

**NORTH-EASTERN HILL UNIVERSITY, SHILLONG, (MONITORING INSTITUTION)
ON SSA AND MDM FOR THE STATE OF MEGHALAYA**

From:
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To
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10-B, Indra Prastha Estate
New Delhi.

Letter No: TSG/SEN/MON/ 2nd Half Yearly monitoring report /2008-09/1/2009 dated 9th Nov., 2009

Sub: Submission of 2nd Half Yearly Monitoring Report on SSA AND MDM for the State of
Meghalaya for the period of 1-02-2009 to 30-09-2009

Sir,

I am enclosing herewith the 2nd Half Yearly Monitoring Report for the period of 1.02.2009 to 30.09.2009 as per the prescribed format duly following the Terms of Reference to the Monitoring Institutions for the year 2009 for undertaking monitoring activities for the SSA and Mid –Day- Meal Programme for the State of Meghalaya.

It may be mentioned that the report was shared with the State Government on the 16th December 2009 and the same was modified accordingly. However, the State Government has committed to send the list of enclosures which we are yet to receive. The same will be submitted to you as soon as we receive from the state Government.

Yours faithfully

(R.S. Wangu)

Encl: Half Yearly Monitoring Report as per the prescribed format

**2nd HALF YEARLY MONITORING REPORT OF NORTH-EASTERN HILL
UNIVERSITY, SHILLONG,
(MONITORING INSTITUTION) ON SSA
AND MDM FOR THE STATE OF MEGHALAYA**

**FOR THE PERIOD OF
1ST February to 30th September, 2009**

DISTRICTS COVERED

- 1. West Khasi Hills**
- 2. West Garo Hills**



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FOREWORD

Sarva Shiksha Abhiyan, a national educational programme of our country, has specific targets to achieve within a specific time frame. During the last 3 to 4 years, various kinds of activities have been conducted under this programme through out the country. Every year the progress and problems relating to implementation of this programme have been analyzed and reviewed at State, Regional and National levels. On the basis of the findings of these reviews and analysis, each State / UT has been allocated with some grants and manpower to conduct the programme related activities with more vigour and enthusiasm. It is also required to examine the progress of this programme. The Government of India, (Ministry of Human Resource Development) has therefore intended to gather data on the progress of programmes through detailed monitoring of some sample Districts during the period from 1.2.2009 to 30-09-2009. The Monitoring Team has prepared this report after collating the relevant data obtained through their monitoring visits to sample schools of two (2) Districts (West Khasi Hills and West Garo Hills). We hope the findings of the report would be helpful to both the Government of India and the State Government of Meghalaya to understand the grassroots level achievement and present system of operation of the programme and accordingly take measures to improve the overall functioning of the programme to achieve the major targets of SSA within the specified time period of 2010.

Dr. C. Nongbri

Monitoring Coordinator (SSA)

Department of Education, NEHU, Shillong.

ACKNOWLEDGEMENT

This report has been prepared for the State of Meghalaya revealing the progress of the Sarva Shiksha Abhiyan (SSA) and Mid Day Meals (MDM) programmes from 1st February till 30th September 2009. The facts depicting the operation of the SSA and MDM programmes have been examined and analyzed especially pertaining to the progress made by the District Project Offices for SSA till 30.09.2009. The official data used in this report have been gathered for the District Project Offices of West Khasi Hills and West Garo Hills Districts and the empirical data have been obtained from the sample respondents like teachers, community leaders, students etc.

This report could be completed because of the kind cooperation of the following persons and to all of them we acknowledge our thankfulness.

1. State Project Director and all staffs of his office.
2. The District Project Coordinator, SSA, West Khasi Hills District and all staffs of his office.
3. The District Project Coordinator, SSA, West Garo Hills District and all staffs of his office.

We also express our thanks to all our sample respondents, who have extended their cooperation to us during monitoring work without any hesitation.

We express our deep sense of gratitude to Shri P.K.Tiwari, Director, MHRD and Shri Ravi Chand, Under Secretary, MHRD for time to time guidance in undertaking the monitoring activities in Meghalaya state. We are therefore extremely grateful to them and to all their staffs.

We express our deep sense of gratitude to Shri K.Girija Shankar Senior Consultant (Monitoring) SSA, Technical Support Group (TSG), EDCIL, New Delhi who has continuously been helping us in the monitoring of SSA.

We hope that the findings of this report will be useful to various people concerned with funding, Planning, implementation and research of the SSA, NPEGEL and MDM programmes.

Dr. C. Nongbri

**2nd HALF YEARLY MONITORING REPORT OF NORTH-EASTERN HILL UNIVERSITY,
SHILLONG,(MONITORING INSTITUTION) ON SSA AND MDM FOR THE STATE OF MEGHALAYA
(FOR THE PERIOD OF 1ST February, to 30TH September, 2009)**

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	North-Eastern Hill University, Shillong, Meghalaya
2.	Period of the report	1 ST February, to 30 th Sept, 2009
3.	No. of Districts allocated	Two
4.	District names	West Khasi Hills and West Garo Hills
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e. District 1, District 2, District 3 etc)	1. West Khasi Hills - 18.05.09-23.06.09 2. West Garo Hills- 22.06.09 -24.07.09
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e. District 1, District 2, District 3 etc)	1. West Khasi Hills - 2159 2. West Garo Hills - 1901 Total - 4060
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e. District 1, District 2, District 3 etc)	1. West Khasi Hills- 108 (5%) 2. West Garo Hills- 95 (5%)
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	1. West Khasi Hills - Yes (5%) 2. West Garo Hills -Yes (5%)
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (In our state the academic year starts in February).	1. West Khasi Hills - Yes 2. West Garo Hills -Yes
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	1. West Khasi Hills – Yes 2. West Garo Hills -Yes
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	1. West Khasi Hills – Yes 2. West Garo Hills -Yes
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	No

1.2. Executive Summary of West Khasi Hills and West Garo Hills Districts Reports

(a) Opening of Schools (both primary and upper primary):

District 1: West Khasi Hills	The number of schools sanctioned in the current financial year for this District, is 108 schools and all the schools have not been opened. The land for construction has not been identified.
District 2: West Garo Hills	The number of schools sanctioned in the current financial year for this District, is 80 LPS + 70 UPS schools and all the schools have been opened. The land for construction is in the process for identification. The SMCs have received the funds for construction.

(b) Civil Works:

District 1: West Khasi Hills	Information was obtained from DPO with regards to civil works: <ul style="list-style-type: none"> 1) New UPS School Building = 67 Schools 2) New LPS School Building = 70 Schools 3). Additional Class Rooms = 47 Schools
District 2: West Garo Hills	<ul style="list-style-type: none"> • There is Spillover of CRC Building=28, School Building=62 (28 LPS & 34 UPS) and Additional Classroom (ACR)-350 New =80 LP + 70 UP (with seven components-School building, kitchen shed toilet, drinking water facility, rain water harvesting, ramp, child friendly elements) • Additional Classroom (ACR) – 100 • The funds received for construction is Rs. 7 lakhs per LP for 7 components ; Rs. 6.80 lakhs per UP and Rs. 2.06 for ACR

(c) Textbooks:

District 1: West Khasi Hills	The total number of 99,701 students was given free textbooks. All students received the free textbooks. But there is delay in distribution of textbooks because there are many publishers and they supply at different times. Only Science, Math, Grammar, and English textbooks were received and distributed to the students.
District 2: West Garo Hills	The total number of 1, 27,936 children was given free textbooks. All students received the free textbooks. But there is delay in distribution of textbooks because there are many publishers (around 7-8) and they supply at different times. Only some textbooks were distributed to students as follows. For UPS, text books – like Science, Math, Grammar, English were distributed to students. And for LPS – Language, Math, ABC picture book.

(d) School grants:

District 1: West Khasi Hills	<p>The school grant has been released and received in time in all the schools. Total number of schools in primary and upper primary to whom school grants are approved for the current financial year are</p> <p>LPS = 1345 Nos UPS = 471 Nos Total = 1816 Nos</p> <p>The MI team visited the schools and found that the amount was entered into the passbook of the school.</p> <p>The amount is being used for various purposes like the procurement of stationery, minor repairing of the furniture, procurement of filter, mug, etc.</p> <p>The record of the expenditure with vouchers is maintained by the headmaster of the schools.</p>
District 2: West Garo Hills	<p>The school grant has been released and received in time in all the schools. Total number of schools, primary and upper primary, to whom school grants are approved for the current financial year</p> <p>LPS = 1480 UPS = 421 Total = 1901</p> <p>The MI team visited the schools and found that the amount was entered into the passbook of the school.</p> <p>The amount is being used for various purposes like the procurement of stationery, Blackboard, charts, TLM, minor repairs etc</p> <p>The record of the expenditure with vouchers is maintained by the headmaster of the schools</p>

(e) Teachers and Teachers Training:

District 1: West Khasi Hills	<p>Teachers: Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year is 290 (68 for LPS and 222 for UPS)</p> <p>Teachers Training:</p> <ul style="list-style-type: none">• The target of teachers training and the achievement of the target were to a great extent satisfactory. However, it was not 100% in case of 20 days training programmes. As per the information submitted by the state the proposal for in-service training for this year is for 120 teachers. <p>An interaction with the teachers and headmasters indicates that the quality of training programme is good. However there is still room for improvement and teachers felt that there is a need to involve more good resource persons and rich training modules. 60 days training is not given in the district instead deputation to CPE was arranged by the state</p>
District 2: West Garo Hills	<p>Teachers: Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year is 505</p> <p>Teachers Training: The target of teachers training was 1140 LPS & 900 UPS teachers, and the achievement of the target is 100% in case of 10 days training programmes. 60 days training is not given in the district instead deputation to Course on Primary Education (CPE) is arranged by the state. CPE under IGNOU – 20 teachers from Rongram, 20 teachers from Dalu & 14 teacher from Gambegre An interaction with the teachers indicates that the course was beneficial but there is late declaration of results, so they do not have enough time to decide to repeat if fail. There are no incentives/recognition by the State Government for those who completed the course.</p>

(f) Teaching Learning Material (TLM) grants:

District 1: West Khasi Hills	<p>The total number of eligible teachers for TLM grant is as follows:</p> <p>LPS = 1345 Nos UPS = 471 Nos Total = 1816 Nos</p> <ul style="list-style-type: none">• Generally, the teachers are using this grant for the procurement of some materials like drawing sheets, pens, pencils, colours for making charts. Some of the teachers had procured printed charts.• Approximately 10% classrooms were having these charts and in maximum schools these charts were kept in teachers' common room.• These teachers and headmasters were advised to display these teaching materials in the classroom.• The teachers are in need of special training on the preparation of Teaching Learning Materials.
District 2: West Garo Hills	<ul style="list-style-type: none">• The total number of teachers eligible to receive TLM grants= 3295 LPS & 2026 UPS teachers.• The details of grants at primary level was Rs. 16.475 lakhs and at Upper primary level Rs 10.13 lakhs.• The date of release of TLM grant from DPO was 31 March, 2009.• 3132 LPS & 1803 UPS teachers had received these grants.• It was also observed that instructions had been issued in respect of utilization of TLM grants by SPO/DPO..• The MI found that only 20 % of the schools displayed their charts, teaching aids etc. in

	the classroom. Most of the teaching aids were kept in the Headmaster/Headmistress or Teachers Room. Teachers were advised to use their TLM to the maximum.
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(g) EGS & AIE:

District 1: West Khasi Hills	<ul style="list-style-type: none"> As per the DPO's office record, 34 EGS centres and 5 NRBC that had been established. Target Numbers of Children = 3935 Actually Enrolled = 2081 Direct main- streaming- 1461(as per the SPO records)
District 2: West Garo Hills	<ul style="list-style-type: none"> 377 EGS were started and 215 upgraded. The remaining 162 EGS centres' still needed to be upgraded. Planning proposed 160 center approved 5 awaited, NRBC- Planned approved is awaited. A total number of 9239 children are enrolled in the EGS. Direct main- streaming- 497(as per the SPO) records

(h) Children with Special Needs (CWSN):

District 1: West Khasi Hills	<ul style="list-style-type: none"> 1874 children – identified to be enrolled Last year 37 children were given hearing aid, wheel chairs, clutches, working stick 50 schools have ramps Aids and Appliances are being supplied by the Local Firm M/SP.S.PROSTHETICORTHOTICREHABILITATION WORKSHOP, since ALIMCO Aids and Appliances are of inferior quality & supplied very late Placement of 6 Resource teachers will be done tentatively on December 2009/ January 2010.
District 2: West Garo Hills	<ul style="list-style-type: none"> 1252 children – identified to be enrolled. 83 children got Braille text book 52 children were given hearing aid, wheel chairs, clutches, working stick last year This year 70 Schools have been provided with ramps.

(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

District 1: West Khasi Hills	There is no provision for NPEGEL in the District. However 100 ECCE centers are operational under Innovation Head funds.(as per SPO's record)
District 2: West Garo Hills	NPEGEL has been stopped in the district. However 101 ECCE centers are operational under Innovation Head funds. The State has prescribed a monitoring format for this activity along with a frequency with which the information is to be furnished to SPO.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1: West Khasi Hills	Not applicable.
District 2: West Garo Hills	<ul style="list-style-type: none"> The number of KGBV sanctioned to the District is 2 (two) – Rongram Block & Dadenggre Block and are operational. The team visited the KGBV at Dedenggre in the old building and the enrolment of students was 50 and it was told that the same will be shifted when the new building is completed. The number of posts sanctioned for the KGBV= 4 full time & 3 part time teachers 1 warden cum headmistress for each centre are been sanctioned. All in position.

(k) District Information System for Education (DISE):

District 1: West Khasi Hills	<ul style="list-style-type: none"> EMIS set up exists with requisite number of computers and computer operators. There are five sanctioned post of which all the five posts were filled up. Teachers were trained on DISE for two days. CRC and BRC verified 5% DISE. DISE data were sent to SPO by December Reasons: This Year will be submitted by the 3rd Week of December. The reason was due to up gradation of S/W this year there was delay in distributing of Data Capture Format upto the
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	month of October 2009
District 2 : West Garo Hills	EMIS set up exists with requisite number of 8 computers and 1 programmer and 4 DEOs. Teachers were given one day training on DISE. The SPO also engage independent/third party to verify the data. DISE data should be sent to SPO by 30-9-08.

(l) Research and Evaluation:

District 1: West Khasi Hills	No research project has been undertaken for this quarter.
District 2: West Garo Hills	It was found that the DIET conducted 2 Research Studies

(m) Functioning of the VEC:

District 1: West Khasi Hills	VECs were constituted as per the guidelines for the implementation of SSA programme in the district. The number of Villages is 1428 and 601 SMCs. Guidelines are provided to all. It was reported that adequate representation of the women was given as per the guidelines. The total number of members of VEC is 1760 and 80% are attending the meeting regularly wherever the VECs are functional. Women and ST members of these bodies participate regularly in the meeting
District 2: West Garo Hills	VEC are playing a significant role in the implementation of SSA programme in the district. The number of VECs is 676 and 2051 SMCs. Guidelines are provided to all. The frequency of meeting of VEC as per the guidelines is quarterly. The total number of members of VEC is 7436 and 80% are attending the meeting regularly. Women and ST members of these bodies participate regularly in the meeting

(n) Staffing at State and District Level:

District 1: West Khasi Hills	<p>State Level: Under the SSASMAM the organizational setup includes General Body- President: Chief Minister; Executive Committee-Chairman: Chief Secretary; Commissioner and Secretary: State Mission Director; Director DEME: State Project Director.</p> <p>District Level:</p> <ol style="list-style-type: none"> a. District Programmer Cum Analyst b. District Planning Co-ordinator c. District Civil Works Co-ordinator d. District Community Mobilization Co-ordinator e. District IE Co-ordinator f. District Pedagogy Co-ordinator g. 4 (Four) Data Entry Operators h. Sr. Accountant i. LDA j. 4 (Four) Grade Four Staff
District 2: West Garo Hills	<p>State Level: Under the SSASMAM the organizational setup includes General Body- President: Chief Minister; Executive Committee-Chairman: Chief Secretary; Commissioner and Secretary: State Mission Director; Director DEME: State Project Director.</p> <p>District Level:</p> <ol style="list-style-type: none"> a. Programmer cum Analyst (1) , b. Civil Work Co-ordinator (1) , c. Pedagogy Co-ordinator (1) , d. IED Co-ordinator (1), e. EGS Co-ordinator (1) , f. Girls Education Co-ordinator (1), g. Data Entry Operator (4) , h. Sr. Accountant (1), Jr. Accountant (6), (Jt. DMC, Tura), (Jt. DMC, Dadenggre), (Jt. DMC, Ampati), (for Blocks under Jt. DMC, Tura), (for Blocks under Jt. DMC, Dadenggre), (for Blocks under Jt. DMC, Ampati), i. ECCE Co-ordinator, (post vacant) j. Community Mobilizer Co-ordinator(1),(post vacant) k. L.D.A. (2) Grade IV (3)

(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

District 1: West Khasi Hills	90 % of the population belongs to ST category. As such the educational facilities are provided to all.
District 2 : West Garo Hills	80 % of the population belongs to ST category. As such the educational facilities are provided to all.

(p) Any other issues relevant to SSA implementation

District 1: West Khasi Hills and District 2: West Garo Hills	<p>These are some of the issues relevant to SSA implementation in both the districts.</p> <p>Text books</p> <ul style="list-style-type: none"> • Textbooks have been provided free of cost to most of the learners up class VIII. • 40% of the schools do not follow the MBOSE syllabus at the lower level, and use different textbooks other than those prescribed by the Board. Therefore, the books which are not in accordance with those books prescribed by MBOSE were not collected by these schools. Hence there is wastage of books and they lie unused in the store room. Therefore the BRCs and CRCs Coordinator should find out the number of schools which donot follow the MBOSE syllabus so as to enable the children of other schools who follow the MBOSE syllabus avail the facilities. <p>Teachers and Teachers Training</p> <ul style="list-style-type: none"> • The target of teachers training and the achievement of the target is satisfactory in case of 20days, 30days. In lieu of 60 days training programmes an arrangement is being made for teachers through the Certificate course in Primary Education (CPE) conducted by the IGNOU and there have been quite a number of teachers who attended the course. However, there was dissatisfaction of the teachers as the study centres needs to be strengthened. • An interaction with the teachers and headmasters indicates that the quality of training programme is good, however there is still room for improvement and teachers felt that there is a need to involve more good resource persons and rich training modules. <p>Teaching Learning Material (TLM)</p> <ul style="list-style-type: none"> • Generally, the teachers are using this grant for the procurement of some materials like drawing sheets, pens, pencils, colours for making charts. Some of the teachers have procured printed charts, globes etc,. Very few schools (10%) displayed them in classrooms and in maximum schools these charts were kept in teachers' common room. Those teachers and headmasters were advised to display these teaching materials in the classroom. The teachers are in need of special training on the preparation of Teaching Learning Materials. <p>Children with Special Needs (CWSN)</p> <ul style="list-style-type: none"> • The identified CWSN have been enrolled in the schools but as such no special facilities/assistance to these children was observed during the field visit. Some children do need the appliances and some children have been provided. There is a need to provide appliances to all identified CWSN in the districts. The training programmes have been conducted at district and state levels to create awareness and providing counseling to the parents. The above stated NGO's have been involved and their activities need to be monitored seriously. <p>Research and Evaluation</p> <ul style="list-style-type: none"> • Research and Evaluation play an important role in the qualitative improvement of education. 2 research studies have been taken up in the last financial year in both the districts. But during the quarter no research study was undertaken in West Khasi Hills Districts. The DIETs are conducting the studies in both the districts. It is told that the area of studies was chosen at the state level for all the districts <p>Functioning of Village Education Committee (VEC)</p> <ul style="list-style-type: none"> • It was reported that the VEC have been constituted in almost all the villages under visit and
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	<p>the constitution was according to the specified guidelines. However the VECs are not functioning well except in administering the EGS centres. In place where they are functioning, number of meetings of VEC was held depends upon the need. Therefore, these meetings were monthly, quarterly, and half yearly in nature. It has been observed that each primary and upper primary school possesses SMC. These SMCs conduct the meetings and discuss some of the important issues of the schools and recorded the minutes of their meetings.</p>
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(q) Mid Day Meal

<p>District 1: West Khasi Hills</p>	<p>(a) Regularity in serving MDM:</p> <ul style="list-style-type: none"> The wholesale agents issue the food grains to the schools based on the enrolment of children as confirmed by the Deputy Inspector of Schools. As per the norms, the MDM can be availed only by the elementary schools. However, as Pre-primary Schools are attached to the Primary or Upper primary, the MDM has to be shared with the pre-primary children also. So the allotment meant for the schools will always become short as the enrolment at the Pre- primary stage is high almost the same as that of Primary stage. On an average MDM was not given on every working day in these schools. It was found that many schools served only 2-3 times a week. However, the schools have a genuine point that the small children cannot be excluded from the MDM. <p>(b) Regularity in delivering food grains to schools:</p> <ul style="list-style-type: none"> It was also reported that the schools do not get the supply of food grains on time. When asked about the reason it was reported that the order for lifting the food grains for MDM is done by the Deputy Commissioner which was always not up-to date. Food grains are supposed to be delivered to the schools. However, this was not always the case. In schools which are not having good communication the cost of transport is high. Food grains are not delivered on a fixed date. In big schools, food grains are stored in schools whereas in some schools. The Food grains are stored in the home of the Secretaries or Head teachers. According to the Supreme Court Direction MDM is to be administered everyday. However 80% of the Head Teachers had expressed their difficulties that there are no cooks available for MDM and hence it cannot be administered regularly. This is because during this quarter the cooking cost was included in the conversion cost not given a separate sanction till very recently in the month of December 2009 Irregular supply of food grains to the schools hampers the administration of MDM on a daily basis. <p>(c) Regularity in delivering cooking cost to schools.</p> <ul style="list-style-type: none"> Cooking cost was not received in schools regularly. It was told that they received the same only after the District Authorities received the Sanction. <p>(d) Social equity.</p> <ul style="list-style-type: none"> In Meghalaya, the Khasis, the Jaintias and the Garos constitute almost 85% of the population, who follow the matrilineal society. The society is caste free, so no gender / caste / community based in discrimination was found by MI in cooking or serving MDM or sitting arrangement. <p>(e) Variety of menu.</p> <ul style="list-style-type: none"> Weekly menu for MDM was not displayed but it was reported that rice, dal, vegetables, tomatoes, potatoes and sometimes eggs were provided to the children. It was also found that meat was also served occasionally to the students. When asked about the reasons, it was mentioned that the tribal society is following a non-vegetarian style of eating food and the children do not enjoy the food though the quantity was quite satisfactory. So, the quality of food needs to be improved to make it more nutritious. In urban schools, suggestions were given that the children may be served with fruits to supplement their food at home.
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	<p>(f) Quality and quantity of meal.</p> <ul style="list-style-type: none"> • Most children especially in the rural backgrounds are happy with quality and quantity of food in about 90% schools visited. <p>(g) Supplementary diets.</p> <ul style="list-style-type: none"> • In no schools, micronutrients and de-worming medicines are given to children. <p>(h) Status of Cooks.</p> <ul style="list-style-type: none"> • In schools where cooks are available MDM was served regularly. • It was reported that the Cook or the Helper was paid Rs. 75/- to Rs. 100/- per day. In some schools the parents are taking turns to cook the MDM. In such cases, funds are saved as conversion costs to improve their menu. <p>(i) Infrastructure.</p> <ul style="list-style-type: none"> • Funds for procurement of kitchen utensils were released from the State to the Deputy Inspector of Schools who in turn released the same to the School Managing Committees for procurement of kitchen-devices. In all the schools visited, the kitchen utensils were available. There has been an improvement in the infrastructure since the state has included the sanction of the Kitchen along with the Building grant. However, Only 30 % sample checked schools had fully constructed kitchen shed-cum-store. Portable water is available for cooking and drinking in most schools. <p>(j) Community participation.</p> <ul style="list-style-type: none"> • Participation of parents and VECs in monitoring and supervision of MDM is not very satisfactory. As mentioned above, there are only 15 % of the schools visited could mobilize the parents/guardians to involve in cooking and serving MDM. <p>(k) Inspection and supervision.</p> <ul style="list-style-type: none"> • Inspection and Supervision was done by the BMC's and CRC's coordinators. In some schools, it is reported that even officials like the Magistrate supervises the MDM. <p>(l) Impact.</p> <ul style="list-style-type: none"> • Enrollment and Attendance of Children to school is reported to be improved with the implementation of MDM in the schools. Majority of Head Teachers and VECs believe that MDM helps in increasing enrolment, attendance and general health of children.
District 2: West Garo Hills	<p>(a) Regularity in serving MDM:</p> <ul style="list-style-type: none"> • The wholesale agents issue the food grains to the schools based on the enrolment of children as confirmed by the Deputy Inspector of Schools. As per the norms, the MDM can be availed only by the elementary schools. However, as Pre-primary Schools are attached to the Primary or Upper primary, the MDM has to be shared with the pre-primary children also. So the allotment meant for the schools will always become short as the enrolment at the Pre- primary stage is high almost the same as that of Primary stage. On an average MDM was not given on every working day in these schools. It was found that many schools served only 2-3 times a week. However, the schools have a genuine point that the small children cannot be excluded from the MDM. <p>(b) Regularity in delivering food grains to schools:</p> <ul style="list-style-type: none"> • It was also reported that the schools do not get the supply of food grains on time. When asked about the reason it was reported that the order for lifting the food grains for MDM is done by the Deputy Commissioner which was always not up-to date. • Food grains are supposed to be delivered to the schools. However, this was not always the case. In schools which are not having good communication the cost of transport is high. • Food grains are not delivered on a fixed date. In big schools, food grains are stored in schools whereas in some schools. • The Food grains are stored in the home of the Secretaries or Head teachers.

- According to the Supreme Court Direction MDM is to be administered everyday. However 80% of the Head Teachers had expressed their difficulties that there are no cooks available for MDM and hence it cannot be administered regularly. This is because during this quarter the cooking cost was included in the conversion cost not given a separate sanction till very recently in the month of December 2009
- Irregular supply of food grains to the schools hamper the administration of MDM on a daily basis.

(c) Regularity in delivering cooking cost to schools.

- Cooking cost was not received in schools regularly. It was told that they received the same only after the District Authorities received the Sanction.

(d) Social equity.

- In Meghalaya, the Khasis, the Jaintias and the Garos constitute almost 85% of the population, who follow the matrilineal society. The society is caste free, so no gender / caste / community based in discrimination was found by MI in cooking or serving MDM or sitting arrangement.

(e) Variety of menu.

- Weekly menu for MDM was not displayed but it was reported that rice, dal, vegetables, tomatoes, potatoes and sometimes eggs were provided to the children. It was also found that meat are also served occasionally to the students. When asked about the reasons, it was mentioned that the tribal society is following a non-vegetarian style of eating food and the children do not enjoy the food though the quantity was quite satisfactory. So, the quality of food needs to be improved to make it more nutritious. In urban schools, suggestions were given that the children may be served with fruits to supplement their food at home.

(f) Quality and quantity of meal.

- Most children especially in the rural backgrounds are happy with quality and quantity of food in about 90% schools visited.

(g) Supplementary diets.

- In no schools, micronutrients and de-worming medicines are given to children.

(h) Status of Cooks.

- In schools where cooks are available MDM was served regularly.
- It was reported that the Cook or the Helper was paid Rs. 75/- to Rs. 100/- per day. In some schools the parents are taking turns to cook the MDM. In such cases, funds are saved as conversion costs to improve their menu.

(i) Infrastructure.

- Funds for procurement of kitchen utensils were released from the State to the Deputy Inspector of Schools who in turn released the same to the School Managing Committees for procurement of kitchen-devices. In all the schools visited, the kitchen utensils were available. There has been an improvement in the infrastructure since the state has included the sanction of the Kitchen along with the Building grant. However, Only 30 % sample checked schools had fully constructed kitchen shed-cum-store. Portable water is available for cooking and drinking in most schools.

(j) Community participation.

- Participation of parents and VECs in monitoring and supervision of MDM is not very satisfactory. As mentioned above, there are only 15 % of the schools visited could mobilize the parents/guardians to involve in cooking and serving MDM.

(k) Inspection and supervision.

- Inspection and Supervision was done by the BMC's and CRC's coordinators. In some schools, it is reported that even officials like the Magistrate supervises the MDM.

(I) Impact.

- Enrollment and Attendance of Children to school is reported to be improved with the implementation of MDM in the schools. Majority of Head Teachers and VECs believe that MDM helps in increasing enrolment, attendance and general health of children.

MDM is still an area of concern in its effective implementation in the State. This is the finding of the MI regarding MDM:

MDM is an impetus to the enhancement of enrolment and actual attendance. MDM is being implemented in the two districts in the State. It is observed from the records of the schools that the District Project Offices provided the following components of Midday Meal.

1. Food Grains (Rice) 100 gram per child per day for LP schools and 150 gram for UP schools to be supplied by the dealers to the schools.
2. Conversion cost of Rs.2.08/- per student for L P Schools and Rs 2.62 for U.P. Schools for 200 days a year including cooking cost.
3. Provision of grants for purchasing of utensils.

As per the direction of the Supreme Court, cooked food should be served in schools. All schools under visit (100%) reported that cooked food was being served to children but not daily. The discussion with the headmasters and teachers in many of the schools revealed that it is very difficult to implement the scheme effectively as per the directions. MDM could not be cooked and served daily and being served twice or thrice a week. This is confirmed by the team during the visits, only some schools were found cooking MDM.

The reasons are:

- (1) Provision of Food grains is inadequate. In many Lower Primary School the allotment was only from classes I-IV whereas all of the schools are having Pre-Primary section attached to them where they have to share the food with all the children in the school and the enrolment of the Pre- Primary section is more than the LP schools.
- (2) The schools reported that food grains was not received on time There is always delay in supplying the food grains so it was impossible for the schools to cook rice everyday.
 - All schools under visit (100%) reported that they served different food items and the students were happy with the quality and quantity served to them. In almost all schools (80%) cooking of food were done by the helpers who were paid at a nominal rate and in 15 % of schools, food were being cooked and served by community members/ parents and only 5% by teachers. This happened only in Government Schools where there are more sanctioned teachers in place.
 - The allotment of fund for food grains is usually based on last year enrolment which in many cases the enrolment of the current year is higher than the previous year.
 - The state has made provision for the physical infrastructures like Kitchen Shed, Utensils, etc. These were found to be available in some of the visited schools however the infrastructure has to be strengthened so that they are available in all the schools. Some of the schools arranged to do the cooking in the house of the Head teachers or the Secretary SMC

Recommendations:

- Efforts should be made to regularize the supply of food grains by discussing the matter with the Department of Civil Supply of the State.
- It is also suggested that there must be some substantial amount of fund for the payment of a cook otherwise the teaching learning of the students will be affected if the teachers and students are involved in cooking MDM.
- It is also strongly recommended that food grains be allotted on time to schools at monthly basis if the schools are to cook MDM everyday.

- There is no proper structure with regard to the implementation of MDM as such there is insufficient human resource to man for smooth functioning of the programme. It may be mentioned that Anganwadi centres under Social Welfare Department have better infrastructure and hence they may be involved in MDM. The main role of these centers is to provide required nutrition to children at the age group 3-6 years. Such centres may be of great assistance in implementation of MDMs.

District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR 2008-2010 using this format, for each district separately, for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)

3.1	Name of the District	West Khasi Hills District
3.2	Date of visit to the District/EGS/Schools	18 th May 2009 to 23 rd June 2009
3.3	Tasks	The Monitoring Institute has obtained information on the following areas and included them in this report.

(a) Opening of Schools (both primary and upper primary):

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?																																																
	According to the SPO the number of schools sanctioned in the current financial year for this District, is 108 schools and all these schools have not been opened. This was verified by the MI from DPO.																																																
(ii)	Has the land for construction of the school been identified?																																																
	It was reported that the land for construction of the school has not been identified as the funds for construction of the school have not been received.																																																
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school																																																
	The funds for construction of the school have not been received as the district is yet to receive the funds from the state which in turn is yet to receive the fund from MHRD																																																
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?																																																
	The construction has not started for reason mentioned earlier.																																																
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?																																																
	<p>Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year is 290 Nos Sanctions issued for these are not known. As per the SPO's record the number of post sanctioned is given below:</p> <p>District-wise information of the number of posts sanctioned and appointments made (as on Dec end 2008)</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Sanctioned Post</th> <th colspan="3">Working</th> <th colspan="3">Vacancies</th> </tr> <tr> <th>By State</th> <th>Under SSA</th> <th>Total</th> <th>By State</th> <th>Under SSA</th> <th>Total</th> <th>By State</th> <th>Under SSA</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>9225</td> <td>4202</td> <td>13427</td> <td>9225</td> <td>4202</td> <td>13427</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> </tr> <tr> <td>UPS</td> <td>3117</td> <td>6084</td> <td>9185</td> <td>3117</td> <td>6084</td> <td>9185</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> </tr> <tr> <td>Total</td> <td>12342</td> <td>10286</td> <td>22612</td> <td>12342</td> <td>10286</td> <td>22612</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> </tr> </tbody> </table>		Sanctioned Post			Working			Vacancies			By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total	PS	9225	4202	13427	9225	4202	13427	NIL	NIL	NIL	UPS	3117	6084	9185	3117	6084	9185	NIL	NIL	NIL	Total	12342	10286	22612	12342	10286	22612	NIL	NIL
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(vi)	Have Teachers been put in position in new schools in District visited?																																																
	No, Teachers have not been put in position in new schools in District visited (Updated information obtained from DPO)																																																
(vii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?																																																

	Yes, in the schools visited by MI the one-time grants of Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC. The MI verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school and found it to be correct.
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?
	Yes, guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant. However, copies of circular/orders were not made available to the MI either by the SPO or DPO.

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	
	1) New UPS School Building = 67 Schools 2) New LPS School Building = 70 Schools 3). Additional Class Rooms = 47 Schools	
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	
	Civil Works in the District for the quarter under report has not been started	
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	
	Yes, SMC/VEC has been trained by technical persons for execution of civil work.	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	
	Yes community manual for civil works had been prepared but was not made available with VEC/SMC (Verified on the spot with assistance of VEC/SMC and School Teachers)	
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	In some Schools ramp was constructed. This was verified on the spot with assistance of VEC/SMC and School Teachers.	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	
	No, the SMCs are maintaining a school account where funds of the school are kept. Physical verification was done by the MI.	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	
	The District Co-ordinator (Civil Works) is in charge at the District level and the State Coordinator (Civil Works) is in charge of Civil Works. The Third Party Evaluation is under Process.	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	
	The technical person visited the construction site and guided the construction process 2 (two) times: ie During the Foundation Stage and Roof Stage.(verified on the spot with assistance of VEC/SMC and School Teachers).	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	
	Though there was convergence with Swajaldhara and Total Sanitation Campaign (TSC) with regards to drinking water facilities yet it was not to a satisfactory level. The services are yet to be improved. (Status was obtained from SPO updated at DPO in districts visited by MI).	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	

	Yes, construction of drinking water facilities in schools is being carried out by SMC (verified on the spot) However, water connections in many cases are yet to be done by the PHE department.
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited? Though it was agreed in principle yet no headway has been made in this area with regards to convergence with Total Sanitation Campaign (TSC) Status obtained from the DPO in districts visited by MI and verified on the spot.
(xii)	What is MI's impression of quality construction in sites visited by MI? As the team do not have a technical person it is difficult to assess the quality of the construction as an expert. However, in many cases, it was found that the builders followed the instructions given by the State.
	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details? Yes, there a civil works in charge at SPO level, who is an Engineering person. The Engineering person maintains a Format of monthly and Quarterly Progress Report. As reported by the District, no steps had been taken by SPO to ensure quality in civil works. No third party Evaluation was done till now. The SPO reported that it is still under process.

(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds? All students irrespective of caste and creed received the free textbooks from the State. However, the students are not getting all textbooks. This is because, according to the norms LPS student are entitle to only Rs 150/- and UPS students 210/- per child. The rates of the Text-books in the state are very costly. The total number of children to whom free textbooks are distributed are as follows: Boys = 49,212 Nos Girls = 50,489 Nos Total = 99,701 Nos (Information was obtained from the DPO in respect of the District visited by MI)
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? There was a delay in the receipt of textbooks which were also distributed late in the district. The packets had come in phases in the month of March and April, 2009. In many cases students had already purchased the text-books which defeat its purpose.
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited. Yes, there was a delay in receiving Textbooks as mentioned above because there were many publisher (around 7-8) and they supplied at different times. It was reported that even the Exercise books were received late from the SPO.
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children? No, though free textbooks have been distributed for all children as verified in the schools/EGS/AIE centres visited by MI yet they are not for all subjects in all the classes.

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Total number of schools in primary and upper primary to whom school grants are approved for the current financial year LPS = 1345 Nos UPS = 471 Nos
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	Total = 1816 Nos (updated from the DPO in districts visited by MI)
(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to which releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? No, the school grants have not been released yet as reported by the DPO.
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized? The information was not made available to the MI.
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants? The question does not arise as the school grants are yet to be released. Yes, it was reported that there is a delay of receiving fund from SPO and this was verified on the spot from the passbook and expenditure statement maintained by school.
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC. Information was not made available.

(e) Teachers and Teachers Training:

(ii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein? The number of additional Teachers sanctioned in the district are as follows: LPS = 68 UPS = 222 Total = 290
(iii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers? Recruitment of teachers is done through a written test and personal interview by VEC/ SMC.
(iv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis? Appointment of teachers is done on a contract Basis
(v)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment? The appointment is usually done by the SMC/VEC. The Nomination was then approved by DI/DMC It was not to a satisfactory level of the local community as the recruitment procedure tends to be centralized.
(vi)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? The numbers of teachers sanctioned for the schools visited by the MI were in position. Except on few cases the teachers were found present in schools.
(vii)	How was the rapport between children and the teachers in the schools visited? The children in schools visited by the MI were found to be having a close rapport with the teachers.
(viii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers? Yes, the target of teachers to be trained was worked out and conducted by the Faculty members of the District Institute of Education and Training (DIET) Nongstoin. There was a training calendar and the venue of the training was in DIET. It was reported that there was no quality supervision/monitoring of these trainings though there was a regular system of feedback from teachers.

(ix)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?
	The target of teachers training and the achievement of the target were to a great extent satisfactory. However, it was not 100% in case of 20 days training programmes. As per the information submitted by the state the proposal for in-service training for this year is 120 teachers. The Venue of training is in DIET and Master Trainer were Lecturers of DIET
(x)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?
	60 days training is not given in the State instead deputation to CPE was arranged by the state. The mode of training is distance mode. The teachers received the Instructional Materials prepared by the IGNOU. The venues are not the same for different centres. The Counsellors of the study centres of Indira Gandhi National Open University (IGNOU) guide the teachers and examination is conducted at the end of 6 months. The teachers get the chance to appear four times. However, it was found that the system is not functioning well which is not helpful the teachers especially in rural areas. The system needs to be streamlined.
(xi)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?
	When asked the teachers during the visit, it was told that the training was to a certain extent useful to them. However, many of them were not able to mention on what areas they would like to get trained. Some of them expressed that they will like to have training on preparation of TLM besides on methodology of teaching.
(xii)	The academic support given by BRC/CRC to the teachers, the frequency of such support: Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?
	The academic support given by the BRC/CRC coordinators are not very satisfactory though they are performing their task and discharged their role as given by the district. Their tasks include visits to schools to monitor the enrolment and attendance, guiding them in maintenance of the records and accounts of the schools, giving trainings, distribution of textbooks and the like. However, follow up of the trainings was not done and the impact of training programme is not known as observation of classes were not done and it is not possible to do so because of the wide coverage of number of schools that each coordinator has to in charge
	b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?
	The expected number of school visits will differ from one BRC and CRC to the other as it depends very much on the number of schools they in charge and the nature of the topography in the Block and Clusters they are in charge. It was reported that sometimes they take one day even to reach one school as they have to walk on foot.
	c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children are learning?
	As mentioned earlier, the academic support given by the BRC/CRC coordinators are not very satisfactory though they are performing their task and discharged their role as given by the district. Their tasks include visits to schools to monitor the enrolment and attendance, guiding them in maintenance of the records and accounts of the schools, giving trainings, distribution of textbooks and the like. However, follow up of the trainings was not done and the impact of training programme is not known as observation of classes were not done and it is not possible to do so because of the wide coverage of number of schools that each coordinator has to in charge.
	d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?
	Yes, the DIET is interacting and is responsible for giving training for capacity building of the teachers. The DIET faculty members are also conducting action research in the district.

	e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?
	Yes, extending their academic support to EGS/AIE centres/courses in their area by supporting them physically.
(xiii)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?
	Yes, their role is to monitor and review the district programmes. The system is yet to be improved and they follow all formats prepared by the NCERT and prescribed by MHRD. It was told that the frequency is Quarterly. DIET and DERT is involved in all capacity building and workshops.

(f) Teaching Learning Material (TLM) grants:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts? TLM Grant were release to the BRC @ Rs. 5000/- per annum to 6 Blocks, and also to CRC @ Rs. 1000/- per annum for 82 CRC.
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Dates of release of TLM were not fixed. The schools are to collect from the DPO and the date of release will depend on the date the schools collect the same. However, the MI found that the schools follow the instructions in respect of the utilization of the grants by the DPO.
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? As mentioned above, the date of receipt will depend on the date that the schools collect from the DPO. Generally, the teachers are using this grant for the procurement of some materials like drawing sheets, pens, pencils, colours for making charts. Some of the teachers have procured printed charts. Approximately 10% classrooms were having these charts and in maximum schools these charts were kept in teachers' common room

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State). No. of EGS Centres = 34 Nos No. of NRBC = 5 Nos
(ii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise? The target number of children was = 3935 and those who are actually enrolled in the centres = 355 (no details category wise is made available to the MI)
(iii)	The number of children enrolled and actually attending the centre? It was reported that 2081 number of children enrolled and actually attending the centre. {The MI could not be verified on the spot though it was found that there is the discrepancy between g(ii) and(iii)}
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training? As there is only one EV working in the EGS so the number of EVs working in a district is the same number of the EGS and it was reported that all EVs were trained. The induction training was given to them by the State and it was told that it was appropriate. The duration of training was one month. No module was used in particular.
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this? Yes, they are given academic support by the BRC/CRC regularly as per the instruction of the DPO.
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?

	The educational qualification of the EVs is class XII. As mentioned above, they were given training and academic support is being received by them from the BRC/CRC.
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received? The amount of monthly honorarium received by the EV is Rs. 2,500/- which was paid by bank account. The payment of monthly remuneration was not monthly and they are to be collected from the DPO. The date on which the honorarium for the last month was received: It was not verified by the MI
(viii)	Whether EV is regular in his attendance? Yes, it was reported that the EVs are regular in their attendance
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO? Yes, there is a designated District Coordinator for EGS/AIE in the district visited by MI. Orientation of the Coordinator: Yes Yes the person has received capacity building training.
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Yes there is a monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district. The frequency with which the information is furnished to the SPO is quarterly.
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far? EGS Centre = 34 Numbers Achievement so far: Information was not available
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools, and whether funds have been released for the same? Yes, SPO had issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools. Regarding the release of funds no information was available.
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect? 190 EGS Centres are actually upgraded In Meghalaya schools are run by SMCs. MI could not verify regarding Funds Transfer
(xiv)	Whether the actual upgradation of EGS centre has taken place? Yes, the actual upgradation of EGS centre has taken place
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified? Yes, the land for construction of the upgraded primary school (from EGS) has been identified
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools? Yes, SMC. have received funds for construction of schools
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)? As verified by the MI in selected schools, the construction has not started.
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position? They are yet to be put in position in the new schools.
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students? 1726 children are actually mainstreamed from EGS/AIE centres/courses
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc? Blackboard, books, TLMs are the infrastructure available in the EGS centres
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres? Yes, but it was told that there was no sanction from August –September.
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given? The MI did not visit all the Centres. However in those that were visited the percentage of children who were enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI was about 75-80.

(xxiii)	The achievement level of children studying in EGS/AIE facilities?
	It was told that the achievement was satisfactory.
(xxiv)	The rapport of the EV with the children?
	There was a good rapport between the EVs and the children.
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?
	EGS Centres are using Schools Textbooks. Yes, the children have received free textbooks but not in all subjects and there was delays in supply of the textbooks. The reason for the delay was the change of syllabus by the MBOSE.

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.
	1874 CWSN children were identified
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.
	37 children have been provided with aids and appliances, district-wise, during the current financial year.
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.
	Aids and Appliances are being supplied by the Local Firm M/S P.S. PROSTHETIC ORTHOTIC REHABILITATION WORKSHOP, since ALIMCO Aids and Appliances are of inferior quality & very late to supplied
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?
	6 Nos of resource teachers placement will be done tentatively on December 2009/ January 2010 8 NGO's Viz: (1) Nongstoin Social Service Society, (2) Lynti Jingkyrmen, Mawkyrwat, (3) Bethany Society, Mawkyrwat (4) Rural Youth Federation, Nongstoin, (5) R S Lyngdoh Training Centre, Mawkyrwat, (6) MEPAD, (7) Fatimai Markasa, (8) Agency for Sustainable Development Initiative CBR, Mairang
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?
	Yes, the district has an IED coordinator has been trained. The coordinator has attended the following trainings: 1. Teleconference on Inclusive Education 2. Workshop Cum Review on " Effective Planning Implementation and Monitoring at DEME Hall, Shillong. 3. Orientation on Braille 4. Orientation Program with North East, IE Consultant, TSG, NECELL
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?
	Yes, there is an IED Coordinator at the State and has attended these training and workshop 9 th Quarterly National Workshop on IE held at Trivandrum Northeastern Regional Meet on Hearing Handicap held at Arunachal Pradesh AWP&B workshop held at Shillong
(v)	How many schools have been provided with ramps?
	50 schools have been provided with ramps
(vi)	How many children have been provided home based support during the current financial year?
	Home Base support was able to function only through NGO's working in the field of disability at Mawkyrwat by the Bethany Society, at Mairang by the Mairang Vidhya Jyoti Inclusive School SSA still not yet give the support since Resource Teachers have not yet been appointed
(vii)	How many parents have been given counseling during the current financial year?
	400 (Approximately) have been given counseling during the current financial year.

(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?
	1258 CWSN children stated to be enrolled and actually present in the schools/EGS centres

(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year? Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Not Applicable
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc? Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	Not Applicable
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Not Applicable
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? Information to be obtained from the SPO to be updated from DPO visited by MI.
	Not Applicable
(v)	Whether a district gender coordinator is in position? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Not Applicable
	Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise? Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	The number of ECCE centers to be made operational under Innovation Head funds (Rs. 15 lakhs for girls education proposed by the State this financial year is 100
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	Yes , the monitoring format prepared by the NCERT as prescribed by the MHRD.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year. Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	Not Applicable
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise. Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Not Applicable

(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools. To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	In the state of Meghalaya there is no problem of shortage of enrolment of Girls in Schools. The enrolment of girls is more or less at par with that of boys.
(iv)	The number of KGBV in respect of which all formalities for construction have been completed. Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Not Applicable
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts. To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	Not Applicable
(vi)	The number of students admitted in the KGBVs started in the district. To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	Not Applicable
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited. To be obtained on the spot in respect of KGBV visited by MI.
	Not Applicable

(k) District Information System for Education (DISE):

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position? Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	Yes, EMIS has been set up in the district
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year? To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	December 2009
(iii)	Whether data capture format have been supplied to all schools latest by August? Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	No, due to up gradation of DISE S/W this year there was delay in distributing of Data Capture Format upto the month of October 2009
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held? Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes, during DISE Week i.e. 25 th – 10 – 2009 to 31 st - 10 - 2009
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, BRCs/CRC coordinators are given the task of verifying the 5% of the data collected. They have discharged this responsibilities but the SPO is yet to engage the Third party to verify the data.
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November? Information to be obtained from DPO and SPO.
	No, this year the data will be submitted by the 3 rd Week of December (Reason Due to Up gradation of S/W)
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA? Information to be obtained from SPO.
	Yes there is an MIS in charge at State level who is fully conversant with needs of SSA in MIS. He had attended many workshops and trainings in GOI as well as NIEPA.

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned. Information to be obtained from the SPO and to be updated from the DPO.
	2 number of action researches, are being conducted by the District.
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed. Information to be obtained from the SPO and to be updated from the DPO.

	Two studies as reported by SPO
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research? Information to be obtained from SPO.
	Yes, there is a research coordinator at the State level. The sanction of research was done at the state level and the state is yet to constitute the State Level Committee for commissioning of research.

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise? Information to be obtained from the SPO and to be updated by the DPO.
	No. of Villages = 1428 No. of SMCS = 601
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC? Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Yes, but a copy of the guidelines on delegation of powers to VEC/SMC was not made available to the MI
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Yes, the guidelines have been given on adequate representation of women in the VEC/SMC. The actual number of the women associated in the VEC/ SMC of the school was three to four differing from one school to the other. But a copy of the guidelines was not made available to the MI
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting? Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	The VECs, though constituted are not functioning properly. The members of the VEC met only when there was a need. It was not held very regularly. The reason is because in the state the schools are run by the SMCs and not by the VECs. Moreover, as the grants or any financial matter are dealt by the SMCs.
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Yes, the Chairmen and Secretaries of the VECs have been oriented during Community Training.
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	The contributions of the VECs have been reducing of Drop-out Rate.
(vii)	Whether VEC is maintaining proper record of funds received by them. Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	No funds were received by the VECs, so there is no question of maintenance of proper records.
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done? Information to be obtained at SPO level. See formats and record of SPO.
	Yes, there is a coordinator for Community Mobilisation.

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks? Information to be obtained from SPO.
	As mentioned earlier
(ii)	The number of meetings of the General Body and EC held during the previous financial year? Information to be obtained from SPO and verified from their records.
	The number of meetings of the General Body was once only and that of the EC twice.
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies? Information to be obtained from SPO and verified at DPO level in districts visited by MI.
	District Programmer Cum Analyst District Planning Co-ordinator District Civil Works Co-ordinator District Community Mobilization Co-ordinator District IE Co-ordinator District Padegogy Co-ordinator 4 (Four) Data Entry Operators Sr. Accountant LDA 4 (Four) Grade Four Staff
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies? Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.
	The number of BRCs are 6(six) in number and the CRCs are 82 Nos
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA? To be verified at SPO through checking of records.
	Yes

(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

90 % of the population belongs to ST category. As such the Educational Facilities are provided to all.

(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year? Information to be obtained from the School records.
	The number of days the school functioned during the last financial year varied from 190 to 220 days.
(ii)	Whether the school has clean environment, good buildings, and playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting? Information to be recorded on the basis of observation.
	In general, the schools have clean environment, good building, good classroom with proper lighting except some schools which do not have good school buildings and not having a playground. This is seen mostly in government schools.
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials? Information to be recorded on the basis of observation.
	Yes, the classes have row seating arrangement for children, a blackboard and in some classes there are also the displays of TLM materials.
(iv)	Whether health camp facility was made available to the children during the previous six months? Information to be recorded on the basis of school records.

	The health camp facilities have been arranged in some schools only, The teachers were advised to contact the Health Centres nearby for making this facility available to the student.
(v)	Whether the school has adequate play material for the children? Is it used? Information to be recorded on the basis of observation. Not all schools have adequate play materials. Wherever was available, was being utilized by the students.
(vii)	If there is low attendance the reasons for the same? Information to be obtained from the teachers/VEC. There was no schools under visit which has low attendance
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? Information to be obtained from the teachers and VECs etc. It was told that the schools have taken steps to promote attendance by bringing the awareness to the community.
(ix)	What is the present process of assessing the achievement level of students? Information to be recorded on the basis of school records. In all the schools under visit, the annual evaluation procedure still prevails with two terms in between.
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? Information to be recorded on the basis of school records. Continuous and Comprehensive Evaluation and grading system has not been introduced for students. However, attempt has been made in this area.
(xi)	The achievement level of children. Assessment to be undertaken by the MI on the day of visit. With the implementation of SSA, there has been a great improvement in the achievement of the students. However, the quality of their performance desires to be improved.
(xii)	The rapport of the children with the teachers? Assessment on the basis of observation by MI. Yes, there exists a good rapport between the teachers and the children.
(xiii)	Whether the school has under age or over age children if so, their number and percentage? Information to be recorded on the basis of school records and observations. The MI could not verify whether the schools maintain records of underage or overage children in the schools under visit.
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools? To be ascertained from teachers/VEC schools records. There were some students who have dropped out of the schools but it could not be said that these are continuing their studies except in rare cases.
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise? Information to be obtained on the basis of school records and discussion with teachers. The number of children who have been retained in the same class was about 10%

(q) Any other issues relevant to MDM implementation

<p>MDM is an impetus to the enhancement of enrolment and actual attendance. MDM is being implemented in the two districts in the State. It is observed from the records of the schools that the District Project Offices provided the following components of Midday Meal.</p> <ol style="list-style-type: none"> 1. Food Grains (Rice) 100 gram per child per day for LP schools and 150 gram for UP schools to be supplied by the dealers to the schools. 2. Conversion cost of Rs.2.08/- per student for L P Schools and Rs 2.62 for U.P. Schools for 200 days a year including cooking cost.
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3. Provision of grants for purchasing of utensils.

As per the direction of the Supreme Court, cooked food should be served in schools. All schools under visit (100%) reported that cooked food was being served to children but not daily. The discussion with the headmasters and teachers in many of the schools revealed that it is very difficult to implement the scheme effectively as per the directions. MDM could not be cooked and served daily and being served twice or thrice a week. This is confirmed by the team during the visits, only some schools were found cooking MDM.

The reasons are:

- (1) Provision of Food grains is inadequate. In many Lower Primary School the allotment was only from classes I-IV whereas all of the schools are having Pre-Primary section attached to them where they have to share the food with all the children in the school and the enrolment of the Pre- Primary section is more than the LP schools.
- (2) The schools reported that food grains was not received on time There is always delay in supplying the food grains so it was impossible for the schools to cook rice everyday.

All schools under visit (100%) reported that they served different food items and the students were happy with the quality and quantity served to them. In almost all schools (80%) cooking of food were being cooked by the helpers who were paid at a nominal rate and in 20% of schools, food were being cooked by the teachers and community members/ parents.

Moreover, the allotment of food grains is usually based on last year enrolment which in many cases the enrolment of the current year is higher than the previous year. The state has made provision for the physical infrastructures like Kitchen Shed, Utensils, etc. These were found to be available in some of the visited schools however the infrastructure has to be strengthened so that they are available in all the schools. Some of the schools arranged to do the cooking in the house of the Head teachers or the Secretary SMC

Recommendations:

- More allotment of funds may be made to the State to help them deal with the shortage of food grains.
- Efforts should be made to regularize the supply of food grains by discussing the matter with the Department of Civil Supply of the State.
- It is also suggested that there must be some substantial amount of fund for the payment of a cook otherwise the teaching learning of the students will be affected if the teachers and students are involved in cooking MDM.
- It is also strongly recommended that food grains be allotted on time to schools at monthly basis if the schools are to cook MDM everyday.

(r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars , copies of the guidelines etc is to be included in the MI's report)List of enclosures was not made available to the MI

Please include all the Annexure 1 to annexure 1 to 8

Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)

Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

Annexure 2 – Text Books

When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.

<p>Annexure 3 – School Grant Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Annexure 4 – Teacher Training In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>Annexure 5 – Teaching Learning Material (TLM) grants The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure 6 – EGS and AIE (i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Yes</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Yes</p>
<p>7. Annexure 7 – Children with special needs (CWSN) (i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Annexure 8 – National programme for education of girls at Elementary level (NPGEL) (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	NEHU
(ii)	Period of the report	1-02-2009 to 30-09-2009
(iii)	Name of the District	West Khasi Hills
(iv)	Date of visit to the Districts/EGS/Schools	18.05.09 to 23.06.09

1.	<p>REGULARITY IN SERVING MEAL:</p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Yes, the school is serving hot cooked meal. MDM is being served twice or thrice a week only. The reason for not serving everyday was due to shortage of supply of food grain to them.</p>	Students, Teachers & Parents																				
2.	<p>TRENDS: Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p> <table border="1" data-bbox="277 457 1057 800"> <thead> <tr> <th>No.</th> <th>Details</th> <th>Day previous to date of visit</th> <th>On the day of visit</th> </tr> </thead> <tbody> <tr> <td></td> <td>Enrollment</td> <td></td> <td></td> </tr> <tr> <td></td> <td>No. of children attending the school on the day of visit</td> <td></td> <td></td> </tr> <tr> <td></td> <td>No. of children availing MDM as per MDM Register</td> <td></td> <td></td> </tr> <tr> <td></td> <td>No. of children actually availing MDM on the day of visit</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Details	Day previous to date of visit	On the day of visit		Enrollment				No. of children attending the school on the day of visit				No. of children availing MDM as per MDM Register				No. of children actually availing MDM on the day of visit			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
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3.	<p>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</p> <p>Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same? School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p> <p>Yes There was always delay in supply of food grains. The delay was more than three months. The reason is irregular supply of foodgrain by the suppliers.</p> <p>Is buffer stock of one-month's requirement maintained? School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p> <p>Yes*</p> <p>Is the food grains delivered at the school? School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p> <p>No , the suppliers did not deliver at the schools and for schools that are not accessible, the Heads had to collect the food grains from the supply office.</p>																					
4.	<p>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</p> <p>Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it? School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p> <p>No, they received quarterly. The reason was that funds were not received on time from the Centre.</p> <p>In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p> <p>In case of delay, schools stop the feeding programme</p> <p>(i) Is cooking cost paid by Cash or through banking channel? School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p> <p>Cooking cost is paid through Banking Channel</p>																					

5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements? Observations
	No, there is no discrimination.
6.	<u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed? Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	No the schools visited by the MI did not display their weekly menu.
7.	Is there variety in the food served or is the same food served daily? Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, there is variety in the food served.
	Does the daily menu include rice / wheat preparation, dal and vegetables? Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, the daily menu includes rice, dal, vegetables and sometimes eggs.
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on Quality of meal: Observations of Investigation during MDM service
	Good
	Quantity of meal: Observations of Investigation during MDM service
	Sufficient for each child.
	c){If children were not happy Please give reasons and suggestions to improve.} Observations of Investigation during MDM service Children were happy.
9.	<u>SUPPLEMENTARY:</u> Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? Teachers, Students, School Record
	No, none of the children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine .
	Who administers these medicines and at what frequency? Teachers, Students, School Record
	NA
	Is there school Health Card maintained for each child? Teachers, Students, School Record * No school Health Card is maintained for children.
10.	<u>STATUS OF COOKS:</u> Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In some schools with enough strength of teachers, the teachers themselves cooked the meal. In few schools, a helper helped to prepare the meal. In some, parents were also involved in cooking.

	<p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school? Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p> <p>Yes, the number of cooks and helpers were engaged as per the requirement of the school. However, as the appointment of the cook is met from the conversion cost which was only Rs 2.08 for Primary and Rs 2.62 for the Upper Primary, the schools that can arranged with parents will have more money for buying vegetables and other items.</p> <p>(iii)What is remuneration paid to cooks/helpers? Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p> <p>In almost cent percent schools visited by the MI, have adequate number of Cooks and Helpers. It was reported that the Cook or the Helper was paid Rs. 75/- to Rs. 100/- per day. In some schools the parents are taking turns to cook the MDM. In such cases, funds are saved as conversion costs to improve their menu.</p> <p>(iv).Are the remuneration paid to cooks/helpers regularly? Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p> <p>Yes, the remuneration is paid to cooks/helpers regularly when every there is MDM in the School</p> <p>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority) Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p> <p>Scheduled Tribe</p>
11.	<p>INFRASTRUCTURE: Is a pucca kitchen shed-cum-store: Constructed and in use Constructed but not in use under Under construction Sanctioned, but constructed not started Not sanctioned Any other (specify) School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p> <p>Information is to be given for point (a) , (b), (c) , (d) and (e) Constructed and in use in 10% schools, Constructed but not in use -Nil Under construction -30% Sanctioned, but constructed not started -20% Not sanctioned – 40%</p>
12.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored. Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p> <p>There were schools who constructed temporary sheds but it was reported that the food is even cooked in the house of the head and/or the secretary in case the pucca shed is not available. The food grains are stored within the school premises and the food grain is stored in one of the rooms in the school</p>
13.	<p>Whether potable water is available for cooking and drinking purpose? -do-</p> <p>Yes, potable water is available for cooking and drinking purpose</p>
14.	<p>Whether utensils used for king food are adequate? Teachers/Organizer of MDM Programme</p> <p>Yes, utensils used for cooking food are adequate</p>
15.	<p>What is the kind of fuel used? (Gas based/firewood etc.)Observation</p>

	Firewood in many of the schools is used as fuel.
16.	SAFETY & HYGIENE: General Impression of the environment, Safety and hygiene: Observation
	Satisfactory
	ii.Are children encouraged to wash hands before and after eating observation
	Yes, children were encouraged to wash hands before and after eating
	iii.Do the children partake meals in an orderly manner? observation
	Yes, children are trained to take meals in an orderly manner.
	iv. Conservation of water? Observation
	Yes, in many schools, there is water tank for conservation of water
	Is the cooking process and storage of fuel safe, not posing any fire hazard?observation
	Yes, cooking process and storage of fuel safe are safe and is free from fire hazard
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation Discussion with head teacher, teacher, VEC, Gram Panchayat members
	Parents- 5 % VECs- 5% Panchayats- Nil Urban bodies in daily supervision- Nil monitoring participation - 20 %
18.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials? School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	Midday meal programme has been inspected by state/district/block level officers/officials
19.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools? School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Yes, mid day meal has improved the enrollment, attendance of children in school, and general well being (nutritional status) of children. There is no other incidental benefit due to serving cooked meal in schools.

1 District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR 2008-10 using this format for each district separately for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)

3.1	Name of the District	West Garo Hills
3.2	Date of visit to the District/EGS/Schools	22 nd June 2009-24 th June 2009
3.3	Tasks	

(a) Opening of Schools (both primary and upper primary):

	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	
	According to the DPO the number of schools sanctioned in the current financial year for this District, is 80 LPS + 70 UPS schools and all the schools have been opened.	
	Has the land for construction of the school been identified?	
	Information was obtained from DPO and sample check of 10% of the schools was carried on the spot with the assistance of VEC/SMC and School Teacher and the MI found that the identification of the land for construction of the school is still in the process.	
	Whether VEC/SMC etc. have received any funds for construction of the school	
	Information was obtained from DPO that the funds for construction of the school has been received by the SMC and a sample check 60% was carried on the spot by the MI and found to be correct.	
	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	
	Information was obtained from DPO and sample check of 20 % was carried on the spot with the assistance of VEC/SMC and School Teacher. The MI found that - in some schools construction has started and in some schools there was a delay for construction due to election.	
	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	
	The MI got the Information from DPO that a number of 160 teachers have been sanctioned in LP & 280 teachers in UP level . Yes Sanction has been issued for these. Appointments made.	
	Have Teachers been put in position in new schools in District visited?	
	Updated information was obtained from DPO by the MI and found through sample check which was carried out on the spot in respect of new schools that all the Teachers have been put in position.	
	In the schools visited by MI whether one-time grants of Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	
	Yes, in the schools visited by MI the one-time grants of Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC. The MI verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school and found it to be correct.	
	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	
	Yes guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant (Copy of circular/orders could not be obtained from SPO and DPO).	

(b) Civil Works:

<p>What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?</p>	
<p>Spillover = CRC Building=28, School Building–62 (28 LPS & 34 UPS) and Additional Classroom (ACR)-350 New =80 LP + 70 UP (with seven components-School building, kitchen shed toilet, drinking water facility, rain water harvesting, ramp, child friendly elements) Additional Classroom (ACR) – 100 Rs. 7 lakhs per LP for 7 components ; Rs. 6.80 lakhs per UP and Rs. 2.06 for ACR</p>	
<p>Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.</p>	
<p>MI sample checked the Civil Works in the schools on the spot with assistance of VEC/SMC and School Teachers and found that in 30% of the schools construction is still going on and the rest almost completed.</p>	
<p>Whether SMC/VEC has been trained by technical persons for execution of civil work?</p>	
<p>Yes, SMC has been trained but VEC has not been trained.</p>	
<p>Whether community manual for civil works has been prepared and is available with VEC/SMC?</p>	
<p>Yes, community manual for civil works has been prepared and is available with VEC/SMC.</p>	
<p>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</p>	
<p>Yes, ramp is being constructed.</p>	
<p>Is VEC/SMC keeping a separate account of funds and materials for construction?</p>	
<p>Yes, SMCs are keeping a separate account of funds and materials for construction</p>	
<p>Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?</p>	
<p>(Junior Engineer, B.E.) as Civil Works Co-ordinator is designated for Technical Supervision for Civil Works at District level.</p>	
<p>The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?</p>	
<p>Yes, it was told that the technical person visited at the foundation stage, lintel and roof stage.</p>	
<p>Is there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?</p>	yes
<p>There is convergence and Constructions have been made but there is no water as the connections are yet to done by the Department of PHE.</p>	
<p>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</p>	
<p>Construction of drinking water facilities in schools is being carried out by VEC/SMC But no water connectivity as there is no source of water</p>	
<p>Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?</p>	
<p>Though there is convergence with Total Sanitation Campaign (TSC), yet the system is yet to be in place.</p>	
<p>What is MI's impression of quality construction in sites visited by MI?</p>	
<p>As the team do not have a technical person it is difficult to assess the quality of the construction as an expert. However, in many cases, it was found that the builders followed the instructions given by the State.</p>	
<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p>	
<p>Yes, there is a civil works in charge at SPO level. Civil Work Co-ordinator at District Level, the frequency for reviewing progress of district is Quarterly Steps taken by SPO to ensure quality in civil work the information was not available</p>	

(c) Textbooks:

Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	
The total number of 1, 27,936 children (93,012 LPS and 34,924 UPS) were given free textbooks. All students irrespective of Caste and Creed received the free textbooks.	
When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	
The textbooks were received in 20 th March 2009 and were distributed twice in March 2009 Yes, instruction and circulars were received from SPO office.	
Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	
Yes, there is a delay. Because there are many publisher (around 7-8) and they supply at different times.	
Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	
Free textbooks have been distributed for Some subjects (for UPS – Science, S.Sc., AHPL, Math, Hindi, Grammar, English) (for LPS – Language, Math, S.Sc. Grammar, ABC picture book) all classes (I- VII) all eligible	

(d) School grants:

Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	
1480 LP + 421 UP	
Whether the DPO has released funds for school grants @ Rs. 5000/- LP & 7000/- UP per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	
Yes, the DPO has released funds for school grants for 1478 LP + 421 UP. Yes guidelines have been issued to the schools for utilization of the grants.	
Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	
No	
The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	
The actual date of receiving school grants differ from one school to the other.	
Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	
The utilization details for Items like Blackboard, charts, TLM, minor repairs etc.	

(e) Teachers and Teachers Training:

Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	
No sanction for additional teachers	
What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	

	The mode of recruitment for EGS – LP –UP (was done by Managing Committee) ,It was reported that there were no interview /written test. The nomination was done by the VEC Level then approved by DI/DMC -The procedure followed was not satisfactory.
	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis? It is a Contract appointment on a fixed pay of Rs 3000/- per month.
	Is VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment? It was told that There is no written test procedure. There should be block level interview/selection Local community satisfied but official at BRC/CRCs/DI level are not satisfied because best are not selected
	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? The number of teachers sanctioned for the schools : 290 Nos (Information obtained from SPO). The number of teachers in position: no information The number of teachers present in the school on the day of visit: 90% The names of the teachers absent on the day of visit : not available
	How was the rapport between children and the teachers in the schools visited? Good rapport between children and the teachers in the schools visited were maintained.
	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers? The target of teachers to be given in service training 1140 LPS & 900 UPS teachers, The actual number achieved was 100%, Yes, the training calendar is there 10 days BRC level and 5 days CRC Level However, there is no module, The trainers were the BRPs. The system of feedback is there.
	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training? The target number of newly recruited teachers are 160 LPS and 280 UPS=440 teachers, The venue of such training was done at the BRC level, The duration was 30 days. The trainers were the BRPs.
	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it? 60 days training is not given in the State instead deputation to CPE under IGNOU is arranged by the State. The target number of teachers block wise is as below: CPE under IGNOU – 20 teachers _Rongram CPE under IGNOU – 20 teachers – Dalu CPE under IGNOU – 14 teacher - Gambegre
	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained? Though Teachers are deputed to CPE yet the teachers are in service and have to attend class one day a week. No doubt there is an impact, but due to late declaration of result they are not able to decide to repeat if fails. There is no recognition by the State Government and no incentives were given to teachers who completed successfully. Some kind of reward to BRC for good work is needed. The teachers received the Instructional Materials prepared by the IGNOU. The venues are not the same for different centres. The Counsellors of the study centres of Indira Gandhi National Open University (IGNOU) guide the teachers and examination is conducted at the end of 6 months. The teachers get the chance to appear four times. However, it was found that the system is not functioning well which is not helpful the teachers especially in rural areas. The system needs to be streamlined.

	The academic support given by BRC/CRC to the teachers, the frequency of such support: Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?
	The academic support given by the BRC/CRC coordinators are not very satisfactory though they are performing their task and discharged their role as given by the district. Their tasks include visits to schools to monitor the enrolment and attendance, guiding them in maintenance of the records and accounts of the schools, giving trainings, meeting with CRCs, distribution of textbooks and the like. However, follow up of the trainings was not done and the impact of training programme is not known as observation of classes were not done and it is not possible to do so because of the wide coverage of number of schools that each coordinator has to incharge.
	b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?
	The expected number of schools is 8 – 10 school visited per month
	c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?
	As mentioned above, during their visits the BRCC and CRCC, the academic support is not satisfactory. It was told that no model lessons in classroom were conducted. It was much of administrative than academic though they evaluate teachers in class room and check national anthem.
	d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?
	Yes, the DIET is interacting and is responsible for giving training for capacity building of the teachers. The DIET faculty members are also conducting action research in the district.
	e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?
	EGS Centre only – identification
	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?
	Yes, their role is to monitor and review the district programmes. The system is yet to be improved and they follow all formats prepared by the NCERT and prescribed by MHRD. It was told that the frequency is Quarterly. DIET and DERT is involved in all capacity building and workshops.

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?
	The total number of teachers eligible to receive TLM grants=3295 LPS & 2026 UPS teachers. The details of grants at primary level is Rs. 16.475 lakhs and at Upper primary level Rs 10.13 lakhs.
	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?
	The date of release of TLM grant from DPO was 31 march, 2009. Teacher covered = 3132 LPS & 1803 UPS Yes instructions have been issued in respect of utilization of TLM grants by DPO/SPO

	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>
	<p>The date of receipt of TLM will depend on the date that the schools collect from the DPO. Generally, the teachers are using this grant for the procurement of some materials like drawing sheets, pens, pencils, colours for making charts. Some of the teachers have procured printed charts. Approximately 10% classrooms were having these charts and in maximum schools these charts were kept in teachers' common room.</p>

(g) EGS & AIE:

	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p> <p>The number of 377 EGS started 215 upgraded remaining 162 EGS centres, In the Annual Plan it was proposed to have 160 AIE center and approved 5 awaited, NRBC- Plan approved is awaited.</p>
	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>
	<p>The target number of children in EGS – 9239 children are enrolled</p>
	<p>The number of children enrolled and actually attending the centre?</p> <p>All 9239</p>
	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p> <p>The number of EVs are 162, training was given for 10 days, Training was given by BRPs</p>
	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?</p> <p>Yes, they are given academic support by the BRC/CRC regularly as per the instruction of the DPO</p>
	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any educational qualification of the EVs if so of what nature?</p> <p>The educational qualification of the EVs is 10+2, BRP give the training</p>
	<p>The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?</p> <p>Rs. 1500/- PM in cash, quarterly</p>
	<p>Whether EV is regular in his attendance?</p> <p>Yes, EVs are regular in their attendance</p>
	<p>Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?</p>

	Yes, Mr. Brezies Areng, no training (only attended workshop for preparation of module for OOSC at SPO)	
	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	
	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	
	80 All have been achieved	
	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	
	Yes	
	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	
	2008- 80 nos of EGS upgraded	
	Whether the actual upgradation of EGS centre has taken place?	
	Yes	
	Has the land for construction of the upgraded primary school (from EGS) been identified?	
	Yes	
	Whether VEC/SMC etc. have received any funds for construction of schools?	
	Yes	
	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	
	It was told that the construction has been started some foundation and few lintel level.	
	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	
	160 teachers (2 teachers per school), Yes	
	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	
	The number of children actually mainstreamed 497(as given by the SPO).	
	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	
	Temporary thatched room is constructed by villager with black board, planks for sitting. They get book & TLM copy from two year.	
	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	

	Yes- but up to Sept/08 after that no MDM till to date due to no supply of foodgrains.
	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?
	The data is not available.
	The achievement level of children studying in EGS/AIE facilities?
	The achievement level is said to be satisfactory
	The rapport of the EV with the children?
	Yes the rapport with the children.
	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?
	Using the books , yes as per LP & UP

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.
	1252 CWSN children were identified to be enrolled
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.
	83 children got Braille text book 52 children were given last year hearing aid , wheel chairs, clutches, working stick
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.
	Though children were given wheel chair, in hilly areas, wheel chairs are not working
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?
	The list of NGOs identified are: District Blindness Control Society District Re-habilitation Centre (DRC) Montford, Bethany Society, Marwari Yuva Manch
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?
	Martin M. Marak IED Co-ordinator
(iv) (b)	Yes, State has prescribed any monitoring format. The frequency is quarterly. Yes there is an IE Coordinator of SPO. Very knowledgeable. Attended as many trainings as the state provided.
(v)	How many schools have been provided with ramps?
	70 Schools this year
(vi)	How many children have been provided home based support during the current financial year?
	Not yet
(vii)	How many parents have been given counseling during the current financial year?
	Not yet
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?
	Yet to be enrolled

(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	
	The number of model cluster schools was stopped	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	
	Nil	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	
	Nil	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	
	Nil	
(v)	Whether a district gender coordinator is in position?	
	Yes, Dohme R Marak, Girls Edn Co-ordinator	
	Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	
	Nil	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	
	101 ECCE centers have been proposed to make operational under Innovation Head Funds(Rs 15 lakhs for girl education).	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	
	yes	

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	
	2 (two) – Rongram Block & Dadenggre Block	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	
	2	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	
	Yes	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	
	In Jengjal – Construction is completed In Dadenggre – to be started	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	
	4 full time & 3 part time teachers 1 warden cum headmistress for each centre are been sanctioned. All in position.	
(vi)	The number of students admitted in the KGBVs started in the district.	
	In Jengjal – 52 students In Dadenggre – 50 students	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	
	Yes – all	

(k) District Information System for Education (DISE):

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	
	Yes – 8 computers , 1 Programmer & 4 DEOs (WGH)	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	
	30 th Sept/09, to Govt of India – Nov/Dec/09	
(iii)	Whether data capture format have been supplied to all schools latest by August?	
	Yes – by Oct/09	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	
	Yes, one day training	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	
	Yes and they have been oriented. Yes the SPO also engaged independent/third party to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	
	Yes	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	
	Information not available	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	
	Conducted by DIET – 2 Research Studies	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	
	Nil	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	
	Yes	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise?	
	VEC – 676 SMC- 2051	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	
	Yes	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	
	Yes	

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	
	The frequency of meeting of VEC as per the guidelines is quarterly. The total number of members of VEC is 7436 and 80% are attending the meeting regularly. Yes women and ST members of these Bodies participate regularly in the meeting.	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	
	Yes	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	
	Satisfactory	
(vii)	Whether VEC is maintaining proper record of funds received by them.	
	Yes	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	
	Yes	

n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	
	As mentioned earlier	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	
	The number of the meeting the General Body is Once and EC, twice	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	

	Programmer cum Analyst (1) Civil Work Co-ordinator (1) Pedagogy Co-ordinator (1) IED Co-ordinator (1) EGS Co-ordinator (1) Girls Education Co-ordinator (1) Data Entry Operator (4) Sr. Accountant (1) Jr. Accountant (6) (Jt. DMC, Tura) (Jt. DMC, Dadenggre) (Jt. DMC, Ampati) (for Blocks under Jt. DMC, Tura) (for Blocks under Jt. DMC, Dadenggre) (for Blocks under Jt. DMC, Ampati) ECCE Co-ordinator, vacant, Community Mobilizer Co-ordinator(1), vacant, L.D.A. (2) Grade IV (3) All the above are in position except indicated	– Shri Amit Ghimire (9436114382) – Shri Rupam Hajong (9436708549) – Shri Vennybirth Marak (9862573346) – Shri Martin Marak (9436315519) – Shri Brezies Areng (9436176209) – Smt. Dohme Marak (9436308520) – Shri Rajeev Shrestha (9436176296) – Shri Reynold Sangma (9436306488) – Shri Ephriam Marak (9436316336) – Shri Richard Marak (9862992792) – Shri Balbir Prasad (9436115634) – Shri Biky Newar (9436322685) – Shri Sumip Marak (9436113763) – Shri Bilcham Marak (9862196806) – Smt. Dinchira Sangma (9862470415) – Shri Crystone Sangma (9436322418) – Shri Karak Dingseng Marak (9863340477) – to be filled – to be filled – Shri Pintu Marak (9862573411) – Smt. Nokinte Marak – Shri Limberth Marak (9856062085) – Shri Sympong Shira (9615729275) – Smt. Ashina Marak
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	
	BRC: 8 CRC: 60	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	

(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

Yes

(r) List of enclosures attached along with the above report – The list of enclosures was not made available by the State as well as the District.

Please include all the Annexure 1 to annexure 1 to 8

Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)
 Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

Annexure 2 – Text Books
 When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the

SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
Annexure 3 – School Grant Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
Annexure 4 – Teacher Training In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
Annexure 5 – Teaching Learning Material (TLM) grants The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
Annexure 6 – EGS and AIE (i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report. (ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
7. Annexure 7 – Children with special needs (CWSN) (i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN. (ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	North-Eastern Hill University
(ii)	Period of the report	01.02.09 -30.09.09
(iii)	Name of the District	West Garo Hills
(iv)	Date of visit to the Districts/EGS/Schools	

REGULARITY IN SERVING MEAL: Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	
Yes, the school is serving hot cooked meal. MDM is being served twice or thrice a week only. The reason for not serving everyday was due to shortage of supply of food grain to them.	

TRENDS: Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		
No.	Details	Day previous to date of visit
	Enrollment	On the day of visit
	No. of children attending the school on the day of visit	
	No. of children availing MDM as per MDM Register	
	No. of children actually availing MDM on the day of visit	
REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL: Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?		
There was always delay in supply of food grains. The delay was more than three months. The reason is irregular supply of foodgrain by the suppliers.		
Is buffer stock of one-month's requirement is maintained?		
Yes		
Is the food grains delivered at the school?		
Yes, the suppliers delivered at the schools but for schools that are not accessible, the Heads have to collect the food grains from the supply office		
REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?		
No, they received quarterly. The reason was that funds were not received on time from the Centre.		
In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?		
In case of delay, schools stop the feeding programme		
Is cooking cost paid by Cash or through banking channel?		
Cooking cost is paid through Bank channel.		
SOCIAL EQUITY: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?		
No, there is no such discrimination.		
VARIETY OF MENU: Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?		
No, the schools visited by the MI did not display their weekly menu.		

	Is there variety in the food served or is the same food served daily?	
	Yes, there is variety in the food served.	
	Does the daily menu include rice / wheat preparation, dal and vegetables?	
	Yes, the daily menu includes rice, dal, vegetables and sometimes eggs.	
	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on Quality of meal:	
	Good	
	Quantity of meal:	
	Sufficient for each child.	
	c){If children were not happy Please give reasons and suggestions to improve. }	
	Children were happy	
	<u>SUPPLEMENTARY:</u> Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	
	No, none of the children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine .	
	Who administers these medicines and at what frequency?	
	NA	
	Is there school Health Card maintained for each child?	
	No school Health Card is maintained for children.	
	<u>STATUS OF COOKS:</u> Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	
	In some schools with enough strength of teachers, the teachers themselves cook the meal. In few a helper is there to prepare the meal.	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	
	Yes, the number of cooks and helpers are adequate to meet the requirement of the school	
	(iii)What is remuneration paid to cooks/helpers?	
	Remuneration paid to cooks/helpers varies from Rs 150 -200/- Per helper.	
	(iv).Are the remuneration paid to cooks/helpers regularly?	.
	Yes, the remuneration is paid to cooks/helpers regularly when every there is MDM in the School	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	
	Scheduled Tribe	

	<p>INFRASTRUCTURE: Is a pucca kitchen shed-cum-store: Constructed and in use Constructed but not in use under Under construction Sanctioned, but constructed not started Not sanctioned Any other (specify)</p>	
	<p>Information is to be given for point (a) , (b), (c) , (d) and (e)) Constructed and in use in 10% schools, Constructed but not in use -Nil Under construction -30% Sanctioned, but constructed not started -20% Not sanctioned – 40%</p>	
	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</p>	
	<p>Within the school premises and the food grain is stored in one of the rooms in the school</p>	
	<p>Whether potable water is available for cooking and drinking purpose?</p>	
	<p>Yes, potable water is available for cooking and drinking purpose</p>	
	<p>Whether utensils used for cooking food are adequate?</p>	
	<p>Yes, utensils used for cooking food are adequate</p>	
	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p>	
	<p>Firewood in many of the schools is used as fuel.</p>	
	<p>SAFETY & HYGIENE: General Impression of the environment, Safety and hygiene:</p>	
	<p>Satisfactory</p>	
	<p>Are children encouraged to wash hands before and after eating</p>	
	<p>Yes, children encouraged to wash hands before and after eating</p>	
	<p>(iii.) Do the children partake meals in an orderly manner?</p>	
	<p>Yes, children are trained to take meals in an orderly manner.</p>	
	<p>(iv) Conservation of water?</p>	
	<p>Yes, there is water tank for conservation of water</p>	
	<p>(v) Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	
	<p>Yes, cooking process and storage of fuel safe are safe and is free from fire hazard.</p>	
	<p>COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	
	<p>Parents- 5 % VECs- 5% Panchayats- Nil Urban bodies in daily supervision- Nil monitoring participation - 20 %</p>	

	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	
	Midday meal programme has been inspected by state/district/block level officers/officials	
	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools.	
	Yes, mid day meal has improved the enrollment, attendance of children in school, and general well being (nutritional status) of children. There is no other incidental benefit due to serving cooked meal in schools.	

Conclusion and Suggestions:

It is heartening to note that both the districts are showing improvement. Most of the schools under visit show that various interventions are being implemented for realizing the goals of universalisation of Elementary Education in the State. However, monitoring needs to be strengthened in both the districts which was found to be weak in the State.

On the basis of data so collected and general observations made, the following suggestions are made to improve the SSA implementation further:

- **Civil Works-** Civil works is still the weak area in the state though it has shown improvement with the appointment of the personnel both at the State and District levels. More sincere efforts have to be taken in this area by the Government.
- **Midday Meal-** Though the scheme is being implemented in the State yet it is not very satisfactory. It needs to be improved and the Government has to take necessary steps to correct the anomalies in the scheme and make the cooking shed facilities availability to all schools.

It is hoped that the scheme of SSA will bring qualitative improvement shortly in teaching-learning if these areas of concern are looked into seriously and sincere efforts are taken by all concerned.

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