

**2ND HALF YEARLY MONITORING REPORT OF
G.B. PANT SOCIAL SCIENCE INSTITUTE,
ALLAHABAD
ON SSA AND MDM
FOR THE STATE/UT OF
UTTAR PRADESH
FOR THE PERIOD OF
1ST FEBRUARY, 2009 to 31ST JULY, 2009**

DISTRICTS COVERED

- 1. Mau**
- 2. Chandauli**
- 3. Fatehpur**
- 4. Ghazipur**



August
2009

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Monitoring and Evaluation Report
of
Sarva Siksha Abhiyan
in
Four Districts of Uttar Pradesh
For the Period of
1st February to 31st July 2009

Mau
Chandauli
Fatehpur
Ghazipur



By

S. K. Pant

Submitted to
Ministry of Human Resource Development,

New Delhi



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FOREWORD

The Sarva Shiksha Abhiyan has a set of very specific targets for implementation. During the last three to four years, there have been several interventions under this programme and the progress and problems relating to the implementation of this programme have been analyzed and reviewed periodically at regional and at the national level. 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 vigor and enthusiasm. The Government of India (its Ministry of Human Resource Development) monitors the progress of the programme through sample Districts during the period from 1-8-2008 to 31-1-2009 (six months).

The Monitoring Team of our Centre, led by Dr. S. K. Pant has prepared this report after collating the relevant data obtained through their monitoring visits to sample schools in the four districts of Uttar Pradesh (Mau, Chandauli, Fatehpur and Ghazipur). Remarkable is the fact that Dr. S. K. Pant and his team could prepare the report within the time period assigned by the Government of India. I hope the findings of the report would be helpful to both the Government of India and the State Government of Uttar Pradesh to understand the grassroots level achievement and present system of operation of the programme and accordingly take appropriate measures to improve and enhance the overall functioning and coverage of the programme to achieve the major targets of SSA within the specified time period of 2010.

Prof. Pradeep Bhargava
Director

ACKNOWLEDGEMENT

This report has been prepared for the State of Uttar Pradesh, revealing the progress and achievements of Sarva Shiksha Abhiyan (SSA) and Mid Day Meals (MDM) programmes in Uttar Pradesh during 2008-09. 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 31-08-08. The official data used in this report have been gathered from the District Project Offices of Mau, Chandauli, Fatehpur and Ghazipur 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. Mr. Ashok Ganguli, Assistant State Project Director, and all staffs of his office.
2. The Basik Shiksha Adhikari, SSA, Mau and all staffs of his office.
3. The Basik Shiksha Adhikari, SSA Chandauli and all staffs of his office.
4. The Basik Shiksha Adhikari, SSA, Fatehpur and all staffs of his office.
5. The Basik Shiksha Adhikari, SSA, Ghazipur 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, IAS, Director, MHRD and Shri Ravi Chand, Under Secretary, MHRD for time to time providing the advice and guidance in undertaking the monitoring activities in Uttar Pradesh. We are extremely grateful to them.

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 inspired us at every stage of the study. Further, he used to guide the entire team to write the report as per the half yearly monitoring format. We extend our thanks to him.

Our Director, Prof. Pradeep Bhargava has continuously inspired us at every stage of this study. Further, he has taken the pain of writing the Foreword to this report. We are therefore extremely grateful to him.

We are also thankful to Mr. Anjesh Kumar, Computer Programmer and Shri Diva Nath Mishra, the Computer Operator, for taking the pain and pleasure of typing the entire report in computer.

Last, but not the least, I thank all teachers and other staff of the Education Department, who responded to our queries.

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. S. K. Pant

PROJECT TEAM

Project Director

S. K. Pant

Field Supervisor

Md. Israil

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H. S. Pandey

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**1. 2ND HALF YEARLY MONITORING REPORT OF
G.B. PANT SOCIAL SCIENCE INSTITUTE, ALLAHABAD
ON SSA AND MDM FOR THE STATE/UT OF
UTTAR PRADESH FOR THE PERIOD OF
1ST February, 2009 to 31ST July, 2009**

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	<i>Govind Ballabh Pant Social Science Institute, Allahabad</i>
2.	Period of the report	1 st February, 2009 to 31 st July, 2009
3.	No. of Districts allocated	04
4.	District names	Mau, Chandauli, Fatehpur, Ghazipur
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)	District-1 (Mau) 22-04-2009 to 2-05-2009 District-2 (Chandauli) 3-05-2009 to 12-05-2009 District-3 (Fatehpur) 23-07-2009 to 4-08-2009 District-4 (Ghazipur) 12-08-2009 to 22-08-2009
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)	District - 1 (Mau) No. of Elementary Schools : 1430 No. of EGS/AIE/Madarsa Centres : 81 No. of KGBV : 03 No. of RBC (CWSN)/RBC/NRBC : 13 NPEGEL : 65 District - 2 (Chandauli) No. of Elementary Schools : 1452 No. of EGS/AIE/Madarsa Centres : 31 No. of KGBV : 05 No. of RBC (CWSN)/RBC/NRBC : 12 NPEGEL : 90 District - 3 (Fatehpur) No. of Elementary Schools : 2330 No. of KGBV : 005 NPEGEL : 129 District - 4 (Ghazipur) No. of Elementary Schools : 2427 No. of EGS/AIE/Madarsa Centres : 190 No. of KGBV : 04 RBC (CWSN) : 01 NPEGEL : 189
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)	District 1 (Mau) 101+04+01+01+03=110 District 2 (Chandauli) 100+02+02+01+05=110 District 3 (Fatehpur) 116+01+06=123 District 4 (Ghazipur) 122+10+02+09=143
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	District 1 (Mau) = 5.91 District 2 (Chandauli) = 6.91 District 3 (Fatehpur) = 5.00 District 4 (Ghazipur) = 5.09
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (While most of the states start their academic year in June/ July there are few states with academic year starting in January / April).	District 1 (Mau) No District 2 (Chandauli) No District 3 (Fatehpur) No District 4 (Ghazipur) No

10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	District 1 (Mau) District 2 (Chandauli) District 3 (Fatehpur) District 4 (Ghazipur)	Yes Yes Yes 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	District 1 (Mau) District 2 (Chandauli) District 3 (Fatehpur) District 4 (Ghazipur)	No No No No
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	District 1 (Mau) District 2 (Chandauli) District 3 (Fatehpur) District 4 (Ghazipur)	Yes Yes Yes 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.	District 1 (Mau) District 2 (Chandauli) District 3 (Fatehpur) District 4 (Ghazipur)	No No No No

2. Executive Summary of all the district reports

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

District 1: (Mau)	Of the 24 new primary schools targeted to open, all have been sanctioned, while of the 25 new upper primary schools targeted, cent percent have been sanctioned. The land for all has been identified and correspondingly the funds have also been released as on September, 2008. The work on all sites has begun however, so far, in all sanctioned new primary and upper primary schools cent percent of the work has been completed. 49 permanent teachers and 48 para teachers have been sanctioned for these new schools.
District 2: (Chandauli)	Of the 50 new primary schools targeted to open, cent percent have been sanctioned, while of the 33 new upper primary schools targeted, cent percent have been sanctioned. The land for all has been identified and correspondingly the funds have also been released as on September, 2008. The work on all sites has begun however, so far, in 64 schools 100 percent of the work has been completed and remaining of the schools, civil work is being in progress at various stages of construction. 83 permanent teachers and 100 para teachers have been sanctioned for these new schools.
District 3: (Fatehpur)	Of the 36 new primary schools targeted to open, cent percent have been sanctioned, while of the 141 new upper primary schools targeted, cent percent have been sanctioned. The land for all has been identified and correspondingly the funds have also been released as on September, 2008. The work on all sites has begun however, so far, in all sanctioned schools 100 percent of the work has been completed. 177 permanent teachers and 72 Para teacher have been sanctioned for these new schools.
District 4: (Ghazipur)	Of the 102 new primary schools targeted to open, cent percent have also been sanctioned, while of the 100 new upper primary schools targeted, cent percent have been sanctioned. The land for all has been identified and correspondingly the funds have also been released as on September, 2008. The work on all sites has begun however, so far, in 195 schools cent percent of the work has been completed and in the remaining of the schools, civil work has been in progress at various stages of construction . 202 permanent teachers and 204 Para teacher have been sanctioned for these new schools.

(b) Civil Works:

District 1: (Mau)	It was observed that by May 02, 2009, when the officials of MI visited the site, about 24 PS and 25 UPS were proposed to be sanctioned and for which funds have also been released. So far in 49 new PS and UPS, 25 percent work has been completed. There has also been a provision for constructing 319 ACRs for primary and upper primary schools for which funds have been released. So far in 4 schools, 50 percent work has been completed, in 278 schools 75 percent work has been completed, and in about 37 schools cent percent work has been completed till 2.05.2009. Executive Engineer at district and junior engineer at block level has been designated for technical supervision for civil work.
District 2: (Chandauli)	It was observed that by May 12, 2009, when the officials of MI visited the site, about 50 PS and 33 UPS were proposed and for which funds have also been released. So for in about 64 schools cent percent civil work has been completed, in 17 schools 75 percent work has been completed and in 4 school 50 percent work has been completed. There has also been a provision for constructing 150 ACRs for primary and upper primary schools for which funds have been released. So far in 17 schools 75 percent work has been completed, in one school, 50 percent work has been completed, in another 144 schools, cent percent civil work has been completed till 12.05.2009. Executive Engineer at district and junior engineer at block level has been designated for technical supervision for civil work .
District 3: (Fatehpur)	It was observed that by August 4, 2009, when the officials of MI visited the site, only 36 PS and 141 UPS were proposed and for which funds have also been released. So far in 171 schools cent percent civil work has been completed. There has also been a provision for constructing 725 ACRs for primary and upper primary schools for which funds were released. So far in the 50 schools 75 percent work has been completed, in about 50 schools 50 percent work has been completed, in about 600 schools cent percent work has been completed and remaining schools, the civil work has been at progress at various stages till 12.05.2009. Executive Engineer at district and junior engineer at block level has been designated for technical supervision for civil work.
District 4 : (Ghazipur)	It was observed that by August 22, 2009, when the officials of MI visited the site, only 102 PS and 100 UPS were proposed and for which funds have also been released. So far in 195 schools cent percent of the civil work has been completed and remaining schools, the civil work has been at various stages of completion. There was a provision for constructing 515 ACRs for primary and upper primary schools for which funds have already been released. So far in all sanctioned schools cent percent work has been completed till 12.05.2009. Executive Engineer at district and junior engineer at block level has been designated for technical supervision for civil work.

(c) Textbooks:

District 1: (Mau)	The officials of MI were informed by the DPO that about 98 percent of the children of sample schools have been provided with free text books by July 31, 2009. However, the validation exercise conducted by the MI revealed that hardly 25 percent of the schools had been covered within one month of their opening, and even in that case too, text books on all the subjects were not distributed. In the remaining about 75 percent schools, free text books were distributed only by August 20, 2009 and there also the children were not provided text books for all the subjects. Free textbooks were distributed to a total of 1751132 children in the district.
District 2: (Chandauli)	The officials of MI were informed by the DPO that about 98 percent of the children of sample schools have been provided free text books by July 31, 2009. However, the validation exercise conducted by the MI revealed that hardly 25 percent of the schools had been covered within one month of their opening, and even in that case too, text books on all subjects were not distributed. In the remaining about 75 percent schools, free text books were distributed only by August 20, 2009 and there also the children were not provided text books for all the subjects. Free textbooks were distributed to a total of 282770 children in the district.
District 3: (Fatehpur)	The officials of MI were informed by the DPO that about 98 percent of the children of sample schools have been provided free text books by July 31, 2009. However, the validation exercise conducted by the MI revealed that hardly 25 percent of the schools had been covered within one month of their opening, and even in that case too, text books on all subjects were not distributed. In the remaining about 75 percent schools, free text books were distributed only by August 20, 2009 and there also the children were not provided text books for all the subjects. Free textbooks were distributed to a total of 262949 children in the district, out of them 206193 were boys and 56756 girls.
District 4 : (Ghazipur)	The officials of MI were informed by the DPO that about 98 percent of the children of sample schools have been provided free text books by July 31, 2009. However, the validation exercise conducted by the MI revealed that hardly 25 percent of the schools had been covered within one month of their opening, and even in that case too, text books on all subjects were not distributed. In the remaining about 75 percent schools, free text books were distributed only by August 20, 2009 and there also the children were not provided text books for all the subjects. Free textbooks were distributed to a total of 2548028 children in the district, out of them 1331872 were boys and 1216156 girls.

(d) School grants:

District 1: (Mau)	A total of 1430 schools, including primary and upper primary schools, to whom grant has been released on 1st August 2008, through AAO, DPO, Mau district. The DPO has circulated guidelines to the schools for the school grant. A total of 101 sampled school were visited by the MI, have received cent percent of the grant between September 2008 to October 2008. Most of the schools have utilized it for the purchase of school stationery, furniture, tables, chairs, cup-board, school equipments, science material, play material, tree plantation, black board painting, painting of school building and even for minor repairs of the school building.
District 2: (Chandauli)	A total of 1452 schools, including primary and upper primary schools, to whom grant has been released on 1st august 2008, through AAO, DPO, Chandauli district. The DPO has circulated guidelines to the schools for the school grant. A total of 100 sampled school visited by MI, have received cent percent of the grant between September 2008 to October 2008. Most of the schools have utilized it for the purchase of school stationery, furniture, tables, chairs, cup-board, school equipments, science material, play material, tree plantation, black board painting, painting of school building and even for minor repairs of the school building.
District 3: (Fatehpur)	A total of 2330 schools, including primary and upper primary schools, to whom grant has been released on 1st august 2008, through AAO, DPO, Fatehpur district. The DPO has circulated guidelines to the schools for the school grant. A total of 116 sampled school visited by MI, have received cent percent of the grant between September 2008 to October 2008. Most of the schools have utilized it for the purchase of school stationery, furniture, tables, chairs, cup-board, school equipments, science material, play material, tree plantation, black board painting, painting of school building and even for minor repairs of the school building.
District 4 : (Ghazipur)	A total of 2427 schools, including primary and upper primary schools, to whom grant has been released on 1st august 2008, through AAO, DPO, Ghazipur district. The DPO has circulated guidelines to the schools for the school grant. A total of 122 sampled school visited by MI, have received cent percent of the grant between September 2008 to October 2008. Most of the schools have utilized it for the purchase of school stationery, furniture, tables, chairs, cup-board, school equipments, science material, play material, tree plantation, black board painting, painting of school building and even for minor repairs of the school building.

(e) Teachers and Teachers Training:

District 1: (Mau)	<p>There have been no additional Teachers against PTR sanctioned under SSA in Primary or Upper primary schools in the district. The recruitment of the teacher, whenever required, has been made at district level. The Para teachers have been appointed on contract basis. In respect of the district, a total of 4651 teachers have been sanctioned. Out of 4651 teachers 3353 were found to be in position. Out of 101 schools visited by MI out of a total of 466 teachers 447(about 96 percent) teachers were present on the day of visit. Only 4 (less than one percent) habitual absentee teachers were found in the sample schools. Out of 101 sample schools, the rapport between children and the teachers, was found to be satisfactory. The district has a target of 3353 teachers to whom in service training of 3 days to 7 days has been provided. As per the training calendar drawn by the SCERT/DIET, the district has covered all teachers under in service training. While interacting with the teachers, in the schools visited, it was found that about 505 teachers have received training; however, some of them have received training in more than one trade which further brings down over all level of trained teachers. Some of the popular disciplines/trades in which training have been given were Leadership, Management, Subject wise, Preparing Question Paper, Nai Disha, Upcharatmak, Shikshan Sandarshika, Kriyatmak Shodh, Cluster, etc. The BRC and NPRC were extending their academic support to the AIE centers in their area. But the frequency of such support was very poor or low..</p>
District 2: (Chandauli)	<p>There have been no additional Teachers against PTR sanctioned under SSA in Primary or Upper primary schools in the district. The recruitment of the teacher, whenever required, has been made at the district level. The Para teachers have been appointed on contract basis. In respect of the district, a total of 7349 teachers have been sanctioned. Out of 7349 teachers, 5287(about 72 percent) were found to be in position. In the 100 schools visited by MI, out of a total of 437 teachers, 355(about 81 percent) teachers were present on the day of visit. Only 15 (about 3 percent) habitual absentee teachers were found in the sample schools. Further in the schools, the rapport between children and the teachers, was found to be satisfactory. The district has a target of 5287 teachers to whom in service training of 3 days to 7 days has been provided. As per the training calendar drawn by the SCERT/DIET, the district has covered all teachers under in service training. While interacting with the teachers, in the schools visited, it was found that about 247(about 57 percent) teachers have received training, however, some of them have received training more than one trade which further brings down over all level of trained teachers. Some of the popular disciplines/trades in which training have been given were Leadership, Management, Subject wise, Preparing Question Paper, Nai Disha,</p>

	<p>Upcharatmak, Shikshan Sandarshika, Kriyatmak Shodh, Cluster, etc. The BRC and NPRC were extending their academic support to the AIE centers in their area. But the frequency of such support was very poor or low.</p>
District 3: (Fatehpur)	<p>There have been no additional Teachers against PTR sanctioned under SSA in Primary or Upper primary schools in the district. The recruitment of the teacher, whenever required, has been made at district level. The Para teachers have been appointed on contract basis. In the 116 schools visited by MI, out of 384 teachers, 323 (84 percent) teachers were present on the day of visit. Only 5 (about one percent) habitual absentee teachers were found in the sample schools. Further it was found in the 116 sample schools, the rapport between children and the teachers, was found to be satisfactory. While interacting with the teachers, in the schools visited, it was found that about 112 (about 29 percent) teachers, have received training, however, some of them have received training more than one trade which further brings down over all level of trained teachers. Some of the popular disciplines/trades in which training have been given were Leadership, Management, Subject wise, Preparing Question Paper, Nai Disha, Upcharatmak, Shikshan Sandarshika, Kriyatmak Shodh, Cluster, etc. The BRC and NPRC were extending their academic support to the AIE centers in their area. But the frequency of such support was very poor.</p>
District 4 : (Ghazipur)	<p>There have been no additional Teachers against PTR sanctioned under SSA in Primary or Upper primary schools in the district. The recruitment of the teacher, whenever required, has been made at district level. The Para teachers have been appointed on contract basis. In respect of the district a total of 11301 teachers have been sanctioned for the district. Out of 11301 teachers, 8684 (about 77 percent) were found to be in position. Further in the 122 schools visited by MI, out of 526 teachers, 450 (about 86 percent) teachers were present on the day of visit. Only 5 (less than one percent) habitual absentee teachers were found in the sample schools. It was also observed that in the sample schools, the rapport between children and the teachers, was found to be satisfactory. The district has a target of 8684 teachers to whom in service training of 3 days to 7 days has been provided. As per the training calendar drawn by the SCERT/DIET, the district has covered all teachers under in service training. Some of the popular disciplines/trades in which training have been given were Leadership, Management, Subject wise, Preparing Question Paper, Nai Disha, Upcharatmak, Shikshan Sandarshika, Kriyatmak Shodh, Cluster, etc. The BRC and NPRC were extending their academic support to the AIE centers in their area. But the frequency of such support was not of a high level.</p>

(f) Teaching Learning Material (TLM) grants:

District 1: (Mau)	Till 2.05.2009, the DPO had released TLM grant of March 2009, 3353 eligible teachers amounting to Rs. 1676500, it was also observed that in hardly about 14 percent of the schools, the TLM was being displayed in the classrooms. Another shocking observation that MI encountered has been that while interacting with the teacher in the school visited it was found that no training on TLM and its use has been given to them.
District 2: (Chandauli)	Till 23.05.2009, the DPO had released TLM grant of March, 2009, 4845 eligible teachers amounting to Rs. 2422500, it was also observed that in hardly about 19 percent of the schools, the TLM was being displayed in the classrooms. Another shocking observation that MI encountered has been that while interacting with the teacher in the school visited it was found that no training on TLM and its use has been given to them.
District 3: (Fatehpur)	Till 24.08.2009, the DPO had released TLM grant of March, 2009, 6560 eligible teachers amounting to Rs. 3280000, it was also observed that in hardly about 15 percent of the schools, the TLM was being displayed in the classrooms. Another shocking observation that MI encountered has been that while interacting with the teacher in the school visited it was found that no training on TLM and its use has been given to them.
District 4 : (Ghazipur)	Till 12.08.2009, the DPO had released TLM grant of 19.01.2009, 8684 eligible teachers amounting to Rs. 4342000, it was also observed that in hardly about 20 percent of the schools, the TLM was being displayed in the classrooms. Another shocking observation that MI encountered has been that while interacting with the teacher in the school visited it was found that no training on TLM and its use has been given to them.

(g) EGS & AIE:

District 1: (Mau)	Till 2.05.2009, the 7 EGS centres were sanctioned during the current financial year in the district. Out of them 6 (over 85 percent) centers have become operational. Further, about 47 AIE that were sanctioned, 37 centres were found to be running. About 38 Madarsa, 4 RBC, one RBC (CWSN) and 8 NRBC were also found operational in the district.
District 2: (Chandauli)	Till 12.05.2009, 13 EGS centres were sanctioned during the current financial year in the district and all of them have become operational. Further, about 18 AIE that were sanctioned, all were found to be running. One RBC (CWSN) and 11 NRBC were also found operational in the district.

District 3: (Fatehpur)	Till 4.08.2009, 13 EGS centres were sanctioned during the current financial year in the district and all of them have become operational. Further, about 28 AIE were found to be running as on 31 st October 2009. One RBC (CWSN), 15 RBC and 9 NRBC were also found operational in the district.
District 4 : (Ghazipur)	Till 22.08.2009, no EGS centers existed, only 31 AIE were found to be running as on 31 st October 2009. About 11 Madarsa and only one RBC (CWSN) were found operational.

(h) Children with Special Needs (CWSN):

District 1: (Mau)	There were a total of 3712 children with special needs identified in the district and 3729 were enrolled in the schools till May 2, 2009. A total of 40 children have been provided with aids and appliances in the current financial year. The discussion with the IED functionaries revealed that there were total 24 mobile teachers sanctioned for the CWSN activity and all of them were found to be in working in the district.
District 2: (Chandauli)	There were a total of 3817 children with special needs identified in the district and 2455(over 64 percent) were enrolled in the schools till May 12, 2009. A total of 96 children have been provided with aids and appliances in the current financial year. The discussion with the IED functionaries revealed that there were a total 24 mobile teachers sanctioned for the CWSN activity and all of them were found to be in working in the district.
District 3: (Fatehpur)	There were a total of 7031 children with special needs identified in the district and 5030 (about 72 percent)were enrolled in the schools Till August 4, 2009. A total of 329 children have been provided with aids and appliances in the current financial year. The discussion with the IED functionaries revealed that there were a total 25 mobile teachers sanctioned for the CWSN activity and all of them were found to be in working in the district.
District 4 : (Ghazipur)	There were a total of 9785 children with special needs identified in the district and 8020(about 82 percent) were enrolled in the schools Till August 22, 2009. A total of 1032 children have been provided with aids and appliances in the current financial year. The discussion with the IED functionaries revealed that there were a total 45 mobile teachers sanctioned for the CWSN activity and all of them were found to be in working in the district.

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

District 1: (Mau)	The NPEGEL programme has been started in the district during 2006-07. A total of 65 Model Clusters have been selected. A total of 65 additional class rooms, 65 drinking water facilities, 65 toilet and 65 electrifications, which were sanctioned during the year 2006-07 have been completed. No gender sensitization, TLM or Bridge courses have been provided to the model clusters during the current financial year. However, the vocational training and gender sensitization to teachers and additional efforts to mobilize community in favour of the girl's education have been provided during the last session 2008-09. Recurring grant has been released on August 2009 and other funds have also been released during the month of January and February 2009. A district gender coordinator has not been appointed. Likewise, the teaching aids have also been distributed in 2008-09.
District 2: (Chandauli)	The NPEGEL programme has been started in the district during 2006-07. A total of 90 Model Clusters have been selected. A total of 90 additional class rooms, 90 drinking water facilities, 90 toilet and 90 electrifications, which were sanctioned during the year 2006-07 have been completed. No gender sensitization, TLM or Bridge courses have been provided to the model clusters during the current financial year. However, the vocational training and gender sensitization to teachers and additional efforts to mobilize community in favour of the girl's education have been provided during the last session 2008-09. Recurring grant has also been released on August 2009 and other funds have also been released during the month of January and February 2009. A district gender coordinator has also been appointed. Further, the MI's were also informed that the teaching aids have also been distributed in 2008-09.
District 3: (Fatehpur)	The NPEGEL programme has been started in the district during 2006-07. A total of 129 Model Clusters have been selected. A total of 129 additional class rooms, 129 drinking water facilities, 129 toilet and 129 electrifications, which were sanctioned during the year 2006-07 have been completed. No gender sensitization, TLM or Bridge courses have been provided to the model clusters during the current financial year. However, the vocational training and gender sensitization to teachers and additional efforts to mobilize community in favour of the girl's education have been provided during the last session 2008-09. Recurring grant has been released on August 2009 and other funds have also been released during the month of January and February 2009. A district gender coordinator has not been appointed. Similarly, the teaching aids have also been distributed in 2008-09.

District 4 (Ghazipur)	The NPEGEL programme has been started in the district during 2006-07. A total of 189 Model Clusters have been selected. A total of 189 additional class rooms, 189 drinking water facilities, 189 toilet and 189 electrifications, which were sanctioned during the year 2006-07 have been completed. No gender sensitization, TLM or Bridge courses have been provided to the model clusters during the current financial year. But vocational training and gender sensitization to teachers and additional efforts to mobilize community in favour of the girl's education have been provided during the last session 2008-09. Recurring grant has been released on August 2009 and other funds have also been released during the month of January and February 2009. A district gender coordinator has, so far, not been appointed. Further, the teaching aids have also been distributed in 2008-09.
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(j) Katurba Gandhi Balika Vidyalaya (KGBV):

District 1: (Mau)	The officials of MIs have found that total of 3 KGBVs have been sanctioned in the 3 blocks of the district in 2005-06 and all of them have become functional. Two KGBVs, one from Kopaganj block was visited by the validating team found that both were operating from the rented building, Bedding, meals and furniture was being provided here.
District 2: (Chandauli)	The officials of MIs have found that total of 5 KGBVs have been sanctioned in the 5 blocks of the district in 2005-06 and all of them have become functional. One of the KGBVs was visited by the validating team and found that it was operating from BRC building, Bedding, meals and furniture was being provided here.
District 3: (Fatehpur)	The officials of MIs have found that total of 3KGBVs that have been sanctioned in the 3 blocks of the district in 2005-06, all of them have become functional. Two KGBVs, one from Vijaipur block and one from Dhata block was visited by the validating team and it was found that all were operating from BRC building. Bedding, meals and furniture was being provided here.
District 4 : (Ghazipur)	The officials of MIs have found that total of 4 KGBVs have been sanctioned in the 4 blocks of the district in 2005-06 and all of them have become functional. Three KGBVs, one from Mardah block, one from Barachawer block and one from Saidpur block were visited by the validating team and it was found that all were operating from BRC building. Bedding, meals and furniture was being provided here.

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

District 1: (Mau)	EMIS setup exists with requisite number of computers and computer operators. The DCFs have been provided to the schools by October 2008. It was found that about 75 percent of the teachers have also received the training so far.
District 2: (Chandauli)	EMIS setup exists with requisite number of computers and computer operators. The DCFs have been provided to the schools by October 2008. It was found that about 62 percent of the teachers have received the training so far.
District 3: (Fatehpur)	EMIS setup exists with requisite number of computers and computer operators. The DCFs have been provided to the schools by October 2008. It was found that about 70 percent of the teachers have received the training so far.
District 4 : (Ghazipur)	EMIS setup exists with requisite number of computers and computer operators. The DCFs have been provided to the schools by October 2008. It was found that about 50 percent of the teachers have also received the training so far.

(l) Research and Evaluation:

District 1: (Mau)	No study has been sanctioned during the year 2009-10. However, it was conveyed to the MI team that in the previous year some research <u>Research</u> and Evaluation work have been under taken.
District 2: (Chandauli)	No study has been sanctioned during the year 2008-09. However, it was conveyed to the MI team that in the previous year some Research and Evaluation work have been under taken.
District 3: (Fatehpur)	No study has been sanctioned during the year 2008-09. However, it was conveyed to the MI team that in the previous year some Research and Evaluation work have been under taken.
District 4: (Ghazipur)	No study has been sanctioned during the year 2008-09. However, it was conveyed to the MI team that in the previous year some Research and Evaluation work have been under taken.

(m) Functioning of the VEC:

District 1: (Mau)	<u>Every school</u> has been <u>having a VEC but only</u> about 30 <u>percent</u> of the <u>schools</u> were <u>having the guidelines</u> . It was also found that all of them have the <u>prescribed number of women members</u> in VEC committee. However, no <u>school</u> was found to be <u>convening the monthly meeting regularly</u> . The <u>VEC members were given training in 2007-08</u> . It was found that there were about 596 VECs in the district with each having five members. About 70 percent of the VECs were found to be contributing towards environment building exercise; another over 73
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	percent were working towards improving the teachers and students attendance.
District 2: (Chandauli)	<u>Every school</u> has been <u>having a VEC but only</u> about <u>22 percent</u> of the <u>schools</u> were <u>having the guidelines</u> . It was also found that all of them have the <u>prescribed number of women members</u> in VEC committee. However, no <u>school</u> was found to be <u>convening the monthly meeting regularly</u> . The <u>VEC members were given training in 2007-08</u> . It was found that there were about 622 VECs in the district with each having five members. About 38 percent of the VECs were found to be contributing towards environment building exercise; another 44 percent were working towards improving the teachers and students attendance.
District 3: (Fatehpur)	<u>Every school</u> has been <u>having a VEC but only</u> about <u>15 percent</u> of the <u>schools</u> were <u>having the guidelines</u> . It was also found that all of them have the <u>prescribed number of women members</u> in VEC committee. However, no <u>school</u> was found to be <u>convening the monthly meeting regularly</u> . The <u>VEC members were given training in 2007-08</u> . It was found that there were about 789 VECs in the district with each having five members. About over 61 percent of the VECs were found to be contributing towards environment building exercise; another over 74 percent were working towards improving the teachers and students attendance.
District 4 : (Ghazipur)	<u>Every school</u> has been <u>having a VEC but only</u> about <u>25 percent</u> of the <u>schools</u> were <u>having the guidelines</u> . It was also found that all of them have the <u>prescribed number of women members</u> in VEC committee. However, no <u>school</u> was found to be <u>convening the monthly meeting regularly</u> . The <u>VEC members were given training in 2007-08</u> . It was found that there were about 1050 VECs in the district with each having five members. Over 57 percent of the VECs were found to be contributing towards environment building exercise; another about 78 percent were working towards improving the teachers and students attendance.

(n) Staffing at State and District Level:

District 1: (Mau)	About <u>8 staff positions</u> were <u>found</u> to be <u>vacant</u> by May 2, 2009.
District 2: (Chandauli)	About <u>7 staff positions</u> were <u>found</u> to be <u>vacant</u> by May 12, 2009.
District 3: (Fatehpur)	About <u>7 staff positions</u> were <u>found</u> to be <u>vacant</u> by August 4 2009.
District 4 : (Ghazipur)	About <u>4 staff positions</u> were <u>found</u> to be <u>vacant</u> by August 22, 2009.

(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: (Mau)	<u>The district has taken adequate measures to provide educational facilities to SC, ST, Minority groups and the Girl child in 2008-09.</u> Incidentally, Mau_district has also been earmarked as <u>a special focus area district.</u>
District 2: (Chandauli)	<u>The district has taken adequate measures to provide educational facilities to SC, ST, Minority groups and the Girl child in 2008-09.</u> Incidentally, Chandauli_district has also been earmarked as <u>a special focus area district.</u>
District 3: (Fatehpur)	<u>The district has taken adequate measures to provide educational facilities to SC, ST, Minority groups and the Girl child in 2008-09.</u> Incidentally, Fatehpur_district has also been earmarked as <u>a special focus area district.</u>
District 4 : (Ghazipur)	<u>The district has taken adequate measures to provide educational facilities to SC, ST, Minority groups and the Girl child in 2008-09.</u> Incidentally, Ghazipur_district has also been earmarked as <u>a special focus area district.</u>

(p) Any other issues relevant to SSA implementation

District 1:(Mau)	It was found that about 67 percent of the <u>schools have clean environment,</u> about 67 percent of the schools <u>have good buildings,</u> another about 58 percent of the schools <u>have play ground facilities.</u> About <u>57</u> percent schools <u>have game kit and</u> about 52_percent of them <u>have</u> put them <u>in use.</u> It was also observed that about 43 <u>percent</u> of the schools <u>have boundary wall,</u> about 82 <u>percent have drinking water facility,</u> above <u>90 percent have</u> toilet for all and about 89 percent have also put them in use. Further, above 92 <u>percent</u> of the schools <u>have furniture and</u> about <u>62</u> percent also <u>have</u> the <u>ramp facilities.</u>
District 2: (Chandauli)	It was found that about 67 percent of the schools have clean environment, about 68 percent of the schools have good buildings, another about 61 percent of the schools have play ground facilities. About 58 percent schools have game kit and about 48 percent of them have put them in use. It was also observed that about 45 percent of the schools have boundary wall, about 69 percent have drinking water facility, above 93 percent have toilet for all and about 84 percent have also put them in use. Further, above 91 percent of the schools have furniture and about 65 percent also have the ramp facilities.
District 3: (Fatehpur)	It was found that over 74 percent of the schools have clean environment, about 72 percent of the schools have good buildings, another about 65 percent of the schools have play ground facilities. About 59 percent schools have game kit and about 52 percent of them

	<p>have put them in use. It was also observed that about 51 percent of the schools have boundary wall, about 82 percent have drinking water facility, above 94 percent have toilet for all and about 84 percent have also put them in use. Further, above 92 percent of the schools have furniture and about 69 percent also have the ramp facilities.</p>
District 4 : (Ghazipur)	<p>It was found that over 70 percent of the schools have clean environment, about 76 percent of the schools have good buildings, another about 68 percent of the schools have play ground facilities. About 58 percent schools have game kit and about 52 percent of them have put them in use. It was also observed that about 48 percent of the schools have boundary wall, about 78percent have drinking water facility, above 93 percent have toilet for all and about 84 percent have also put them in use. Further, above 91 percent of the schools have furniture and about 62 percent also have the ramp facilities.</p>

(q) Mid Day Meal

District 1: (Mau)	<p>(a) <u>In</u> about 14 percent of the <u>schools,</u> the <u>MDM was not</u> being served <u>and</u> in another 7 percent of the <u>schools,</u> <u>MDM was not</u> being provided on a <u>regular</u> basis.</p> <p>(b) It has also been observed that the food grains</p> <p>were not being delivered on stipulated dates. Further, it was also found that food grains were not available for additional one month in about 25 percent of the sample checked schools.</p> <p>(c) The MIs also noticed that the schools did not receive the cooking cost in advance, there was a time lag of 2 to 3 months. The schools Head teacher or Pradhan bought the things on credit from the local traders to keep the programme of MDM running. The cost of cooking was being paid to the concerned authorities/vendors through the banking channels.</p> <p>(d) No Gender/Caste/Community based discrimination was observed by MI's in cooking or serving MDM or in the sitting arrangement of children.</p> <p>(e) Weekly menu for MDM was being displayed in about 82 percent schools.</p> <p>(f) Children were happy with quality of food in about 62 percent of the schools. They were also happy with quantity of food in about 57 percent of the schools.</p> <p>(g) No school was providing micronutrients or de-warming medicines to the children.</p>
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	<p>(h) In about 80 percent schools, adequate number of cooks and helpers were present. The cook and helper were being paid their remuneration between Rs. 500 to 1500 per month basis or 40 paise per children. Further, it was also found that the frequency of remuneration paid was very irregular.</p> <p>(i) Over 72 percent of the sample checked schools had fully constructed kitchen shed-cum-store facility, while the potable water facility was available for cooking and drinking in about 89 percent schools.</p> <p>(j) Participation of parents and VEC in monitoring and supervision of MDM was not found to be of satisfactory level.</p> <p>(k) During July 2008 to May 2, 2009, hardly 20 percent of the total schools were inspected by district's MDM officials.</p> <p>(l) Majority of Head Teachers and VECs believe that MDM was helpful in increasing the enrollment, attendance and general health of children.</p>
District 2: (Chandauli)	<p>(a) In about 56 percent of the schools, the MDM was not being served.</p> <p>(b) It has also been observed that the food grains were not being delivered on the stipulated dates. Further, it was also found that food grains were not available for additional one month in about 21 percent of the sample checked schools.</p> <p>(c) The MIs also noticed that the schools did not receive the cooking cost in advance, there was a time lag of 2 to 3 months. The schools Head teacher or Pradhan bought the things on credit from the local traders to keep the programme of MDM running. The cost of cooking was being paid to the concerned authorities/vendors through the banking channels.</p> <p>(d) No Gender/Caste/Community based indiscrimination was observed by MI in cooking or serving MDM or in the sitting arrangement of children.</p> <p>(e) Weekly menu for MDM was being displayed in about 82 percent schools.</p> <p>(f) Children were happy with quality of food in about 80 percent of the schools. They were also happy with quantity of food in about 89 percent of the schools.</p> <p>(g) No school was providing micronutrients or de warming medicines to the children.</p> <p>(h) In about 80 percent schools, adequate number of cooks and helpers were present. The cook and helper were being paid their remuneration between Rs. 500 to 1500 per month basis</p> <p>(i) Over 73 percent of the sample checked schools had fully constructed kitchen shed-cum-store facility, while the potable water facility was available for cooking and drinking in about 89 percent schools.</p> <p>(j) Participation of parents and VEC in monitoring and supervision of MDM was not found to be satisfactory.</p>

	<p>(k) During July 2008 to May 12, 2009, hardly over 45 percent of the total schools were inspected by district's MDM officials.</p> <p>(l) Majority of Head Teachers and VECs believe that MDM was helpful in increasing the enrollment, attendance and general health of children.</p>
District 3: (Fatehpur)	<p>(a) In about 19 percent of the schools, the MDM was not being served.</p> <p>(b) It has also been observed that the food grains were not being delivered on the stipulated dates. Further, it was also found that food grains were not available for additional one month in about 20 percent of the sample checked schools.</p> <p>(c) The MIs also noticed that the schools did not receive the cooking cost in advance, there was a time lag of 2 to 3 months. The schools Head teacher or Pradhan bought the things on credit from the local traders to keep the programme of MDM running. The cost of cooking was being paid to the concerned authorities/vendors through the banking channels.</p> <p>(d) No Gender/Caste/Community based indiscrimination was observed by MI in cooking or serving MDM or in the sitting arrangement of children.</p> <p>(e) Weekly menu for MDM was being displayed in about 82 percent schools.</p> <p>(f) Children were happy with quality of food in about 52 percent of the schools. They were also happy with quantity of food in about 91 percent of the schools.</p> <p>(g) No school was providing micronutrients or de warming medicines to the children.</p> <p>(h) In about 80 percent schools, adequate number of cooks and helpers were present. The cook and helper were being paid their remuneration between Rs. 100 to 200 per month basis or 40 paise per children, further, it was also found that the frequency of remuneration paid was very irregular.</p> <p>(i) Over 64 percent of the sample checked schools had fully constructed kitchen shed-cum-store facility, while the potable water facility was available for cooking and drinking in about 77 percent schools.</p> <p>(j) Participation of Parents and VEC in monitoring and supervision of MDM was not found to be satisfactory.</p> <p>(k) During July 2008 to August 4, 2009, hardly 20 percent of the total schools were inspected by district's MDM officials.</p> <p>(l) Majority of Head Teachers and VECs believe that MDM was helpful in increasing the enrollment, attendance and general health of children.</p>
District 4 : (Ghazipur)	<p>(a) In about 31 percent of the schools, the MDM was not being served.</p> <p>(b) It has also been observed that the food grains were not being delivered on the stipulated dates. Further, it was also found that food grains were not available for additional one month in about 29 percent of</p>

the sample checked schools.

(c) The MIs also noticed that the schools did not receive the cooking cost in advance, there was a time lag of 2 to 3 months. The schools Head teacher or Pradhan bought the things on credit from the local traders to keep the programme of MDM running. The cost of cooking was being paid to the concerned authorities/vendors through banking channels.

(d) No Gender/Caste/Community based indiscrimination was observed by MI in cooking or serving MDM or in the sitting arrangement of children.

(e) Weekly menu for MDM was being displayed in about 82 percent schools.

(f) Children were happy with quality of food in about 48 percent of the schools. They were also happy with quantity of food in about 51 percent of the schools.

(g) No school was providing micronutrients or de warming medicines to the children.

(h) In about 80 percent schools, adequate number of cooks and helpers were present. The cook and helper were being paid their remuneration between Rs. 500 to 1500 per month basis or Rs. 30 to 80 per day, it was also found that the frequency of remuneration paid was very irregular.

(i) Over 59 percent of the sample checked schools had fully constructed kitchen shed-cum-store facility, while the potable water facility was available for cooking and drinking in about 95 percent schools.

(j) Participation of Parents and VEC in monitoring and supervision of MDM was not found to be satisfactory.

(k) During July 2008 to May 2 2009, hardly 20 percent of the total schools were inspected by district's MDM officials.

(l) Majority of Head Teachers and VECs believe that MDM was helpful in increasing the enrollment, attendance and general health of children.

2ND HALF YEARLY MONITORING
REPORT OF
G.B. PANT SOCIAL SCIENCE INSTITUTE, ALLAHABAD
ON SSA AND MDM
FOR THE STATE/UT OF
UTTAR PRADESH
FOR THE PERIOD OF
1ST FEBRUARY, 2009 to 31ST JULY, 2009

DISTRICTS COVERED

1. Mau



3. 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	Mau
3.2	Date of visit to the District/EGS/Schools	April 22 to May 2, 2009
3.3	Tasks	The Monitoring Institutes have been assigned the task of obtaining information on the areas given below and include them in their 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?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	For the Mau district, only 24 Primary Schools and 25 new Upper Primary Schools have been sanctioned till 2.05.2009 and none have, so far, been opened.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Yes, the land has been identified and the construction work has also been completed	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	The VEC/SMC's have received the funds for the construction of the new schools.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The building construction of 24 primary and 25 upper primary schools have been completed.	
(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?	Information to be obtained from SPO.
	As the schools have not opened however, one teacher (permanent) and 2 Para teachers each primary and one teacher (permanent) for upper primary have been appointed.	
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	As the schools have not opened; however, one teacher (permanent) and 2 Para teachers each primary and one teacher (permanent) for upper primary have been appointed.	

(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?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
As the schools have not come up, hence there has been no provision of having one time grant of Rs. 10,000 for TLE for primary level and Rs. 50,000 for upper primary level.		
(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?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
As the schools have not opened, there has been no provision of providing guidelines for the above grants.		

(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?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works works in progress and works not started. To be updated at the DPO for districts being visited by MI.
It was observed that by May 02, 2009, when the officials of MI visited the site, about 24 PS and 25 UPS were proposed and for which funds have also been released. So far, it was observed that in all the schools, 25 percent of the work has been completed. There has also a provision for constructing 319 ACRs for primary and upper primary schools for which funds were released. So far, it was observed that in 4 schools, 50 percent of the work has been completed, in 278 schools, 75 percent of the work has been completed and in 37 schools, cent percent of the work has been completed till 02.05.2009. Executive Engineer at district and junior engineer at the block level have been designated for technical supervision for civil work.		
(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.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
The MI have sample checked the progress of construction of 24 new PS and 25 new UPS and have found that the data provided by DPO was the same. In other words, there has been no variation in the construction site. The MI had also sample checked the construction progress of 8 new building including 4 PS and 4 UPS, and 16 ACR's schools and have found no in-consistency in the data provided by DPO on physical progress.		
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
VEC's have been trained by technical persons for the execution of civil works.		
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
The MI have cross checked 8 sample new schools, 16 ACRs and verified the availability of the community manual with VEC.		
(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).
As the schools have not opened, hence no ramps have been constructed.		

(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	In the 8 sample checked schools, the VECs have informed the MI's that after receipt of the funds, they have kept the grant in the separate account of funds and materials for construction.	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The senior technical and technical consultants have been designated to make technical supervision of civil works at district and block levels respectively.	
(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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO has instructed each technical consultant to visit the site at every level of construction viz. foundation, lintel and roof construction. However, the 8 sample checked by MI revealed that not even in the single case, the technical consultants have visited and provided technical guidance at the prescribed stages of construction.	
(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?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The drinking water facilities have been provided with cent percent funding from Swajaldhara Scheme.	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The government agency RWSS (Jal Nigam) have taken up the responsibility of construction work of drinking water facility.	
(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?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There is a convergence with Total Sanitation Campaign in respect of toilet facility in schools. It was found that cent-percent funding was being made from total sanitation campaign scheme in the schools visited.	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality construction aspect of civil works in all 8 sample checked cases has been satisfactory and no defects have been so far been visible.	
(xiii)	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?	Status to be obtained from SPO and to be verified from schools visited by MI.
	At the SPO level, there is an executive engineer, who is incharge of all kinds of civil works constructed under SSA in the state. He conducts both state and districts level monthly review meetings along with on the spot verification for cross checking the progress. No third party evaluation of civil works has been done till the validation date.	

(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?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
(i)	In the district, all the girls, ST boys, SC boys have been given free text books from the SSA fund and all other categories of boys from the state government fund in 2008-09. About 98 percent of the children have received free text books but not for all subjects about 1751132 children (boys and girls) had received free text book within one month, about 80 percent schools had received it by August 2009, but not for all the subjects. There has been a shortage of English and Sanskrit text books for 3 rd to 5 th class and for Mathematics books for 6 th to 8 th classes. The delay has been largely because the text books had been supplied in phase wise manner. The delay in text books supply had also accrued in earlier years but the SPO had not taken appropriate measures to address the delay, as a result of which the class room teaching has been grossly affected.	
	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.
(ii)	The text book has been received from the text book bureau of production and marketing at Block Resource Centre (BRC) points. These were then distributed to Nyay Panchayat Resource Centre (NPRC) points and school points. The head teachers then received the text books and distributes them at school to the children. The DPO has received instructions on this respect from the SPO.	
	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.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
(iii)	There has been a long delay in the distribution of Free Text Books in the district. The schools had opened on 01-07-2008 in 2008-09. The text books have been distributed to all students completely within a month of opening but only in a few schools, about 18 percent schools did not received Free Text Books completely within this grant even after 3 months of their opening and another about 48 percent of the schools received it much later.	
	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
(iv)	The free text book have been distributed to all sample schools, 101 (PS and UPS) but not for all the subjects. Some of the subject's books for some classes have not been distributed by 02.05.2009.	

(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?	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.
(i)	The district has approved the school grants to a total of 1430 schools (1027 primary schools and 403 upper primary schools) correspondingly, the grant to these schools have also been released by the DPO on August 2008. Detail guidelines on utilization of the grants have also been issued by DPO and SPO also.	

(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.
	The DPO has released the funds for schools grants @ Rs. 5000 for primary and @ Rs. 7000 for upper primary schools on August 2008 and releases have been made to a total of 1430 schools. It has also been noticed from the field data that the DPO has circulated guidelines to the schools for utilization of the school grants.	
(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?	Information to be obtained from DPO of districts visited by MI.
	The DPO has not made centralised purchases of any items for the schools out of the school grant. The VECs have been given the responsibility to utilize the grant as per the guidelines or direction.	
(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?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The actual date of receiving school grants has been October 2008. Further, it was observed that about 92 percent (93) schools out of 101 Sampled schools have received the grant and about remaining 8 percent of the schools did not receive at till the date of visit of MI. There has been a delay in receipt of school grants.	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	Last year, the school grants received have been fully utilized by all sample schools. The grants has been utilized by the VEC for items as prescribed in the guidelines and given by the DPO.	

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	For 2008-09 session, the additional teacher have been sanctioned and posting of new teachers have been made till 2-05-2009.	
(ii)	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?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 2-05-2009. However, the recruitment of teachers have been made at the district level, duly following the procedures. The appointments of teachers, when ever required, have been made at the district level. For the recruitment of the teachers an advertisement is given in state level and district level news papers for inviting applications. The district level selection committee headed by District Magistrate of the district and DIET scrutinizes the applications according to the prescribed norms published in the newspapers. According to the reservation and merit, the candidate were called for interview/selection.	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 2-05-2009, however, it was observed that teachers have been appointed on regular and contact basis.	

(iv)	<p>If 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?</p>	<p>To be ascertained from DPO and VEC.</p>
<p>VEC/Panchayat have not been empowered to make appointment of new teachers (permanent). However, VEC/Panchayats have been proposing the name for the appointment Shiksha Mitras.</p>		
(v)	<p>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?</p>	<p>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>Out of 101 sampled schools (PS and UPS), the MI has noticed that some of the sanctioned teaching posts have remained vacant. Furthermore, on the day of visit to sample schools, about 96 percent of the teachers were found to be present, and remaining about 4 percent, absent. However, four habitual absenteeism were also found among teachers.</p>		
(vi)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
<p>In all the sample checked schools, the MI observed that there was a satisfactory rapport between children and teachers.</p>		
(vii)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>Till 2-05-2009, in service training of 3 days was targeted for 3353 teachers that trained them on the following areas: school readiness, warning enhancement, subject training on English, Sanskrit, Social Science, Mathematics etc. The district has covered all teachers under in service training. The BRG members had been trained by the SRG and the DIET faculty. The district project office and district pedagogy coordinator have been the supervisors.</p>		
(viii)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>There were a total of 49 permanent and 48 para teachers that were newly recruited in the district and to whom orientation training of 30 days was to be given and all of them have been given such training.</p>		

(ix)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>The teachers have also been given the refresher training of 60 days in the previous year. In the current financial year, no one has been appointed as an untrained teacher. In the previous session, such type and teachers had been given by distance mode to the teachers, and the venue of training has been the DIET, Mau. The Module and content of training have been prepared by the SCERT and the trainers were the DIET faculty. The DPO also have planned to give this training to remaining of the teachers by end of the year 2008-09.</p>		
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
<p>While interacting with the teachers in the schools visited, it was found that almost all teachers were satisfied with in service training. Some teachers even expressed their desire that they would like to get trained in teaching; Mathematics, English, Computer, Joyful learning and Account keeping etc.</p>		
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: a. 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)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>The BRC's have provided the training venue for training and BRC's has organized and arranged all the facilities for this training. The BRC were to play the same role for the training of newly recruited teachers but only for refresher training of the untrained teachers. The Nyay Panchayat Resource Centre (NPRC's) have acted as the training centre for these trainees (in service) and had also organized it. Both the BRC and NPRC did not have a calendar of training and follow up activities. They conduct the training as per the instructions given to them by DPO from time to time. There has been no BRC/NPRC level follow up activities at the district level and hence the training inputs have not been practiced by many teachers at school points.</p>		
<p>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?</p>		
<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> <p>The BRC/CRC's have to visit a minimum of 20 schools at the block, and it was being followed. The DPO has given a job chart to the BRCs and NPRCs, mentioning them to extend academic support to the teachers and schools by visiting them. However, it was found that they have been visiting the schools to collect mostly the feedback data on infrastructural facility, text books distribution, dress distribution, enrollment, attendance, examination etc. as and when required by DPO, but have very rarely extended, academic support in the form of taking Model Classes.</p>		

	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The BRC's and NPRC's mostly visit the schools for collecting feedback data on SSA activities and rarely visit for providing academic support to teachers and schools. They do not conduct any model lesson in class rooms themselves. They do not provide any kind of assistance to the teachers to teach difficult topics and very rarely conduct random tests for assessing the children's learning abilities.	
	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The DIET is not at all engaged in the capacity building, academic supervision and guidance and action research and monitoring of BRC's and NPRC's. Thus, the level of DIET's interaction was found to be very low.	
	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	BRC's/NPRC's have extended academic support rarely to them despite the fact that the DPO has also instructed the BRCs and NPRCs to extend academic support to EGS/AIE, for the ensuing year.	
(xii)	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?	To be ascertained from SPO.
	The SPO do have a Quality Coordinator and the DPO also has a Coordinator, who is known as Training Coordinator. The SPO also has a prescribed monitoring format for training and feed backs. The MI has found that there has been no arrangement for coordination among the SCERT and DIETs.	

(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?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	For 2008-09, 3353 teachers were eligible to receive the TLM grants by end of the session. TLM grant has been released to 3353 teachers (cent percent) from DPO till March 2009.	
(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?	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.
	The date of release of TLM grant from DPO to teacher was December 2008-January 2009. All of the teachers (3353) have received the TLM grants. The DPO/SPO has also issued instructions for the utilization of TLM grants to each of the school.	

(iii)	<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>information to be verified on the spot in respect of schools visited by MI.</p>
<p>MI has further observed that in all the sample schools, the school grant has been given to teachers after drawing from bank account in the month of May 2009. About 26 schools teachers have already utilized this grant for procuring materials to prepare the TLMs and also for purchasing some readymade TLMs items from the local markets and some of them have used the amount for writing on the walls. MI have found that in only about 14 percent of the sample schools, the TLMs have been displayed in classrooms and also given to children for use. Further, it was observed that the teachers, in 2008-09 and also in 2009-10, did not receive any special training on the preparation of TLM. Similarly, it was also found that there has not been any cross sharing/demonstration of good practices among teachers, which does not spell good for the programme.</p>		

(g) EGS & AIE:

(i)	<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>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>Till 2.05.2009, 7 EGS centres were sanctioned during the current financial year in the district, out of them 6 centers were operational. Only 47 AIE were sanctioned of which about 79 percent have become operational.. About 38 Madarsa, 4 RBC, one RBC (CWSN) and 8 NRBC were also found to be operational.</p>		
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<p>It was reported that, according to the information provided by DPO, there were a total 94 children who have been enrolled in EGS centres, and there were another 975 children who have been enrolled in the AIE centres.</p>		
(iii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<p>It was observed that the children have been enrolled and were actually attending the EGS/AIE/Madarsa. Further, it was also observed that the RBC was running for the children with special needs (CWSN). In the AIE centre, 975 children have been enrolled and were attending the centre. Similarly, the 40 children who have been enrolled in the RBC (CWSN) centres, were found to be attending. The EGS and AIE have been closed in March 2009 and RBC (CWSN) has been closed on April 22, 2009.</p>		
(iv)	<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>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>

	42 EVs were found working for EGS/AIE and Madarsa and all have been trained. All have also taken the foundation training. However, no module has been made available to the MI's. The EVs (Anudeshak) were satisfied with the training.	
(v)	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.
	EVs (Anudeshak) were being given the academic support by BRC and Nyay Panchayat Resource Coordinator (NPRC/CRC).	
(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?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	The minimum level of educational qualification of the EVs has been high school which could go upto post graduation level. They also have been receiving the academic support from BRC/CRC/NPRC.	
(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?	Information to be obtained from the EVs during field visits by MI.
	EVs were getting Rs. 2000.00 monthly honorarium but the honorarium was not being paid to them regularly. The EVs honorarium was being paid through the cheque from the VEC's account. The date of receipt for honorarium of the EVs of the last month was January 2009.	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	The EVs were found to be 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?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	The DPO of the concerned district was being designated as the District Coordinator for EGS/AIE i.e. Madarsa. He has received training at the SPO and was also attending the meetings.	
(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?	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.
	Yes, there has been a format available with the DPO on which the SPO gets feedback data regarding EGS/AIE/Madarsa.	
(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?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	All the EGS centers have been closed during the March 2009-10. Out of 43 EGS centres, 40 (about 93 percent) centres have been upgraded to primary schools previously, and another 3 centers have been upgraded into primary schools on 25.10.2009.	

(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
The SPO has given necessary instruction to DPO to upgrade all the 43 EGS centers into primary schools. Accordingly, all the 43 EGS centres have been upgraded into primary schools on 25.10.2009. The funds have been released for the upgradation of EGS centres into primary schools.		
(xii)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
Three EGS centres have been upgraded on 2-5-2009 and 40 have already been upgraded before 2-5-2009. Funds have subsequently been released to VEC account for upgrading EGS into primary schools.		
(xiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
Actual upgradation of the EGS centres has taken place during the year 2008-09 for 40 centres and for another additional 3 centres were proposed to be upgraded during the year 2009-10.		
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Yes, the land for construction of upgraded primary school (for EGS) been identified.		
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes, the VECs have received the funds for the construction of schools.		
(xvi)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes, the construction work has started for 40 EGS into primary schools and so far cent percent work has been completed as on May 2, 2009. Further, during the year 2009-10, 3 EGS centres have also been proposed.		
(xvi)	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?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
There were 3 new upgraded (from EGS) primary schools, have been proposed for sanctioned. The district has, so far, not been in the process of placing the teachers 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?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
A total of 1069 children have actually been mainstreamed from the EGS\AIE centres in the last academic year. The mainstreaming has been in process for out of schools children and those who have never been enrolled. No difficulties were being experienced in mainstreaming the students, so far.		
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
All the EGS\AIE centres were functioning in the Madarsas and were having the facilities like blackboard, books, TLM, carpet etc.		
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
The Mid Day Meal was being provided to the children at the AIE centres.		

(xx)	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?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	In the course of conducting the monitoring exercise, The EGS/AIE and RBC (CWSN) were found to be closed on the date of validation. The MIs were informed that these centres operate between 7.00 to 12.00 hours.	
(xx)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Achievement level of children studying in AIE was observed to be quite low.	
(xx)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Rapport between children and EV was found to be satisfactory.	
(xx)	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?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Yes, the text books and the TLM have been given to the all children and there has been no delay.	

(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.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	In 2008-09, 3729 CWSN children have been identified and out of them, 3712 (above 99 percent) have been enrolled.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	It was noticed from the DPO's data that a total of 40 children with special needs have been provided with aids and appliances in the current financial year.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	There has been no difficulty in getting and utilizing the aids and appliances from SPO/DPO.	
(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?	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.
	The DPO has identified 24 resource teachers for CWSN activities, each of them being posted at 10 BRCs including urban areas of the district. The DPO has also engaged one NGO in CWSN activity. To all the resource teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not issued any guideline to the NGO's involved in CWSN activity. The MI has ascertained such engagement to be true.	
(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?	Information to be obtained from DPO of districts visited by MI.
	The DPO has an IED coordinator and 2 assistants and they have also been oriented. They were found to be aware of their work and responsibilities.	

(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?	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.
	The SPO has prescribed a monitoring format for CWSN activity and every quarter, the information is furnished to SPO and the DPO has given feedback data to the SPO in such format in 2008-09.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	Till 2008-09, 820 schools have been provided with grants for the constructing of ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	No CWSN has been provided home based education in 2008-09 as well as in 2009-10.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	In 2008-09, 100 parents 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?	Information to be verified on the spot with the assistance of VEC/Teachers.
	At the time of visit to the sample checked school, the MI's have noticed that 40 out of the 40 enrolled with CWSN were 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.
	The DPO has no target for the year 2008-09 to open model cluster schools. However, during the year 2007-08, 65 MCS were targeted and subsequently opened during the year 2008-09.	
(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.
	DPO has targets of constructing building for 65 MCS in 2007-08. The MCS have also been opened in the previous years. Out of these only, the construction of additional class room and toilet have, so far, been completed.	
(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.
	The DPO has provided the gender sensitizing TLM's to NMCs. Further, the DPO has also provided vocational training to children to some of the MCs. However, they have not provided bridge course teaching at any of the MCs. Further, they have also not provided gender sensitization training to teachers, because these activities have been earmarked/targeted for 2008-09.	

(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.
	The DPO has released the NPEGEL funds in September 2008 to the 65 MCs.	
(v)	a. 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.
	No district gender coordinator has been in position at the DPO's level.	
	b. 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.
The SPO has developed a monitoring system to monitor the progress of NPEGEL. It has also conducted monthly review meetings of the MCS coordinators.		
(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.
	There has been no ECCE centres under the innovative head, however, under the NPEGEL, 200 ECCE centers have been sanctioned but were found to be non functional.	
(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.
	The SPO has prescribed a monitoring format to get the feedback information on ECCE activities.	

(j) Katurba 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.
	3 KGBV's have been sanctioned for 2008-09 and the DPO has made all of them operational. The MI has cross checked with the two of the KGBV's and have found them working.	
(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.
	Land has been indentified for all the 3 KGBVs and the construction of building has been in progress.	
(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.
	The SPO has drawn up a detailed guideline for the running of the KGBV schools. The guidelines were available with the KGBV and have been verified by the MI, when they visited them.	
(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.
	The DPO has completed about 50 percent of all the construction formalities for all the 3 KGBVs.	

(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.
	Only at one KGBV in block kopaganj, was sample checked and found that it had 16 sanctioned posts where 75 percent workers were found in position. Thus, the post sanctioned and filled have remained vacant so far.	
(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.
	On the basis of one sample check made by MI it was observed that a total of 100 students have been admitted till 2-05-2009 in the KGBVs.	
(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.
	The facilities available; were furniture, bedding, and provision of meals. The MI had also found it to be true during their visits to the one of the KGBV. However, the level of attendance of students was reported to be about 75 percent.	

(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.
	The DPO has an EMIS set up having the requisite number of computers and computer operators.	
(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
	The SPO has prepared a time schedule for DISE activities.	
(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.
	It was observed that even by August 2009, the data capture formats had not been supplied to any of the sample checked school. They were only supplied by September 2008.	
(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 DP80 and to be verified from teachers of the schools visited by MI.
	In the 101 sample checked schools, the teachers had obtained one day's DISE training by 20.09.2008.	
(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.
	Till 20-09-2008, the BRC and NPRC have been giving the DISE training. It was reported that NPRC Coordinators have been given the task of verifying or validating the data collected. It was also observed that the NPRCs were discharging their responsibility properly.	

(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.
	The DPO have been in the process of collecting and filling the Data Capture Format from the Schools till 20-09-2008, hence the DPO has so far, not been able to pass on the data collected and compiled to the State in time i.e. November 2008.	
(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.
	The MIS incharge, at the SPO, has been very well versed with DISE activity. He has been fully conversant with needs of SSA in MI's and has also attended the two training/workshop in GOI/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.
	No research studies have been undertaken during the current financial year in the district. However, they have been engaged in the evaluation activities like testing the achievement level of the children/grading the students.	
(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.
	No research studies have been sanctioned in the year 2008-09. However, the subsequent talks with teachers revealed that they had submitted research proposals to the DPO but, so far, have not received any sanction.	
(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 and Evaluation Incharge known as Research Associate at the SPO level. His responsibility has been to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETs were involved in doing Research and Evaluation activities. There has been a State Level Committee for sanctioning research projects and they also have a prescribed contract format for commissioning of research projects.	

(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.
	Total number of VEC's constituted in district was 596. The district has a total of 1027 Primary Schools and 403 Upper Primary Schools under SSA and every school was having a VEC.	
(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.
	A copy of the guidelines on delegation of the powers to the VEC/SMC has been available with VEC. The DPO has issued VEC, the guidelines to different schools. However, the MI found during their visits that hardly about 30 percent of sample schools were having a copy of the VEC guidelines.	

(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.
	The VEC guidelines have mentioned that a VEC should have at least one women member. The MI's have observed that in all the sample checked schools, the VEC were having more than one women members.	
(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 VEC was to convene at least one meeting every month as per the VEC guidelines. However, the MI found that no such meeting was taking place every month. The actual date of meeting of the committee taking place during the last 6 months has been March 2009. As per the VEC guidelines 5 members have to attend the VEC meetings. Further, on the date of visit of the MI, it was found that 5 members to be attending the meetings. The women and SC/ST members were participating regularly in the VEC meetings.	
(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.
	During the current year, members of the VEC have not been oriented, no training has been held. However, during the previous year (2007-08), the training to orient VEC members was organized.	
(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.
	In 2008-09, the MI have found that out of 101 sample checked, about 70 percent of VECs have contributed to improving the school environment, about 73 percent of the VECs have helped in enrollment of children, another about 73 percent have helped in improving students attendance and about 73 percent of the VECs have helped in enhancing the teachers attendance.	
(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.
	In 2008-09, none of the 101 sample checked VECs has a proper record of the grants released to their bank accounts. But all of them have properly recorded the grants released to them during the previous year in their cash book/register.	
(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
	At the SPO level, there has been an officer-in-charge for community mobilization. The person was well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also been convening SPO level review meetings of the District Coordinators for community mobilization. However, the MI's have found that monitoring system was not quite specific in terms of feedback, data collection on the existence, composition and distribution of VECs.	

(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.
	The SPO has specific programme managing personnel for all above interventions. Some of them have very good knowledge about their tasks but some do require orientation and capacity building.	
(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 MI has found that 6 meetings of the General Body and one EC meeting were held during the previous financial year 2008-09. The last meeting has taken place on March 2009.	
(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.
	The MI has found that 16 of the total staff have been sanctioned in the district. The details of the staff working were as follows : BSA-01, AAO-01, DC-01, EMIS in-charge-01, Accountant-01, Assistant Accountant-01, Peon-01, Computer incharge-1.	
(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 MI has found that 13 BRCs and 65 NPRCs/CRCs have been sanctioned in the district.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The SPO has clearly laid down rules or filling up various 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.

Mau has a minority group along with large scale SC/ST population. The DPO has been taking appropriate measures to provide adequate educational facilities for them and a sum of Rs. 15 lakh proposal has been sent for this purpose during this session.
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(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year? The old schools were found to be running for 227 days per year, however, the new schools were operational for 200 days per year.	Information to be obtained from the School records.
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting? The school environment has been cleaned in about 67 percent schools where the children regularly clean the campus and class rooms every day before prayer, about 67 percent have a good building and about 52 percent schools also have play grounds. In about 48 percent of the schools, the class rooms have a proper flooring and roof and in about 48 percent schools, the classrooms also have proper lighting.	Information to be recorded on the basis of observation.
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials? In about 90 percent of the schools, the MI's have found that there has been a black boards in the class room with proper sitting arrangements. However, the remaining of the schools, lacked these facilities.	Information to be recorded on the basis of observation.
(iv)	Whether health camp facility was made available to the children during the previous six months? In only about 37 percent schools, the health checkup programme has been organized till 2-05-2009.	Information to be recorded on the basis of school records.
(v)	Whether the school has adequate play material for the children? Is it used? Hardly about 48 percent schools have adequate play materials to be given to the children.	Information to be recorded on the basis of observation.
(vii)	If there is low attendance the reasons for the same? The average attendance for boys on the day of MI visit has been about over 54 percent and the same for girls has been about 53 percent. The main reason for low attendance has been illness, agricultural activity and their involvement in the local festivals which were figuring quiet frequently.	Information to be obtained from the teachers/VEC.
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? The teachers and VEC members have often met with the parents to motivate them to send their children regularly to the schools.	Information to be obtained from the teachers and VECs etc.
(ix)	What is the present process of assessing the achievement level of students? At present, the learning achievement level of students was being measured by conducting unit test, half early examination and annual examination.	Information to be recorded on the basis of school records.
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? The evaluation system has been in continuation, but the grading system has been mostly limited to annual examination; even the teachers were also aware about it.	Information to be recorded on the basis of school records.
(xi)	The achievement level of children. The achievement level of children cannot be called to be high. It could be seen that about 55 percent students could get more than 33 percent marks in every subject and 45 percent could score less than 33 percent in all the subjects in class 5 th and 8 th class test. Hardly about 8 percent of the students could get marks more than 60 percent in all the subjects of 5 th and 8 th class test. The tests were conducted by the field officer of the MI.	Assessment to be undertaken by the MI on the day of visit.

(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
In every sampled school, the rapport between teachers and students have been found to be satisfactory.		
(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.
Less than one percent of the total children were found to be over age, likewise, there were also less than one percent case, where the children were found to be under age in sampled schools.		
(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.
In about 68 percent of the schools, less than 2 percent of the children were found to have dropped out. The district has been planning to cover the dropout children in AIE centres/RBC/NRBC.		
(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.
Less than one percent of the children were found to have been retained in the same class from the previous academic year.		

(q) Any other issues relevant to SSA implementation

(A) Details about teachers that were found absent without information from schools on visit day

Sl. no.	Name of Blocks	Name of the schools	Name of the teachers	Teacher's post
1	Ghosi	PS Khanpur Bujurg	Sri Virendra Kumar Yadav	S.M.
2.	Badraon	PS Chiraiya Dand	Sri Devesh Rai	A.T.
3.	Badraon	PS Sarvashpur	Smt. Rani Singh	S.M.
4	Ratanpura	UPS Pahasha	Sri Tara Singh	H.T.

(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)

Please include all the Annexure 1 to annexure 1 to 8

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>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.</p>
<p>2. Annexure 2 – Text Books</p> <p>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>
<p>3. Annexure 3 – School Grant</p> <p>(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? 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>4. Annexure 4 – Teacher Training</p> <p>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>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>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>6. Annexure 6 – EGS and AIE</p> <p>(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>(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>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(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>8. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(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. 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</p>

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Govind Ballabh Pant Social Science Institute, Allahabad
(ii)	Period of the report	1 st Febuary, 2009 to 31 st July, 2009
(iii)	Name of the District	Mau
(iv)	Date of visit to the Districts/EGS/Schools	April 22 to May 2, 2009

1.	<u>REGULARITY IN SERVING MEAL:</u>			Students, Teachers & Parents	
	<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>Information is to be given in this box only. Similarly for all the items.</p> <p>In the majority of sample schools, the hot cooked meal was being provided on daily basis. However, there has also been an interruption is the cooked meal in the schools. Out of 105 schools visited, about 17 percent schools were not providing MDM and in another about 6 percent schools, the MDM was not being given regularly.</p>				
2.	<u>TRENDS:</u>			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis Actuals on the day of visit)				
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment			
	ii.	No. of children attending the school on the day of visit			
	iii.	No. of children availing MDM as per MDM Register			
	iv.	No. of children actually availing MDM on the day of visit			
	No.	Details	Day previous to date of visit	On the day of visit	
	i.	Enrollment	19487	19487	
	ii.	No. of children attending the school on the day of visit	-	10561	
	iii.	No. of children availing MDM as per MDM Register	-	10172	
	iv.	No. of children actually availing MDM on the day of visit	-	10110	
3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	<p>(i) 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?</p> <p>Yes, the schools have been receiving the food grains regularly. Out of 101 schools, 87 (over 86 percent) schools have received food grains late.</p>				
	(ii) Is buffer stock of one-month's requirement is maintained?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	

	No buffer stock has been maintained in the schools.	
	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	In all the schools, the food grains have been delivered.	
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) 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.
	Schools have not been receiving the cooking cost in advance. There has been a delay in delivering the cooking cost. The delay has generally been of 2 to 3 months.	
	(ii) 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.
	The Pradhan of the village manage the crisis by taking credit from the shops.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost is being paid through the banking channel.	
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	In all the 87 schools visited by the MI, no gender or caste or community based discrimination in cooking or serving or sitting arrangements has been observed. The children were made to sit together and took cooked food in the same manner, irrespective of gender, caste and community level variations that existed among them.	
6.	<u>VARIETY OF MENU:</u> (i) 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.
	Weekly menu for MDM has been displayed in about 82 percent schools.	
7.	(ii) 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.
	In most of the schools, the same food items were being served daily. The MDM had primarily been a rice consumption meal.	
	(iii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mostly they served rice followed by wheat preparation, sometimes the Dal and vegetables were also served but not as frequently as the rice was.	

8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	Children were happy with quality of food in about 62 percent of the schools.	
	b) Quantity of meal:	Observations of Investigation during MDM service
	Children were happy with quantity of food in about 67 percent of the schools.	
9.	<u>SUPPLEMENTARY:</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	No supplementary diets (Micro nutrients) and de-worming tablets were being distributed at any schools.	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	ANM and PHC, CHC health worker and NGO's administer these medicines.	
10.	<u>STATUS OF COOKS:</u> (i) 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.
	The cook and helper have been engaged in all the sample schools by the government. They were adequate in number. Each cook and helper has been paid between Rs. 300 to Rs. 1500 per month and Rs. 30 per day to Rs. 80 per day or 40 paisa per children.	
	(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.
	The cooks and helper were found to be in adequate numbers to meet the requirement of the school.	
10.	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	There were many norms, the first being Rs. 300 to Rs. 1500 per month, another was Rs. 30 to Rs. 80 per day and finally, at some places, 40 paisa per children was also being paid.	

	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The payment has been of a very irregular nature.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Cook and helper were women and men there percentage being 34 and 66 respectively and majority (98 percent) of them belonged to SC/ST and OBC groups.	
11.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use (b) Constructed but not in use under (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<p>Information is to be given for point (a) , (b), (c) , (d) and (e)</p> <p>About 72 percent of the sample checked schools have fully constructed kitchen shed-cum store. In about 28 percent of the schools, no pucca kitchen shed facilities provided.</p>	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	It was observed that in a very few (28 percent) schools, the pucca kitchen shed-cum store have not been constructed. The food grains have been stored in the classrooms of schools, Pradhan house or even at the PDS shop.	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	Potable water was available for cooking and drinking in about 89 percent of the schools.	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	All the schools were having adequate number of cooking utensils.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Out of 101 schools, in 51 (about 50 percent) schools, the fire wood was being used as fuel while in 32 schools, the gas was being used as fuel and in about 4 schools they could not tell because MDM responsibility was on NGO.	

	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene:	Observation
	In only about 58 percent of the schools, the storage places found clean.	
	ii. Are children encouraged to wash hands before and after eating	observation
	In all the schools, children wash their hands after the taking meals. The teacher encourages them to wash their hands also before eating however, it was also found that some of the children were not practicing this habits.	
16.	iii. Do the children partake meals in an orderly manner?	observation
	In about 92 percent of the schools, the children took and ate the MDM in an orderly manner.	
	iv. Conservation of water?	Observation
	In about 92 percent of the schools, the children ate the MDM in an orderly manner and also conserved the water while washing dishes.	
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	About 90 percent of the cooking places does not pose any fire threats.	
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
	Community participation in MDM had not been a regular practice. In majority (69 percent) of the schools, the parents had monitored and supervised MDM once in a month or once in two or six months. In another about (69 percent) of the schools, the VECs monitored and supervised the MDM sometimes in a month.	
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
	Inspection of MDM has been taking place. However, it was found that different agencies were involved in the task of inspection. About 16 percent of the schools were inspected by district level MDM officers and block authority CDPO, CMO etc. respectively till the date of visit of the schools by the MI.	
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 benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Almost about 73 percent teachers and the VEC members have informed that the MDM contributes to rise in the enrollment, attendance and general health of children.	



Block wise Surveyed list of Primary and Upper Primary Schools in District Mau

Block	Sl. No.	Name of School	Category
1. Ranipur	1	Palia No. 1	PS
	2	Bhikhampur	PS
	3	Fattepur	PS
	4	Bargaon	PS
	5	Devkhari	PS
	6	Dharmasipur	PS
	7	Khurhand No. 1	PS
	8	Tahirpur	PS
	9	Asalpur	PS
	10	Makhuni	UPS
	11	Dharmasipur	UPS
	12	Khurhat No. 2	UPS
	13	Baragaon	UPS
2. Fatehpur Mandav	14	Tinhati	PS
	15	Malkauli	PS
	16	Seedha Ahilaspur	PS
	17	Katghara Shankar	PS
	18	Kakaradeeh	PS
	19	Gangewari	PS
	20	Gangaupur	PS
	21	Chak Gopal	PS
	22	Sultanpur Baragaon	PS
	23	Gangaupur	UPS
	24	Seedha Ahilaspur	UPS
	25	Tinhati	UPS
	26	Parashupur	UPS
	27	Katghara Shankar	UPS
3. Pardaha	28	Salahabad	PS
	29	Bachauna	PS
	30	Thakuramanpur	PS
	31	Dumraon No. 1	PS
	32	Tahirpur	PS
	33	Babhanikol	PS
	34	Sultanpur Banaura	UPS
	35	Thakuramanpur	UPS
4. Kopaganj	36	Khalispur	PS
	37	Alinagar	PS
	38	Indara Station	PS
	39	Bhela Bandh	PS
	40	Kasara No. 1	PS
	41	Sahrose	PS
	42	Raisa	PS
	43	Meerpur Rahimabad	UPS
	44	Raisa	UPS
	45	Jahaniyapur	UPS
5. Mohamdabad	46	Mohamdabad No. 1	PS
	47	Baniyapar	PS
	48	Hafizpur	PS
	49	Araila	PS
	50	Chak Jafri	PS
	51	Malav	PS
	52	Rajapur	PS
	53	Khurhurpur I	PS
	54	Saddopur	PS
	55	Surhurpur	UPS
	56	Tandwa Chaubepur	UPS
	57	Malav	UPS

Block wise Surveyed list of Primary and Upper Primary Schools in District Mau

Block	Sl. No.	Name of School	Category
6. Ghosi	58	Maurbojh	PS
	59	Majhil Jameen Majhil	PS
	60	Khanpur Bujurg	PS
	61	Patti Mohammad	PS
	62	Baragaon No. 2	PS
	63	Somarideeh	PS
	64	Chak Vishwanath	PS
	65	Ghoghawal	PS
	66	Sarvarpur Bhatauli	PS
	67	Makdumpur	UPS
	68	Lakhipur	UPS
7. Ratanpura	69	Gauri	UPS
	70	Jamalpur Buland	PS
	71	Daulatpur	PS
	72	Baharwar	PS
	73	Kaiya	PS
	74	Chhatarpur	PS
	75	Pohasa	PS
	76	Garaha	PS
	77	Bakuchi	PS
	78	Pohasa	UPS
	79	Molanapur	UPS
8. Badraon	80	Chakara	UPS
	81	Muradpur	PS
	82	Chiraiyadand	PS
	83	Baini	PS
	84	Ijrar	PS
	85	Katihari	PS
	86	Sarbaspur	PS
	87	Karampur	PS
	88	Khanigah	UPS
	89	Badraon	UPS
9. Dohrightat	90	Bela Kasaila	PS
	91	Shrutidhar	PS
	92	Lalji ka Pura	PS
	93	Haripra Naveen	PS
	94	Farsara	PS
	95	Gulaini	UPS
	96	Sisawa	UPS
	97	Gontha	UPS
	98	Kachila Narayanpur	UPS
Nagar Kshetra	99	Yusufpura	PS
	100	Astupura	PS
	101	Yusufpura	UPS

2ND HALF YEARLY MONITORING
REPORT OF
G.B. PANT SOCIAL SCIENCE INSTITUTE, ALLAHABAD
ON SSA AND MDM
FOR THE STATE/UT OF
UTTAR PRADESH
FOR THE PERIOD OF
1ST FEBRUARY, 2009 to 31ST JULY, 2009

DISTRICTS COVERED

2. Chandauli



1. 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	Chandauli
3.2	Date of visit to the District/EGS/Schools	April 22 to May 2, 2009
3.3	Tasks	The Monitoring Institutes have been assigned the task of obtaining information on the areas given below and include them in their report.

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

(ix)	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?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	For the Chandauli district, only 50 new Primary Schools and 33 new Upper Primary Schools have been sanctioned till 12-05-2009 and none have, so far, been opened.	
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Yes, the land has been identified and the construction work has also been completed	
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	The VEC/SMC's have received the funds for the construction of the new schools.	
(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The building construction of 50 new primary and 33 new upper primary schools have been about to completed.	
(xiii)	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?	Information to be obtained from SPO.
	As the schools have not opened however, one teacher (permanent) and 2 Para teachers each primary school and one teacher (permanent) for upper primary school have been appointed.	
(xiv)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	As the schools have not opened; however, one teacher (permanent) and 2 Para teachers each primary school and one teacher (permanent) for upper primary school have been appointed.	
(xv)	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?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	As the schools have not come up, hence, there has been no provision of having one time grant of Rs. 10,000 for TLE for primary level and Rs. 50,000 for upper primary level.	

(xvi)	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 circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	As the schools have not opened, there has been no provision of providing guidelines for the above grants.	

(b) Civil Works:

(xiv)	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?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works works in progress and works not started. To be updated at the DPO for districts being visited by MI.
	It was observed that by May 12, 2009, when the officials of MI visited the site, about 50 NPS and 33 NUPS were proposed and for which funds have also been released. So far, it was observed that in 64 schools (41 NPS and 23 NUPS), cent percent of the work has been completed, in another 17 schools, 75 percent of the work has been completed and only in 2 schools, 50 percent of the work has been completed. There has also a provision for constructing 150 ACRs for primary and upper primary schools for which funds were released. So far, it was observed that in 144 schools (96 NPS and 48 NUPS), cent percent of the work has been completed and in another 3 schools, 75 percent work has been completed. The progress in remaining cases is in various stages of completion, till 12-05-2009. Executive Engineer at district and junior engineer at the block level are designated for technical supervision for civil work.	
(xv)	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.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
	The MI have sample checked the progress of construction of 50 new PS and 33 new UPS and have found that the data provided by DPO was the same. In other words, there has been no variation in the construction site. The MI had also sample checked the construction progress of 6 new building including 3 PS and 3 UPS, and 11 ACR's schools and have found no inconsistency in the data provided by DPO on physical progress.	
(xvi)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	VEC's have been trained by technical persons for the execution of civil works.	
(xvii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The MI have cross checked 6 sample new schools, 11 ACRs and verified the availability of the community manual with VEC.	
(xviii)	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).
	As the schools have not opened, hence, no ramps have been constructed.	
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	In the 6 sample checked schools, the VECs have informed the MI's that after receipt of the funds, they have kept the grant it in the separate account of funds and materials for construction.	

(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The senior technical and technical consultants have been designated to make technical supervision of civil works at district and block levels respectively.	
(xxi)	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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO has instructed each technical consultant to visit the site at every level of construction viz. foundation, lintel and roof construction. However, the 6 sample checked by MI revealed that not even in the single case, the technical consultants have visited and provided technical guidance at the prescribed stages of construction.	
(xxii)	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?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The drinking water facilities have been provided with cent percent funding from Swajaldhara Scheme.	
(xxiii)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The government agency RWSS (Jal Nigam) have taken up the responsibility of construction work of drinking water facility.	
(xxiv)	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?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There has been a convergence with Total Sanitation Campaign in respect of toilet facility in schools. It was found that cent-percent funding was being made from total sanitation campaign scheme in the schools visited.	
(xxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality construction aspect of civil works in all 8 sample checked cases has been satisfactory and no defects have been so far been visible.	
(xxvi)	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?	Status to be obtained from SPO and to be verified from schools visited by MI.
	At the SPO level, there is an executive engineer, who is in charge of all kinds of civil works constructed under SSA in the state. He conducts both state and districts level monthly review meetings along with on the spot verification for cross checking the progress. No third party evaluation of civil works has been done till the validation date.	

(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?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
(v)	In the district, all the girls, ST boys, SC boys have been given free text books from the SSA fund and all other categories of boys from the state government fund in 2008-09. About 98 percent of the children have received free text books but not for all subjects. About 282770 children (boys and girls) had received free text book within one month, about 80 percent schools had received it by August 2009, but not for all the subjects. There has been a shortage of English and Sanskrit text books for 3 rd to 5 th class and for Mathematics books for 6 th to 8 th classes. The delay has been largely because the text books had been supplied in phase wise manner. The delay in text books supply had also accrued in earlier years but the SPO had not taken appropriate measures to address the delay, as a result of which the class room teaching has been grossly affected.	
(vi)	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.
	The text book has been received from the text book bureau of production and marketing at Block Resource Centre (BRC) points. These were then distributed to Nyay Panchayat Resource Centre (NPRC) points and school points. The head teachers then received the text books and distributes them at school to the children. The DPO has received instructions on this respect from the SPO.	
(vii)	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.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	There has been a long delay in the distribution of Free Text Books in the district. The schools had opened on 01-07-2008 in 2008-09. The text books have been distributed to all students completely within a month of opening but only in a few schools, about 20 percent schools did not received Free Text Books completely within this grant even after 5 months of their opening and another about 40 percent of the schools received it much later.	
(viii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	The free text books have been distributed to all sample schools, 100 (PS and UPS) but not for all the subjects. Some of the subject's books for some classes have not been distributed by 12-05-2009.	

(d) School grants:

(vi)	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.
	The district has approved the school grants to a total of 1452 schools (977 primary schools and 475 upper primary schools) correspondingly, the grant to these schools have also been released by the DPO on August 2008. Detail guidelines on utilization of the grants have also been issued by DPO and SPO.	

(vii)	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.
	The DPO has released the funds for schools grants @ Rs. 5000 for primary and @ Rs. 7000 for upper primary schools on August 2008 and releases have been made to a total of 1452 schools. It has also been noticed from the field data that the DPO has circulated guidelines to the schools for utilization of the school grants.	
(vii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
	The DPO has not made centralised purchases of any items for the schools out of the school grant. The VECs have been given the responsibility to utilize the grant as per the guidelines or direction.	
(ix)	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?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The actual date of receiving school grants has been October 2008 to November 2008. Further, it was observed that about 63 percent (63) schools out of 100 Sampled schools have received the grant and remaining about 37 percent of the schools did not receive at till the date of visit of MI. There has been a delay in receipt of school grants.	
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	Last year, the school grant received, have been fully utilized by all sample schools. The grants have been utilized by the VEC for items as prescribed in the guidelines and given by the DPO.	

(e) Teachers and Teachers Training:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	For 2008-09 session, the additional teacher have been sanctioned and posting of new teachers have been made till 12-05-2009.	
(xiv)	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?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 12-05-09. However, the recruitment of teachers have been made at the district level, duly following the procedures. The appointment of teachers, when ever required, have been made at the district level. For the recruitment of the teachers, an advertisement is given in state level and district level news papers for inviting applications. The district level selection committee headed by District Magistrate of the district and DIET scrutinizes, the applications according to the prescribed norms published in the newspapers. According to the reservation and merit, the candidates were called for interview/selection.	
(xv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 12-05-2009, however, it was observed that teachers have been appointed on regular and contact basis.	

(xvi)	<p>If 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?</p>	<p>To be ascertained from DPO and VEC.</p>
	<p>VEC/Panchayat's have not been empowered to make appointment of new teachers (permanent). However, VEC/Panchayat's have been proposing the name for the appointment Shiksha Mitras.</p>	
(xvii)	<p>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?</p>	<p>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>Out of 100 samples (PS and UPS), the MI has noticed that some of the sanctioned teaching posts have remained vacant. Furthermore, on the day of visit to sample schools, over 81 percent of the teachers were found to be present, and remaining about 19 percent, absent. However, 15 habitual absenteeism were also found among teachers.</p>	
(xviii)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
	<p>In all the sample checked schools, the MI observed that there was a satisfactory rapport between children and teachers.</p>	
(xix)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>Till 12-05-2009, in service training of 3 days was targeted for 5287 teachers that trained them on the following areas: school readiness, warning enhancement, subject training on English, Sanskrit, Social Science, Mathematics etc. The district had covered almost all teachers under in service training. The BRG members had been trained by the SRG and the DIET faculty. The district project office and district pedagogy coordinator have been the supervisors.</p>	
(xx)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>There were a total of 83 permanent and 100 para teachers that were newly recruited in the district and to whom orientation training of 30 days was to be given and all of them have been given such training.</p>	

(xxi)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(xxii)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
(xxiii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: b. 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)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRC/CRC's have to visit a minimum of 20 schools at the block, and it was being followed. The DPO has given a job chart to the BRCs and NPRCs, mentioning them to extend academic support to the teachers and schools by visiting them. However, it was found that they have been visiting the schools to collect mostly the feedback data on infrastructural facility, text books distribution, dress distribution, enrollment, attendance, examination etc. as and when required by DPO, but have very rarely extended, academic support in the form of taking Model Classes.</p>	

	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The BRC's and NPRC's mostly visit the schools for collecting feedback data on SSA activities and rarely visit for providing academic support to teachers and schools. They do not conduct any model lesson in class rooms themselves. They do not provide any kind of assistance to the teachers to teach difficult topics and very rarely conduct random tests for assessing the children's learning abilities.	
	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The DIET is not at all engaged in the capacity building, academic supervision and guidance and action research and monitoring of BRCs and NPRCs. Thus, the level of DIET's interaction was found to be very low.	
	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	BRCs/NPRCs have extended academic support rarely to them despite the fact that the DPO has also instructed the BRCs and NPRCs to extend academic support to EGS/AIE for the ensuing year.	
(xxiv)	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?	To be ascertained from SPO.
	The SPO do have a Quality Coordinator and the DPO also has a Coordinator, who is known as Training Coordinator. The SPO also has a prescribed monitoring format for training and feed backs. The MI has found that there has been no arrangement for coordination among the SCERT and DIETs.	

(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	For 2008-09, 3353 teachers were eligible to receive the TLM grants by end of the session. TLM grant has been released to 3353 teachers (cent percent) from DPO till March 2009.	
(v)	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.
	The date of release of TLM grant from DPO to teacher was December2008- January 2009. All of the teachers (4845) have received the TLM grants. The DPO/SPO has also issued instructions for the utilization of TLM grants to each of the school.	

(vi)	<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>information to be verified on the spot in respect of schools visited by MI.</p>
<p>MI has further observed that in all the sample schools, the school grant has been given to teachers after drawing from bank account in the month of March and April 2009. About 19 schools teachers have already utilized this grant for procuring materials to prepare the TLMs and also for purchasing some readymade TLMs items from the local markets and some of them have used the amount for writing on the walls. MI have found that in only about 19 percent of the sample schools, the TLMs have been displayed in classrooms and also given to children for use. Further, it was observed that the teachers, in 2008-09 did not receive any special training on the preparation of TLM. Similarly, it was also found that there has not been any cross sharing/demonstration of good practices among teachers, which does not spell good for the programme.</p>		

(g) EGS & AIE:

(xxvi)	<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>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>Till 2.05.2009, 13 EGS centres were sanctioned during the current financial year in the district, out of them 13 centers were operational. Only 18 AIE were sanctioned and all of them have been found running. About 4 RBC, one RBC (CWSN) and 11 NRBC were also found operational.</p>		
(xxvii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<p>It was reported that, according to the information provided by DPO, there were a total of 94 children who have been enrolled in EGS centres, and there were another 975 children who have been enrolled in the AIE centres.</p>		
(xxviii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<p>It was observed that the children have been enrolled and were actually attending the EGS\AIE\ Madarsa. Further; it was also observed that the RBC was running for the children with special needs (CWSN). In the EGS centre, 676 children have been enrolled and were attending the centre, similarly, in the AIE centre, 582 children have been enrolled and were found to be attending the centre. Similarly, 40 children have been enrolled and attending in the RBC (CWSN).</p>		
(xxix)	<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>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
<p>31 EVs were found working for EGS\AIE and Madarsa and all have been trained. All have also taken the foundation training. However, no module has been made available to the MI's. The EVs (Anudeshak) were satisfied with the training.</p>		

(xxx)	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.
	EVs (Anudeshak) were being given the academic support by BRC and Nyay Panchayat Resource Coordinator (NPRC/CRC).	
(xxxii)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	The minimum level of educational qualification of the EVs has been high school which could go upto post graduation level. They also have been receiving the academic support from BRC/CRC/NPRC.	
(xxxiii)	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?	Information to be obtained from the EVs during field visits by MI.
	EVs were getting Rs. 2000.00 monthly honorarium but the honorarium was not being paid to them regularly. The EVs honorarium was being paid through the cheque from the VEC's account. The date of receipt for honorarium of the EVs of the last month was January 2009.	
(xxxiv)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	The EVs were found to be regular in their attendance.	
(xxxv)	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?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	The DPO of the concerned district was being designated as the District Coordinator for EGS/AIE i.e. Madarsa. He has received training at the SPO and was also attending the meetings.	
(xxxvi)	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.
	Yes, there has been a format available with the DPO on which the SPO gets feedback data regarding EGS/AIE/Madarsa.	
(xxxvii)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	All the EGS centres have been closed during the March 2009-10. Out of 43 EGS centres, 7 (over 16 percent) centres have been upgraded to primary schools previously and another 7 centers have been proposed for up gradation into primary schools on 12-05-2009.	
(xxxviii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	The SPO has given necessary instruction to DPO to upgrade all the 14 EGS centers into primary schools. Accordingly all the 14 EGS centres have been upgraded into primary schools on 12-5-.2009. The funds have been released for the upgradation of EGS centres into primary schools.	

(xxxvii)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
Seven EGS centers have been upgraded on 12-05-2009 and 7 have already been upgraded before 2-05-2009. Funds have subsequently been released to VEC account for upgrading EGS into primary schools.		
(xxxix)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
Actual up gradation of the EGS centres has taken place during the year 2008-09 for 7 centres and for another additional 7 centers were proposed to be upgraded during the year 2009-10.		
(xl)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Yes, the land for construction of upgraded primary school (for EGS) been identified.		
(xli)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes, the VECs have received the funds for the construction of schools.		
(xlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes, the construction work has started for 7 EGS into primary schools and so far cent percent work has been completed as on May 12, 2009 Further, during the year 2009-10, 7 EGS centres have also been proposed.		
(xliii)	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?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
The 7 new upgraded (from EGS) primary schools, have been proposed for sanctioned. The district has been not in the process of placing the teachers in the new schools.		
(xliv)	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?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
A total of 1258 children have actually been mainstreamed from the EGSVAIE centers in the last academic year. The mainstreaming has been in process for out of schools children and those who have never been enrolled. No difficulties were being experienced in mainstreaming the students, so far.		
(xlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
All the EGSVAIE centers were functioning in the Madras's and were having the facilities like blackboard, books, TLM, carpet etc.		
(xlvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
The Mid Day Meal was being provided to the children at the AIE centers.		

(xlvii)	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?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
In the course of conducting the monitoring exercise, The EGS\AIE and RBC (CWSN) were visited. At the EGS centre with an enrolment of 52 children, 32 children (about 52 percent) were found present, similarly in the AIE centre with an enrolment of 33 children, 20 children (about 61 percent) were found present and in the RBC centre with an enrolment of 40 children, 36 children (90 percent) were found present till the date of validation. The MI's were informed that these centres operate between 7.00 to 12.00 hours.		
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
Achievement level of children studying in AIE was observed to be quite low.		
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
Rapport between children and EV was found to be satisfactory.		
(l)	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?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
Yes, the text books and the TLM have been given to the all children and there has been no delay.		

(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.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
In 2008-09, 3817 CWSN children have been identified and out of them, 2455 (above 64 percent) have been enrolled.		
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
It was noticed from the DPO's data that a total of 96 children with special needs have been provided with aids and appliances in the current financial year.		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
There has been no difficulty in getting and utilizing the aids and appliances from SPO/DPO.		
(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?	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.
The DPO has identified 24 resource teachers for CWSN activities, each of them being posted at 10 BRCs including urban areas of the district. The DPO has not engaged one NGO in CWSN activity. To all the resource teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not issued any guideline to the NGO's involved in CWSN activity. The MI have ascertained such engagement to be true.		

(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?	Information to be obtained from DPO of districts visited by MI.
	The DPO has an IED coordinator and 2 assistants and they have also been oriented. They were found to be aware of their work and responsibilities.	
(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?	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.
	The SPO has prescribed a monitoring format for CWSN activity and every quarter, the information is furnished to SPO and the DPO has given feed back data to the SPO in such format in 2008-09.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	Till 2008-09, 850 schools have been provided with grants for the constructing of ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	No CWSN has been provided home based education in 2008-09 as well as in 2009-10.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	In 2008-09, 100 parents 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?	Information to be verified on the spot with the assistance of VEC/Teachers.
	At the time of visit to the sample checked school, the MI has noticed that out of the 40 enrolled children, 36 children were 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.
	The DPO has no target for the year 2008-09 to open model cluster schools. However, during the year 2007-08, 90 MCS were targeted and subsequently opened during the year 2008-09.	
(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.
	DPO has targets of constructing building for 90 MCS in 2007-08. The MCS have also been opened in the previous years. Out of these only, the construction of additional class room and toilet have, so far, been completed.	

(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?	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.
	The DPO has provided the gender sensitizing TLM's to NMCs. Further, the DPO has also provided vocational training to children to some of the MCs. However, they have not provided bridge course teaching at any of the MCs. Further, they have also not provided gender sensitization training to teachers, because these activities have been earmarked/targeted for 2008-09.	
(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.
	The DPO has released the NPEGEL funds in September 2008 to the 90 MCs.	
(v)	c. 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.
	No district gender coordinator has been in position at the DPO's level.	
	d. 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.
The SPO has developed a monitoring system to monitor the progress of NPEGEL. It has also conducted monthly review meetings of the MCS coordinators.		
(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.
	There has been no ECCE centers under the innovative head, however, under the NPEGEL, 200 ECCE centers have been sanctioned but were found to be non functional..	
(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.
	The SPO has prescribed a monitoring format to get the feedback information on ECCE activities.	

(j) Katurba 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.
	5 KGBV's have been sanctioned for 2008-09 and the DPO has made all of them operational. The MI has cross checked with the two of the KGBV's and have found them working.	
(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.
	Land has been indentified for all the 5 KGBVs and the construction of building has been in progress.	

(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.
	The SPO has drawn up a detailed guideline for the running of the KGBV schools. The guidelines were available with the KGBV and have been verified by the MI, when they visited them.	
(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.
	The DPO has completed about 50 percent of all the construction formalities for all the 5 KGBVs.	
(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.
	Only at one KGBV in block Chakia was sample checked and found that it had 16 sanctioned post where 75 percent workers were found in position. Thus, the post sanctioned and filled have remained vacant so far.	
(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.
	On the basis of 1 Sample checks made by MI it was observed that a total of 100 students have been admitted till 12-5-.2009 in the KGBVs.	
(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.
	The facilities available; were furniture, bedding, and provision of meals. The MI had also found it to be true during their visits to the one of the KGBV. However, the level of attendance of students was reported to be about 75 percent.	

(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.
	The DPO has an EMIS set up having the requisite number of computers and computer operators.	
(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
	The SPO has prepared a time schedule for DISE activities.	
(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.
	It was observed that even by August 2009, the data capture formats had not been supplied to any of the sample checked school. They were only supplied by September 2008.	
(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 DP80 and to be verified from teachers of the schools visited by MI.
	In the 100 sample checked schools, the teachers had obtained one day's DISE training by 20.09.2008	

(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.
	Till 20-09-2008, the BRC and NPRC have been giving the DISE training. It was reported that NPRC Coordinators have been given the task of verifying or validating the data collected. It was also observed that the NPRCs were discharging their responsibility properly.	
(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.
	The DPO have been in the process of collecting and filling the Data Capture Format from the Schools till 20-09-2008, hence the DPO has so far collected and compiled to the State in time i.e. November 2008.	
(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.
	The MIS incharge, at the SPO, has been very well versed with DISE activity. He has been fully conversant with needs of SSA in MIS and has also attended the one training/workshop in GOI/NIEPA.	

(I) 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.
	No research studies have been undertaken during the current financial year in the district. However, they have been engaged in the evaluation activities like testing the achievement level of the children/grading the students.	
(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.
	No research studies have been sanctioned in the year 2008-09. However, the subsequent talks with teachers revealed that they had submitted research proposals to the DPO but, so far, have not received any sanction.	
(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 and Evaluation Incharge known as Research Associate at the SPO level. His responsibility has been to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETs were involved in doing Research and Evaluation activities. There has been a State Level Committee for sanctioning research projects and they also have a prescribed contract format for commissioning of research projects.	

(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.
	Total number of VEC's constituted in district was 622. The district has a total of 977 Primary Schools and 475 Upper Primary Schools under SSA and every schools was having a VEC.	
(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.
	A copy of the guidelines on delegation of the powers to the VEC/SMC has been available with VEC. The DPO has issued VEC, the guidelines to different schools. However, the MI found during their visits that hardly about 33 percent of sample schools were having a copy of the VEC guidelines.	
(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.
	The VEC guidelines have mentioned that a VEC should have at least one women member. The MI's have observed that in all the sample checked schools, the VEC were having more than one women members.	
(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 VEC was to convene at least one meeting every month as per the VEC guidelines. However, the MI found that no such meeting was taking place every month. The actual date of meeting of the committee taking place during the last 6 months has been April 2009. As per the VEC guidelines 5 members have to attend the VEC meetings. Further, on the date of visit of the MI, it was found that 5 members to be attending the meetings. The women and SC/ST members were participating regularly in the VEC meetings.	
(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.
	During the current year, members of the VEC have not been oriented, no training has been held. However, during the previous year (2007-08), the training to orient VEC members was organized.	
(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.
	In 2008-09, the MI have found that out of 100 sample checked, about 40 percent of VECs have contributed to improving the school environment, about 49 percent of the VECs have helped in enrollment of children, another about 47 percent have helped in improving students attendance and about 47 percent of the VECs have helped in enhancing the teachers attendance.	
(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.
	In 2008-09, none of the 100 sample checked VECs has a proper record of the grants released to their bank accounts. But all of them have properly recorded the grants released to them during the previous year in their cash book/register.	

	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
(viii)	At the SPO level, there has been an officer-in-charge for community mobilization. The person was well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also been convening SPO level review meetings of the District Coordinators for community mobilization. However, the MI's have found that monitoring system was not quite specific in terms of feedback, data collection on the existence, composition and distribution of VECs.	

(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.
	The SPO has specific programme managing personnel for all above interventions. Some of them have very good knowledge about their tasks but some do require orientation and capacity building.	
(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 MI has found that 6 meetings of the General Body and one EC meeting were held during the previous financial year 2008-09. The last meeting has taken place on March 2009.	
(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.
	The MI has found that 16 of the total staff have been sanctioned in the district. The details of the staff working were as follows : BSA-01, AAO-01, DC-04, EMIS in-charge-01, Assistant Accountant-01.	
(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 MI has found that 10 BRCs including UREC and 90 NPRCs/CRCs have been sanctioned in the district.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The SPO has clearly laid down rules or filling up various 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.**

Chandauli has a minority group along with large scale SC/ST population. The DPO has been taking appropriate measures to provide adequate educational facilities for them and a sum of Rs. 15 lakh proposal has been sent for this purpose during this session.

(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 old schools were found to be running for 227 days per year however, the new schools were operational for 200 days per year and six were visited which were under construction..	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	The school environment has been cleaned in about 79 percent schools where the children regularly clean the campus and class rooms every day before prayer, about 53 percent have a good building and about 53 percent schools also have play grounds. In about 53 percent of the schools, the class rooms have a proper flooring and roof and in about 63 percent schools, the classrooms also have proper lighting.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	In about 100 percent of the schools, the MI's have found that there has been a black boards in the class room in 94 percent with proper sitting arrangements. However, the remaining of the schools, lacked these facilities.	
(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.
	In only about 30 percent schools, the health checkup programme have been organized till 12-5-.2009.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	Hardly about 49 percent schools have adequate play materials to be given to the children.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	The average attendance for boys on the day of MI visit has been about 35 percent and the same for girls has been about 54 percent. The main reason for low attendance has been illness, agricultural activity and their involvement in the local festivals which were figuring quiet frequently.	
(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.
	The teachers and VEC members have often met with the parents to motivate them to send their children regularly to the schools.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	At present, the learning achievement level of students was being measured by conducting unit test, half early examination and annual examination.	

(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	The evaluation system has been in continuation, but the grading system has been mostly limited to annual examination, even the teachers were also aware about it.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The achievement level of children cannot be called to be high. It could be seen that about 86 percent students could get more than 33 percent marks in every subject and 14 percent could score less than 33 percent in all the subjects in class 5 th and 8 th class test. Hardly about 23 percent of the students could get marks more than 60 percent in all the subjects of 5 th and 8 th class test. The tests were conducted by the field officer of the MI.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	In every sampled school, the rapport between teachers and students have been found to be satisfactory.	
(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.
	Less than one percent of the total children were found to be over age, likewise, there were also less than one percent case where the children were found to be under age in sampled schools.	
(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.
	In about 94 percent of the schools, over one percent of the children were found to have dropped out. The district has been planning to cover the dropout children in AIE centres/RBC/NRBC.	
(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.
	Less than one percent of the children were found to have been retained in the same class from the previous academic year.	

(q) Any other issues relevant to SSA implementation

(A) Details about teachers that were found absent without information from schools on visit day

Sl. no.	Name of Blocks	Name of the schools	Absent	Name of the teachers	Teacher's post
1	Chandauli	PS Kanta II	One day	Smt. Amaravati Devi	H.T.
2.	Chandauli	PS Kanta I	One day	Sri Martande Singh	A.T.
3.	Chandauli	PS Vishunpura	Visit day	Sri Kailash Prasad	H.T.
4	Barhani	PS Naubatpur	Visit day	Km. Sona Yadav	S.M.
5.	Chakiya	PS Murhua Dakshin	Visit day	Km. Urmila Kumar	S.M.
6.	Naugarh	PS Jamsoti	Visit day	Smt. Sushila Devi	S.M.
7.	Naugarh	PS Jamsoti	Visit day	Km. Rekha Devi	S.M.
8.	Naugarh	PS Lauari Khurd	Last 10 days	Smt. Kshama Singh	A.T.
9.	Naugarh	PS Lauari Khurd	Visit day	Smt. Nisha Keshari	S.M.
10	Naugarh	PS Nunvat	Last 5 days	Sri Mudrika Prasad	H.T.
11.	Shahav Ganj	PS Shahpur	Visit day	Sri Brij Nath	H.T.
12	Shahav Ganj	PS Gandhi Nagar	Visit day	Eandal Ram	A.T.
13	Shahav Ganj	PS Gandhi Nagar	Visit day	Km. Vandna Dwivedi	S.M.
14	Naugarh	UPS Devari Kala	Visit day	Sri Jagar Dev Ram	H.T.
15	Dhanapur	UPS Dhanapur	Last 18 months	Sri Bharat Singh	A.T.

(B) Details about teachers that attendance Register was not found Regular

Sl. no.	Name of the Block	Name of the schools
1	Dhanapur	PS Dhanapur II
2	Dhanapur	PS Dhanapur I
3	Dhanapur	PS Gurehu
4	Dhanapur	PS Dedhawaliya
5	Dhanapur	PS Aayajapur I
6	Sakal Diha	PS Jalalpur (Dhamina)
7	Sakal Diha	PS Nasirpur pahan
8	Shahav ganj	PS Magaraur
9	Naugarh	PS Nunavat
10	Naugarh	PS Lauari Khurd
11	Niyawatabad	PS Bhisaudi
12	Chahaniya	PS Mahdaura
13	Chahaniya	PS Kanwar
14	Chahaniya	PS Mahuari
15	Chahaniya	PS Mathaila
16	Chakiya	PS Murhua Dakshin
17	Varahni	PS Futiyani
18	Varahni	PS Bagahi
19	Varahni	PS Naubatpur
20	Varahni	PS Saiyad Raja No. 2
21	Varahni	PS Chari

(C) Block wise Name of Schools having Below 50% Attendance of the Children on Visit day

Sl. no.	Name of the Block	Name of the schools
1	Chandauli	PS Chandauli I
2	Chandauli	PS Chandauli II
3	Chandauli	PS Kanta II
4	Chandauli	PS Kanta I
5	Chandauli	PS Vishunpura
6	Chandauli	PS Majhawar
7	Chandauli	PS Lilapur
8	Barhani	PS Saiyad Raja
9	Barhani	PS Naubatpur
10	Barhani	PS Baghi
11	Barhani	PS Bhartaja
12	Barhani	PS Futiyani
13	Chakiya	PS Dube pur
14	Chakiya	PS Raghunath pur
15	Chakiya	PS Muzaffarpur
16	Chakiya	PS Bhudauva Dakshini
17	Chakiya	PS Dube pur Mafi
18	Chakiya	PS Nevaj Ganj
19	Chahaniya	PS Papaura
20	Chahaniya	PS Mathaila

(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)

Please include all the Annexure 1 to annexure 1 to 8

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>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.</p>
<p>2. Annexure 2 – Text Books</p> <p>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>
<p>3. Annexure 3 – School Grant</p> <p>(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? 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>4. Annexure 4 – Teacher Training</p> <p>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>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>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>6. Annexure 6 – EGS and AIE</p> <p>(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>(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>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(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>9. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(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. 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</p>

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Govind Ballabh Pant Social Science Institute, Allahabad
(ii)	Period of the report	1 st February, 2009 to 31 st July, 2009
(iii)	Name of the District	Chandauli
(iv)	Date of visit to the Districts/EGS/Schools	May 3 to May 12, 2009

20.	<u>REGULARITY IN SERVING MEAL:</u>			Students, Teachers & Parents																				
	<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>Information is to be given in this box only. Similarly for all the items.</p> <p>In the majority of sample schools, the hot cooked meal was being provided on daily basis. However, there has also been an interruption in the cooked meal in the schools. Out of 105 schools visited, about 17 percent schools were not providing MDM and in another about 6 percent schools, the MDM was not being given regularly.</p>																							
21.	<u>TRENDS:</u>			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.																				
	<p>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p> <table border="1"> <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>v.</td> <td>Enrollment</td> <td></td> <td></td> </tr> <tr> <td>vi.</td> <td>No. of children attending the school on the day of visit</td> <td></td> <td></td> </tr> <tr> <td>ii.</td> <td>No. of children availing MDM as per MDM Register</td> <td></td> <td></td> </tr> <tr> <td>iii.</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	v.	Enrollment			vi.	No. of children attending the school on the day of visit			ii.	No. of children availing MDM as per MDM Register			iii.	No. of children actually availing MDM on the day of visit		
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22.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				
	<p>(iv) 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?</p> <p>Yes, the schools have been receiving the food grains regularly. Out of 100 schools, 40 (40 percent) schools have received food grains late.</p>																							

	(v) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	No buffer stock has been maintained in the schools.	
	(vi) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	In all the schools, the food grains have been delivered.	
23.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (iv) 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?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Schools have not been receiving the cooking cost in advance. There has been a delay in delivering the cooking cost. The delay has generally been of 2 to 3 months.	
	(v) 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.
	The Pradhan of the village manage the crisis by taking credit from the shops.	
	(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost is being paid through the banking channel.	
24.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	In all the 87 schools visited by the MI, no gender or caste or community based discrimination in cooking or serving or sitting arrangements has been observed. The children were made to sit together and took cooked food in the same manner, irrespective of gender, caste and community level variations that existed among them.	
25.	<u>VARIETY OF MENU:</u> (iv) 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.
	Weekly menu for MDM has been displayed in about 98 percent schools.	
26.	(v) 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.
	In most of the schools, the same food items were being served daily. The MDM had primarily been a rice consumption meal.	
	(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mostly they served rice followed by wheat preparation, sometimes the Dal and vegetables were also served but not as frequently as the rice was.	

27.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on c) Quality of meal:	Observations of Investigation during MDM service
	Children were happy with quality of food in about 80 percent of the schools.	
	d) Quantity of meal:	Observations of Investigation during MDM service
	Children were happy with quantity of food in about 89 percent of the schools.	
28.	<u>SUPPLEMENTARY:</u> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	No supplementary diets (Micro nutrients) and de-worming tablets were being distributed at any schools.	
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	ANM and PHC, CHC health worker and NGO's administers these medicines.	
29.	<u>STATUS OF COOKS:</u> (ii) 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.
	The cook and helper have been engaged in all the sample schools by the government. They were adequate in number. Each cook and helper has been paid between Rs. 500 to Rs. 1500 per month.	
	(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.
	The cooks and helper were found to be in adequate numbers to meet the requirement of the school.	
29.	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	There were many norms, the first being Rs. 300 to Rs. 1500 per month, another was Rs. 30 to Rs. 80 per day and finally, at some places, 40 paisa per children was also being paid.	

	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The payment has been of a very irregular nature.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Cook and helper were women and men there percentage being 97 and 3 respectively and majority (100 percent) of them belonged to SC/ST and OBC groups.	
30.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<p>Information is to be given for point (a) , (b), (c) , (d) and (e)</p> <p>About 85 percent of the sample checked schools have fully constructed kitchen shed-cum store. In about 15 percent of the schools, no pucca kitchen shed facilities provided.</p>	
31.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	It was observed that in a very few (28 percent) schools, the pucca kitchen shed-cum store have not been constructed. The food grains have been stored in the classrooms of schools, Pradhan house or even at the PDS shop.	
32.	Whether potable water is available for cooking and drinking purpose?	-do-
	Potable water was available for cooking and drinking in about 91 percent of the schools.	
33.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	All the schools were having adequate number of cooking utensils.	
34.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Out of 100 schools, in 31 (31 percent) schools, the fire wood was being used as fuel while in 07 schools, the gas was used as fuel and in about 6 schools, they could not tell because MDM responsibility was on NGO.	
35.	<u>SAFETY & HYGIENE:</u> ii. General Impression of the environment, Safety and hygiene:	Observation
	In about 100 percent of the schools, the storage places found clean.	

	ii. Are children encouraged to wash hands before and after eating	observation
	In all the schools, children wash their hands after the taking meals. The teacher encourage them to wash their hands also before eating however, it was also found that some of the children were not practicing this habits.	
	iii.Do the children partake meals in an orderly manner?	observation
	In about 92 percent of the schools, the children took and ate the MDM in an orderly manner.	
	iv.Conservation of water?	Observation
	In about 84 percent of the schools, the children ate the MDM in an orderly manner and also conserved the water while washing dishes.	
	x. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	Cent percent of the cooking places does not pose any fire threats.	
36.	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
	Community participation in MDM had not been a regular practice. In majority 39 (89 percent) of the schools, the parents had monitored and supervised MDM once in a month or once in two or six months. In another about 20(over 45 percent) of the schools, the VECs monitored and supervised the MDM sometimes in a month.	
37.	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
	Inspection of MDM has been taking place. However, it was found that different agencies were involved in the task of inspection. About 20 percent of the schools were inspected by district level MDM officers and block authority CDPO, CMO etc. respectively till the date of visit of the schools by the MI.	
38.	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 benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Almost about 100 percent teachers and the VEC members have informed that the MDM contributes to rise in the enrollment, attendance and general health of children.	



Block wise Surveyed list of Primary and Upper Primary Schools in District Chandauli

Block	Sl. No.	Name of School	Category
1. Chandauli	1	Chandauli I	PS
	2	Chandauli II	PS
	3	Leelapur	PS
	4	Phutia	PS
	5	Majhwar	PS
	6	Vishunpura	PS
	7	Kanta I	PS
	8	Kanta II	PS
	9	Sohadwar	PS
	10	Vishunpura	UPS
	11	Majhwar	UPS
	12	Kanta	UPS
2. Barhani	13	Chari	PS
	14	Saiyad Raja II	PS
	15	Parewa	PS
	16	Barthi Kamraur	PS
	17	Naubatpur	PS
	18	Bagehi	PS
	19	Bhatija	PS
	20	Khutia	PS
	21	Jewari	PS
	22	Chari	UPS
	23	Bagehi	UPS
	24	Bhatija	UPS
3. Chakiya	25	Dubepur	PS
	26	Bhabhaura	PS
	27	Raghunathpur	PS
	28	Muzaffarpur	PS
	29	Hetimpur	PS
	30	Maduwa Dakshin	PS
	31	Dubepur Mafi	PS
	32	Newajganj	PS
	33	Sota	PS
	34	Muzaffarpur	UPS
	35	Bhabhaura	UPS
	36	Ratigarh	UPS
	37	Keradeeh	UPS
4. Chahania	38	Papaura	PS
	39	Mathaila	PS
	40	Mahuari	PS
	41	Kanwar	PS
	42	Mahdaura	PS
	43	Kaili	PS
	44	Papaura	UPS
	45	Kanwar	UPS
	46	Mahuari Khas	UPS
5. Niyamatabad	47	Satpokhari	PS
	48	Malokhar	PS
	49	Bhisaura	PS
	50	Mahabalpur	PS
	51	Chandasi	PS
	52	Dulahipur	PS
	53	Jalipur	PS
	54	Madhiya	PS
	55	Bahadurpur	PS
	56	Naikot	UPS
	57	Dulahipur	UPS
	58	Chandasi	UPS

Block wise Surveyed list of Primary and Upper Primary Schools in District Chandauli

Block	Sl. No.	Name of School	Category
6. Naugarh	59	Jamsoti	PS
	60	Luari Khurd	PS
	61	Nunvat	PS
	62	Devri Kala	PS
	63	Devkhat	PS
	64	Jamsoti	UPS
	65	Devri Kala	UPS
	66	Amritpur	UPS
	67	Saidpur I	PS
7. Sahabganj	68	Sultanpur	PS
	69	Usari	PS
	70	Shahpur	PS
	71	Gandhinagar	PS
	72	Mangraur	PS
	73	Gandhinagar	UPS
	74	Sultanpur	UPS
8. Sakaldeeha	75	Kori	PS
	76	Dhoos Khas	PS
	77	Nasirpur Pattan	PS
	78	Saidpura	PS
	79	Tara Jeevanpur	PS
	80	Jalalpur (Dhania)	PS
	81	Dhoos Khas	UPS
	82	Sadalpura	UPS
	83	Mahadevpur	UPS
	84	Kori	UPS
9. Dhanapur	85	Awajapur I	PS
	86	Derhwaliya	PS
	87	Gurehu	PS
	88	Dhanapur I	PS
	89	Babhaniaon	PS
	90	Higutargarh No. 1	PS
	91	Dhanapur II	PS
	92	Awajapur II	PS
	93	Ramrepur	PS
	94	Mubarakpur	PS
	95	Awajapur	UPS
	96	Gurehu	UPS
	97	Dhanapur	UPS
98	Higutargarh	UPS	
10. Nagar Kshetra	99	Purvi Bazar No. 1	PS
	100	Purvi Bazar	UPS

**1ST HALF YEARLY MONITORING
REPORT OF
G.B. PANT SOCIAL SCIENCE INSTITUTE, ALLAHABAD
ON SSA AND MDM
FOR THE STATE/UT OF
UTTAR PRADESH
FOR THE PERIOD OF
1ST FEBRUARY, 2009 to 31ST JULY, 2009**

DISTRICTS COVERED

3. Fatehpur



1. 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	Fatehpur
3.2	Date of visit to the District/EGS/Schools	July 23 to August 4, 2009
3.3	Tasks	The Monitoring Institutes have been assigned the task of obtaining information on the areas given below and include them in their report.

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

(xvii)	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?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	For the Fatehpur district, only 36 new Primary Schools and 141 new Upper Primary Schools have been sanctioned till 4-08-2009 and none have, so far, been opened.	
(xviii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Yes, the land has been identified and the construction work has also been completed.	
(xix)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	The VEC/SMC's have received the funds for the construction of the new schools.	
(xx)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The building construction of 36 new primary and 141 new upper primary schools have been completed.	
(xxi)	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?	Information to be obtained from SPO.
	As the schools have opened however, one teacher (permanent) and 2 Para teachers each primary and one teacher (permanent) for upper primary have been appointed.	
(xxii)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	As the schools have opened, however, one teacher (permanent) and 2 Para teachers each primary and one teacher (permanent) for upper primary have been appointed.	
(xxiii)	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?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	As the schools have come up, hence, there has been a provision of having one time grant of Rs. 10,000 for TLE for primary level and Rs. 50,000 for upper primary level. One time grant for teaching Learning Equipment for new primary and new upper primary has been sanctioned by BSA, Fatehpur but it was found in newly opened schools, that no purchases of any items have been made for the schools out of this grant.	

(xxiv)	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 circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	As the schools have opened, there has been a provision of providing guidelines for the above grants. The permanent and para teacher both were found to be known about the guidelines issued by SPO and or DPO.	

(b) Civil Works:

(xxvii)	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?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works works in progress and works not started. To be updated at the DPO for districts being visited by MI.
	It was observed that by August 04, 2009, when the officials of MI visited the site, about 36 NPS and 141 NUPS were proposed and for which funds have also been released. So far, it was observed that in 171 schools (PS and UPS), cent percent of the civil work has been completed. The progress of civil work in remaining 6 schools is in various stages of completion. There has also a provision for constructing 725 ACRs for primary and upper primary schools for which funds were released. So far, it was observed that in 50 schools, 50 percent work has been completed, in another 50 schools, 75 percent work has been completed and in about 600 schools, cent percent of the civil work has been completed. The progress in remaining cases is in various stages of completion till 4-08-2009. Executive Engineer at district and junior engineer at block level are designated for technical supervision for civil work.	
(xxviii)	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.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
	The MI have sample checked the progress of construction of 50 new PS and 33 new UPS and have found that the data provided by DPO was the same. In other words, there has been no variation in the construction site. The MI had also sample checked the construction progress of 6 new building including 3 PS and 3 UPS, and 11 ACR's schools and have found no inconsistency in the data provided by DPO on physical progress.	
(xxix)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	VEC's have been trained by technical persons for the execution of civil works.	
(xxx)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The MI have cross checked 5 sample new schools, 15 ACRs and verified the availability of the community manual with VEC.	
(xxxii)	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).
	As the schools have opened, hence ramps have been constructed.	
(xxxiii)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	In the 5 sample checked schools, the VECs have informed the MI's that after receipt of the funds, they have kept the grant in the separate account of funds and materials for construction.	

(xxxiii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The senior technical and technical consultants have been designated to make technical supervision of civil works at district and block levels respectively.	
(xxxiv)	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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO has instructed each technical consultant to visit the site at every level of construction viz. foundation, lintel and roof construction. However, the 5 sample checked by MI revealed that not even in the single case, the technical consultants have visited and provided technical guidance at the prescribed stages of construction.	
(xxxv)	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?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The drinking water facilities have been provided with cent percent funding from Swajaldhara Scheme.	
(xxxvi)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The government agency RWSS (Jal Nigam) have taken up the responsibility of construction work of drinking water facility.	
(xxxvi)	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?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There has been a convergence with Total Sanitation Campaign in respect of toilet facility in schools. It was found that cent-percent funding was being made from total sanitation campaign scheme in the schools visited.	
(xxxvi)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality construction aspect of civil works in all 5 sample checked cases has been satisfactory and no defects have been so far been visible.	
(xxxix)	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?	Status to be obtained from SPO and to be verified from schools visited by MI.
	At the SPO level, there is an executive engineer who is in charge of all kinds of civil works constructed under SSA in the state. He conducts both state and districts level monthly review meetings along with on the spot verification for cross checking the progress. No third party evaluation of civil works has been done till the validation date.	

(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?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
(ix)	In the district, all the girls, ST boys, SC boys has been given free text books from the SSA fund and all other categories of boys from the state government fund in 2008. 09. About 98 percent of the children have received free text books but not for all subjects above 262949 children (including 206193 boys and 56756 girls) had received free text book within one month, about 70 percent of the schools had received it by August 2009, but not for all the subjects. There has been a shortage of English and Sanskrit text books for 3 rd to 5 th class and for Mathematics books for 6 th to 8 th classes. The delay has been largely because the text books had been supplied in phase wise manner. The delay in text books supply had also accrued in earlier years but the SPO had not taken appropriate measures to address the delay, as a result of which the class room teaching has been grossly affected.	
(x)	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.
	The text book has been received from the text book bureau of production and marketing at Block Resource Centre (BRC) points. These were then distributed to Nyay Panchayat Resource Centre (NPRC) points and school points. The head teachers then received the text books and distributes them at school to the children. The DPO has received instructions on this respect from the SPO.	
(xi)	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.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	There has been a long delay in the distribution of Free Text Books in the district. The schools had opened on 01-07-08 in 2008-09. The text books have been distributed to all students completely within a month of opening but only in a few schools, about 30 percent schools did not received Free Text Books completely within this grant even after 5 months of their opening and another about 40 percent of the schools received it much later.	
(xii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	The free text books have been distributed to all sample 116 schools (PS and UPS), but not for all the subjects. Some of the subject's books for some classes have not been distributed by end of the session 2009.	

(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?	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.
(xi)	The district has approved the school grants to a total of 2330 schools (1687 primary schools and 643 upper primary schools) correspondingly, the grant to these schools have also been released by the DPO on August 2008. Detail guidelines on utilization of the grants have also been issued by DPO and SPO also.	

(xii)	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.
	The DPO has released the funds for schools grants @ Rs. 5000 for primary and @ Rs. 7000 for upper primary schools on August 2008 and releases have been made to a total of 2330 schools. It has also been noticed from the field data that the DPO has circulated guidelines to the schools for utilization of the school grants.	
(xii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
	The DPO has not made centralised purchases of any items for the schools out of the school grant. The VECs have been given the responsibility to utilize the grant as per the guidelines or direction.	
(xiv)	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?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The actual date of receiving school grants has been October 2008 to November 2008. Further, it was observed that about 110 schools (95 percent) out of 116 Sampled schools have received the grant and remaining about 6 schools (5 percent) did not receive it till the date of visit of MI. There has been a delay in receipt of school grants.	
(xv)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	Last year, the school grant received have been fully utilized by all sample schools. The grants have been utilized by the VEC for items as prescribed in the guidelines and given by the DPO.	

(e) Teachers and Teachers Training:

(xxv)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	For 2008-09 session, the additional teacher have been sanctioned and posting of new teachers have been made till 4-08-2009.	
(xxvi)	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?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 4-08-09. However, the recruitment of teachers have been made at the district level, duly following the procedures. The appointment of teachers, when ever required, have been made at the district level. For the recruitment of the teachers an advertisement is given in state level and district level news papers for inviting applications. The district level selection committee headed by District Magistrate of the district and DIET scrutinizes the applications according to the prescribed norms published in the newspapers. According to the reservation and merit, the candidates were called for interview/selection.	
(xxvii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 4-08-2009, however, it was observed that teachers have been appointed on regular and contract basis.	

(xxviii)	<p>If 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?</p>	<p>To be ascertained from DPO and VEC.</p>
(xxix)	<p>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?</p>	<p>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>
(xxx)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
(xxxi)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(xxxii)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>There were a total of 177 permanent and 72 para teachers that were newly recruited in the district and to whom orientation training of 30 days was to be given and all of them have been given such training.</p>	

(xxxiii)	<p>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?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(xxxiv)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
(xxxv)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: c. 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)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRC's have provided the training venue for training and BRC's has organized and arranged all the facilities for this training. The BRC were to play the same role for the training of newly recruited teachers but only for refresher training of the untrained teachers. The Nyay Panchayat Resource Centre (NPRC's) have acted as the training centre for these trainees (in service) and had also organized it. Both the BRC and NPRC did not have a calendar of training and follow up activities. They conduct the training as per the instructions given to them by DPO from time to time. There has been no BRC/NPRC level follow up activities at the district level and hence the training inputs have not been practiced by many teachers at school points.</p> <p>The BRC/CRC's have to visit a minimum of 20 schools at the block, and it was being followed. The DPO has given a job chart to the BRCs and NPRCs, mentioning them to extend academic support to the teachers and schools by visiting them. However, it was found that they have been visiting the schools to collect mostly the feedback data on infrastructural facility, text books distribution, dress distribution, enrollment, attendance, examination etc. as and when required by DPO, but have very rarely extended, academic support in the form of taking Model Classes.</p>	

	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The BRC's and NPRC's mostly visit the schools for collecting feedback data on SSA activities and rarely visit for providing academic support to teachers and schools. They do not conduct any model lesson in class rooms themselves. They do not provide any kind of assistance to the teachers to teach difficult topics and very rarely conduct random tests for assessing the children's learning abilities.	
	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The DIET is not at all engaged in the capacity building, academic supervision and guidance and action research and monitoring of BRCs and NPRCs. Thus, the level of DIET's interaction was found to be very low.	
	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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	BRCs/NPRCs have extended academic support rarely to them despite the fact that the DPO has also instructed the BRCs and NPRCs to extend academic support to EGS/AIE for the ensuing year.	
(xxxvi)	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?	To be ascertained from SPO.
	The SPO do have a Quality Coordinator and the DPO also has a Coordinator, who is known as Training Coordinator. The SPO also has a prescribed monitoring format for training and feed backs. The MI has found that there has been no arrangement for coordination among the SCERT and DIETs.	

(f) Teaching Learning Material (TLM) grants:

(vii)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	For 2008-09, 6560 teachers were eligible to receive the TLM grants by end of the session. TLM grant has been released to 6560 teachers (cent percent) from DPO till January 2009.	
(vii)	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.
	The date of release of TLM grant from DPO to teacher was December 2008 - January 2009. All of the teachers (6560) have received the TLM grants. The DPO/SPO has also issued instructions for the utilization of TLM grants to each of the school.	

(ix)	<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>information to be verified on the spot in respect of schools visited by MI.</p>
<p>MI has further observed that in all the sample schools, the school grant has been given to teachers after drawing from bank account in the month of March and April 2009. About 11 schools teachers have already utilized this grant for procuring materials to prepare the TLMs and also for purchasing some readymade TLMs items from the local markets and some of them have used the amount for writing on the walls. MI have found that in only about 11 percent of the sample schools, the TLMs have been displayed in classrooms and also given to children for use. Further, it was observed that the teachers, in 2008-09, did not receive any special training on the preparation of TLM. Similarly, it was also found that there has not been any cross sharing/demonstration of good practices among teachers, which does not spell good for the programme.</p>		

(g) EGS & AIE:

(i)	<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>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>Till 4-08-2009, 57 EGS centres were sanctioned during the current financial year in the district, out of them, 13 centres were operational. Only 74 AIE were sanctioned of which about 28 centres have become operational, about 15 RBC, one RBC (CWSN) and 9 NRBC were also found operational.</p>		
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<p>It was reported that, according to the information provided by DPO, there were a total of 574 children who have been enrolled in EGS centres, and there were another 1888 children who have been enrolled in AIE centres. As per house hold survey, a total of 3532 out of school children were targeted for enrolment but only 2771 children were enrolled in which enrolment of Madarsas were not included.</p>		
(iii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<p>It was observed that the children have been enrolled and were actually attending the EGS\AIE\ Madarsa. Further; it was also observed that the RBC was running for the children with special needs (CWSN). In the EGS centre, 574 children have been enrolled and were attending the centres, in the AIE centre, 1888 children have been enrolled and were attending the centre. Similarly, the 40 children who have been enrolled in the RBC (CWSN) centre were found to be attending them.</p>		

(liv)	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?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
66 EVs were found working for EGS/AIE and Madarsa and all have been trained. All have also taken the foundation training. However, no module has been made available to the MIs. The EVs (Anudeshak) were satisfied with the training.		
(lv)	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.
EVs (Anudeshak) were being given the academic support by BRC and Nyay Panchayat Resource Coordinator (NPRC/CRC).		
(lvi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
The minimum level of educational qualification of the EVs has been high school which could go upto post graduation level. They also have been receiving the academic support from BRC/CRC/NPRC.		
(lvii)	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?	Information to be obtained from the EVs during field visits by MI.
EVs were getting Rs. 2000.00 monthly honorarium but the honorarium was not being paid to them regularly. The EVs honorarium was being paid through the cheque from the VEC's account. The date of receipt for honorarium of the EVs of the last month was May 2009.		
(lviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
The EVs were found to be regular in their attendance.		
(lix)	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?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
The DPO of the concerned district was being designated as the District Coordinator for EGS/AIE i.e. Madarsa. He has received training at the SPO and was also attending the meetings.		
(lx)	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.
Yes, there has been a format available with the DPO on which the SPO gets feedback data regarding EGS/AIE/Madarsa.		

(Ixi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	Out of 13 EGS centres, 10 (about 77 percent) centres have been upgraded to primary schools previously, and another 3 (about 23 percent) centres have been proposed for upgradation into primary schools on 4-08-2009.	
(Ixii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	The SPO has given necessary instruction to DPO to upgrade all the 10 EGS centers into primary schools. Accordingly all the 10 EGS centres have been upgraded into primary schools on 4-08-2009. The funds have been released for the upgradation of EGS centres into primary schools.	
(Ixiii)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	10 EGS centres have already been upgraded before 4-08-2009. Funds have subsequently been released to VEC account for upgrading EGS into primary schools.	
(Ixiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Actual upgradation of the EGS centres has taken place during the year 2008-09 for for another additional 3 centers were proposed to be upgraded during the year 2009-10.	
(Ixv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Yes, the land for construction of upgraded Primary School (for EGS)) been identified.	
(Ixvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes, the VECs have received the funds for the construction of schools.	
(Ixvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes, the construction work has started for 10 EGS into primary schools and so far cent percent work has been completed as on August 4, 2009. Further, during the year 2009-10, 3 EGS centres have also been proposed.	
(Ixviii)	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?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	There were 3 new upgraded (from EGS) primary schools, have been proposed for sanctioned, the district has, so far, not been in the process of placing the teachers in the new schools.	
(Ixix)	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?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	A total of 2462 children have actually been mainstreamed from the EGS\AIE centers in the last academic year. The mainstreaming has been in process for out of schools children and those who have never been enrolled. No difficulties were being experienced in mainstreaming the students, so far.	

(lxx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	All the EGSVAIE centers were functioning in the Madras's and were having the facilities like blackboard, books, TLM, carpet etc.	
(lxxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	Centres have been closed till the date of validation.	
(lxxii)	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?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	In the course of conducting the monitoring exercise, the EGSVAIE were found to be closed on the date of validation. In the RBC (CWSN) centre, 40 children were enrolled and 36 (90 percent) were found present on the date of validation. The MI's were informed that these centres operated between 7.00 to 12.00 hours.	
(lxxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The EGSVAIE were found closed till the date of validation.	
(lxxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The EGSVAIE were found closed till the date of validation.	
(lxxv)	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?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Yes, the text books and the TLM have been given to the all children and there has been no delay.	

(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.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	In 2008-09, 7031 CWSN children have been identified and out of them, 5030 (about 72 percent) have been enrolled.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	It was noticed from the DPO's data that a total of 329 children with special needs have been provided with aids and appliances in the current financial year.	

(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	There has been no difficulty in getting and utilizing the aids and appliances from SPO/DPO.	
(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?	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.
	The DPO has identified 25 resource teachers for CWSN activities, each of them being posted at 10 BRCs including urban areas of the district. The DPO has not engaged one NGO in CWSN activity. To all the resource teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not issued any guideline to the NGO's involved in CWSN activity. The MI has ascertained such engagement to be true.	
(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?	Information to be obtained from DPO of districts visited by MI.
	The DPO has an IED coordinator and 2 assistants and they have also been oriented. They were found to be aware of their work and responsibilities.	
(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?	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.
	The SPO has prescribed a monitoring format for CWSN activity and every quarter, the information is furnished to SPO and the DPO has given feed back data to the SPO in such format in 2008-09.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	Till 2008-09, 850 schools have been provided with grants for the constructing of ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	No CWSN has been provided home based education in 2008-09 as well as in 2009-10.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	In 2008-09, 150 parents 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?	Information to be verified on the spot with the assistance of VEC/Teachers.
	At the time of visit to the sample checked school, the MI have noticed that 40 out of the 40 enrolled with CWSN were actually present in the schools, according to the secondary record because they have completed their course on 20-03-2009.	

(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.
	The DPO has no target for the year 2006-07 to open model cluster schools. However, during the year 2006-07, 90 MCS were targeted and subsequently opened during the year 2007-08.	
(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.
	DPO has targets of constructing building for 129 MCS in 2006-07. The MCS have also been opened in the previous years. Out of these only, the construction of additional class room and toilet have, so far, been completed.	
(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.
	The DPO has provided the gender sensitizing TLM's to NMCs. Further, the DPO has also provided vocational training to children to some of the MCs. However, they have not provided bridge course teaching at any of the MCs. Further, they have also not provided gender sensitization training to teachers, because these activities have been earmarked/targeted for 2008-09.	
(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.
	The DPO has released the NPEGEL funds in September 2008 to the 129 MCs.	
(v)	e. 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.
	No district gender coordinator has been in position at the DPO's level.	
	f. 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.
The SPO has developed a monitoring system to monitor the progress of NPEGEL. It has also conducted monthly review meetings of the MCS coordinators.		
(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.
	There has been no ECCE centers under the innovative head, however, under the NPEGEL, 150 ECCE centers have been sanctioned but 140 centres were found to be functional.	
(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.
	The SPO has prescribed a monitoring format to get the feedback information on ECCE activities.	

(j) Katurba 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.
	3 KGBV's have been sanctioned for 2008-09 and the DPO has made all of them operational. The MI has cross checked with the two of the KGBV's and have found them working.	
(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.
	Land has been indentified for all the 5 KGBVs and the construction of building has been in progress.	
(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.
	The SPO has drawn up a detailed guideline for the running of the KGBV schools. The guidelines were available with the KGBV and have been verified by the MI, when they visited them.	
(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.
	The DPO has completed about 75 percent of all the construction formalities for all the 3 KGBVs.	
(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.
	Only three KGBV, each in block Dhata, block Vijaipur and Block Airayan were sample checked and found that it had 39 sanctioned post where over 56 percent workers were found in position. Thus, the post sanctioned and filled have remained vacant so far.	
(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.
	On the basis of 3 Sample checks made by MI, it was observed that a total of 225 students have been admitted till 4-08-2009 in the KGBVs.	
(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.
	The facilities available; were furniture, bedding, and provision of meals. The MI had also found it to be true during their visits to the 3 of the KGBVs. However, the level of attendance of students was reported to be about 80 percent.	

(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.
	The DPO has an EMIS set up having the requisite number of computers and computer operators.	
(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
	The SPO has prepared a time schedule for DISE activities.	

(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.
	It was observed that even by August 2009, the data capture formats had not been supplied to any of the sample checked school. They were only supplied by September 2008.	
(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 DP80 and to be verified from teachers of the schools visited by MI.
	In the 116 sample checked schools, the teachers had obtained one day's DISE training by 20.09.2008.	
(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.
	Till 20-9-2008, the BRC and NPRC have been giving the DISE training. It was reported that NPRC Coordinators have been given the task of verifying or validating the data collected. It was also observed that the NPRCs were discharging their responsibility properly.	
(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.
	The DPO have been in the process of collecting and filling the Data Capture Format from the Schools till 20-09-2008, hence the DPO has so far collected and compiled to the State in time i.e. November 2009.	
(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.
	The MIS incharge, at the SPO, has been very well versed with DISE activity. He has been fully conversant with needs of SSA in MIS and has also attended the one training/workshop in GOI/NIEPA.	

(I) 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.
	No research studies have been undertaken during the current financial year in the district. However, they have been engaged in the evaluation activities like testing the achievement level of the children/grading the students. The research work was purposed in 2008- 09 and it funds was utilised in printing of quality monitoring tools and funds was used in TA,DA.	
(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.
	No research studies have been sanctioned in the year 2008-09. However, the subsequent talks with teachers revealed that they had submitted research proposals to the DPO but, so far, have not received any sanction.	

(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 and Evaluation Incharge known as Research Associate at the SPO level. His responsibility has been to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETs were involved in doing Research and Evaluation activities. There has been a State Level Committee for sanctioning research projects and they also have a prescribed contract format for commissioning of research projects.	

(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.
	Total number of VEC's constituted in district was 789. The district has a total of 1687 Primary Schools and 643 Upper Primary Schools under SSA and every schools was having a VEC.	
(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.
	A copy of the guidelines on delegation of the powers to the VEC/SMC has been available with VEC. The DPO has issued VEC, the guidelines to different schools. However, the MI found during their visits that hardly about 40 percent of sample schools were having a copy of the VEC guidelines.	
(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.
	The VEC guidelines have mentioned that a VEC should have at least one women member. The MI's have observed that in all the sample checked schools, the VEC were having more than one women members.	
(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.
	<p>The VEC was to convene at least one meeting every month as per the VEC guidelines.</p> <p>However, the MI found that no such meeting was taking place every month. The actual date of meeting of the committee taking place during the last 6 months has been July 2009.</p> <p>As per the VEC guidelines 5 members have to attend the VEC meetings. Further, on the date of visit of the MI, it was found that 5 members to be attending the meetings.</p> <p>The women and SC/ST members were participating regularly in the VEC meetings.</p>	

(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.
	During the current year, members of the VEC have not been oriented, no training has been held. However, during the previous year (2007-08), the training to orient VEC members was organized.	
(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.
	In 2008-09, the MI have found that out of 116 sample checked, about 40 percent of VECs have contributed to improving the school environment, over 61 percent of the VECs have helped in enrollment of children, another over 74 percent have helped in improving students attendance and about 61percent of the VECs have helped in enhancing the teachers attendance.	
(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.
	In 2008-09, none of the 116 sample checked VECs has a proper record of the grants released to their bank accounts. But all of them have properly recorded the grants released to them during the previous year in their cash book/register.	
(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
	At the SPO level, there has been an officer-in-charge for community mobilization. The person was well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also been convening SPO level review meetings of the District Coordinators for community mobilization. However, the MI's have found that monitoring system was not quite specific in terms of feedback, data collection on the existence, composition and distribution of VECs.	

(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.
	The SPO has specific programme managing personnel for all above interventions. Some of them have very good knowledge about their tasks but some do require orientation and capacity building.	
(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 MI has found that 6 meetings of the General Body and one EC meeting were held during the previous financial year 2008-09. The last meeting has taken place on March 2009.	

(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.
	The MI has found that 14 of the total staff have been sanctioned in the district. The details of the staff working were as follows : BSA-01, AAO-01, DC-01, EMIS in-charge-01, Assistant Accountant-01, computer operator-01, Peon-01.	
(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 MI has found that 14 BRCs including UREC and 129 NPRCs/CRCs have been sanctioned in the district.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The SPO has clearly laid down rules or filling up various 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.**

Fatehpur has a minority group along with large scale SC/ST population. The DPO has been taking appropriate measures to provide adequate educational facilities for them and a sum of Rs. 15 lakh proposal has been sent for this purpose during this session.

(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 old schools were found to be running for 227 days per year however, the new schools were operational for 200 days per year and six were visited which were under construction.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	The school environment has been cleaned in Over 74 percent schools where the children regularly clean the campus and class rooms every day before prayer, about 57 percent have a good building and about 55 percent schools also have play grounds. In about 57 percent of the schools, the class rooms have a proper flooring and roof and in about 69 percent schools, the classrooms also have proper lighting.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	In cent percent of the schools, the MI's have found that there has been a black boards in the class room in 92 percent with proper sitting arrangements. However, the remaining of the schools, lacked these facilities.	
(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.
	In only over 24 percent schools, the health checkup programme have been organized till 4-08-2009.	

(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
Hardly about 26 percent schools have adequate play materials to be given to the children.		
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
The average attendance for boys on the day of MI visit has been about 63 percent and the same for girls has been over 52 percent. The main reason for low attendance has been illness, agricultural activity and their involvement in the local festivals which were figuring quite frequently.		
(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.
The teachers and VEC members have often met with the parents to motivate them to send their children regularly to the schools.		
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
At present, the learning achievement level of students was being measured by conducting unit test, half early examination and annual examination.		
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
The evaluation system has been in continuation, but the grading system has been mostly limited to annual examination; even the teachers were also aware about it.		
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
The achievement level of children cannot be called to be high. It could be seen that about 60 percent students could get more than 33 percent marks in every subject and 40 percent could score less than 33 percent in all the subjects in class 5 th and 8 th class test. Hardly, over 13 percent of the students could get marks more than 60 percent in all the subjects of 5 th and 8 th class test. The tests were conducted by the field officer of the MI.		
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
In every sampled school, the rapport between teachers and students have been found to be satisfactory.		
(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.
Less than 3 percent of the total children were found to be over age, likewise, there were also less than one percent case, where the children were found to be under age in sampled schools.		
(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.
In about 100 percent of the schools, over 2 percent of the children were found to have dropped out. The district has been planning to cover the dropout children in AIE centres/RBC/NRBC.		
(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.
More than one percent of the children were found to have been retained in the same class from the previous academic year.		

(q) Any other issues relevant to SSA implementation

(A) Details about teachers that were found absent without information from schools on visit day

Sl. no.	Name of Blocks	Name of the schools	Absent	Name of the teachers	Teacher's post
1	Ashothar	PS Bhauli	Visit day	Anuradha	-
2.	Airaya	PS Majhilgaon	Visit day	Smt. Geeta Devi	H.T.
3.	Malwa	PS Mahraha I	Last 5 days	Shri Anup Kumar	S.M.
4	Hathgam	PS Hariharpur	Visit day	Shri Vinod Kumar	A.T.
5.	Haswa	PS Itraura	Visit day	Ragini Devi	S.M.

(B) Details about teachers that attendance Register was not found Regular

Sl. no.	Name of the Block	Name of the schools
1	Khajuha	UPS Chhotai ka Pura
2	Khajuha	PS Sikdarpur
3	Khajuha	PS Khandedevar
4	Khajuha	PS Faridpur
5	Amauli	PS Sahimalpur
6	Amauli	PS Shivpuri
7	Airaya	PS Budwan I
8	Airaya	PS Majhilgaon
9	Airaya	PS Dhankamai
10	Malwa	PS Ahiran Khera
11	Malwa	PS Barauri
12	Hathgam	PS Ajaipur
13	Hathgam	PS Hariharpur
14	Dhata	PS Ukathu
15	Dhata	PS Tendua
16	Dhata	PS Vishunpur Chirai

(C) MDM Register Not Completed/Not available

Sl. no.	Name of the Block	Name of the schools	Remark
1	Bahua	UPS Shah I	Register not completed
2	Bahua	PS Shah	Register not completed
3	Khajuha	PS Sikdarpur	Register not available
4	Haswa	PS Manwa	Register not completed
5	Devmai	PS Bakewar I	Register not completed
6	Devmai	PS Akbarabad	Register not completed
7	Airaya	PS Dhankamai	Register not completed
8	Haswa	PS Itraura	Register not completed
9	Haswa	PS Sarki	Register not completed

(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)

Please include all the Annexure 1 to annexure 1 to 8

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>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.</p>
<p>2. Annexure 2 – Text Books</p> <p>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>
<p>3. Annexure 3 – School Grant</p> <p>(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? 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>4. Annexure 4 – Teacher Training</p> <p>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>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>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>6. Annexure 6 – EGS and AIE</p> <p>(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>(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>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(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>10. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(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. 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</p>

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Govind Ballabh Pant Social Science Institute, Allahabad
(ii)	Period of the report	1 st February, 2009 to 31 st July, 2009
(iii)	Name of the District	Fatehpur
(iv)	Date of visit to the Districts/EGS/Schools	July 23, 2009 to August 4, 2009

39.	<u>REGULARITY IN SERVING MEAL:</u>			Students, Teachers & Parents
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same? Information is to be given in this box only. Similarly for all the items. In the majority of sample schools, the hot cooked meal was being provided on daily basis. However, there has also been an interruption in the cooked meal in the schools. Out of 116 schools visited, about 12 schools (over 10 percent) were not providing MDM.			
40.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
	No.	Details	Day previous to date of visit	
	ix.	Enrollment		
	x.	No. of children attending the school on the day of visit		
	xi.	No. of children availing MDM as per MDM Register		
	ii.	No. of children actually availing MDM on the day of visit		
	No.	Details	Day previous to date of visit	On the day of visit
	xi.	Enrollment	12653	12653
	ii.	No. of children attending the school on the day of visit	7628	8012
	iii.	No. of children availing MDM as per MDM Register	7628	8012
	iv.	No. of children actually availing MDM on the day of visit	7628	7336
41.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	(vii) 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? Yes, the schools have been receiving the food grains regularly. Out of 94 schools, 60 schools (over 63 percent) have received food grains late.			

	(viii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	No buffer stock has been maintained in the schools.	
	(ix) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	In all the schools, the food grains have been delivered.	
42.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (vii) 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?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Schools have not been receiving the cooking cost in advance. There has been a delay in delivering the cooking cost. The delay has generally been of 2 to 3 months.	
	(viii) 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.
	The Pradhan of the village manage the crisis by taking credit from the shops.	
	(ix) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost is being paid through the banking channel.	
43.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	In all the 94 schools visited by the MI, no gender or caste or community based discrimination in cooking or serving or sitting arrangements has been observed. The children were made to sit together and took cooked food in the same manner, irrespective of gender, caste and community level variations that existed among them.	
44.	<u>VARIETY OF MENU:</u> (vii) 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.
	Weekly menu for MDM has been displayed in about 90 percent schools.	
45.	(viii) 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.
	In most of the schools, the same food items were being served daily. The MDM had primarily been a rice consumption meal.	
	(ix) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mostly they served rice followed by wheat preparation, sometimes the Dal and vegetables were also served but not as frequently as the rice was.	

46.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on e) Quality of meal:	Observations of Investigation during MDM service
	Children were happy with quality of food in about 52 percent of the schools.	
	f) Quantity of meal:	Observations of Investigation during MDM service
	Children were happy with quantity of food in about 91 percent of the schools.	
47.	<u>SUPPLEMENTARY:</u> (vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	In about 38 percent schools, supplementary diets (Micro nutrients) and de-worming tablets were being provided.	
	(viii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	ANM and PHC, CHC health worker and NGO's administer these medicines.	
48.	(ix) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	Hardly in about 20 percent of the sampled schools, health card or health register have been maintained.	
	<u>STATUS OF COOKS:</u> (iii) 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.
	The cook and helper have been engaged in all the sample schools by the government. They were adequate in number. Each cook and helper has been paid between Rs. 100 to Rs. 500 per month or 40 paise per children.	
	(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.
	The cooks and helper were found to be in adequate numbers to meet the requirement of the school.	
48.	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	There were many norms, the first being Rs. 300 to Rs. 500 per month, another was 40 paise per children.	
	(iv). Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The payment has been of a very irregular nature.	

	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Cook and helper were women and men there percentage being 72 and 28 respectively and majority (86 percent) of them belonged to SC/ST and OBC groups.	
49.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: (k) Constructed and in use (l) Constructed but not in use under (m) Under construction (n) Sanctioned, but constructed not started (o) Not sanctioned Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Information is to be given for point (a) , (b), (c) , (d) and (e) About 79 percent of the sample checked schools have fully constructed kitchen shed-cum store. In about 21 percent of the schools, no pucca kitchen shed facilities provided.	
50.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	It was observed that in a very few (21 percent) schools, the pucca kitchen shed-cum store have not been constructed. The food grains have been stored in the classrooms of schools, Pradhan house or even at the PDS shop.	
51.	Whether potable water is available for cooking and drinking purpose?	-do-
	Potable water was available for cooking and drinking in about 95 percent of the schools.	
52.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	It was observed that in 91 percent of the school, there were adequate number of cooking utensils.	
53.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Out of 94 schools, in 40 (over 43 percent) schools, the fire wood was being used as fuel while in 50 schools, the gas was being used as fuel and in about 4 schools, they could not tell because MDM responsibility was on NGO.	
54.	<u>SAFETY & HYGIENE:</u> iii. General Impression of the environment, Safety and hygiene:	Observation
	In all the schools, the storage places were found clean.	
	ii. Are children encouraged to wash hands before and after eating	observation

	In all the schools, children wash their hands after the taking meals. The teacher encourage them to wash their hands also before eating however, it was also found that some of the children were not practicing this habits.	
	iii.Do the children partake meals in an orderly manner?	observation
	In about 90 percent of the schools, the children took and ate the MDM in an orderly manner.	
	iv.Conservation of water?	Observation
	In all the schools, children ate the MDM in an orderly manner and also conserved the water while washing dishes.	
	iv. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	About 79 percent of the cooking places does not pose any fire threats.	
55.	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
	Community participation in MDM had not been a regular practice. In majority 15 (16 percent) of the schools, the parents had monitored and supervised MDM once in a month or once in two or six months. In another about 36 (over 38 percent) of the schools, the VECs monitored and supervised the MDM sometimes in a month.	
56.	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
	Inspection of MDM has been taking place. However, it was found that different agencies were involved in the task of inspection. About 20 percent of the schools were inspected by district level MDM officers and block authority CDPO, CMO etc. respectively till the date of visit of the schools by the MI.	
57.	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 benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Almost about 100 percent teachers and the VEC members have informed that the MDM contributes to rise in the enrollment, attendance and general health of children.	



Block wise Surveyed list of Primary and Upper Primary Schools in District Fatehpur

Block	Sl. No.	Name of School	Category
1. Malwa	1	Gunir	PS
	2	Behta	PS
	3	Saura	PS
	4	Ahil Khera	PS
	5	Badauri	PS
	6	Madaraha I	PS
	7	Faridpur	PS
	8	Jafarabad	PS
	9	Malwa	UPS
	10	Saura	UPS
	11	Madaraha	UPS
2. Khajuha	12	Sikdarpur	PS
	13	Khadedevar	PS
	14	Dhanemau	PS
	15	Faridpur	PS
	16	Dalel Khera	PS
	17	Kewai	PS
	18	Jovita II	PS
	19	Sikdarpur	UPS
	20	Chhotu Ka Purwa	UPS
	21	Joniha	UPS
3. Teliyani	22	Soopa	PS
	23	Sangaon	PS
	24	Paharipur	PS
	25	Semrahata	PS
	26	Bakantha	PS
	27	Sangaon	UPS
4. Bhitaura	28	Amba Kasimpur	PS
	29	Sachauli	PS
	30	Mohammadpur Kala	PS
	31	Barai Khurd	PS
	32	Chauferwa	PS
	33	Bera Garhiwa	PS
	34	Manpur	PS
	35	Kodarpur	PS
	36	Mohammadpur Kala	UPS
	37	Barai Khurd	UPS
5. Bahua	38	Shah	PS
	39	Barrasi	PS
	40	Khtaula I	PS
	41	Khtaula II	PS
	42	Shah I	UPS
	43	Khatauli	UPS
6. Amauli	44	Sahimalpur	PS
	45	Devali Bujurg I	PS
	46	Devali Bujurg II	PS
	47	Rajaniapur	PS
	48	Paprenda	PS
	49	Shivpuri	PS
	50	Roti	PS
	51	Devari Bujurg	UPS
	52	Shivpuri	UPS
7. Haswa	53	Manwa	PS
	54	Sato I	PS
	55	Naraini I	PS
	56	Naraini II	PS
	57	Etraura	PS
	58	Saraki	PS
	59	Manwa	UPS

Block wise Surveyed list of Primary and Upper Primary Schools in District Fatehpur

Block	Sl. No.	Name of School	Category
7. Haswa	60	Saraki	UPS
	61	Sahimalpur	UPS
8. Dhata	62	Adhauri	PS
	63	Ukathu	PS
	64	Akilpur Airana	PS
	65	Tendua	PS
	66	Kishunpur Chirai	PS
	67	Narsinghpur Kabaraha	UPS
	68	Ukathu	UPS
	69	Tendua	UPS
9. Deomai	70	Gangchauli Bujurg	PS
	71	Bakewar	PS
	72	Akabarabad	PS
	73	Dudara	PS
	74	Pooranpur	PS
	75	Gangchauli Bujurg	UPS
	76	Bari Gawan	UPS
	77	Dubeypur	UPS
	78	Mirain	UPS
	79	Kevtara	PS
	80	Koda	PS
10. Vijaipur	81	Ummedpur	PS
	82	Eskuri Khurd	PS
	83	Ekaura	PS
	84	Chak Babullapur	PS
	85	Akdala	PS
	86	Teni	PS
	87	Eskuri Khurd	UPS
	88	Silmi	UPS
	89	Itauli Khurd	PS
	90	Rampur	PS
11. Airayan	91	Barkatpur	PS
	92	Budwan I	PS
	93	Budwan II	PS
	94	Majhilgaon	PS
	95	Dhankamai	PS
	96	Korka	PS
	97	Dhankamai	UPS
	98	Barkatpur	UPS
12. Asother	99	Chak Kajipur	PS
	100	Bhauri	PS
	101	Persetha	PS
	102	Bahadurpur	PS
	103	Kharsenpur	PS
	104	Chak Kajipur	UPS
	105	Persetha	UPS
13. Nagar Kshetra	106	Bahadurpur	UPS
	107	Aboo Nagar I	PS
	108	Aboo Nagar II	PS
	109	Bhullan Tola	PS
14. Hathgam	110	Murain Tola	UPS
	111	Bushahara	PS
	112	Ishakpur	UPS
	113	Palwa	PS
	114	Hathgam No 4	PS
	115	Dariyapur	PS
	116	Kharhara	UPS

2ND HALF YEARLY MONITORING
REPORT OF
G.B. PANT SOCIAL SCIENCE INSTITUTE, ALLAHABAD
ON SSA AND MDM
FOR THE STATE/UT OF
UTTAR PRADESH
FOR THE PERIOD OF
1ST FEBRUARY, 2009 to 31ST JULY, 2009

DISTRICTS COVERED

4. Ghazipur



3. 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	Ghazipur
3.2	Date of visit to the District/EGS/Schools	August 12 to August 22, 2009
3.3	Tasks	The Monitoring Institutes have been assigned the task of obtaining information on the areas given below and include them in their report.

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

(xxv)	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?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	For the Ghazipur district, only 102 Primary Schools and 100 new Upper Primary Schools have been sanctioned till 22-08-2009 and all of them have, so far, been opened.	
(xxvi)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Yes, the land has been identified and the construction work has also been completed	
(xxvi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	The VEC/SMC's have received the funds for the construction of the new schools.	
(xxvi)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The building construction of 102 primary and 100 upper primary schools have been completed.	
(xxix)	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?	Information to be obtained from SPO.
	As the schools have been opened however, one teacher (permanent) and 2 Para teachers each primary and one teacher (permanent) for upper primary have been appointed.	
(xxx)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	As the schools have opened however, one teacher (permanent) and 2 Para teachers each primary and one teacher (permanent) for upper primary have been appointed.	

(xxxii)	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?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	As the schools have come up, hence there is provision of having one time grant of Rs. 10,000 for TLE for primary level and Rs. 50,000 for upper primary level.	
(xxxiii)	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 circular/orders to be obtained from SPO and DPO. A copy of the instructions is enclosed along with MI report.
	As the schools have opened, there is a provision of providing guidelines for the above grants.	

(b) Civil Works:

	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?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works works in progress and works not started. To be updated at the DPO for districts being visited by MI.
(xi)	It was observed that by August 22, 2009, when the officials of MI visited the site, about 102 PS and 100 UPS were proposed and for which funds have also been released. So far, it was observed that in all the 195 schools (97 percent), cent percent civil work has been completed and remaining of the work is being progress at various stages of completion. There has also a provision for constructing 515 ACRs for primary and upper primary schools for which funds were released. So far, it was observed that in all sanctioned schools the construction of ACRs has been completed till 22-8-.2009. Executive Engineer at district and junior engineer at the block level have been designated for technical supervision for civil work.	
(xli)	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.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
	The MI have sample checked the progress of construction of 5 new PS and 5 new UPS and have found that the data provided by DPO was the same. In other works, there has been no variation in the construction site. The MI had also sample checked the construction progress of 10 new building including 5 PS and 5 UPS, and 24 ACR's schools and have found no in-consistency in the data provided by DPO on physical progress.	
(xlii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	VEC's have been trained by technical persons for the execution of civil works.	
(xliii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The MI have cross checked 10 sample new schools, 24 ACRs and verified the availability of the community manual with VEC.	
(xliv)	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).
	As the schools have opened, hence ramps have been constructed.	

(xlv)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	In the 10 sample checked schools, the VECs have informed the MI's that after receipt of the funds, they have kept the grant in the separate account of funds and materials for construction.	
(xlvi)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The senior technical and technical consultants have been designated to make technical supervision of civil works at district and block levels respectively.	
(xlvii)	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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO has instructed each technical consultant to visit the site at every level of construction viz. foundation, lintel and roof construction. However, the 10 sample checked by MI revealed that not even in the single case, the technical consultants have visited and provided technical guidance at the prescribed stages of construction.	
(xlviii)	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 utilized from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The drinking water facilities have been provided with cent percent funding from Swajaldhara Scheme.	
(xlix)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The government agency RWSS (Jail Nigam) have taken up the responsibility of construction work of drinking water facility.	
(l)	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?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There is a convergence with Total Sanitation Campaign in respect of toilet facility in schools. It was found that cent-percent funding was being made from total sanitation campaign scheme in the schools visited.	
(li)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality construction aspect of civil works in all 10 sample checked cases has been satisfactory and no defects have been so far been visible.	
(lii)	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?	Status to be obtained from SPO and to be verified from schools visited by MI.
	At the SPO level, there is an executive engineer, who is in charge of all kinds of civil works constructed under SSA in the state. He conducts both state and districts level monthly review meetings along with on the spot verification for cross checking the progress. No third party evaluation of civil works has been done till the validation date.	

(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?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
(xii)	In the district, all the girls, ST boys, SC boys have been given free text books from the SSA fund and all other categories of boys from the state government fund in 2008-09. About 98 percent of the children have received free text books but not for all subjects about 1548028 children (boys and girls) had received free text book within one month, about 75 percent schools had received it by August 2009, but not for all the subjects. There has been a shortage of English and Sanskrit text books for 3 rd to 5 th class and for Mathematics books for 6 th to 8 th classes. The delay has been largely because the text books had been supplied in phase wise manner. The delay in text books supply had also accrued in earlier years but the SPO had not taken appropriate measures to address the delay, as a result of which the class room teaching has been grossly affected.	
(xiv)	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.
(xv)	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.	To be verified in the schools/EGS/AIE centers visited by MI. Reasons for delay be verified at DPO and SPO by MI.
(xvi)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centers visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	The free text book have been distributed to all sample schools, 122 (PS and UPS) but not for all the subjects. Some of the subject's books for some classes have not been distributed by 22-8- .2009.(On basis of discussion of the sample checked schools teachers)	

(d) School grants:

(xvi)	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.
	The district has approved the school grants to a total of 2427 schools (1708 primary schools and 719 upper primary schools) correspondingly, the grant to these schools have also been released by the DPO on August 2008. Detail guidelines on utilization of the grants have also been issued by DPO and SPO also.	

(xvi)	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.
	The DPO has released the funds for schools grants @ Rs. 5000 for primary and @ Rs. 7000 for upper primary schools on August 2008 and releases have been made to a total of 2427 schools. It has also been noticed from the field data that the DPO has circulated guidelines to the schools for utilization of the school grants.	
(xvii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
	The DPO has not made centralized purchases of any items for the schools out of the school grant. The VECs have been given the responsibility to utilize the grant as per the guidelines or direction.	
(xix)	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?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The actual date of receiving school grants has been October 2008 and November 2008.. Further, it was observed that over 90 percent (110) schools out of 122 Sampled schools have received the grant and about remaining about 10 percent of the schools did not receive at till the date of visit of MI. There has been a delay in receipt of school grants.	
(xx)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	Last year, the school grants received have been fully utilized by all sample schools. The grants has been utilized by the VEC for items as prescribed in the guidelines and given by the DPO.	

(e) Teachers and Teachers Training:

(xxxvii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	For 2008-09 session, the additional teacher have been sanctioned and posting of new teachers have been made till 22-08-2009.	
(xxxviii)	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?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 22-8--2009. However, the recruitment of teachers have been made at the district level, duly following the procedures. The appointments of teachers, when ever required, have been made at the district level. For the recruitment of the teachers an advertisement is given in state level and district level news papers for inviting applications. The district level selection committee headed by District Magistrate of the district and DIET scrutinizes the applications according to the prescribed norms published in the newspapers. According to the reservation and merit, the candidates were called for interview/selection.	
(xxxix)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers had been recruited till 22-8--2009, however, it was observed that teachers have been appointed on regular and contact basis.	
(xl)	If 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?	To be ascertained from DPO and VEC.
	VEC/Panchayat have not been empowered to make appointment of new teachers (permanent). However, VEC/Panchayats have been proposing the name for the appointment Shish Mithras.	

(xli)	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.
Out of 122 sampled schools (PS and UPS), the MI has noticed that some of the sanctioned teaching posts have remained vacant. Furthermore, on the day of visit to sample schools, about 86 percent of the teachers were found to be present, and remaining about 14 percent, absent. However ,no habitual absenteeism were also found among teachers.		
(xlii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
In all the sample checked schools, the MI observed that there was a satisfactory rapport between children and teachers.		
(xliii)	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?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
Till 22-8--2009, in service training of 3 days was targeted for 8684 teachers that trained them on the following areas: school readiness, warning enhancement, subject training on English, Sanskrit, Social Science, Mathematics etc. The district has covered all teachers under in service training. The BRG members had been trained by the SRG and the DIET faculty. The district project office and district pedagogy coordinator have been the supervisors.		
(xliv)	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?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
There were a total of 202 permanent and 102 Para teachers that were newly recruited in the district and to whom orientation training of 30 days was to be given and all of them have been given such training.		
(xlv)	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?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
The teachers have also been given the refresher training of 60 days in the previous year. In the current financial year, no one has been appointed as an untrained teacher. In the previous session, such type and teachers had been given by distance mode and the venue of training has been the DIET, Ghazipur . The Module and content of training have been prepared by the SCERT and the trainers were the DIET faculty. The DPO also have planned to give this training to remaining of the teachers by end of the year 2008-09.		
(xlvi)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
While interacting with the teachers in the schools visited, it was found that almost all teachers were satisfied with in service training. Some teachers even expressed their desire that they would like to get trained in teaching; Mathematics, English, Computer, Joyful learning and Account keeping etc.		

(xlvii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>d. 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 programmers, 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)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
	<p>The BRC's have provided the training venue for training and BRC's has organized and arranged all the facilities for this training. The BRC were to play the same role for the training of newly recruited teachers but only for refresher training of the untrained teachers. The Nyay Panchayat Resource Centre (NPRC's) have acted as the training centre for these trainees (in service) and had also organized it. Both the BRC and NPRC did not have a calendar of training and follow up activities. They conduct the training as per the instructions given to them by DPO from time to time. There has been no BRC/NPRC level follow up activities at the district level and hence the training inputs have not been practiced by many teachers at school points.</p>	
	<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRC/CRC's have to visit a minimum of 20 schools at the block, and it was being followed. The DPO has given a job chart to the BRCs and NPRCs, mentioning them to extend academic support to the teachers and schools by visiting them. However, it was found that they have been visiting the schools to collect mostly the feedback data on infrastructural facility, text books distribution, dress distribution, enrollment, attendance, examination etc. as and when required by DPO, but have very rarely extended, academic support in the form of taking Model Classes.</p>	
	<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRC's and NPRC's mostly visit the schools for collecting feedback data on SSA activities and rarely visit for providing academic support to teachers and schools. They do not conduct any model lesson in class rooms themselves. They do not provide any kind of assistance to the teachers to teach difficult topics and very rarely conduct random tests for assessing the children's learning abilities.</p>	
	<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The DIET is not at all engaged in the capacity building, academic supervision and guidance and action research and monitoring of BRC's and NPRC's. Thus, the level of DIET's interaction was found to be very low.</p>	
<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>	
<p>BRC's/NPRC's have extended academic support rarely to them despite the fact that the DPO has also instructed the BRCs and NPRCs to extend academic support to EGS/AIE, for the ensuing year.</p>		

(xlviii)	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?	To be ascertained from SPO.
	The SPO do have a Quality Coordinator and the DPO also has a Coordinator, who is known as Training Coordinator. The SPO also has a prescribed monitoring format for training and feed backs. The MI has found that there has been no arrangement for coordination among the SCERT and DIETs.	

(f) Teaching Learning Material (TLM) grants:

(x)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
For 2008-09, 8684 teachers were eligible to receive the TLM grants by end of the session. TLM grant has been released to 8204 teachers (94percent) from DPO till January 2009.		
(xi)	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.
The date of release of TLM grant from DPO to teacher was November 2008-. All of the teachers (8204) (for 94 percent teachers) have received the TLM grants. The DPO/SPO has also issued instructions for the utilization of TLM grants to each of the school.		
(xii)	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?	information to be verified on the spot in respect of schools visited by MI.
MI has further observed that in all the sample schools, the school grant has been given to teachers after drawing from bank account in the month of May 2009. About 104 (19 percent) teachers have already utilized this grant for procuring materials to prepare the TLMs and also for purchasing some readymade TLMs items from the local markets and some of them have used the amount for writing on the walls. MI have found that in only about 19 percent of the sample schools, the TLMs have been displayed in classrooms and also given to children for use. Further, it was observed that the teachers, in 2008-09 and also in 2009-10, did not receive any special training on the preparation of TLM. Similarly, it was also found that there has not been any cross sharing/demonstration of good practices among teachers, which does not spell good for the programme.		

(g) EGS & AIE:

(lxxv)	<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>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
	<p>Till 22-8-.2009, 95 EGS centres were sanctioned during the current financial year in the district, out of them 22 centers were operational. Only 135 AIE were sanctioned of which about 82 have become operational.. About 81 Madarsa, 3 RBC, one RBC (CWSN) and 6 NRBC were also found to be operational ,have been closed in April 2009.</p>	
(lxxvii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<p>It was reported that, according to the information provided by DPO, there were a total 4897 children who have been enrolled in EGS \ AIE centres.</p>	
(lxxviii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
	<p>It was observed that the children have been enrolled and were actually attending the EGS\AIE\Madarsa. Further, it was also observed that the RBC was running for the children with special needs (CWSN). In the AIE centre, 4897 children have been enrolled and were attending the centre. Similarly, the 40 children who have been enrolled in the RBC (CWSN) centres, were found to be attending. The EGS and AIE have been closed in March, April 2009 and RBC (CWSN) has been closed on April 22, 2009.</p>	
(lxxix)	<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>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
	<p>200 EVs were found working for EGS\AIE and Madarsa and all have been trained. All have also taken the foundation training. However, no module has been made available to the MI's. The EVs (Anudeshak) were satisfied with the training.</p>	
(lxxx)	<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>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>EVs (Anudeshak) were being given the academic support by BRC and Nyay Panchayat Resource Coordinator (NPRC/CRC).</p>	
(lxxxii)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p>
	<p>The minimum level of educational qualification of the EVs has been high school which could go upto post graduation level. They also have been receiving the academic support from BRC/CRC/NPRC.</p>	

(lxxxii)	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?	Information to be obtained from the EVs during field visits by MI.
EVs were getting Rs. 2000.00 monthly honorarium but the honorarium was not being paid to them regularly. The EVs honorarium was being paid through the cheque from the VEC's account. The date of receipt for honorarium of the EVs of the last month was May 2009.		
(lxxxiii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
The EVs were found to be regular in their attendance.		
(lxxxiv)	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?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
The DPO of the concerned district was being designated as the District Coordinator for EGS/AIE i.e. Madarsa. He has received training at the SPO and was also attending the meetings.		
(lxxxv)	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.
Yes, there has been a format available with the DPO on which the SPO gets feedback data regarding EGS/AIE/Madarsa.		
(lxxxvi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
All the EGS centers have been closed during the March 2009-10. Out of 22 EGS centres, 9 (over 40 percent) centres have been upgraded to primary schools previously, and another 13 (about 60 percent) centers have been upgraded into primary schools on 2009-10.		
(lxxxvi)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
The SPO has given necessary instruction to DPO to upgrade all the 22 EGS centers into primary schools. Accordingly, all the 9 EGS centres have been upgraded into primary schools on 22-8-.2009. The funds have been released for the upgradation of EGS centres into primary schools.		
(lxxxvi)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
13 EGS centres have been purposed for upgradation on 22-8--2009 and 9 have already been upgraded befor22-8--2009. Funds have subsequently been released to VEC account for upgrading EGS into primary schools.		
(lxxxix)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
Actual upgradation of the EGS centres has taken place during the year 2008-09 for 9 centres and for another additional 13 centres were proposed to be upgraded during the year 2009-10.		

(xc)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Yes, the land for construction of upgraded primary school (for EGS)) been identified.		
(xci)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes, the VECs have received the funds for the construction of schools.		
(xcii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes, the construction work has started for 9 EGS into primary schools and so far cent percent work has been completed as on August 22, 2009. Further, during the year 2009-10, 13 EGS centres have also been proposed.		
(xciii)	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?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
There were 13 new upgraded (from EGS) primary schools, have been proposed for sanctioned. The district has, so far, not been in the process of placing the teachers in the new schools.		
(xciv)	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?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
A total of 4897 children have actually been mainstreamed from the EGSVAIE centres in the last academic year. The mainstreaming has been in process for out of schools children and those who have never been enrolled. No difficulties were being experienced in mainstreaming the students, so far.		
(xcv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
All the EGSVAIE centres were functioning in the Madaras and were having the facilities like blackboard, books, TLM, carpet etc.		
(xcvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
The Mid Day Meal was being provided to the children at the AIE centres.		
(xcvii)	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?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
In the course of conducting the monitoring exercise, The EGSVAIE and RBC (CWSN) were found to be closed on the date of validation. The MIs were informed that these centres operate between 7.00 to 12.00 hours.		
(xcviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
Achievement level of children studying in AIE was observed to be quite low.		
(xcix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
Rapport between children and EV was found to be satisfactory.		

(c)	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?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
Yes, the text books and the TLM have been given to the all children and there has been no delay.		

(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.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
In 2008-09, 9785 CWSN children have been identified and out of them, 8020 (about 82 percent) have been enrolled.		
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
It was noticed from the DPO's data that a total of 1032 children with special needs have been provided with aids and appliances in the current financial year.		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
There has been no difficulty in getting and utilizing the aids and appliances from SPO/DPO.		
(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?	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.
The DPO has identified 42 resource teachers for CWSN activities, each of them being posted at 10 BRCs including urban areas of the district. The DPO has also engaged one NGO in CWSN activity. To all the resource teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not issued any guideline to the two NGO's involved in CWSN activity. The MI has ascertained such engagement to be true.		
(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?	Information to be obtained from DPO of districts visited by MI.
The DPO has an IED coordinator and 3 assistants and they have also been oriented. They were found to be aware of their work and responsibilities.		
(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?	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.
The SPO has prescribed a monitoring format for CWSN activity and every quarter, the information is furnished to SPO and the DPO has given feedback data to the SPO in such format in 2008-09.		

(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	Till 2008-09, 202 new constructed schools have been provided with grants for the constructing of ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	No CWSN has been provided home based education in 2008-09 as well as in 2009-10.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	In 2008-09, 200 parents 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?	Information to be verified on the spot with the assistance of VEC/Teachers.
	At the time of visit to the sample checked school, the MI's have noticed that 40 out of the 40 enrolled with CWSN were 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.
	The DPO has no target for the year 2006-07 to open model cluster schools. However, during the year 2007-08, 189 MCS were targeted and subsequently opened during the year 2008-09.	
(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.
	DPO has targets of constructing building for 189 MCS in 2006-07. The MCS have also been opened in the previous years. Out of these only, the construction of additional class room and toilet have, so far, been completed.	
(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.
	The DPO has provided the gender sensitizing TLM's to NMCs. Further, the DPO has also provided vocational training to children to some of the MCs. However, they have not provided bridge course teaching at any of the MCs. Further, they have also not provided gender sensitization training to teachers, because these activities have been earmarked/targeted for 2008-09.	
(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.
	The DPO has released the NPEGEL funds in September 2008 to the 189 MCs.	

	g. 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.
(v)	No district gender coordinator has been in position at the DPO's level.	
	h. 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.
	The SPO has developed a monitoring system to monitor the progress of NPEGEL. It has also conducted monthly review meetings of the MCS coordinators.	
(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.
	There has been no ECCE centres under the innovative head, however, under the NPEGEL, 125 ECCE centers have been sanctioned but were found to be 111 functional.	
(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.
	The SPO has prescribed a monitoring format to get the feedback information on ECCE activities.	

(j) Katurba 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.
	4 KGBV's have been sanctioned for 2008-09 and the DPO has made all of them operational. The MI has cross checked with the 4 of the KGBV's and have found them working.	
(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.
	Land has been identified for all the 4 KGBV's and the construction of building has been in progress.	
(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.
	The SPO has drawn up a detailed guideline for the running of the KGBV schools. The guidelines were available with the KGBV and have been verified by the MI, when they visited them.	
(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.
	The DPO has completed about 40 percent in Barachawar block and in another three blocks the construction work has been completed 100 percent.	
(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.
	Only at 04 KGBV in block Barchawar, Mardah, Sadar and Saidpur , was sample checked and found that it had 48 sanctioned posts where(25) 52 percent workers were found in position. Thus, the post sanctioned and filled have remained vacant so far.	

(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.
	On the basis of 4 sample check made by MI it was observed that a total of 390 students have been admitted till 22-08-2009 in the KGBVs.	
(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.
	The facilities available; were furniture, bedding, and provision of meals. The MI had also found it to be true during their visits to the one of the KGBV. However, the level of attendance of students was reported to be about 75 percent.	

(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.
	The DPO has an EMIS set up having the requisite number of computers and computer operators.	
(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
	The SPO has prepared a time schedule for DISE activities.	
(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.
	It was observed that even by August 2009, the data capture formats had not been supplied to any of the sample checked school. They were only supplied by September 2008.	
(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 DP8O and to be verified from teachers of the schools visited by MI.
	In the 122 sample checked schools, no teachers had obtained one day's DISE training by 20.09.2008.	
(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.
	Till 20-09-2008, the BRC and NPRC have been giving the DISE training. It was reported that NPRC Coordinators have been given the task of verifying or validating the data collected. It was also observed that the NPRCs were discharging their responsibility properly.	
(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.
	The DPO have been in the process of collecting and filling the Data Capture Format from the Schools till 20-09-2008, hence the DPO has so far, not been able to pass on the data collected and compiled to the State in time i.e. January 2009.	

(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.
	The MIS incharge, at the SPO, has been very well versed with DISE activity. He has been fully conversant with needs of SSA in MI's and has also attended the 4 training/workshop in GOI/NIEPA, and state.	

(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.
	No research studies have been undertaken during the current financial year in the district. However, they have been engaged in the evaluation activities like testing the achievement level of the children/grading the students. Its funds was utilised in printing of quality monitoring tools and funds was also used in TA, DA.	
(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.
	No research studies have been sanctioned in the year 2008-09. However, the subsequent talks with teachers revealed that they had submitted research proposals to the DPO but, so far, have not received any sanction.	
(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 and Evaluation Incharge known as Research Associate at the SPO level. His responsibility has been to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETs were involved in doing Research and Evaluation activities. There has been a State Level Committee for sanctioning research projects and they also have a prescribed contract format for commissioning of research projects.	

(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.
	Total number of VEC's constituted in district was 1050. The district has a total of 1708 Primary Schools and 791 Upper Primary Schools under SSA and every school was having a VEC.	
(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.
	A copy of the guidelines on delegation of the powers to the VEC/SMC has been available with VEC. The DPO has issued VEC, the guidelines to different schools. However, the MI found during their visits that hardly about 40 percent of sample schools were having a copy of the VEC guidelines.	

(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.
	The VEC guidelines have mentioned that a VEC should have at least one women member. The MI's have observed that in all the sample checked schools, the VEC were having more than one women members.	
(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 VEC was to convene at least one meeting every month as per the VEC guidelines. However, the MI found that no such meeting was taking place every month. The actual date of meeting of the committee taking place during the last 6 months has been July 2009. As per the VEC guidelines 5 members have to attend the VEC meetings. Further, on the date of visit of the MI, it was found that 5 members to be attending the meetings. The women and SC/ST members were participating regularly in the VEC meetings.	
(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.
	During the current year, members of the VEC have not been oriented, no training has been held. However, during the previous year (2007-08), the training to orient VEC members was organized.	
(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.
	In 2008-09, the MI have found that out of 122 sample checked, about 57 percent of VECs have contributed to improving the school environment, about 81 percent of the VECs have helped in enrollment of children, another about 70 percent have helped in improving students attendance and about 70 percent of the VECs have helped in enhancing the teachers attendance.	
(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.
	In 2008-09, none of the 122 sample checked VECs has a proper record of the grants released to their bank accounts. But all of them have properly recorded the grants released to them during the previous year in their cash book/register.	
(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
	At the SPO level, there has been an officer-in-charge for community mobilization. The person was well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also been convening SPO level review meetings of the District Coordinators for community mobilization. However, the MI's have found that monitoring system was not quite specific in terms of feedback, data collection on the existence, composition and distribution of VECs.	

(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.
	The SPO has specific programme managing personnel for all above interventions. Some of them have very good knowledge about their tasks but some do require orientation and capacity building.	
(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 MI has found that 6 meetings of the General Body and one EC meeting were held during the previous financial year 2008-09. The last meeting has taken place on March 2009.	
(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.
	The MI has found that 16 of the total staff have been sanctioned in the district. The details of the staff working were as follows : BSA-01, AAO-01, DC-03,, EMIS in-charge-01, Accountant-01,, Peon-01, Computer incharge-1.,Driver-01	
(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 MI has found that 17 BRCs including one UREC and 189 NPRCs/CRCs have been sanctioned in the district.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The SPO has clearly laid down rules or filling up various 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.

Ghazipur has a minority group along with large scale SC/ST population. The DPO has been taking appropriate measures to provide adequate educational facilities for them and a sum of Rs. 15 lakh proposal has been sent for this purpose during this session.

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

(i)	The number of days the school functioned during the last academic year? The old schools were found to be running for 227 days per year, however, the new schools were operational for 200 days per year.	Information to be obtained from the School records.
(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? The school environment has been cleaned in over 53 percent schools where the children regularly clean the campus and class rooms every day before prayer, about 53 percent have a good building and about 56 percent schools also have play grounds. In about 52 percent of the schools, the class rooms have a proper flooring and roof and in about 53 percent schools, the classrooms also have proper lighting.	Information to be recorded on the basis of observation.
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials? In about 100 percent of the schools, the MI's have found that there has been a black boards in the class room with proper sitting arrangements. However, the remaining of the schools, lacked these facilities.	Information to be recorded on the basis of observation.
(iv)	Whether health camp facility was made available to the children during the previous six months? In only about 48 percent schools, the health checkup programme has been organized till 22-8--2009.	Information to be recorded on the basis of school records.
(v)	Whether the school has adequate play material for the children? Is it used? Hardly about 52 percent schools have adequate play materials to be given to the children.	Information to be recorded on the basis of observation.
(vii)	If there is low attendance the reasons for the same? The average attendance for boys on the day of MI visit has been about over 54 percent and the same for girls has been about 53 percent. The main reason for low attendance has been illness, agricultural activity and their involvement in the local festivals which were figuring quiet frequently.	Information to be obtained from the teachers/VEC.
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? The teachers and VEC members have often met with the parents to motivate them to send their children regularly to the schools.	Information to be obtained from the teachers and VECs etc.
(ix)	What is the present process of assessing the achievement level of students? At present, the learning achievement level of students was being measured by conducting unit test, half early examination and annual examination.	Information to be recorded on the basis of school records.
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? The evaluation system has been in continuation, but the grading system has been mostly limited to annual examination; even the teachers were also aware about it.	Information to be recorded on the basis of school records.
(xi)	The achievement level of children. The achievement level of children cannot be called to be high. It could be seen that about 36 percent students could get more than 33 percent marks in every subject and 64 percent could score less than 33 percent in all the subjects in class 5 th and 8 th class test. Hardly about 22 percent of the students could get marks more than 60 percent in all the subjects of 5 th and 8 th class test. The tests were conducted by the field officer of the MI.	Assessment to be undertaken by the MI on the day of visit.

(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
In every sampled school, the rapport between teachers and students have been found to be satisfactory.		
(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.
Over one percent of the total children were found to be over age, likewise, there were also less than one percent case, where the children were found to be under age in sampled schools.		
(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.
In about 122 sampled schoolss, less than 1 percent of the children were found to have dropped out. The district has been planning to cover the dropout children in AIE centres/RBC/NRBC.		
(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.
Less than one percent of the children were found to have been retained in the same class from the previous academic year.		

(q) Any other issues relevant to SSA implementation

(A) Details about teachers that attendance Register was not found Regular

Sl. no.	Name of the Block	Name of the schools
1	Karanda	PS Mainpur No. 1
2	Karanda	PS Parmet
3	Nagar Chhetra	PS Mishra Bazar
4	Mardah	PS Barahi
5	Kasimabad	PS Rohili
6	Rewtipur	UPS Ramwal
7	Kasimabad	UPS Bhagipur
8	Kasimabad	UPS Gangauli

(B) MDM Register Not Completed/Not available

Sl. no.	Name of the Block	Name of the schools	Remark
1	Barachawar	PS Saiyad Khanpur	MDM Not Served
2	Saidpur	PS Alawalpur	MDM Not Served
3	Saidpur	PS Vishunpur Mathura	MDM Not Served
4	Saidpur	PS Kajipur	MDM Not Served
5	Saidpur	PS Rawal	MDM Not Served
6	Bhanwar Kol	PS Jagatpur	MDM Not Served
7	Bhanwar Kol	PS Nakati Kal	Regular Not Served
8	Jamania	PS Deoria	MDM Not Served
9	Jamania	PS Sarauj	MDM Not Served
10	Bhadaura	PS Bareji	MDM Register Not Available
11	Devkali	PS Atsua	Regular Not Served
12	Devkali	PS Kunwarpur	MDM Register Not Available
13	Mardah	PS Kardah Kaitholi	MDM Not Served
14	Mardah	PS Nasaratpur	MDM Not Served
15	Mardah	PS Barahi	MDM Not Served
16	Bhadaura	PS Baksara	MDM Not Served
17	Bhadaura	PS Chittar ka Dera	MDM Not Served
18	Rewtipur	PS Suhwal Purvi II	Register Not Completed
19	Kasimabad	UPS Rohili	MDM Not Served
20	Kasimabad	UPS Bhagipur	MDM Not Served
21	Kasimabad	UPS Gangauli	MDM Not Served
22	Bhadaura	UPS Bakmara	MDM Register Not Available
23	Bhadaura	UPS Bareji	MDM Register Not Available
24	Devkali	UPS Rampur Bantara	MDM Not Served
25	Jamania	UPS Deoria	MDM Not Served
26	Sadar	UPS Bakuliyapur	MDM Register Not Available
27	Nagar	UPS Bisheshwarganj	MDM Not Served
28	Saidpur	UPS Ataichak	MDM Not Served
29	Karanda	UPS Baksha	MDM Not Served
30	Karanda	UPS Manipur	MDM Not Served

(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)

Please include all the Annexure 1 to annexure 1 to 8

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>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.</p>
<p>2. Annexure 2 – Text Books</p> <p>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>
<p>3. Annexure 3 – School Grant</p> <p>(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? 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>4. Annexure 4 – Teacher Training</p> <p>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>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>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>6. Annexure 6 – EGS and AIE</p> <p>(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>(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>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(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>11. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(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. 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</p>

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Govind Ballabh Pant Social Science Institute, Allahabad
(ii)	Period of the report	1 st February, 2009 to 31 st July, 2009
(iii)	Name of the District	Ghazipur
(iv)	Date of visit to the Districts/EGS/Schools	August 12 to August 22, 2009

58.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same? Information is to be given in this box only. Similarly for all the items.			Students, Teachers & Parents In the majority of sample schools, the hot cooked meal was being provided on daily basis. However, there has also been an interruption in the cooked meal in the schools. Out of 122 schools visited, about 5 schools (4 percent) were not providing MDM and in another about 11 schools (9 percent), the MDM was not being given regularly.																				
59.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.																				
	<table border="1"> <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>iii.</td> <td>Enrollment</td> <td></td> <td></td> </tr> <tr> <td>iv.</td> <td>No. of children attending the school on the day of visit</td> <td></td> <td></td> </tr> <tr> <td>v.</td> <td>No. of children availing MDM as per MDM Register</td> <td></td> <td></td> </tr> <tr> <td>vi.</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	iii.	Enrollment			iv.	No. of children attending the school on the day of visit			v.	No. of children availing MDM as per MDM Register			vi.	No. of children actually availing MDM on the day of visit		
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60.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (x) 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.																				
	Yes, the schools have been receiving the food grains regularly. Out of 122 schools, 117 (about 96 percent) schools have received food grains late.																							

	(xi) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	No buffer stock has been maintained in the schools.	
	(xii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	In all the schools, the food grains have been delivered.	
61.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (x) 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?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Schools have not been receiving the cooking cost in advance. There has been a delay in delivering the cooking cost. The delay has generally been of 2 to 3 months.	
	(xi) 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.
	The Pradhan of the village manage the crisis by taking credit from the shops.	
	(xii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost is being paid through the banking channel.	
62.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	In all the 117 schools visited by the MI, no gender or caste or community based discrimination in cooking or serving or sitting arrangements has been observed. The children were made to sit together and took cooked food in the same manner, irrespective of gender, caste and community level variations that existed among them.	
63.	<u>VARIETY OF MENU:</u> (x) 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.
	Weekly menu for MDM has been displayed in over 70 percent schools(82schools).	
64.	(xi) 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.
	In most of the schools, the same food items were being served daily. The MDM had primarily been a rice consumption meal.	
	(xii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mostly they served rice followed by wheat preparation, sometimes the Dal and vegetables were also served but not as frequently as the rice was.	

65.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on g) Quality of meal:	Observations of Investigation during MDM service
	Children were happy with quality of food in about 50 percent of the schools.	
	h) Quantity of meal:	Observations of Investigation during MDM service
	Children were happy with quantity of food in about 53 percent of the schools.	
66.	<u>SUPPLEMENTARY:</u> (x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	In 48 percent schools supplementary diets (Micro nutrients) and de-worming tablets were being distributed.	
	(xi) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	ANM and PHC, CHC health worker and NGO's administer these medicines.	
67.	<u>STATUS OF COOKS:</u> (iv) 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.
	The cook and helper have been engaged in all the sample schools by the government. They were adequate in number. Each cook and helper has been paid between Rs. 500 to Rs. 1500 per month or Rs. 30 per day to Rs. 80 per day.	
	(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.
	The cooks and helper were found to be in adequate numbers to meet the requirement of the school.	
67.	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	There were many norms, the first being Rs. 500 to Rs. 1500 per month, another was Rs. 30 to Rs. 80 per day.	

	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The payment has been of a very irregular nature.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Cook and helper were women and men there percentage being 53 and 47 respectively and majority (99 percent) of them belonged to SC/ST and OBC groups.	
68.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: (p) Constructed and in use (q) Constructed but not in use under (r) Under construction (s) Sanctioned, but constructed not started (t) Not sanctioned Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Information is to be given for point (a) , (b), (c) , (d) and (e) Over 63 percent of the sample checked schools have fully constructed kitchen shed-cum store. In about 28 percent of the schools, no pucca kitchen shed facilities provided.	
69.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	It was observed that in a very few (28 percent) schools, the pucca kitchen shed-cum store have not been constructed. The food grains have been stored in the classrooms of schools, Pradhan house or even at the PDS shop.	
70.	Whether potable water is available for cooking and drinking purpose?	-do-
	Potable water was available for cooking and drinking in about 89 percent of the schools.	
71.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	All the schools were having adequate number of cooking utensils.	
72.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Out of 101 schools, in 51 (about 83 percent) schools, the fire wood was being used as fuel while in 32 schools, the gas was being used as fuel and in about 4 schools, they could not tell because MDM responsibility was on NGO.	

	<u>SAFETY & HYGIENE:</u> iv. General Impression of the environment, Safety and hygiene:	Observation
	In only about 58 percent of the schools, the storage places found clean.	
	ii. Are children encouraged to wash hands before and after eating	observation
	In all the schools, children wash their hands after the taking meals. The teacher encourages them to wash their hands also before eating however, it was also found that some of the children were not practicing this habits.	
73.	iii. Do the children partake meals in an orderly manner?	observation
	In about 92 percent of the schools, the children took and ate the MDM in an orderly manner.	
	iv. Conservation of water?	Observation
	In about 92 percent of the schools, the children ate the MDM in an orderly manner and also conserved the water while washing dishes.	
	x. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	About 90 percent of the cooking places does not pose any fire threats.	
74.	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
	Community participation in MDM had not been a regular practice. In majority (69 percent) of the schools, the parents had monitored and supervised MDM once in a month or once in two or six months. In another about (69 percent) of the schools, the VECs monitored and supervised the MDM sometimes in a month.	
75.	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
	Inspection of MDM has been taking place. However, it was found that different agencies were involved in the task of inspection. About 16 percent of the schools were inspected by district level MDM officers and block authority CDPO, CMO etc. respectively till the date of visit of the schools by the MI.	
76.	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 benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Almost about 73 percent teachers and the VEC members have informed that the MDM contributes to rise in the enrollment, attendance and general health of children.	



Block wise Surveyed list of Primary Schools in District Ghazipur

Block	Sl. No.	Name of School	Category
1. Devkali	1	Piyri	PS
	2	Kuarpur	PS
	3	Atarsua	PS
	4	Rampur Betara	PS
	5	Barahpur I	PS
2. Bhadaura	6	Chintar ka Dera	PS
	7	Buksara	PS
	8	Sewarai	PS
	9	Bareji	PS
	10	Satramganj Bazar	PS
3. Mardah	11	Barhi	PS
	12	Nusaratpur	PS
	13	Kaithwali	PS
	14	Mardah	PS
4. Jakhania	15	Jakhania I	PS
	16	Gaura Khas	PS
	17	Jalalabad	PS
	18	Deva I	PS
5. Bhawar Kol	19	Kathar	PS
	20	Jaradevpur	PS
	21	Jagatpur	PS
	22	Farvanpura	PS
	23	Nakti Kol	PS
6. Bara Chawar	24	Katariya	PS
	25	Saiyadkhanpur	PS
	26	Lakhnauli	PS
	27	Manirpur	PS
	28	Doraha Rampur	PS
	29	Bara Chavar I	PS
7. Birano	30	Afajal pur	PS
	31	Baddhupur II	PS
	32	Baddhupur I	PS
	33	Jangipur I	PS
8. Revatipur	34	Rambala	PS
	35	Tarighat II	PS
	36	Suhalval Pashchim	PS
	37	Suhalval Purbi	PS
9. Kasimabad	38	Gangauli	PS
	39	Rajapur Kala	PS
	40	Rohili	PS
	41	Bhagipur	PS
10. Sadat	42	Bankata	PS
	43	vyouura	PS
	44	Tanda	PS
	45	Rampur	PS
	46	Majuie	PS
	47	Daulat Nagar	PS

Block wise Surveyed list of Primary Schools in District Ghazipur

Block	Sl. No.	Name of School	Category
11. Muhammadabad	48	Saraiya	PS
	49	Muhammadabad	PS
	50	Semara	PS
	51	Sukhpura	PS
	52	Tondarpur	PS
	53	Yusufpur	PS
	54	Hanshi	PS
12. Saidpur	55	Alap Chak	PS
	56	Rastapur	PS
	57	Vishunpur Mahua	PS
	58	Dahna	PS
	59	Kajipur	PS
	60	Mirzapur	PS
	61	Rawal	PS
13. Karanda	62	Chochakpur I	PS
	63	Baksha	PS
	64	Sabua	PS
	65	Parmet	PS
	66	Mainpur I	PS
14. Manihari	67	Sarai Manikraj	PS
	68	Nasirpur Hansrajpur	PS
	69	Shahpur Sameseh Khan	PS
	70	Ranjitpur	PS
	71	Gaushpur Bujurg	PS
15. Sadar	72	Vishunpur	PS
	73	Gaura	PS
	74	Bakuliyapur	PS
	75	Andhau I	PS
	76	Andhau II	PS
16. Nagar	77	Mishra Bazar	PS
	78	Visheshwarganj	PS
17. Jamania	79	Saraiya	PS
	80	Harpur	PS
	81	Atasa	PS
	82	Devariya I	PS
	83	Devariya II	PS
	84	Barua Maksoodpur	PS

Block wise Surveyed list of Upper Primary Schools in District Ghazipur

Block	Sl. No.	Name of School	Category
1. Devkali	1	Rampur Bantara	UPS
	2	Barahpur	UPS
	3	Piyari	UPS
	4	Katghara Khadiman	UPS
2. Bhadaura	5	Bakshara	UPS
	6	Bareji	UPS
3. Mardah	7	Mardah	UPS
	8	Kardah Kaithavali	UPS
4. Jakhania	9	Deva	UPS
	10	Madra	UPS
5. Bhawar Kol	11	Jagdevpur	UPS
	12	Farvanpur	UPS
6. Bara Chawar	13	Chakiya	UPS
	14	Katariya	UPS
7. Birano	15	Birano	UPS
	16	Baddhupur	UPS
8. Revatipur	17	Sohawal	UPS
	18	Baranval	UPS
9. Kasimabad	19	Bhagipur	UPS
	20	Gangauli	UPS
10. Sadat	21	Daulat Nagar	UPS
	22	Rampur	UPS
11. Muhammadabad	23	Muhammadabad	UPS
	24	Gaushpur	UPS
	25	Hariharpur	UPS
	26	Gaushpur	UPS
12. Saidpur	27	Alap Chak	UPS
	28	Daran	UPS
	29	Rawal	UPS
13. Karanda	30	Baksha	UPS
	31	Mainpur	UPS
14. Manihari	32	Sarai Manikraj	UPS
	33	Hansrajpur Nasirpur	UPS
15. Sadar	34	Bakuliapur	UPS
	35	Andhau	UPS
16. Nagar	36	Visheshwarganj	UPS
17. Jamania	37	Devaria	UPS
	38	gulawa Masoodpur	UPS

List of Abbreviations

1	AIE	Alternative and Innovative Education
2	EGS	Education Guarantee Scheme
3	BRC	Block Resource Center
4	NPRC	Nyay Panchayat Resource Center
5	BRCC	Block Resource Center Co-ordinator
6	NPRCC	Nyay Panchayat Resource Center Co-ordinator
7	DIET	District Institute of Education and Training
8	DISE	District Information System for Education
9	DPO	District Project Office
10	GOI	Government of India
11	MTA	Mother Teacher Association
12	PTA	Parent Teacher Association
13	MHRD	Ministry of Human Resource Development
14	EMIS	Educational Management Information System
15	SCERT	State Council of Educational Research and Training
16	NGO	Non-Government Organization
17	CRCC	Cluster Resource Center Co-ordinator
18	SC	Scheduled Caste
19	SHG	Self Help Group
20	SSA	Sarva Shiksha Abhiyan
21	SPO	State Project Office
22	ST	Scheduled Tribe
23	VEC	Village Education Committee
24	ZP	Zilla Parishad
25	BSA	Basic Shiksha Adhikari
26	OBC	Other Back Word Caste
27	MDM	Mid Day Meal
28	PAB	Project Approval Board
29	SIEMAT	State Institute of Education Management and Training
30	SRC	State Resource Center
31	TLE	Teaching Learning Equipment
32	TLM	Teaching Learning Material
33	TSG	Technical Support Group
34	URC	Urban Resource Center
35	SFD	Special Focus District
36	KGBV	Kasturba Gandhi Balika Vidyalaya
37	NPEGEL	National Programme for Education of Girls at Elementary level
38	AWP	Annual Work Plan
39	AWPB	Annual Work Plan and Budget
40	ECCE	Early Childhood Care and Education
41	MI	Monitoring Institution
42	PS	Primary School
43	UPS	Upper Primary School
44	NPS	New Primary School
45	NUPS	New Upper Primary School
46	ACR	Additional Class Room