2nd HALF YEARLY MONITORING REPORT OF SSA AND MDM

FOR THE STATE OF UTTAR PRADESH

FROM 1ST February, 2009 TO 31ST July, 2009

DISTRICTS COVERED

- 1. FARRUKHABAD
- 2. AURAIYA
- 3.MAHOBA
- 4.CHITRAKOOT
- 5. KANPUR NAGAR

CENTRE OF ADVANCED DEVELOPMENT RESEARCH 56-A, CHANDGANJ GARDEN, LUCKNOW - 226 024 **Preface**

For the last several decades, particularly after the adoption of our Constitution in 1950, universalisation of

elementary education has attracted the attention of the educational planners and administrators. The National Policy on

Education 1986 and 1992 gave very high priority to the achievement of goal of universal elementary education.

Education of children in 6-14 years age group has been made the fundamental right through the 86th constitutional

Amendment Act. In consequence of these developments, and based on the lessons learnt from the implementation of

various programmes in the area of elementary education, Government launched the programme of Sarva Shiksha

Abhiyan (SSA) in the year 2000-01. The main goals of SSA are (i) to keep all children in the age group of 6-14 years in

schools, (ii) to ensure that all children in the age group of 6-11 years complete primary education by 2007 and (iii) to

ensure universal retention of children in schools by 2010.

The goals of SSA are really very high and call for gigantic efforts from governments, educational planners, and

administrators at various levels and people in general. In order to ensure proper implementation of this programme,

Government of India decided to get this programme monitored regularly by independent non-government reputed

research institutions. Centre of Advanced Development Research, (CADR) Lucknow had been given the responsibility

of monitoring this programme in 21 districts of Uttar Pradesh.

The present reports have been prepared by CADR for the district of Farrukhabad, Auraiya, Mahoba,

Chitrakoot, and Kanpur Nagar. We are grateful to the Secretary, Ministry of Human Resource Development,

Government of India for taking keen interest in this work. Our thanks are due to Ms. Vrinda Sarup, IAS, Joint Secretary,

Ministry of Human Resource Development and her team of officers in the Ministry. We are particularly thankful to Sri

K. Girija Shankar, Senior Consultant, Monitoring (SSA), Educational Consultants, India Ltd. (Ed.CIL) for his

cooperation and guidance. Sri Ravi Chand who is the nodal officer in the Ministry deserves our gratitude.

We are grateful to the State Project Director (SSA) Uttar Pradesh who had taken great deal of interest in

providing help to us for carrying out the monitoring work in the state. We gratefully acknowledge the support of all the additional directors of SSA and their other professionals, who have been very helpful to us for providing lot of

information available at the project office in this endeavour.

I am obliged to my senior colleague, Sri M.L Sharma, Officer on special Duty, who has planned and executed

this monitoring work right from beginning to end. Our research team of Sarvshri S.P.S. Chauhan, Rasheed Ahmad,

Sushil Kumar Shukala, Manoj Kumar Srivastava, Sandeep Tewari, S.K. Sharma, B.C. Tewari, Sunil Kumar Tewari, and

Vijaya Kumar also deserve our thanks. Sri Ram Shanker who has processed the whole matter on computer also deserves

our thanks.

November, 2009 Lucknow. **B. N. Tyagi**Executive Director,

Centre of Advanced Development Research;

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1. 2nd HALF YEARLY MONITORING REPORT OF CENTRE OF ADVANCED DEVELOPMENT RESEARCH

ON SSA AND MDM FOR THE STATE OF UTTAR PRADESH FOR THE PERIOD FROM 1ST February, 2009 to 31ST July, 2009

1.1. General Information

SI. No.	Subject	Det	ails
1.	Name of the monitoring institution	Centre of Advanced Development Research, Lucknow	
2.	Period of the report	1 st February, 2009 to 31 st July, 2009	
3.	No. of Districts allocated	Five districts	
4.	District names	Farrukhabad, Auraiya, Mahoba, Chitrakoot and Kanpur Nagar	
		District 1:(Farrukhabad)	17.4.2009 to 3.5.2009
	Date of visit to the Districts / EGS / Schools	District 2: (Auraiya)	17.4.2009 to 3.5.2009
5.	(Information is to be given for district wise	District 3: (Mahoba)	5.5.2009 to 19.5.2009
	i.e District 1, District 2, District 3 etc)	District 4 (Chitrakoot)	5.5.2009 to 19.5.2009
		District 5: (Kanpur Nagar)	5.5.2009 to 20.5.2009
1	Total number of elementary schools / EGS /	District 1:(Farrukhabad)	1770
İ	AIE Centers/KGBV in all the Districts	District 2: (Auraiya)	1505
6.	allocated	District 3: (Mahoba)	1034
	Information is to be given for district wise i.e	District 4 (Chitrakoot)	1341
	District 1, District 2, District 3 etc)	District 5: (Kanpur Nagar)	2251
	Number of elementary schools (primary and upper primary) / EGS / AIE Centers/KGBV	District 1:(Farrukhabad)	100
		District 2: (Auraiya)	100
7.	covered / monitored	District 3: (Mahoba)	100
	Information is to be given for district wise i.e	District 4 (Chitrakoot)	100
	District 1, District 2, District 3 etc)	District 5: (Kanpur Nagar)	100
		District 1:(Farrukhabad)	5.6%
	Whether 5% of the elementary schools /	District 2: (Auraiya)	6.6%
8.	EGS / AIE Centers/KGBV in total of all the Districts allocated covered: YES / NO	District 3: (Mahoba)	9.7%
		District 4 (Chitrakoot)	7.4%
		District 5: (Kanpur Nagar)	4.4%
	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO	District 1:(Farrukhabad)	No
		District 2: (Auraiya)	No
9.	(While most of the states start their academic year in June/ July there are few	District 3: (Mahoba)	No
J.		District 4 (Chitrakoot)	No
	states with academic year starting in January / April).	District 5: (Kanpur Nagar)	No
	Whether the MI has sent their report to the SPO at the draft level: YES / NO	District 1:(Farrukhabad)	Yes
		District 2: (Auraiya)	Yes
10.		District 3: (Mahoba)	Yes
		District 4 (Chitrakoot)	Yes
		District 5: (Kanpur Nagar)	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:(Farrukhabad)	Yes
		District 2: (Auraiya)	Yes
		District 3: (Mahoba)	Yes
		District 4 (Chitrakoot)	Yes
		District 5: (Kanpur Nagar)	Yes
	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	District 1:(Farrukhabad)	Yes
		District 2: (Auraiya)	Yes
12.		District 3: (Mahoba)	Yes
		District 4 (Chitrakoot)	Yes
		District 5: (Kanpur Nagar)	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.	Not applicable	

2. Executive Summary of all the districts report

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

District 1: (Farrukhabad)	One hundred thirty schools (48 PS and 82 UPS) were sanctioned in the financial year 2008-09. Out 130 new schools, 125 schools (43 PS and 82 UPS) have been opened. Land has been identified for these 125 schools and funds for construction of schools buildings have been released to all 125 concerned VECs. Out of 125 schools, the construction work of 122 (42 PS + 80 UPS) schools had been completed and it was in progress in the remaining 3 (1 PS + 2 UPS) schools.
District 2: (Auraiya)	Thirty four new schools (26 PS and 8 UPS) were sanctioned in the financial year 2008-09 and all 34 schools have been opened.
District 3: (Mahoba)	Thirty eight schools (13 PS and 25 UPS) were sanctioned in the financial year 2008-09 and all 38 schools have been opened.
District 4: (Chitrakoot)	Seventy two schools (30 PS and 42 UPS) were sanctioned in the financial year 2008-09 and all 72 schools have been opened. Funds for construction of school buildings have been released to all 72 concerned VECs. The construction work these 72 schools was completed.
District 5: (Kanpur Nagar)	Ninety five schools (67 PS and 28 UPS) were sanctioned in the financial year 2008-09 and all 95 schools have been opened.

(b) Civil Works:

District 1: (Farrukhabad)	Construction work of 122 (93.8%) out of 130 new schools, and all the 575 (100%) ACRs, was completed as reported by BSA. Ten new schools and 47 ACRs were visited by CADR and it was found that the construction work in two new school and 5 ACRs was in progress.
District 2: (Auraiya)	Construction work of all 34 (100%) new schools, and all 66 (100%) ACRs was completed. Ten new schools and 4 additional classroom in existing schools were visited by CADR and it was found that the construction work of one school was in progress and all 4 ACRs were completed.
District 3: (Mahoba)	The construction work of only one out of 38 new schools, and two toilets out of 4 toilets remained in progress
District 4: (Chitrakoot)	Construction of all the 72 schools, 193 out of 209 ACRs for PS and UPS was completed.
District 5: (Kanpur Nagar)	Construction work of all 95 new schools and all 52 ACRs was completed.

(c) Textbooks:

District 1: (Farrukhabad)	Students of all classes had received textbooks of all subjects free of cost in time in all the sampled schools.
District 2: (Auraiya)	All students had received free text books in time in the sampled schools
District 3: (Mahoba)	All students had received free text books in time in the sampled schools
District 4: (Chitrakoot)	All students had received free text books in time in the sampled schools
District 5: (Kanpur Nagar)	All students had received free text books in time in the sampled schools

(d) School grants:

District 1: (Farrukhabad)	School grant was approved for 1583 schools (1108 PS and 475 UPS) for the year 2008-09 and it was released to 1542 (97.4%) schools. This grant was received by VECs of concerned sampled schools from August 2008 to December 2008. About 93 percent grant in PS and hundred percent grant UPS had been utilized.
District 2: (Auraiya)	Schools grant was approved for 1438 schools (992 PS and 446 UPS) for the year 2008-09 and it was released to 1438 (100.0%) schools till the date of visit in the district. This grant was received by VECs of concerned sampled schools from July 2008 to November, 2008. About 88 percent grant in PS and 96 percent in UPS had been utilized in the sampled schools.
District 3: (Mahoba)	School grant was approved for 932 schools (644 PS and 288 UPS) and it was released to 922 (98.9%) schools. This grant was received by VECs of most of the concerned sampled schools from June, 2008 to October, 2008.
District 4: (Chitrakoot)	School grant was approved for 1176 schools (839 PS and 337 UPS) for the year 2008-09 and it was released to all schools. This grant was received by VECs of concerned sampled schools from July, 2008 to August, 2008.
District 5: (Kanpur Nagar)	School grant was approved for 2115 schools (1549 PS and 566 UPS) for the year 2008-09 and it was released to 2048 schools. This grant was received by VECs of concerned sampled schools from July, 2008 to December, 2008.

(e) Teachers and Teachers Training:

District 1: (Farrukhabad)	Three hundred nine teachers were sanctioned for existing sampled primary schools and 115 teachers for sampled upper primary schools. Out of these 424 teachers, 327 (77.1%) teachers were in position.
District 2: (Auraiya)	Two hundred ninety five teachers in sampled primary schools and one hundred twelve sampled upper primary schools were sanctioned out of these 407 teacher, 359 (88.2 %) were in position.
District 3: (Mahoba)	Three hundred twenty in sampled primary school and 104 teachers in sampled upper primary schools were sanctioned. Out of these 424 teachers, 263 (62.0 %) were in position.
District 4: (Chitrakoot)	Three hundred twenty teachers for sampled primary schools and one hundred teachers for upper primary schools were sanctioned. Out of these 420 teachers 253 (60.2 %) teachers were in position.
District 5: (Kanpur Nagar)	Three hundred sixteen teachers for sampled primary schools and 92 teachers for sampled upper primary schools were sanctioned. Out of these 408 teachers, 357 teachers were in position. About 91 percent teachers of PS and 90 percent teachers of UPS were present on the date of visit in the schools.

(f) Teaching Learning Material (TLM) grants:

District 1:(Farrukhabad)	BSA had released TLM grant to 4814 (95.8%) teachers. TLMs were displayed in 70.0 percent sampled schools.
District 2: (Auraiya)	TLM grant was released to all 4349 teachers by the date of visit in the district. TLM were displayed in 100 percent sampled primary school and 929 percent upper primary schools.
District 3: (Mahoba)	TLM grant was released to 2291 (96.4 %) teachers. TLMs were displayed in 96.9 percent sampled primary schools and 84.6 percent upper primary schools.
District 4: (Chitrakoot)	TLM grant was released to 2871 (89.2 %) teachers. TLM were displayed in almost all the sampled primary and upper primary schools.
District 5: (Kanpur Nagar)	TLM grant was released to 6901 (100.0%) teachers. TLMs were displayed in all the sampled primary /upper primary schools.

(g) EGS & AIE:

District 1:(Farrukhabad)	Two out of 59 working EGS/AIE Centres in the district were visited by CADR. Seventy nine children were enrolled in these two sampled centers. 58 percent children were
	present on the date of visit
District 2: (Auraiya)	Three out of 33 working EGS/AIE Centres in the district were visited by CADR. Seventy five children were enrolled in three sampled Centres. About 72 percent children were present on the date of visit.
District 3: (Mahoba)	There were only 2 EGS Centres and 24 AIE Centres in the district. No new Centre was sanctioned for the year 2008-09
District 4: (Chitrakoot)	Two out of Thirty five working EGS/AIE centres in the district were visited by CADR. Fifty children were enrolled in two sampled centres. About 66 percent children were present on the date of visit.
District 5: (Kanpur Nagar)	Two out of 71 EGS/AIE Centres in the district were visited by CADR. Fifty four children were enrolled in these two sampled centres. 91 percent children were present on the date of visit.

(h) Children with Special Needs (CWSN):

District 1: (Farrukhabad)	About 92 percent CWSN children had been enrolled. Only 8.8 percent children were provided aids/appliances during the year 2008-09.
District 2: (Auraiya)	Out of 4513 children (CWSN), 4369 children were enrolled.
District 3: (Mahoba)	About 96 percent CWSN children had been enrolled. Only 2.9 percent children were provided aids/appliances during the year 2008-09.
District 4: (Chitrakoot)	About 72percent CWSN children had been enrolled.
District 5: (Kanpur Nagar)	About 84 percent CWSN children had been enrolled. Only 7.4 percent children were provided aids/appliances during the year 2008-09.

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

District 1:(Farrukhabad)	Sixty nine model cluster schools were functioning in the district. Hundred percent funds had been utilized.
District 2: (Auraiya)	No model cluster school was functioning in the district.
District 3: (Mahoba)	Forty four model cluster schools were functioning in the district. Hundred percent fund had been utilized.
District 4: (Chitrakoot)	Forty eight model cluster schools were functioning in the district. About 87 percent funds

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	had been utilized.
District 5: (Kanpur Nagar)	Only seven model clusters schools were functioning in the district. All funds had been utilized.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1:(Farrukhabad)	Three KGBV were functioning in the district. One KGBV was visited by CADR. One hundred girls were enrolled in the sampled KGBV.
District 2: (Auraiya)	No KGBV was functioning in the district.
District 3: (Mahoba)	Four KGBV were functioning in the district. The land has been identified for two KGBVs. One KGBV was visited by CADR and 50 girls were enrolled in this school.
District 4: (Chitrakoot)	Three KGBVs were sanctioned for the district and all were functioning.
District 5: (Kanpur Nagar)	No KGBV was functioning in the district.

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

District 1: (Farrukhabad)	Educational Management Information System (EMIS) has been established in the district.
	One EMIS incharge and one computer operator were in position. Two computers were
	available. The data capture format (DCF) was supplied to all schools in time. Training was
	not imparted to the teachers for filling up data capture format during the year 2008-09.
	Data collected and compiled by BSA had been sent to SPO on 13.1.2009.
District 2: (Auraiya)	EMIS has been established in the district with one EMIS incharge.
District 3: (Mahoba)	EMIS has been established in the district with one EMIS incharge and three computer
	operator. Three computers were available. DCF had been supplied in time. Training was
	not imparted to the teaches for filling up data in DCF during the year 2008-09. Data
	collected and compiled by the BSA had been sent to SPO on 15-1-2009.
District 4: (Chitrakoot)	EMIS has been established in the district with one EMIS incharge.
District 5: (Kanpur Nagar)	EMIS has been established in the district with one EMIS incharge and one computer
	operator.

(I) Research and Evaluation:

District 1:(Farrukhabad)	No research studies were undertaken at district level during previous calendar year as well as and in the current financial year 2008-09.
	·
District 2: (Auraiya)	No research studies were undertaken at district level during previous calendar year as well as and in the current financial year.
District 3: (Mahoba)	No research studies were undertaken at district level during previous calendar year as well as and in the current financial year 2008-09.
District 4: (Chitrakoot)	No research studies were undertaken at district level during previous calendar year as well as and in the current financial year 2008-09.

District 5: (Kanpur Nagar)	No research studies were undertaken at district level during previous calendar year as
	well as and in the current financial year 2008-09.

(m) Functioning of the VEC:

District 1: (Farrukhabad)	Five hundred twelve VECs were in the district. There were 441 members of VECs in 87 sampled schools. Out of these 441 members 143 (32.4%) were female members. About 69 percent members participated in the VEC meetings regularly.
District 2: (Auraiya)	Four hundred forty one VECs were in the district. There were 438 members of VECs in 87 sampled schools. About 34 percent members were female members.
District 3: (Mahoba)	Two hundred forty seven VECs were in the districts. There were 450 members in 90 sampled schools. About 36 percent members were female. About 73 percent members participated in the VEC meetings regularly. Training was imparted to 81.5 percent members of VECs of the sampled schools till the date of visit.
District 4: (Chitrakoot)	Three hundred thirty (330) VECs were in the district. There were 446 members of VECs in 89 sampled schools. About 32 percent members were female.
District 5: (Kanpur Nagar)	There were 557 VECs in the district. There were 448 members of VECs in 88 sampled schools. About 32 percent members were female.

(n) Staffing at district Level under SSA:

District 1:(Farrukhabad)	Out of 15 posts sanctioned, 4 posts of supporting staff were vacant.
District 2: (Auraiya)	Out of 15 posts sanctioned, 6 posts of staff were vacant.
District 3: (Mahoba)	Out of 16 posts sanctioned, 4 posts of supporting staff were vacant.
District 4: (Chitrakoot)	Out of 16 posts sanctioned, 6 posts of supporting staff were vacant.
District 5: (Kanpur Nagar)	Out of 18 posts sanctioned, 4 post of supporting staff were vacant.

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

Educational facilities are equally available to different sections of the society in the district.

(p) Additional items checked during schools visit by MI.

District 1:(Farrukhabad)	The atmosphere of all sampled primary schools and in all sampled upper primary schools was reported to be good. The condition of buildings of 82.0 percent primary schools and 92.3 percent upper primary schools was found good.
District 2: (Auraiya)	The atmosphere in 98.3 percent sampled primary schools and in all sampled upper primary schools was reported to be good. The condition of buildings of 81.4 percent primary schools and 92.5 percent upper primary schools was found good.
District 3: (Mahoba)	The atmosphere in all sampled primary and upper primary schools was reported to be good. The condition of buildings of 82.8 percent primary schools and 92.3 percent upper primary schools was found good.
District 4 (Chitrakook)	The atmosphere in all the sampled primary schools and sampled upper primary schools was reported to be good. The conditions of buildings of 82 percent primary schools and 96 percent upper primary schools was found good. The condition of building of 2 primary school was found unsatisfactory.
District 5: (Kanpur Nagar)	The atmosphere in all the sampled primary schools and upper primary schools was reported to be good. The condition of buildings of 81.2 percent primary schools and 87.5 percent upper primary schools was found good.

(q) Mid Day Meal

District 1: (Farrukhabad)

(i) Regularity in serving meal

Hot cooked meal was served in 73.8 percent primary schools and in 88.4 percent upper primary schools regularly.

(ii) Regularity in delivering foodgrains to schools.

Foodgrains were received in 90.1 percent primary schools and in 96.1 percent sampled upper primary schools regularly.

(iii) Regularity in delivering cooking cost to schools

Cooking cost was received in advance regularly by VECs of 86.1 percent sampled primary schools and 92.3 percent upper primary schools

(iv) Social Equity

No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.

(v) Variety of menu

MDM was served as per menu in 82.2 percent sampled primary schools and in 91.3 percent upper primary schools.

(vi) Quality and quantity of meal.

The students of 93.3 percent primary schools and 86.9 percent upper primary schools were satisfied with quality of meal and for quantity of meal the percent was 86.7 far primary schools and 95.6 far upper primary schools.

(vii) Supplementary

Micro-nutrients and deworming medicines were supplied in only 36.1 percent primary schools and in 26.9 percent upper primary schools.

(viii) Status of cooks

Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 555/per month in a primary school and Rs 562/per month in a upper primary schools.

(ix) Infrastructures

Out of 87 sampled schools, kitchens were available in 86.2 percent schools. Potable

water was available for cooking and drinking in all schools.

(x) Community participation

Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.

(xi) Impact

Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.

District 2: (Auraiya)

(i) Regularity in serving meal

Hot cooked meal was served in 84.7 percent primary schools and in 82.1 percent upper primary schools regularly.

(ii) Regularity in delivering foodgrains to schools.

Foodgrains were received in 95 percent primary schools and in 93 percent sampled upper primary schools regularly.

(iii) Regularity in delivering cooking cost to schools

Cooking cost was received in advance regularly by VECs of 95 percent sampled primary schools and 96 percent upper primary schools

(iv) Social Equity

No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.

(v) Variety of menu

MDM was served as per menu in 94 percent sampled primary schools and in 91 percent sampled upper primary schools.

(vi) Quality and quantity of meal.

More than 94 percent students of sampled primary schools and 96 percent student of upper primary schools were satisfied with the quality and quantity of meal.

(vii) Supplementary

Micro-nutrients and deworming medicines were not supplied in any primary school or upper primary schools.

(viii) Status of cooks

Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 615/- per month in a primary school and Rs 602/- per month in a upper primary schools.

(ix) Infrastructures

Kitchens were available in 41.1 percent schools. Potable water was available for cooking and drinking in all schools.

(x) Community participation

Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.

(xi) Impact

Majority of teachers and VECs members observed that MDM helped in improving enrollment, attendance and general health of children.

District 3: (Mahoba)

(i) Regularity in serving meal

Hot cooked meal was served in 76.6 percent primary schools and in 80.8 percent upper primary schools regularly.

(ii) Regularity in delivering foodgrains to schools.

Foodgrains were received in 92 percent sampled primary schools and also in 92 percent upper primary schools regularly.

(iii) Regularity in delivering cooking cost to schools

Cooking cost was received in advance regularly from by VECs of 96.9 percent of PS and 100 percent of UPS.

(iv) Social Equity

No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.

(v) Variety of menu

MDM was served as per menu in 83.7 percent sampled primary schools and in 95.2 percent upper primary schools.

(vi) Quality and quantity of meal.

About 96 percent students of sampled primary schools and 95 percent students of upper primary schools were satisfied with the quality and quantity of meal.

(vii) Supplementary

Micro-nutrients and deworming medicines were supplied in only 45.3 percent primary schools and 38.4 percent upper primary school.

(viii) Status of cooks

Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 517/- per month in a primary school and Rs 519/- per month in a upper primary schools.

(ix) Infrastructions

Out of 90 sampled schools, Kitchen were available in 91 percent schools, Potable water was available for cooking and drinking in all schools.

(x) Community participation

Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.

(xi) Impact

Majority of teachers and VEC members observe that MDM helps in improving enrollment attendance and general health of children.

District 4: (Chitrakoot)

(i) Regularity in serving meal

Hot cooked meal was served in 89 percent primary schools and in 92 percent upper primary schools regularly.

(ii) Regularity in delivering foodgrains to schools.

Foodgrains were received in all sampled primary and upper primary schools regularly.

(iii) Regularity in delivering cooking cost to schools

Cooking cost was received in advance regularly by VECs of sampled primary schools and upper primary schools

(iv) Social Equity

No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.

(v) Variety of menu

MDM was served as per menu in 84.2 percent sampled primary schools and in 95.6 percent upper primary schools.

(vi) Quality and quantity of meal.

About 93 percent students of sampled primary schools and 96 percent students of upper primary schools were satisfied with the quality and quantity of meal.

(vii) Supplementary

Micro-nutrients and deworming medicines were supplied in only 56.3 percent primary schools and in only 60 percent upper primary schools.

(viii) Status of cooks

Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 570/- per month in a primary school and Rs 598/- per month in a upper primary schools.

(ix) Infrastructures

Out Of the 89 sampled schools, kitchens were available in 77.5 percent schools. Potable water was available for cooking and drinking in all schools.

(x) Community participation

Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.

(xi) Impact

Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.

District 5: (Kanpur Nagar)

(i) Regularity in serving meal

Hot cooked meal was served in all primary schools and upper primary schools regularly only upto 8.5.2009

(ii) Regularity in delivering foodgrains to schools.

Foodgrains were received in 94 percent primary schools and in all the 24 sampled upper primary schools regularly.

(iii) Regularity in delivering cooking cost to schools

Cooking cost was received in advance regularly by VECs of 98.4 percent sampled primary schools and all sampled upper primary schools

(iv) Social Equity

No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.

(v) Variety of menu

MDM was served as per menu in more than 95 percent sampled primary schools as well as upper primary schools.

(vi) Quality and quantity of meal.

More than 87 percent students of sampled primary schools and 91.7 percent students of upper primary schools were satisfied with the quality and quantity of meal.

(vii) Supplementary

Micro-nutrients and deworming medicines were not supplied in primary schools or upper primary schools.

(viii) Status of cooks

Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 661/- per month in a primary school and Rs 676/- per month in a upper primary schools.

(ix) Infrastructures

Out of 88 sampled schools kitchen were available schools kitchen were available in 64.7 percent schools.

(x) Impact

Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.

3. District Level Half Yearly Monitoring Report

(District -1. Farrukhabad)

3.1	Name of the District	Farrukhabad
3.2	Date of visit to the district/ Schools/EGS/AIE Centres	From 17.4.2009 to 3.5.2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	What is the number of schools sanctioned in the current financial year in the (including spill over) and how many of them have been opened district wise?	Project office of	to be obtained SSA and to be up stricts visited by N	dated by DPO in			
(i)	Particular	Number of schools					
		PS	UPS	Total			
	Number of schools sanctioned (including spill over)	48	82	130			
	Number of schools opened	43	82	125			
	Has the land for construction of the school been identified?		oe obtained from ried on the spot w ool Teacher.				
(ii)	The land for construction of schools buildings for all 125 r	new schools has been	n identified as repo	orted by BSA. The			
	land for 5 primary schools has not been identified. Out of	these 125 new scho	ols, 10 schools visi	ted by research			
	investigator of CADR, was found identified.						
	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						
(iii)	As reported by BSA, funds for construction of school buildings have been released to 125 concerned VECs. Ten						
	new schools were visited by research investigators and it was found that funds for construction of school buildings						
	have been received by VECs of these schools.						
	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	check to be carr	oe obtained from ried on the spot w d School Teacher	ith the assistance			
	Progress of cons	struction work					
	G. a	Number of schools					
	Stage of construction	PS		UPS			
	(i) Completed	42		80			
(iv)	(ii) Foundation						
(iv)	(iii) Lintel	1		1			
	(iv) Roofing			1			
	(v) Work not started	5					
	Total	48		82			
	Ten (4 PS and 6 UPS) schools were visited by research investigators of CADR. The construction work of 3 primary and four upper primary school was completed and the construction work of one primary school and one upper school was up to lintel level and one upper primary school was constructed up to roofing stage.						

(v)	Number of Teachers sanctioned for the new school (including spillover) to be opened in the curr financial year? Has sanctions been issued for these not? District-wise information of the number of posanctioned and appointments made? Particulars				Nur		of teachers		
		P\$			1	UPS			
			Sanctio	oned	Appoint	ted	Sanctioned	Appointed	
	(a Regular teachers		43		43		246	94	
	(b) Para teachers		43		42		Not applicable	Not applicable	
	Tot	al	86		85		246	94	
	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.				
	Particulars			Number of teachers in position PS UPS					
(vi)		P5			UFS				
	(a) Regular teachers		43			94			
	(b) Para teachers		42				Not applicable		
	Four regular teachers and four para teach schools were in position.	hers in four sa	ampled pri	mary so	chools and s	six tea	chers in six samp	led upper primary	
(vii)	In the schools visited by MI wheth of Rs. 20,000/- for Teaching and Le at primary level and Rs. 50,000 primary level have been received yes, what items have been purchased	earning equi er school a by VEC/SI	ipments t upper MC? If	of V		etc.	and expendit	Bank passbook ure statement	
	Teaching learning equipment (TLE) grant	was released	I from the	district f	or 125 scho	ols bu	t it was not receiv	ed by VEC of any	
	visited school at the time of visit. No item v	was purchase	d up to the	date of	visit in the	sample	ed schools		
	Whether any guidelines have been	n issued ei	ther by	Copy of circular/orders to be obtained from SPO					
	SPO and or DPO for the items to be provided for the			the and DPO. A copy of the instructions be enclosed					
(viii)	new school under this grant?			along	with MI	repor	t.		
	Guidelines have been issued from SP (Annexure-I)	O to BSA f	or the iter	ns to b	e provided	l for t	he new schools	under this grant	

	What are the targets (including construction of school buildid classrooms, drinking water, toilets, other items like rain water harves current financial year and what is the previous quarter?	ngs, additional BRCs/CRCs and sting etc. for the	with dist wise pr progress	rict-wise ogress: and work	break compl ss not	-up. SPO to eted works	m SPO along furnish item- s, works in be updated at y MI.	
	Item			Number of works				
			Target	Comple	ted	In progress	Work not started	
	(a) Primary school s		48	42		1	5	
<i>(</i> 1)	(b) Upper primary schools		82	80		2		
(i)	(c) Additional rooms for PS		431	431				
	(d) Additional rooms for UPS		144	144				
	(e) Drinking water for PS+ UPS		NIL					
	(f) Toilets for PS		NIL					
	(g) Toilets for UPS		NIL					
	(h) BRC		NIL					
	(i) NPRC		NIL					
	(j) Rain water harvesting for	(j) Rain water harvesting for PS						
	(k) Rain water harvesting for UPS		NIL					
	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.			C and Scl			assistance of	
	Item Number of works							
	Item		Found Co	mplotod		In prog	roce	
(ii)		Checked	Found Co	-		In prog		
(ii)	Primary schools	Checked 4	3			In prog		
(ii)	Primary schools Upper primary schools	Checked 4 6	3		5 (2	One (roofin	g stage)	
(ii)	Primary schools	Checked 4	3		5 (2	One (roofin	g stage) loor level and 3	
(ii)	Primary schools Upper primary schools	Checked 4 6	3	1	5 (2	One (roofin	g stage) loor level and 3	
(iii)	Primary schools Upper primary schools Additional rooms for PS	6 26 21	3 6 2 2 To be v	l erified o	n the	One (roofin rooms up to d rooms up to l spot with	g stage) loor level and 3	
	Primary schools Upper primary schools Additional rooms for PS Additional rooms for UPS Whether SMC/VEC has been trai	6 26 21	3 6 2 2 2 To be v VEC/SM above).	l erified of C and Sc	n the	One (roofin rooms up to d rooms up to l spot with	g stage) loor level and 3 intel level) assistance of	
	Primary schools Upper primary schools Additional rooms for PS Additional rooms for UPS Whether SMC/VEC has been trai	Checked 4 6 26 21 ned by technical Yes (in all the ten service) works has be	2 To be v VEC/SM above). schools visi	erified or C and Sc	n the hool T	One (roofin rooms up to d rooms up to l spot with Teachers (sa	g stage) loor level and 3 intel level) assistance of	
(iii)	Primary schools Upper primary schools Additional rooms for PS Additional rooms for UPS Whether SMC/VEC has been traipersons for execution of civil work? Whether community manual for o	Checked 4 6 26 21 ned by technical Yes (in all the ten service) works has be	To be v VEC/SM above). schools visited To be VEC/Gii) a	erified of C and Sc ted) ted) ted verified of SMC and bove).	n the hool T	One (roofin rooms up to d rooms up to l spot with Teachers (sa	g stage) loor level and 3 intel level) assistance of mple as in (ii)	
(iii)	Primary schools Upper primary schools Additional rooms for PS Additional rooms for UPS Whether SMC/VEC has been traipersons for execution of civil work? Whether community manual for o	Checked 4 6 26 21 ned by technical Yes (in all the ten service) works has beside. Yes (in all the ten service) works has besides.	To be v VEC/SM above). schools visited To be v VEC (ii) a schools visited as To be visited	erified of C and Sc ted) be verified bove). ted)	n the hool T	One (roofin rooms up to d rooms up to l spot with Teachers (sa	g stage) loor level and 3 intel level) assistance of mple as in (ii)	

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(vi)	Is VEC/SMC keeping a separate materials for construction?	account of funds and		cation by the MI in respect tes visited (sample as in (ii)			
	Yes (in all the ten schools visited)						
(vii)	Who is designated for Technical works? What level (Block/District/St	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).					
, ,	Block level – Junior engineer, RES						
	District level – Coordinator (Construct	ion)					
	The number of times the technic construction site and guided the con he visit at the foundation stage, lintel	struction process? Did		the spot with assistance of chool Teachers (sample as in			
	The District Coordinator, education depart	ment had supervised the co	nstruction work of four	new schools visited by CADR.			
	Det	ails of supervision of cons	truction works				
	Name of schools	Designation of superviso	r Number of time	Stage of supervision			
	1.PS Nagala Ummed, block Mohmadabad	D.C. (Construction)	1	Lintel level			
	2. PS Nagala Pal, block Kamalaganj	D.C. (Construction)	3	Foundation, door and lintel level			
	3. PS Bichpuri, block kamalaganj	D.C. (Construction)	2	Foundation and door level			
		J.E. (RES)	1	Lintel level			
	4. PS Tantiya, block Badpur	D.C. (Construction)	1	Foundation stage			
(viii)	5. UPS Gautiya, block Rajepur	D.C. (Construction)	2	Foundation and lintel level			
	6. UPS Sultanpur, block Kayamganj	D.C. (Construction)	3	Foundation, door and lintel level			
	7. UPS Murhathe, block Shamsabad	D.C. (Construction)	3	Foundation, door and lintel level			
	8. UPS Husainpur Bangar, block Nawabganj	D.C. (Construction)	2	Foundation and lintel level			
	9. UPS Imaliya Mukeri, block Nawabganjd	D.C. (Construction)	3	Foundation, door and lintel level			
		J.E. (RES)	2	Foundation and door level			
	10. UPS Aolmapur, block Kamal	D.C. (Construction)	3	Foundation, door and lintel level			
		J.E. (RES)	1	Lintel level.			
	Construction works of seven additional room and door level. Construction work of 40 add	-	•	•			

(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).				
	Information regarding water facilities created through Swajaldhara was visited by CADR. Drinking water facility in 42.6 percent primary schools PS schools it was created through other sources. Drinking water facility upper primary schools.	s was created through SSA funds and in the remaining				
	Whether construction of drinking water facilities in	To be verified on the spot with assistance of				
(x)	schools is being carried out by a specialized Agency or VEC/SMC?	VEC/SMC and School Teachers (sample as in (ii) above).				
	As reported by the teachers, the construction of water facilities was done by the VECs in the schools visited by CADR.					
(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).				
	Toilets facilities were created in 32.8 percent primary schools and in 73.1 percent upper primary schools through SSA funds. This facility was also created in only 9.8 percent primary schools though Total sanitation campaign (TSC)					
<i>(</i>)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).				
(xii)	The construction of ten new schools and forty seven additional classrooms in the exiting 27 schools visited by CADR was found satisfactory.					
	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.				
(xiii)	SPO level	SPO level				
	Executive Engineer - One					
	Assistant Engineer – One					
	Every year a third party evaluation is conducted.					

(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.

Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 60.4 percent text books in primary schools and 61.8 percent text books in upper primary schools were made available through SSA funds.

(i)

(ii)

Number of children who had received free text books

Particulars	Primary Schools			Upper Primary Schools			
Particulars	Boys	Girls	Total	Boys	Girls	Total	
Number of students to whom free text books have been distributed	91347	90391	181738	17291	18448	35739	
Number of students who received free text books from SSA funds	19298	90391	109689	3646	18448	22094	
Number of students who received free text books from State Govt. funds	72049		72049	13645		13645	

Source: - BSA Farrukhabad

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 books had received in the month of June, 2008 and distributed up to 14th July, 2008. instructions have been issued by SPO to BSA in respect of distribution of text-book (Annexure-II)

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.

No, All students had received text books in time.

(iv) 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.

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?			listricts visited by MI. A			
	Number of schools to whom grant was approved for the year 20	008-09	PS	UPS			
	Trainibor of sorroots to whom grant was approved for the your 20	300 03	1108	475			
	Yes, The guidelines have been provided. (Annexure-III)						
	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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 visite by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.					
(ii)	Number of schools to whom funds were released		PS	UPS			
Ì	Trumber of schools to whom funds were released		1101	441			
	Date of release of this grant was received by VECs	14-8-20	80				
	School development grant was received by VECs in 96.7 percent sampled primary schools and in 96.2 percent sampled upper primary schools.						
(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?						
	No, purchases from school development grant were made	e by BSA.					
(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?	from the production that the following the f	passbook and ool/VEC.				
	Date of receive the school grant to VEC accounts – August, 2008 to December, 2008. About 93 percent grant in PS and hundred percent grant in UPS had been utilized.						
(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 expenditure statement maintain					
	The school development grant for the year 2007-08 had b	peen utilized in all the sampled sch	iools.				

(e) Teachers and Teachers Training:

	Number of additional Teachers sand wise under SSA in primary and schools and the number of Teach therein?	upper primary		lated in l		d from SPO and to et of districts visited	
	The details of teachers sanctioned and in position are given below:-						
(i)		Num	ber of te	achers sanctioned and in position			
	Particular	P	PS			UPS	
		Sanctioned		osition	Sanctioned	In position	
	(a) Regular Teachers	231		183	1215	969	
	(b) Para teachers	2137	2	2112			
	Total	2368	:	2295	1215	969	
(ii)						d from SPO and to et of districts visited	
	BTC and special BTC candidates are appoin	nted as teachers. BS	SA is emp	owered to	appoint the tead	chers.	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis? Information is to be obtained from SPO be updated in DPO in respect of district by MI.						
	Assistant teachers are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are						
	appointed by promotion from assistant teachers.						
(iv)	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?			ascertain	ed from DPO	and VEC.	
	VEC is not empowered to make appointment of new teachers.						
	of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present a		Information to be obtained from the school and from the VEC. The list of the names of teacher absent and those who are habitually absent mus be given in the report.			e names of teachers	
(v)	Research investigators of CADR visited exist sanctioned, in position and present on the d			26 upper p	rimary schools.	The details of teachers	
	Particular				of teachers		
					S	UPS	
	Number of teachers sanctioned		^ ^	20	445		
	Number of teachers sanctioned			30	09	115	

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	Number of teachers present on the day	of visit		185 (85.6)		93 (83.8)	
	Note: - Figures within parenthesis denote position.	ote percentage of teacher	rs present	relative to the numb	per of teach	ners in working	
	No teacher was reported to be habitual absentee.						
	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.						
(vi)	The rapport between children and the to of CADR.	eachers was found satisf	actory in t	he schools visited by	y the resea	rch investigators	
	The target number of teachers given in service training and the teachers given such training in S. Is there a training calendar for What was the venue; the contest training, who prepared it? Who Who trained them? We supervision/monitoring system to these trainings? Is there a regular feedback from teachers?	If the actual number of in State/district visited? for teachers training? ontent and module for Who were the trainers? What was the m to check quality of					
	(a) About 72.3 percent man-days training was provided to the teachers of primary schools and 76.9 percent man-d training was given to the teachers of upper primary schools						
	Parti	Particulars			Number of man-days		
	- G. Hould			PS		UPS	
	Total number of man-days targeted to	Total number of man-days targeted to be spent on in service training			35200 13600		
	Total number of man-days in service training provided			25432 (72	25432 (72.3) 10465 (76.9)		
	Source:- DIET Farrukhabad						
(vii)	Note:- Figures within parenthesis denote percentages						
	About 64 percent teachers of sampled primary schools and 48.6 percent teachers of sampled upper primary schools received in service training upto the date of visit.						
	(b) Whether training calendar for teachers training was prepared?						
	Yes (Not available)						
	(c) What was the venue of training?						
	The details of venue of training are given below:-						
	Venue of Training		Perce	ntage of teachers	of		
	Tondo or Training	PS			UPS		
	DIET	7.8			20.0		
	BRC	92.2			80.0		

0.0

0.0

Others

	(d) Who trained the teachers?				
	Training was imparted to the teachers by senior lecturers of DIE	T and trainers of teacher	S.		
(viii)	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?	from the DPO in r	from the SPO and updated respect of the districts visited everified from the teachers in II.		
	Orientation training of 30 days is imparted to the para teachers	(Shiksha Mitras) of prima	ry schools. 109 para teachers		
	were to be given orientation training during the year 2008-09 ar	nd 98 para teachers recei	ved one month training at DIET.		
	This training was imparted by the senior staff of DIET.				
(ix)	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?	from the DPO in r	from the SPO and updated respect of the districts visited everified from the teachers in II.		
	NIL				
(x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained to in respect of schools	From the teachers on the spot s visited by MI.		
	The teachers were satisfied with the training given by the maste in Mathematics and English subjects.	er trainers. Some teacher	s wanted to get in service training		
	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		from BRC/CRC (atleast 5 ners on the spot in respect of s visited by MI.		
(xi)	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)?				
	BRC Coordinators are generally responsible for in service training according to the calendar prepared by				
	DIET. They visit schools and organize training programmes at BRCs and NPRC level. Seven BRC and 87				
	NPRC are functioning in the district out of which five BI	RC and five NPRC wer	e selected for monitoring. In all		
	BRC and NPRC one coordinator was in position. The coordinators to the teachers are given below:	details of academic su	pport provided by BRC/NPRC		
	Particulars	Primary Schools	Upper primary schools		
	Total number of schools in five selected BRCs	768	343		
	Total number of schools visited by BRC coordinators	585 (76.2)	247 (72.0)		
	. Star Harrison of Controllo Horlog by Brito Coordinators	330 (10.2)	217 (12.0)		

	Total number of schools in five selected NPRCs	60	20			
	Total number of schools visited by NPRC coordinators	60 (100.0)	20 (100.0)			
	Source:- Field survey, SSA programme	00 (100.0)	25 (155.5)			
	Note:- Figures within parenthesis denote percentages					
	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?	each) and the teach	from BRC/CRC (atleast 5 ters on the spot in respect of s visited by MI.			
	BRC/NPRC Coordinators made more than two visits to ea	schools/EGS centres visited by MI. to each school/ EGS/AIE Centre in a month				
	c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?		from BRC/CRC (atleast 5 ters on the spot in respect of s visited by MI.			
		enerally the coordinators of BRC/NPRC check school records and share the administrative matter achers. They are conducting model lesion in classrooms and helping teachers to teach difficult top ney conduct also random tests for children's learning.				
	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?	ouilding; academic each) and the teachers on the spot				
	The DIET has strong relationship with BRC for trainguidance.	ning, capacity buildin	ng, academic supervision and			
	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?		from BRC/CRC (atleast 5 ters on the spot in respect of s visited by MI.			
	The BRC/NPRCs extend their academic support to EGS/	AIE Centres/courses b	by guiding them how to run the			
	centers courses. Two AIE centres were visited by investig					
	of BRC/NPRCs were visiting these centres for providing a					
(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 fr	rom SPO.			
(2311)	The SPO has senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education. The SPO has coordination with SCERT and DIET to develop teachers training modules.					

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?			I from SPO and updated districts to be visited by
(i)	Particulars		Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the	ne district	3644	1379
	(b) Amount released (in lakh Rs.)		17.175	6.895
	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?	verified i	d from DPO and to be by MI. A copy of the h the report.	
(ii)	Particulars	Prim	ary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	2	7-1-2009	27-1-2009
	Number of teachers covered		3435	1379
	Instructions in respect of utilization of TLM grant has been issu	ed from SPC	O to BSA (Annexure-	V)
	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?			
	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		ion to be verified isited by MI.	on the spot in respect of
	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	schools v	isited by MI.	on the spot in respect of
(***)	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?	schools v	isited by MI.	on the spot in respect of Upper Primary Schools
(iii)	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? The details about TLM grant in the schools visited by CADR and the control of	schools v	isited by MI.	
(iii)	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? The details about TLM grant in the schools visited by CADR at Particulars	schools v	w:-	Upper Primary Schools
(iii)	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? The details about TLM grant in the schools visited by CADR at Particulars Number of schools in which TLM displayed in classrooms	schools v	w:- mary Schools 43 (70.0)	Upper Primary Schools 18 (69.2)
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(iii)	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? The details about TLM grant in the schools visited by CADR at Particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount	schools v	w:- mary Schools 43 (70.0) 216 38 (62.3)	Upper Primary Schools 18 (69.2) 111 4 (15.4) 20 (18.0)
(iii)	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? The details about TLM grant in the schools visited by CADR at Particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount	schools v	w:- mary Schools 43 (70.0) 216 38 (62.3) 124 (57.4)	Upper Primary Schools 18 (69.2) 111 4 (15.4) 20 (18.0)
(iii)	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? The details about TLM grant in the schools visited by CADR at Particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount Date of receive TLM grant	schools v	w:- mary Schools 43 (70.0) 216 38 (62.3) 124 (57.4) 5.03.2009 to	Upper Primary Schools 18 (69.2) 111 4 (15.4) 20 (18.0) 2 8.04.2009
(iii)	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? The details about TLM grant in the schools visited by CADR at Particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount Date of receive TLM grant Amount received (in Rs.)	schools v	w:- mary Schools 43 (70.0) 216 38 (62.3) 124 (57.4) 5.03.2009 to	Upper Primary Schools 18 (69.2) 111 4 (15.4) 20 (18.0) 0 8.04.2009 10000.00

Note:- 1. Figures within parenthesis denote percentages

2.*Teachers and students used TLM of this year and previous years.

None of the teachers of sampled schools had received any training on TLM during the year 2008-09

(g) EGS & AIE:

(i) What is number of EGS/AIE the 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).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

The details about EGS/AIE Centres in the district are given below:-

Particulars	EGS	AIE	Total
Number of EGS/AIE Centres continued from previous years to this year	8	52	60
Number of New EGS/AIE Centres sanctioned in the financial year 2008-09			
Total number of EGS/AIE Centres in working position in the financial year 2008-09	8	51	59
Amount released (in lakh Rs.)	1.94	13.37	15.31
Amount utilized (in lakh Rs.)	1.94	13.37	15.31

Source:- BSA, Farrukhabad

Four RBC and 15 NRBC had been sanctioned for the year 2008-09 and all had been conducted

(ii) The target number of children and number of children actually enrolled in the centres category wise, district-wise?

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.

Social group-wise nun	Social group-wise number of enrolled children in EGS/AIE Centres are given below						
Social group	Target for 2008-09	Number of children enrolled					
SC	492	492					
ST	-						
OBC	847	847					
Minority	403	403					
Others	559	559					
Total	2301	2301					

(iii) The number of children enrolled and actually attending the centre?

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.

Two AIE Centre were visited by CADR. The position of enrollment of the children and attendance of the students in these two Centers is given below.

<u>Position of enrollment of the children and attendance of the students on the date of visit in AIE Centres</u>

Particulars -	Nu	mbers of childre	1
Faiticulais	Boys	Girls	Total

	Number of children enrolled in these AIE Centres on the d	late of visit	39	40	79	
	as per register Number of students present on the date of visit		23 (59.0)	23 (57.5)	46 (58.2)	
	Source:- Field survey SSA programme	23 (39.0) 23 (37.3) 40 (30.2)			10 (00.2)	
	Note:- Figures within parenthesis denote percentages					
(iv)	training and by whom	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.				
	Fifty Nine EVs were in position in the district and	d all were	trained. All EV	s had received	d foundation,	
	orientation trainings. The trainings were imparted by	the lecture	s of DIET. The	duration of tra	ining was 15	
days. Two EVs of sampled AIE centres were found trained.						
(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.					
	All 59 EVs were getting academic support from BRC/NPRC coordinators. The EVs of two sampled AIE Centres were also					
getting academic support from BRC/NPRC coordinators.						
(vi)	(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 lifield visits to EGS/AIE centres/courses					
One EV was Intermediate and one EV was graduate in the two AIE Centres visited.						
(vii)	i navment of monthly nonorarilim/ From whom i	Information to be obtained from the EVs during field visits by MI.				
	Each EV was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment				as reported.	
(viii)	(viii) Whether EV is regular in his attendance? To be ascertained from VEC dur MI.		VEC during fi	eld visits by		
	All the two EVs were present in their Centres at the time of visit.					
(ix)	(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?					
	One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.					
(x)	regarding EGS/AIE centres operating in the	Coordinato	n to be obtain r for EGS/AIE e format to be of the MI.	by MI in dist	tricts visited.	

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	Yes. BSA is being submitted progress report to SPO monthly on the prescribed format.				
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.			
	One EGS Centre was to be upgraded during the final	ncial year 2008-09 and it has been upgraded.			
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office an updated from DPO office in respect of the district visited by MI.			
	Yes, the funds have been released.	Yes, the funds have been released.			
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.			
-	One EGS Centre upgraded and details about funds are not available.				
(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.			
	Yes				
(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				
(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				
(xvii)	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				
(xviii	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	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.			
	Two teachers were sanctioned for new upgraded primary school but one teacher was in position till the date of visit.				
(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.			
	Seven hundred fifty children mainstreamed from EGS/AIE centres to schools. About 85 percent children were enrolled in Government schools and 15 percent in Private schools during the year 2008-09.				

(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.				
	Blackboards, durries, books and TLM were available in all the two sampled AIE centre visited.						
(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.				
	MDM was served in	two AIE centres visi	ted.				
(xxii)	present in the EGS/AIE centre/courses, on the			To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI. Number of students present on the date of visit in the centres			
	Number of children enrolled in the two sampled EGS/AIE Centres						
•	Boys	Girls	Total	Boys	Girls	Total	
	39	40	79	23 (59.0)	23 (57.5)	46 (58.2)	
(xxiii	The achievement level of children studying in EGS/AIE facilities? Asserting MI.				Assessment to be undertaken during Field visit by MI.		
	The achievement level of children studying in AIE centres visited by research investigators of CADR was found satisfactory.					s found	
(xxiv)	The rapport of the EV with the children?			Observations durin	g Field visit, by M	II.	
ı	The rapport of EVs with children was found satisfactory.						
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?		To be ascertained during the Field visby MI.				
	Free text-books for all subjects were distributed to all the enrolled children of two sampled AIE Centres in the year 2008-09 in time. Student were using these books				in the academic		

(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.	
(1)	Number of CWSN children identified during the financial year 2008-09		4976
	Number of CWSN children enrolled	4597	

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(ii) (a)	The number of children who have been provided with aids and appliances, districtwise, during the current financial year.					
	Number of children provided with aids/appliance during the financial year 20 in the district		404			
	Number of children provided with aids/appliance i	12				
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.				
		NO				
(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?	NGOs and copies of guidelines to be attached with the				
	One resource teacher identified in the district. No list of NGO was available.					
(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?	e visited by MI.				
	Yes, IED Coordinator has been oriented and has attended capacity building programme at state level.					
(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?	IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.				
	Format for monitoring has been provided and reports are being furnished to SPO regularly.					
	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.				
(v)	The BSA has reported that 998 primary schools and 358 upper primary schools have been provided with ramps. The ramps were in 53 primary sampled schools and in 21 sampled upper primary schools out of 61 primary schools and 26 upper primary schools					
(vi)	How many children have been provided home based support during the current financial year?					
	Not available					
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from be verified during field visit by VECs/school teachers.				
	On an average 56 parents in a primary school and 39 parents in a upper primary school were counseled about CWSN.					

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(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.
	Number of children enrolled	65
	Number of children present	27

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

	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.		
(i)	Number of model cluster schools targeted	69		
	Number of model cluster schools functioning in the district	69		
	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.		
(ii)	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school during the current financial year 2008-09		
	(b) Drinking water facilities	Available in all the model cluster schools		
	(c) Toilet facilities	Available in all the model cluster schools		
	(d) Electrification sanctioned	25 model cluster schools		
(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.		
	Model cluster schools have been provided TLM, vocational training, bridge courses and gender sensitization to the			
	teachers and additional efforts were being made to mobilize community and women's group in respect of girls			
	education.			
	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.		
(iv)	Funds released under NPEGEL (in lakh Rs.	112.77		
	Amount utilized (in lakh Rs.)	112.77		
(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.		
	Yes			

	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.		
		Yes		
	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, districtwise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.		
(vi)	ECCE Centres operational under			
	Innovation head funds	NIL		
	NPEGEL	NIL		
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.		
		Yes		

(j) Katurba Gandhi Balika Vidayalaya (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 the updated from DPO in respet by MI. Sample check by MI in	ect of districts visited	
	No KGBV was sanctioned in the year 2008-09. Three KGBVs of were sanctioned in the previous years. All were functioning at the time of visit in the district.			
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from be updated from DPO in respective by MI.		
	The land has been identified for all three KGBVs in the distri	rict		
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO DPO/KGBV visited by MI.) and verified from	
	Yes			
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from the updated from DPO in respective by MI.		
	All thro	ee schools		
(71)	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.			
(v)	Particulars	Number of po	st	
	ranuculars	Sanctioned	In position	

	Warden cum-teacher	1	1		
	Full time teachers	4	2		
	Part time teachers	4	2		
	Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	6	2		
	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.			
	Social Category of girls	Number of girls e	enrolled		
	SC	38			
(vi)	ST	-			
	OBC	42			
	Minority	02			
	Other	18			
	Total	100			
(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 visited by MI.	in respect of KGBV		
	Adequate number of beds, furniture, books, games items, So available in the school.	cience, kits, television, generator and	food facilities were		

(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.		
	Educational Management Information system (EMIS) has	nas been established in the district. One EMIS incharge and one		
	computer operators were in position. Two computers were	e available in the computer cell of BSA office Farrukhabad		
(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		
	Information not available			
(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.		
()	The data capture format had been supplied to all schools	by 31st August, 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 DPO and to be verified from teachers of the schools visited by MI.		
	Training was not imparted to the teachers of primary scho capture format during the year 2008-09	ols and upper primary schools for filling up data in the data		

(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, SPO has engaged third party agency to verify the	he data.
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
Data collected and compiled by the BSA had been sent to the SPO on 1301.2		the SPO on 1301.2009
(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.
		Yes

(l) Research and Evaluation:

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 were under taken at the district le	evel.	
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 were under taken at the district le	vel in the previous calendar year.	
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.	
There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are sets of contact formats for commissioning the studies.		
	and the actual number of research sanctioned. No research studies were under taken at the district leads to be previous calendar year and the number of them completed. No research studies were under taken at the district leads to be search stud	

(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.		
There were 512 VECs (including urba		There were 512 VECs (including urban areas) in the district.			
	(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.		
	()	The guidelines on delegation of powers to VECs were available with VECs.			

(:::)	Guidelines given on adequate representati in VEC/SMC? The actual number of wom in the VEC of the school visited by MI?		Information to SPO/DPO and VEC/SMC during	to be verifie	d from the
(iii)	There were 441 members (308 in primary schools	and 133 in upper	primary schools) in 8	7 sampled schools	s. Out of these
	441 members 143 (32.4 percent) were female men	mbers.			
	The frequency of meeting of VEC as per the the actual dates of meeting of the committee months preceding the visit of MI? The tot members of VEC and how many are attendir regularly? Whether women and SC/ST members participate regularly in the meeting?	during the six tal number of ng the meeting	Information to be verified on the villages/schools vi	e basis of	
	(a)The frequency of meeting of VEC as per guid months proceeding the visit of MI.	delines and actu	al date of meeting of	the committee d	luring the six
(iv)	As per guidelines, VEC meetings should be held elast six months	every month in ea	nch school. Two to thr	ee meetings were	held during the
	(b) The total number of members of VECs in th regularly.	e sampled scho	ols and how many ar	e attending the n	neeting
	These were 441 members in 87 sampled schools. Out of these 441 members 304 (68.9 percent) members participated in the VEC meetings regularly.				
	(c) Whether women and SC/ST members of the	se bodies partic	ipated regularly?		
	Women and SC/ST members of VECs participated in the meeting regularly.				
(v)	Whether members of the VEC have been or percentage of the members oriented? When were held? Who conducted the trainings? Who perception of the trainings?	these trainings	Information to SPO/DPO and VEC/SMC during		d from th
	Training was not imparted to the members of VECs of the sampled schools till the date of visit.				
	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?		Information to be obtained from VEC and verified on the basis of records by MI during field visits.		
	The details of contribution of VECs for improving the	he school condition	on is given below:-		
	Contribution of VEC	s for improving	the condition of sch	ools	
			Percentage of schools		
			Percentage o	f schools	
	Particulars	Atmosphere	Percentage of Enrollment of children	Presence of teachers	Attendance of students
	Particulars Primary schools	Atmosphere	Enrollment of	Presence of	
(vi)		Atmosphere	Enrollment of	Presence of	
(vi)	Primary schools		Enrollment of children	Presence of teachers	of students
(vi)	Primary schools (a) Good	80.3	Enrollment of children	Presence of teachers	of students
(vi)	Primary schools (a) Good (b) Satisfactory	80.3	Enrollment of children 68.9 31.1	Presence of teachers 72.1 27.9	54.1 45.9
(vi)	Primary schools (a) Good (b) Satisfactory (c) Unsatisfactory	80.3	Enrollment of children 68.9 31.1	Presence of teachers 72.1 27.9	54.1 45.9
(vi)	Primary schools (a) Good (b) Satisfactory (c) Unsatisfactory Upper primary schools	80.3 19.7 0.0	Enrollment of children 68.9 31.1 0.0	72.1 27.9 0.0	54.1 45.9 0.0
(vi)	Primary schools (a) Good (b) Satisfactory (c) Unsatisfactory Upper primary schools (a) Good	80.3 19.7 0.0	68.9 31.1 0.0	72.1 27.9 0.0	54.1 45.9 0.0

	According to the teachers of the sampled schools, the contribution of VEC members was good in 80.3 percent of primar schools and in 80.8 percent of upper primary schools in improving the atmosphere. The role of VEC members was good in 68.9 percent of primary schools and in 57.7 percent of upper primary schools for improving the enrollment of children.		
(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.	
	Yes		
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO	
	There is one senior professional to look after the community	mobilization at state level in the office of SPO.	

(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?	Informati	on to be obtained	from SPO.
	Details are available with the office of SPD			
(ii)	The number of meetings of the General Body and EC held during the previous financial year?		on to be obtained om their records.	
	Details are available in the office of SPD			
(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?		on to be obtained t DPO level in dis	
	The position of staff at district level under SSA is given below:-			
			Number	of Post
	Name of the post created under SSA		Sanctioned	In position
	Basic Shiksha Adhikari		1	1
	Assistant Account officer		1	1
	District coordinators		6	5
	EMIS incharge		1	1
	Computer operater		1	1
	Other staff (Accountant/Assistant accountant T Clerk, Steno, Driver and Peon)	ypist,	5	2

	Source: BSA Farrukhabad Necessary steps are being taken to fill up the vacant posts.			
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained for SPO/DPO and to be verified in respect BRCs/CRCs visited by MI.		
	The details about BRC and NPRC are given below:-			
	Particulars		Numbers	
	Number of BRCs (including URC) in the district		7	
	Number of NPRCs in the district		87	
	(a) Staff in BRCs Coordinator		7	
	(b) Assistant Coordinator		12	
	Number of coordinators in NPRCs	ordinators in NPRCs 87		
	Source:- BSA Farrukhabad			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be v	verified at SPO through checking of S.	
	Yes	ı		

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

Education facilities are equally available to different sections of the society

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	Average number of days the school functioned in last year 20	07-08
	Primary school	227
	Upper primary school	227
(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.

(a) school environment

The atmosphere of all sampled primary schools and all upper primary schools was found good.

(b) School buildings

All 61 sampled primary schools and 26 upper primary schools were functioning in their own buildings and one upper primary school was functioning in rental building. Number of PS and UPS having their own buildings by status of buildings are given below:

Status of buildings	Number of schools			
Status of buildings	PS	UPS		
Good	50 (82.0)	24 (92.3)		
Satisfactory	11 (18.0)	2 (7.7)		

Note: Figures within parenthesis denote percentages.

(c) Playground

Playgrounds were available in 75.4 percent sampled primary schools and in 76.9 percent upper primary schools.

(d) Status of classrooms

There were 250 classrooms in 61 sampled primary schools and 90 classrooms in 26 sampled upper primary schools. The condition of these 340 classrooms in 87 sampled schools is given below:

Status of buildings	Number of classrooms				
Status of buildings	Primary schools	Upper primary schools			
Good (proper flooring, roof, windows and lighting)	216 (86.4)	78 (86.7)			
Satisfactory	34 (13.6)	12 (13.3)			

Note: Figures within parenthesis denote percentages.

	Whether	the	classes	have	proper	sitting	Information	to	be	recorded	on	the	basis	of
	arrangeme	ent for	r childrei	ı, a bl	ack board	, TLM	observation.							
(iii)	materials?	1												

Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 87 sampled schools.

	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.
(iv)	The health facilities were reported to be provided in the last si. 34.6 percent sampled upper primary schools.	x months in only 36.1 percent sampled primary schools and in
	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.

The play material was available for children in only 63.9 percent sampled primary schools and in 76.9 percent upper primary schools and it was being used.

(vii)

If there is low attendance the reasons for the same? Information to be obtained from the teachers/VEC.

Attendance was not low

(v)

(viii)	Steps taken to promote attendand and by the VEC/SMC/PTA etc?	ce by the school	Information to b	e obtained from the teachers and			
	The teachers and VECs/PTA motivated t	he parents to promot	e the attendance of the	ne children.			
(ix)	What is the present process of achievement level of students?	of assessing the	Information to b	pe recorded on the basis of school			
,		By examination	on of students				
(x)	Whether continuous and comprehe and grading system has been students?		Information to be records.	pe recorded on the basis of school			
		Y	es				
	The achievement level of children.		Assessment to be of visit.	undertaken by the MI on the day			
	Achievement level of children						
	In order to ascertain the level of achieve	ment of students in la	anguage, science and	mathematics, 13 primary schools and 6			
	upper primary schools were randomly s	selected out of 61 pr	imary schools and 2	6 upper primary schools. From each of			
	these 19 selected schools, five students	s from class V and o	class VIII were select	ed randomly out of the total number of			
	students. Test papers were developed a	and administrated to t	hese 100 students of	class V and 50 students of class VIII in			
	sampled schools. For class V students,	test carried 30 marks	in Hindi, 20 marks i	n English and for mathematics it carried			
	50 marks. For class VIII students, test	carried 20 marks in	Hindi, English 10 ma	rks, Mathematics carried 60 marks and			
	Science carried 10 marks. On the basis	of marks obtained a	student was placed i	n one of the 5 grades A, B, C, D and E.			
	Students obtaining 80 and more than 80	otaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59					
	marks in grade C, getting 33 to 44 marks	s in grade D and stud	lents getting less tha	n 33 marks were placed in grade E. The			
	percentages of students getting different	grades are given bel	ow:-				
			Percentage	of students			
(xi)	Achievement level	Primary	Schools	Upper Primary Schools			
(AI)	А	1	6	3.8			
	В	19	.4	50.0			
	С	25	i.8	26.9			
	D	32	2	19.3			
	E	21	.0	0.0			
	Source:- Field survey, SSA programme						
	Broad conclusions are as follows:						
	(i) Few students got grade A in primary a	nd upper primary sch	ools.				
	(ii) The percentage of students getting gr	ade B was 19.4 in pri	mary schools and 50	0 upper primary schools			
	(iii) The percentage of students getting g upper primary schools.	rade C was 25.8 in p	rimary schools and o	nly 26.9 persent students got grade C in			
	(iv) The percentage of students getting g	rade D was 32.2 in p	imary schools and 19	9.3 in upper primary schools.			
	(v) The percentage of students getting gr	<u> </u>					
	In view of the above, the achievement schools it was satisfactory as about 80 pc			s just satisfactory and in upper primary			
	The rapport of the children with the	ne teachers?	Assessment on th	ne basis of observation by MI.			
(xii)	The rapport of the students with the teach	hare was found satisf	actory in the sampled	schools			

(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.
	There were five children under age and 30 children over age	in the sampled schools
	The number of children who have dropped out of school during the previous six months. Whether are continuing their studies in any private schools?	
(xiv)	Two hundred twenty eight children in the sampled primary	schools and 72 children in the sampled upper primary schools
	had dropped out from the schools during the previous six n	nonths. Out of these 300 children, 279 children were continuing
	their studies in other schools.	
	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	
	Thirteen children in primary schools and 5 children in upper	er primary schools were retained in the same classes from the
	previous year. Class-wise repeaters are as follows:-	
	Class	Number of repeaters
	1	2
(xv)	2	5
	3	4
	4	
	5	2
	6	2
	7	2
	8	1

q)	Any	other	issues	relevant	to	SSA	imp	olement	ation
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NIL	

(r) List of enclosure attached along with the above report

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

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

Annexure - I attached

2. Annexure 2 – Text Books

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

Annexure - II attached

3. Annexure 3 – School Grant

a. 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.

Annexure - III attached

(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.

Not available

4. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

Not available

5. Annexure 5 – Teaching Learning Material (TLM) grants

The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.

Annexure - V attached

6. Annexure 6 – EGS and AIE

(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

Not available

(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.

Not available

7. Annexure 7 – Children with special needs (CWSN)

(i)The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

Not available

(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.

Not available

8. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)

(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring

format be enclosed in Report. Information to be taken from SPO.

Not available

 $9. \ Annexure 9-. \ List \ of \ Schools/EGS/AIE/SMC/VEC \ visited \ in \ each \ district \ is \ to \ be \ attached \ in \ each \ district \ report for both \ SSA \ and \ MDM \ tasks$

Annexure – IX attached (List of Primary/Upper Primary Schools. AIE Centres and KGBV visited in Farrukhabad district for SSA and MDM tasks)

List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Farrukhabad district for SSA and MDM tasks.

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Rajepur	1. Nagla Pakhiyan	1. Chachupur Jatpura	*	Rajepur (GGIC Fatehpur)
	2. Patti Darapur	2. Rajepur		
	3. Rajepur-I	3. Daheliya		
	4. Rajepur-II	4. Khandauli		
	5. Rai	5. Jagatpur		
	6. Badanpur	6. Gautia (New)		
	7. Dandipur Purvi			
	8. Jamapur			
	9. KPS Gautiya			
2. Shamshabad	10. Dalelganj	7. Dalelganj		
	11. Kuiyakhera	8. Shadikpur		
	12. Sukrullapur	9. Khinmini		
	13. Shadikpur	10. Murhathi (New)		
	14. Roshanabad			
	15. Hasnapur			
	16. Haziyanpur			
	17. Kuiyan Shant			
3. Kayamganj	18. Aliyapur	11. Aliyapur		
	19. Deeppur Nagariya	12. Jaura		
	20. Hakikatpur	13. Mendpur		
	21. Jaura	14. Sultanpur (New)		
	22. Hatepur			
	23. Mendpur			
	24. Shikanderpur Khash			
	25. KPS Shikanderpur Khash			
	26. Nagla Barag			
4. Nawabganj	27. Nawafganj	15. Bhatasha		
	28. Nagla Heera singh	16. Beg		
	29. Amilaiya mukeri	17. Husenpur Banger (New)		
	30. Bhatasha	18. Amlaiya Mukeri (New)		
	31. Husainpur Banger	19. Neew Karori		
5. Mohamdabad	32. Neem Karori	20. Shekhpur Khajuri		
	33. Shekhpur khasuri	21. Ganjpatipur		
	34. Nagla Samai	22. Alawalpur		
	35. Ganpatipur	23. Nagle Malu		
	36. Nandsha			
	37. KPS Muras			
	38. Sithaupur			

	39. Salempur			
	40. Daudpur (Naglabag)			
	41. Gaisingpur			
	42. Nagla Ummed (New)			
1	2	3	4	5
6. Kamalganj	43. Nasaratpur	24. Bichpuri		
	44. Kamalganj	25. Bidhahal		
	45.Naugawan	26. Jhasi		
	46. Kanjhana	27. Hisampur		
	47. Vidhahal	28. Admapur (New)		
	48. Jhijhuki			
	49. Gopalpur			
	50. Nagriya Devgharapur			
	51. Hisampur			
	52. Jhasi			
	53. Baraun			
	54. Akalganj			
	55. KPS Baraun			
	56. Naglapal (New)			
	57. Bichpuri (New)			
7. Barhpur	58. KPS Baraun	29. Hathipur		
	59. Hathipur	30. Baraun		
	60. Niwalpur			
	61. Bholipur			
	62. Tantiyan (New)			
8. Urban are farrukhabad	63. Palara Talat	31. Palra Talat	1. Takia Hasrat Shah Govind Nagar ward-24	
	64. Bal Navadiya Tulsinagar		2. Ashok Nagar Machhali Tola Ward -27	
9. Kayamganj	65. Kukikhel patel puram (Ward-18)	32. Kayamganj Tahasil road		

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1-02-2009 to 31 st -07-2009
(iii)	Name of the District	Farrukhabad
(iv)	Date of visit to the Districts/EGS/Schools	17-4-2009 to 3.5.2009

er the school is serving hot cooked in ption, what was the extent and reasoned meal was served in 73.8 percent primary and regularly in 26.2 percent primary schools are food items or fuel for the day. In five sand and from December, 2008 and January, 2009. December 1.2008 and January 2009. December 2008 and January 2009.	ry schools and in 88.4 percess and in 11.5 percent upper inpled primary schools and 69.	school Registe level Observetam.	ools on account upper primary level reers Head To	t of non availability
ed regularly in 26.2 percent primary schools of food items or fuel for the day. In five sand from December, 2008 and January, 2009. OS: of variation (As per school records variation)	s and in 11.5 percent upper npled primary schools and of 9. is-à-vis Actuals on the	School Registe level Observe team.	ools on account upper primary level reers Head To	t of non availability schools MDM was egisters, MDM eachers, Schools functionaries / the monitoring
c food items or fuel for the day. In five sand of from December, 2008 and January, 2009 OS: Of variation (As per school records variation)	is-à-vis Actuals on the	School Registe level Observ team.	lupper primary level reers Head To	egisters, MDM eachers, Schools functionaries / the monitoring
od from December, 2008 and January, 2009 OS: of variation (As per school records variation)	is-à-vis Actuals on the	School Registe level Observ team.	level re	egisters, MDM eachers, Schools functionaries / the monitoring
OS: of variation (As per school records v risit)	is-à-vis Actuals on the	Registe level Observ team.	ers Head To MDM f	eachers, Schools functionaries / the monitoring
of variation (As per school records visit)	PS	Registe level Observ team.	ers Head To MDM f	eachers, Schools functionaries / the monitoring
risit)	PS	level Observ team.	MDM f	functionaries / the monitoring
Details				UPS
Details	Day previous to date			
	of visit	On the day of visit	Day previous to date of visit	On the day of visit
er of children enrolled in the sampled	9738	9738	2978	2978
er of students attending the schools on of visit	5613	4314	2079	1631
per of students availed MDM as per	4138	3380	1932	1534
per of students actually availed MDM on of visit	Not Known	3380	Not Known	1534
Field survey, SSA programme				
<u>:</u> school receiving food grain regularl	y? If there is delay in	Registe level M	ers, Head Tea	acher, School
() () () () () () () ()	of visit er of students availed MDM as per er of students actually availed MDM on of visit Field survey, SSA programme ARITY IN DELIVERING FOOD (school receiving food grain regularly livering food grains, what is the extention of the same?	of visit er of students availed MDM as per der of students actually availed MDM on of visit Field survey, SSA programme ARITY IN DELIVERING FOOD GRAINS TO SCHOOL cschool receiving food grain regularly? If there is delay in livering food grains, what is the extent of delay and reasons the same?	of visit er of students availed MDM as per der of students actually availed MDM on of visit Field survey, SSA programme ARITY IN DELIVERING FOOD GRAINS TO SCHOOL control of students actually availed MDM on of visit School receiving food grain regularly? If there is delay in livering food grains, what is the extent of delay and reasons of the same?	of visit er of students availed MDM as per 4138 3380 1932 er of students actually availed MDM on of visit Field survey, SSA programme ARITY IN DELIVERING FOOD GRAINS TO SCHOOL School receiving food grain regularly? If there is delay in livering food grains, what is the extent of delay and reasons

Therefore, the research investigator of CADR could not calculate the extent of delay and reasons for the same.

	(ii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries						
	Buffer stock of one month requirement of foodgrains was maintained in 90.1 percupper primary schools	ent primary schools and in 88.4 percent						
	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries						
	Foodgrains were delivered at school level in 85.2 percent primary schools and in	only 96.1 percent upper primary schools						
	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: (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.						
	Cooking cost was received in advance regularly by VECs of 86.1 percent sample upper primary schools.	d primary schools and 92.3 percent sampled						
4.	(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.						
	Gram Pradhans arrange from their own resources to provide cooking cost.							
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.						
	Cooking cost was being paid through Bank.							
	SOCIAL EQUITY:	Observations						
5.	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?							
	No							
	VARIETY OF MENU:	Observations and discussion with						
6.	(i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	children teachers, parents, VEC members, Gram Panchayat members and cooks.						
	MDM menu was displayed in all the sampled primary schools and in 88.4 percent	upper primary 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.						
	MDM was served as per menu in 82.2 percent primary schools and in 91.3 percent according to menu in 17.8 percent primary schools and in 8.7 percent upp							

	(iii) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.					
	The menu includes rice/wheat preparation, dal and vegetables in all the primary s	chools and upper primary schools.					
	QUALITY & QUANTITY OF MEAL:	Observations of Investigation					
	Feedback from children on	during MDM service					
	a) Quality of meal:						
	The students of 93.3 percent of primary schools and 86.9 percent of upper primar meal.	L ry schools were satisfied with the quality of					
8.	b) Quantity of meal:	Observations of Investigation during MDM service					
	The students of 86.7 percent of primary schools and 95.6 percent of upper primary schools were satisfied with the quantity of meal.						
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service					
	The main reasons of dissatisfaction of MDM were repetition of food as reported by the children of 9 primary schools and Six						
	upper primary schools and the food was distasteful in two primary schools and tw	o upper primary schools					
	SUPPLEMENTARY:	Teachers, Students, School Record					
	(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?						
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in only 36.1						
9.	percent primary schools and in 26.9 percent upper primary schools.						
·	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record					
	Department of medical Health. Micro-nutrients were given in 36.1 primary schools and in 26.9 percent upper primary schools once in a six month.						
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record					
	NO						
10.	STATUS OF COOKS: (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.					
	Meal was cooked and served by the cooks appointed by VECs						

(ii) Is the number of cooks and requirement of the school?	l helpers adequate to meet	the		and discussion with chers, parents, VEC Gram Panchayat cooks.	
The cooks are appointed according t	to the strength of children in the	schools and th	ne number of coo	ks were adequate to meet	
the requirement of schools.					
(iii)What is remuneration paid	d to cooks/helpers?			and discussion with chers, parents, VEC Gram Panchayat cooks.	
On an average a cook received Rs 5	55/- per month in a primary sch	ool and Rs 56	2/- per month in a	a upper primary school.	
(iv).Are the remuneration paid	l to cooks/helpers regularly	?		and discussion with chers, parents, VEC Gram Panchayat cooks.	
Monthly payment to the cooks was b schools	eing made regularly in 59.0 per	cent primary s	chools and in 50.	0 percent upper primary	
(v) Social Composition of cooks	/helpers? (SC/ST/OBE/Mi	nority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
			members,	Gram Panchayat	
Social category wise cooks are given	ven below:-		members, members and	Gram Panchayat	
		Number	members, members and of cooks	Gram Panchayat cooks.	
Social category wise cooks are given Social Category	ven below:- Primary schools		members, members and of cooks	Gram Panchayat	
			members, members and of cooks	Gram Panchayat cooks.	
Social Category	Primary schools		members, members and of cooks	Gram Panchayat cooks. primary schools	
Social Category Schedule caste Other Backward	Primary schools		members, members and of cooks	Gram Panchayat cooks. primary schools 0 (0.0)	
Social Category Schedule caste Other Backward classes	Primary schools 2 (2.8) 61 (87.1)		members, members and of cooks	Gram cooks. Panchayat primary schools 0 (0.0) 23 (92.0)	
Social Category Schedule caste Other Backward classes Minority	Primary schools 2 (2.8) 61 (87.1) 0 ()		members, members and of cooks Upper	primary schools 0 (0.0) 23 (92.0)	
Social Category Schedule caste Other Backward classes Minority Other	Primary schools 2 (2.8) 61 (87.1) 0 () 7 (10.0)		members, members and of cooks Upper	Panchayat cooks. Panchayat cooks. Panchayat cooks.	
Social Category Schedule caste Other Backward classes Minority Other Total	Primary schools 2 (2.8) 61 (87.1) 0 () 7 (10.0) 70 (100.0)		members, members and of cooks Upper	Panchayat cooks. Panchayat cooks. Panchayat cooks.	
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey	Primary schools 2 (2.8) 61 (87.1) 0 () 7 (10.0) 70 (100.0)		of cooks Upper	primary schools 0 (0.0) 23 (92.0) 0 (0.0) 2 (8.0) 25 (100.0) rds, discussion with teacher, VEC, Gram	
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis de	Primary schools 2 (2.8) 61 (87.1) 0 () 7 (10.0) 70 (100.0) note percentage.		members, members and of cooks Upper School recording teacher,	primary schools 0 (0.0) 23 (92.0) 0 (0.0) 2 (8.0) 25 (100.0) rds, discussion with teacher, VEC, Gram embers.	
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis de	Primary schools 2 (2.8) 61 (87.1) 0 () 7 (10.0) 70 (100.0) note percentage.		members, members and of cooks Upper School reconhead teacher, Panchayat me Number of	primary schools 0 (0.0) 23 (92.0) 0 (0.0) 2 (8.0) 25 (100.0) rds, discussion with teacher, VEC, Gram embers.	
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis de	Primary schools 2 (2.8) 61 (87.1) 0 () 7 (10.0) 70 (100.0) note percentage.		of cooks Upper School reconhead teacher, Panchayat me	primary schools 0 (0.0) 23 (92.0) 0 (0.0) 2 (8.0) 25 (100.0) rds, discussion with teacher, VEC, Gramembers. Kitchen	

	ADK			T	•	
	(b) Constructed but not in use			1		6
	(c) Under construction					1
	(d) Sanctioned but construction	not started				1
	(e) Not sanctioned					9
	(ii) Kitchen without store			22		1
	(a) Constructed and use			20)	1
	(b) Constructed but not in use			2		
	In case the pucca kitchen being cooked and where an stored.		*			with head teacher, VEC, Gram Panchayat Observation
12.	The meal was cooked in the kito	chens of 86.9 percent prin	mary schoo	ls and open sp	pace within the	e boundary of 4.9 percent
12.	primary schools and it was cook	ed out side school premi	ises in 8.2 p	percent primar	y schools . MI	DM was cooked in the kitchen
	of 34.6 percent upper primary so	chool and in other places	in the cam	pus of 46.2 pe	ercent schools	and it was cooked outside
	school premises in the remainin	g 19.2 percent upper prir	mary schoo	ls		
	Whether potable water i purpose?	s available for coo	king and	l drinking	-do-	
13.	The potable water was available schools.	for cooking and drinking	g purposes	in all the samp	oled primary s	chools and upper primary
14.	Whether utensils used for k	king food are adequat	te?		Teachers/O	
17.	Kitchen utensils for cooking food	d were adequate in 100.0) percent pr	imary schools	and in 69.2 p	ercent upper primary schools
	What is the kind of fuel use	ed? (Gas based/firewo	ood etc.)		Observation	on
	The details about fuel used in co	ooking the meal are giver	n below:-			
	Fuel used for cooking			Number o	of schools	
15			PS			UPS
15.	(a) LPG alone	28				
13.			8 (62.3)			11 (47.8)
13,	(b) Wood alone	1:	8 (62.3) 5 (33.3)			11 (47.8) 12 (52.2)
13.	(b) Wood alone (c) LPG and Wood	1!	8 (62.3)			11 (47.8)
13.	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthes	1!	8 (62.3) 5 (33.3)			11 (47.8) 12 (52.2) 0 (0.0)
13.	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthes SAFETY & HYGIENE:	1!	8 (62.3) 5 (33.3) 2 (4.4)	d hygiene:	Observation	11 (47.8) 12 (52.2) 0 (0.0)
13.	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthes SAFETY & HYGIENE:	sis denote percentage. of the environment,	8 (62.3) 5 (33.3) 2 (4.4)		Observation	11 (47.8) 12 (52.2) 0 (0.0)
16.	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthes SAFETY & HYGIENE: i. General Impression The details of views of research	sis denote percentage. of the environment,	8 (62.3) 5 (33.3) 2 (4.4) Safety and		Observation	11 (47.8) 12 (52.2) 0 (0.0)
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthes SAFETY & HYGIENE: i. General Impression The details of views of research	sis denote percentage. of the environment, so investigators regarding environment.	8 (62.3) 5 (33.3) 2 (4.4) Safety and		Observation	11 (47.8) 12 (52.2) 0 (0.0)
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthes SAFETY & HYGIENE: i. General Impression The details of views of research	of the environment, sinvestigators regarding e	8 (62.3) 5 (33.3) 2 (4.4) Safety and environments schools		Observation	11 (47.8) 12 (52.2) 0 (0.0) Dect of MDM are given below:-

IDIX										
Safe	ty	78.7	21.3		82.6	17.4				
Hygie	ne	89.4	10.6		82.6	17.4				
Source:- Field s	Source:- Field survey, SSA programme									
ii. Are children	encouraged to	wash hands be	fore and after eating	ob	servation					
Research invest and after eating		d at the time of th	e visit to schools that t	he children we	re encouraged to v	vash hands before				
iii.Do the child	ren partake r	neals in an ord	erly manner?	ob	servation					
As observed by	the research inv	estigators stude	nts were taking meal in	orderly manne	er.					
iv.Conservation	on of water?			Ol	oservation					
As per observati	on of the resea	rch investigators,	water was being conse	erved by the st	udents at the time	of eating the meal.				
	cooking pro fire hazard?	cess and storag	e of fuel safe, not po	osing ob	servation					
Safety of cookin	g process and s	storage of fuel wa	s found satisfactory at	the time of visi	t in all the sampled	schools.				
COMMUNIT	Y PARTICII	PATION:			scussion with he					
Extent of par	ticipation by				acher, VEC, Gra embers	am Panchayat				
	Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation									
The details of pa	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given									
(a) Participation	n of parents / V	ECs / Panchaya	ts/ Urban bodies in re	espect of sup	ervision of MDM p	rogramme				
			Percentage	of schools	ools					
Doutioination		Primary schools			Upper primary schools					
Participation	Parents	VECs	Gram Panchayat/urban bodies	Parent	s VECs	Gram Panchayat/urba bodies				
Good	1.6	82.0	4.9	3.8	80.8	7.7				
Satisfactory	62.3	16.9	78.7	42.3	19.2	80.8				
Unsatisfactory	36.1	1.6	16.4	53.9	0.0	11.5				
Source: - Field	survey, SSA pro	ogramme.								
The participation primary schools.		d supervision of	MDM was good in 82.0	percent prima	ry schools and in 8	0.8 percent in uppe				
(b) Participation	of parents VEC	s /Gram Panchay	vats / Urban bodies in r	espect of mon	toring of MDM pro	gramme.				
			Percentage	of schools						
Double!		Primary sch	ools		Upper primary s	chools				
Participation	Parents	VECs	Gram Panchayat/urban bodies	Parents	VECs	Gram Panchayat/urba bodies				
Good	1.6	82.0	4.9	3.8	80.8	7.7				

78.7

42.3

19.2

84.6

16.4

62.3



	ADK								
	Unsatisfactory	36.1	1.6	16.4	53.1	0.0	7.7		
	Source: - Field	survey, SSA progr	amme.						
	The participation percent upper pr		ect of monitoring	of MDM programme	was good in	82.0 percent primary	schools and 80.8		
	Has the mid d	N & SUPERVIS lay meal progra block level offic	mme been in	spected by any	ŀ	School records, disc lead teacher, teach Panchayat member	ers, VEC, Gram		
	Level of insp	ected authority	Number of	schools inspected t	owards MDN	1			
				Primary schools		Upper primar	y schools		
	District			7 (11.5)		4 (15.	3)		
18.	Tahsil			3 (4.9)		1 (3.8	3)		
	Block/BRC			36 (59.0)		15 (57	7.7)		
	NPRC			48 (78.7)		20 (76.9)			
	Not inspected			11 (18.0)		4 (15.4)			
	Source:- School records								
	Note:- Figures within parenthesis denote percentage								
	IMPACT					School records, disc			
	Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools? head teacher, teachers, students, VEC, Gram Panchayat members.								
	MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators								
10	discussed these	discussed these aspects of MDM with the teachers of 87 sampled schools, parents of some of the students attending schools							
19.	and other local I	and other local leaders of the area. On the basis of their observation, it has been revealed that out of 61 primary schools and							
	26 upper primar	26 upper primary schools, improvement in enrollment was reported in 77.0 percent primary schools and in 73.1 percent upper							
	primary schools	. Attendance of stu	udents was also	improved in 78.7 per	cent primary	schools and 76.9 perd	ent upper primary		
	schools. Health	of children was an	other dimensior	n of this programme v	vhich has sho	wn high degree of app	preciation of the		
	parents and tea	chers. More than 7	8.7 percent chil	dren in primary school	ols and 80.7 p	percent children in upp	er primary schools		
	have been repo	rted to have impro	ved their physiq	ue through MDM.					

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3. District Level Half Yearly Monitoring Report

(District-2 Auraiya)

3.1	Name of the District	Auraiya,
3.2	Date of visit to the district/EGS/Schools	From 17.4.2009 to 3.5.2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	What is the number of schools sanctifinancial year in the district (inclusion how many of them have been opened	ding spill over						ated by DPO
	Particulars			Number of schools				
(ix)				PS		UPS		Total
	Number of schools sanctioned (including s year 2008-09.	pillover) in the fina	ancial	26		8		34
	Number of schools opened			26		8		34
(w)	Has the land for construction of identified?	of the school	been	sample		carri	ed on the	n DPO and spot with the Teacher.
(x)	Land for all 34 new schools has been i	dentified as repo	orted by	BSA. Ou	t of 34 new s	chool	s 10 (Sever	n PS and three
	UPS) schools were visited by research	investigators of	CADR	and land	for these 10 s	chool	ls was foun	d identified.
	Whether VEC/SMC etc. have reco	eived any fund	ls for	Information to be obtained from DPO an sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher				spot with the
(xi)	As reported by BSA, funds for constr	ruction of schoo	l buildi	lings have been released to all concerned VECs. Ten				
	new schools were visited by research	investigators; it	t was fo	found that funds for construction of school buildings				
	have been received by VECs of these s	schools.						
	Has the construction started and construction (foundation, lintel and		ige of	sample		carri	ed on the	n DPO and spot with the Teacher.
	As reported by BSA Auraiya the Progress of Construction works is given below:-							
(xii)	Particulars	Sanction			Work in	Prog	gress	
()			Com	pleted	Foundation	n	Lintel	Roofing
	(a) New Primary Schools	26		26				
	(b) New Upper primary schools (including spill over)	8		8				
	Total	34		34				

	The construction work of seven sampled primary The construction work of one upper primary school				nary school	was fo	ound completed.
	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 information of the number of posts sanctioned and appointments made?			Information to be obtained from SPO.			
				Numbe	r of teachers	s	
(xiii)	Particulars		PS	S		UP	PS .
(AIII)		Sanction	ed	Appointed	Sanction	ned	Appointed
	(a Regular teachers	26		26	24		8
	(b) Para teachers	26		17	Not applic	able	Not applicable
	Total	52	43		24		8
	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.			
	Particulars		Number of teachers PS UPS				
(xiv)							
	(a) Regular teachers			26			8
	(b) Para teachers		17			Not applicable	
	One regular teacher in each sampled school was in pos	sition.					
(xv)	In the schools visited by MI whether one-time grants of Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?						
(AV)	Teaching learning equipment (TLE) grant was released from the district but it was received by only two VECs of concerned primary schools visited by research investigators of CADR by the time of visit. No Item was purchased for schools from this grant.						
(xvi)	Whether any guidelines have been issued either and or DPO for the items to be provided for school under this grant?		SP		A copy o	f the	obtained from instructions be

Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)

(b) Civil Works:

(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 a the DPO for districts being visited by MI.			
	ltem			Numbe	r of works	
				Target	Completed	
	(a) Primary schools			26	26	
	(b) Upper primary schools			8	8	
	(c) Additional rooms for PS			36	36	
(xiv)	(d) Additional rooms for UPS			30	30	
	(e) Drinking water for PS			NIL	NIL	
	(f) Drinking water for UPS			NIL	NIL	
	(g) Toilets for PS			NIL	NIL	
	(h) Toilets for UPS			NIL	NIL	
	(i) BRC			NIL	NIL	
	(j) NPRC			NIL	NIL	
	(k) Rain Water harvesting for PS		NIL		NIL	
	(1) Rain Water harvesting for UPS		NIL		NIL	
(yy)	Sample check by MI, of civil works in a d that each category of civil works is cover- samples to verify actual status by vis construction site and variance if any, reporting and actual may be indicated.	ed in the iting the		e checked on the SMC and School	e spot with assistance of Teachers.	
(xv)	Item			Number of w	orks	
		Checke	ed	Found Completed	d In progress	
	(a) Primary schools	7		7		

						
	(b) Upper primary schools	3		2	1(Constructed up to lintel level)	
	(c) Additional rooms for PS	3		3		
	(d) Additional rooms for UPS	1		1		
(xvi)	Whether SMC/VEC has been trained by technical persons for execution of civil work?			the spot with sample as in (i	assistance of VEC/SMC and ii) above).	
	Yes (:	in all the ten s	chools vi	sited)		
(xvii)	Whether community manual for civil wo has been prepared and is available w VEC/SMC?				vith assistance of VEC/SMC as in (ii) above).	
	Yes (in all the ten s	chools vi	isited)		
	In the school buildings being constructed (new schools	To be	verified on	the spot with assistance of	
	as well as building less schools), whether	a ramp is	VEC/S	MC and Scho	ol Teachers (sample as in (ii)	
(xviii)	being constructed?		above).			
	There was no target of construction of ramps	four new ten s	chools vi	sited.		
(xix)	Is VEC/SMC keeping a separate account of materials for construction?	f funds and			tion by the MI in respect of ited (sample as in (ii) above).	
	Yes (in all the ten schools visited)					
(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).		
	Block level – Junior engineer, RES		I			
	District level – Coordinator (Construction)					
	The number of times the technical person construction site and guided the construction bid he visit at the foundation stage, lint stage?	on process?		MC and Scho	the spot with assistance of ol Teachers (sample as in (ii)	
	The Junior engineer of RES department had sup visited by research investigators of CADR. The det				•	
•	Name of schools	Designati	on of	Number of	Stage of supervision	
(xxi)	Name of Schools	supervi	sor	time	Stage of Supervision	
	Primary school Ikhara, block sahar	D.C Construct	tion	3	Foundation, door and lintel level	
	Primary school Teliya bora, block Airawa katara	D.C. Construc	tion	2	Foundation stage	
	Primary school Jarela, block Airawa katars	Junior engine	er RES	3	Foundation, door and lintel level.	
	Timary School Jareia, block Allawa katais	oumer ongo				

CAI	Primary school Purawa Udai, block Bidhuna	D.C. Construc	tion	1	Foundation stage		
	Primary school Bahadurpur, block Bhagya	D.C. Construction		2	Foundation and lintel level		
	Nagar Primary school Bharatpur, block Auraiya	D.C. Construc	tion	2	Foundation and door level		
	Upper primary school Purana Purawa, block	D.C. Construc	tion	3	Foundation, door and lintel level		
	Sahar						
	Upper primary school Baraha Devi, block Bidhuna	D.C. Construc	tion	1	Foundation stage		
	Upper primary school Parsua, block Airawa	Junior engine	er RES	3	Foundation, door and lintel level		
	katars	D.C. Construc	tion	3	Foundation, door and lintel level		
	Three additional rooms were supervised at foundation	ation stage and o	ne was su	pervised at fou	indation and lintel level.		
(xxii)	Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited spot with			icts visited l ith assistanc	ed from SPO updated at DPO by MI. To be verified on the se of VEC/SMC and School in (ii) above).		
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 20.3 percent primary schools and 25.0 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.						
(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 assistant VEC/SMC and School Teachers (sample as in above).						
	As reported by the teachers the construction of water facilities was done by the VECs in the schools visited by CADR.						
(i)	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).						
Information regarding toilets facilities created through total sanitation campaign in the district as well as in by CADR was not available. Toilets facilities were created in 57.9 percent primary schools and in 74.0 per schools through SSA funds							
	What is MI's impression of quality consites visited by MI?	struction in	To be above).	assessed on	the spot. (sample as in (ii)		
(xxv)					ols visited by CADR was found		

Assistant Engineer – One

Every year a third party evaluation is conducted.

(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.
(AAVI)	SPO level	
	Executive Engineer - One	

(c) Textbooks:

(v)

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.

Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 68 percent text books in primary schools and 68.8 percent text books in upper primary schools were made available through SSA funds.

Number of children who had received free text books

Particulars	Primary Schools		Upper Primary Schools			
	Boys	Girls	Total	Boys	Girls	Total

	DK								
	Number of students to whom free text books have been distributed	62091	60532	122623	27885	27599	55484		
	Number of students who received free text books from SSA funds	22853	60532	83385	10579	27599	38178		
	Number of students who received free text books from State Govt. funds	39238		39238	17306		17306		
	Source:- BSA Auraiya								
(vi)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	ny by MI. A copy of the circular/instructions issued by SPO to							
	The text books had received in the month of May, 2008 and distributed up to 31st July, 2008. instructions have been issued by SPO to BSA in respect of distribution of textbooks (Annexure-II)								
(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.	MI. Reasons for delay be verified at DPO and SPO by MI.							
	No, All students had received text books in time.								
(viii	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	•							
All students of all classes had received text books of all subjects free of cost in all the sampled schools and				schools and I	EGS/AIE C	entres.			

(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 obtain the updated from the DFA copy of the guideline Monitoring Report.	O in districts vis	ited by MI.
	Number of schools to whom grant was approved for the year 20	008-09	PS	UPS
	Trumber of serious to whom grant was approved for the year 20		992	446
	Yes, The guidelines have been provided. (Annexure-III)			

$\mathbf{C}P$	ADK			
	grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS to the school/VEC/SMC accounts, if so when? The	Information to be obtain visited by MI and to be ve MI. A copy of the guidelin Monitoring Report.	rified in school	ls visited by
(vii)	Number of schools to whom funds were released		PS	UPS
			992	446
	Date of release of this grant to VECs		2-07-	.08
(::	schools out of the school grant? If so, for what	Information to be obtained visited by MI.	•	
(viii	purpose and what is the amount utilized?			
	No, purchases from school development grant were made	by BSA.		
(! -v)		To be verified on the spo expenditure statement mai		
(ix)	School grant was received by from VECs July, 2008 to November, 2008. About 88 percent grant in prima			
	schools and 96 percent grant in upper primary schools had	been utilized till the date of	visit.	
(x)		To be verified on the spo expenditure statement mai		

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctivities under SSA in primary and upschools and the number of Teachers therein?	Information is to be obtained from SPO and be updated in DPO in respect of districts visite by MI.			
	Particular	Nun	nber of teachers san	ctioned and in pos	sition
	i artioara		PS	U	PS
(xiii)		Sanctioned	In position	Sanctioned	In position
	(a) Regular teachers	376	340	735	711
	(b) Para teachers	1740	1720		
	Total	2116	2060	735	711
(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.		
	BTC and special BTC candidates are appointed	d as teachers. BS	A is empowered to ap	point the teachers.	
(xv)	Nature of appointment of teachers i.e. v regular appointment or contract basis?	Information is to be updated in DP by MI.			

The school development grant for the year 2007-08 had been utilized in all the sampled schools.

CAL						
	Assistant teacher are appointed on regular basis and para tea	achers are appointed on o	ontact basis. Hea	admasters are		
	appointed by promotion from assistant teachers.					
(xvi)	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 fro	m DPO and VI	EC.		
	VEC is not empowered to make appointment of new teachers.					
	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 VEC. The list of the name absent and those who are habitual to given in the report.					
	Research investigators of CADR visited existing 59 primary schools and 28 upper primary schools. The details of teachers					
	sanctioned, in position and present on the day of visit are as follows:-					
	Particular		Number of teachers			
	r ai ticulai		PS	UPS		
(xvii)	Number of teachers sanctioned		295	112		
	Number of teachers in working position	224	135*			
	Number of teachers present on the day of visit	193 (86.2)	115 (85.2)			
	Note:- Figures within parenthesis denote percentage of teachers position.	present relative to the nur	mber of teachers i	n working		
	*Thirty one teachers in sampled primary schools and 20 teachers in upper primary schools were absent on the date of visit. No teacher was reported to be habitual absentee.					
	How was the rapport between children and the teachers in the schools visited?	To be ascertained from during the visit by M		nd observed		
(xviii)	The rapport between children and the teachers was found satisfa of CADR.	actory in the schools visited	I by the research i	nvestigators		

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.

(a) About 71 percent man-days training was provided to the teachers of primary schools and 74.9 percent man-days training was given to the teachers of upper primary schools. The details are given below:-

Particulars	Number of teachers		
ranuculais	PS	UPS	
Total number of man-days targeted to be spent on in service training	35481	12990	
Total number of man-days received in service training provided	24981 (70.4)	9735 (74.9)	

(xix)

Source: - DIET Auraiya

Note:- Figures within parenthesis denote percentages

About 61.6 percent teachers of sampled primary schools and 55.6 percent teachers of sampled upper primary schools received in service training up to the date of visit.

(b Training calendar for teachers training?

The training calendar has been prepared for teachers training by DIET.

(c) Venue of training

All teachers had received in service training at BRC.

(d) Trainers

Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.

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.

(xx)

Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. Forty one para teachers were to be given orientation training during the year 2008-09 and 32 (71.1 percent) para teachers had received one month training at DIET. This training was imparted by the senior staff of DIET.

CAL	11				
(xxi)	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?	from the DPO in respo	m the SPO and updated ect of the districts visited erified from the teachers I.		
	Refreshers training was not imparted to para teachers.				
(xxii) The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained? The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get					
(AAII)	The teachers were satisfied with the training given by the master in Science subject.	naster trainers. Some teachers wanted to get in service tr			
	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)?	each) and the teachers on the spot in reschools/EGS centres visited by MI. schools/EGS centres visited by MI.			
	BRC Coordinators are generally responsible for in serv	ice training according to	the calendar prepared by		
(xxiii)	DIET. They visit schools and organize training programm	nes at BRCs and NPRC le	evels. Seven BRCs and 77		
	NPRCs were functioning in the district out of which five l	BRCs and five NPRCs we	ere selected for monitoring.		
	In each BRC and NPRC one coordinator was in posit BRC/NPRC coordinators to the teachers are given below:	ion. The details of acade	emic support provided by		
	Particulars	Primary Schools	Upper primary schools		
	Total number of schools in five selected BRCs	689	319		
	Total number of schools visited by BRC coordinators	375 (54.4)	207 (64.9)		
	Total number of schools in five selected NPRCs	62	29		
	Total number of schools visited by NPRC coordinators	62 (100.0)	29 (100.0)		
			•		
	Source:- Field survey, SSA programme				

0112	 -	
	b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?	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/NPRC Coordinators made more than two visits to each	ch school/ EGS/AIE Centre in a month
	c.What are the BRCC's and CRCC's doing during	To be ascertained from BRC/CRC (atleast 5
	these visits? Check their reports? How much of it	each) and the teachers on the spot in respect of
	relates to pedagogic improvement issues and how	schools/EGS centres visited by MI.
	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?	
	Generally the coordinators of BRC/NPRC check school reteachers. They are conducting model lesson in classrooms. They conduct also random tests for children's learning.	
	d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	monitoring of BRC/CRCs?	schools/Edb centres visited by Mil.
	The DIET has strong relationship with BRC for train guidance.	ing, capacity building, academic supervision and
	e.Are the BRC/CRCs extending their academic	To be ascertained from BRC/CRC (atleast 5
	support to EGS/AIE centres/courses in their area? If	each) and the teachers on the spot in respect of
	so how and in what manner? If not, why?	schools/EGS centres visited by MI.
	The BRC/NPRCs extend their academic support to EGS/Arun the centers/courses. Three AIE Centres were visited coordinators of BRC/NPRCs were visiting these centres for	by investigators of CADR. It was observed that the
	Does the SPO have a Quality Coordinator? What is	To be ascertained from SPO.
	their role? Do they have a system and format to	
(xxiv)	review district wise programmes? What is the	
(AAIV)	frequency? What is the arrangement for	

The SPO has a senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education.

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive T grants, district-wise and the details of grants release the districts?		obtained from SPO and respect of the districts to		
(iv)	Particulars		Primary Schools	Upper Primary Schools	
	(a) Total number of teachers eligible to receive TLM grant in the district	е	2822	1527	
	(b) Amount released (in lakh Rs.)		14.11	7.635	
	number of teachers covered? Whether any Instructions be verified in school be verified in school be verified in school			otained from DPO and to s visited by MI. A copy of aclosed with the report.	
(v)	TLM grant was released from district to the VECs of concerned schools on 29-11-08				
	Number of teachers covered 2822 teachers of primary schools and 1527 teachers of upper primary schools.				
	Instructions in respect of utilization of TLM grant has been issue	ed fro	om SPO to BSA (Annexure-	-V)	
(vi)	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?		ormation to be verified on the spot in respect o ools visited by MI.		
	The details about TLM grant in the schools visited by CADR are given below:-				
	Particulars		Primary Schools	Upper Primary Schools	
	Number of schools in which TLM displayed in classrooms		59 (100.0)	26 (92.9)	
	Number of teachers in the sampled schools		224	135	

Number of schools received TLM amount	34 (57.6)	17 (60.7)
Number of teachers who received TLM amount	122 (54.3)	83 (61.5)
Date of receipt of TLM grant	3-2-2009 to 29-3-2009	6-2-2009 to 29-3-2009
Amount received (in Rs)	61000.00	51500.00
Amount utilized (in Rs)	54000.00	51500.00
Number of schools in which TLM was used by students	59 (100.0)	27 (96.4)

Source:- Field survey, SSA programme

Note:- 1. Figures within parenthesis denote percentages

2.*Teachers and students used TLM of this year and previous years.

Training was not imparted to any teachers of the sampled schools.

(g) EGS & AIE:

State).

(XXVI) 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

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

The details about EGS/AIE Centres in the district are given below:-

Particulars		AIE	Total
Number of EGS/AIE Centres continued from previous years to this year	5	28	33
Number of EGS/AIE Centres sanctioned in the financial year 2008-09			
Total number of EGS/AIE Centres in working position in the financial year 2008-09		28	33
Amount released (in lakh Rs.)	1.13	7.50	8.63
Amount utilized (in lakh Rs.)	1.13	7.50	8.63

Source:- BSA, Auraiya

Eight RBCs and 7 NRBCs had been sanctioned for the year 2008-09 and three RBCs and five NRBCs had been conducted till the date of visit in the district.

(xxvii	The target number of children and num			mber of		
`	children	actually	enrolled	in	the	centres
	category wise, district-wise?					

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.

Social group-wise number o	f enrolled children in EGS/AIE Centres are given below
·	-

Social group	Target for 2008-09	Number of children enrolled
SC	381	381

CAI	UK .					
	OBC	386		386		
	Minority	Minority 55 Others 28 Total 850		55		
	Others			28		
	Total			850		
(xxvii	The number of children enrolled and actually attending the centre?	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.				
	Three AIE Centres were visited by CADR. The position of enrollment of the children and attendance of the studen				he students in	
	these three Centres is given below.					
	Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres					
	Particulars		Numbers of children			
			Boys	Girls	Total	
	Number of children enrolled in these EGS/AIE Centres on the date of visit as per register			37	75	
	Number of students present on the date of visit		26 (68.4)	28 (75.7)	54 (72.1)	
	Source:- Field survey SSA programme			<u> </u>	ı	
	Note:- Figures within parenthesis denote percentages					
(xxix)	he number of EVs working in a district and the number of EVs trained. Kind of training the number to them indicating the duration of training and by whom DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What the EVs feedback on the training?					
	Thirty three EVs were in position in the district and all were trained. All EVs had received need based trainings of one month. The trainings were imparted by the lectures of DIET. All EVs of sampled EGS/AIE				l need based	
					led EGS/AIE	
	Centres were found trained. The training provided to EVs was found satisfactory.					
(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.				
	All 33 EVs were getting academic support from BRC/NPRC coordinators. The EVs of three sampled AIE Centres were					
	also getting academic support from BRC/NPRC coordinat	Iso getting academic support from BRC/NPRC coordinators.				
(xxxi)	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				
	All three EVs of sampled AIE Centres were graduate.					

(xxxii	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.	
	Each EV was being paid Rs. 2000/- per month as honorari	ia through bank regularly. No delay in payment was reported.	
(xxxii	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.	
	All the three EVs were present in their Centres at the time	of visit.	
(xxxi	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.	
	One coordinator was in position in the district. He was train state project office.	ined and had received training in capacity building conducted by	
(xxxv	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, BSA has been submitting progress report to SPO mo	inthly on the prescribed format.	
(xxxv	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, districtwise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.	
	One EGS Centre was to be upgraded during the financial year 2008-09 and it has been upgraded.		
(XXXV	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.	
	Yes, the funds have been released.		
(XXXV	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.	
	One EGS Centre has been upgraded and details about funds were not available.		
(xxxi	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.	
		Yes	
(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	

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(xli)		SMC etc. have uction of schools?	received any	To be verified of VEC/SMC and sch		
				Yes		
(xlii)		uction started and uction (foundatio		To be verified of VEC/SMC and sch		
				Yes		
(xliii)	upgraded (from Teachers been	chers sanctioned EGS) primary s put in position Teachers in positio	school? Have in this new	Information to be of DPO. Also to be of etc., during field vis	hecked at school	
	Two teachers wer date of survey.	re sanctioned for ne	w upgraded prir	nary school and only	one teacher was in	position till the
(xliv)	from EGS/AIE of academic year. Very been done in school/Govt. S	children actually incentres/courses? Description of the mains of the private school of the chool? Difficulting of significations.	turing the last streaming has Govt. aided les, if any,	Information to be verified from the l nearby school th child/parents durin	EV/VEC and if the is could be ver	ne child is in the rified from the
	Three hundred thir	ty two children main	streamed from E	GS/AIE Centres to sch	ools. About 96.4 per	rcent children were
	enrolled in Government	ment schools and 3.6	percent in Private	schools during the year	2008-09.	
(xlv)		nfrastructure ava es, such as durries e?		To be ascertained a with the assistance		
	Blackboards, durrie	s, books and TLM we	ere available in all	the three sampled AIE	centres visited.	
(xlvi)	Whether Mid-da children in EGS/	ny Meal is being si /AIE centres?	upplied to the	To be ascertained assistance of VEC/		d visit with the
	MDM was not serve	ed in all three sample	d AIE Centres.			
(xlvii	present in the E	children enrolled EGS/AIE centre/co	ourses, on the	To be ascertained a with the assistance		
	Number of chil	dren enrolled in the EGS/AIE Centres	three sampled	Number of stude	nts present on the c Centres	late of visit in the
	Boys	Girls	Total	Boys	Girls	Total
ŀ	38	37	75	26	28	54
(xlvii	The achievemen EGS/AIE faciliti	at level of childrenes?	n studying in	Assessment to be MI.	undertaken durin	ng Field visit by
	The achievement le	evel of children studyi	ng in EGS/AIE Ce	entres visited by research	n investigators of CAI	DR was found
	satisfactory.					
(xlix)	The rapport of the	he EVs with the ch	nildren?	Observations durin	ng Field visit, by M	II.
` '		with children was fou				

(1) 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.

Free text-books for all subjects were distributed to all the enrolled children of three sampled AIE centres in the academic year 2008-09 in time. Student were using these books

(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 be updated by DPO in revisited by MI.		
	Number of CWSN children identified during the	financial year 2008-09	4513	
	Number of CWSN children enrolled		4369	
(ii) (a)	The number of children who have been provided with aids and appliances, districtwise, during the current financial year.	Information to be obtained be updated by DPO in re visited by MI and verified during field visits.	spect of the districts	
	Number of children who required aids/appliance	s	556	
	Number of children provided with aids/appliance in the district	e during the financial year 200	8-09 556	
	Number of children provided with aids/appliance	e in the sampled schools	9	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained	from SPO/DPO.	
	NO			
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 of NGOs and copies of guid with the report of MI. Saduring field visits by MI theing done by Resource CWSN.	delines to be attached mple checks be done o ascertain the tasks	
	One resource teacher was identified in the district and no list of NGO was available.		lable.	
(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 districts visited by MI.	ned from DPO of	
	No, IED Coordinator has been oriented and he h	as attended capacity building p	orogramme.	

(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?	to be obtained and enclosed with a report of MI.	
	Format for monitoring has been provided and p	eriodic reports are being furnished to SPO regularly.	
	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.	
(v)	The BSA has reported that 636 primary school	ls and 199 upper primary schools have been provided	
	with ramps. The ramps were in 78.0 percent sampled primary schools and in 78.6 percent sampled		
	upper primary schools.		
(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.	
	Not available		
(!)	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.	
(vii)	On an average 44 parents in a primary school and 3 CWSN.	8 parents in a upper primary school were counseled about	
	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.	
(viii)	Number of children enrolled	50	
	Number of children present	18	

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

(i)		Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	NIL

	Number of model cluster schools functioning in the district	NIL	
	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.	
(ii)	(a) Number of additional classrooms	NIL	
	(b) Drinking water facilities	NIL	
	(c) Toilet facilities	NIL	
	(d) Electrification sanctioned	NIL	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.	
	Not applicable		
	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	updated from DPO visited by MI.	
(iv)	Funds released under NPEGEL (in Rs.	1,99,240.00	
	Amount utilized (in Rs.)	1,99,240.00	
	The above amount was released only for the dress of girls of urban area schools.		
()	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.	
(v)	Yes		
	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?.	Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from	
		Yes	
(vi)	The number of ECCE centers operationa under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district wise?	r updated at DPO level. The actual implementation	

	ECCE Centres operational under	
	Innovation head funds	87
	NPEGEL	NIL
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
		Yes

(j) Katurba Gandhi Balika Vidayalaya (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.	
		NIL	
(ii)	The number of KGBV in the State in respect of which land have been identified, districtwise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	Not	applicable	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.	
	Not	applicable	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	Not applicable		
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.	
	Not applicable		
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.	
	Not applicable		
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.	
	I .	I .	

Not applicable			
(k) District Information System for Education (DISE):			
1 -		Information to be obtained from the SPO and to be	

	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.	
(i)	Educational Management Information system (EMIS) ha	s been established in the district. One EMIS incharge was in	
	position. Two computers were available in the computer position.	er cell of BSA office Auraiya and computer operator was in	
(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	
	Information	on not available	
(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.	
(111)	The data capture format had been supplied to all schools	by 31st August, 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 DPO and to be verified from teachers of the schools visited by MI.	
	Training was not imparted to the teachers of primary schools and upper primary schools for filling up data in the data capture format during the year 2008-09		
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.	
	Yes, SPO has engaged third party to verify the data.		
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.	
	Data collected and compiled by the BSA had been sent to the SPO on 10.2.2009		
(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.	
	Yes		

(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.	
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	No research studies were under taken at the district level in the current financial year, 2008-09.	
(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 were under taken at the district	level in the previous calendar year.
		Information to be obtained from SPO.
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are prescribed contract formats for commissioning of research.	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district- wise?	Information to be obtained from the SPO and to be updated by the DPO.		
	There were 441 VECs (including urban areas) in the district			
(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.		
	The guidelines on delegation of powers to VECs were available.	ailable with VECs.		
(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.		
	There were 438 members (296 in primary schools and 142 of these 438 members, 151 (34.5 percent) were female men	, , ,		
(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.		

CAL	(a) As per guidelines, VEC meet	ings should be held	every mo	nth in each	school Two to three	meetings were held			
	during the last six months	ingo onodia be nota	overy mo	nun in caon c	onion. Two to times	moduligo word hold			
	(b) These were 438 members in 87 sampled schools. Out of these 438 members, 298 (68.0 percent) members participated in the VEC meetings regularly.								
	(c) Women and SC member of V	ECs participated in	the meeti	ngs regularl	<i>y</i> .				
(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?								
(*)	Only 11.8 percent members of VECs of primary schools and 17.6 percent members of VECs of upper primary school had received training during the 2008-09. One day training was imparted at NPRC level. This training was imparted by the coordinators of BRC/NPRC.								
	The contribution made by senvironment of the scheattendance of teachers and	ool, enrolment	and v						
	The details of contribution of VECs for improving the school condition is given below:-								
	Contribution of VECs for improving the condition of schools								
				Percentage of schools					
	Particulars	Atmosphere		lment of	Presence of teachers	Attendance of students			
<i>(</i> •)	Primary schools								
(vi)	(a) Good	33.9	3	39.0	72.9	11.9			
	(b) Satisfactory	61.0	4	15.8	20.3	52.5			
	(c) Unsatisfactory	5.1	1	15.2	6.8	35.6			
	Upper primary schools		1			l			
	(a) Good	32.1	2	25.0	78.6	14.4			
	(b) Satisfactory	67.9		57.1	21.4	42.8			
	(c) Unsatisfactory	0.0		17.9		42.8			
	Source: Field Survey		1			1			

(vii)	Whether VEC is maintaining proper record of funds received by them.	of re	mation to be obtained on scrutiny cords of VEC and to be cross-ted with DPO.		
	Yes				
(viii)	Is there any programme officer in-charge for Comm mobilization/participation at SPO level? Is the person a of his/her role? What types of monitoring or cap building is done?	ware	Information to be obtained at SPO level. See formats and record of SPO		
	There is one senior professional to look after the community mobilization at state level.				

(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 SPO.	be obtained from
	Details are available with the office of SPO		
(ii)	The number of meetings of the General Body and EC held during the previous financial year?		be obtained from ified from their
	Details are available in the office of SPO		
(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?		be obtained from ad at DPO level in by MI.
	The position of staff at district level under SSA is given below:-		
	Name of the west exected under CCA	Numbe	er of Post
	Name of the post created under SSA	Sanctioned	In position
	Basic Shiksha Adhikari	1	1
	Assistant Account officer	1	
	District coordinators	6	5
	EMIS incharge	1	1
	Computer operater	1	1
	Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)	5	1
	Source: BSA Auraiya		
	Necessary steps are being taken to fill up the vacant posts.		

(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 details about BRC and NPRC are given below:- Particulars	Numbers			
	Number of BRCs in the district	07			
	Number of NPRCs in the district	77			
	(a) Staff in BRCs Coordinator	07			
	(b) Assistant Coordinator	14			
	Number of coordinators in NPRCs	77			
	Source:- BSA Auraiya				
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.			
		Yes			

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

Education facilities are equally available to different sections of the society.

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

	The number of days the school functioned during	Inform	ation	to	be	obtained	fror	n th	e Sch	ool
	the last academic year?	records	•							
(i)	Average number of days the school functioned in last year 2	007-08								
	Primary school	232								
	Upper primary school					232				
	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Inform observa		to	be	recorded	on	the	basis	of
	(a) school environment									
	The atmosphere of 98.3 percent sampled primary schools and all sampled upper primary school was found good.									
(ii)	(b) School buildings									
	All 59 sampled primary schools and 28 upper primary schools were functioning in their own buildings. Number of PS and									
	UPS having their own buildings by status of buildings are given below:									
	Status of buildings	Number of schools								
	•				PS			U	IPS	

	Good		48 (81.4)	26 (92.5)				
	Satisfactory		11 (18.6)	2 (7.1)				
	Unsatisfactory							
	Note: Figures within parenthesis denote percentages.			·				
	(c) Playground							
	Playgrounds were available in 91.5 percent sampled primary	schools a	nd in all sampled upp	er primary schools.				
	(d) Status of classrooms							
	There were 290 classrooms in 59 sampled primary schools a	and 105 cla	assrooms in 28 sampl	ed upper primary schools.				
	The condition of these 395 classrooms in 87 sampled school	s is given	below:					
	Number of classrooms Status of buildings							
	•	Pri	mary schools	Upper primary schools				
	Good (proper flooring, roof, windows and lighting)		251 (86.6)	94 (89.5)				
	Satisfactory		39 (13.4)	11 (10.5)				
	Unsatisfactory							
	Note: Figures within parenthesis denote percentages.							
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials? Blackboard in classrooms, proper seating arrangement for st schools.	observa	ntion.	in all the 87 sampled				
(iv)	Whether health camp facility was made available to the children during the previous six months?	Inform		ed on the basis of school				
(11)	The health facilities were reported to be provided in the last sand in 7.1 percent sampled upper primary schools.	six months	in only 11.9 percent	sampled primary schools				
(v)	Whether the school has adequate play material for the children? Is it used?	Informa observa		orded on the basis of				
()	The play material was available for children in only 37.3 percent sampled primary schools and in 60.7 percent upper primary schools and it was being used.							
(vi)	If there is low attendance the reasons for the same?	Informate teacher		obtained from the				
	Attendance was not low							

(vii)	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 VECs/PTA motivated the parents to promo	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.					
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.					
	By examination of students						
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? Information to be recorded on the basis of school records.						
	Yes						



The achievement level of children. Assessment to be undertaken by the MI on the day of visit. Achievement level of children In order to ascertain the level of achievement of students in language, science and mathematics, 20 primary schools and 10 upper primary schools were randomly selected out of 59 primary schools and 28 upper primary schools. From each of these 30 selected schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers were developed and administrated to these 100 students of class V and 50 students of class VIII in sampled schools. For class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting 33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:-Percentage of students Achievement level **Primary Schools Upper Primary Schools** Α 0.0 6.1 (xi) В 16.3 21.2 С 27.9 30.3 D 14.0 15.1 Ε 41.8 27.3 Source:- Field survey, SSA programme Broad conclusions are as follows: (i) Few students got grade A in upper primary schools. (ii) The percentage of students getting grade B was 16.3 in primary schools and 21.2 got B grade in upper primary schools. (iii) The percentage of students getting grade C was 27.9 in primary schools and only 30.3 percent students got grade C in upper primary schools. (iv) The percentage of students getting grade D was 14.0 in primary schools and 15.1 in upper primary schools. (v) The percentage of students getting grade E was 41.8 in primary schools and 27.3 in upper primary schools. In view of the above, the achievement level of students for primary schools and upper primary schools was just satisfactory. The rapport of the children with the teachers? Assessment on the basis of observation by MI.

The rapport of the students with the teachers was found satisfactory in the sampled schools.

xii

(xiii)	Whether the school has under children if so, their number and pe			formation to l cords and obs	be recorded on the basis of school ervations.	
	There was no under age or over age chil	d in the sampled school	ols			
	The number of children who have school during the previous six me are continuing their studies in any	onths. Whether the		To be ascerta	ained from teachers/VEC schools	
(xiv)	One hundred thirty six children in the sa	mpled primary schools	s and	d 78 children in	the sampled upper primary schools had	
	dropped out from the schools during the	previous six months.	Out (of these 214 chil	dren, 154 children were continuing their	
	studies in other schools.					
	The number of children who have the same class from the previous a their percentage grade wise?				be obtained on the basis of school cussion with teachers.	
	Nineteen children in primary school and 10 children in upper primary schools were retained in the same classes from the					
	previous year. Class-wise repeaters are given below:-					
	Class	Number of repeaters			Percentage of repeaters	
	1					
(***)	2	-				
(xv)	3	1			0.06	
	4	1			0.08	
	5	17	7		1.11	
	6	1			0.10	
	7	6	6		0.60	
	8	3	3 0.34		0.34	
(q) An	y other issues relevant to SSA imple	mentation				

NIL	

(r) List of enclosure attached along with the above report

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

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

Annexure-I attached with Farrukhabad district

2. Annexure 2 – Text Books

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

Annexure-II attached with Farrukhabad district

3. Annexure 3 – School Grant

a. 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.

Annexure-III attached with Farrukhabad district

(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.

Not available

4. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are

habitually absent must be given in the report.

Not available

5. Annexure 5 – Teaching Learning Material (TLM) grants

The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.

Annexure-V attached with Farrukhabad district

6. Annexure 6 – EGS and AIE

(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

Not available

(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.

Not available

7. Annexure 7 – Children with special needs (CWSN)

(i)The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

Not available

(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.

Not available

- 9. Annexure 8 National programme for education of girls at Elementary level (NPGEL)
- (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

Not available

9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks

 $Annexure-IX\ attached\ (List\ of\ Primary/Upper\ Primary\ Schools/EGS./AIE\ Centres\ and\ KGBV\ visited\ in\ Auraiya\ district\ for\ SSA\ and\ MDM\ tasks)$



Annexure-IX

List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Auraiya district for SSA and MDM

tasks. **KGBV** Name of the block **Primary schools** Upper primary schools **EGS/AIE Centres** 2 4 5 1. Airawa Katara 1. Beljhali 1. Bandha Kuchela 2. Airawa Katara-I 2. Bhaidpur 3. Airawa Kuili 3. Umredi 4. Rath Gaon 4. New 5. Bandha Kuchela 6. Chikata 7. Nagla Baish 8. New 9. New 10. New 2. Vidhuna 11. Purawa Gumani 5. Bhatoli 1. AIE Centre Shankar Bricks Industry Laghupora 12. Kushmara 6. Sarai Mahajanan 13. Sarai Mahajanan 7. Purwadala 14. Bhatoli 8. Ushraha 15. Purawa Dala 9. New 16. USh Raha 17. Bhagwantapur 18. Madok Meet 19. New 3. Bhagya Nagar 20. Nagla Jai Singh 10. Nagla Jai Singh 2. AIE Centre Hot Mix Plant Harrajpur 21. Purawa Samadhan 11. Nandpur Umari 22. Sarai Biharidas 12. Kakarahi 23. Bilrai 13. Sehud 24. Khagipur 25. Kanchoushi 26. Jamouli 27. Nandpur Umari 28. Kakarahi 29. New 4. Sahar 30. Pura Kalan 14. Dhup kari 3. AIE Centre J.K. Bricks Industry I.K. Ghara 31. Purwa Tamoli 15. Sahayal 32. Man Dhaman 16. Gulriha 33. Baru 17. Aghara 18. New 34. Gulriha 35. Bhalolpur 36. Muraina chhadami 37. New 5. Achhalda 38. Kanho 19. Dakhanai

20. Ounto

39. Mamrejpur Pal

40. Pata	21. Banshi	
41. Gaheshar	22. Devraon	
42. Purwamake		
43. Jalalpur Fafoond		

1	2	3	4	5
	44. Ounto			
	45. Devraon			
	46. Banshi			
Ajeetmal	47. Jagatpur	23. Bhikhepur		
	48. Bhikepur	24. Jagatpur		
	49. Durwaspur	25. Chitakapur		
	50. Chitakapur	26. Bilawa		
	51. Beri Kapariya			
	52. Beri Dhankar			
	53. Bilawa			
	54. Laxanan kee Madaiaa			
	55. Tejalpur			
Auraiya	56. Fareedpur	27. Pareen		
	57. Pareen	28. Baramupur		
	58. Janetpur	29. Bakhariya		
	59. Jaitapur	30. Kakhawatu		
	60. Baramopur	31. Jaitapur		
	61. Madhupur			
	62.Kakhawatu			
	63. Salempur			
	64. Bakhariya			
	65. Narainpur-2			
	66. New			

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research			
(ii)	Period of the report	1 st February, 2009 to 31 st July, 2009			
(iii)	Name of the District	Auraiya,			
(iv)	Date of visit to the Districts/EGS/Schools	21.4.2009 to 3.5.2009			

	REGULARITY IN SERVING MEAL:	Students, Teachers & Parents						
20.	Whether the school is serving hot cooked me interruption, what was the extent and reasons f		e was					
	Hot cooked meal was served in 84.7 percent primary so	chools and in 82.1	percent u	ıpper prim	nary schools regula	rly. MDM was		
	not served regularly in 15.3 percent primary schools and	d in 17.9 percent u	pper prin	nary scho	ols on account of n	on availability		
	of specific food items for the day.							
	TRENDS:				level registe			
	Extent of variation (As per school records vis-à-vis Actuals on the day of visit) Registers Head Teachers, Solevel MDM functionarion Observation of the monit team.					ionaries /		
	Information regarding extent of variation (As per school records and Actual on the day of visit) is given below							
	PS			UPS				
	Details	Day previous to date of visit	On the day of visit		Day previous to date of visit	On the day of visit		
21.	(i) Number of children enrolled in the sampled schools	7707	7707		2804	2804		
	(ii) Number of students attending the schools on the date of visit	4828	3620		1946	1653		
	(iii) Number of students availed MDM as per register	4018	31	51	1672	1417		
	(iv) Number of students actually availed MDM on the date of visit	Not Known	3151		Not Known	1417		
	Source:- Field survey, SSA programme							
22.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL: (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? School level registers, MDM Registers, Head Teacher, School level MDM functionaries.							
· <u></u>	0/1	·				·		

	Foodgrains were received in 94.9 percent primary schools and in 92.9 upper pri	imary schools regularly. Neither the head				
	master nor the Gram Pradhans could not tell the prescribed date of delivery of	of food grains to schools and hence the				
	research investigators of CADR could not calculate the extent of delay and reasons	s for the same.				
	(v) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries				
	Buffer stock of one month requirement of foodgrains was maintained in 28.8 perceiupper primary schools	nt primary schools and in 32.1 percent				
	(vi) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries				
	Foodgrains were delivered at school level in all sampled primary schools and upper	er primary schools				
	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: (iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.				
	and reasons for it? Cooking cost was received in advance regularly by VECs of 94.9 percent primary schools and in 96.4 percent upper primary					
	schools.					
23.	(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.				
	MDM was not served if cooking cost was not received in time.					
	(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.				
	Cooking cost was being paid through Bank.					
	SOCIAL EQUITY:	Observations				
24.	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?					
	No					
	VARIETY OF MENU:	Observations and discussion with				
25.	(iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	children teachers, parents, VEC members, Gram Panchayat members and cooks.				
		•				

	MDM menu was displayed in all the sampled primary schools and in 75.0 percent	upper primary schools					
	(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.					
	MDM was served as per menu in 94.0 percent primary schools and in 91.3 percent upper primary schools. MDM was not served according to menu in 6.0 percent primary schools and in 8.7 percent upper primary schools.						
26.	(vi) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.					
	The menu includes rice/wheat preparation, dal and vegetables in 94.0 percent prim schools.	nary schools and in all upper primary					
	QUALITY & QUANTITY OF MEAL:	Observations of Investigation during MDM service					
	Feedback from children on						
	c) Quality of meal:						
	The students of 94.0 percent of primary schools and 95.6 percent of upper primary schools were satisfied with the quality of meal.						
27.	d) Quantity of meal:	Observations of Investigation during MDM service					
	The students of 96.0 percent of primary schools and the students of 95.6 percent of sampled upper primary schools were satisfied with the quantity of meal.						
	c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service					
	The main reasons of dissatisfaction of MDM were repetition of food as reported by the children of few schools.						
	SUPPLEMENTARY:	Teachers, Students, School Record					
	(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?						
28.	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were not supplied in any sampled school.						
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record					
	Department of medical Health but micro-nutrients were not supplied in any sampled school.						

(vi) Is there school Health Card m	aintained for each child?	Teachers, Students, School Record					
	NO						
STATUS OF COOKS: (ii) Who cooks and serves the meather Department or Self Help O	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.						
Meal was cooked and served by the cooks	appointed by VECs and self help grou	ps.					
(ii) Is the number of cooks and help requirement of the school?	pers adequate to meet the	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.					
The cooks are appointed according to the	strength of children in the schools and	the number of cooks were adequate to					
meet the requirement of schools.							
(iii)What is remuneration paid to co	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.						
On an average a cook received Rs 615/- per month in a primary school and Rs 602/- per month in a upper primary school.							
(iv).Are the remuneration paid to co	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.						
Monthly payment to the cooks was being made regularly in 96.6 percent primary schools and in 92.6 percent upper primary schools							
(v) Social Composition of cooks /help	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.						
Social category wise cooks are given below:-							
0	Numbe	er of cooks					
Social Category	Primary schools	Upper primary schools					
Schedule caste	8 (11.0)	1 (3.1)					
Other Backward classes	53 (72.6)	29 (90.6)					
Minority	01 (1.4)	0 (0.0)					
Other	11 (15.0)	2 (6.3)					
Total	73 (100)	32 (100.0)					
Source:- Field survey							

	Note:- Figures within parenthesis denote	e percentage.					
	* Fourteen primary schools and four upper primary had two cooks.						
					School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.		
	Doublesslave			Number of	Kitchen		
	Particulars	PS	1	UPS			
Particulars Particulars PS (i) Pacca Kitchen shed-cum-store (a) Constructed and use (b) Constructed but not in use (c) Under construction (d) Sanctioned but construction not started (e) Not sanctioned (ii) Kitchen without store (a) Constructed and use 31 (b) Constructed but not in use In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being teacher.							
	(a) Constructed and use		26				
30.	(b) Constructed but not in use						
	(c) Under construction						
	(d) Sanctioned but construction not start	red					
	(e) Not sanctioned		2		25		
	(ii) Kitchen without store		31		3		
	(a) Constructed and use		31		3		
	(b) Constructed but not in use				-		
	being cooked and where are the foodgrains/other ingredients being teacher, VEC, Gram Pancha						
31	The meal was cooked in the kitchens of	en shed is not available, where is the food are the foodgrains/other ingredients being members, Obtain kitchens of 96.6 percent primary schools and other places within the	e boundary of 3.4 percent				
01.	primary schools. MDM was cooked in th	e kitchens of 10.7 percen	le, where is the food her ingredients being brimary schools and other places within the boundary. 7 percent upper primary schools and in others places.	thers places in the campus			
		and it was cooked out	side school prem	ised in the rer	maining 3.6 percent upper		
	Whether potable water is available for cooking and drinking purpose?						
32.	The potable water was available for coo	king and drinking purpose	s in all the sample	ed primary scho	pols and upper primary		
	schools.						
33.	Whether utensils used for king food are adequate? Teachers/Organizer of Programme						
33.	Kitchen utensils for cooking food were a	dequate in 98.3 percent p	rimary schools an	d in 60.7 perce	nt upper primary schools		
	What is the kind of fuel used? (Ga	s based/firewood etc.)		Observation	1		
34.	The details about fuel used in cooking the	ne meal are given below:-					
	Fuel used for cooking		Number o	f schools			
		PS		Number of Kitchen PS UPS 26 26 27 2 25 31 3 3 31 3 31 3 31 3 Teachers/Organizer of Programme PS UPS Company the support of the suppo	UPS		

	(a) LPG alone			36 (72.0)		20 (8	(7.0)		
	(b) Wood alone			03 (6.0)		01 (4.3)			
	(c) LPG and Wood			11 (22.0)			8.7)		
	Note: - Figures within	n parenthesis den	ote percentage.	(==,					
	SAFETY & HYG	SIENE:		Safety and hygie		Observation			
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-								
		Percentaç	je of schools						
	Particulars		Primary sch	ools	Upper	primary schools			
		Good	Satisfactory	Unsatisfactory	Good	Satisfactory	Unsatisfactory		
	Environment	44.1	55.9		28.6	71.4			
	Safety	35.6	64.4		17.9	82.1			
	Hygiene	42.4	57.6		46.4	53.6			
	Source:- Field survey, SSA programme								
5.	ii. Are children encouraged to wash hands before and after eating observation								
	Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.								
	iii.Do the children partake meals in an orderly manner? observation								
	As observed by the research investigators students were taking meal in orderly manner.								
	, , ,								
	iv.Conservation of water?					Observation			
	As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.								
	a. Is the cooking process and storage of fuel safe, not posing any fire hazard?								
	Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.								
	COMMUNITY I	PARTICIPATIO	ON:]	Discussion with h	ead teacher,		
	E-44 - 64	4 ¹ 1			1	teacher, VEC, Gram Panchayat			
	Extent of participation by members								
	Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation								
36.	The details of partici below:-	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-							
	(a) Participation of	parents / VECs / I	Panchayats/ Urb	an bodies in respe	ct of sup	ervision of MDM pr	ogramme		
	Doutining 4' a			Percentage of	schools				
	Participation —	Drin	nary schools			Upper primary sch			

	Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram panchayat/ Urban bodies
Good	1.7	32.2	0.0	3.6	42.9	3.6
Satisfactory	45.8	67.8	78.0	42.9	57.1	67.8
Unsatisfactory	52.5	0.0	22.0	53.5	0.0	28.6

Source: - Field survey, SSA programme.

The participation of VECs toward supervision of MDM was good in 32.2 percent primary schools and in 42.9 percent in upper primary schools.

(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.

	Percentage of schools							
Participation	Primary schools			Upper primary schools				
ranticipation	Parents	VECs	Gram Panchayat/ Urban bodis	Panchayat/ Parents		Gram Panchayat/ Urban bodis		
Good	1.7	32.2	45.8	3.6	42.9	3.6		
Satisfactory	33.9	67.8	54.2	46.4	57.1	39.3		
Unsatisfactory	64.4	0.0	0.0	50.0	0.0	57.1		

Source: - Field survey, SSA programme.

The participation of VECs in respect of monitoring of MDM programme was good in 32.2 percent primary schools and in 42.9 percent upper primary schools.

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

Level of Inspection authority

 Level of inspected authority
 Number of schools inspected towards MDM

 Primary schools
 Upper primary schools

 State
 -

 District
 -

 Tahsil
 -

37.

	Block/BRC	36	20				
	NPRC	53	27				
	Not inspected	6	1				
	Source:- School records						
	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 of children? Is there any other incidental benefits due to serving cooked meal in schools.						
38.	MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 87 sampled schools. Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 59 primary schools and 28 upper primary schools, improvement in enrollment was reported in 91.5 percent primary schools and in 75.0 percent upper primary schools. Attendance of students was also improved in 82.5 percent primary schools and in 71.4 percent upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. About 79 percent children have been reported to have improved their physique through MDM.						

3. District Level Half Yearly Monitoring Report

(District-3. Mahoba)

3.1	Name of the District	Mahoba
3.2	Date of visit to the district/EGS/Schools	From 5.5.2009 to 19.5.2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	What is the number of schools sanctioned in the current financial year in the district (including spill over) and how many of them have been opened?			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.				
	Particulars					Number of s	chools	
(xviii (xviii (xix)				PS		UPS		Total
	Number of schools sanctioned (including spillover) in the financial year 2008-09.					25		38
	Number of schools opened			13		25		38
(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.							
	Land for all 38 new schools had been identified as reported by BSA. Out of 38 new schools 9 (3 PS+6 UPS) schools were visited by research investigators of CADR and land for these 9 schools was found identified.							
(:)	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				
(XIX)	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Nine new schools were visited by research investigators and it was found that funds for construction of school buildings have been received by VECs of all these schools.							
	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.			
				Stage of construction				
(xx)	Particulars	Completed	Four	Foundation		Roofing	Work n	Total
	New primary schools	13						13
	New upper primary schools	24				1		25

	The construction of all sampled new primary scho	ools and uppo	er pr	imary schools	was found c	omple	eted.	
	Number of Teachers sanctioned for the ne (including spillover) to be opened in th financial year? Has sanctions been issued fo not? District-wise information of the number sanctioned and appointments made?	e current r these or	Information to be obtained from SPO.				SPO.	
	Particulars		Number of teachers					
(xxi)			PS	6	UPS			
	s		ed	Appointed	Sanctioned		Appointed	
	(a Regular teachers	13		13	75		25	
	(b) Para teachers	13	13		Not applicable		Not applicable	
	Total	26	26		75		25	
	Have Teachers been put in position in new District visited?	schools in	Updated information to be obtained from DPC Sample check to be carried out on the spot i respect of new schools visited by MI.				on the spot in	
	Particulars		Number of teachers		chers			
(xxii)			PS			UPS		
	(a) Regular teachers		13				25	
	(b) Para teachers		Not applicable			lot applicable		
	Three regular teachers in 3 sampled primary schools and six regular teachers in six sampled upper primary schools were in position							
(xxiii	In the schools visited by MI whether one-time grants of Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?					nd expenditure		
	Teaching learning equipment (TLE) grant was release concerned schools. No item was purchased for schools				•	n (3 PS	S+4UPS) VECs of	
(xxiv	Whether any guidelines have been issued either by SPO Copy of circular/orders to be obtained from							

Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)

(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 wit district-wise break-up. SPO to furnish item-wis progress: completed works, works in progress an works not started. To be updated at the DPO for districts being visited by MI.					
	Itom	Number of works					
	ltem	Target	Completed	In progress	Work not started		
	(a) Primary schools	13	13				
	(b) Upper primary schools	25	24	1			
(xxvii)	(c) Additional rooms for PS	27	27				
	(d) Additional rooms for UPS	9	9				
	(e) Drinking water for PS	1	1				
	(f) Toilets for PS	4	2	2			
	(g) Toilets for UPS	NIL	NIL				
	(h) BRC	NIL	NIL NIL				
	(i) NPRC	NIL	NIL				
	(j) Rain Water harvesting for PS	NIL	NIL				
	(k) Rain Water harvesting for UPS	NIL	NIL				
	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 VEC/SMC and School Teachers.					
(xxviii	ltem		Number	of works			
		Checked	Found Completed	ln p	orogress		
	(a) Primary school	3	3				
	(b) Upper primary school s	6	6				

	(c) Additional rooms for PS		4	4				
	(d) Additional rooms for UPS		1	1				
(xxix)	Whether SMC/VEC has been trained by persons for execution of civil work?	technical	VEC/SMC and School Teachers (sample as in above).					
	Yes (in all the nine schools visited)							
(xxx)	Whether community manual for civil works prepared and is available with VEC/SMC?	s has been	To be verified on the spot with assistant VEC/SMC and School Teachers (sample as above).					
	Yes (in	all the nine	schools v	isited)				
(xxxi)	In the school buildings being constructed (ne as well as building less schools), whether a being constructed?							
	There was no target of construction of ramps in	the new nir	ne schools	visited.				
(xxxii)	Is VEC/SMC keeping a separate account of materials for construction?	funds and				y the MI in respect of ample as in (ii) above).		
	Yes (in	all the nine	schools v	isited)				
(xxxiii	Who is designated for Technical Supervision works? What level (Block/District/Sub-District/Sub-District/Sub-District/Sub-District/Sub-District/Sub-District/Sub-District/Sub-District/Sub-District/Sub-District/Sub-District		To be obtained from the SPO/DPO and to verified on the field with VEC/SMC and Schence (sample as in (ii) above).					
(VVVIII	Block level-Junior engineer, RES							
	District level – District Coordinator (Construction)							
	The number of times the technical person vectors construction site and guided the construction Did he visit at the foundation stage, lintel stage?	n process?				oot with assistance of ichers (sample as in (ii)		
	The junior engineer of RES department and D.C. Construction under SSA had supervised the construction work of nine new							
	The junior engineer of NES department and D.C. Of	onstruction u	nder SSA I	had supervise	ed the cor	nstruction work of nine new		
	schools visited by research investigators of CADR. To			•				
	,		supervision	•	ion work a			
	schools visited by research investigators of CADR. To	he details of	supervision	n of construct	ion work a	are given below:		
(xxxiv	schools visited by research investigators of CADR. To Name of schools Primary school Kathwariya Kulpahar, block- Jaitpur	he details of Designa super	supervision tion of visor	Number of time	ion work a	are given below:		
(xxxiv	schools visited by research investigators of CADR. To Name of schools Primary school Kathwariya Kulpahar, block- Jaitpur	Designa super	supervision tion of visor	Number of time	S Foundat	tage of supervision		
(xxxiv	schools visited by research investigators of CADR. To Name of schools Primary school Kathwariya Kulpahar, block- Jaitpur	Designa super J.E. RES D.C. Const	tion of visor	Number of time	Foundat Foundat Foundat	tage of supervision ion stage and door level ion stage and Lintel level		
(xxxiv	schools visited by research investigators of CADR. To Name of schools Primary school Kathwariya Kulpahar, block- Jaitpur	Designa super J.E. RES D.C. Const	tion of visor	Number of time 2 2 2	Foundat Foundat Foundat	tage of supervision ion stage and door level ion stage and Lintel level ion stage and door level ion stage, door level and		
(xxxiv	schools visited by research investigators of CADR. To Name of schools Primary school Kathwariya Kulpahar, block- Jaitpur	Designa super J.E. RES D.C. Const	tion of visor	Number of time 2 2 2	Foundat Foundat Foundat Foundat Lintel lev	tage of supervision ion stage and door level ion stage and Lintel level ion stage and door level ion stage, door level and		
(xxxiv	Name of schools Primary school Kathwariya Kulpahar, block-Jaitpur Primary school satiyanpura kulpahar, block-Jaitpur	Designa super J.E. RES D.C. Const J.E. RES D.C. Const	tion of visor	Number of time 2 2 2 3	Foundat Foundat Foundat Foundat Lintel lev	tage of supervision ion stage and door level ion stage and Lintel level ion stage and door level ion stage, door level and vel		
(xxxiv	Name of schools Primary school Kathwariya Kulpahar, block-Jaitpur Primary school satiyanpura kulpahar, block-Jaitpur	Designa super J.E. RES D.C. Const J.E. RES D.C. Const	tion of visor	Number of time 2 2 2 3	Foundat Foundat Foundat Foundat Lintel lev	tage of supervision ion stage and door level ion stage and Lintel level ion stage and door level ion stage, door level and //el ion stage and Lintel level ion stage, door level and		

	Upper primary school Ramupura, block- Jaitpur	J.E. RES	3	Foundation stage, door level and Lintel level		
		D.C. Construction	2	Door level and Lintel level		
	Upper primary school Bamhnaura block-Jaitpur	J.E. RES	2	Foundation stage and door level		
		D.C. Construction	2	Foundation stage and Lintel level		
	Upper primary school Kiratpura, block- Charkhari	D.C. Construction	3	Foundation stage, door level and Lintel level		
	Upper primary school Maragpura, block- Panwari	D.C. Construction	2	Door level and Lintel level		
	Upper primary school Khagara, block-Panwari	D.C. Construction	3	Foundation stage, door level and lintel level.		
	Construction works of 5 additional rooms of the (Construction) at foundation stage and lintel level.	e 3 existing schools w	vere also si	upervised by the district coordinator		
(xxxv)	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 15.6 percent primary schools and 30.8 percent upper primary schools was created					
·	Information regarding water facilities created through	gh Swajaldhara was no cent primary schools an	d 30.8 perce			
(xxxvi	Information regarding water facilities created through visited by CADR. Drinking water facility in 15.6 percent through SSA funds and in the remaining schools it with the water construction of drinking water for schools is being carried out by a specialized VEC/SMC?	gh Swajaldhara was not cent primary schools and vas created through other cacilities in Agency or VEC/S above).	d 30.8 perce er sources. verified o	on the spot with assistance of chool Teachers (sample as in (ii)		
(xxxvi	Information regarding water facilities created through visited by CADR. Drinking water facility in 15.6 per through SSA funds and in the remaining schools it was through SSA funds and in the remaining schools i	gh Swajaldhara was not cent primary schools and vas created through other acilities in Agency or VEC/S above).	verified of MC and S	on the spot with assistance of chool Teachers (sample as in (ii)		
(xxxvi	Information regarding water facilities created through visited by CADR. Drinking water facility in 15.6 per through SSA funds and in the remaining schools it was through SSA funds and in the remaining schools it was the water facilities in the schools are facilities of CADR. Is there any convergence with Total Campaign (TSC) taking place in respect facilities in the schools? The quantum available from TSC and SSA in the sites visite.	cent primary schools and as created through other accilities in Agency or VEC/S above). Sanitation Status in distress of funds spot we	verified of MC and Some by the VEC to be obtained t	on the spot with assistance of chool Teachers (sample as in (ii)		

(What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).					
(XXXVI	The construction of nine new schools and 5 additional classrooms in the exiting 4 schools visited by CADR was found satisfactory.						
(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.					
	SPO level Executive Engineer - One Assistant Engineer - One						
	Every year a third party evaluation is conducted.						

(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.

Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text books in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under State funds. About 62.8 percent text books in primary schools and 64.1 percent text books in upper primary schools were made available through SSA funds.

Number of children who had received free text books

Particulars	Primary Schools			Upper Primary Schools			
	Boys	Girls	Total	Boys	Girls	Total	
Number of students to whom free text books have been distributed	54756	57190	111946	15453	16716	32169	

O 1.									
	Number of students who received free text books from SSA funds	13112	57190	70302	3906	16716	20622		
	Number of students who received free text books from State Govt. funds	41644		41644	11547		11547		
	Source:- BSA Mahoba			L					
(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 books had received in the month of June, 2008 and distributed up to 31st July, 2008. The instruction have been issued by SPO to BSA (Annexure-II)								
(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.								
	No, All students had received text books in time.								
(xiiì	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verifie Reasons for n all classes be v	on supply	of textbool	ks, if any, fo		•		
` <i>`</i>	All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.								

(d) School grants:

(xi)	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.				
	Number of schools to whom grant was approved for the year 20	008-09	PS	UPS		
	3. m.	644 288				
	Yes, The guidelines have been provided. (Annexure-III)					
(xii)	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been	visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the				

made? Has DPO circulated guidelines to the school				
level for utilization of the school grant?				
Number of schools to whom funds were released		PS	UPS	
		638	284	
Date of release of this grant to VECs		21-06	5-08	
School development grant was received by VECs in all sampled primary schools and in 92.3 percent upper primary schools.				
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 visited by MI.				
No, purchases from school development grant were made	e by BSA.			
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?				
Date of receive the school grant to VEC accounts – June, 2008 to 20 October 2008. Hundred percent School development grants had been utilized in all primary and upper primary schools.				
Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.				
The school development grant for the year 2007-08 had been utilized in all the sampled schools.				
	Number of schools to whom funds were released Date of release of this grant to VECs School development grant was received by VECs in a primary schools. Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized? No, purchases from school development grant were made. 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? Date of receive the school grant to VEC accounts — Judevelopment grants had been utilized in all primary and utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	Number of schools to whom funds were released Date of release of this grant to VECs School development grant was received by VECs in all sampled primary schools primary schools. Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized? No, purchases from school development grant were made by BSA. 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? Date of receive the school grant to VEC accounts — June, 2008 to 20 October 200 development grants had been utilized in all primary and upper primary schools. Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	Number of schools to whom funds were released PS 638 Date of release of this grant to VECs School development grant was received by VECs in all sampled primary schools and in 92.3 primary schools. Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized? No, purchases from school development grant were made by BSA. 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? Date of receive the school grant to VEC accounts – June, 2008 to 20 October 2008. Hundred ped development grants had been utilized in all primary and upper primary schools. Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned district- wise under SSA in primary and upper primary schools and the number of Teachers in position therein?		y be updated in DPO in respect of districts visited		
(xxv)	Particular	Number of teachers sanctioned and in position			
	raiticulai		PS	ι	JPS
		Sanctioned	In position	Sanctioned	In position

	(a) Teachers	62	49	708	472	
	(b) Para teachers	997	996			
	Total	1059	1045	708	472	
(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?					
	BTC and special BTC candidates are appointed	d as teachers. BS	A is empowered to appo	oint the teachers.		
()	Nature of appointment of teachers i.e. v regular appointment or contract basis?	whether it is a	Information is to be updated in DPO by MI.			
(xxvii)	Assistant teacher are appointed on regular bas appointed by promotion from assistant teachers	ntact basis. Head	Imasters are			
(xxviii)	decentralized recruitment of teachers recruitment procedure have been laid d	Panchayat etc. is empowered to make zed recruitment of teachers whether such at procedure have been laid down? What is f satisfaction amongst local community of itment?				
	VEC is not empowered to make appointment of new teachers.					
	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 absente must be given in the report.					
	Research investigators of CADR visited 64 prin	nary schools and	26 upper primary school	s. The details of	The details of teachers	
	sanctioned, in position and present on the day	of visit are as follo	ows:-			
(xxix)	Particular			Number	r of teachers UPS	
	Number of teachers sanctioned			320	104	
	Number of teachers in working position			197	66	
	Number of teachers present on the day of visit			173 (87.8)	55 (83.3)	
	Note:- Figures within parenthesis denote percentage of teachers present relative to the no of teachers in working position.					
	No teacher was reported to be habitual absentee.					
	How was the rapport between child teachers in the schools visited?	lren and the	To be ascertained during the visit by		and observed	
(xxx)	The rapport between children and the teachers of CADR.	was found satisfa	actory in the schools visi	ted by the resear	ch investigators	

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.

(a) About 52 percent man-days training was provided to the teachers of primary schools and 49.1 percent mandays training was given to the teachers of upper primary schools

D. C. L.	Number of man-days		
Particulars	PS	UPS	
Total number of man-days targeted to be spent on in service training	20898	9132	
Total number of man-days in service training provided	10815 (51.7)	4487 (49.1)	

(xxxi)

Source: - DIET Mahoba

Note:- Figures within parenthesis denote percentages

About 66 percent teachers of sampled primary schools and 78.8 percent teachers of sampled upper primary schools received in service training up to the date of visit.

(b Training calendar for teachers training?

The training calendar was prepared for training.

(c) Venue of training

The details of venue of training are given below:-

Vanue of Training	Percentage of	of teachers of
Venue of Training	PS	UPS
DIET	0.0	3.8
BRC	100.0	96.2

(d) Trainers

Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.

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.

(xxxii)

Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. Eighty four para teachers were to be given orientation training during the year 2008-09 and out of 84 para teachers; 76 para teachers received one month training at BRC. This training was imparted by the senior staff of DIET.

CAL	/K			
(xxxiii)	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?	from the DPO in respect of the districts visit by the MI and to be verified from the teach in schools visited by MI.		
	IVIL			
	The satisfaction level of training? Whether there are	To be ascertained from	the teachers on the spot	
	any areas, which the teacher would like to get	in respect of schools vis	ited by MI.	
(xxxiv)	trained?			
	The teachers were satisfied with the training given by the master	rtrainers. Some teachers war	nted to get in service training	
	in Mathematics, Science and English subjects.		3	
	,			
	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)?	each) and the teachers on the spot in respect of schools/EGS centres visited by MI.		
(xxxv)	BRC Coordinators are generally responsible for in serv	ice training according to	the calendar prepared by	
ĺ	DIET. They visit schools and organize training programm	nes at BRCs and NPRCs	levels. Four BRCs and 39	
	NPRCs are functioning in the district. All BRCs and five	NPRCs were taken for mo	nitoring. In each BRC and	
	NPRC one coordinator was in position. The details of acad	demic support provided by	BRC/NPRC coordinators	
	to the teachers are given below:			
	Particulars Primary Schools Upper primary sc			
	Total number of schools in four selected BRCs	612	307	
	Total number of ashable visited by PBC according tors	417 (66.3)	400 (50 5)	
	Total number of schools visited by BRC coordinators	417 (00.0)	169 (52.5)	
	Total number of schools in five selected NPRCs	95	42	

Source: - Field survey, SSA programme

Note:- Figures within parenthesis denote percentages

b. What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?

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/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month

c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesion in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.

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 has strong relationship with BRC for training, capacity building, academic supervision and guidance.

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.

The BRC/NPRC extend their academic support to EGS/AIE Centres/Bridge courses by guiding them how to run the centers/courses. It was reported that the coordinators of BRCs/NPRCs visited these centres for providing academic support regularly.

(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 has a senior coordinator to look after the quality detailed information on various quality aspects of education	

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive grants, district-wise and the details of grants release the districts?		obtained from SPO and respect of the districts to		
(vii`	Particulars	Primary Schools	Upper Primary Schools		
` '	(a) Total number of teachers eligible to receive TLM grant in the district		1709	667	
	(b) Amount released (in lakh Rs.)		8.120	3.335	
	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?		be verified in schoo	obtained from DPO and to ls visited by MI. A copy of enclosed with the report.	
(viii	Particulars		Primary Schools	Upper Primary Schools	
(,	(a) Date of release of TLM grant Number of teachers covered		29-11-2008	29-11-2008	
			1624	667	
	Instructions in respect of utilization of TLM grant has been issu	ied fron	n SPO to BSA (Annexure-V)		
(ix)	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?	ept ren ood of information to be verified on the spot in respect of schools visited by MI. M on? ooss			
	The details about TLM grant in the schools visited by CADR are given below:-				
	Particulars		Primary Schools	Upper Primary Schools	
	Number of schools in which TLM displayed in classrooms		62 (96.9)	22 (84.6)	

Number of teachers in the sampled schools	197	66
Number of schools received TLM amount	64 (100.0)	25 (96.2)
Number of teachers who received TLM amount	176 (89.3)	63 (95.5)
Date of receipt of TLM grant	3-12-2008 to 17-2-2009	11-12-2008 to 23-1-2009
Amount received (in Rs)	88000.00	31500.00
Amount utilized (in Rs)	77500.00	20500.00
Number of schools in which TLM was used by students	46 (71.9)	16 (61.5)
Source:- Field survey, SSA programme	1	1

Note:- 1. Figures within parenthesis denote percentages

2. Teachers and students used TLM of this year and previous years.

None of the teachers of sampled schools had received any training on TLM during the year 2008-09.

(g) EGS & AIE:

(li) 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).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

The details about EGS/AIE Centres in the district are given below:-

Particulars		AIE	Total
Number of EGS/AIE Centres continued from previous years to this year	2	13	15
Number of EGS/AIE Centres sanctioned in the financial year 2008-09		11	11
Total number of EGS/AIE Centres in working position in the financial year 2008-09	2	24	26
Amount released (in lakh Rs.)	0.425	7.280	7.705
Amount utilized (in lakh Rs.)	0.425	7.280	7.705

Source: - BSA, Mahoba

Four RBCs and 16 NRBCs had been sanctioned for the year 2008-09 and two RBCs and 16 NRBCs had been conducted

The target number of children and number of (lii) children actually enrolled in the centres category wise, district-wise?

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.

Social group-wise number of enrolled children in EGS/AIE Centres are given below

Social group	Target for 2008-09	Number of children enrolled
SC	241	241
OBC	287	287

Minority	77	77	
Others	47	47	
Total	652	652	
The number of children enrolled and actually attending the centre?	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.		
EGS/AIE Centre were not functioning from 1.4.2009. Hen	ce no EGS/AIE Centre was	visited by the research investigators.	
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?		btained from DPO and to be of the centres visited by MI.	
Twenty six EVs were in position in the district and all were trained. All EVs had received orientation trainings. The trainings were imparted by the lectures of DIET. The duration of training was 30 days.			
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?	and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with		
All 26 EVs were getting academic support from BRC/NPRC coordinators.			
The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	e is Information to be obtained from the EVs durin		
Fifteen EVs were high school, 8 EVs were intermediate a	nd 3 EVs were graduate and	d above.	
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 o field visits by MI.	btained from the EVs during	
Each EVs was being paid Rs. 2000/- per month as honora	aria through bank regularly.	No delay in payment was reported.	
Whether EV is regular in his attendance?	To be ascertained from MI.	om VEC during field visits by	
N.A.			
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 obt	tained from DPO and from the istricts visited by MI.	
	Total The number of children enrolled and actually attending the centre? EGS/AIE Centre were not functioning from 1.4.2009. Hen 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? Twenty six EVs were in position in the district trainings. The trainings were imparted by the lecture. 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? All 26 EVs were getting academic support from BRC/NPR. The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature? Fifteen EVs were high school, 8 EVs were intermediate at 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? Each EVs was being paid Rs. 2000/- per month as honorarium for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether there is any designated District Coordinato	Total 652 The number of children enrolled and actually attending the centre? To be verified on the sy visited by MI. The MI centres in a district on EGS/AIE Centre were not functioning from 1.4.2009. Hence no EGS/AIE Centre was 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? Twenty six EVs were in position in the district and all were trained. Attrainings. The trainings were imparted by the lectures of DIET. The duration 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? All 26 EVs were getting academic support from BRC/NPRC coordinators. The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature? Fifteen EVs were high school, 8 EVs were intermediate and 3 EVs were graduate and the EVs 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? Each EVs was being paid Rs. 2000/- per month as honoraria through bank regularly. Whether EV is regular in his attendance? To be ascertained from MI. N.A. Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI. Information to be obtained from MI. N.A. Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI. Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI. Information to be obtained from MI. N.A.	

	- 		
	One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.		
(2.2)	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. BSA has been submitted progress report to SPO monthly on the prescribed format.		
	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, districtwise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.	
	Two EGS Centres were to be upgraded during the financial	al year 2008-09 and both had been upgraded.	
()	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.	
	Yes, the funds have been released.		
()	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.	
	Two EGS Centres have been upgraded and details about funds were not available.		
	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.	
	Yes		
	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	
	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	
(111 / 11)	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		
	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.	
	Two both teachers were in position.		

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.
Four hundred thirteen children mainstreamed from EG	S/AIE Centres to schools. Seventy six percent children were
enrolled in Government schools and 24.0 percent children	in Private schools during the year 2008-09.
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.
As the EGS/AIE Centres had been closed from 1.4.2009	the information regarding black board, durries, etc could not be
collected.	
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.
As the EGS/AIE Centres had been closed from 1.4.2009.	The information regarding MDM could not been collected.
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.
Number of children enrolled in the four sampled EGS/AIE Centres	Number of students present on the date of visit in the Centres
As the EGS/AIE Centres had been closed from 1.4.2009. t	the information regarding the enrollment and attendance of
children could not be collected.	.
The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
As the EGS/AIE Centres had been closed from 1.4.2009, t	the information regarding achievement level of children could
not be collected.	
The rapport of the EV with the children?	Observations during Field visit, by MI.
As the EGS/AIE Centres had been closed from 1.4.2009, t	the information regarding rapport of the EVs with children could
not be collected.	
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.
As reported by the BSA students of EGS/AIE Centres had had received free text books all subjects.	been used the school text books children of EGS/AIE Centred
	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? Four hundred thirteen children mainstreamed from EGs enrolled in Government schools and 24.0 percent children. What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc? As the EGS/AIE Centres had been closed from 1.4.2009 collected. Whether Mid-day Meal is being supplied to the children in EGS/AIE centres? As the EGS/AIE Centres had been closed from 1.4.2009. 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? Number of children enrolled in the four sampled EGS/AIE Centres As the EGS/AIE Centres had been closed from 1.4.2009, thildren could not be collected. The achievement level of children studying in EGS/AIE facilities? As the EGS/AIE Centres had been closed from 1.4.2009, the collected. The rapport of the EV with the children? As the EGS/AIE Centres had been closed from 1.4.2009, the collected. 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? As reported by the BSA students of EGS/AIE Centres had

(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 be updated by DPO in revisited by MI.		
	Number of CWSN children identified during the financial year 2008-09			4391
	Number of CWSN children enrolled in Govt. schools			4214
(ii) (a)	The number of children who have been provided with aids and appliances, districtwise, during the current financial year. Information to be obtained from the SPO and be updated by DPO in respect of the distriction visited by MI and verified with sample choosing field visits.		of the districts	
	Number of children provided with aids/appliance during the financial year 2008-09 in the district		122	
	Number of children provided with aids/appliance	e in the sampled schools		16
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained	l from	SPO/DPO.
	NO			
(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 S of NGOs and copies of guidelines with the report of MI. Sample characteristics wit		es to be attached checks be done certain the tasks	
	Three resource teachers have been identified in the district. No list of NGO was available.			
(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?	districts visited by MI.		
	Yes, IED Coordinator has been oriented and he	en oriented and he has attended capacity building programme.		
(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?		py of the format	
Format for monitoring has been provided and periodic reports are		-		
(11)	How many schools have been provided with ramps?	Information to be obtained verified in the schools via assistance of VEC/Teacher	sited	
(v)	The BSA has reported that 398 primary schools and 155 upper primary schools have been provided with ramps. The ramps were in 47 primary sampled schools and in 16 sampled upper primary schools out of 64 primary schools and 26 upper primary schools			
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained one or two sample checks be		

	Not available		
(::)	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.	
(VII)	On an average 35 parents in a primary school and 32 parents in a upper primary school we CWSN.		
	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.	
(viii)	Number of children enrolled in the sampled schools	56	
	Number of children present in the sampled schools	21	

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

	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.	
(i)	Number of model cluster schools targeted	44	
	Number of model cluster schools functioning in the district	44	
	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.	
(ii)	(a) Number of additional classrooms	One additional classroom in each model cluster school was	
		available for NPEGEL.	
	(b) Drinking water facilities	Available in all the model cluster schools	
	(c) Toilet facilities	Available in all the model cluster schools	
	(d) Electrification sanctioned	All model cluster schools were electrified.	
(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.	
	Model cluster schools had been provided TLM, vocational training, bridge courses and gender sensitization to the		
	teachers and additional efforts were being made to education.	mobilize community and women's group in respect of girl's	
(iv)	Whether funds have been released fo NPEGEL programme in time and district-wis quantum of funds and date of release of funds	e updated from DPO visited by MI.	
	Funds released under NPEGEL (in lakh Rs.	67.34	
	100		

	Amount utilized (in lakh Rs.)	67.34	
()	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.	
(v)		Yes	
	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.	
	Yes		
	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.	
(vi)	ECCE Centres operational under		
	Innovation head funds	170	
	NPEGEL	NIL	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.	
		Yes	

(j) Katurba Gandhi Balika Vidayalaya (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.	
	No KGBV was sanctioned in the financial year 2008-09.	Four KGBV were functioning in the district.	
(ii)	The number of KGBV in the State in respect of which land have been identified, districtwise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
, ,	The land for KGBV Charkhari Panwari and Mahoba has been identified and land for KGBV Jaitpur has not been identified.		
(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.	
	Yes		
(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.	
	Three (KGBV Charkhari, Panwari and Mahoba)		
(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.	
(1)	The KGBV of Jaitpur block was visited by CADR and details of staff in this KGBV are given below:-		
	Particulars	Number of post	

		Sanctioned	In position	
	Warden cum-teachers	1	1	
	Full time teachers	4	2	
	Part time teachers	4	2	
	Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	6	5	
	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.			
	Number of students enrolled in the sampled KGBV Hathras block.			
	Social Category of girls	Number of girls enrolled		
(vi)	SC	13		
	OBC	19		
	Minority	6		
	Other	12		
	Total	50		
(::)	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 visited by MI.	spot in respect of KGBV	
(vii)	Adequate number of beds, books, games items, Science were available in the school. Furniture was not available	·	er, generator and food facilities	

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

(3)	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.		
(i)	Educational Management Information system (EMIS) ha	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge was in		
	position. Three computers were available in the computer	cell of BSA office Mahoba.		
(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		
	Information not available			
(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.		
(111)	The data capture format had been supplied to all schools by 31st August, 2008.			
	Whether any training has been imparted to the teachers for filling up data in the data capture format?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.		
(°)	If so when, duration where was the training held?			
(iv)	,	nools and upper primary schools for filling up data in the data		

(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.	
	Yes, SPO has engaged third party to verify the data.		
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.	
	Data collected and compiled by the DPO had been sent to the SPO on 15.1.2009		
(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.	
		Yes	

(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 were under taken at the district level in the current financial year, 2008-09.		
(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 were under taken at the district level in the previous calendar year.		
(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.	
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one		
	screening committee and one Advisory committee at the state level to scrutinize the proposals before final		
	sanction. There are prescribed contract formats for commissioning of research.		

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	There were 247 VECs (including urban areas) in the district.	
(ii)		Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.

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	The guidelines on delegation of	powers to VECs were a	vailable with VECs	S.		
(iii)	Guidelines given on adequ women in VEC/SMC? Th women associated in the visited by MI?	e actual number	of to be verifi	ed from the VEO	from the SPO/DPO and C/SMC during the Field	
	There were 450 members (320 in primary schools and 130 in upper primary schools) in 90 sampled schools. Out of					
	these 450 members, 160 (35.6 p	percent) were female me	embers.			
(***)	The frequency of meeting guidelines and the actual d committee during the six resist of MI? The total nurvec and how many are a regularly? Whether women of these Bodies participal meeting?	ates of meeting of the months preceding the mber of members attending the meeting and SC/ST members.	on the bas by MI.		from VEC and verified villages/schools visited	
(iv)	(a) As per guidelines, VEC meet	ing should be held ever	y month in each so	chool. Three to four	meeting were held during	
	the last six months					
	(b) There were 450 members in	90 sampled schools. O	ut of these 450 me	embers, 330 (73,3 p	ercent) members	
	participated in the VEC meetings	•		, (1	,	
	(c) Women and SC/ST member	of VECs participated in	the meeting regula	arly.		
(v)	oriented? When these train conducted the trainings? perception of the trainings? Out of 450 members, training was	What is the VEO	Cs			
	The contribution made by	VEC in improving tl			from VEC and verified	
	environment of the sch attendance of teachers and	ool, enrolment ar	d on the basis	s of records by M	II during field visits.	
		ool, enrolment ar students?				
	attendance of teachers and The details of contribution of VE	ool, enrolment ar students?	nool condition is gi	ven below:-	II during field visits.	
	The details of contribution of VE	ool, enrolment ar students? Cs for improving the sch	nool condition is gi	ven below:-	II during field visits.	
	attendance of teachers and The details of contribution of VE	ool, enrolment ar students? Cs for improving the sch	nool condition is gi	ven below:- ndition of schools	II during field visits.	
(vi)	attendance of teachers and The details of contribution of VE Con Particulars Primary schools	ool, enrolment are students? Cs for improving the schetribution of VECs for intribution of VECs for in	mproving the co Percent Enrollment of children	ven below:- ndition of schools age of schools Presence of teachers	II during field visits. Attendance of students	
(vi)	attendance of teachers and The details of contribution of VE Con Particulars Primary schools (a) Good	ool, enrolment ar students? Cs for improving the scheribution of VECs for intribution of VECs for intribution of VECs for interest and the scheribution of VECs for intribution of VECs for intributio	mproving the co Percent Enrollment of children	ven below:- ndition of schools age of schools Presence of teachers	Attendance of students 60.9	
(vi)	attendance of teachers and The details of contribution of VE Con Particulars Primary schools (a) Good (b) Satisfactory	ool, enrolment are students? Cs for improving the scheme stribution of VECs for intribution of VECs fo	mproving the co Percent Enrollment of children 90.6 9.4	ven below:- ndition of schools age of schools Presence of teachers 90.6 9.4	Attendance of students 60.9 39.1	
(vi)	attendance of teachers and The details of contribution of VE Con Particulars Primary schools (a) Good (b) Satisfactory (c) Unsatisfactory	ool, enrolment ar students? Cs for improving the scheribution of VECs for intribution of VECs for intribution of VECs for interest and the scheribution of VECs for intribution of VECs for intributio	mproving the co Percent Enrollment of children	ven below:- ndition of schools age of schools Presence of teachers	Attendance of students 60.9	
(vi)	Attendance of teachers and The details of contribution of VE Con Particulars Primary schools (a) Good (b) Satisfactory (c) Unsatisfactory Upper primary schools	ool, enrolment arstudents? Cs for improving the schetribution of VECs for intribution of VECs for intr	mproving the co Percent Enrollment of children 90.6 9.4 0.0	ven below:- ndition of schools age of schools Presence of teachers 90.6 9.4 0.0	Attendance of students 60.9 39.1 0.0	
(vi)	Attendance of teachers and The details of contribution of VE Con Particulars Primary schools (a) Good (b) Satisfactory (c) Unsatisfactory Upper primary schools (a) Good	ool, enrolment arstudents? Cs for improving the schetribution of VECs for intribution of VECs for intr	mproving the co Percent Enrollment of children 90.6 9.4 0.0	ven below:- ndition of schools age of schools Presence of teachers 90.6 9.4 0.0	Attendance of students 60.9 39.1 0.0	
(vi)	Attendance of teachers and The details of contribution of VE Con Particulars Primary schools (a) Good (b) Satisfactory (c) Unsatisfactory Upper primary schools	ool, enrolment arstudents? Cs for improving the schetribution of VECs for intribution of VECs for intr	mproving the co Percent Enrollment of children 90.6 9.4 0.0	ven below:- ndition of schools age of schools Presence of teachers 90.6 9.4 0.0	Attendance of students 60.9 39.1 0.0	

(vii)	Whether VEC is maintaining proper record of funds received by them.		emation to be obtained on scrutiny of eds of VEC and to be cross-checked with
	Yes		
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?		Information to be obtained at SPO level. See formats and record of SPO
	There is one senior professional to look after the community	y mobil	lization at state level.

(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 SPO.	be obtained from
	Details are available with the office of SPO		
(ii)	The number of meetings of the General Body and EC held during the previous financial year?		be obtained from ified from their
	Details are available in the office of SPO		
(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 fr SPO and verified at DPO level districts visited by MI.	
	The position of staff at district level under SSA is given below:-		
	Name of the west exected under CCA	Number of Post	
	Name of the post created under SSA	Sanctioned	In position
	Basic Shiksha Adhikari	1	1
	Assistant Account officer	1	1
	District coordinators	6	6
	EMIS incharge	1	1
	Computer operater	1	
	Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)	6	3
	Source: BSA Mahoba	<u> </u>	L



Necessary steps are being taken to fill up the vacant posts.

(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 details about BRC and NPRC are given below:-		
	Particulars	Numbers	
	Number of BRCs in the district	4	
	Number of NPRCs in the district	39	
	(a) Staff in BRCs Coordinator		
	(b) Assistant Coordinator		
	Number of coordinators in NPRCs	39	
	Source:- BSA Mahoba		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.	
		Yes	

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

Education facilities are equally available to different sections of the society.

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	Average number of days the school functioned in last year 20	007-08
Primary school 233		233
	Upper primary school	232
(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.

(a) school environment

The atmosphere of all sampled primary schools /upper primary schools was found good.

(b) School buildings

All 64 primary schools and 26 sampled upper primary schools were functioning in their own buildings. Number of PS and UPS having their own buildings by status of buildings are given below:-

Status of buildings	Number of	Number of schools		
otatus of buildings	PS	UPS		
Good	53 (82.8)	24 (92.3)		
Satisfactory	11 (17.2)	2 (7.7)		
Unsatisfactory	0 (0.0)	0 (0.0)		

Note: Figures within parenthesis denote percentages.

(c) Playground

Playgrounds were available in 76.6 percent sampled primary schools and in 84.6 percent upper primary schools.

(d) Status of classrooms

There were 262 classrooms in 64 sampled primary schools and 78 classrooms in 26 sampled upper primary schools. The condition of these 340 classrooms in 90 sampled schools is given below:-

Status of buildings	Number of classrooms		
Status of Suntings	Primary schools	Upper primary schools	
Good (proper flooring, roof, windows and lighting)	249 (95.0)	75 (96.2)	
Satisfactory	13 (5.0)	3 (3.8)	
Unsatisfactory	0 (0.0)	0 (0.0)	

Note: Figures within parenthesis denote percentages.

Whether the classes have proper sitting arrangement for children, a black board, TLM materials? Blackboard in classrooms, proper seating arrangement for st		Information to be recorded on the basis of observation. udents and TLM were available in all the 90 sampled	
schools. Whether health camp facility was made available Information to be recorded on the bas.			
(iv)	to the children during the previous six months?	records.	

	The health facilities were reported to be p	provided in the last six	months in only 34.4	nercent sampled primary schoo	ls.
	and in 23.1 percent sampled upper prima		THIOTHIO III OTHY OTH	persont sumpled primary solice	
	Whether the school has adequate	play material	Information to	be recorded on the basi	is of
	for the children? Is it used?	•	observation.		
(v)	The play material was available for childre primary schools and it was being used.	en in only 53.1 percer	nt sampled primary s	chools and in 69.2 percent uppe	r
(vi)	If there is low attendance the r same?		Information to teachers/VEC.	be obtained from	the
(-)	Attendance was low because the examination	ation from class I to I	/ were completed.		
(vii)	Steps taken to promote attendance and by the VEC/SMC/PTA etc?	-	Information to be obtained from the teachers and VECs etc.		
()	The teachers and VECs/PTA motivated the	he parents to promote	the attendance of the	ne children.	
(viii)	What is the present process of achievement level of students?	_	Information to be records.	e recorded on the basis of so	chool
(111)		By examination	of students		
(x)	Whether continuous and evaluation and grading syste introduced for students?	-	Information to be records.	e recorded on the basis of so	chool
		Yes	1		
	The achievement level of children.		Assessment to day of visit.	be undertaken by the MI	on the
(xi)	On the basis of the observation of rese primary schools was satisfactory.	earch investigators. A	rs. Achievement level of students of primary schools and		
	The rapport of the children with th	ne teachers?	Assessment on th	ne basis of observation by M	I.
xii	The rapport of the students with the teach	ners was found satisfa	actory in the sampled	d schools.	
(xiii)	Whether the school has under a children if so, their number and pe		Information to records and obs	be recorded on the basis of servations.	school
	There were 15 over age children in the sa	ampled primary school	ls.		
	The number of children who have school during the previous six mo are continuing their studies in any	onths. Whether th		tained from teachers/VEC	schools
(xiv)	Six hundred seventy three children in the	Six hundred seventy three children in the sampled primary schools and 82 children in the sampled upper primary schools			
	had dropped out from the schools during the previous six months. Out of these 755 children, four hundred ninety two				
	children were continuing their studies in c	other schools.	ols.		
	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 some records and discussion with teachers.			school	
	the same class from the previous actheir percentage grade wise?	cademic year and	records and dis	cussion with teachers.	
		-			from the
(xv)	their percentage grade wise?	nd 9 children in upper			from the
(xv)	their percentage grade wise? Twenty one children in primary school ar	nd 9 children in upper	primary schools we		

2	3	0.15
3	8	0.37
4	6	0.29
5	3	0.16
6	6	0.63
7	2	0.26
8	1	0.15

(q) Any other issues relevant to SSA implementation

NIL

- (r) List of enclosure attached along with the above report
- 1. Annexure 1 for the function area of Opening of Schools (both Primary and Upper Primary)

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

Annexure-I attached with Farrukhabad report

2. Annexure 2 – Text Books

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

Annexure-II attached with Farrukhabad report

3. Annexure 3 – School Grant

a. 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.

Annexure-III attached with Farrukhabad report

(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.

Not available

4. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

Not available

5. Annexure 5 – Teaching Learning Material (TLM) grants

The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.

Annexure-V attached with Farrukhabad report

6. Annexure 6 – EGS and AIE

(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

Not available

(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.

Not available

7. Annexure 7 – Children with special needs (CWSN)

(i)The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

Not available

(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.

Not available

- 10. Annexure 8 National programme for education of girls at Elementary level (NPGEL)
- (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

Not available

9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks

Annexure – IX attached (List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Mahoba district for SSA and MDM tasks)

Annexure-IX

List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Mahoba district for SSA and MDM tasks

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Kabrai	1. Kanya Rivai	1. Prem Nagar		
	2. Rivai	2. Karhara kala		
	3. Shah pahadi	3. Mamana		
	4. Jyoraiya	4. Mirtala		
	5. Vilrahi	5. Kumhrauramal		
	6. Kanya Vilrahi	6. Bara		
	7. Bara	7. Shahpahadi		
	8. Gugaura	8. Beeja Nagar (New UPS)		
	9. Gugaura Chauki			
	10. Kumhraura mafi			
	11. Prem Nagar			
	12. Syodhari Karharakala			
	13. Karhara kala			
	14. Kanya Karbara kala			
	15. Mudhara			
	16. Maman			
	17. Bamchari Gosai			
	18. Mirtala			
	19. Bila darin			
	20. Mochipura Naveen			
	21. Baghva Khoda			
	22. Gandhi Nagar (New PS)			
2. Charkhari	23. Sohjana	9. Asthaun		
	24. Soopa Naveen	10. Rivai		
	25. Soopa Pracheen	11. Kanya Rivai		
	26. Kanya Soopa	12. Sohjana		
	27. Anushchil Basti soopa	13. Roshanpura		
	28. Asthaun	14. Kiratpura (New UPS)		
	29. Majhol	15. Kanya Ajnar		
	30. Kanya Asthaun	16. Ajnar		
	31. Aktouhava	17. Indrahata		
	32. Rivai	18. Akauna		
	33. Kanya Rivai	19. Labhaura		
	34. Kanya Gaurhari			
	35. Gaurhari			
	36. Gudha			
	37. Kanya Gudha			

3. Jaitpur	38. Pracheen Mudhari	20. Basriya	1. KGBV Jaitpur
	39. Kanya Mudhari	21. Kudai	
	40. Naveen Mudhari	22. Ramupura (New UPS)	
	41. Harijan Basti Mudhari	23. Bamhnaura (New UPS)	
	42. Basariya		
	43. Kudan		
	44. Kanya Nagara dang		

1	2	3	4	5
	45. Nagara dang			
	46. Akauni			
	47. Akauna			
	48. Ramupura			
	49. Gund			
	50. Heerapur			
	51. Ajnar			
	52. Khoi			
	53. Kathvariya kulpahad (New PS)			
	54. Satiyanpura Kulpahad (New PS)			
4. Panvari	55. Lodhipura	24. Kilahauva		
	56. Kanya Panvari	25. Chhatesar		
	57. Chhatesar	26. Kanya Mahoba kanth		
	58. Jakha	27. Bamhauri kurmin		
	59. Kilohauva	28. Bahadurpur Kala		
	60. Kilahauva	29. Maragpura (New UPS)		
	61. Mahob kanth	30. Khagara (New UPS)		
	62. Kanya Mahob Kanth			
	63. Bahadurpur kala			
	64. Didwara			
	65. Kanya Didwara			
5. Nagar Aria Mahoba	66. Malakpura	31. Alampura		
	67. Maikaha	32. Kanya Naikana		

(s) Mid-Day Meal Scheme:

REGULARITY IN SERVING MEAL:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research	
(ii)	Period of the report	1st February, 2009 to 31st July, 2009	
(iii)	Name of the District	Mahoba	
(iv)	Date of visit to the Districts/EGS/Schools	05-05-2009 to 19-05-2009	

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? Hot cooked meal was served in 76.6 percent primary schools and in 80.8 percent upper primary schools regularly. MDM was							
39.								
	not served regularly in 23.4 percent primary schools and in 19.2 percent upper primary schools on account of non availability							
	of specific food items for the day.							
	TRENDS: Extent of variation (As per school records vis-à-vof visit)	vis Actuals on the	e day	Registe School	level register ers Head s level MDM fun ervation of the n	Teachers, actionaries		
		PS	S		UPS			
	Details	Day previous to date of visit	On the day of visit		Day previous to date of visit	On the day of visit		
40.	(i) Number of children enrolled in the sampled schools	9409	9	409	2304	2304		
	(ii) Number of students attending the schools on the date of visit	schools on the 3816 2		958	1080	1017		
	(iii) Number of students availed MDM as per register	3066	2426		953	857		
	(iv) Number of students actually availed MDM on the date of visit	Not Known	2	387	Not Known	845		

DECLUADITY IN DELIVEDING FOOD CDAINS TO SCHOOL Sobo						
LEVEL: Regis	ool level registers, MDM sters, Head Teacher, School MDM functionaries.					
Foodgrains were received in 92.2 percent sampled primary schools and in 92.3 percent upp	per primary schools regularly.					
Regis	ool level registers, MDM sters, Head Teacher, School MDM functionaries					
Buffer stock of one month requirement of foodgrains was maintained in 78.1 percent primary upper primary schools	ry schools and in 80.7 percent					
Regis	ool level registers, MDM sters, Head Teacher, School MDM functionaries					
Foodgrains were delivered at school level in 95.3 percent primary schools and in all sample	Foodgrains were delivered at school level in 95.3 percent primary schools and in all sampled upper primary schools					
LEVEL: Regis	ool level registers, MDM sters, Head Teacher, School MDM functionaries.					
Cooking cost was received in advance regularly by VECs of 96.9 percent primary schools and all the sampled upper primary schools.						
disruption in the feeding programme? Regis	ool level registers, MDM sters, Head Teacher, Schoo MDM functionaries.					
In case pf de;au, Gram Pradhans arrange from there own resources to provide cooking cost.						
Regis	ool level registers, MDM sters, Head Teacher, School MDM functionaries.					
Cooking cost was being paid through Bank.						
	ervations					
Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?						
No	No					
1.9.1	ervations and discussion with Iren teachers, parents, VEC					
to adhere to the menu displayed?	ibers, Gram Panchayat ibers and cooks.					

	(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.			
	Yes, MDM was served as per menu in 83.7 percent primary schools and in 95.2 percent upper primary schools. MDM was not served according to menu in 16.3 percent primary schools and in 4.8 percent upper primary schools.					
45.						
	(ix)	Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.			
	The menu incl	ludes rice/wheat preparation, dal and vegetables in all the primary sc	hools / upper primary schools.			
	QUALITY	& QUANTITY OF MEAL:	Observations of Investigation			
	Feedback fr	om children on	during MDM service			
	e) Qua	ality of meal:				
	The students of 95.9 percent of primary schools and 95.2 percent of upper primary schools were satisfied with the quality of meal.					
46.	f) Qu	antity of meal:	Observations of Investigation			
			during MDM service			
	The students of meal.	of 95.9 percent of primary schools and 95.2 percent of upper primary				
	of meal.	dren were not happy Please give reasons and suggestions				
	of meal. c){If chil to impro	dren were not happy Please give reasons and suggestions	Observations of Investigation during MDM service			
	of meal. c){If chil to impro	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by	Observations of Investigation during MDM service			
	of meal. c){If chil to impro The main reas SUPPLEME (vii) Whet	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by	Observations of Investigation during MDM service the children of a few schools.			
	of meal. c){If chil to impro The main reas SUPPLEMI (vii) Whet vitam	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by ENTARY: her children are given micronutrients (Iron, folic acid, iin – A dosage) and de-worming medicine periodically?	Observations of Investigation during MDM service the children of a few schools. Teachers, Students, School Record			
	of meal. c){If chil to impro The main reas SUPPLEMI (vii) Whet vitam As reported by	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by ENTARY: her children are given micronutrients (Iron, folic acid,	Observations of Investigation during MDM service the children of a few schools. Teachers, Students, School Record			
47.	of meal. c){If chil to impro The main reas SUPPLEMI (vii) Whet vitam As reported by primary school	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by ENTARY: her children are given micronutrients (Iron, folic acid, iin – A dosage) and de-worming medicine periodically? y the teachers of the sampled, micro-nutrients and deworming medicine	Observations of Investigation during MDM service the children of a few schools. Teachers, Students, School Record			
47.	of meal. c){If chil to impro The main reas SUPPLEMI (vii) Whet vitam As reported by primary school (viii) Who	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by ENTARY: her children are given micronutrients (Iron, folic acid, iin – A dosage) and de-worming medicine periodically? y the teachers of the sampled, micro-nutrients and deworming medicils and in 38.4 percent upper primary schools.	Observations of Investigation during MDM service the children of a few schools. Teachers, Students, School Record Teachers, Students, School Record			
47.	of meal. c){If chil to impro The main reas SUPPLEMI (vii) Whet vitam As reported by primary school (viii) Who	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by ENTARY: her children are given micronutrients (Iron, folic acid, iin – A dosage) and de-worming medicine periodically? y the teachers of the sampled, micro-nutrients and deworming medicils and in 38.4 percent upper primary schools. administers these medicines and at what frequency?	Observations of Investigation during MDM service the children of a few schools. Teachers, Students, School Record Teachers, Students, School Record			
47.	of meal. c){If chil to impro The main reas SUPPLEMI (vii) Whet vitam As reported by primary school (viii) Who a Department of primary school	dren were not happy Please give reasons and suggestions ve.} sons of dissatisfaction of MDM were repetition of food as reported by ENTARY: her children are given micronutrients (Iron, folic acid, hin – A dosage) and de-worming medicine periodically? If the teachers of the sampled, micro-nutrients and deworming medicils and in 38.4 percent upper primary schools. administers these medicines and at what frequency? If medical Health, Micro-neutrinos were given in 45.3 percent primary.	Observations of Investigation during MDM service the children of a few schools. Teachers, Students, School Record Teachers, Students, School Record			

	CTATUS OF COOKS.			Observations and discussion with			
	STATUS OF COOKS: (iii) Who cooks and serves the mean Department or Self Help Grounds and Serves the mean Department or Self Help Grounds and Serves the mean Department or Self Help Grounds and Serves the mean Department or Self Help Grounds and Serves the Market			children teachers, parents, VEC members, Gram Panchayat members and cooks.			
	Meal was cooked and served by the cooks appointed by VECs						
	(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.						
48.	The cooks are appointed according to the meet the requirement of schools.	e strength of children in the	ne schools and	the number of cooks were adequate to			
	(iii) What is remuneration paid to cooks/helpers? Observations and discussion with children teachers, parents, VEC members, Gram Panchayan members and cooks.						
	On an average a cook received Rs 517/- per month in a primary school and Rs 519/- per month in a upper primary school.						
	(iv). Are the remuneration paid to coregularly?	teachers, 1	ns and discussion with children parents, VEC members, Gram members and cooks.				
	Monthly payment to the cooks was being made regularly in 78.1 percent primary schools and in 88.4 percent upper primary schools						
	(v) Social Composition of cooks /help (SC/ST/OBE/Minority)	teachers, p	ns and discussion with children parents, VEC members, Gram nembers and cooks.				
	Social category wise cooks are given below:-						
	Social Cotogony		Number	nber of cooks			
	Social Category	Primary scho	ools	Upper primary schools			
	Schedule caste	10 (11.9)		4 (12.5)			
	Other Backward classes	69 (82.1)		26 (81.3)			
	Minority						
	Other	5 (6.0)		2 (6.2)			
	Total	84 (100.0)		32 (100.0)			
			Source:- Field survey				
	Source:- Field survey						
	Source:- Field survey Note:- Figures within parenthesis deno	ote percentage.					
49.		School re	cords, discu nm Panchaya	ssion with head teacher, teacher, t members.			

		F	PS	UPS	S
	(i) Pacca Kitchen shed-cum-store	4	13	19	
	(a) Constructed and use	4	11	13	
	(b) Constructed but not in use			1	
	(c) Under construction		1		1
	(d) Sanctioned but construction not started		1	4	
	(e) Not sanctioned		3	5	
	(ii) Kitchen without store	,	18	2	
	(a) Constructed and use	,	18	2	
	(b) Constructed but not in use		_		
50.	In case the pucca kitchen shed is not available, where being cooked and where are the foodgrains/other ingred stored.			with head EC, Gram P Observation	
	The meal was cooked in the kitechens of 92.2 percent primary school	ls and in 57.7 p	percent upper p	rimary schools.	

51.	Whether potable water is avapurpose?	ailable for coo	oking and drinking	-do-			
51.	The potable water was available for cooking	g and drinking purpos	es in all the sampled primary	y schools and upper prir	nary schools.		
	Whether utensils used for king for	od are adequate	??	Teachers/Organ Programme	nizer of MDM		
52.	Kitchen utensils for cooking food were a schools	Kitchen utensils for cooking food were adequate in all the sampled primary schools and in 96.1 percent upper primary schools					
	What is the kind of fuel used? (G	as based/firewoo	od etc.)	Observation			
	The details about fuel used in cooking to	the meal are given	below:-				
	First wood for analysis		Number	of schools			
52	Fuel used for cooking		PS	ı	JPS		
53.	(a) LPG alone		10 (20.4)	4 ((19.0)		
	(b) Wood alone		37 (75.5)	15	(71.5)		
	(c) LPG and Wood		2 (4.1)	2 (9.5)			
	Note: - Figures within parenthesis denote percentage.						
	SAFETY & HYGIENE: iii. General Impression of the environment, Safety and hygiene:						
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-						
			Percentage of				
	Particulars	<u> </u>	y schools	Upper primary s			
	F. 1	Good	Satisfactory	Good 100.0	Satisfactory 0.0		
	Environment Safety	91.8 75.5	8.2 24.5	81.0	19.0		
54.	Hygiene	83.7	16.3	95.2	4.8		
	Source:- Field survey, SSA programme						
	, , ,	ii. Are children encouraged to wash hands before and after eating					
	Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.						
	iii.Do the children partake meals i	n an orderly ma	nner?	observation			
	As observed by the research investigat	ors students were	taking meal in orderly ma	nner.			
	iv.Conservation of water?			Observation			
	iv.Conservation of water? As per observation of the research investigators, water was being conserved by the students at the time of eating the						

observation Is the cooking process and storage of fuel safe, not posing any a. fire hazard? Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools. **COMMUNITY PARTICIPATION:** Discussion with head teacher, teacher, VEC, Gram Panchayat Extent of participation by members Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme Percentage of schools **Primary schools** Upper primary schools **Participation** Gram Gram **Parents VECs** Panchayat/ **Parents VECs** panchayat/ **Urban bodies** urban bodies 0.0 93.7 0.0 0.0 84.6 15.4 Good Satisfactory 48.4 6.3 95.3 53.8 15.4 69.2 Unsatisfactory 51.6 0.0 4.7 46.8 0.0 15.4 55. **Source: -** Field survey, SSA programme. The participation of VECs toward supervision of MDM was good in 93.7 percent primary schools and in 84.6 percent in upper primary schools. (b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme. Percentage of schools **Primary schools** Upper primary schools **Participation** Gram Gram **Parents VECs** Panchayat/ **Parents VECs** panchayat/ **Urban bodies** urban bodies 89.1 0.0 15.4 Good 0.0 0.0 84.6 Satisfactory 53.1 10.9 93.7 50.0 15.4 69.2 46.9 0.0 6.3 50.0 0.0 15.4 Unsatisfactory Source: - Field survey, SSA programme. The participation of VECs in respect of monitoring of MDM programme was good in 89.1 percent primary schools and in 84.6 percent upper primary schools. **INSPECTION & SUPERVISION** School records, discussion with head teacher, teachers, VEC, Has the mid day meal programme been inspected by any **Gram Panchayat members** state/district/block level officers/officials? **56.** Level of Inspection authority Number of schools inspected towards MDM Level of inspected authority **Primary schools** Upper primary schools

	District 4		2			
	Tahsil	3				
	Block/BRC	64	27			
	NPRC	53	26			
	Not inspected	0				
	Source:- School records					
	IMPACT		School records, discussion with			
	Has the mid day meal improved the	e enrollment, attendance of ing (nutritional status) of children?	head teacher, teachers, students, VEC, Gram Panchayat			
	Is there any other incidental beneficiences.	,	members.			
	Is there any other incidental benefischools.	,				
	Is there any other incidental benefischools. MDM programme was envisaged to	its due to serving cooked meal in	f children in schools. Our research			
57.	Is there any other incidental benefischools. MDM programme was envisaged to investigators discussed these aspect	its due to serving cooked meal in b boost enrollment and attendance o	f children in schools. Our research pled schools. Parents of some of the			
57.	Is there any other incidental benefischools. MDM programme was envisaged to investigators discussed these aspect students attending schools and other	tits due to serving cooked meal in b boost enrollment and attendance of MDM with the teachers of 90 same	f children in schools. Our research pled schools. Parents of some of the asis of their observation, it has been			

in 81.3 percent primary schools and in 76.9 percent upper primary schools. Attendance of students was also improved in 84.4 percent primary school and in 84.6 percent upper primary schools. Health of children was

another dimension of this programme which has shown high degree of appreciation of the parents and teachers.

More than 70 percent children have been reported to have improved their physique through MDM.

3. District Level Half Yearly Monitoring Report

(District-4 Chitrakoot)

3.1	Name of the District	Chitrakoot
3.2	Date of visit to the district/EGS/Schools	From 5.5.2009 to 19.5.2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	What is the number of schools sanctioned in the financial year in the district (including spill of how many of them have been opened?		Information is to be obtained from the State Project office of SSA and to be updated by DPC in respect of the districts visited by MI.			pdated by DPO
	Particulars		Number of schools			
(xxv)			PS		UPS	Total
	(i) Number of schools sanctioned (including spillover) in financial year 2008-09.	the	30		42	72
	(ii) Number of schools opened		30		42	72
(xxvi	Has the land for construction of the school been identified? Information to be obtained from DPO an sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			e spot with the		
Ì	Land for all 72 new schools has been identified as reported by BSA. Out of 72 new schools 8 schools were vis by research investigators of CADR and land for these 8 schools was found identified.					ools were visited
,	Whether VEC/SMC etc. have received any construction of the school	funds for	sample cl	neck to	be obtained from the becarried on the CC/SMC and Scho	e spot with the
(xxvi	As reported by BSA, funds for construction of sc new schools were visited by research investigators have been received by VECs of these schools.					
(xxvi	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)? Information to be obtained from DPO sample check to be carried on the spot with assistance of VEC/SMC and School Teacher.			e spot with the		
	The construction work of all 72 new schools v construction work of four sampled primary school					
	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.			
(xxix	Particulars		Number of teachers			
	i di dodidio		PS		UF	PS
		Sanction	ed Appo	inted	Sanctioned	Appointed
	(a Regular teachers	30	3	30	126	42
	(b) Para teachers	30	3	30	Not applicable	Not applicable

	Total	60		60	126	42	
	Have Teachers been put in position in new s District visited?	schools in	_		ation to be obtain		
			res	pect of new so	chools visited by I	MI.	
	Particulars			Number of tea	achers		
(xxx)			PS			UPS	
	(a) Regular teachers			30		42	
	(b) Para teachers		30		N	lot applicable	
	Four regular teachers and 4 para teachers in four sampled primary schools and four teachers in four sampled upper primary schools were in position						
(xxxi	In the schools visited by MI whether one-time grants of Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?			passbook of VEC/SMC etc. and expenditure			
	Teaching learning equipment (TLE) grant was released from the district and it was received by VECs of three primary schools						
	and one upper primary school visited. No item was purc	hased for sch	nools	from this grant.			
(xxxi	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?					instructions be	
,	Guidelines have been issued from SPO to BSA for the item (Annexure-I)			e provided for	r the new schools	under this grant	

(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?		e break-up. SPO completed wo	from SPO along to furnish itemorks, works in To be updated at d by MI.
	M		Number of works	
	ltem	Target	et Completed In progress	
	(a) Primary schools	30	30	
(xl)	(b) Upper primary schools	42	42	
` '	(c) Additional rooms for PS	165	153	4 Foundation stage, 6 lintel level and 2 roofing level
	(d) Additional rooms for UPS	44	40	One foundation two lintel and one roofing
	(e) Drinking water for PS	4	4	-
	(f) Drinking water for UPS	NIL	NIL	
	(g) Toilets for PS	NIL	NIL	
	(h) Toilets for UPS	NIL	NIL	

CINI						
	(i) BRC	NIL	NI	L		
	(j) NPRC	NIL	NI	L		
	(k) Rain Water harvesting for PS	NIL	NI	L	-	
	(l) Rain Water harvesting for UPS	NIL	NI	L		
	Sample check by MI, of civil works in a district, so	To be che	cked on the s	pot wit	h assistance of	
	that each category of civil works is covered in the	VEC/SMC	and School Tea	chers.		
	samples to verify actual status by visiting the					
	construction site and variance if any, between					
	reporting and actual may be indicated.					
	ltem	Number of works				
(xli)		Checked	Found Completed		In progress	
	(a) Primary schools	4	4			
	(b) Upper primary schools	4	4			
	(c) Addition room for PS	15	10	One	room foundation	
	()			stan	e and 4 rooms at	
				_		
				TII	nishing stage.	
	(d) Addition room for UPS	2	2			
	Whether SMC/VEC has been trained by technical	To be veri	ified on the s	pot wit	h assistance of	
	persons for execution of civil work?	VEC/SMC	and School Tea	achers (sample as in (ii)	
(xlii)		above).		`	•	
		above).				
	Yes (in all the eight schools visited)					
	Whether community manual for civil works has been	To be veri	ified on the s	pot wit	h assistance of	
	prepared and is available with VEC/SMC?	VEC/SMC	and School Tea	achers (sample as in (ii)	
(xliii)	propurou unu is ununusis mun (20/8/120)				,	
, ,	above).					
	Yes (in all the eight schools visited)					
	In the school buildings being constructed (new schools	To be veri	ified on the s	pot wit	h assistance of	
	as well as building less schools), whether a ramp is	VEC/SMC	and School Tea	achers (sample as in (ii)	
(xliv)	being constructed?	above).		`	• ` ` `	
	There was no target of construction of ramps in the new eig	ht schools vis	ited.			
		1			## 1 · · ·	
(xlv)	Is VEC/SMC keeping a separate account of funds and			-	II in respect of	
. /	materials for construction?	construction	n sites visited (s	ample a	as in (ii) above).	

	Yes (in all	the eight	schools visite	ed)			
(xlvi)	Who is designated for Technical Supervision works? What level (Block/District/Sub-District		verified on	ained from the SPO/DPO and the the field with VEC/SMC and School ample as in (ii) above).			
(AIVI)	Block level – Junior engineer, RES						
	District level – Coordinator (Construction)						
	The number of times the technical person vis construction site and guided the construction public bid he visit at the foundation stage, lintel a stage?	rocess?	S? VEC/SMC and School Teachers (sample as				
	The junior engineers of RES department and district of	oordinator	(construction)	of education	department had supervised the		
	construction work of all sampled new schools visited by research investigators of CADR. The details of supervision of						
	construction work are given below:						
	Name of schools		signation of upervisor	Number of time	Stage of supervision		
	Primary school Gahora pahi, block Manikpur	RESJ	E	3	Door level, lintel level and finishing stage		
	Primary school Bhartpur Taraon, block-Chiltrakoot	RESJ	E	3	Foundation, door level and lintel level.		
(xlvii)	Primary school Kachunet, block Mou.	RESJ	E	3	Foundation stage, door leve and roofing stage.		
	Primary school Tarkiha purula block Pahari	D.C C	onstruction	3	Foundation stage, door leve and at the time of Lintel		
	Upper primary school Sahadev Ka Purwa, block Chitrakoot	RESJ	E	4	Foundation, up to door level lintel level and finishing leve		
	Upper primary school Reethi, block Ram Nagar	RESJ	E	3	Foundation, door level, and lintel level		
	Upper primary school Maharajpur block, Pahari	D.C. (Construction	3	Foundation, door level and lintel level		

CAL					
(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 utilised from Swajaldhara and TSC and SSA in the sites visited?				
(AIVIII)	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools				
	visited by CADR. Drinking water facility in 28.1 percent primary s	chools and 32.0 percent upper primary schools was created			
	through SSA funds and in the remaining schools it was created through other sources.				
(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).			
	As reported by the teachers the construction of water facilities was done by the VECs in the schools visited by CADR.				
(1)	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).			
, ,	Information regarding toilets facilities created through TSC in the district as well as in the sampled schools was not available, toilets facilities were created in 29.4 percent primary schools and in 56.8 percent upper primary schools through SSA funds.				
(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).			
(11)	The construction of eight new schools visited by CADR was found	satisfactory.			
(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.			
(111)	SPO level – Senior Professional- one				
	Executive Engineer - 1 from PWD				
	Assistant Engineer – 1 from PWD				
	Every year a third party evaluation is conducted.				

(c) Textbooks:

(xii	· · · · · · · · · · · · · · · · · · ·	
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Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 67 percent text books in primary schools and 67 percent text books in upper primary schools were made available through SSA funds.

Number of children who had received free text books

Particulars	Primary Schools			Upper Primary Schools		
	Boys	Girls	Total	Boys	Girls	Total
Number of students to whom free text books have been distributed	57474	59693	117167	17011	18877	35888
Number of students who received free text books from SSA funds	19105	59693	78798	5254	18877	24131
Number of students who received free text books from State Govt. funds	38369		38369	11757		11757

Source:- BSA Chitrakoot

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 books had been received 15th July, 2008 and distributed up to 31st July, 2008.

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.

No, All students had received text books in time.

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.

All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.

(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.

	DK				
	Number of schools to whom grant was approved for the year 20	08-09	PS	UPS	
			839	337	
	Yes, The guidelines have been provided. (Annexure-III)			1	
	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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 obta visited by MI and to be MI. A copy of the guide Monitoring Report.	verified in schoo	ols visited by	
(xvi	Number of schools to whom funds were released		PS	UPS	
			839	337	
	Date of release of this grant to VECs		25-6-2008		
	School development grant was received by VECs in 98	.8 percent sampled primar	y schools and in	88.2 percent	
	sampled upper primary schools.				
(xvi	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 obta visited by MI.	ined from DPO	of districts	
	No purchases from school development grant were made	by BSA.			
(- • -	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 sexpenditure statement m			
(xix	Date of receive the school grant to VEC accounts - from	19 July, 2008 to 31st Aug	ust, 2008, 100 pe	rcent grant in	
	PS and UPS had been utilized till the date of visit.				
(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 sexpenditure statement m			
	The school development grant for the year 2007-08 had be	een utilized in all the samp	led schools.		

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned district- wise under SSA in primary and upper primary schools and the number of Teachers in position therein?		Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Particular	Nun	nber of teachers sand	ctioned and in po	sition	
	i di dodidi		PS	UPS		
(xxxvii		Sanctioned	In position	Sanctioned	In position	
	(a) Regular teachers	540	510	717	591	
	(b) Para teachers	1381	1376			
	Total	1921	1886	717	591	
(xxxvii	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 updated in DP by MI.			

	BTC and special BTC candidates are appointed as teachers. BS.	A is empowered to appoint	the teachers.				
	Nature of appointment of teachers i.e. whether it is a	Information is to be	obtained from				
(vvviv)	regular appointment or contract basis? be updated in DPO in respect of districts visited by MI.						
(xxxix)	Assistant teachers are appointed on regular basis and para teach	ners are appointed on cont	act basis. Headm	asters are			
	appointed by promotion from assistant teachers.						
(xl)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained fro	m DPO and VI	EC.			
	VEC is not empowered to make appointment of new teachers.						
	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?	from the VEC. The list of the names of teachers absent and those who are habitually absent					
	Research investigators of CADR visited 64 exiting primary schools and 25 existing upper primary schools. The details of						
	teachers sanctioned, in position and present on the day of visit are as follows:-						
(xli)	Particular		Number of PS				
(XII)	Number of teachers sanctioned		320	100			
	Number of teachers in working position		201	52			
	Number of teachers present on the day of visit		180 (89.5)	51 (98.1)			
	Note:- Figures within parenthesis denote percentage of teachers present relative to the no of teachers in working position.						
	No teacher was reported to be habitual absentee.						
	How was the rapport between children and the teachers in the schools visited?	To be ascertained fro during the visit by M		nd observe			
(xlii)	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.						
(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?	from the DPO in respect of the districts by the MI and to be verified from the to in schools visited by MI. in schools visited by MI. the of					
	(a) About 66.5 percent man-day training was provided to the teach training was given to the teachers of upper primary schools	chers of primary schools ar	nd 77.0 percent m	an-days			

Particulars			Number o	f man-days	
Particu	ııars		PS	UPS	
Total number of man-days targeted to	be spent on in service traini	ng	25433	7521	
Total number of man-days in service tr	raining provided	16	921 (66.5)	5792 (77.0)	
Source:- DIET Chitrakoot					
Note:- Figures within parenthesis deno	ote percentages				
About 61.7 percent teachers of sample received in service training up to date		percent teachers	of sampled upp	per primary schools	
(b Training calendar for teachers tra	iining				
The training calendar was prepared for					
(c) Venue of training					
The details of venue of training are giv	en below:-				
		Percentage of	entage of teachers of		
Venue of Training	PS		UPS		
DIET	13.7		34.0		
BRC	86.3			66.0	
(d) Trainers	•				
Training was imparted to the teachers	by trainers of teachers.				
The target number of newly district-wise, to be given orient days and the actual number of training, and venue of the traidays and who were the Master the monitoring done for ensutraining?	teachers given such ning, for how many Trainers? What was	from the DPO	in respect of I to be verifie	e SPO and updated the districts visited d from the teachers	
Orientation training of 30 days is impar		, ,	•	ř	

during the year 2008-09. This training was imparted by the senior staff of DIET.

at DIET five new para teachers were appointed after getting one month orientation training in the sampled primary schools

CAL						
(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?	from the DPO in respe	n the SPO and updated ect of the districts visited erified from the teachers.			
(xlvi)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained? The teachers were satisfied with the training given by the master.	in respect of schools vis				
	The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Mathematics and English subjects.					
	The academic support given by BRC/CRC to the	To be ascertained fro	m BRC/CRC (atleast 5			
	teachers, the frequency of such support: 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 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)?	each) and the teachers schools/EGS centres vis	on the spot in respect of sited by MI.			
	BRC Coordinators are generally responsible for in service training according to the calendar prepared by					
	DIET. They visit schools and organize training programmes at BRCs and NPRC levels. Five BRC and 48					
(xlvii)	NPRC are functioning in the district. All five BRC were taken for monitoring. Out 48 NPRC, five NPRC were					
, ,	also selected for monitoring. In each BRC and NPRC one		on. The details of academic			
	support provided by BRC/NPRC coordinators to the teach	_				
	Particulars	Primary Schools	Upper primary schools			
	Total number of schools in five selected BRCs	837	375			
	Total number of schools visited by BRC coordinators	621 (74.2)	271 (72.3)			
	Total number of schools in five selected NPRCs	97	46			
	Total number of schools visited by NPRC coordinators	97 (100.0)	46 (100.0)			
	Source:- Field survey, SSA programme					
	Note:- Figures within parenthesis denote percentages					
	b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?		m BRC/CRC (atleast 5 on the spot in respect of sited by MI.			
	BRC/NPRC Coordinators made 2.3 visits to each school/ I	EGS/AIE Centre in a mont	·h			

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.

Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lessons in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.

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 has strong relationship with BRC for training, capacity building, academic supervision and guidance.

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.

The BRC/NPRCs extend their academic support to EGS/AIE Centres/courses by guiding them how to run the centers/courses. Two AIE Centre were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.

(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 has a senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education.

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?		obtained from SPO and respect of the districts to
(x)	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	2491	726
	(b) Amount released (in lakh Rs.)	11.12	3.235

	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?		be verified in schools visited by MI. A copy of		
(-v-1)	Particulars		Primary Schools	Upper Primary Schools	
(xi)	(a) Date of release of TLM grant		10-12.2008	10-12-2008	
	Number of teachers covered		2224	647	
	Instructions in respect of utilization of TLM grant has been iss	ued fro	om SPO to BSA (Annexui	re-V)	
	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?				
	The details about TLM grant in the schools visited by CADR are given below: Particulars Primary Schools Upper Primary Schools				
	Number of schools in which TLM displayed in classrooms		63 (98.4)	25 (100.0)	
(xii)	Number of teachers in the sampled schools		201	52	
	Number of schools received TLM amount		62 (96.9)	20 (80.0)	
	Number of teachers who received TLM amount		179 (89.1)	43 (82.7)	
	Date of receipt of TLM grant		4-12-2009 to 19-3-2009	1-12-2008 to 23-1-2009	
	Amount received (in Rs)		89500.00	21500.00	
	Amount utilized (in Rs)		55500.00	12500.00	
	Number of schools in which TLM was used by students		64 (1000)	25 (100.0)	
	Source:- Field survey, SSA programme				
	Note:- 1. Figures within parenthesis denote percentages				
	2.*Teachers and students used TLM of this year and previous years.				

(g) EGS & AIE:

(lxxvi	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).	Information is to be o from the DPO in resp			_	
	The details about EGS/AIE Centres in the district are given	below:-		_		
	Particulars		EGS	AIE	Total	
	Number of EGS/AIE Centres continued from previous year	s to this year	15		15	
	Number of EGS/AIE Centres sanctioned in the financial year 2008-09			20	20	
	Total number of EGS/AIE Centres in working position in the financial year 2008-09			20	35	
	Amount released (in lakh Rs.)			4.568	7.828	
	Amount utilized (in lakh Rs.)			2.876	6.136	
	Six RBC and 15 NRBC had been sanctioned for the year 2008-09 and all RBC/ NRBC had been conducted					
	Source:- BSA, Chitrakoot					
(lxxvi	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to updated from the I visited by MI.				
	Social group-wise number of enrolled of	children in EGS/AIE Centr	es are given b	<u>pelow</u>		
	Social group	Target for 2008-09	Number o	f children en	rolled	
	SC	160		160		
	OBC	306	306			
	Minority	127	127			
	Others	141		141		
	Total	734		734		
(lxxvi	The number of children enrolled and actually attending the centre?	To be verified on the visited by MI. The M such centres in a dist	I will visit al	ll categories		

Two AIE Centre were visited by CADR. The position of enrollment of the children and attendance of the students in these two Centres is given below. Position of enrollment of the children and attendance of the students on the date of visit in **AIE Centres Particulars** Numbers of children Girls Total **Bovs** Number of children enrolled in these EGS/AIE Centres on the date of visit 22 28 50 as per register Number of students present on the date of visit 14 (63.6) 19 (67.8) 33 (66.0) **Source:-** Field survey SSA programme Note:- Figures within parenthesis denote percentages The number of EVs working in a district and (lxxix the number of EVs trained. Kind of training given to them indicating the duration of Information to be obtained from DPO and to be training whom and by verified from the EVs of the centres visited by MI. (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training? Thirty five EVs were in position in the district and all were trained. All EVs had received foundation trainings. The trainings were imparted by the lectures of DIET. The duration of training was 30 days. Two EVs of sampled AIE centres were found trained. The training provided to EVs was found satisfactory. Whether the EVs are given academic support (lxxx) Information to be obtained from DPO/BRC/CRC by the BRC/CRC regularly. The frequency of and to be verified from the EVs of the centres visited such academic support be ascertained. Whether by MI. Copy of the instructions to be enclosed with any instruction have been issued by DPO on the report. this? All 35 EVs were getting academic support from BRC/NPRC coordinators. The EVs of two sampled AIE Centres were also getting academic support from BRC/NPRC coordinators. The educational qualification of the EVs, the (lxxxi training received by him and whether he is Information to be obtained from the EVs during the receiving any academic support if so of what field visits to EGS/AIE centres/courses by MI. nature? Twelve EVs were high school, 15 EVs were intermediate and 8 EVs were graduate and above. Two EVs were graduate of the sampled AIE Centres. The amount of monthly honorarium received by (lxxxi the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of Information to be obtained from the EVs during monthly honorarium? From whom field visits by MI. (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received? Each EVs was being paid Rs. 2000/- per month as honoraria through bank regularly. All sampled EVs delay in payment

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MI.

To be ascertained from VEC during field visits by

(lxxxi

was reported.

Whether EV is regular in his attendance?

				
	All the two EVs were present in their Centres at the time of visit.			
(lxxxi	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.		
	One coordinator was not in position in the district.	One coordinator was not in position in the district.		
(lxxx	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, BSA has been submitting progress report to SPO me	onthly on the prescribed format.		
(lxxx	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, districtwise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.		
	Eight EGS Centres were to be upgraded during the financial year 2008-09 and all have been upgraded.			
(lxxx	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.		
	Yes, the funds have been released.			
(lxxx	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.		
	Eight EGS Centres have been upgraded and details a	bout funds were not available.		
(lxxxi	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.		
		Yes		
(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		
(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			
(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		
(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.		
	Sixteen teachers were sanctioned for new upgraded primary schools. The date of survey.			

(xciv)	from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided in			EV/VEC and if the is could be verue of the is could be verue of the is could be incoled and incoled an	e child is in the rified from the	
(xcv)	What is the infrastructure available in the		To be ascertained a with the assistance	and observed duri of VEC/EV by Mi		
(xcvi)		ny Meal is being s		To be ascertained assistance of VEC/I	during the Field	d visit with the
(xcvii				To be ascertained visit with the assis		
	Number of chil	dren enrolled in the	two sampled	Number of students present on the date of visit in the Centres		
	Boys	Girls	Total	Boys	Girls	Total
	22	28	50	14	19	33 (66.0)
(xcvii	EGS/AIE faciliti			Assessment to be MI. visited by research inve		
(xcix)	The rapport of t	he EV with the ch	ildren?	Observations duri	ng Field visit, by	MI.
(110111)		uctors with children v		1	<u> </u>	
(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 ascertaine during the Field VEC/EV, by MI.		
	Free text-books for all subjects were distributed to all the enrolled children of two sampled AIE centres in the year 2008-09 in time. Student were using these books			in the academic		

(h) Children with Special Needs (CWSN):

			
The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from be updated by DPO in respect visited by MI.		
Number of CWSN children identified during the financial year 2008-09		2584	
Number of CWSN children enrolled		1854	
The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from be updated by DPO in respect visited by MI and verified with during field visits.	of the districts	
Number of children provided with aids/appliand in the district	ce during the financial year 2008-09	437	
Number of children provided with aids/applian	ce in the sampled schools	28	
Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from S	SPO/DPO.	
NO			
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?	of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done		
Three resource teachers have been identified in the district. No list of NGO was available.			
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 visited by MI.	DPO of districts	
Yes, IED Coordinator has been oriented and he	oriented and he has attended capacity building programme.		
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 fro IED in charge/ Coordinator. Cop to be obtained and enclosed with a	y of the format	
Format for monitoring has been provided and periodic reports are furnished to SPO			
How many schools have been provided with ramps?	Information to be obtained from verified in the schools visited to assistance of VEC/Teachers.		
with ramps. The ramps were in 27 primary san	npled schools and in 6 sampled uppe		
How many children have been provided home based support during the current financial year?			
	district-wise, and the number of children enrolled during the current financial year. Number of CWSN children identified during the number of CWSN children enrolled The number of children who have been provided with aids and appliances, district-wise, during the current financial year. Number of children provided with aids/applian in the district Number of children provided with aids/applian in the district Number of children provided with aids/applian in the district Number of children provided with aids/applian in the district Number of children provided with aids/applian in the district. 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? Three resource teachers have been identified in Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level? Yes, IED Coordinator has been oriented and he 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? Format for monitoring has been provided and provided with ramps? The BSA has reported that 192 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ramps were in 27 primary schook with ramps. The ra	district-wise, and the number of children enrolled during the current financial year. Number of CWSN children identified during the financial year 2008-09 Number of CWSN children enrolled The number of children who have been provided with aids and appliances, district-wise, during the current financial year. Number of children provided with aids/appliance during the financial year 2008-09 in the district Number of children provided with aids/appliance during the financial year 2008-09 in the district Number of children provided with aids/appliance in the sampled schools Whether there are any difficulties in getting and utilizing the aids and appliances. NO The number of resource teachers identified in the district? The details of guideline issued for the resource teachers/NGOs? Three resource teachers have been identified in the district. No list of NGO was avail whether he has attended any capacity building programme at the State level? Yes, IED Coordinator has been oriented and whether he has attended any capacity building programme at the State level? Yes, IED Coordinator has been oriented and he has attended capacity building programme at the State level? Yes, IED Coordinator has been provided 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? Format for monitoring has been provided with ramps. The ramps were in 27 primary schools and 62 upper primary schools hawith ramps. The ramps were in 27 primary schools and 62 upper primary schools hawith ramps. The ramps were in 27 primary schools and 62 upper primary schools and 05 upper primary schools and 05 upper primary schools and 05 upper primary schools and 06 upper out of 64 primary schools and 25 upper primary schools and one of two sample checks be done one of two sample checks be done	

	Not available			
()	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.		
(vii)	On an average 41 parents in a primary schools and 36 parents in a upper primary schools were counseled about CWSN.			
	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.		
(viii)	Number of children enrolled	72		
	Number of children present	22		

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

	The number of clusters targeted districtwise, 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.
(i)	Number of model cluster schools targeted	48
	Number of model cluster schools functioning in the district	48
	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.
(ii)	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school
	(b) Drinking water facilities	Available in all the model cluster schools
	(c) Toilet facilities	Available in all the model cluster schools
	(d) Electrification sanctioned	Twenty seven model cluster school was electrified.
(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.
	Model cluster schools had been provided TLM, voca	tional training, bridge courses and gender sensitization to the
	teachers and additional efforts were being made to education.	mobilize community and women's group in respect of girl's

Funds released under NPEGEL (in lakh Rs. Amount utilized (in lakh Rs.) g. Whether a district gender coordinator is in position? To be ascertained from DPO with District Gende Coordinator. A copy of monitoring format lenclosed in Report. Information to be taken fro SPO. To be ascertained from DPO with District Gende Coordinator. A copy of monitoring format lenclosed in Report. Information to be taken fro SPO. To be ascertained from DPO with District Gende Coordinator. A copy of monitoring format lenclosed in Report. Information to be taken fro SPO. Yes The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, districtwise? ECCE Centres operational under Innovation head funds NPEGEL Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? Yes	(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.			
g. Whether a district gender coordinator is in position? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format I enclosed in Report. Information to be taken from SPO. Yes 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?. Yes The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, districtwise? ECCE Centres operational under Innovation head funds NPEGEL Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format I enclosed in Report. Information to be taken from SPO. To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format I enclosed in Report. Information to be taken from SPO. Yes To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format I enclosed in Report. Information to be taken from SPO. Yes		Funds released under NPEGEL (in lakh Rs.	71.24			
(vi) Section Coordinator. A copy of monitoring format I enclosed in Report. Information to be taken fro SPO. Yes		Amount utilized (in lakh Rs.)	61.97			
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?. Yes The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, districtivise? ECCE Centres operational under Innovation head funds NPEGEL Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? To be ascertained from DPO with District Coordinator. A copy of monitoring format to enclosed in Report. Information to be taken fro SPO. Information to be obtained from the SPO to I updated at DPO level. The actual implementation to be verified in field visits by MI. Information to be obtained from SPO/ DPC Copy of the format to be obtained and enclose with a report of MI. Sample check by MI in the field visit. Yes			To be ascertained from DPO with District Gende Coordinator. A copy of monitoring format b enclosed in Report. Information to be taken from SPO.			
progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?. Yes The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise? [vi) ECCE Centres operational under Innovation head funds NPEGEL 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 the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI. Information to be obtained from SPO/ DPC Copy of the format to be obtained and enclose with a report of MI. Sample check by MI in the field visit.	(v)		Yes			
The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, districtwise? (vi) ECCE Centres operational under Innovation head funds 180 NPEGEL NIL Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? Yes		progress in girls education interventions, has been developed in State SSA programme and with what	To be ascertained from DPO with District Gende Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.			
under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, distriction be verified in field visits by MI. (vi) ECCE Centres operational under Innovation head funds 180 NPEGEL NIL Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? Yes		Yes				
Innovation head funds NPEGEL 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/ DPC Copy of the format to be obtained and enclose with a report of MI. Sample check by MI in the field visit. Yes		under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.			
NPEGEL 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 enclose with a report of MI. Sample check by MI in the field visit. Yes	(vi)	ECCE Centres operational under				
Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? 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 with a report of MI. Sample check by MI in the field visit. Yes		Innovation head funds	180			
monitoring format for this activity and the frequency with which the information is furnished to SPO? Copy of the format to be obtained and enclose with a report of MI. Sample check by MI in the field visit. Yes		NPEGEL	NIL			
	(vii)	monitoring format for this activity and the frequency with which the information is	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.			
) Katurba Gandhi Balika Vidayalaya (KGBV):			Yes			
	j) Katur	ba Gandhi Balika Vidayalaya (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.	
(1)	No KGBV was sanctioned during 2008-09 in the district. Three KGBV were sanctioned in the previous years and all were functioning during year 2008-09.		
(ii)	The number of KGBV in the State in respect of which land have been identified, districtwise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	The land of three KGBVS has been identified		
(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.	
. ,	Yes		
(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.	

	Three			
	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 verifie respect of KGBV visited by MI.		
	Particulars	Number of post		
	Faiticulais	Sanctioned	In position	
(v)	Warden cum-teachers	1	1	
	Full time teachers	4	2	
	Part time teachers	4	2	
	Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	6	5	
	The number of students admitted in the KGBVs started in the district.	To be obtained from DPC respect of KGBV visited by		
	Number of students enrolled in the sampled KGBV Rath.			
	Social Category of girls	Number of girls enrolled		
(vi)	SC	47	,	
	OBC	37	•	
	Minority	4		
	Other	8		
	Total	96	i	
	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 sp visited by MI.	oot in respect of KGBV	
(vii)	Adequate number of beds, furniture, books, games item	ns, Science kits, television, and fo	ood facilities were available in	
	the school.			

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

(*)	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.	
(i)	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge was in position. Three computers were available in the computer cell of BSA office Chitrakoot.		
(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	
	Information not available		
(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.	
	The data capture format had been supplied to all schools	by 31st August, 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 DPO and to be verified from teachers of the schools visited by MI.			
	Training was not imparted to the teachers of primary sch	hools and upper primary schools for filling up data in the data			
	capture format during the year 2008-09				
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.			
	Yes, SPO has engaged third party to verify the data.				
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.			
	Data collected and compiled by the BSA had been sent to the SPO in the month of December, 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.			
		Yes			

(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 were under taken at the district lev	el in the current financial year, 2008-09.	
(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 were under taken at the district level in the previous calendar year.		
(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.	
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are prescribed contract formats for commissioning of research.		

(m) Functioning of the VEC:

(i)	The total number of management committees wise?	village/school level/ constituted, district-	Information to be obtained from the SPO and to be updated by the DPO.	
(-)	There were 330 VECs (including	urban areas) in the district		
(ii)	A copy of the guidelines on to VEC/SMC and whethe 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.	
	The guidelines on delegation of p	powers to VECs were avail	able with VECs.	
(iii)	Guidelines given on adequ women in VEC/SMC? Th women associated in the visited by MI?	e actual number of	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.	
			in upper primary schools) in 89 sampled schools. Out	
	of these 446 members, 141 (31.6	6 percent) were female me	mbers.	
4.	The frequency of meeting guidelines and the actual decommittee during the six revisit of MI? The total nurvec and how many are a regularly? Whether women of these Bodies participal meeting?	ates of meeting of the months preceding the mber of members of ittending the meeting and SC/ST members	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.	
(iv)	(a) As per guidelines, VEC meeting should be held every month in each school. On an average two meetings were held during the last six months			
	(b) These were 446 members in 89 sampled schools. Out of these 446 members, 265 (59.4 percent) members participated in the VEC meetings regularly.			
	(c) Women and SC/ST member of VECs participated in the meetings regularly.			
(v)	Whether members of the oriented and the percental oriented? When these train conducted the trainings? perception of the trainings?	age of the members ings were held? Who What is the VECs	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.	
	About 77 percent members of VECs had received training. The training was imported by the coordinators of			
	BRCs/NPRCs at NPRCs.			
	The contribution made by Venvironment of the scheattendance of teachers and	ool, enrolment and	Information to be obtained from VEC and verified on the basis of records by MI during field visits.	
(vi)	The details of contribution of VE	Cs for improving the school	condition is given below:-	
(VI)	Contribution of VECs for improving the condition of schools			
		· · · · · · · · · · · · · · · · · · ·	9 · · · · · · · · · · · · · · · · · · ·	

		Atmosphere	Enrollme childre		Attendance of students	
Primary schools						
	(a) Good	54.7	56.2	78.1	28.1	
	(b) Satisfactory	42.2	42.2	21.9	54.7	
	(c) Unsatisfactory	3.1	1.6	0.0	17.2	
	Upper primary schools					
	(a) Good	36.0	48.0	80.0	24.0	
	(b) Satisfactory	64.0	48.0	20.0	76.0	
	(c) Unsatisfactory	0.0	4.0	0.0	0.0	
	Source: Field Survey					
(vii)	Whether VEC is maintaini received by them.	ing proper recor	d of funds	Information to be of of records of VEC checked with DPO.		
			Yes			
(viii)	Is there any programme of mobilization/participation a of his/her role? What ty building is done?	at SPO level? Is t	the person a	aware SPO level.	to be obtained at See formats and	
	There is one senior professional to look after the community mobilization at state level.					

(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.
	Details are available with the office of SPO	
(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.
	Details are available in the office of SPD	
(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 position of staff at district level under SSA is given below:-	

	Name of the work and the day does 000.	Number of Post				
	Name of the post created under SSA	Sanctioned	In position			
	Basic Shiksha Adhikari	1	1			
	Assistant Account officer		1	1		
	District coordinators		6	3		
	EMIS incharge		1	1		
	Computer operator		1			
	Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)		6	4		
	Source: BSA Chitrakoot					
	Necessary steps are being taken to fill up the vacant po	sts.				
	The number of BRCs/CRCs sanctioned?	Information t	o be obtained fro	om SPO/DPO and		
(iv)	Staffing position and action taken to fill	to be verified in respect of BRCs/CRCs visited by				
	vacancies?					
	The details about BRC and NPRC are given below:-					
	Particulars (including urban area)	Numbers 6 48				
	Number of BRCs in the district					
	Number of NPRCs in the district					
	(a) Staff in BRCs Coordinator		6 10			
	(b) Assistant Coordinator					
	Number of coordinators in NPRCs	48				
	Source:- BSA Chitrakoot	L				
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verific	ed at SPO thro	ough checking of		
		Yes				

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

Education facilities are equally available to different sections of the society.



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

	the last academic year?	records.				
(i)	Average number of days the school functioned in last year 2	007-08				
	Primary school		22	6		
	Upper primary school		22	5		
	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	ith observation.				
	(a) school environment					
	The atmosphere of all sampled primary schools and upper primary schools was found good.					
	(b) School buildings					
	All 64 sampled primary schools and 25 upper primary schools were functioning in their own buildings. Number of PS and UPS having their own buildings by status of buildings are given below:					
	Status of buildings		Number of schools			
			PS	UPS		
	Good		53 (82.8)	24 (96.0)		
	Satisfactory		9 (14.1)	1 (4.0)		
(ii)	Unsatisfactory		2 (3.1)			
	Note: Figures within parenthesis denote percentages.					
	(c) Playground					
	Playgrounds were available in 98.4 percent sampled primary schools and in 92.0 percent upper primary schools.					
	(d) Status of classrooms					
	There were 283 classrooms in 64 sampled primary schools and 91 classrooms in 25 sampled upper primary schools.					
	The condition of these 374 classrooms in 89 sampled schools is given below:					
	Status of buildings		Number of o	classrooms		
	•	Prir	mary schools	Upper primary schools		
	Good (proper flooring, roof, windows and lighting)		231 (81.6)	72 (79.1)		
	Satisfactory		48 (17.0)	19 (20.9)		
	Unsatisfactory		4 (1.4)			

The number of days the school functioned during | Information to be obtained from the School

	Note: Figures within parenthesis denote percentages.					
(iii)	Whether the classes have arrangement for children, a blac materials?		Information to observation.	be recorded on	the basis of	
, ,	Blackboard in classrooms, proper seating schools.	g arrangement for stud	dents and TLM were	available in all the 89	sampled	
(iv)	Whether health camp facility was to the children during the previous		Information to be records.	e recorded on the	basis of school	
(1V)	The health facilities were reported to be and in 52 percent sampled upper primary		c months in only 48.4	percent sampled prin	nary schools	
(v)	Whether the school has adequate for the children? Is it used?		Information to observation.	be recorded on	the basis of	
(*)	The play material was available for childred primary schools and it was being used.	en in only 34.4 percer	nt sampled primary s	chools and in 68.0 pe	ercent upper	
(vi)	If there is low attendance the same?		Information to teachers/VEC.	be obtained	from the	
()	Attendance was not low					
(vii)	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 VECs / PTA motivated	the parents to promo	te the attendance of	the children.		
(viii)	What is the present process of achievement level of students?	-	Information to be records.	e recorded on the	basis of school	
` /	By examination of students					
(x)	Whether continuous and comprehand grading system has been students?			be recorded on	the basis of	
		Yes	S			
	The achievement level of children.		Assessment to day of visit.	be undertaken by	y the MI on the	
	Achievement level of children					
	In order to ascertain the level of achievement of students in language, science and mathematics, 8 primary schools and 5					
	upper primary schools were taken out of 64 primary schools and 25 upper primary schools. From each of these 13 selected					
	schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers					
	were developed and administrated to these 40 students of class V and 25 students of class VIII in sampled schools. For					
(xi)	class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII					
,	students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and					
	more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting					
	33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:					
	getting different grades are given below:	-	Develope of students			
	getting different grades are given below:	-	Percentage	of students		

CA	DK					
	Α	5.0		4.0		
	В	25.0		12.0		
	C	22.5		16.0		
	D	20.0		24.0		
	E Courses Field ourses CCA programme	27.5)	44.0		
Source:- Field survey, SSA programme						
	Broad conclusions are as follows:					
		ade A was less than 5	percent in primary	schools and upper primary schools got a		
	grade A					
	(ii) The percentage of students getting g in UPS	rade B was 25.0 perce	nt in primary school	ols and 12.0 percent student got B grade		
	(iii) The percentage of students getting grade C in upper primary schools.	grade C was 22.5 per	cent in primary sch	ools and only 16.0 percent students got		
	(iv) The percentage of students getting schools.	grade D was 20.0 per	cent in primary sch	nools and 24.0 percent in upper primary		
	(v) The percentage of students getting schools.	grade E was 27.5 per	cent in primary sch	nools and 44.0 percent in upper primary		
	In view of the above, the achievement le was unsatisfactory as 44.0 percent stude			tisfactory and in upper primary schools it		
xii	The rapport of the children with the	he teachers?	Assessment on th	ne basis of observation by MI.		
All	The rapport of the students with the teachers was found satisfactory in the sampled schools.					
(xiii)	Whether the school has under children if so, their number and pe		Information to records and obs	be recorded on the basis of school servations.		
(XIII)	There was no under age child the sampled schools. Ten children in primary schools and 8 children in upper primary schools were overage.					
	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.					
(xiv)	Four hundred twelve children in the san	npled primary schools	and 69 children in	the sampled upper primary schools had		
	dropped out from the schools during the previous six months. Out of these 481 children, three hundred ninety eight children					
	were continuing their studies in other schools.					
	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.					
	Sixty four children in primary school and 6 children in upper primary schools were retained in the same classes from the					
	previous year. Class-wise repeaters are given below:-					
(xv)	Class	Number of r	epeaters	Percentage of repeaters		
	1	8		0.41		
	2					
	3	7		0.29		
	4	11		0.51		
	i e e e e e e e e e e e e e e e e e e e					

	5	38	2.0
	6	2	0.20
	7	2	0.18
	8	2	0.22

(q) Any other issues relevant to SSA implementation

NIL

(r) List of enclosure attached along with the above report

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

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

Annexure-I attached with Farrukhabad report

2. Annexure 2 – Text Books

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

Annexure-II attached with Farrukhabad report

3. Annexure 3 – School Grant

a. 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.

Annexure-III attached with Farrukhabad report

(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.

Not available

4. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are

habitually absent must be given in the report.

Not available

5. Annexure 5 – Teaching Learning Material (TLM) grants

The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.

Annexure-V attached with Farrukhabad report

6. Annexure 6 – EGS and AIE

(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

Not available

(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.

Not available

7. Annexure 7 – Children with special needs (CWSN)

(i)The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

Not available

(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.

Not available

- 11. Annexure 8 National programme for education of girls at Elementary level (NPGEL)
- (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

Not available

9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks

Annexure – IX attached (List of Primary/Upper Primary Schools/AIE Centres and KGBV visited in Chitrakoot district for SSA and MDM tasks)

Annexure-IX <u>List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Chitrakoot district for SSA and MDM</u> <u>tasks</u>

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
Chitrakoot	1.Kandi Khera	1. Kashai-I	1. Baglai	1. KGBV Chitrakoot
	2. Bhitha Khera	2. Sapaha	2. Amanpur	
	3. Lodwara	3. Bharatkoop		
	4. Chhipani Baharkhera	4. Pahra		
	5. Bankat	5. Bankat		
	6. Kashai-I	6. Chunhapurwa		
	7. Sapaha	7. Sahadew ka purwa (new)		
	8. Ragauli			
	9. Torown			
	10. Bharatpur			
	11. Khoh-2			
	12. Khoh-1			
	13. Raipurwa Mafi			

14. Kol Gadahiya			
15. Pahara-II			
16. Ragauli-I			
17. Baratpur Tarow (new)			
18. Badha	8. Kothilihai		
19. Ramjoopur	9. Bhauri		
20. Raipura	10. Agarhunda		
21. Magarhai	11. Arwara		
22. Pachpurwa	12. Bagrehi		
23. Bhauri-I			
24. Hauri-II			
25. Mudauha			
26. Guddupur			
27. Kothilihai			
28. Bagrehi-I			
29. Bagrehi-II			
30. Lalapur			
31. Gahorapahi (New)			
32. Itaura	13. Itoura		
33. Kandhaipur	14. Gauhami Kala		
34. Ora-I	15. Hardauli		
2	3	4	5
35. Pipradar	16. Balapur Khalsa		
36. Barethi	17. Asoh		
37. Pachokhar	18. Ora		
38. Dewal	19. Mahrajpur (new)		
39. Gadwara			
40. Hardauli			
41. Kaloopur			
42. Balapur Khalsa			
43. Ahiranpurwa (Chaura)			
44. Nahera			
45. Mahrajpur			
46. Tarkiha Purwa (new)			
	15. Pahara-II 16. Ragauli-I 17. Baratpur Tarow (new) 18. Badha 19. Ramjoopur 20. Raipura 21. Magarhai 22. Pachpurwa 23. Bhauri-I 24. Hauri-II 25. Mudauha 26. Guddupur 27. Kothilihai 28. Bagrehi-I 29. Bagrehi-II 30. Lalapur 31. Gahorapahi (New) 32. Itaura 33. Kandhaipur 34. Ora-I 2 35. Pipradar 36. Barethi 37. Pachokhar 38. Dewal 39. Gadwara 40. Hardauli 41. Kaloopur 42. Balapur Khalsa 43. Ahiranpurwa (Chaura)	15. Pahara-II 16. Ragauli-I 17. Baratpur Tarow (new) 18. Badha 8. Kothilihai 19. Ramjoopur 9. Bhauri 20. Raipura 10. Agarhunda 21. Magarhai 11. Arwara 22. Pachpurwa 12. Bagrehi 23. Bhauri-I 24. Hauri-II 25. Mudauha 26. Guddupur 27. Kothilihai 28. Bagrehi-I 29. Bagrehi-II 30. Lalapur 31. Gahorapahi (New) 32. Itaura 13. Itoura 13. Kandhaipur 14. Gauhami Kala 15. Hardauli 2 3 35. Pipradar 16. Balapur Khalsa 36. Barethi 17. Asoh 37. Pachokhar 18. Ora 38. Dewal 19. Mahrajpur (new) 39. Gadwara 40. Hardauli 41. Kaloopur 42. Balapur Khalsa 43. Ahiranpurwa (Chaura) 44. Nahera	15. Pahara-II

21. Lalta Road 22. Matiyar ka purwa 23. Man kuwar 24. Kopa (new)
23. Man kuwar
24. Kopa (new)
25. Kanya-Ramnagar
26. Hanna
27. Kanya Rupauli
28. Reethi (new)
29. Seetapur

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1 st February, 2009 to 31 st July, 2009
(iii)	Name of the District	Chitrakoot
(iv)	Date of visit to the Districts/EGS/Schools	6.5.2009 to 19.5.2009

	REGULARITY IN SERVING MEAL:	Students, Teachers & Parents
58.	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	

	Hot cooked meal was served in 89.1 percent primary schools and in 92.0 percent upper primary schools regularly. MDM was not served regularly in 10.9 percent primary schools and in 8.0 percent upper primary schools on account of non availability of specific food items for the day.							
	TRENDS: Extent of variation (As per school records vis of visit)	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.						
	Details	PS	I	UPS				
		Day previous to date of visit		e day of	Day previous to date of visit	On the day of visit		
59.	(i) Number of children enrolled in the sampled schools	10097	1	0097	2897	2897		
	(ii) Number of students attending the schools on the date of visit	5320	4	1063	1809	1407		
	(iii) Number of students availed MDM as per register	5166	3	3748	1682	1285		
	(iv) Number of students actually availed MDM on the date of visit	Not Known	3	3732	Not Known	1218		
	Source:- Field survey, SSA programme							
	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL: (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.					r, School		
	Foodgrains were received in all sampled primary schools and upper primary schools regularly.							
60.	(xi) Is buffer stock of one-month's requirement is maintained?				School level registers, MDM Registers, Head Teacher, School level MDM functionaries			
ου.	Buffer stock of one month requirement of foodgrains was maintained in all sampled primary schools and upper primary schools.							
	(xii) Is the food grains delivered at the school?				School level registers, MDM Registers, Head Teacher, School level MDM functionaries			
	Food grains were delivered at school level in 31.3 percent primary schools and in only 32.0 percent upper primary schools							

ing cost In cast disrup Pradha Is	ool receiving cooking cost in advance regularly? If there is in delivering cooking costm what is the extent of delay and as for it? was in all the sampled schools received in advance regularly. e of delay, how schools manage to ensure that there is no otion in the feeding programme? Instantage from their own resources to provide cooking cost. cooking cost paid by Cash or through banking channel? was being paid through Bank. QUITY:	Registers, Head Teacher, School level MDM functionaries. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. School level registers, MDM Registers, Head Teacher, School level MDM functionaries.			
ing cost In cast disrup Pradha Is	in delivering cooking costm what is the extent of delay and as for it? was in all the sampled schools received in advance regularly. e of delay, how schools manage to ensure that there is no otion in the feeding programme? Ins arrange from their own resources to provide cooking cost. cooking cost paid by Cash or through banking channel? was being paid through Bank.	School level registers, MDM Registers, Head Teacher, School level MDM functionaries. School level registers, MDM Registers, Head Teacher, School level MDM functionaries.			
In cas disruj	e of delay, how schools manage to ensure that there is no otion in the feeding programme? Ins arrange from their own resources to provide cooking cost. Cooking cost paid by Cash or through banking channel? was being paid through Bank.	Registers, Head Teacher, School level MDM functionaries. School level registers, MDM Registers, Head Teacher, School level MDM functionaries.			
Pradha Is	ns arrange from their own resources to provide cooking cost. cooking cost paid by Cash or through banking channel? was being paid through Bank.	Registers, Head Teacher, School level MDM functionaries. School level registers, MDM Registers, Head Teacher, School level MDM functionaries.			
Is	cooking cost paid by Cash or through banking channel? was being paid through Bank.	Registers, Head Teacher, School level MDM functionaries.			
ing cost	was being paid through Bank.	Registers, Head Teacher, School level MDM functionaries.			
		Observations			
CIAL E	QUITY:	Observations			
		Observations			
Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?					
No					
VAR	ETY OF MENU:	Observations and discussion with			
(x) Ha	s the school displayed its weekly menu, and is it able to adhere to the menu displayed?	children teachers, parents, VEC members, Gram Panchayat members and cooks.			
MDM menu was displayed in 98.4 primary schools and in 96.0 percent upper primary schools					
(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.			
MDM was served as per menu in 84.2 percent primary schools and in 95.6 percent upper primary schools. MDM was not					
served according to menu in 15.8 percent primary schools and in 4.4 percent upper primary schools.					
(xii)	Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.			
d	accord	according to menu in 15.8 percent primary schools and in 4.4 percent uppe xii) Does the daily menu include rice / wheat preparation,			

	QUALITY & QUANTITY OF MEAL:	Observations of Investigation					
	Feedback from children on	during MDM service					
	g) Quality of meal:						
	The students of 93.0 percent of primary schools and 95.6 percent of upper primary schools were satisfied with the quality of meal.						
65.	h) Quantity of meal:	Observations of Investigation during MDM service					
	All the students of 98.4 percent of primary schools and 96.0 percent of upper primary schools were satisfied with the quantity of meal.						
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service					
	The main reasons of dissatisfaction of MDM were repetition of food as reported by UPS).	the children of five schools (4 PS+ One					
	SUPPLEMENTARY: (x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record					
66.	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in 56.3 primary schools and 60.0 percent in upper primary schools.						
	(xi) Who administers these medicines and at what frequency?	Teachers, Students, School Record					
	Department of medical Health						
	Micronutrients were given in 56.3 percent primary schools and 60.0 percent in upper primary schools in once in a six months						
	(xii) Is there school Health Card maintained for each child?	Teachers, Students, School Record					
	NO						
	STATUS OF COOKS:	Observations and discussion with					
	(iv) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	children teachers, parents, VEC members, Gram Panchayat members and cooks.					
	Meal was cooked and served by the cooks appointed by VECs and self help groups.						
67.	(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 are appointed according to the strength of children in the schools and the number of cooks were adequate to						
	meet the requirement of schools.						

	(iii)What is remuneration paid to co	ooks/helpers?			s and discussion with chers, parents, VEC Gram Panchayat d cooks.			
	On an average a cook received Rs. 570/- per month in a primary school and Rs. 598/- per month in a upper primary school							
	(iv).Are the remuneration paid to co	ooks/helpers regularly?			s and discussion with chers, parents, VEC Gram Panchayat d cooks.			
	Monthly payment to the cooks was being m schools	nade regularly in 85.9 perce	nt primary sch	nools and in 84.0	percent upper primary			
	(v) Social Composition of cooks /help	ority)	Observations and discussion with children teachers, parents, VE members, Gram Panchaya members and cooks.					
	Social category wise cooks are given be	elow:-						
	Social Category		Number	Number of cooks				
	,	Primary schools		Upper primary schools				
	Schedule caste	27 (36.0)		9 (30.0)				
	Other Backward classes	42 (56.0)		18 (60.0)				
	Minority	2 (2.7)		0 (0.0)				
	Other	4 (5.3)			3 (10.0)			
	Total	75 (100.0)			30 (100.0)			
Source:- Field survey								
	Note:- Figures within parenthesis denote p	ercentage.						
	INFRASTRUCTURE:			head teach	rds, discussion with er, teacher, VEC, nayat members.			
	Particulars	Particulare		Number of	Kitchen			
	raniculars		PS		UPS			
	(i) Pacca Kitchen shed-cum-store		30 (46.9)		3 (12.0)			
	(a) Constructed and use		27 (42.7)		0 (0.0)			
	(b) Constructed but not in use		0 (0.0)		0 (0.0)			
	(c) Under construction		1 (1.6) 3 (12		3 (12.0)			

	(d) Sanctioned but construction	not started	2 ((3.1)	0 (0.0)		
	(e) Not sanctioned			8 (12.5)	12 (48.0)	
	(ii) Kitchen without store			26 ((40.6)	10 (40.0) 10 (40.0)	
	(a) Constructed and use			24 (37.51)		
	(b) Constructed but not in use			2 ((3.1)	0 (0.0)	
	In case the pucca kitchen shed is not available, where is being cooked and where are the foodgrains/other ingredistored.					vith head teacher, C, Gram Panchayat servation	
69.	The meal was cooked in the k	itchens of 7	9.9 percent primar	y schools and in other	s in the campus o	of 21.1 percent schools.	
	MDM was cooked in the kitche	ns of 40.0	percent upper prima	ary schools and in othe	er places and the	campus of 48.0 percent	
	schools and it was cooked. Ou	t side scho	ol premises in the re	emaining 12.0 percent	upper primary sch	nools.	
	Whether potable water purpose?	is avail	able for cooki	ng and drinking	-do-		
70.	The potable water was availab	e for cooki	ng and drinking pur	poses in all the sample	d primary schools	and upper primary	
	schools.						
71.	Whether utensils used for king food are adequate? Teachers/Organizer of MI Programme					ganizer of MDM	
, 1,	Kitchen utensils for cooking food were adequate in all the sampled primary/upper primary schools.						
	What is the kind of fuel used? (Gas based/firewood etc.) Observation						
	The details about fuel used in cooking the meal are given below:-						
	Fuel used for cooking Number of sch			r of schools			
72.	PS			PS	UPS		
12.							
-	(a) LPG alone		17	7 (29.8)		3 (13.0)	
-	(a) LPG alone (b) Wood alone						
	(b) Wood alone (c) LPG and Wood		33	7 (29.8)		3 (13.0)	
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe	esis denote	33	7 (29.8) 3 (57.9)		3 (13.0) 16 (69.6)	
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE:		33 7 percentage.	7 (29.8) 3 (57.9) (12.3)		3 (13.0) 16 (69.6)	
-	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE: iv. General Impression	of the er	percentage.	7 (29.8) 3 (57.9) (12.3) ety and hygiene:	Observation	3 (13.0) 16 (69.6) 4 (17.4)	
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE:	of the er	percentage.	7 (29.8) 3 (57.9) (12.3) ety and hygiene:	Observation	3 (13.0) 16 (69.6) 4 (17.4)	
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE: iv. General Impression The details of views of research below:-	n of the en	percentage. avironment, Safe ors regarding envir	7 (29.8) 3 (57.9) (12.3) Aty and hygiene: conment, safety and hyginals	Observation giene in respect of	3 (13.0) 16 (69.6) 4 (17.4) f MDM are given	
73.	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE: iv. General Impression The details of views of researce	n of the en	percentage. avironment, Safe ors regarding environment, Safe or schools Primary se	7 (29.8) 3 (57.9) (12.3) Aty and hygiene: chools	Observation giene in respect of	3 (13.0) 16 (69.6) 4 (17.4) f MDM are given	
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE: iv. General Impression The details of views of research below:-	n of the en	percentage. avironment, Safe ors regarding environtage of schools Primary se	7 (29.8) 3 (57.9) (12.3) ety and hygiene: onment, safety and hygichools Satisfactory	Observation giene in respect of Upper primary Good	3 (13.0) 16 (69.6) 4 (17.4) f MDM are given y schools Satisfactory	
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE: iv. General Impression The details of views of research below:- Particulars Environment	n of the en	percentage. avironment, Safe ors regarding environtage of schools Primary sc Good 92.2	7 (29.8) 3 (57.9) (12.3) Aty and hygiene: chools Satisfactory 7.8	Observation giene in respect of Upper primary Good 88.0	3 (13.0) 16 (69.6) 4 (17.4) f MDM are given y schools Satisfactory 12.0	
	(b) Wood alone (c) LPG and Wood Note: - Figures within parenthe SAFETY & HYGIENE: iv. General Impression The details of views of research below:-	n of the en	percentage. avironment, Safe ors regarding environtage of schools Primary se	7 (29.8) 3 (57.9) (12.3) ety and hygiene: onment, safety and hygichools Satisfactory	Observation giene in respect of Upper primary Good	3 (13.0) 16 (69.6) 4 (17.4) f MDM are given y schools Satisfactory	

	ii. Are children e	encouraged to wa	sh hands befor	e and after eating	ob	servation			
	Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.								
	iii.Do the childr	en partake mea	ls in an orderl	y manner?	ob	servation			
	As observed by the	he research investi	gators students	were taking meal in	orderly manner.				
	iv.Conservatio	n of water?			Ol	oservation			
	As per observation	As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.							
		cooking process hazard?	and storage o	of fuel safe, not po	sing any ob	servation			
	Safety of cooking	process and stora	ige of fuel was fo	ound satisfactory at the	he time of visit in	n all the sample	d schools.		
	COMMUNIT	Y PARTICIPAT	ΓΙΟΝ:		te		n head teacher, Gram Panchayat		
	Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation								
	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-								
	(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme								
				of schools					
	Participation	Primary schools			Upper primary schools				
74.	T di dolpadon	Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram panchayat/ Urban bodies		
	Good	10.9	59.4	7.8	8.0	76.0	76.0		
	Satisfactory	42.2	40.6	85.9	48.0	24.0	20.0		
	Unsatisfactory	46.9	0.0	6.3	44.0	0.0	4.0		
	Source: - Field s	urvey, SSA progra	mme.	1		1			
	The participation upper primary sci		upervision of MD	M was good in 59.4	percent primary	schools and in	76.0 percent in		
	(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.								
	(b) Participation of	of parents VECs/G	Percentage of schools						
	(b) Participation of Participation	of parents VECs /G	, , , , , ,	Percentage	of schools				

		Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram Panchayat/ Urban bodis		
	Good	10.9	57.8	7.4	12.0	68.0	12.0		
	Satisfactory	42.2	37.5	56.2	40.0	28.0	68.0		
	Unsatisfactory	46.9	4.7	34.4	48.0	4.0	4.0		
	Source: - Field survey, SSA programme.								
	The participation of VECs in respect of monitoring of MDM programme was good in 57.8 percent primary schools and in 68.0 percent upper primary schools.								
	INSPECTION Has the mid d state/district/b	ay meal prog	ramme been in	spected by any		School records, discussion with head teacher, teachers, VEC, Gram Panchayat members			
	Level of ins	pected author	ity Numbe	Number of schools inspected towards MDM					
				Primary schools		Upper primary schools			
	District			5 (7.8)		3 (12.0)			
75.	Tahsil			1 (1.6)		-			
	Block/BRC			15 (23.4)		7 (28.0)			
	NPRC			39 (61.0)		13 (52.0)			
	Not inspected			4 (6.2)		2 (8.0)			
	Source:- School records								
	Note:- Figures w	ithin parenthesi	s denote percenta	ge					
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.			of hildren?	School records, head teacher, te VEC, Gram Pai members.	achers, students,			

MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 89 sampled schools? Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 64 primary schools and 25 upper primary schools, improvement in enrollment was reported in 90.6 percent primary schools and in 88.0 percent upper primary schools. Attendance of students was also improved in 95.3 percent primary schools and in 84.0 percent upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. More than 85.0 percent children have been reported to have improved their physique through MDM.

3. District Level Half Yearly Monitoring Report

(District-5 Kanpur Nagar)

3.1	Name of the District	Kanpur Nagar,
3.2	Date of visit to the district/EGS/Schools	From 5.5.2009 to 20.5.2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	What is the number of schools sanctioned in the financial year in the district (including spill of how many of them have been opened?	over) and	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.				
•	Particulars			Number of schools			
(xxxi			PS	UPS	Total		
	(i) Number of schools sanctioned (including spillover) in financial year 2008-09.	the	67	28	95		
	(ii) Number of schools opened		67	28	95		
(xxxi	Has the land for construction of the schidentified?		sample chec	to be obtained fi k to be carried on the f VEC/SMC and Scho	ne spot with the		
Land for all 95 new schools has been identified as reported by BSA. Out of 95 new schools 10 s by research investigators of CADR and land for these 10 schools was found identified.					ools were visited		
	Whether VEC/SMC etc. have received any 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				
(XXXV	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Ten new schools were visited by research investigators and it was found that funds for construction of school buildings have been received by VECs of these schools.						
(Has the construction started and what is the construction (foundation, lintel and roofing etc.)?	sample chec	to be obtained for the k to be carried on the f VEC/SMC and Scho	ne spot with the		
(xxxv	The construction work of all 95 new schools was completed as reported by BSA. Construction work of 10 new						
	schools visited by research investigators of CADR was found completed.						
	Number of Teachers sanctioned for the new (including spillover) to be opened in the financial year? Has sanctions been issued for not? District-wise information of the number sanctioned and appointments made?	current these or	Information	to be obtained from	SPO.		
(vvv	Particulars		Nι	ımber of teachers			
(xxxv			PS	UF	PS		
		Sanctioned	d Appoint	ed Sanctioned	Appointed		
	(a Regular teachers	67	67	84	28		

	Total	134		112	84	28	
	Have Teachers been put in position in new s District visited?	schools in	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.				
	Particulars			Number of tea	achers	UPS	
(xxxv	(a) Regular teachers			67		28	
	(b) Para teachers			45	1	Not applicable	
(xxxi	Rs. 20,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes,					rom the Bank	
	Teaching learning equipment (TLE) grant was released from the district and it was received by 10 VECs of concerned schools visited by research investigators of CADR by the time of visit but no item was purchased for schools from this grant.						
(w1)	Whether any guidelines have been issued eithe and or DPO for the items to be provided for school under this grant?						
(xl)	Guidelines have been issued from SPO to BSA for	or the items	to b	e provided for	r the new schools	under this grant	
	(Annexure-I)						

(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?	with district-wis wise progress: progress and wo	to be obtained free break-up. SPO completed works not started. Tricts being visited	to furnish item- rks, works in o be updated at
	Item		Number of works	
	item	Target	Completed	In progress
	(a) primary schools	67	67	
(liii)	(b) Upper primary schools	28	28	
()	(c) Additional rooms for PS	40	40	
	(d) Additional rooms for UPS	11	11	
	(e) Drinking water for PS	9	9	
	(f) Drinking water for UPS	3	3	
	(g) Toilets for PS	30	30	
	(h) Toilets for UPS	3	3	

	(i) BRC		NIL	NIL		
	(j) NPRC		NIL	NIL		
	(k) Rain Water harvesting for PS	}	NIL	NIL		
	(l) Rain Water harvesting for UP	PS .	NIL	NIL		
	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.			
	Mana		Number o	f works		
(liv)	Item	Checked	Found Complete	ed In	In progress	
	(a) Primary schools	8	8			
	(b) Upper primary school	2	2			
	(c) Additional rooms for PS	3	3			
	(d) Additional rooms for UPS	1	1			
(lv)	Whether SMC/VEC has been trained 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).				
	Yes (in all the ten schools visited)					
(lvi)	Whether community manual for civil w prepared and is available with VEC/SMO	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	Yes	s (in all the ten s	schools visited)			
(lvii)	In the school buildings being constructed as well as building less schools), wheth being constructed?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	There was no target of construction of ramp	os in the new ten	schools visited.			

Yes (in a section of the section of	sited the process? and roof ed the conservision of conservisio	To be verification vertical verified on the teachers (said to be verification).	he field with mple as in (in the modern school Total memory school	spot with assistance of cachers (sample as in (ii)
P What level (Block/District/Sub-District level – Junior engineer, RES t level – Coordinator (Construction) umber of times the technical person visuction site and guided the construction per visit at the foundation stage, lintel and province and supervise arch investigators of CADR. The details of supervise such as the construction of the co	sited the process? and roof ed the conservision of conservisio	To be verification work of construction work of construction of	ed on the here new schare given belo	spot with assistance of ceachers (sample as in (ii)
umber of times the technical person visuction site and guided the construction per visit at the foundation stage, lintel a nior engineers of RES department had supervisit arch investigators of CADR. The details of supervisit Name of schools	ed the conservision of c	VEC/SMC an above). struction work of tonstruction work ignation of	nd School T hree new sch are given belo	reachers (sample as in (ii)
umber of times the technical person visuction site and guided the construction per visit at the foundation stage, lintel a nior engineers of RES department had supervisuarch investigators of CADR. The details of supervision of Schools	ed the conservision of c	VEC/SMC an above). struction work of tonstruction work ignation of	nd School T hree new sch are given belo	reachers (sample as in (ii
e visit at the foundation stage, lintel a nior engineers of RES department had supervisit arch investigators of CADR. The details of supervision investigators of schools	ed the conservision of c	VEC/SMC an above). struction work of tonstruction work ignation of	nd School T hree new sch are given belo	reachers (sample as in (ii
arch investigators of CADR. The details of supe	Prvision of control Des	onstruction work	are given belo	
	SI		Number	
school Dhokha, Block Vidhnu	luniour e		of time	Stage of supervision
	Juniour engineer RES		1	Door level
	DC Construction		4	Foundation, door, lintel and completion stage
school Fattaipur Daxin, Block Vidhnu	DC Construction		2	Lintel and completion stage
school Meel, Block Bhitar Gaon	Juniour engineer RES		1	Lintel level
	DC Construction		2	Foundation and lintel level
school Nagla, Block Ghatampur	DC Cons	struction	2	Lintel and completion stage
school Madneypur, Block Shivrajpur	DC Cons	struction	5	Foundation, door, lintel, completion stage and finishing stage
school Bhaggi Niwada Block, Shivrajpur	DC Cons	struction	2	Door and lintel level
school Chakatta purwa Block Bilhaur	DC Cons	struction	2	Foundation and lintel level
school Ratiram purwa Block Bilhaur	DC Cons	struction	2	Door and lintel level
rimary school Nibiaya Block Bhiter Gaon	DC Cons	struction	2	Lintel and Completion stage
rimary school Sajaini Block Ghatampur	Juniour e	engineer RES	1	Door level
	DC Cons	struction	3	Foundation, lintel and completion stage
ri	school Chakatta purwa Block Bilhaur school Ratiram purwa Block Bilhaur imary school Nibiaya Block Bhiter Gaon	school Chakatta purwa Block Bilhaur BC Consideration of the Considerati	school Chakatta purwa Block Bilhaur school Ratiram purwa Block Bilhaur mary school Nibiaya Block Bhiter Gaon mary school Sajaini Block Ghatampur DC Construction DC Construction Juniour engineer RES DC Construction	school Chakatta purwa Block Bilhaur DC Construction 2 school Ratiram purwa Block Bilhaur DC Construction 2 smary school Nibiaya Block Bhiter Gaon DC Construction 2 smary school Sajaini Block Ghatampur Juniour engineer RES 1

(lxi)	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).				
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 26.6 percent primary schools and 12.5 percent upper primary schools was created through SSA funds and in the remaining 73.4 primary and in 79.2 percent upper primary schools it was created through other sources. In two (8.3 percent) upper primary school drinking water facility was not available in campus of the school.					
(lxii)	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).				
	As reported by the teachers the construction of water facilities was done by the VECs in the schools visited by CADR.					
	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).				
(lxiii)	Information regarding toilets facilities created through total sanitation campaign in the district as well as in the schools visited by CADR was not available. Toilets facilities were created in 57.8 percent primary schools and in 45.8 percent upper primary schools through SSA funds					
	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).				
(lxiv)	The construction of ten new schools and four additional classrooms in the exiting four schools visited by CADR was found satisfactory.					
	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.				
(lxv)	SPO level –					
	Executive Engineer - One					
	Assistant Engineer – One					
	Every year a third party evaluation is conducted.					

(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.

Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 68 percent text books in primary schools and 72.2 percent text books in upper primary schools were made available through SSA funds.

(XV) Number of children who had received free text books

Particulars	Primary Schools			Upper Primary Schools		
	Boys	Girls	Total	Boys	Girls	Total
Number of students to whom free text books have been distributed	81594	83504	165098	21240	25410	46650
Number of students who received free text books from SSA funds	28190	83504	111694	8285	25410	33695
Number of students who received free text books from State Govt. funds	53404		53404	12955		12955

Source: - BSA Kanpur Nagar

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 books had received in the month of June, 2008 and distributed upto 31st July, 2008. (Annexure-II)

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.

(xix 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.

No. All students had received text books in time.

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.

All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.

(d) School grants:

 $(\mathbf{x}\mathbf{x})$

(XXX) Total number of schools district-wise in primary and upper primary to whom school grants are be updated

Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI.

	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?	A copy of the guideline Monitoring Report.	s is to be enclos	sed with the		
	Novel and find a late of the control	200 00	PS	UPS		
	Number of schools to whom grant was approved for the year 20	000-09	1549	566		
-	Yes, The guidelines have been provided. (Annexure-III)					
	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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?	visited by MI and to be verified in schools visited MI. A copy of the guidelines is to be enclosed in Monitoring Report.				
(xxi	Number of schools to whom funds were released		PS	UPS		
	Number of schools to whom funds were released		1527	521		
•	Date of release of this grant to VECs		31-0	7-08		
	School development grant was received by VECs in all sampled primary schools and in all sampled upper primary schools.					
(xxi	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 obta	ined from DPO	of districts		
•	No, purchases from school development grant were made	e by BSA.				
(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?					
(XXi	Date of receive the school grant to VEC accounts – July, been utilized till the date of visit.	2008 to December, 2008. A	All grant in PS an	d in UPS had		
(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 sexpenditure statement m	• •			
	The school development grant for the year 2007-08 had been utilized in all the sampled schools.					

(e) Teachers and Teachers Training:

(xlix)	Number of additional Teachers sancti wise under SSA in primary and up schools and the number of Teacher therein?	per primary	be updated in DPC	
	Particular	Nun	umber of teachers sanctioned and in position	
			PS	UPS

		Sanctioned	In position	Sanctioned	In position			
	(a) Teachers	307	307	894	894			
	(b) Para teachers	2930	2847					
	Total	3237	3154	894	894			
	What is the mode of recruitment of the	teachers and	Information is to l	oe obtained fro	m SPO and to			
	the level/authority (DPO/VEC etc), w	hich recruits	be updated in DPC) in respect of o	districts visited			
(l)	the teachers? What is the procedure for	ollowed in the	by MI.					
	recruitment of teachers?							
	BTC and special BTC candidates are appointed	d as teachers. BS	A is empowered to appo	oint the teachers.				
	Nature of appointment of teachers i.e. v	whether it is a	Information is to l					
	regular appointment or contract basis?		be updated in DPC) in respect of (districts visited			
(li)			by MI.					
	Assistant teacher are appointed on regular bas	is and para teach	ers are appointed on co	ntact basis. Head	masters are			
	appointed by promotion from assistant teachers	S.						
	If VEC/Panchayat etc. is empower	ed to make	To be ascertained	from DPO and	VEC.			
	decentralized recruitment of teachers		10 00 4002 0411104		, 20,			
	recruitment procedure have been laid down? What is							
(lii)	the level of satisfaction amongst local of							
	such recruitment?							
	VEC is empowered to recruite para teachers (nly.						
	In respect of the schools visited by MI, t		Information to be	obtained from	the school and			
	teachers sanctioned for the schools, the num	ber of teachers	from the VEC. Th	e list of the nan	nes of teachers			
	in position, the number of teachers present i	in position, the number of teachers present in the school on absent and those who are habitually absent						
	the day of visit, the names of the teachers ab	the day of visit, the names of the teachers absent on the day must be given in the report.						
	of visit. Whether any teacher is a habitual absentee?							
	Research investigators of CADR visited 64 primary schools and 24 upper primary schools. The details of teachers							
	sanctioned, in position and present on the day	of visit are as follo	DWS:-					
(liii)	Deuties	Jan.		Number	of teachers			
	Particu	ııar		PS	UPS			
	Number of teachers sanctioned			316	92			
	Number of teachers in working position			272	80			
	Number of teachers present on the day of visit			248 (91.2)	72 (90.0)			
	Transor or touchore process on the day of viole		Note:- Figures within parenthesis denote percentage of teachers present relative to the no of teachers in working position.					
	, ,	entage of teachers	s present relative to the					

	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.								
liv)	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.								
	The target number of teachers given in service training and the teachers given such training in St Is there a training calendar for What was the venue; the contentraining, who prepared it? Who Who trained them? We supervision/monitoring system to these trainings? Is there a regula feedback from teachers?	e actual number of ate/district visited? teachers training? nt and module for were the trainers? that was the o check quality of	To be ascertained from the DPO in r by the MI and to in schools visited by	espect of the di be verified fron	istricts visite				
	(a) About 27 percent man-days training	ng was provided to the	teachers of primary s	chools and 12.09	percent man-				
	days training was given to the teacher	rs of upper primary scl	hools till December 20	08					
	De	2			Number of man-days				
	Particulars		PS	UPS					
	Total number of man-days targeted to be spent on in service training			52320	33735				
	Total number of man-days in service training provided (upto December 2008)			13684 (26.15)	4078 (12.09				
(lv)	Source:- DIET Kanpur Nagar								
(IV)	Note:- Figures within parenthesis denote percentages								
	About 61 percent teachers of sampled primary schools and 43.8 percent teachers of sampled upper primary schools received in service training upto the date of visit.								
	(b) Training calendar for teachers training?								
	The training calendar was prepared for training.								
	(c) Venue of training								
	(c) Venue of training				The details of venue of training are given below:-				
		n below:-							
	The details of venue of training are giver	n below:-	Percentage of teac	hers of					
		n below:-	Percentage of teac	thers of UPS					
	The details of venue of training are giver		Percentage of teac						
	The details of venue of training are giver Venue of Training	PS	Percentage of teac	UPS					
	The details of venue of training are giver Venue of Training DIET	PS 13.9	Percentage of tead	UPS 16.7					

(lvi)	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.			
	Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. Forty five para teachers were to be given orientation training during the year 2008-09 and all 45 para teachers received one month training at DIET. This training was imparted by the senior staff of DIET.				
(lvii)	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.			
	Refreshers training was not imparted to para teachers				
(lviii)	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.			
	The teachers were satisfied with the training given by the master in Mathematics, English and Science subjects.	trainers. Some teachers wanted to get in service training			
(lix)	The academic support given by BRC/CRC to the teachers, the frequency of such support: e. 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)? BRC Coordinators are generally responsible for in serv DIET. They visit schools and organize training programmes.				
	NPRC are functioning in the district out of which five Bl each BRC and NPRC one coordinator was in position BRC/NPRC coordinators to the teachers are given below:	RC and five NPRC were selected for monitoring. In			

CAL	/14						
	Particulars	Primary Schools	Upper primary schools				
	Total number of schools in five selected BRCs	690	288				
	Total number of schools visited by BRC coordinators	489 (70.9)	228 (79.2)				
	Total number of schools in five selected NPRCs	64	24				
	Total number of schools visited by NPRC coordinators	64 (100.0)	24 (100.0)				
	Source:- Field survey, SSA programme						
	Note:- Figures within parenthesis denote percentages						
	b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed? To be ascertained from BRC/CRC (atle each) and the teachers on the spot in respirit being followed?						
	BRC/NPRC Coordinators made more than two visits to ea	ch school/ EGS/AIE Centr	re in a month				
	c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?	m BRC/CRC (atleast 5 on the spot in respect of sited by MI.					
	Generally the coordinators of BRC/NPRC check school r	ecords and share the admi	nistrative matters with the				
	teachers. They are conducting model lesson in classrooms	and helping teachers to to	each difficult topics better.				
	They conduct also random tests for children's learning.						
	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?		m BRC/CRC (atleast 5 on the spot in respect of sited by MI.				
	The DIET has strong relationship with BRC for trainguidance.	ning, capacity building, a	academic supervision and				
	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?		m BRC/CRC (atleast 5 on the spot in respect of sited by MI.				
	The BRC/NPRCs extend their academic support to EGS//run the centers/courses. Two AIE Centre were visited b coordinators of BRC/NPRCs were visiting these centres for	y investigators of CADR	. It was observed that the				
(lx)	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? The SPO has a senior coordinator to look after the quality detailed information on various quality aspects of education						
(f) Teac	hing Learning Material (TLM) grants:						

(f) Teaching Learning Material (TLM) grants:

(xiii	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be oupdated by DPO in be visited by MI.	obtained from SPO and respect of the districts to
	Particulars	Primary Schools	Upper Primary Schools

	(a) Total number of teachers eligible to receive TLM grant in the district		5369	1532	
	(b) Amount released (in lakh Rs.)		26.845	7.66	
	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 the varified in schools visited by MLA converted		
(xiv	Particulars		Primary Schools	Upper Primary Schools	
	(a) Date of release of TLM grant		31-12-2008	23-01-2009	
	Number of teachers covered		5369	1532	
	Instructions in respect of utilization of TLM grant has been issued	from	SPO to BSA (Annexu	re-V)	
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?				ed on the spot in respect of	
	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	niven	below:-		
	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are good practices.	given		Unner Primary Schools	
	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are general particulars	given	Primary Schools	Upper Primary Schools 24 (100.0)	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are good practices. Particulars Number of schools in which TLM displayed in classrooms	given		Upper Primary Schools 24 (100.0) 80	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are general particulars	given	Primary Schools 64 (100.0)	24 (100.0)	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are good practices. Particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools	given	Primary Schools 64 (100.0) 272	24 (100.0) 80	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are good practically provided by CADR are good pr	given	Primary Schools 64 (100.0) 272 64 (100.0)	24 (100.0) 80 24 (100.0)	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are good particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount Number of teachers who received TLM amount	given	Primary Schools 64 (100.0) 272 64 (100.0) 263 (96.7)	24 (100.0) 80 24 (100.0) 80 (100.0)	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are considered by CADR are consid	given	Primary Schools 64 (100.0) 272 64 (100.0) 263 (96.7) 20-01-09 to 26-04-09	24 (100.0) 80 24 (100.0) 80 (100.0) 7-2-09 to 14-04-09	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are good practically particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount Number of teachers who received TLM amount Date of receipt of TLM grant Amount received (in Rs)	given	Primary Schools 64 (100.0) 272 64 (100.0) 263 (96.7) 20-01-09 to 26-04-09 131500	24 (100.0) 80 24 (100.0) 80 (100.0) 7-2-09 to 14-04-09 40000	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are good particulars Number of schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount Number of teachers who received TLM amount Date of receipt of TLM grant Amount received (in Rs) Amount utilized (in Rs)	given	Primary Schools 64 (100.0) 272 64 (100.0) 263 (96.7) 20-01-09 to 26-04-09 131500 122500	24 (100.0) 80 24 (100.0) 80 (100.0) 7-2-09 to 14-04-09 40000 38000	
(xv)	Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The details about TLM grant in the schools visited by CADR are grant in the schools in which TLM displayed in classrooms Number of teachers in the sampled schools Number of schools received TLM amount Number of teachers who received TLM amount Date of receipt of TLM grant Amount received (in Rs) Amount utilized (in Rs) Number of schools in which TLM was used by students	given	Primary Schools 64 (100.0) 272 64 (100.0) 263 (96.7) 20-01-09 to 26-04-09 131500 122500 64 (100.0)	24 (100.0) 80 24 (100.0) 80 (100.0) 7-2-09 to 14-04-09 40000 38000 24 (100.0)	

(g) EGS & AIE:

(ci) 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 may be shown separately. 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).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

The details about EGS/AIE Centres in the district are given below:-

Particulars	EGS	AIE	Total
Number of EGS/AIE Centres continued from previous years to this year	8	63	71
Number of EGS/AIE Centres sanctioned in the financial year 2008-09			
Total number of EGS/AIE Centres in working position in the financial year 2008-09	8	63	71
Amount released (in lakh Rs.)	4.79	2.22	7.01
Amount utilized (in lakh Rs.)	4.79	2.22	7.01

Source: - BSA, Kanpur Nagar

Four RBCs and five NRBCs had been sanctioned for the year 2008-09 and all had been conducted

(cii) The target number of children and number of children actually enrolled in the centres category wise, district-wise?

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.

Social group-wise number of enrolled children in EGS/AIE Centres are given below

Social group	Target for 2008-09	Number of children enrolled
SC	797	797
OBC	666	666
Minority	313	313
Others	198	198
Total	1974	1974

(ciii) The number of children enrolled and actually attending the centre?

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.

Two AIE Centre were visited by CADR. The position of enrollment of the children and attendance of the students in these two Centres is given below.

Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres

Particulars	Numbers of children		
	Boys	Girls	Total
Number of children enrolled in these AIE Centres on the date of visit as per register	26	28	54
Number of students present on the date of visit	24 (92.3)	25 (89.2)	49 (90.7)

DK			
Source:- Field survey SSA programme			
Note:- Figures within parenthesis denote percentages			
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.		
Seventy one EVs were in position in the district	and all were trained. All EVs had received foundation,		
refresher trainings. The trainings were imparted by the	he lectures of DIET. The duration of training was 15 days.		
Two EVs of sampled AIE centres were found trained	I. The training provided to EVs was found satisfactory.		
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.		
All 71 EVs were getting academic support from BRC/NPR	C coordinators. The EVs of two sampled AIE Centres were also		
getting academic support from BRC/NPRC coordinators.			
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.		
Thirty four EVs were high school, 20 EVs were intermediate and 17 EVs were graduate and above. All the two EVs of sampled AIE Centres were intermediate.			
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.		
Each EVs was being paid Rs. 2000/- per month as honoral	ria through bank regularly. No delay in payment was reported.		
Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.		
All the two EVs were present in their Centres at the time o	f visit.		
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		
One coordinator was in position in the district. He was trained and had received training in capacity building conducted by			
state project office.			
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. DPO has been submitting progress report to SPO mo	onthly on the prescribed format.		
	Note:- Figures within parenthesis denote percentages 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? Seventy one EVs were in position in the district refresher trainings. The trainings were imparted by the EVs of sampled AIE centres were found trained. 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? All 71 EVs were getting academic support from BRC/NPRC getting academic support from BRC/NPRC coordinators. The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature? Thirty four EVs were high school, 20 EVs were intermed sampled AIE Centres were intermediate. 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? Each EVs was being paid Rs. 2000/- per month as honoral Whether EV is regular in his attendance? All the two EVs were present in their Centres at the time of 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? One coordinator was in position in the district. He was traistate project office. 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?		

0					
(cxi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.			
	Thirteen EGS Centres were to be upgraded during the financial year 2008-09 and all have been upgraded.				
(cxii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.			
	Yes, the funds have been released.				
(cxiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.			
	Thirteen EGS Centres have been upgraded and details about funds were not available.				
(cxiv)	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.			
	Yes				
(cxv)	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				
(cxvi)	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			
(cxvii	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			
(cxvii	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.			
	Thirteen teachers were sanctioned for new upgraded primary schools and all were in position				
(cxix)	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.			
	Seven hundred fifty four children were mainstreamed freenrolled in Government schools and 15.0 percent in Private	om AIE Centres to schools. About 85.0 percent children were te schools during the year 2008-09.			

(cxx)	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 with the assistance of VEC/EV by MI.						
	Blackboards, durries, books and TLM were available in all the two sampled AIE centre visited.						
(cxxi)	Whether Mid-da children in EGS/	ny Meal is being st /AIE centres?	upplied to the	To be ascertained assistance of VEC/I		d visit with the	
	MDM was served in	all the two EGS/AIE	Centres.				
(cxxii	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 Figure 1. With the assistance of VEC/EV, by MI.						
	Number of children enrolled in the two sampled EGS/AIE Centres			Number of students present on the date of visit in the Centres			
	Boys	Girls	Total	Boys	Girls	Total	
	26	28	54	24	25	49 (90.7)	
(cxxii	The achievement EGS/AIE faciliti	t level of childrenes?	n studying in	Assessment to be undertaken during Field visit by MI.			
	The achievement le satisfactory.	evel of children studyi	ng in AIE Centres	visited by research inve	stigators of CADR w	as found	
(cxxi	The rapport of t	he EV with the chi	ildren?	Observations durin	g Field visit, by M	П.	
	The rapport of instr	uctors with children w	as found satisfact	ory.			
(cxxv	The rapport of instructors with children was found satisfactory. 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.						
				enrolled children of two s delay in supply of books		in the academic	

(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 updated by DPO in responsited by MI.	
	Number of CWSN children identified during the	mber of CWSN children identified during the financial year 2008-09	
	Number of CWSN children enrolled	nber of CWSN children enrolled	
(ii) (a)	The number of children who have been provided with aids and appliances, districtwise, during the current financial year. Information to be obtained from the beupdated by DPO in respect of visited by MI and verified with subtrictions during field visits.		ect of the districts
	Number of children provided with aids/appliance during the financial year 2008-09 in the district		9 392

Number of children provided with aids/appliance	e in the sampled schools	7		
Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.			
	NO			
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?	of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done			
Three resource teachers have been identified in	the district. No list of NGO was avail	lable.		
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 Didistricts visited by MI.		from DPO of		
Yes, IED Coordinator has been oriented and he	has attended capacity building progra	amme.		
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?	IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.			
Format for monitoring has been provided and po	eriodic reports are furnished to SPO			
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.			
The BSA has reported that 1549 primary school	ls and 566 upper primary schools ha	ve been provided		
with ramps. The ramps were in 61 primary sam	pled schools and in 22 sampled upper	r primary schools		
out of 64 primary schools and 24 upper primary	schools visited by investigators of C	ADR.		
How many children have been provided home based support during the current financial year?	Information to be obtained from one or two sample checks be done			
Not available				
How many parents have been given counseling during the current financial year?	Information to be obtained from to be verified during field visit b from VECs/school teachers.			
On an average 41 parents in a primary school and 32 CWSN.	2 parents in a upper primary school were	counseled about		
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 assistance of VEC/Teachers.	spot with the		
	Whether there are any difficulties in getting and utilizing the aids and appliances. 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? Three resource teachers have been identified in Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level? Yes, IED Coordinator has been oriented and he 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? Format for monitoring has been provided and possible in the provided with ramps? The BSA has reported that 1549 primary school with ramps. The ramps were in 61 primary sam out of 64 primary schools and 24 upper primary. How many children have been provided home based support during the current financial year? No How many parents have been given counseling during the current financial year? On an average 41 parents in a primary school and 32 CWSN. The number of CWSN children stated to be enrolled and actually present in the	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? Three resource teachers have been identified in the district. No list of NGO was availed by Resource Teac CWSN. Three resource teachers have been identified in the district. No list of NGO was availed and whether he has been oriented and whether he has attended any capacity building programme at the State level? Yes, IED Coordinator has been oriented and he has attended capacity building programme at the State level? Yes, IED Coordinator has been oriented and he has attended capacity building programme at the State level? 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? Format for monitoring has been provided with ramps? The BSA has reported that 1549 primary schools and 566 upper primary schools have been provided with ramps. The ramps were in 61 primary sampled schools and in 22 sampled uppe out of 64 primary schools and 24 upper primary schools visited by investigators of C How many children have been provided home based support during the current financial year? Not available How many parents have been given counseling during the current financial year? Information to be obtained from to be verified during field visit by from VECs/school teachers. Information to be verified during field visit by from VECs/school teachers.		

Number of children enrolled	50
Number of children present	4

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

	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.	
(i)	Number of model cluster schools targeted	7	
	Number of model cluster schools functioning in the	7	
	district		
	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.	
(ii)	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school	
	(b) Drinking water facilities	Available in all the model cluster schools	
	(c) Toilet facilities	Available in all the model cluster schools	
	(d) Electrification sanctioned	All model cluster schools were electrified.	
(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.	
	Model cluster schools had been provided TLM, vocate	ional training, bridge courses and gender sensitization to the	
	teachers and additional efforts were being made to education.	mobilize community and women's group in respect of girl's	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?		
	Funds released under NPEGEL (in lakh Rs.)	1.55	
	Amount utilized (in lakh Rs.)	1.55	
(v)	i. 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.	
		Yes	

	j. 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.	
		Yes	
	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, districtwise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.	
(vi)	ECCE Centres under		
	Innovation head funds	NIL	
	NPEGEL	NIL	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.	
		Yes	

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

No KGBV exists in the district.

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

(3)	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.		
(i)	Educational Management Information system (EMIS) has	s been established in the district. One EMIS incharge and one		
	computer operator was in position. Two computers were a	available in the computer cell of DPO office Kanpur Nagar.		
(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		
	Information not available			
(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.		
	The data capture format had been supplied to all schools by 31st August, 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 DPO and to be verified from teachers of the schools visited by MI.		
	Training was not imparted to the teachers of primary scl capture format during the year 2008-09	hools and upper primary schools for filling up data in the data		

(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, SPO has engaged third party to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Data collected and compiled by the DPO had been sent to	o the SPO on 19-12-2008
(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.
		Yes

(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 were under taken at the district level in the current financial year, 2008-09.		
(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 were undertaken at the district le	evel in the previous calendar year.	
(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.	
There is one senior professional at SPO level who is incharge of the research and eval one screening committee and one Advisory committee at the state level to scrutiniz before final sanction. There are prescribed contract formats for commissioning of research			

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, districtwise?	
There were 557 VECs (including urban areas) in the district.		
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	

	The guidelines on delegation of	powers to VECs were ava	lable with VEC	S.		
(iii)	Guidelines given on adequ women in VEC/SMC? Th women associated in the visited by MI?	e actual number of	SPO/DPO	n to be colle and to be ve during the Field	rified from the	
	There were 448 members (323 i	. ,	• • • •	ry schools) in 88 san	npled schools. Out	
	of these 448 members, 143 (31.9 percent) were female members.					
	The frequency of meeting guidelines and the actual d committee during the six resist of MI? The total nurvec and how many are a regularly? Whether women of these Bodies participal meeting?	ates of meeting of the months preceding the mber of members of attending the meeting and SC/ST members	verified o	n to be obtained on the basis nools visited by M	,	
(iv)	(a) As per guidelines, VEC meet the last six months	ing should be held every r	nonth in each s	chool. Four meetings	s were held during	
	(b) There were 448 members in	88 sampled schools. Out	of these 448 me	embers, 424 (94.6 pe	ercent) members	
	participated in the VEC meeting	participated in the VEC meeting regularly.				
	(c) Women and SC/ST member	of VECs participated in the	e meeting regul	arly.		
	Whether members of the oriented and the percents oriented? When these trains	age of the members		and to be ve	ected from the	
(v)	conducted the trainings? perception of the trainings?	What is the VECs	VEC/SMC	during the Field		
(v)	conducted the trainings?	What is the VECs			visit by MI.	
(v)	conducted the trainings? perception of the trainings?	members of VECs of the VEC in improving the ool, enrolment and	sampled schoo	Is till the date of visit. n to be obtained	visit by MI.	
(v)	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by environment of the sch	what is the VECs members of VECs of the VEC in improving the ool, enrolment and students?	sampled schoo Informatio verified on field visits.	Is till the date of visit. In to be obtained the basis of reco	visit by MI.	
(v)	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by venvironment of the sch attendance of teachers and The details of contribution of VE	what is the VECs members of VECs of the VEC in improving the ool, enrolment and students?	Informatio verified on field visits.	Is till the date of visit. In to be obtained the basis of reconverse the basis of reconverse below:-	visit by MI.	
(v)	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by venvironment of the schattendance of teachers and The details of contribution of VE Contribution	what is the VECs of the week week in improving the ool, enrolment and students?	Informatio verified on field visits.	Is till the date of visit. In to be obtained the basis of reconverse the basis of reconverse below:-	visit by MI.	
(v) (vi)	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by venvironment of the sch attendance of teachers and The details of contribution of VE	what is the VECs members of VECs of the VEC in improving the ool, enrolment and students? Cs for improving the school oution of VECs for impro-	Informatio verified on field visits.	Is till the date of visit. In to be obtained the basis of reconverse below:-	visit by MI.	
	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by venvironment of the schattendance of teachers and The details of contribution of VE Contribution	what is the VECs members of VECs of the VEC in improving the ool, enrolment and students? Cs for improving the school oution of VECs for improving the	Informatio verified on field visits. ol condition is goving the condition is governed to the condition of th	Is till the date of visit. In to be obtained the basis of reconvenience of schools Presence of	visit by MI. I from VEC and rds by MI during Attendance of	
	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by venvironment of the sch attendance of teachers and The details of contribution of VE Contrib Particulars	what is the VECs members of VECs of the VEC in improving the ool, enrolment and students? Cs for improving the school oution of VECs for improving the	Informatio verified on field visits. ol condition is goving the condition is governed to the condition of th	Is till the date of visit. In to be obtained the basis of reconvenience of schools Presence of	visit by MI. I from VEC and rds by MI during Attendance of	
	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by venvironment of the schattendance of teachers and The details of contribution of VE Contribution Particulars Primary schools	what is the VECs members of VECs of the VEC in improving the ool, enrolment and students? Cs for improving the school oution of VECs for improving the Atmosphere	Information verified on field visits. Ol condition is giving the condition is given by the condition is given	Is till the date of visit. In to be obtained the basis of reconven below:- ition of schools e of schools Presence of teachers	I from VEC and rds by MI during Attendance of students	
	conducted the trainings? perception of the trainings? Training was not imparted to the The contribution made by venvironment of the sch attendance of teachers and The details of contribution of VE Contrib Particulars Primary schools (a) Good	what is the VECs members of VECs of the VEC in improving the ool, enrolment and students? Cs for improving the school oution of VECs for improving the school	Information verified on field visits.	Is till the date of visit. In to be obtained the basis of reconvention of schools Presence of teachers 84.4	Attendance of students	

	Upper primary schools					
	(a) Good	50.0	33.4	62.5	33.4	
	(b) Satisfactory	50.0	66.6	37.5	66.6	
	(c) Unsatisfactory	0.0	0.0	0.0	0.0	
	Source: Field Survey		I			
(vii)	Whether VEC is maintainin received by them.	g proper reco	rd of funds	Information to be ol of records of VEC checked with DPO.	•	
	Yes					
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done? Information to be obtained at SPO level. See formats and record of SPO					
, ,	There is one senior professional to look after the community mobilization at state level in the SPO					
	level.					

(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?	d action gramme der and GS/AIE aluation; ipation? en given gramme		
	Details are available with the office of SPO			
(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.		
	Details are available in the office of SPD			
(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 for SPO and verified at DPO level districts visited by MI.		ed at DPO level in	
	The position of staff at district level under SSA is given below:-			
	Name of the west exected under CCA	Numbe	er of Post	
	Name of the post created under SSA	Sanctioned	In position	

CILD				
	Basic Shiksha Adhikari		1	1
	Assistant Account officer		1	1
	District coordinators		6	5
	EMIS incharge		1	1
	Computer operater		1	1
	Other staff (Accountant/Assistant acco Consultant, Clerk, Steno, Driver and P		8	5
	Source: BSA Kanpur Nagar			
	Necessary steps are being taken to fill up the vacant pos	sts.		
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?			om SPO/DPO and Cs/CRCs visited by
	The details about BRC and NPRC are given below:-			
	Particulars		Numbers	
	Number of BRCs in the district		11	
	Number of NPRCs in the district		97	
	(a) Staff in BRCs Coordinator		11	
	(b) Assistant Coordinator		20	
	Number of coordinators in NPRCs		97	
	Source:- BSA Kanpur Nagar			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verific records.	ed at SPO thro	ough checking of
		Yes		

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

Education facilities are equally available to different sections of the society.

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	Average number of days the school functioned in last year 20	007-08
	Primary school	233
	Upper primary school	233

Whether the school has clean environment, good Information to be recorded on the basis of buildings, playgrounds, good classrooms with observation. proper flooring, roof and windows? Whether the classrooms have proper lighting? (a) school environment The atmosphere of All sampled primary schools and All sampled upper primary schools was found good. (b) School buildings All 64 sampled primary schools and 24 upper primary schools were functioning in there own buildings. Number of PS and UPS having their own buildings by status of buildings are given below: Number of schools Status of buildings PS **UPS** Good 21 (87.5) 52 (81.2) Satisfactory 12 (18.8) 3 (12.5) **Note:** Figures within parenthesis denote percentages. (ii) (c) Playground Playgrounds were available in 90.6 percent sampled primary schools and in all sampled upper primary schools. (d) Status of classrooms There were 257 classrooms in 64 sampled primary schools and 92 classrooms in 24 sampled upper primary schools. The condition of these 349 classrooms in 88 sampled schools is given below: Number of classrooms Status of buildings **Primary schools** Upper primary schools Good (proper flooring, roof, windows and lighting) 229 (89.1) 84 (91.3) Satisfactory 28 (10.9) 8 (8.7) **Note:** Figures within parenthesis denote percentages. Whether classes have proper sitting Information to be recorded on the basis of the arrangement for children, a black board, TLM observation. materials? (iii) Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 88 sampled schools. Whether health camp facility was made available Information to be recorded on the basis of school to the children during the previous six months? records. (iv) The health facilities were reported to be provided in the last six months in only 18.7 percent sampled primary schools and in 25.0 percent sampled upper primary schools. Whether the school has adequate play material Information to be recorded on the basis of **(v)** for the children? Is it used? observation.

	T					
	The play material was available for children in only 85.9 perc	ent sampled primary schools and in 87.5 percent upper				
	primary schools and it was being used.					
(***)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.				
(vi)	Attendance was not low					
(vii)	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.				
(11)	The teachers and VECs/PTA motivated the parents to promo	te the attendance of the children.				
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.				
	By examination	on of students				
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.				
	Y	es				
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.				
	Achievement level of children					
	In order to ascertain the level of achievement of students in	language, science and mathematics, 20 primary schools and				
(xi)	10 upper primary schools were randomly selected out of 64	primary schools and 24 upper primary schools. From each of				
	these 30 selected schools, five students from class V and	class VIII were selected randomly out of the total number of				
	students. Test papers were also developed but these could	not be administered to the students as the children of class V				
	and VIII were not coming to school because the annual ex	camination had finished. Hence achievement level of children				
	could not be ascertained.					
	Codid flot be ascertained.					
vii	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.				
xii						
xii (xiii)	The rapport of the children with the teachers?	sfactory in the sampled schools.				
	The rapport of the children with the teachers? The rapport of the students with the teachers was found satis. Whether the school has under age or over ag	e Information to be recorded on the basis of school records and observations.				
	The rapport of the children with the teachers? The rapport of the students with the teachers was found satis. Whether the school has under age or over ag children if so, their number and percentage?	efactory in the sampled schools. Information to be recorded on the basis of school records and observations. To be ascertained from teachers/VEC schools				
	The rapport of the children with the teachers? The rapport of the students with the teachers was found satis. Whether the school has under age or over ag children if so, their number and percentage? There was no under age or over age child in the sampled so. The number of children who have dropped out of school during the previous six months. Whether are continuing their studies in any private schools?	Information to be recorded on the basis of school records and observations. To be ascertained from teachers/VEC schools they records.				
(xiii)	The rapport of the children with the teachers? The rapport of the students with the teachers was found satis. Whether the school has under age or over ag children if so, their number and percentage? There was no under age or over age child in the sampled sol. The number of children who have dropped out of school during the previous six months. Whether are continuing their studies in any private schools? One hundred seventy children in the sampled primary school.	efactory in the sampled schools. Information to be recorded on the basis of school records and observations. To be ascertained from teachers/VEC schools				

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.

Eighteen children in primary school and 5 children in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are given below:-

	Class	Number of repeaters	Percentage of repeaters
	1	3	0.18
(xv)	2	4	0.24
	3	2	0.14
	4	4	0.28
	5	5	0.41
	6	2	0.27
	7	3	0.37
	8	0	0.0

(q) Any other issues relevant to SSA implementation

NIL

(r) List of enclosure attached along with the above report

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

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

Annexure-I attached with Farrukhabad report

2. Annexure 2 – Text Books

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

Annexure-II attached with Farrukhabad report

3. Annexure 3 – School Grant

a. 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.

Annexure-III attached with Farrukhabad report

(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.

Not available

4. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

Not available

5. Annexure 5 – Teaching Learning Material (TLM) grants

The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.

Annexure-V attached with Farrukhabad report

6. Annexure 6 - EGS and AIE

(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

Not available

(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.

Not available

7. Annexure 7 – Children with special needs (CWSN)

(i)The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

Not available

(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.

Not available

- 12. Annexure 8 National programme for education of girls at Elementary level (NPGEL)
- (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

Not available

9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks

Annexure – IX attached (List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Kanpur Nagar district for SSA and MDM tasks)

Annexure-IX

<u>List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Kanpur Nagar district for SSA and MDM tasks</u>

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Bhitargaon	1. Virsinghpur	1. Virsinghpur		
	2. Tiwaripur Sadh	2. Tiwaripursadh		
	3. Madhaupur	3. Pasema		
	4. Savingpur	4. Nibiya (new)		
	5. Batigaon			
	6. Pasema			
	7. Pasikhera			
	8. Meel (new)			
2. Vidhanu	9. Oriyara	5. Nyori		
	10. Raja purva	6. Oriyara		
	11. Pipauri			
	12. Afgalpur			
	13. Nyori			
	14. Meharbansingh			
	15. Dhokaha (New)			
	16. Fattepure Daxin (new)			
3. Bilhaur	17. Vamiyapur	7. Bibipur		
	18. Bakothipurva	8. Berra Khanpur		
	19. Kamsen			
	20. Urdu Midium			
	21. Rahmatpur			
	22. Chakatta purva (new)			
	23. RatiRampurva (new)			
4. Chaubepur	24. Khawajagipur	9. Khwajagipur		
	25. Ghanshyampur			
	26. Pooraganu			
	27. Kewana			
5. Ghatampur	28. Banglaraha Ayodhya	10. Hatherua		
	29. Sukhapur	11. Rariya		
	30. Hatherua	12. Gopalpur		
	31. Rampur Nihura	13. Sajeti (new)		

CIIDI				
	32. Koriya			
	33. Pathepur			
	34. Sheetalpur (Paras)			
	35. Bangla (Gopalpur) (new)			
6. Kakwan	36. Salempur	14. Aouro Taharpur		
	37. Champat newada			
	37. Rautepur			
7. Ralyanpur	38. Ikhara Sambpharpur	15. Raikepur		
	39. Ikhara Sambharpur	16. Tikara		
	40. Maksoodabad			
	41. Tikara			
	42. Raikepur			
8. Patara	43. Nagelinpur	17. Padari		
	44. Padari Lalpur-2	18. Nagelinpur		
	45. Padari Lalpur-2	19. Raghunathpur		
	46. Raghunathpur	1) Tughununpu		
	47. Jagdeshpur			
1	2	3	4	5
9. Sarsaul	48. Karvigaon	20. Hathipur		3
9. Sarsaur	46. Kalvigaoli	20. Haumpui	Deepak Brick Field Mahrajpur	
	49. Maharajpur	21. Aima		
	50. Fattepurwa			
	51. Gudgudiapur			
	52. Prempur			
	53. Bamburiha			
10. Shivrajpur	54. Madai Niwada	22. Bhaisau		
	55. Bhaisau-2	23. Madai Niwada		
	56. Bhaisau-1			
	57. Jagdeshpur			
	58. Dubriyana			
	59. Madanepur (New)			
	60. Bhaginiwada (New)			
11. Kanpur Nagar	61. Taudhakpur	24. Naubasta (Ward-48)	2. Usti (Gouriya ward-19)	
	62. Chhatmara (Ward-19)	25. Kanya Rooma (Ward-10 Chakera)		
	63. Naubasta (Ward-48)			
	64. Lalpur (Ward-59)	26. Kidwai Nagar		
	65. Hanspur (Ward-36) (Boys)			
	66. Bingawan (ward-36 Naubasta)			
	67. Kidwai Vidhya Mandir (Ward-40)			
	68. Basic Primary Pathsala (Kanya)			
	69. Tikara paigamberpur (Ward-19 Sani gawan)			
	70. Kidwai Nagar-IV (Ward-90)			
	71. Kanya Primary School kidwai Nagar- II (Ward-90)			
	72. Mawaiya (Ward-10 Chakori)			
	•		•	•

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1 st February, 2009 to 31 st July, 2009
(iii)	Name of the District	Kanpur Nagar
(iv)	Date of visit to the Districts/EGS/Schools	5.5.2009 to 20.5.2009

	REGULARITY IN SERVING MEAL:		Student	ts, Teachers & P	arents
	Whether the school is serving hot cooked me interruption, what was the extent and reasons	e was			
77.	Hot cooked meal was served in all primary and upper p	rimary schools regula	arly upto May 8, 20	009. The midday m	eal was not
	served with effect from 9.5.2009 as the children were n	e not coming to school. The teachers of the schools reported that annua			
	examinations were over and the children were not com	ing to schools.			
	TRENDS:	School level reg		-	· ·
	Extent of variation (As per school records vis-à-vis Actuals on the day of visit)	Schools level M monitoring team		ries / Observati	on of the
78.		PS	1	UPS	

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CA	DK			T	1	
	(i) Number of children enrolled in the sampled schools	7116	7116	2173	2173	
	(ii) Number of students attending the schools on the date of visit	1222	424	270	91	
	(iii) Number of students availed MDM as per register	1162	424	270	91	
	(iv) Number of students actually availed MDM on the date of visit		424		91	
	Source:- Field survey, SSA programme					
	REGULARITY IN DELIVERING FOOD GRALEVEL: (xiii) Is school receiving food grain regularly? If	there is delay in	Registe level M	level registers, I rs, Head Teach DM functionar	er, School	
	delivering food grains, what is the extent o for the same?	f delay and reason	ns			
	Out of 64 sample primary schools, foodgrains were rece	ived in 60 schools re	gularly. Food gra	ins were received	in all the 24	
	sampled upper primary schools regularly. In four primary	schools food grains	were not deliver	d for may 2009		
79.	(xiv) Is buffer stock of one-month's requiremen	t maintained?	Registe	School level registers, M Registers, Head Teacher level MDM functionarie		
	Buffer stock of one months requirement of foodgrains wa	as maintained in 93.7	percent primary	schools and in 10	0 percent	
	upper primary schools.					
	(xv) Is the food grains delivered at the school?	Reg	Registe	School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
	Food grains were delivered at school level in 64.1 percent	nt primary schools a	nd in 54.2 percen			
	REGULARITY IN DELIVERING COOKING LEVEL:	COST TO SCHO	Registe	level registe rs, Head Teach	er, School	
	(xiii) Is school receiving cooking cost in advance delay in delivering cooking costm what is t reasons for it?		re is	DM functionar	ies.	
	Cooking cost was received in advance regularly by VEC	s of 98.4 percent pri	 mary schools and	in all sampled upp	per primary	
	schools. In one primary school of Kalyanpur block, cook	ing cost was not rec	eived by VEC froi	m April, 2009		
80.	(xiv) In case of delay, how schools manage to en disruption in the feeding programme?	sure that there is	Registe	level registe rs, Head Teach DM functionar	er, School	
	MDM was not served if cooking cost was not received in	time.	1			
	(xv) Is cooking cost paid by Cash or throug	h banking channe	Registe	level registe rs, Head Teach DM functionar	er, School	
	Cooking cost was being paid through Bank.					
	SOCIAL EQUITY:		Observ	ations		
81.	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?					
		No	<u> </u>			

	VARII	ETY OF MENU:	Observations and discussion with		
82.	(xiii)	Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	children teachers, parents, VEC members, Gram Panchayat members and cooks.		
	MDM menu was displayed in all the sampled primary schools and upper primary schools and they were able to adhere to the menu.				
	(xiv)	Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
	Yes, MDM wa	s served as per menu in 95.3 percent primary schools and in 95.8 pe	rcent upper primary schools. MDM was		
83.	not served acc	cording to menu in 4.7 percent primary schools and in 4.2 percent upp	per primary schools.		
	(xv) Does the daily menu included all and vegetables?	Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
	The menu incl	ludes rice/wheat preparation, dal and vegetables in all the primary and	d upper primary schools.		
	Feedback fr	& QUANTITY OF MEAL: rom children on	Observations of Investigation during MDM service		
	Quality of meal: The students of 87.5 percent of primary schools and 91.7 percent of upper primary schools were satisfied with the quality of meal.				
84.	i) Qu	antity of meal:	Observations of Investigation during MDM service		
	The students of 87.5 percent of primary schools and 91.7 percent of upper primary schools were satisfied with the quantity of meal.				
	c){If chil to impro	dren were not happy Please give reasons and suggestions ve.}	Observations of Investigation during MDM service		
	The main reas	son of dissatisfaction of MDM was repetition of food as reported by the	e children of a few schools.		
	SUPPLEMI Whethe	ENTARY: er children are given micronutrients (Iron, folic acid,	Teachers, Students, School Record		
		- A dosage) and de-worming medicine periodically?			
		y the teachers of the sampled schools, micro-nutrients and deworming ary schools and upper primary schools.	g medicines were not supplied in any		
85.	(xiii) Who	administers these medicines and at what frequency?	Teachers, Students, School Record		
	Micronutrients	s were not supplied in any sampled school.			
	(xiv) Is the	ere school Health Card maintained for each child?	Teachers, Students, School Record		
		NO			
	STATUS O	F COOKS:	Observations and discussion with		
86.		cooks and serves the meal? (Cook/helper appointed by the rtment or Self Help Group, or NGO or Contractor)	children teachers, parents, VEC members, Gram Panchayat members and cooks.		

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Meal was cooked and served by the cooks 13 primary and 3 upper primary schools it v		primary schools	and in 19 uppe	er primary school. In the
(ii) Is the number of cooks and help requirement of the school?	ers adequate to meet	the		ns and discussion with nichers, parents, VEC Gram Panchayan nd cooks.
The cooks are appointed according to the smeet the requirement of schools.	strength of children in the	schools and the	number of cool	ks were adequate to
(iii)_What is remuneration paid to c	ooks/helpers?			ns and discussion with achers, parents, VEC Gram Panchayan ad cooks.
On an average a cook received Rs 661/- pe	er month in a primary sch	ool and Rs 676/-	per month in a	upper primary school.
(iv).Are the remuneration paid to co	ooks/helpers regularly	?		ns and discussion with nchers, parents, VEC Gram Panchayat nd cooks.
Monthly payment to the cooks was being m schools	nade regularly in 75.0 perd	cent primary sch	ools and in all s	sampled upper primary
(v) Social Composition of cooks /help	ers? (SC/ST/OBE/Mi	nority)		ns and discussion with achers, parents, VEC
			members, members an	Gram Panchayat ad cooks.
Social category wise cooks are given be	elow:-		members an	·
Social category wise cooks are given be		Number	members an	nd cooks.
Social Category	Primary sch		members an	primary schools
Social Category Schedule caste	Primary scho	ools	members an	primary schools
Social Category Schedule caste Other Backward classes	Primary scho 9 (15.8) 38 (66.7)	ools	members an	r primary schools 2 (9.5) 17 (81.0)
Social Category Schedule caste Other Backward classes Minority	Primary scho 9 (15.8) 38 (66.7) 1 (1.7)	ools	members an	r primary schools 2 (9.5) 17 (81.0) 0 (0.0)
Social Category Schedule caste Other Backward classes Minority Other	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8)	ools	members an	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5)
Social Category Schedule caste Other Backward classes Minority Other Total	Primary scho 9 (15.8) 38 (66.7) 1 (1.7)	ools	members an	r primary schools 2 (9.5) 17 (81.0) 0 (0.0)
Social Category Schedule caste Other Backward classes Minority Other	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	ools	members an	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5)
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School recor	of cooks Upper	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5)
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis denote points of the process of the pr	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School recor	of cooks Upper	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5) 21 (100.0) on with head teacher chayat members.
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis denote po	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School recor	of cooks Upper ds, discussio C, Gram Pan Number of I	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5) 21 (100.0) on with head teacher chayat members.
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis denote points of the process of the pr	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School recorteacher, VE	of cooks Upper Cds, discussio C, Gram Pan Number of I	primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5) 21 (100.0) on with head teacher, chayat members. Kitchen
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis denote points. INFRASTRUCTURE: Particulars	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School recorteacher, VE	rds, discussio C, Gram Pan Number of I	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5) 21 (100.0) on with head teacher chayat members. Kitchen UPS
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis denote points of the process of the pro	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School recorteacher, VE	rds, discussio C, Gram Pan Number of I S	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5) 21 (100.0) on with head teacher chayat members. Kitchen UPS 0 (0.0)
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis denote points of the second particulars (i) Pacca Kitchen shed-cum-store (a) Constructed and use	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School record teacher, VEO	rds, discussion C, Gram Pan Number of IS (8.1)	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5) 21 (100.0) on with head teacher chayat members. Kitchen UPS 0 (0.0) 0 (0.0)
Social Category Schedule caste Other Backward classes Minority Other Total Source:- Field survey Note:- Figures within parenthesis denote points. INFRASTRUCTURE: Particulars (i) Pacca Kitchen shed-cum-store (a) Constructed and use (b) Constructed but not in use	Primary scho 9 (15.8) 38 (66.7) 1 (1.7) 9 (15.8) 57 (100.0)	School record teacher, VEO	rds, discussion C, Gram Pan Number of IS 18.1)	r primary schools 2 (9.5) 17 (81.0) 0 (0.0) 2 (9.5) 21 (100.0) on with head teacher, chayat members. Kitchen UPS 0 (0.0) 0 (0.0) 0 (0.0)

	/"\ IZ'L b			07./	F7 0\	0 (0 0)			
	(ii) Kitchen without store			37 (57.8)		2 (8.3)			
	(a) Constructed and use		32 (50.0)		2 (8.3)				
	(b) Constructed but not in use			5 (7.8)	0 (0.0)			
	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				
00	The meal was cooked in the kitcher	The meal was cooked in the kitchens of 78.1 percent primary schools and open space within the boundary of 1.6 percent							
88.	primary schools and meal was served in 13 (20.3 percent) primary schools cooked from out side. MDM was cooked in the								
	kitchen of two upper primary school and in other places in the campus of 66.7 percent schools and it was cooked outside								
	school premises in the remaining 25.0 percent upper primary schools								
	Whether potable water is available for cooking and drinking purpose? -do-								
89.	The potable water was available for co	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.							
90.	Whether utensils used for coo	Teachers/Organizer of MDM Programme							
<i>7</i> 0.	Kitchen utensils for cooking food were adequate in all sampled primary schools and in all sampled upper primary schools								
	What is the kind of fuel used?	(Gas b	pased/firewood etc.)		Observation	1			
	The details about fuel used in cooking the meal are given below:-								
	Fuel used for cooking		Number of schools						
91.	-		PS		UPS				
71.	(a) LPG alone		41 (80.4)		15 (83.4)				
	(b) Wood alone		0 (0.0)		1 (5.5)				
	(c) LPG and Wood		10 (19.6)		2 (11.1)				
	Note: - Figures within parenthesis	Note: - Figures within parenthesis denote percentage.							
	SAFETY & HYGIENE: Observation								
	v. General Impression of the environment, Safety and hygiene:								
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-								
				Percentage of	1				
	Particulars		Primary schools		Upper prima				
				Satisfactory	Good	Satisfactory			
	Environment		43.8	56.2	87.5	12.5			
92.	Safety	59.4		40.6	83.3	16.7			
94.	Hygiene	57.8		42.2	58.4	41.6			
	Source:- Field survey, SSA programme								
	ii. Are children encouraged to wash hands before and after eating observation								
	Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.								
	iii.Do the children partake meals in an orderly manner?				observation				
	As observed by the research investigators students were taking meal in orderly manner.								
	iv.Conservation of water?				Observation	l			

As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.

a. Is the cooking process and storage of fuel safe, not posing any fire hazard?

observation

Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.

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

The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-

(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme

	Percentage of schools						
	Primary schools			Upper primary schools			
Participation	Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram panchayat/ Urban bodies	
Good	3.1	82.8	7.8	0.0	66.7	4.2	
Satisfactory	70.3	17.2	87.5	70.8	33.3	95.8	
Unsatisfactory	26.6	0.0	4.7	29.2	0.0	0.0	

93. Source: - Field survey, SSA programme.

The participation of VECs toward supervision of MDM was good in 82.8 percent primary schools and in 66.7 percent in upper primary schools.

(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.

	Percentage of schools						
	Primary schools			Upper primary schools			
Participation	Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram Panchayat/ Urban bodis	
Good	3.1	82.8	7.8	0.0	66.7	4.2	
Satisfactory	68.8	17.2	82.8	66.7	33.3	95.8	
Unsatisfactory	28.1	0.0	9.4	33.3	0.0	0.0	

Source: - Field survey, SSA programme.

The participation of VECs in respect of monitoring of MDM programme was good in 82.8 percent primary schools and in 66.7 percent upper primary schools.

INSPECTION & SUPERVISION
Has the mid day meal programme been inspected by

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

Level of Inspection authority

94.

Level of inspected authority	Number of schools inspected towards MDM					
	Primary schools	Upper primary schools				
District	8 (12.5)	1 (4.2)				
Tahsil	1 (1.6)					
Block/BRC	38 (59.4)	15 (62.5)				
NPRC	59 (92.2)	20 (83.3)				
Not inspected	2 (3.1)	2 (8.3)				
Source:- School records						
Note:- Figures within parenthesis denote percentage						
IMPACT		School records, discussion with				
Has the mid day meal improved to children in school, general well be a schools.	head teacher, teachers, studen VEC, Gram Panchayat members.					
MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigator						
discussed these aspects of MDM with the teachers of 88 sampled schools, parents of some of the students attendir						
schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 64 prima						
schools and 24 upper primary schools, improvement in enrollment was reported in 57.8 percent primary schools and in 41						

percent upper primary schools. Attendance of students also improved in 71.8 percent primary schools and in 54.2 percent upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. More than 53.8 percent children have been reported to have improved their physique through MDM.