schools (n) *	Schools where it doesn't match with survey data		Schools where it matches with survey data	
		No.	%	No.	%
Enrolled					
Boys (Overall)	177	33	18.64	144	81.33
Girls (Overall)	177	27	15.25	150	84.74
Boys (SC)	177	29	16.38	148	83.61
Girls (SC)	177	22	12.42	155	87.57
Boys (ST)	177	16	9.03	161	90.96
Girls (ST)	177	17	9.60	160	90.39
Appeared					
Boys (Overall)	177	31	17.51	146	82.48
Girls (Overall)	177	30	16.94	147	83.05
Boys (SC)	177	27	15.25	150	84.74
Girls (SC)	177	27	15.25	150	84.74
Boys (ST)	177	19	10.73	158	89.26
Girls (ST)	177	21	11.86	156	88.13
Passed					
Boys (Overall)	177	44	24.85	133	75.14
Girls (Overall)	177	48	27.11	129	72.88
Boys (SC)	177	31	17.51	146	82.48
Girls (SC)	177	32	18.07	145	81.92
Boys (ST)	177	23	12.99	154	87.00
Girls (ST)	177	26	14.68	151	85.31

Table 20 presents school wise comparative analysis of data relating to the annual examination conducted during last academic year. It can be observed from the table that there are mismatches across the categories. The mismatch is visible with regard to overall boys and girls appeared and passed in class five. Data pertaining to annual examination of class eight also shows variation. Variation is more in the case of number of overall boys and girls in enrolled, appeared and pass categories.

Investigators Feedback

Table 21
Initial reaction of Principals/Head Masters

District -wise & Management-wise	Total no. of schools covered	Schools where the initial reaction was found to be quite positive	
		No.	%
Overall	447	397	88.81
Districts -wise Analysis			
Shajapur	108	99	91.66
Hoshangabad	92	78	84.78
Balaghat	130	115	88.46
Khargone	117	105	89.74
School Management - wise Analysis			
Run by Education Department	343	318	93.86
Run by Other Govt. Depts.	87	68	78.16
Private schools	4	3	75.00
UEGS	13	8	61.53

Investigators' observations regarding the initial reaction of Principals/Head Masters in the schools visited by them are presented in table 21. Here an attempt is made to present the data on an overall basis, district wise & school management wise. It is clear from the table that overall in 88.81 per cent schools the initial reaction of the head of the institution was positive. District wise analysis of data also presents a positive picture. School management wise analysis of data brings to the fore that initial reaction in all the three categories of schools was almost similar in the schools run by other government department and private schools. Schools run by educational department have an edge over the other three types of categories of schools. The new category introduced during this year is the UEGS schools where only 61.53 per cent Principals'/Head Masters' initial reaction was found positive.

Table 22

Principals/HMs response in providing the information

District -wise & Management-wise	Total no. of school covered	Schools readily forthcoming with the information	
		No.	%
Overall	447	283	59.32
Districts -wise Analysis			
Shajapur	108	69	63.88
Hoshangabad	92	58	63.04
Balaghat	130	84	64.61
Khargone	117	72	61.53
School Management - wise Analysis			
Run by Education Department	343	214	63.21
Run by Other Govt. Depts.	87	59	67.81
Private schools	4	3	75.00
UEGS	13	7	53.84

Table 22 presents the data relating to the response of principals/Head Masters in making available the desired information to the investigators for sample survey. While seeing data, on an overall basis, it can be noticed from the table that in only 59.32 per cent schools the Principal/Head Master extended their help in providing the desired information. District wise analysis of data presents a mixed picture. Majority of Principals/Head Masters in the schools of Khargone district were hesitant in providing the information, particularly on certain key issues. The highest percentage of HMs (64.61 per cent) provided the information readily to the team in Balaghat district which is slightly higher than the other three districts.

Table 23
Ready availability of records

District -wise & Management-wise	Total no. of schools covered	Schools where the records were made readily available	
		No.	%
Overall	447	264	59.06
Districts -wise Analysis			
Shajapur	108	64	59.25
Hoshangabad	92	52	56.52
Balaghat	130	82	63.07
Khargone	117	66	56.41
School Management - wise Analysis			
Run by Education Department	343	200	58.30
Run by Other Govt. Depts.	87	53	60.91
Private schools	4	2	40.00
UEGS	13	9	69.23

Availability of proper records in the schools is very important as it enables the exercise like DISE more reliable and fruitful. Data on this aspect has been collected by the MPISSR team and is presented in table 23. It can be seen from the table that, on an overall basis, there were only 59.06 per cent schools where records were made readily available. Management wise analysis shows that the percentage of such schools under UEGS is higher (69.23%) in making the records available whereas those run by private management could make the records readily available in 40.00 per cent cases only.

Table 24

Availability of school report card in the school

District -wise & Management-wise	Total no. of schools covered	Availability of school report card in the school	
		No.	%
Overall	447	243	54.36
Districts -wise Analysis			
Shajapur	108	35	32.40
Hoshangabad	92	80	86.95
Balaghat	130	72	55.38
Khargone	117	56	47.86
School Management - wise Analysis			
Run by Education Department	343	195	56.85
Run by Other Govt. Depts.	87	42	48.27
Private schools	4	2	50.00
UEGS	13	4	30.76

Availability of school report card in the schools is very important as it contains not only the quantitative information but also provides qualitative information and a descriptive report about a school. Comprehensive information on and about all the vital parameters relating to students, teachers and other school related variables can be found in the report cards. Keeping this in view data on this important aspect has been collected and presented in table 24. It can be observed from the table that data on this count is not very encouraging as on an overall basis only in 54.36 per cent schools the school report cards were found available. District wise analysis of data shows that in Khargone, Balaghat and Shajapur districts, the availability of cards is far from the satisfactory as only in 47.86, 55.38 and 32.40 per cent schools respectively, the report cards were available at the time of the visit of MPISSR team. School management wise analysis of data shows that the situation is better in the schools that are run by education department (56.85%) compared to the schools that are run by the management mentioned in other three categories.

Table 25
Up-to-date maintenance of school records

District -wise & Management-wise	Total no. of schools covered	Up-to-date maintenance of school records	
		No.	%
Overall	447	289	64.25
Districts -wise Analysis			
Shajapur	108	68	62.96
Hoshangabad	92	56	60.86
Balaghat	130	89	68.46
Khargone	117	76	64.95
School Management - wise Analysis			
Run by Education Department	343	223	65.85
Run by Other Govt. Depts.	87	57	65.51
Private schools	4	3	75.00
UEGS	13	6	46.15

Up to date maintenance of records in the schools is the key to get reliable and proper information. Data on this aspect has been collected and presented in table 25. It can be observed from the table that on an overall basis, in 64.25 per cent schools the data is up-to-date and being maintained in the desired manner to a certain extent. District wise analysis in this regard shows that in all the four districts the situation is average. The schools being managed by the private management have better system of record keeping as in 75 per cent schools the records were found maintained up to date.

Table 26
Information pertaining to enrolment & Pass Percentage

District -wise & Management-wise	Total no. of schools covered	Information pertaining to enrolment and details of pass percentage	
		No.	%
Overall	447	276	61.74
Districts -			
Shajapur	108	64	59.25
Hoshangabad	92	76	82.60
Balaghat	130	84	64.61
Khargone	117	52	44.44
School Management - wise Analysis			
Run by Education Department	343	196	57.94
Run by Other Govt. Depts.	87	69	79.31
Private schools	4	3	75.00
UEGS	13	8	61.53

Table 26 contains the analysis relating to the enrolment details of pass percentage made available by the Principals/Head Masters. Viewing the data on an overall basis it can be noticed that in 61.74 per cent schools they were able to do so. District wise analysis shows that in Hoshangabad more than 82 per cent schools could provide the information pertaining to these two aspects whereas in Khargone only 44 per cent schools could provide this information. Schools managed by private management had the higher percentage in the sample where data was made available easily whereas the percentage of those schools which are managed by education department was the lowest (57.94 %) in this regard.

Table 27
School Particulars

Schools found open on day of the first visit					
Districts	Yes	Percent	No	Percent	Total
Shajapur	108	100.0	0	0.00	108
Hoshangabad	92	100.0	0	0.00	92
Balaghat	130	100.0	0	0.00	130
Khargone	117	100.0	0	0.00	117
Was the Principal able to give the enrolment and other details from a single register?					
Districts	Yes	Percent	No	Percent	Total
Shajapur	64	59.3	44	40.7	108
Hoshangabad	22	23.9	70	76.1	92
Balaghat	46	35.4	84	64.6	130
Khargone	32	27.4	85	72.6	117
Do the teachers in the school fill-up the attendance register properly?					
Districts	Yes	Percent	No	Percent	Total
Shajapur	88	81.5	20	18.5	108
Hoshangabad	83	90.2	9	9.8	92
Balaghat	113	86.9	17	13.1	130
Khargone	109	93.2	8	6.8	117
Principal have the year end summery details available with him relating to children for all grades					
Districts	Yes	Percent	No	Percent	Total
Shajapur	73	67.6	35	32.4	108
Hoshangabad	49	53.3	43	46.7	92
Balaghat	79	60.8	51	39.2	130
Khargone	107	91.5	10	8.5	117
Teachers in the school come on time					
Districts	Yes	Percent	No	Percent	Total
Shajapur	97	89.8	11	10.1	108
Hoshangabad	85	92.4	7	7.6	92
Balaghat	123	94.6	7	5.4	130
Khargone	114	97.4	3	2.6	117
School having a photo copy of filled in DISE DCF					
Districts	Yes	Percent	No	Percent	Total
Shajapur	55	50.9	53	49.1	108
Hoshangabad	22	23.9	70	76.1	92
Balaghat	60	46.2	70	53.8	130
Khargone	46	39.3	71	60.7	117

Investigator faced any problem in getting the required information from the school					
Districts	Yes	Percent	No	Percent	Total
Shajapur	19	17.6	89	82.4	108
Hoshangabad	12	13.0	80	87.0	92
Balaghat	8	6.2	122	93.8	130
Khargone	4	3.4	113	96.6	117
Schools have a display board					
Districts	Yes	Percent	No	Percent	Total
Shajapur	82	75.9	26	24.1	108
Hoshangabad	78	84.8	14	15.2	92
Balaghat	125	96.2	5	3.8	130
Khargone	110	94.0	7	6.0	117
Provision of mid-day meal in the school					
Districts	Yes	Percent	No	Percent	Total
Shajapur	101	93.5	7	6.5	108
Hoshangabad	88	95.7	4	4.3	92
Balaghat	125	96.6	5	3.8	130
Khargone	113	96.6	4	3.4	117

Table 27 contains data on several aspects. The field investigators have given their observations based on their visit to the schools. It can be observed from the table that in all the four districts covered under the sample survey exercise all the schools visited by MPISSR team were found open on the day of the visit. In most of the schools of all the four districts the Principal/Head Master could not give the enrolment and other details from the single register. Such schools were more in Hoshangabad and Khargone districts (76.1 per cent and 72.6 per cent respectively). It was found that in majority of the schools teachers fill up the attendance register properly. Year end summary details relating to the children for all grades were not found available with the principals in 46.7 and 39.2 per cent schools of Hoshangabad and Balaghat districts. The percentage of those teachers who came on time to their respective schools was higher in all the four districts. Availability of a photocopy of filled in DISE DCF was not satisfactory in any of the district. In more than 76 per cent schools of Hoshangabad district the DISE DCFs were

not available. Investigators faced no problems in getting the required information in all the four districts. In majority of schools in all the districts display boards were found available except in Shajapur where only 75 per cent schools had display boards. Almost all the schools in all the districts were providing food under Mid Day Meal programme.

Table 28
Quality of food of mid-day meal scheme

Options	Frequency	Percent
Shajapur		
Very Good	9	8.3
Good	40	37.0
Average	53	49.1
Worst	1	0.9
Not applicable	5	4.6
Total	108	100.0
Hoshangabad		
Very Good	7	7.6
Good	43	46.7
Average	39	42.4
Worst	2	2.2
Not applicable	1	1.1
Total	92	100.0
Balaghat		
Very Good	13	10.0
Good	89	68.5
Average	26	20.0
Worst	0	0.00
Not applicable	2	1.5
Total	130	100.0
Khargone		
Very Good	2	1.7
Good	73	62.4
Average	41	35.0
Worst	1	0.9
Not applicable	0	0.00
Total	117	100.0

Table 28 contains the observations of investigators with regard to the quality of food being served under Mid Day Meal programme. It can be seen from the table that in Shajapur and Hoshangabad districts the quality of food was found to be average whereas in Balaghat and Khargone districts it was found good.

Table 29
Seating arrangement for children in the school

Options	Frequency	Percent
Shajapur		
Furniture for all students	8	7.4
Furniture for some children	29	26.9
No Furniture, Children sit on the mat	71	65.7
Total	108	100.0
Hoshangabad		
Furniture for all student	9	9.8
Furniture for some children	48	52.2
No Furniture, Children sit on the mat	35	38.0
Total	92	100.0
Balaghat		
Furniture for all student	10	7.7
Furniture for some children	18	13.8
No Furniture, Children sit on the mat	102	78.5
Total	130	100.0
Khargone		
Furniture for all student	17	14.5
Furniture for some children	20	17.0
No Furniture, Children sit on the mat	80	68.5
Total	117	100.0

Table 29 deals with the data relating to the seating arrangements for children in schools. District wise analysis of data shows that in all the district majority of student sit on mat except in Hoshangabad district where some students sit on the furniture in majority of schools.

Table 30

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

Category	No. of students enrolled	Attendance on the day of visit	
		No.	%
All children taken together	44959	28472	63.32
All boys taken together	14749	9610	65.15
All girls taken together	17686	11950	67.56
Boys belonging to Sch. Castes	3036	1693	55.76
Girls belonging to Sch. Castes	3454	1760	50.95
Boys belonging to Sch. Tribes	2885	1693	58.68
Girls belonging to Sch. Tribes	3149	1766	56.08

Figure 13

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

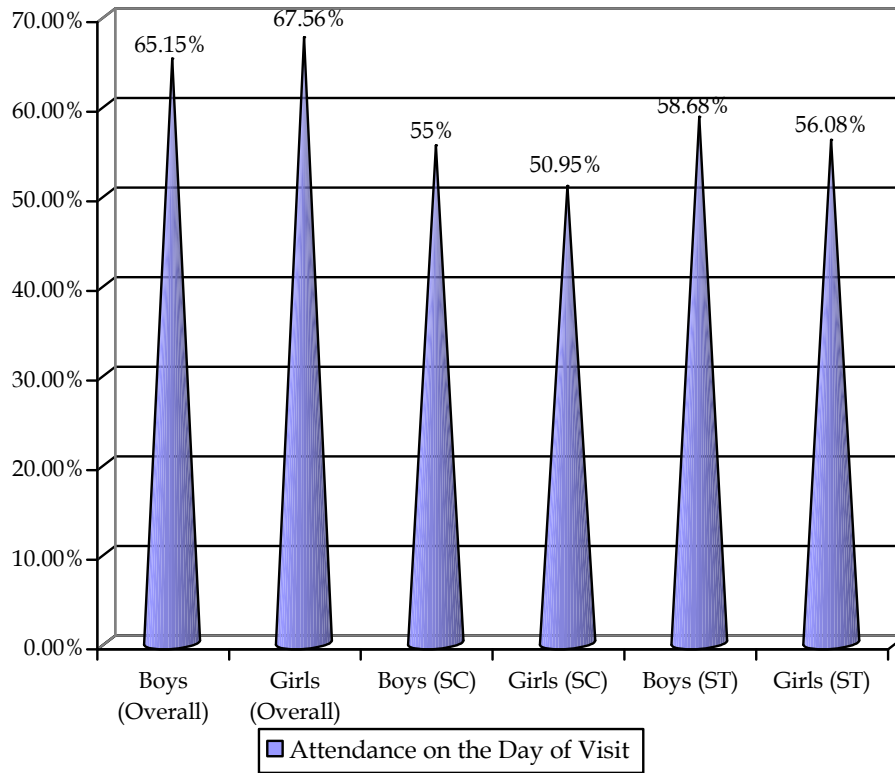


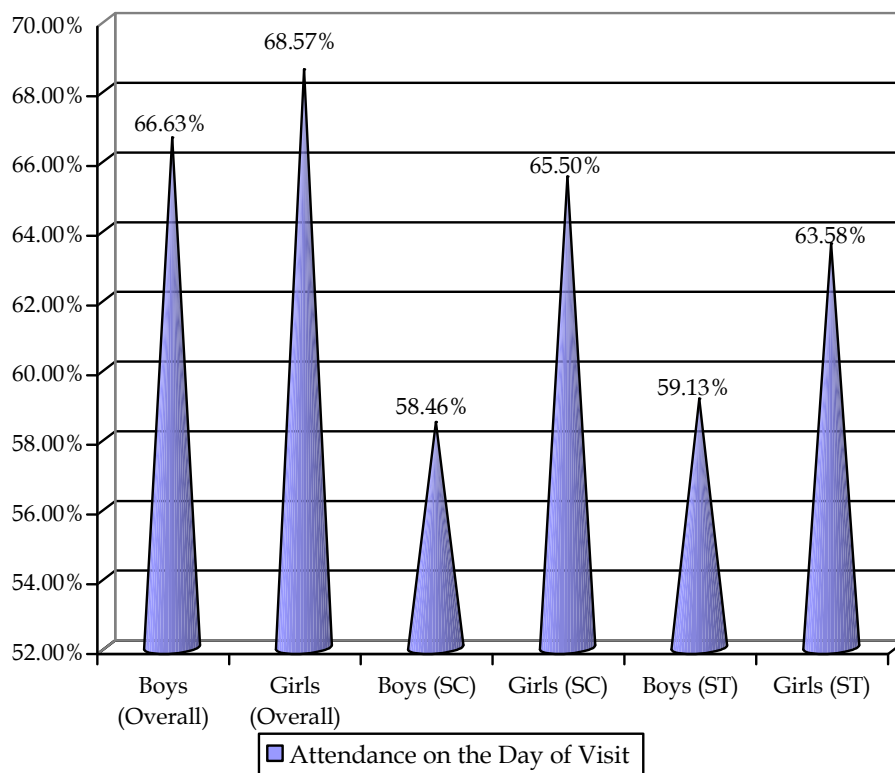
Table 30 presents the category wise analysis of attendance on the day of visit in primary classes of the schools. Data reveals that 63.32 per cent students were found in the classes when all children taken together. It can be observed from the table that the attendance of students (both boys and girls) belonging to the Schedule Caste category was the lowest.

Table 31
Category wise analysis of attendance in upper primary classes on the day of visit of MPSSR team

Category	No. of students enrolled	Attendance on the day of visit	
		No.	%
All children taken together	27978	18522	66.20
All boys taken together	9311	6204	66.63
All girls taken together	11478	7871	68.57
Boys belonging to Sch. Castes	1811	1066	58.86
Girls belonging to Sch. Castes	1954	1280	65.50
Boys belonging to Sch. Tribes	1713	1013	59.13
Girls belonging to Sch. Tribes	1711	1088	63.58

Figure 14

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



Category wise analysis of attendance in upper primary classes on the day of visit has been presented in table 31. Analysis of data, taking into consideration all children together, shows that the attendance was 66.20 per cent. Attendance of boys belonging to the SC and ST categories was also observed very low.

Table 32

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

District -wise & Management-wise	No. of students enrolled	District/School management - wise analysis of attendance in primary classes	
		No.	%
Overall	31994	21383	66.83
Districts -wise Analysis			
Shajapur	7359	4027	54.72
Hoshangabad	7716	5321	68.96
Balaghat	9685	7538	77.83
Khargone	7234	4494	62.12
School Management - wise Analysis			
Run by Education Department	22146	15742	71.08
Run by Other Govt. Depts.	7894	4538	57.48
Private schools	528	354	67.04
UEGS	1426	749	52.52

Figure 15

District-wise analysis of attendance in primary classes

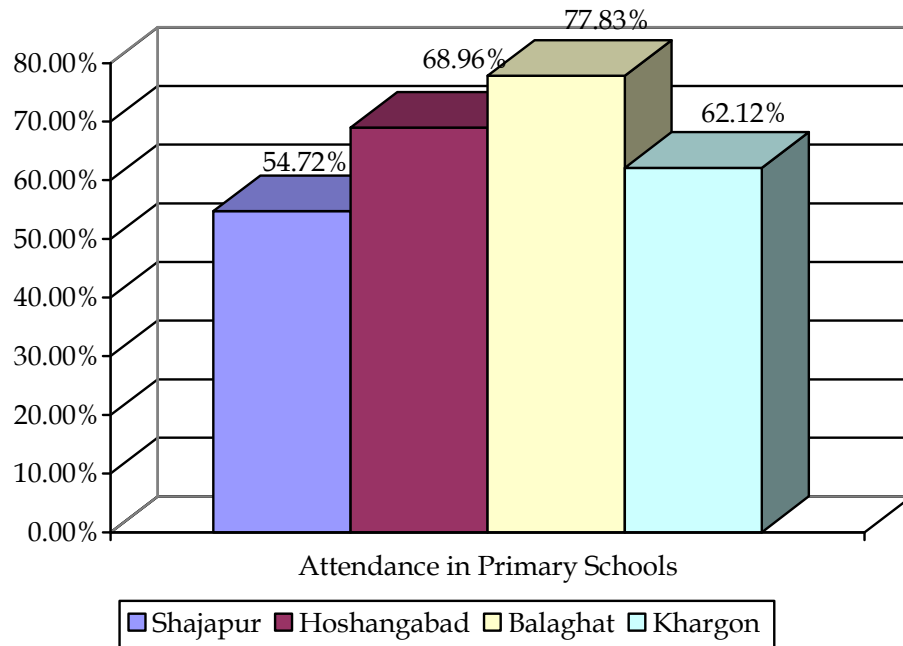


Figure 16

School Management-wise analysis of attendance in primary classes

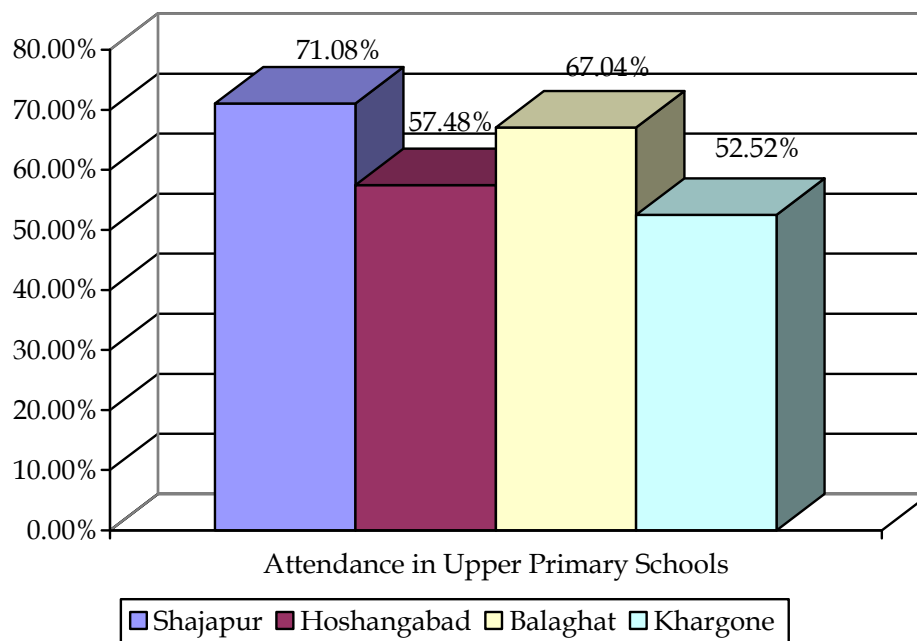


Table 32 contains district wise analysis of attendance in primary classes of the visited schools. On an overall basis the attendance in the schools was 66.83 per cent. An inter-district variation is also visible in the data. It is the lowest (54.72 per cent) in Shajapur district whereas in Balaghat district it is the highest (77.83 per cent). Attendance is more than 60 per cent in three districts except in Shajapur. Viewing the data school management wise it can be observed that attendance was lowest in the UEGS schools (52.52 %) followed by the schools run by other government departments (57.48 per cent). Attendance was the highest in the schools run by education department (71.08 per cent).

Table 33
District/School management - wise analysis of attendance in
upper primary classes

District -wise & Management-wise	No. of students enrolled	District/School management - wise analysis of attendance in upper primary classes	
		No.	%
Overall	20766	14055	67.68
Districts -wise Analysis			
Shajapur	4400	2936	66.72
Hoshangabad	4372	2435	55.69
Balaghat	6522	4888	74.94
Khargone	5472	3796	69.37
School Management - wise Analysis			
Run by Education Department	15692	10968	69.90
Run by Other Govt. Depts.	4656	2841	61.01
Private schools	418	246	58.5

Figure 17
District-wise analysis of attendance in upper primary classes

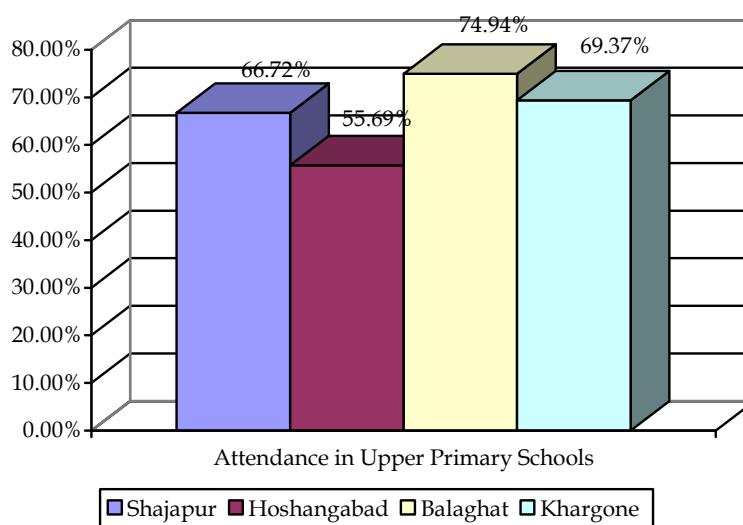


Figure 18

School Management-wise analysis of attendance in upper primary classes

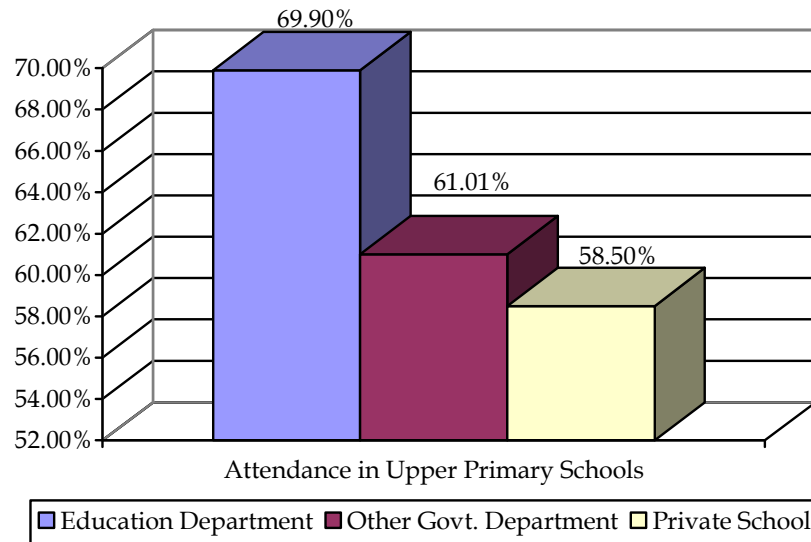


Table 33 contains the data relating to the attendance of students in upper primary classes. Analysis presented in the table indicates that on an overall basis 67.68 per cent students were present on the day of visit of the MPISSR team. District wise analysis shows that the percentage of attendance is the highest in Balaghat district where 74.94 per cent students were present. The lowest percentage of attendance was in Hoshangabad (55.69%). School management wise examination of data reveals that the attendance of students was higher in the schools run by education department (71.21%) followed by the schools run by other government departments (61.01%).

Table 34

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

District	No. of schools	Schools where attendance was $\geq 75\%$ on day of sample visit	
		No.	%
Overall	270	71	26.29
District wise analysis			
Shajapur	57	15	26.31
Hoshangabad	70	15	21.42
Balaghat	63	22	34.92
Khargone	80	19	23.75

Figure 19

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

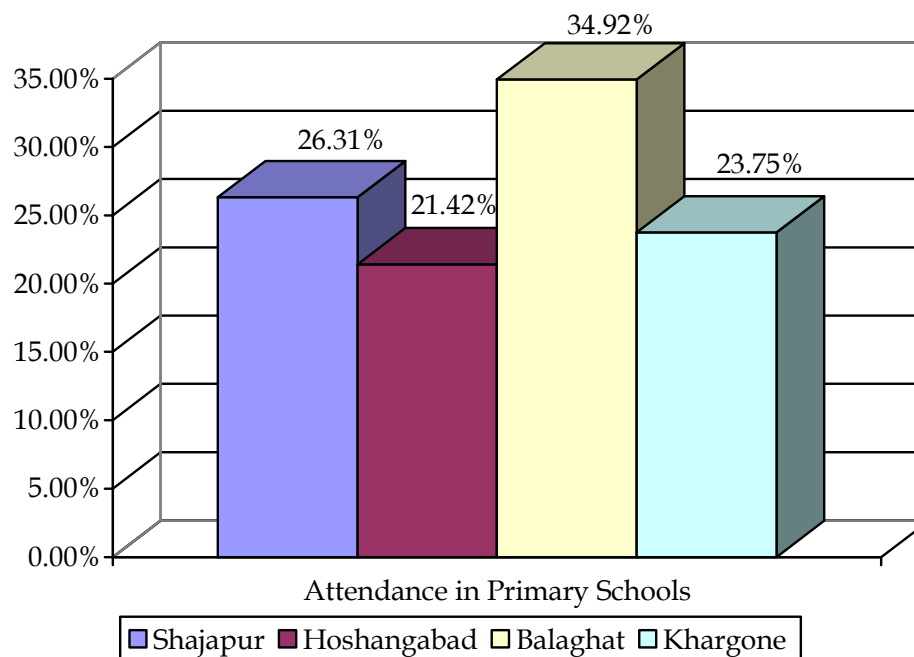


Table 34 presents district wise analysis of those schools where the attendance in primary classes was observed 75 per cent or more. On an overall basis there were 26.29 per cent schools where the attendance was

observed 75 per cent or more. District wise analysis of the data shows that the highest number of such schools where 75 per cent or more attendance was observed were in Balaghat district (34.92%) whereas the lowest schools in the category were found in Hoshangabad district (21.42 per cent).

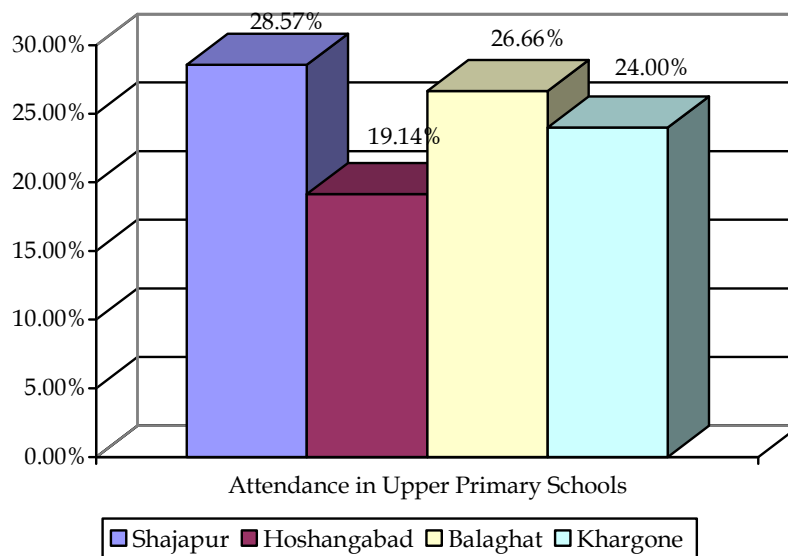
Table 35

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

District	No. of schools	Schools where attendance was $\geq 75\%$ on day of sample visit	
		No.	%
Overall	177	43	24.29
District wise analysis			
Shajapur	35	10	28.57
Hoshangabad	47	9	19.14
Balaghat	45	12	26.66
Khargone	50	12	24.00

Figure 19

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



Analysis of data relating to the upper primary schools having attendance 75 per cent or more has been presented in table 35. It is evident from the table that on an overall basis in 24.29 per cent Schools the attendance was 75 per cent or more on the day of visit. District wise break up of data reveals that all the districts have less number of such schools where the attendance of students was 75 per cent or more.

Table-36
Incentives

	Other Incentives	DISE Data	Survey data	Variation
1	Free books			
1	Boys SC	5141	4103	20.19
2	Girls SC	5424	4859	10.4
3	Boys ST	4729	4390	7.16
4	Girls ST	4758	4430	6.89
5	Boys OBC	13501	13435	0.48
6	Girls OBC	16528	15103	8.62
7	Boys General	1489	1407	5.82
8	Girls General	2296	2097	9.48
	Total	53866	49824	8.11
2	Free Note Books			
1	Boys SC	101	208	51.44
2	Girls SC	44	144	69.44
3	Boys ST	38	118	67.79
4	Girls ST	28	80	65.00
5	Boys OBC	81	193	41.72
6	Girls OBC	29	198	85.35
7	Boys General	35	30	14.28
8	Girls General	16	60	73.33
	Total	372	1031	63.91
3	Free Uniform			
1	Boys SC	6	6	0.00
2	Girls SC	5347	4449	20.18
3	Boys ST	56	17	69.64
4	Girls ST	4739	4350	8.94
5	Boys OBC	29	64	54.68
6	Girls OBC	16375	16661	1.71
7	Boys General	-	-	-
8	Girls General	2438	2107	15.80
	Total	28990	27654	4.83

	Other Incentives	DISE Data	Survey data	Variation
4	MDM			
1	Boys SC	3994	3594	11.12
2	Girls SC	4147	4393	5.59
3	Boys ST	3590	3758	4.47
4	Girls ST	3884	3881	0.07
5	Boys OBC	10114	10490	3.58
6	Girls OBC	12063	13014	7.30
7	Boys General	994	1217	18.32
8	Girls General	1629	1773	8.12
	Total	40415	42120	4.04
5	Free Bicycles			
2	Girls SC	164	169	2.95
4	Girls ST	317	281	12.81
6	Girls OBC	145	287	4.94
	Total	626	737	15.06

Table 36 deals with the data relating to the various incentives being provided to the different categories of students. It includes the free distribution of text books, note books, uniform, bicycles and MDM. In the free book category the largest variation can be seen in the SC boys (20.19%) while the lowest variation is in OBC boys (0.48%) category. The overall variation in free books category is 8.11 per cent. In the case of free note books category, there are huge variations except boys belonging to general category. The overall variation is very high (63.91%), the OBC girls category shows a variation of 85.35 per cent. In free uniform section, the overall variation is low at 4.83 per cent whereas in individual categories variation can be seen. In the case of free MDM, almost all categories show low variation except general boys (18.32%) followed by SC boys (11.12%). The overall variation in free bicycles category is 15.06 per cent, in which ST girls show a large variation (12.81%).

A comparative analysis of the two sets of data makes it abundantly clear that the overall scenario with regard to the DISE data is mixed one. There are certain issues on which the variation was observed more whereas

on certain issues there is no or very less variation. It can be said that lack of understanding and uniformity of definitions and lack of qualified and properly trained teachers may be some of the probable reasons of discrepancies in DISE data.

On the basis of the analysis and interpretation done in the previous pages the major findings are being presented hereunder.

Major Findings

1. None of the four districts made available the filled up DISE DCFs of all the visited schools (sampled schools) to MPISSR team even after several requests. In Khargone district the DISE DCFs were made available to MPISSR for only 72.12 per cent sampled schools.
2. There are very less variation in all the categories relating to the availability of toilets and electric facilities in schools (Table 7).
3. The two sets of data matches to a great extent with regard to the availability of boundary wall in schools (Table 8).
4. Two sets of data matches to a great extent with regard to book bank, playground, computers and ramps for CWSN (Table 9).
5. The data in the two sets matches to a great extent regarding the source of potable water in schools (Table 10).
6. The data in the two sets almost match regarding the school particulars (Table 11).
7. Variations have been observed in the case of number of teaching days, educational supervision, CRC and BRC visits (Table 12).
8. Data relating to school development grant and school maintenance grant match in large number of schools (Table 13).
9. There is very less variation in the two sets of data regarding primary level enrolment (Table 16).

10. The variation is very high in the case of repeated children at primary level (Table 15) and at upper primary level (Table 17).
11. Comparative analysis of data regarding annual exam conducted during last academic year (2007-08) under enrolled, appeared, and passed categories show variations (Table 20).
12. Initial reaction of the heads of the institutions was positive in large number of schools (Table 21).
13. Availability of school report cards was better in Hoshangabad district (86.95 per cent) as compared to other districts of the sample (Table 24).
14. All the schools visited in four districts were found open on the day of the first visit (Table 27).
15. In large number of schools photo copy of filled in DISE DCF was not available. The highest number of such schools was found in Hoshangabad district (76.1 per cent) (Table 27).
16. Almost all the school have the provision of mid day meal in all the four districts (Table 27).
17. Quality of mid day meal was found to be good in all the districts except in Shajapur where it is found average (Table 28).
18. The seating arrangement for children in the school was found unsatisfactory. In majority of schools children sit on the mat in all the districts except in Hoshangabad where furniture is available for some children (Table 29).

Recommendations

1. It has been observed during the field work that teachers consider the DISE information as a routine one and hence do not pay desired attention while filling the DISE DCFs. In such a situation the quality of DISE data is always at stake. It is, therefore, suggested that Head Master/Teacher concerned should be made personally responsible for providing correct and accurate data.
2. During the field work several BRCs/CRCCs/CACs point out that SSA personnel/officials are not treated at par with the officials of line department by the teachers. Therefore, there is a need to make some arrangement at the grassroots level to empower SSA officials as well.
3. Training should be outsourced to some agency as teachers don't take seriously the training imparted by the CACs. Alternatively, the DIETs can also be given the responsibility of training at the district, block and CRC levels.
4. Training relating to DISE should also be imparted in the regular trainings as well.
5. Coding pattern need to be made simpler as teachers get confused if the codes are written one after one (in continuation).
6. Black board should be written as chalk board in DISE DCFs as many teachers get confused on this count.
7. Private schools don't provide information in most of the cases as they do not have the information/data as required in DISE format.
8. It has been observed that in DISE DCFs, in several schools in all the four districts, the darkened/blackened options have also been filled up with certain figures. The percentage of such occurrences are 23.1 (Balaghat), 30.4 (Hoshangabad), 30 (Khargone), and 26.8 (Shajapur) in the case of part I and J (relating to scholarship) of DISE DCF. It is, therefore, suggested that in order to remove the confusion among the

teachers such fields (which are not applicable in the state) should be removed from the DISE DCFs.

9. It is suggested that in order to ensure the correct and consistent data from the schools the involvement of community/PTA must be ensured in the entire process. It should be made compulsory to obtain the signatures of PTA President and Vice President on the duly filled up DISE DCF so that they can also check the correctness of data relating to their school.
10. There is a need to educate the teachers, who are the primary data suppliers, about the concepts and definitions of the terms used in the DISE DCFs.

DISTRICT INFORMATION SYSTEM FOR EDUCATION

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

1. विद्यालय भ्रमण की दिनांक—

		2009
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2. शैक्षणिक सत्र—

2008—2009

3. पर्यवेक्षण संचालित करने वाले व्यक्ति का नाम _____
4. पर्यवेक्षण संचालित करने वाली संस्था का नाम— मध्यप्रदेश सामाजिक विज्ञान शोध संस्थान, 6 भरतपुरी प्रशासनिक प्रक्षेत्र, उज्जैन (म.प्र.), (ICSSR मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली का स्वायत्त संस्थान)
5. राज्य : मध्यप्रदेश 6. जिला _____
- DISE विद्यालय कोड

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(A) विद्यालय अवस्थिति विवरण—

1. विद्यालय का नाम _____
 2. ग्रामीण/शहरी (कृपया कोड लिखें)
(ग्रामीण-1, शहरी-2)

--
 3. ग्राम का नाम _____ वार्ड क्रमांक _____
 4. पिन कोड _____
 5. तहसील/नगरपालिका का नाम _____
 6. विद्यालय स्थापना का वर्ष

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 7. विद्यालय श्रेणी (कोड लिखें)**

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- **प्राथमिक -1, माध्यमिक के साथ प्राथमिक-2, उच्च या उच्चतर माध्यमिक के साथ प्राथमिक-3, केवल माध्यमिक-4, उच्च या उच्चतर माध्यमिक के साथ माध्यमिक-5, सेटलाइट शाला-10
8. विद्यालय का प्रकार (कोड लिखें)***

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***केवल लड़कों के लिये-1, केवल लड़कियों के लिये-2, सह शिक्षा-3
 9. विद्यालय प्रबंधन (कोड लिखें)*

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* शिक्षा विभाग द्वारा प्रबंधन-1, आदिवासी कल्याण विभाग-2, स्थानीय निकाय द्वारा प्रबंधन-3, निजी विद्यालय अनुदान प्राप्त-4, निजी विद्यालय गैर अनुदान प्राप्त -5, अन्य-6, गैर मान्यता प्राप्त-8, प्रोन्नत शिक्षा गारण्टी शाला (UEGS).10

10. विद्यालय की सबसे छोटी कक्षा
11. विद्यालय की सबसे बड़ी कक्षा
12. आवासीय विद्यालय (हाँ-1, नहीं-2)
13. यदि हाँ तो किस तरह का (कोड लिखें)*
*आश्रम (शासकीय)-1, गैर आश्रम (शासकीय)-2, निजी-3, अन्य-4, लागू नहीं-5
14. क्या विद्यालय भवन पाली विद्यालय (Shift School) के रूप में प्रयुक्त होता है।
(हाँ-1, नहीं-2)
15. विद्यालय में खण्डों की संख्या

16. विगत शैक्षणिक सत्र (2007-08) का विवरण-

1. शैक्षणिक दिवसों की संख्या
2. शैक्षणिक पर्यवेक्षणों की संख्या
3. CRC समन्वयक के दौरों की संख्या
4. BRC समन्वयक के दौरों की संख्या

17. वित्तीय वर्ष 2007-08 में प्राप्त विद्यालयीन अनुदान

	प्राप्ति (रु.)	खर्च (रु.)
1. शाला विकास अनुदान (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
2. शाला मरम्मत निधि (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
3. TLE निधि (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
4. TLM निधि (SSA के अन्तर्गत)	<input type="text"/>	<input type="text"/>
5. विद्यार्थियों से एकत्र की गई राशि	<input type="text"/>	<input type="text"/>
6. अन्य स्रोतों से प्राप्त राशि	<input type="text"/>	<input type="text"/>

18. कर्मचारी विवरण (प्राथमिक एवं माध्यमिक)-

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

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

(B) विद्यालय में भवन, उपकरण, फर्नीचर एवं अन्य सुविधाएँ—

- विद्यालय भवन की स्थिति : कोड लिखें
निजी-1, किराये का-2, शासकीय-3, शासकीय विद्यालय किराया रहित भवन में-4,
भवन नहीं-5, स्वीकृत एवं निर्माण आरंभ-6, भवन स्वीकृत किन्तु निर्माण बाधित-7, जीर्ण शीर्ण
भवन-8
- विद्यालय का प्रकार (भवनविहीन शालाओं द्वारा नहीं भरा जावे)

भवन का प्रकार	अध्ययन हेतु कक्षाओं की संख्या	अन्य कक्षाओं की संख्या
1. पक्का		
2. अर्द्ध पक्का		
3. कच्चा		
4. टेन्ट/तम्बू		

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

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

- विद्यालय में सह-शौचालय की उपलब्धता (हाँ-1, नहीं-2)
- लड़कियों के लिए अलग से शौचालय की उपलब्धता (हाँ-1, नहीं-2)
- कर्मचारियों के लिए अलग से शौचालय की उपलब्धता (हाँ-1, नहीं-2)
- विद्यालय में विद्युत की उपलब्धता : (हाँ-1, नहीं-2)
- विद्यालय में स्थित चहारदीवारी (बाउण्ड्रीवाल) की स्थिति (कोड लिखें)
पक्की-1, पक्की लेकिन टूटी हुई-2, तारों की घेराबंदी-3, बागड़-4,
कोई चहारदीवारी (बाउण्ड्रीवाल) नहीं-5, अन्य-6
- बुक बैंक (हाँ-1, नहीं-2)

10. क्या विद्यालय में खेल मैदान है ? (हाँ-1, नहीं-2)

11. विद्यालयीन वाचनालय में किताबों की संख्या

12. विद्यालय में पेयजल सुविधा का स्रोत (कोड लिखें)

हैण्ड पम्प-1, कुआँ-2, नल जल-3, अन्य-4, पेयजल सुविधा उपलब्ध नहीं-5

13. अच्छी कार्यरत दशा में उपलब्ध कम्प्यूटरों की संख्या

14. विद्यालय में रपट (Ramp) CWSN निःशक्त बच्चों हेतु (हाँ-1, नहीं-2)

14. विद्यालय में बच्चों की बैठक व्यवस्था (कोड लिखें)

सभी विद्यार्थियों के लिये मेज-कुर्सी-1, कुछ विद्यार्थियों के लिये मेज-कुर्सी-2, मेज-कुर्सी नहीं बच्चे फर्श पर बैठते हैं-3, विद्यार्थी जमीन पर बैठते हैं-4

16. विद्यालय में रसोईघर (हाँ-1, नहीं-2)

(C) प्राचार्य/प्रधानाध्यापक विवरण

2. प्राचार्य/प्रधानाध्यापक का नाम _____

3. प्राचार्य/प्रधानाध्यापक की शैक्षणिक योग्यता _____

4. वर्तमान विद्यालय में प्राचार्य/प्रधानाध्यापक के रूप में कार्यरत वर्षों की संख्या

5. प्राचार्य/प्रधानाध्यापक के रूप में कुल अनुभव (वर्षों में)

(प्राचार्य/प्रधानाध्यापक के रूप में अन्य विद्यालयों के अनुभव को भी सम्मिलित करें)

(D) विद्यार्थियों का नामांकन-

1. वर्तमान शैक्षणिक सत्र में नामांकित बच्चे (शैक्षणिक सत्र 2008-09)

नामांकन	कक्षा-1		कक्षा-2		कक्षा-3		कक्षा-4		कक्षा-5		कक्षा-6		कक्षा-7		कक्षा-8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
कुल नामांकन																
पुनः प्रवेशी																
अ.जा. के नामांकित बच्चे																
अ.ज.जा. के नामांकित बच्चे																
OBC के नामांकित बच्चे																
शारीरिक अयोग्यता वाले बच्चे																
शाला त्यागी बच्चों की संख्या																

B -लड़के, G -लड़कियाँ

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

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

नोट- नामांकन से आशय विद्यालय के रजिस्टर में प्रवेशित बच्चों की संख्या।
उपस्थिति से आशय भ्रमण वाले दिन को कक्षा में उपस्थित बच्चों की संख्या।

(E) परीक्षा परिणाम (विगत शैक्षणिक सत्र) 2007-08

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

(शैक्षणिक सत्र 2007-08)

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

B -लड़के, G -लड़कियाँ

(F) शिक्षक-पालक संघ

शिक्षक-पालक संघ (PTA) की स्थिति -

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

विगत तीन माह (अक्टोबर, नवम्बर, दिसम्बर 2008)
में सम्पन्न बैठकों की संख्या -

अन्वेषक-प्रपत्र

1. अन्वेषक का नाम _____
2. DISE विद्यालय कोड

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3. विद्यालय भ्रमण की दिनांक

		2009
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4. क्या विद्यालय प्रथम भ्रमण के दौरान खुला था ? (हाँ-1, नहीं-2)
5. यदि नहीं तो द्वितीय भ्रमण कब किया गया ? (दिनांक)

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

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

1. क्या प्राचार्य/प्रधानाध्यापक द्वारा नामांकन एवं उत्तीर्णता के प्रतिशत की जानकारी आसानी से प्रदान की गई ? (हाँ-1, नहीं-2)
2. क्या प्राचार्य/प्रधानाध्यापक द्वारा नामांकन एवं अन्य विवरण एक ही रजिस्टर से प्रदान किये गये ? (हाँ-1, नहीं-2)
3. क्या शिक्षक विद्यालय में उपस्थिति पत्रक उचित प्रकार से भरते हैं ? (हाँ-1, नहीं-2)
4. क्या प्राचार्य/प्रधानाध्यापक के पास सभी श्रेणियों के बच्चों की वर्षान्त संक्षेपिका विवरण (Year end summary details) उपलब्ध है ? (हाँ-1, नहीं-2)
5. क्या विद्यालय में स्कूल रिपोर्ट कार्ड उपलब्ध हैं ? (हाँ-1, नहीं-2)
6. क्या उपस्थिति पत्रक उचित प्रकार से भरे जाकर अलमारी में रखे जाते हैं ? (हाँ-1, नहीं-2)
7. क्या विद्यालय में शिक्षक समय पर आते हैं ? (हाँ-1, नहीं-2)
8. क्या विद्यालय में DISE तथ्य संग्रहण प्रारूप की एक छाया प्रति उपलब्ध है ? (हाँ-1, नहीं-2)

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

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

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

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

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

12. बच्चों को परोसे जाने वाले मध्याह्न भोजन की गुणवत्ता कैसी है ?
(बहुत अच्छी-1, अच्छी-2, सामान्य-3, खराब-4, बहुत खराब-5)

13. विद्यालय में बच्चों की बैठक व्यवस्था कैसी है ?
(कोड लिखें)

1. टेबल, कुर्सी पर
2. टाट पट्टी पर
3. फर्श पर
4. अन्य

अन्य लाभ	अनुसूचित जाति		अनुसूचित जनजाति		अन्य पिछड़ा वर्ग		सामान्य	
	लड़के	लड़कियाँ	लड़के	लड़कियाँ	लड़के	लड़कियाँ	लड़के	लड़कियाँ
निःशुल्क पाठ्यपुस्तकें								
निःशुल्क कॉपी								
निःशुल्क गणवेश								
मध्याह्न भोजन								
निःशुल्क सायकल								

District-wise List of Schools Visited

HOSHANGABAD

	BLOCK	SCHOOL NAME	DISE CODE
1	Seoni Malwa	PS BARAKHADKALA	23370702901
2	Seoni Malwa	PS NAHARKLA	23370703202
3	Seoni Malwa	PSB ANAPORA	23370716801
4	Seoni Malwa	EGS AKLIA	23370710105
5	Seoni Malwa	MSG BANAPUR	23370717002
6	Seoni Malwa	PS GOTIY	23370717801
7	Seoni Malwa	PS BILAPORA	23370717901
8	Seoni Malwa	PS MANDEWADA	23370702001
9	Seoni Malwa	MS NADERWADA	23370702005
10	Seoni Malwa	PS BILADIA	23370718601
11	Seoni Malwa	MS CHATERKHEDA	23370701301
12	Seoni Malwa	PS CHATERKHEDI	23370701302
13	Seoni Malwa	PS TARONIA	23370701001
14	Seoni Malwa	PS BILODIA	23370718602
15	Piparia	PSB IJNAWADA	23370608101
16	Piparia	PS PAWRI	23370607902
17	Piparia	PS PANARI	23370607901
18	Piparia	EGS MAHOWA	23370607701
19	Piparia	PS PEPRIY	23370614001
20	Piparia	MS TAROONKALA	23370607602
21	Piparia	PS TAROONKALA	23370608001
22	Piparia	PS PEEPERIA	23370614002
23	Piparia	PS PIPARIA	23370615401
24	Piparia	PS TARONKALA	23370607601
25	Piparia	PS BANWARI	23370607501
26	Piparia	MS BIJANWADA	23370608104
27	Babai	PS GIRLS S	2337020910
28	Babai	PS BANSIKH	23370209901
29	Babai	PS BOYS BA	23370208101
30	Babai	PS SARIKAL	23370208401
31	Babai	KPS GANEER	23370204601
32	Babai	PS GANEERA	233702046065
33	Babai	PS GIRLS B	23370208102
34	Babai	PS SAMONI	23370206401
35	Babai	EGS ANAND	23370209403
36	Babai	MS GIRLS S	23370209104
37	Babai	PS BOYS SA	23370209102
38	Babai	EGS GOOL	23370209602
39	Babai	MS SAMOON	23370206402

40	Sohagpur	PS SUHAGPU	23370517211
41	Sohagpur	PS RAMGANG	23370517222
42	Sohagpur	PS BSNASKH	23370509802
43	Sohagpur	PS LANGA B	23370517601
44	Sohagpur	MS LANGA B	23370517602
45	Sohagpur	PS SUHANGP	23370317219
46	Sohagpur	MS GURAMKH	23370514702
47	Sohagpur	PS GURAM K	23370514701
48	Sohagpur	PS KEWLARI	23370514801
49	Sohagpur	MS BOYS SA	23370514401
50	Sohagpur	MS GIRLS S	23370514402
51	Sohagpur	PS KALIPOR	23370514400
52	Kesla	MS DEKHODE	23370402401
53	Kesla	PS GIRLS T	23370403302
54	Kesla	MSG TRODI	23370403304
55	Kesla	MS JAMANI	23370402201
56	Kesla	PS CHHAI K	233770402402
57	Kesla	PS DHABAKA	23370400501
58	Kesla	MS DHABAKA	23370400502
59	Kesla	MS TIKHAD	23370400901
60	Kesla	PS TIKHAD	23370400905
61	Kesla	MS PIPALD	-
62	Kesla	PS PIPALDA	23370402601
63	Kesla	PSB BHATTI	23370402105
64	Kesla	MS BHATTI	23370402103
65	Kesla	SHISHU MAN	23370402102
66	Kesla	PSB SANKHE	23370405905
67	Kesla	MSK SANKHD	23370405904
68	Kesla	MS MARODA	23370405303
69	Bankhedi	PS BANKHED	-
70	Bankhedi	PSK BANKHD	23370100101
71	Bankhedi	PSB BANKHE	23370100102
72	Bankhedi	MS RAHATWA	23370109202
73	Bankhedi	PURV PS RA	2337010920
74	Bankhedi	LBS HS PRI	23370100110
75	Bankhedi	PSB ST S	23370100114
76	Bankhedi	PS THNI	23370102802
77	Bankhedi	MS THENI	23370102801
78	Bankhedi	MS BAACHAW	23370101301
79	Bankhedi	TAGORE MS	23370100111
80	Hoshangabad	MS JAASALP	23370300602
81	Hoshangabad	PS K RAIPUR	23370300802
82	Hoshangabad	MSB RAIPUR	23370300803
83	Hoshangabad	UGS HORIYA	23370300107
84	Hoshangabad	PS DEVLAKH	23370300301

85	Hoshangabad	PS K PANPAR	23370300101
86	Hoshangabad	PSB	23370300102
87	Hoshangabad	MS PANJARA	23370300103
88	Hoshangabad	PS MEHARAG	23370300501
89	Hoshangabad	MS MEHARAG	23370300502
90	Hoshangabad	PSK MALAKH	23370314802
91	Hoshangabad	MSK	23370300804
92	Hoshangabad	PS JASALPU	23370300601

SHAJAPUR

	BLOCK	SCHOOL NAME	DISE CODE
1	Susner	MS MANA	23220303603
2	Susner	NAVIN PS MANDAN	23220303604
3	Susner	PS MANDAN	23220303601
4	Susner	MS GIRLS SUSNEE	23220300110
5	Susner	NAVIN PS ITWARI	23220300104
6	Susner	MS KHANOTA	23220305902
7	Susner	PS LATORIA GUJA	23220306501
8	Susner	MS LATORIE GUJA	23220306502
9	Susner	PS SUSNEER	23220300102
10	Susner	MS BOYS SDUSNEE	23220300111
11	Susner	PS GIRLS MOODIE	23220300404
12	Susner	PS JAKIH	23220304301
13	Susner	MS LAKHANDIE	23220304402
14	Susner	PS LAKHANDIE	23220304401
15	Susner	PS KHANODA	23220305901
16	Badod	EGS BAGRIKHADA	23220110602
17	Badod	MS BADOO	23220110809
18	Badod	PS K BADOO	23220110802
19	Badod	SARES VATI MAND	23220110808
20	Badod	PS ROJANI	23220100501
21	Badod	UEGS KHAMPORA	-
22	Badod	PS SIRPOIE	2322107501
23	Badod	MS SIRPORI	2322107502
24	Badod	PS JOTA	23220104501
25	Badod	PS SARSI	2322104401
26	Badod	MS KULMODIE	23220105202
27	Kalapipal	PS GIRLS TILAWA	23220506304
28	Badod	PS RAJAKHEDIA	23220104101
29	Badod	PS JAMLI	2322110201
30	Kalapipal	PS LALAKHEDI	22230503401
31	Kalapipal	PS BADAGAHOW	22230506310
32	Badod	PS KULMADI	23220105201

33	Kalapipal	MS PASISAR	2322501002
34	Kalapipal	MS FERAD	2322503504
35	Kalapipal	PS PEEPLIANAGAR	23220507502
36	Kalapipal	MS GIRLS ARNIAK	23220502221
37	Kalapipal	PS NANDANI	23220506524
38	Kalapipal	MS BOYS ARNIA	232205022123
39	Kalapipal	PS BOYS ARNIAKA	23220502203
40	Kalapipal	MS TILAWADA	23220506307
41	Kalapipal	PS GIRLS ARINEA	23220502204
42	Kalapipal	MS PALADA	23220802103
43	Kalapipal	PS CHANDANGAON	23220808902
44	Kalapipal	PS PALADA	23220802101
45	Agar	MS BOYS AGAR	23220804305
46	Agar	PS SANAWADI	23220817801
47	Agar	PS JARAKHESI	23220813701
48	Agar	MS JASAKHEDI	232210813702
49	Agar	MSK KANAD	23220802706
50	Agar	PS CHCAKHEDI	23220808801
51	Shajapur	PS NAPAKHEDA	23220816501
52	Shajapur	MS KISONY	23220708905
53	Shajapur	PS GANDINAGAR	2322079201
54	Shajapur	PS KISONY	2322078901
55	Shajapur	MS SHAJAPUR	23220709018
56	Shajapur	PS RANIBADO	23220708401
57	Shajapur	MS RANIBADO	23220708403
58	Shajapur	PS CHINTODA	23220704801
59	Shajapur	MS MOHAMADKHEDA	23220701002
60	Shajapur	MS KHEDINAGAR	23220700902
61	Shajapur	PS KHEDJI NAGAR	23220700901
62	Shajapur	MS PATLAWADA	23220712403
63	Shajapur	EGS ATLAWADA	23220712406
64	Shajapur	PS ATLAWADA	23220712401
65	Shajapur	PS K AKOSIA	23220707701
66	Shajapur	PS B SUJALPUR	23220709004
67	Shajapur	MS AMLA	23220700303
68	Shajapur	MSB SUJALPUR	23220704923
69	Shajapur	PS RAIKANPORA	23220705002
70	Shajapur	BAL GANGA DER H	2322008101
71	Shajapur	MSK SUSNEER	2322608106
72	Shajapur	PS K MIRKSLS	23220606301
73	Shajapur	NAVEN PS K SUSNE	2322606102
74	Shajapur	PS HINDIA	2322605833
75	Shajapur	MS MAHWPUR	2322625849
76	Shajapur	MS MALA LAKSHMI	2322605847
77	Shajapur	PS GIRWAR	23220618901

78	Shajapur	UEGS MAGRIA	23220620301
79	Shajapur	PS JOTINAGAR	23220621801
80	Shajapur	MS TODAWAL	23220605848
81	Shajapur	MS MVASA	23220620003
82	Shajapur	PS RAMPURA MEVA	23220620001
83	M.Bdodia	MS KADULA	23220411202
84	M.Bdodia	PS KADULA	23220411201
85	M.Bdodia	MS KUMARIAPAL	23220407902
86	Badod	MSK BADODIYA	23220414605
87	Badod	PSK BADODIYA	23220414601
88	Badod	MS MATANA	23220414802
89	Badod	PSB KARJU	23220405501
90	M.Bdodia	MS CHOUMA	23220412302
91	M.Bdodia	PS B MANDODA	23220405901
92	M.Bdodia	PSK MANDODA	23220405902
93	Badod	PS MATANA	23220414801
94	Badod	PS KUMHARIYA KH	23220415002
95	M.Bdodia	MS MANDODA	23220405903
96	Nalkheda	UEGS BHENSODA	23220203206
97	Nalkheda	PSB TOLAKYAKHDI	23220206101
98	Nalkheda	PS BHILKHEDI	23220202401
99	Nalkheda	MS BHENSODA	23220203205
100	Nalkheda	MS THIKARIYA	23220203803
101	Nalkheda	PS THIKARIYA	23220203801
102	Nalkheda	PS DOKARPURA	23220202101
103	Nalkheda	EGS PILWAS	23220204105
104	Nalkheda	MS TOLAKYAKHEDI	23220206103
105	Nalkheda	MSB NALKHEDA	23220202114
106	Nalkheda	SARASWATI S M N	23220202105
107	Nalkheda	MSK NALKHEDA	23220202115
108	Nalkheda	PSK NALKHEDA	23220202107

BALAGHAT

S.N.	BLOCK	SCHOOL NAME	DESE CODE
1	Paraswada	PS BADGAON	23450503501
2	Paraswada	MS BADGAON	23450503502
3	Paraswada	PSK KURENDA	23450503303
4	Paraswada	PS K PARASWADA	23450502507
5	Paraswada	PS K KHARPADIYA	23450509504
6	Paraswada	PS B KHARPADIYA	23450509503
7	Paraswada	MS KHARPADIYA	23450509501
8	Paraswada	MS DHURVA	23450509602
9	Paraswada	EGS KANHARTOLA	23450509702

10	Birsa	MSK BIRSA	23451009204
11	Birsa	PSB BIRSA	23451009201
12	Birsa	PS MARARITOLA	23451009301
13	Birsa	PS KARONDA BAHRA	23451003701
14	Birsa	PSK MOHGAON	23451021702
15	Birsa	PS KOHKATOLA	23451021901
16	Birsa	MS REHANGI	23451021801
17	Birsa	PS PAOUNI	23451022201
18	Birsa	MS POUNI	23451022202
19	Katangi	PS SAURTOLA	23450304501
20	Katangi	JANPAD PS MANEGA	23450304401
21	Katangi	PS BHIMARTOLA	23450305801
22	Katangi	JANPAD PS PATHER	23450305701
23	Katangi	PSK KATANGI	23450312902
24	Katangi	MS ARJUN NAGAR	23450313302
25	Katangi	PS ARJUNNAGAR	23450313301
26	Katangi	PS THANA KATANGI	2345032912
27	Katangi	MEN PS KATANGI	23450312901
28	Katangi	PSK MANEGAON	23450304402
29	Kherlangi	PS NAVEGAON	23450401901
30	Kherlangi	NAVIN MS BHANPUR	23450406702
31	Kherlangi	PS BHEENDARA	23450405001
32	Kherlangi	PURV MSK AARAMBH	23450405203
33	Kherlangi	PS K SAVRI	23451400103
34	Kherlangi	MS SAWARI	23450400101
35	Kherlangi	PS KHARKHADI	23450410901
36	Kherlangi	PS KHURSIPAR	23450400901
37	Kherlangi	PS MANGLEGAON	23450408402
38	Kherlangi	UEGS PS AAVASTO	23450409107
39	Kherlangi	NAVIN MS MANGLEG	23450408401
40	Kherlangi	MS TUMSAR	23450402702
41	Kherlangi	NAVIN PS TATEKSA	23450402601
42	Kherlangi	JANPAD PS BHANPU	23450406701
43	Kherlangi	NAVIN MS TUMSAR	23450402701
44	Kherlangi	MS KHURSIPAR	23450400903
45	Kherlangi	JANPAD PURV MS K	23450409106
46	Kherlangi	PSK KHAIRI	23450405602
47	Kherlangi	PSK SAWRI	23450400102
48	Kherlangi	MS BHENDARA	23450405003
49	Kherlangi	PS MAHAJANTOLA	23450408301
50	Kherlangi	MS KHARKHADI	-
51	Balaghat	MH NP MS BALAGHA	23450122002
52	Balaghat	MS BHATRA CHOWKI	23450121002
53	Balaghat	PS KASTURBA BALA	23450120203
54	Balaghat	ADARSH BAHU. UMS	23450119806

55	Balaghat	MSK BHUDHI	23450119803
56	Balaghat	PS PAYEKHURI	23450120101
57	Balaghat	PS SAREKHA	23450120301
58	Balaghat	PS DHIMARTOLA	23450120002
59	Balaghat	MAIN BOARD PS BAL	23450120607
60	Balaghat	PS ABHYAS DIT	23450120204
61	Balaghat	MLBUM BALAGHAT	23450119502
62	Baihhar	PS KHOLWA	-
63	Baihhar	MS KEVLARI	23450919701
64	Baihhar	PS PARSATOLA	23450900801
65	Baihhar	PS MOVALA	23450905302
66	Baihhar	MS MOVALA	23450905301
67	Baihhar	PS KEVLARI	23450903201
68	Baihhar	PS BIRVA	23450910101
69	Baihhar	MSB BHANDRI	23450901304
70	Baihhar	PS BAMHANI	23450905902
71	Baihhar	PS KARWAHI	23450901201
72	Baihhar	MS BAMHANI	23450905903
73	Baihhar	MS BIRWA	23450910102
74	Baihhar	MS PARSATOLA	23450901203
75	Baihhar	PS DHANITOLA	23450709701
76	Warasivni	PS MADANPUR	23450707701
77	Warasivni	PS BICHTOLA	23450701801
78	Warasivni	PS SRPAAR	23450701401
79	Warasivni	PS KOCHEWARI	23450701102
80	Warasivni	MS NANDGAON	23450701601
81	Warasivni	MS KOCHEWARI	23450701101
82	Warasivni	PSB JHALIWADA	23450713402
83	Warasivni	PSK KOULIWADA	23450713602
84	Warasivni	PSB KOULIWADA	23450713601
85	Warasivni	PS DONGERGAON	23450704101
86	Warasivni	PS MAHARAJPUR	23450707001
87	Warasivni	MS SAONGI	23450708801
88	Warasivni	MAIN PSK WARASEON	23450706706
89	Warasivni	PS AAMATOLA	23450700601
90	Warasivni	PS AALEJHARI	23450706502
91	Warasivni	MS AALEJHARI	23450706501
92	Warasivni	PSK JHALIWADA	23450713403
93	Warasivni	MS JHALIWADA	23450713401
94	Warasivni	NAVIN MS KOULIWA	23450713603
95	Warasivni	PSK MNDKI	23450703702
96	Warasivni	MS MADANPUR	23450707701
97	Warasivni	PS MENDHKI	23450703701
98	Warasivni	UEGS PREMNAGAR	23450704003
99	Birsa	PSK BIRSA	23450100902

100	Lalbarra	JANPAD PURV MS D	23450608004
101	Lalbarra	MSK DADIYA	23450608003
102	Lalbarra	JANPAD PURV MS D	23450608004
103	Lalbarra	MS KHARI	23450607004
104	Lalbarra	PS KANHARTOLA	23450615401
105	Lalbarra	PS BELGAON	23450607301
106	Lalbarra	EGS AAWASTOLA KH	23450607006
107	Lalbarra	PS BAKODA	23450607101
108	Lalbarra	MS BAKODA	23450607102
109	Lalbarra	MS SIHORA	23450606204
110	Lalbarra	PS SIHORA	23450606203
111	Lalbarra	PS PANDHARWANI	23450613301
112	Lalbarra	PS PATHERSHAHI	23450614801
113	Kirnapur	PS CHOTAPALA	23450209101
114	Kirnapur	PS BADGAON	23450208703
115	Kirnapur	MS BADGAON	23450208702
116	Kirnapur	NAVIN PS BELGAON	23450210004
117	Kirnapur	S BAILGA	23450210002
118	Kirnapur	MS BELGA	23450210001
119	Kirnapur	PS B RAJ	23450216404
120	Kirnapur	PS WARA	23450202601
121	Kirnapur	PS PARAS	23450216801
122	Kirnapur	PS RAJEG	23450216405
123	Kirnapur	PS PALDA	-
124	Paraswada	MSK PARASWADA	23450502502
125	Balaghat	MS DIET	23450120901
126	Paraswada	MS KURNDA	23450503301
127	Kirnapur	PSK AAMGAON	23450208801
128	Baihhar	PS BHANDERI	23450901302
129	Kirnapur	MS KIRNAPUR	23450207504
130	Balaghat	MS BUDHI	-

KHARGONE

S.N	BLOCK	SCHOOL NAME	DISE CODE
1	Badwah	PS AMBA	232770306002
2	Badwah	MS AMBA	23271316001
3	Badwah	PS LALTALAI	23271324701
4	Badwah	PS NALWAT	23271324801
5	Badwah	PS PIPRIKHEDA	23271324901
6	Badwah	EGS KHAR	23271316005
7	Badwah	EGS RUMAL FAL	23271324803
8	Badwah	GS KATHYA GHA	23271316003
9	Kasravad	PSB BARASLAYE	23271205803

10	Kasravad	MS LOHARI	23271203203
11	Kasravad	PSK BARASLAYE	23271205801
12	Kasravad	PS SADHUPURA	23271205501
13	Kasravad	PSK LOHARI	23271205802
14	Kasravad	MS BARASLAYE	23271205804
15	Badwah	PSK BADUD	23272328605
16	Badwah	PSB BADUDE	23271328602
17	Badwah	MS SATAJANA	23271311002
18	Bhikangon	PSB SELDA	23270812302
19	Badwah	PS MAHALBEDI	23271323301
20	Badwah	PS 3	23271308620
21	Bhikangon	PSK SANYIKHED	23270809701
22	Bhikangon	PSB SANYIKHED	23270809704
23	Bhikangon	NAVIN MS KODL	23270810005
24	Bhikangon	PS KODLAJAGI	23270810001
25	Bhikangon	PSB BAMNALA	23270805003
26	Bhikangon	PSK BAMNALA	23270805001
27	Bhikangon	MSK BAMNALA	23270805007
28	Bhikangon	PSB BAMNALA	23270805006
29	Bhikangon	MS POI	23270813302
30	Bhikangon	PS DONDWADA	23270806101
31	Bhikangon	PS POI	23270813301
32	Bhikangon	EGS KONDLA KH	23270810003
33	Bhikangon	MSK SAIKHEDI	23270809705
34	Bhikangon	MSB SAIKHDI	23270809702
35	Badwah	PS ROOPKHEDA	23271327702
36	Badwah	PSK 7 SANAWAD	23271327618
37	Badwah	MSK SANAWAD	23271327615
38	Badwah	PS CHANDNIPUR	23271323401
39	Badwah	MSB SANAWAD	3271327616
40	Bhikangon	MS SHAKARKHED	23270805802
41	Bhikangon	MSB SELDA	23270812301
42	Badwah	PSB CHITAWAD	23271301401
43	Badwah	PSB BAIDIYA	23271306501
44	Badwah	PSK BAIDIYA	23271306502
45	Badwah	MSB BAIDIYA	23271306509
46	Badwah	EGS BHUTMATHA	23271316004
47	Bhikangon	NAVIN URDU MS	23271507602
48	Badwah	PS 2 URDU BAI	23271306507
49	Badwah	MSK BAIDIYA	23271306508
50	Badwah	MS CHITAWAD	23271301403
51	Maheshwar	BAL MANDIR MA	23271400314
52	Maheshwar	PS NAVALPURA	23271414901
53	Badwah	MS BAAGAL	23271308701
54	Badwah	PS BAGFAL	23271308701

55	Badwah	MSB 1 BADWAH	23271308617
56	Badwah	MSK BADUD	23271328604
57	Jhiranya	PS GAVNA	23270911601
58	Jhiranya	EGS MATAFALYA	23270911904
59	Jhiranya	EGS BIJHALJIR	23270911204
60	Jhiranya	MS BHAVSINGHP	23270911702
61	Jhiranya	UEGS GARWADA	23270911202
62	Jhiranya	PS SAKA	23270911201
63	Jhiranya	PS BAAGDHARI	23270912101
64	Jhiranya	PSK AABHAPURI	23270911902
65	Jhiranya	MS AABHAPURI	23270911905
66	Jhiranya	PS MURAMYA	23270911301
67	Jhiranya	PS TIGRIYA	23270911801
68	Jhiranya	MSK AABHAPURI	23270911906
69	Maheshwar	URDU PS MANDA	23271400308
70	Maheshwar	MSB MANDALSHW	23271400301
71	Maheshwar	PSB MANDALESH	23271400303
72	Maheshwar	MSK MAHESHWAR	23271413103
73	Maheshwar	MSK MANDALESH	23271400302
74	Maheshwar	PSB 2 MANDALE	23271400304
75	Bhikangon	PSB SURVA	23270809805
76	Bhikangon	MSB SURVA	23270809804
77	Bhikangon	MSK SURVA	23270809803
78	Maheshwar	MS KAKARIYA	2327710131
79	Maheshwar	GS MARDANYA	23271402902
80	Maheshwar	PS INDIRANAGA	23271400705
81	Maheshwar	PS JALUD	23271402901
82	Maheshwar	PS LADLI	23271416002
83	Maheshwar	MSK GHARGAON	23271400802
84	Maheshwar	PS BUDKIPURA	23271415401
85	Maheshwar	PSB DHARGAON	23271400804
86	Maheshwar	MSB DHARGAON	23271400801
87	Bhikangon	MSK SELDA	23270812302
88	Bhikangon	PS SHAKARKHDI	23270805801
89	Bhikangon	PSK SELDA	23270812304
90	Segaon	PSB SEGAON	23270200105
91	Segaon	PS THATAPURA	23270202204
92	Segaon	MS BIRLA	23270202202
93	Segaon	PS BIRLA	23270202201
94	Segaon	UEGS GYASPURA	23270209301
95	Segaon	PS JAMOTHI	23270208202
96	Segaon	MS JAMOTHI	23270208201
97	Segaon	PS BAIDIPURA	.
98	Segaon	PS KAMODWADA	23270202601
99	Segaon	MS KAMODWADA	23270202602

100	Segaon	PS SATAWAR	23270202502
101	Segaon	MS SATAWAR	23270202501
102	Segaon	PSK DASNAWAL	23270202002
103	Segaon	MS DASNAWAL	23270202001
104	Segaon	PSB DASNAWAL	23270202003
105	Khargone	MS 8 KHARGONE	23271514402
106	Khargone	PSB 14 KHARGO	23271507206
107	Khargone	PS K 17 KHARGO	23271507302
108	Khargone	PSK 19 KHARGO	23271514401
109	Khargone	PSB 7 KHARGONE	23271514501
110	Khargone	SANSKRIT MS 1	23271515002
111	Khargone	MS 9 KHARGONE	23271515001
112	Khargone	MS UNKHURD	23271511502
113	Khargone	PSK RAIBIDPUR	23271501304
114	Khargone	URDU PS KHARG	23271513101
115	Khargone	MSK 2 KHARGONE	23271514909
116	Khargone	MSK KHARGONE	23271514916
117	Khargone	PSK 11KHARGONE	23271514917