

**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

Sl. No.	Subject	Details	
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	
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1:(Farrukhabad)	17.4.2009 to 3.5.2009
		District 2: (Auraiya)	17.4.2009 to 3.5.2009
		District 3: (Mahoba)	5.5.2009 to 19.5.2009
		District 4 (Chitrakoot)	5.5.2009 to 19.5.2009
		District 5: (Kanpur Nagar)	5.5.2009 to 20.5.2009
6.	Total number of elementary schools / EGS / AIE Centers/KGBV in all the Districts allocated Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1:(Farrukhabad)	1770
		District 2: (Auraiya)	1505
		District 3: (Mahoba)	1034
		District 4 (Chitrakoot)	1341
		District 5: (Kanpur Nagar)	2251
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers/KGBV covered / monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1:(Farrukhabad)	100
		District 2: (Auraiya)	100
		District 3: (Mahoba)	100
		District 4 (Chitrakoot)	100
		District 5: (Kanpur Nagar)	100
8.	Whether 5% of the elementary schools / EGS / AIE Centers/KGBV in total of all the Districts allocated covered: YES / NO	District 1:(Farrukhabad)	5.6%
		District 2: (Auraiya)	6.6%
		District 3: (Mahoba)	9.7%
		District 4 (Chitrakoot)	7.4%
		District 5: (Kanpur Nagar)	4.4%
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (While most of the states start their academic year in June/ July there are few states with academic year starting in January / April).	District 1:(Farrukhabad)	No
		District 2: (Auraiya)	No
		District 3: (Mahoba)	No
		District 4 (Chitrakoot)	No
		District 5: (Kanpur Nagar)	No
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	District 1:(Farrukhabad)	Yes
		District 2: (Auraiya)	Yes
		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
12.	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
		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

	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.

(l) 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.
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(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.
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(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) Infrastructures	
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):

(i)	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?	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.		
	Particular	Number of schools		
		PS	UPS	Total
	Number of schools sanctioned (including spill over)	48	82	130
	Number of schools opened	43	82	125
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC and School Teacher.		
	The land for construction of schools buildings for all 125 new schools has been identified as reported by BSA. The land for 5 primary schools has not been identified. Out of these 125 new schools, 10 schools visited by research investigator of CADR, was found identified.			
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher		
	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.			
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.		
	<u>Progress of construction work</u>			
		Stage of construction	Number of schools	
			PS	UPS
		(i) Completed	42	80
		(ii) Foundation	--	--
		(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 schools and four upper primary school was completed and the construction work of one primary school and one upper primary 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 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.			
	Particulars	Number of teachers			
		PS		UPS	
		Sanctioned	Appointed	Sanctioned	Appointed
	(a) Regular teachers	43	43	246	94
	(b) Para teachers	43	42	Not applicable	Not applicable
	Total	86	85	246	94
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.			
	Particulars	Number of teachers in position			
		PS		UPS	
	(a) Regular teachers	43		94	
	(b) Para teachers	42		Not applicable	
Four regular teachers and four para teachers in four sampled primary schools and six teachers in six sampled upper primary schools were in position.					
(vii)	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?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.			
	Teaching learning equipment (TLE) grant was released from the district for 125 schools but it was not received by VEC of any visited school at the time of visit. No item was purchased up to the date of visit in the sampled schools				
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.			
	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:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?		Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.			
	Item		Number of works			
			Target	Completed	In progress	Work not started
	(a) Primary schools		48	42	1	5
	(b) Upper primary schools		82	80	2	--
	(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 PS		NIL	--	--	--
(k) Rain water harvesting for UPS		NIL	--	--	--	
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.		To be checked on the spot with assistance of VEC/SMC and School Teachers.			
	Item		Number of works			
			Checked	Found Completed	In progress	
	Primary schools		4	3	One (roofing stage)	
	Upper primary schools		6	6	--	
Additional rooms for PS		26	21	5 (2 rooms up to door level and 3 rooms up to lintel level)		
Additional rooms for UPS		21	21	--		
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	Yes (in all the ten schools visited)					
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	Yes (in all the ten schools visited)					
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	There was no target of construction of ramps in the new ten schools visited.					

(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).			
	Yes (in all the ten schools visited)				
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).			
	Block level – Junior engineer, RES District level – Coordinator (Construction)				
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	The District Coordinator, education department had supervised the construction work of four new schools visited by CADR.				
	Details of supervision of construction works				
		Name of schools	Designation of supervisor	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
		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 rooms of the existing schools were also supervised by the J.E. RES at foundation stage and door level. Construction work of 40 additional rooms of existing schools was also supervised at different stages					

(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 not available in the district as well as in the schools visited by CADR. Drinking water facility in 42.6 percent primary schools was created through SSA funds and in the remaining PS schools it was created through other sources. Drinking water facility was created through other funds in all the sampled upper primary schools.	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	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)	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The construction of ten new schools and forty seven additional classrooms in the exiting 27 schools visited by CADR was found satisfactory.	
(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	SPO level Executive Engineer - One Assistant Engineer – One Every year a third party evaluation is conducted.	

(c) Textbooks:

	<p>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?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>					
<p>(i)</p>	<p>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.</p> <p style="text-align: center;"><u>Number of children who had received free text books</u></p>						
	<p style="text-align: center;">Particulars</p>	<p>Primary Schools</p>			<p>Upper Primary Schools</p>		
		<p>Boys</p>	<p>Girls</p>	<p>Total</p>	<p>Boys</p>	<p>Girls</p>	<p>Total</p>
	<p>Number of students to whom free text books have been distributed</p>	<p>91347</p>	<p>90391</p>	<p>181738</p>	<p>17291</p>	<p>18448</p>	<p>35739</p>
	<p>Number of students who received free text books from SSA funds</p>	<p>19298</p>	<p>90391</p>	<p>109689</p>	<p>3646</p>	<p>18448</p>	<p>22094</p>
	<p>Number of students who received free text books from State Govt. funds</p>	<p>72049</p>	<p>--</p>	<p>72049</p>	<p>13645</p>	<p>--</p>	<p>13645</p>
<p>Source:- BSA Farrukhabad</p>							
<p>(ii)</p>	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>					
	<p>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)</p>						
<p>(iii)</p>	<p>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.</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p>					
	<p>No, All students had received text books in time.</p>						
<p>(iv)</p>	<p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p>	<p>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.</p>					

	All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.
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(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?	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 2008-09	PS	UPS
		1108	475
Yes, The guidelines have been provided. (Annexure-III)			
(ii)	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 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.	
	Number of schools to whom funds were released	PS	UPS
		1101	441
	Date of release of this grant was received by VECs	14-8-2008	
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?	Information to be obtained from DPO of districts visited by MI.	
	No, purchases from school development grant were made 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?	To be verified on the spot from the passbook and expenditure statement maintained by school/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 from the passbook and expenditure statement maintained by school/VEC.	
	The school development grant for the year 2007-08 had been utilized in all the sampled 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.			
(i)	The details of teachers sanctioned and in position are given below:-				
	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Regular Teachers	231	183	1215	969
	(b) Para teachers	2137	2112	--	--
Total	2368	2295	1215	969	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.				
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Assistant teachers are appointed on regular basis and para teachers are appointed on contract 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?	To be ascertained from DPO and VEC.			
	VEC is not empowered to make appointment of new teachers.				
(v)	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.			
	Research investigators of CADR visited existing 61 primary schools and 26 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows				
	Particular	Number of teachers			
		PS	UPS		
	Number of teachers sanctioned	309	115		
Number of teachers in working position	216	111			

	Number of teachers present on the day of visit	185 (85.6)	93 (83.8)
	Note: - Figures within parenthesis denote percentage of teachers present relative to the number of teachers in working position.		
	No teacher was reported to be habitual absentee.		
(vi)	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.	
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.		
(vii)	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 72.3 percent man-days training was provided to the teachers of primary schools and 76.9 percent man-days training was given to the teachers of upper primary schools		
	Particulars	Number of man-days	
		PS	UPS
	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 (72.3)	10465 (76.9)
	Source:- DIET Farrukhabad		
	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	Percentage of teachers of		
	PS	UPS	
DIET	7.8	20.0	
BRC	92.2	80.0	
Others	0.0	0.0	

	(d) Who trained the teachers?	
	Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.	
(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?	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. 109 para teachers were to be given orientation training during the year 2008-09 and 98 para teachers received 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?	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.
	NIL	
(x)	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 trainers. Some teachers wanted to get in service training in Mathematics and English subjects.	
(xi)	The academic support given by BRC/CRC to the teachers, the frequency of such support: a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?	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 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 BRC and five NPRC were selected for monitoring. In all BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:	
	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)

	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		
	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?	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 lesson 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 centres were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.		
(xii)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.	
	The SPO 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:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	3644	1379
	(b) Amount released (in lakh Rs.)	17.175	6.895
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	27-1-2009	27-1-2009
	Number of teachers covered	3435	1379
Instructions in respect of utilization of TLM grant has been issued from SPO to BSA (Annexure-V)			
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools 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	43 (70.0)	18 (69.2)
	Number of teachers in the sampled schools	216	111
	Number of schools received TLM amount	38 (62.3)	4 (15.4)
	Number of teachers who received TLM amount	124 (57.4)	20 (18.0)
	Date of receive TLM grant	5.03.2009 to 8.04.2009	
	Amount received (in Rs.)	62000.00	10000.00
	Amount utilized (in Rs.)	11500.00	8000.00
Number of schools in which TLM was used by students	42 (68.9)*	18 (69.2)*	
Source:- Field survey, SSA programme			

	<p>Note:- 1. Figures within parenthesis denote percentages</p> <p>2.*Teachers and students used TLM of this year and previous years.</p>
	None of the teachers of sampled schools had received any training on TLM during the year 2008-09

(g) EGS & AIE:

(i)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>		
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)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>		
<u>Social group-wise number of enrolled children in EGS/AIE Centres are given below</u>				
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)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>		
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		Numbers of children		
		Boys	Girls	Total

	Number of children enrolled in these AIE Centres on the date of visit as per register	39	40	79
	Number of students present on the date of visit	23 (59.0)	23 (57.5)	46 (58.2)
	Source:- Field survey SSA programme Note:- Figures within parenthesis denote percentages			
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	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 all were trained. All EVs had received foundation, orientation trainings. The trainings were imparted by the lectures of DIET. The duration of training 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)	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.		
	One EV was Intermediate and one EV was graduate in the two AIE Centres visited.			
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.		
	Each EV was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.			
(viii)	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 of visit.			
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.		
	One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.			
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.		

	Yes. 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 far?	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.	
(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 and updated from DPO office in respect of the districts visited by MI.
	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 visited.					
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit 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
	39	40	79	23 (59.0)	23 (57.5)	46 (58.2)
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	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.					
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.				
	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 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 two 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 from the SPO and to be updated by DPO in respect of the districts visited by MI.	
	Number of CWSN children identified during the financial year 2008-09	4976	
	Number of CWSN children enrolled	4597	

(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.	
	Number of children provided with aids/appliance during the financial year 2008-09 in the district	404	
	Number of children provided with aids/appliance in the sampled schools	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?	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.	
	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?	Information to be obtained from DPO of districts 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?	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.	
	Format for monitoring has been provided and reports are being furnished to SPO regularly.		
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.	
	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?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.	
	Not available		
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.	
	On an average 56 parents in a primary school and 39 parents in a upper primary school were counseled about CWSN.		

(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):

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	69
	Number of model cluster schools functioning in the district	69
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	(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 sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	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.	
(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.
	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	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	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 Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.	
	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 SPO office and to be updated from DPO in respect of districts visited by MI.	
	The land has been identified for all three KGBVs in the district		
(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.	
	All three schools		
(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.	
	Particulars	Number of post	
		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
(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.	
	Social Category of girls	Number of girls enrolled	
	SC	38	
	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 in respect of KGBV visited by MI.	
	Adequate number of beds, furniture, books, games items, Science, kits, television, generator and food facilities were available in the school.		

(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 been established in the district. One EMIS incharge and one computer operators were in position. Two computers were 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 31 st 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 agency 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 13.01.2009	
(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.	
(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 sets of contact formats for commissioning the studies.	

(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 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.	

(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 441 members (308 in primary schools and 133 in upper primary schools) in 87 sampled schools. Out of these 441 members 143 (32.4 percent) were female members.				
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.			
	(a)The frequency of meeting of VEC as per guidelines and actual date of meeting of the committee during the six months proceeding the visit of MI.				
	As per guidelines, VEC meetings should be held every month in each school. Two to three meetings were held during the last six months				
	(b) The total number of members of VECs in the sampled schools and how many are attending the meeting regularly.				
	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 these bodies participated regularly?				
Women and SC/ST members of VECs participated in the meeting regularly.					
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.			
	Training was not imparted to the members of VECs of the sampled schools till the date of visit.				
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.			
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars	Percentage of schools			
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
	Primary schools				
	(a) Good	80.3	68.9	72.1	54.1
	(b) Satisfactory	19.7	31.1	27.9	45.9
	(c) Unsatisfactory	0.0	0.0	0.0	0.0
	Upper primary schools				
	(a) Good	80.8	57.7	76.9	61.5
	(b) Satisfactory	19.2	42.3	23.1	38.5
(c) Unsatisfactory	0.0	0.0	0.0	0.0	
Source: Field Survey					

	According to the teachers of the sampled schools, the contribution of VEC members was good in 80.3 percent of primary 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?	Information 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?	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 post created under SSA		Number of Post	
		Sanctioned	In position
Basic Shiksha Adhikari		1	1
Assistant Account officer		1	1
District coordinators		6	5
EMIS incharge		1	1
Computer operator		1	1
Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)		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 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 (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	87
	Source:- BSA Farrukhabad	
(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 2007-08	
	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	
	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	
	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.		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 87 sampled schools.	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	The health facilities were reported to be provided in the last six months in only 36.1 percent sampled primary schools and in 34.6 percent sampled upper primary schools.	
(v)	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	

(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.		
	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.			
(ix)	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			
(xi)	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, 13 primary schools and 6 upper primary schools were randomly selected out of 61 primary schools and 26 upper primary schools. From each of these 19 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 administered 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
	A	1.6	3.8	
	B	19.4	50.0	
	C	25.8	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 and upper primary schools.				
(ii) The percentage of students getting grade B was 19.4 in primary schools and 50.0 upper primary schools				
(iii) The percentage of students getting grade C was 25.8 in primary schools and only 26.9 percent students got grade C in upper primary schools.				
(iv) The percentage of students getting grade D was 32.2 in primary schools and 19.3 in upper primary schools.				
(v) The percentage of students getting grade E was 21.0 in primary schools.				
In view of the above, the achievement level of students for primary school was just satisfactory and in upper primary schools it was satisfactory as about 80 percent student got more than 45 marks.				
(xii)	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.			

(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	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	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 months. Out of these 300 children, 279 children were continuing their studies in other schools.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	Thirteen children in primary schools and 5 children in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are as follows:-	
	Class	Number of repeaters
	1	2
	2	5
	3	4
	4	--
	5	2
	6	2
	7	2
8	1	

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
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

<p>3. Annexure 3 – School Grant</p> <p>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.</p>
Annexure – III attached
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
Not available
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
Not available
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
Annexure – V attached
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
Not available
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
Not available
<p>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
Not available
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
Not available
<p>8. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring</p>

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 Farrukhabad district for SSA and MDM tasks)

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Annexure-IX

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		1. 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. Deppur 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. Sithapur			

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	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		

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(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

1.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents		
	Hot cooked meal was served in 73.8 percent primary schools and in 88.4 percent upper primary schools regularly. MDM was not served regularly in 26.2 percent primary schools and in 11.5 percent upper primary schools on account of non availability of specific food items or fuel for the day. In five sampled primary schools and one sampled upper primary schools MDM was not served from December, 2008 and January, 2009.				
2.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	9738	9738	2978	2978
	(ii) Number of students attending the schools on the date of visit	5613	4314	2079	1631
	(iii) Number of students availed MDM as per register	4138	3380	1932	1534
(iv) Number of students actually availed MDM on the date of visit	Not Known	3380	Not Known	1534	
Source:- Field survey, SSA programme					
3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	Food grains were received in 90.1 percent primary schools and in 96.1 percent sampled upper primary schools regularly. Neither the teachers of schools nor the Gram Pradhans could not tell prescribed date of delivery of foodgrains to schools. Therefore, the research investigator of CADR could not calculate the extent of delay and reasons for the same.				

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	(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 percent primary schools and in 88.4 percent upper primary schools	
	(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	
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost 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 sampled primary schools and 92.3 percent sampled upper primary schools.	
	(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.	
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No	
6.	<u>VARIETY OF MENU:</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	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 upper primary schools. MDM was not served according to menu in 17.8 percent primary schools and in 8.7 percent upper primary schools.	

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	(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 schools and upper primary schools.	
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	The students of 93.3 percent of primary schools and 86.9 percent of upper primary schools were satisfied with the quality of meal.	
	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 two upper primary schools		
9.	<u>SUPPLEMENTARY:</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in only 36.1 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.	<u>STATUS OF COOKS:</u> (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs	

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	(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 cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	On an average a cook received Rs 555/- per month in a primary school and Rs 562/- per month in a upper primary school.		
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Monthly payment to the cooks was being made regularly in 59.0 percent primary schools and in 50.0 percent upper primary schools		
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Social category wise cooks are given below:-		
	Social Category	Number of cooks	
		Primary schools	Upper primary schools
	Schedule caste	2 (2.8)	0 (0.0)
	Other Backward classes	61 (87.1)	23 (92.0)
	Minority	0 (--)	0 (0.0)
	Other	7 (10.0)	2 (8.0)
	Total	70 (100.0)	25 (100.0)
	Source:- Field survey		
	Note:- Figures within parenthesis denote percentage.		
11.	<u>INFRASTRUCTURE:</u>		School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Particulars	Number of Kitchen	
		PS	UPS
	(i) Pacca Kitchen shed-cum-store	36	16
(a) Constructed and use	35	8	

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	(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	--		
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation			
	The meal was cooked in the kitchens of 86.9 percent primary schools and open space within the boundary of 4.9 percent primary schools and it was cooked out side school premises in 8.2 percent primary schools . MDM was cooked in the kitchen of 34.6 percent upper primary school and in other places in the campus of 46.2 percent schools and it was cooked outside school premises in the remaining 19.2 percent upper primary schools				
13.	Whether potable water is available for cooking and drinking purpose?	-do-			
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.				
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme			
	Kitchen utensils for cooking food were adequate in 100.0 percent primary schools and in 69.2 percent upper primary schools				
15.	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 schools			
		PS	UPS		
	(a) LPG alone	28 (62.3)	11 (47.8)		
	(b) Wood alone	15 (33.3)	12 (52.2)		
	(c) LPG and Wood	2 (4.4)	0 (0.0)		
Note: - Figures within parenthesis denote percentage.					
16.	<u>SAFETY & HYGIENE:</u>	Observation			
	i. 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:-				
	Particulars	Percentage of schools			
		Primary schools		Upper primary schools	
	Good	Satisfactory	Good	Satisfactory	
Environment	85.1	14.9	91.3	8.7	

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	Safety	78.7	21.3	82.6	17.4		
	Hygiene	89.4	10.6	82.6	17.4		
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			
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.							
17.	COMMUNITY PARTICIPATION:				Discussion with head teacher, teacher, VEC, Gram Panchayat members		
	Extent of participation by 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						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		
		Parents	VECs	Gram Panchayat/urban bodies	Parents	VECs	Gram Panchayat/urban 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 programme.							
The participation of VECs toward supervision of MDM was good in 82.0 percent primary schools and in 80.8 percent in upper primary schools.							
(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.							
Participation	Percentage of schools						
	Primary schools			Upper primary schools			
	Parents	VECs	Gram Panchayat/urban bodies	Parents	VECs	Gram Panchayat/urban bodies	
Good	1.6	82.0	4.9	3.8	80.8	7.7	
Satisfactory	62.3	16.4	78.7	42.3	19.2	84.6	

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	Unsatisfactory	36.1	1.6	16.4	53.1	0.0	7.7
Source: - Field survey, SSA programme.							
The participation of VECs in respect of monitoring of MDM programme was good in 82.0 percent primary schools and 80.8 percent upper primary schools.							
18.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?					School records, discussion with head teacher, teachers, VEC, Gram Panchayat members	
	Level of inspected authority		Number of schools inspected towards MDM				
			Primary schools		Upper primary schools		
	District		7 (11.5)		4 (15.3)		
	Tahsil		3 (4.9)		1 (3.8)		
	Block/BRC		36 (59.0)		15 (57.7)		
	NPRC		48 (78.7)		20 (76.9)		
	Not inspected		11 (18.0)		4 (15.4)		
	Source:- School records Note:- Figures within parenthesis denote percentage						
19.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?					School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.	
	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 61 primary schools and 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 students was also improved in 78.7 percent primary schools and 76.9 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 78.7 percent children in primary schools and 80.7 percent children in upper primary schools have been reported to have improved their physique 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):

(ix)	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 schools				
		PS	UPS	Total		
	Number of schools sanctioned (including spillover) in the financial year 2008-09.	26	8	34		
	Number of schools opened	26	8	34		
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.				
	Land for all 34 new schools has been identified as reported by BSA. Out of 34 new schools 10 (Seven PS and three UPS) schools were visited by research investigators of CADR and land for these 10 schools was found identified.					
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher				
	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; it was found that funds for construction of school buildings have been received by VECs of these schools.					
(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.				
	As reported by BSA Auraiya the Progress of Construction works is given below:-					
	Particulars	Sanction	Work in Progress			
			Completed	Foundation	Lintel	Roofing
	(a) New Primary Schools	26	26	--	--	--
	(b) New Upper primary schools (including spill over)	8	8	--	--	--
Total	34	34	--	--	--	

CADR

	The construction work of seven sampled primary schools and two appear primary school was found completed. The construction work of one upper primary school was up to lintel level.				
(xiii)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District information of the number of posts sanctioned and appointments made?		Information to be obtained from SPO.		
	Particulars	Number of teachers			
		PS		UPS	
		Sanctioned	Appointed	Sanctioned	Appointed
	(a) Regular teachers	26	26	24	8
	(b) Para teachers	26	17	Not applicable	Not applicable
Total	52	43	24	8	
(xiv)	Have Teachers been put in position in new schools in District visited?		Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.		
	Particulars	Number of teachers			
		PS		UPS	
		(a) Regular teachers	26	8	
	(b) Para teachers	17	Not applicable		
One regular teacher in each sampled school was in position.					
(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?		To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.		
	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 by SPO and or DPO for the items to be provided for the new school under this grant?		Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.		

CADR

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

(xiv)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?		Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.		
	Item		Number of works		
			Target	Completed	
	(a) Primary schools		26	26	
	(b) Upper primary schools		8	8	
	(c) Additional rooms for PS		36	36	
	(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	
(l) Rain Water harvesting for UPS		NIL	NIL		
(xv)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.		To be checked on the spot with assistance of VEC/SMC and School Teachers.		
	Item		Number of works		
			Checked	Found Completed	In progress
	(a) Primary schools		7	7	--

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	(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?	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)			
(xvii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	Yes (in all the ten schools visited)			
(xviii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	There was no target of construction of ramps four new ten schools visited.			
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		
	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 District level – Coordinator (Construction)			
(xxi)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	The Junior engineer of RES department had supervised the construction work of education department in all ten schools visited by research investigators of CADR. The details of supervision of construction work are given below:			
	Name of schools	Designation of supervisor	Number of time	Stage of supervision
	Primary school Ikhara, block sahar	D.C Construction	3	Foundation, door and lintel level
	Primary school Teliya bora, block Airawa katara	D.C. Construction	2	Foundation stage
	Primary school Jarela, block Airawa katars	Junior engineer RES	3	Foundation, door and lintel level.
	Primary school Nagala Bhand, block Airwa katars	Junior engineer RES	3	Foundation, door and lintel level.

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	Primary school Purawa Udai, block Bidhuna	D.C. Construction	1	Foundation stage
	Primary school Bahadurpur, block Bhagya Nagar	D.C. Construction	2	Foundation and lintel level
	Primary school Bharatpur, block Auraiya	D.C. Construction	2	Foundation and door level
	Upper primary school Purana Purawa, block Sahar	D.C. Construction	3	Foundation, door and lintel level
	Upper primary school Baraha Devi, block Bidhuna	D.C. Construction	1	Foundation stage
	Upper primary school Parsua, block Airawa katars	Junior engineer RES D.C. Construction	3 3	Foundation, door and lintel level Foundation, door and lintel level
	Three additional rooms were supervised at foundation stage and one was supervised at foundation and lintel level.			
(xxii)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	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 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.			
(xxiv)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	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 57.9 percent primary schools and in 74.0 percent upper primary schools through SSA funds			
(xxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).		
	The construction of ten new schools and four additional classrooms in the exiting four schools visited by CADR was found satisfactory.			

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(xxvi)	<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
	<p>SPO level Executive Engineer - One Assistant Engineer – One Every year a third party evaluation is conducted.</p>	

(c) Textbooks:

(v)	<p>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?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>						
	<p>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.</p>							
	<p>Number of children who had received free text books</p>							
	Particulars			Primary Schools			Upper Primary Schools	
			Boys	Girls	Total	Boys	Girls	Total

CADR

	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?	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 May, 2008 and distributed up to 31 st 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.	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.						
(viii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.					
	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:

(vi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.					
	Number of schools to whom grant was approved for the year 2008-09					PS	UPS
						992	446
Yes, The guidelines have been provided. (Annexure-III)							

CADR

(vii)	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 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.		
	Number of schools to whom funds were released	PS	UPS	
		992	446	
	Date of release of this grant to VECs	2-07-08		
	School development grant was received by VECs in all sampled primary schools and in 89.3 percent sampled upper primary schools.			
(viii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.		
	No, purchases from school development grant were made by BSA.			
(ix)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.		
	School grant was received by from VECs July, 2008 to November, 2008. About 88 percent grant in primary schools and 96 percent grant in upper primary schools had been utilized till the date of visit.			
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.		
	The school development grant for the year 2007-08 had been utilized in all the sampled schools.			

(e) Teachers and Teachers Training:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		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 as teachers. BSA is empowered to appoint the teachers.				
(xv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			

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	Assistant teacher are appointed on regular basis and para teachers are appointed on contact basis. Headmasters 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 from DPO and VEC.		
	VEC is not empowered to make appointment of new teachers.			
(xvii)	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.		
	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	
			PS	UPS
		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)
	<p>Note:- Figures within parenthesis denote percentage of teachers present relative to the number of teachers in working position.</p> <p>*Thirty one teachers in sampled primary schools and 20 teachers in upper primary schools were absent on the date of visit.</p> <p>No teacher was reported to be habitual absentee.</p>			
(xviii)	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.		
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.			

CADR

	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>		
	<p>(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:-</p>			
<p>(xix)</p>	<p style="text-align: center;">Particulars</p>		<p style="text-align: center;">Number of teachers</p>	
			<p style="text-align: center;">PS</p>	<p style="text-align: center;">UPS</p>
	<p>Total number of man-days targeted to be spent on in service training</p>	<p style="text-align: center;">35481 12990</p>		
<p>Total number of man-days received in service training provided</p>	<p style="text-align: center;">24981 (70.4) 9735 (74.9)</p>			
<p>Source:- DIET Auraiya</p>				
<p>Note:- Figures within parenthesis denote percentages</p>				
<p>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.</p>				
<p>(b Training calendar for teachers training?</p>				
<p>The training calendar has been prepared for teachers training by DIET.</p>				
<p>(c) Venue of training</p>				
<p>All teachers had received in service training at BRC.</p>				
<p>(d) Trainers</p>				
<p>Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.</p>				
<p>(xx)</p>	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>		
<p>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.</p>				

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(xxi)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>		
	<p>Refreshers training was not imparted to para teachers.</p>			
(xxii)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>		
	<p>The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Science subject.</p>			
(xxiii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>b. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/ school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		
	<p>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. Seven BRCs and 77 NPRCs were functioning in the district out of which five BRCs and five NPRCs were selected for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:</p>			
		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)
<p>Source:- Field survey, SSA programme</p> <p>Note:- Figures within parenthesis denote percentages</p>				

CADR

	<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month</p>		
	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.</p>		
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.</p>		
	<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>The BRC/NPRCs extend their academic support to EGS/AIE Centres/ bridge courses by guiding them how to run the centers/courses. Three AIE Centres were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.</p>		
<p>(xxiv)</p>	<p>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?</p>	<p>To be ascertained from SPO.</p>

CADR

	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.
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(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	2822	1527
	(b) Amount released (in lakh Rs.)	14.11	7.635
(v)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.	
	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 issued from 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?	information to be verified on the spot in respect of schools 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

CADR

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:

(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 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	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	5	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 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.			
	<u>Social group-wise number of enrolled children in EGS/AIE Centres are given below</u>				
		Social group	Target for 2008-09	Number of children enrolled	
		SC	381	381	

CADR

	OBC	386	386
	Minority	55	55
	Others	28	28
	Total	850	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 students in these three Centres is given below.			
<u>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</u>			
Particulars		Numbers of children	
		Boys	Girls
		Total	
Number of children enrolled in these EGS/AIE Centres on the date of visit as per register		38	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			
Note:- Figures within parenthesis denote percentages			
(xxix)	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.	
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 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 coordinators.			
(xxxii)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.	
All three EVs of sampled AIE Centres were graduate.			

CADR

(xxxii)	<p>The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?</p>	<p>Information to be obtained from the EVs during field visits by MI.</p>
<p>Each EV was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.</p>		
(xxxii)	<p>Whether EV is regular in his attendance?</p>	<p>To be ascertained from VEC during field visits by MI.</p>
<p>All the three EVs were present in their Centres at the time of visit.</p>		
(xxxii)	<p>Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?</p>	<p>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</p>
<p>One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.</p>		
(xxxv)	<p>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?</p>	<p>Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Yes, BSA has been submitting progress report to SPO monthly on the prescribed format.</p>		
(xxxv)	<p>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</p>	<p>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</p>
<p>One EGS Centre was to be upgraded during the financial year 2008-09 and it has been upgraded.</p>		
(xxxv)	<p>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?</p>	<p>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</p>
<p>Yes, the funds have been released.</p>		
(xxxv)	<p>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?</p>	<p>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</p>
<p>One EGS Centre has been upgraded and details about funds were not available.</p>		
(xxxii)	<p>Whether the actual up gradation of EGS centre has taken place?</p>	<p>To be verified on the spot with the assistance of VECs, during field visits of MI.</p>
<p>Yes</p>		
(xl)	<p>Has the land for construction of the upgraded primary school (from EGS) been identified?</p>	<p>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.</p>
<p>Yes</p>		

CADR

(xli)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.																		
	Yes																			
(xlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.																		
	Yes																			
(xliii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.																		
	Two teachers were sanctioned for new upgraded primary school and only one teacher was in position till the date of survey.																			
(xliv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.																		
	Three hundred thirty two children mainstreamed from EGS/AIE Centres to schools. About 96.4 percent children were enrolled in Government schools and 3.6 percent in Private schools during the year 2008-09.																			
(xlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.																		
	Blackboards, durries, books and TLM were available in all the three sampled AIE centres visited.																			
(xlvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.																		
	MDM was not served in all three sampled AIE Centres.																			
(xlvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Number of children enrolled in the three sampled EGS/AIE Centres</th> <th colspan="3">Number of students present on the date of visit in the Centres</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Total</th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">38</td> <td style="text-align: center;">37</td> <td style="text-align: center;">75</td> <td style="text-align: center;">26</td> <td style="text-align: center;">28</td> <td style="text-align: center;">54</td> </tr> </tbody> </table>		Number of children enrolled in the three sampled EGS/AIE Centres			Number of students present on the date of visit in the Centres			Boys	Girls	Total	Boys	Girls	Total	38	37	75	26	28	54
	Number of children enrolled in the three sampled EGS/AIE Centres			Number of students present on the date of visit in the Centres																
	Boys	Girls	Total	Boys	Girls	Total														
38	37	75	26	28	54															
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.																		
	The achievement level of children studying in EGS/AIE Centres visited by research investigators of CADR was found satisfactory.																			
(xlix)	The rapport of the EVs with the children?	Observations during Field visit, by MI.																		
	The rapport of EVs with children was found satisfactory.																			

CADR

(I)	<p>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?</p>	<p>To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.</p>
<p>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</p>		

(h) Children with Special Needs (CWSN):

(i)	<p>The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.</p>	<p>Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.</p>	
<p>Number of CWSN children identified during the financial year 2008-09</p>		<p>4513</p>	
<p>Number of CWSN children enrolled</p>		<p>4369</p>	
(ii) (a)	<p>The number of children who have been provided with aids and appliances, district-wise, during the current financial year.</p>	<p>Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.</p>	
<p>Number of children who required aids/appliances</p>		<p>556</p>	
<p>Number of children provided with aids/appliance during the financial year 2008-09 in the district</p>		<p>556</p>	
<p>Number of children provided with aids/appliance in the sampled schools</p>		<p>9</p>	
(ii) (b)	<p>Whether there are any difficulties in getting and utilizing the aids and appliances.</p>	<p>Information to be obtained from SPO/DPO. NO</p>	
(iii)	<p>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?</p>	<p>Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>	
<p>One resource teacher was identified in the district and no list of NGO was available.</p>			
(iv) (a)	<p>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?</p>	<p>Information to be obtained from DPO of districts visited by MI.</p>	
<p>No, IED Coordinator has been oriented and he has attended capacity building programme.</p>			

CADR

(iv) (b)	<p>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?</p>	<p>Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
	<p>Format for monitoring has been provided and periodic reports are being furnished to SPO regularly.</p>	
(v)	<p>How many schools have been provided with ramps?</p>	<p>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</p>
	<p>The BSA has reported that 636 primary schools 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.</p>	
(vi)	<p>How many children have been provided home based support during the current financial year?</p>	<p>Information to be obtained from SPO/DPO and one or two sample checks be done by MI.</p>
	<p>Not available</p>	
(vii)	<p>How many parents have been given counseling during the current financial year?</p>	<p>Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.</p>
	<p>On an average 44 parents in a primary school and 38 parents in a upper primary school were counseled about CWSN.</p>	
(viii)	<p>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</p>	<p>Information to be verified on the spot with the assistance of VEC/Teachers.</p>
	<p>Number of children enrolled</p>	<p>50</p>
	<p>Number of children present</p>	<p>18</p>

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

(i)	<p>The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?</p>	<p>Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.</p>
	<p>Number of model cluster schools targeted</p>	<p>NIL</p>

CADR

	Number of model cluster schools functioning in the district	NIL
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	(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 sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Not applicable	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	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.	
(v)	c. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	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?.	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
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.

CADR

	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 Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	NIL	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Not applicable	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	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.

CADR

	Not applicable
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(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 been established in the district. One EMIS incharge was in position. Two computers were available in the computer cell of BSA office Auraiya and computer operator was in position.	
(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 31 st 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	

(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.
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CADR

	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 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 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 in upper primary schools) in 87 sampled schools. Out of these 438 members, 151 (34.5 percent) were female members.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

CADR

	(a) As per guidelines, VEC meetings should be held every month in each school. Two to three meetings were held during the last six months				
	(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 VECs participated in the meetings regularly.				
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?		Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.		
	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.				
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?		Information to be obtained from VEC and verified on the basis of records by MI during field visits.		
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars	Percentage of schools			
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
	Primary schools				
	(a) Good	33.9	39.0	72.9	11.9
	(b) Satisfactory	61.0	45.8	20.3	52.5
	(c) Unsatisfactory	5.1	15.2	6.8	35.6
	Upper primary schools				
	(a) Good	32.1	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					

CADR

(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.	

(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 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 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 post created under SSA		Number of Post	
		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.			

CADR

(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:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.	
Average number of days the school functioned in last year 2007-08			
Primary school		232	
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 98.3 percent sampled primary schools and all sampled upper primary school was found good.			
(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	UPS

CADR

	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 and in all sampled upper primary schools.			
(d) Status of classrooms			
There were 290 classrooms in 59 sampled primary schools and 105 classrooms in 28 sampled upper primary schools. The condition of these 395 classrooms in 87 sampled schools is given below:			
	Status of buildings	Number of classrooms	
		Primary 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?	Information to be recorded on the basis of observation.	
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 87 sampled schools.		
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.	
	The health facilities were reported to be provided in the last six months in only 11.9 percent sampled primary schools and in 7.1 percent sampled upper primary schools.		
(v)	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 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?	Information to be obtained from the teachers/VEC.	
	Attendance was not low		

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(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 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	

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	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.	
	Achievement level of children		
	<p>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:-</p>		
	Achievement level	Percentage of students	
		Primary Schools	Upper Primary Schools
(xi)	A	0.0	6.1
	B	16.3	21.2
	C	27.9	30.3
	D	14.0	15.1
	E	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.		
xii	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.		

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(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 was no under age or over age child in the sampled schools		
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.	
	One hundred thirty six children in the sampled primary schools and 78 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 214 children, 154 children were continuing their studies in other schools.		
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.	
	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	--	--
	3	1	0.06
	4	1	0.08
	5	17	1.11
	6	1	0.10
	7	6	0.60
8	3	0.34	

(q) Any other issues relevant to SSA implementation

NIL

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

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
<p>Annexure-I attached with Farrukhabad district</p>
<p>2. Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>Annexure-II attached with Farrukhabad district</p>
<p>3. Annexure 3 – School Grant</p> <p>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.</p>
<p>Annexure-III attached with Farrukhabad district</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Not available</p>
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are</p>

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<p>habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure-V attached with Farrukhabad district</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Not available</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Not available</p>
<p>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>Not available</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Not available</p>
<p>9. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>Not available</p>

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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)

List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Auraiya 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. 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		
	34. Gulriha	18. New		
	35. Bhalolpur			
	36. Muraina chhadami			
	37. New			
5. Achhalda	38. Kanho	19. Dakhanai		
	39. Mamrejpur Pal	20. Ounto		

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

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1	2	3	4	5
	44. Ounto			
	45. Devraon			
	46. Banshi			
Ajeetmal	47. Jagatpur	23. Bhikhepur		
	48. Bhihepur	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. Pairen		
	57. Pairen	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

20.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents			
	Hot cooked meal was served in 84.7 percent primary schools and in 82.1 percent upper primary schools regularly. MDM was not served regularly in 15.3 percent primary schools and in 17.9 percent upper primary schools on account of non availability of specific food items for the day.					
21.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.			
	Information regarding extent of variation (As per school records and Actual on the day of visit) is given below					
	Details		PS		UPS	
			Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(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	3151	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.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (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.			

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

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	MDM menu was displayed in all the sampled primary schools and in 75.0 percent upper primary schools	
26.	(v) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	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.	
	(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 primary schools and in all upper primary schools.	
27.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on c) Quality of meal:	Observations of Investigation during MDM service
	The students of 94.0 percent of primary schools and 95.6 percent of upper primary schools were satisfied with the quality of meal.	
	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.		
28.	<u>SUPPLEMENTARY:</u> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	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.	

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	(vi) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	NO	
29.	<u>STATUS OF COOKS:</u> (ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs and self help groups.	
	(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 cooks/helpers?	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 cooks/helpers regularly?	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 /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Social category wise cooks are given below:-	
Social Category	Number of cooks	
	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		

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	<p>Note:- Figures within parenthesis denote percentage.</p> <p>* Fourteen primary schools and four upper primary had two cooks.</p>		
30.	<u>INFRASTRUCTURE:</u>		School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Particulars	Number of Kitchen	
		PS	UPS
	(i) Pacca Kitchen shed-cum-store	26	--
	(a) Constructed and use	26	--
	(b) Constructed but not in use	--	--
	(c) Under construction	--	--
	(d) Sanctioned but construction not started	--	--
	(e) Not sanctioned	2	25
	(ii) Kitchen without store	31	3
	(a) Constructed and use	31	3
(b) Constructed but not in use	--	--	
31.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.		Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	<p>The meal was cooked in the kitchens of 96.6 percent primary schools and other places within the boundary of 3.4 percent primary schools. MDM was cooked in the kitchens of 10.7 percent upper primary schools and in others places in the campus of 85.7 percent upper primary schools and it was cooked out side school premises in the remaining 3.6 percent upper primary schools.</p>		
32.	Whether potable water is available for cooking and drinking purpose?		-do-
	<p>The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.</p>		
33.	Whether utensils used for king food are adequate?		Teachers/Organizer of MDM Programme
	<p>Kitchen utensils for cooking food were adequate in 98.3 percent primary schools and in 60.7 percent upper primary schools</p>		
34.	What is the kind of fuel used? (Gas based/firewood etc.)		Observation
	<p>The details about fuel used in cooking the meal are given below:-</p>		
	Fuel used for cooking	Number of schools	
		PS	UPS

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	(a) LPG alone	36 (72.0)	20 (87.0)	
	(b) Wood alone	03 (6.0)	01 (4.3)	
	(c) LPG and Wood	11 (22.0)	02 (8.7)	
	Note: - Figures within parenthesis denote percentage.			
35.	SAFETY & HYGIENE:		Observation	
	ii. 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:-			
	Particulars	Percentage of schools		
		Primary schools		Upper primary schools
		Good	Satisfactory	Unsatisfactory
	Environment	44.1	55.9	--
	Safety	35.6	64.4	--
	Hygiene	42.4	57.6	--
	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		
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.				
36.	COMMUNITY PARTICIPATION:		Discussion with head teacher, teacher, VEC, Gram Panchayat members	
	Extent of participation by 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			
Participation	Percentage of schools			
	Primary schools		Upper primary schools	

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	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.							
Participation	Percentage of schools						
	Primary schools			Upper primary schools			
	Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	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.							
37.	INSPECTION & SUPERVISION				School records, discussion with head teacher, teachers, VEC, Gram Panchayat members		
	Has the mid day meal programme been inspected by any state/district/block level officers/officials?						
	Level of Inspection authority						
	Level of inspected authority			Number of schools inspected towards MDM			
				Primary schools		Upper primary schools	
	State			--		--	
District			--		--		
Tahsil			--		--		

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	Block/BRC	36	20
	NPRC	53	27
	Not inspected	6	1
	Source:- School records		
38.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.		School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	<p>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.</p>		



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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):

(xvii)	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 schools					
		PS	UPS	Total			
	Number of schools sanctioned (including spillover) in the financial year 2008-09.	13	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.						
(xix)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher					
	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.						
(xx)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.					
	Particulars	Stage of construction					
		Completed	Foundation	Lintel	Roofing	Work not Started	Total
	New primary schools	13	--	--	--	--	13
	New upper primary schools	24	--	--	1	--	25

CADR

	The construction of all sampled new primary schools and upper primary schools was found completed.					
(xxi)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?			Information to be obtained from SPO.		
	Particulars		Number of teachers			
			PS		UPS	
			Sanctioned	Appointed	Sanctioned	Appointed
	(a) Regular teachers		13	13	75	25
	(b) Para teachers		13	13	Not applicable	Not applicable
	Total		26	26	75	25
(xxii)	Have Teachers been put in position in new schools in District visited?			Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.		
	Particulars			Number of teachers		
				PS	UPS	
	(a) Regular teachers			13	25	
	(b) Para teachers			--	Not 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?			To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.		
	Teaching learning equipment (TLE) grant was released from the district but it was received by seven (3 PS+4UPS) VECs of concerned schools. No item was purchased for schools from this grant till the date of visit.					
(xxiv)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?			Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.		

CADR

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

(xxvii)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.			
	Item	Number of works			
		Target	Completed	In progress	Work not started
	(a) Primary schools	13	13	--	--
	(b) Upper primary schools	25	24	1	--
	(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	--	--	--
	(h) BRC	NIL	NIL	--	--
	(i) NPRC	NIL	NIL	--	--
	(j) Rain Water harvesting for PS	NIL	NIL	--	--
(k) Rain Water harvesting for UPS	NIL	NIL	--	--	
(xxviii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.			
	Item	Number of works			
		Checked	Found Completed	In progress	
	(a) Primary school	3	3	--	
	(b) Upper primary school s	6	6	--	

CADR

	(c) Additional rooms for PS	4	4	--
	(d) Additional rooms for UPS	1	1	--
(xxix)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	Yes (in all the nine schools visited)			
(xxx)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	Yes (in all the nine schools visited)			
(xxxix)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	There was no target of construction of ramps in the new nine schools visited.			
(xxxixii)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		
	Yes (in all the nine schools visited)			
(xxxixiii)	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 District level – District Coordinator (Construction)			
(xxxixiv)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	The junior engineer of RES department and D.C. Construction under SSA had supervised the construction work of nine new schools visited by research investigators of CADR. The details of supervision of construction work are given below:			
	Name of schools	Designation of supervisor	Number of time	Stage of supervision
	Primary school Kathwariya Kulpahar, block- Jaitpur	J.E. RES	2	Foundation stage and door level
		D.C. Construction	2	Foundation stage and Lintel level
	Primary school satianpura kulpahar, block-Jaitpur	J.E. RES	2	Foundation stage and door level
		D.C. Construction	3	Foundation stage, door level and Lintel level
	Primary school Gandhi Nagar, block- Kabarai	J.E. RES	2	Foundation stage and Lintel level
		D.C. Construction	3	Foundation stage, door level and Lintel level
	Upper primary school Beeja Nagar, block- Kabarai	D.C. Construction	2	Foundation stage and Lintel level

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	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 3 existing schools were also supervised by the district coordinator (Construction) at foundation stage and lintel level.			
(xxxv)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	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 through SSA funds and in the remaining schools it was created through other sources.			
(xxxvi)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	As reported by the teachers, the construction of water facilities was done by the VECs in the schools visited by research investigators of CADR.			
(xxxvi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	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 35.6 percent primary schools and in 52.2 percent upper primary schools through SSA funds			

CADR

(xxxvi)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
The 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.
<p>SPO level</p> <p>Executive Engineer - One</p> <p>Assistant Engineer – One</p> <p>Every year a third party evaluation is conducted.</p>		

(c) Textbooks:

	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.																								
(ix)	<p>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.</p> <p style="text-align: center;"><u>Number of children who had received free text books</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="289 1640 873 1707" rowspan="2">Particulars</th> <th colspan="3" data-bbox="873 1640 1219 1707">Primary Schools</th> <th colspan="3" data-bbox="1219 1640 1539 1707">Upper Primary Schools</th> </tr> <tr> <th data-bbox="873 1707 997 1774">Boys</th> <th data-bbox="997 1707 1110 1774">Girls</th> <th data-bbox="1110 1707 1219 1774">Total</th> <th data-bbox="1219 1707 1344 1774">Boys</th> <th data-bbox="1344 1707 1446 1774">Girls</th> <th data-bbox="1446 1707 1539 1774">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 1774 873 1890">Number of students to whom free text books have been distributed</td> <td data-bbox="873 1774 997 1890" style="text-align: center;">54756</td> <td data-bbox="997 1774 1110 1890" style="text-align: center;">57190</td> <td data-bbox="1110 1774 1219 1890" style="text-align: center;">111946</td> <td data-bbox="1219 1774 1344 1890" style="text-align: center;">15453</td> <td data-bbox="1344 1774 1446 1890" style="text-align: center;">16716</td> <td data-bbox="1446 1774 1539 1890" style="text-align: center;">32169</td> </tr> </tbody> </table>						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
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																				

CADR

	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							
(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 31 st 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.	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.						
(xii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.					
	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 2008-09					PS	UPS
						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	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.					

CADR

	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	21-06-08			
	School development grant was received by VECs in all sampled primary schools and in 92.3 percent upper primary schools.				
(xiii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.			
	No, purchases from school development grant were made by BSA.				
(xiv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.			
	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.				
(xv)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.			
	The school development grant for the year 2007-08 had been utilized in all the sampled schools.				

(e) Teachers and Teachers Training:

(xxv)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position

CADR

	(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?		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 as teachers. BSA is empowered to appoint the teachers.				
(xxvii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?		Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.		
	Assistant teacher are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are appointed by promotion from assistant teachers.				
(xxviii)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?		To be ascertained from DPO and VEC.		
	VEC is not empowered to make appointment of new teachers.				
(xxix)	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.		
	Research investigators of CADR visited 64 primary schools and 26 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows:-				
	Particular			Number of teachers	
				PS	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.					
(xxx)	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.		
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.				

CADR

	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>	
(xxxii)	<p>(a) About 52 percent man-days training was provided to the teachers of primary schools and 49.1 percent man-days training was given to the teachers of upper primary schools</p>		
	<p style="text-align: center;">Particulars</p>	Number of man-days	
		PS	UPS
	<p>Total number of man-days targeted to be spent on in service training</p>	20898	9132
	<p>Total number of man-days in service training provided</p>	10815 (51.7)	4487 (49.1)
	<p>Source:- DIET Mahoba</p>		
	<p>Note:- Figures within parenthesis denote percentages</p>		
	<p>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.</p>		
	<p>(b Training calendar for teachers training?)</p>		
	<p>The training calendar was prepared for training.</p>		
	<p>(c Venue of training)</p>		
	<p>The details of venue of training are given below:-</p>		
	Venue of Training	Percentage of teachers of	
		PS	UPS
	DIET	0.0	3.8
	BRC	100.0	96.2
	<p>(d) Trainers</p>		
	<p>Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.</p>		
	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>	
	<p>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.</p>		

CADR

(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?	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.		
	NIL			
(xxxiv)	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 trainers. Some teachers wanted to get in service training in Mathematics, Science and English subjects.			
(xxxv)	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)?	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 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 NPRCs levels. Four BRCs and 39 NPRCs are functioning in the district. All BRCs and five NPRCs were taken for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:			
	Particulars		Primary Schools	Upper primary schools
	Total number of schools in four selected BRCs		612	307
	Total number of schools visited by BRC coordinators		417 (66.3)	169 (52.5)
	Total number of schools in five selected NPRCs		95	42
Total number of schools visited by NPRC coordinators		95 (100.0)	42 (100.0)	

CADR

<p>Source:- Field survey, SSA programme</p> <p>Note:- Figures within parenthesis denote percentages</p>	
<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month</p>	
<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.</p>	
<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.</p>	
<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>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.</p>	

CADR

(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 of education. There is a structure format for getting detailed information on various quality aspects of education.	

(f) Teaching Learning Material (TLM) grants:

(vii)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.	
	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
(viii)	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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	29-11-2008	29-11-2008
	Number of teachers covered	1624	667
	Instructions in respect of utilization of TLM grant has been issued from 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?	information to be verified on the spot in respect of schools 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	62 (96.9)	22 (84.6)

CADR

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		
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 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	EGS	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				
(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 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	

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	Minority	77	77
	Others	47	47
	Total	652	652
(liii)	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. Hence no EGS/AIE Centre was visited by the research investigators.		
(liv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.	
	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.		
(lv)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.	
	All 26 EVs were getting academic support from BRC/NPRC coordinators.		
(lvi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.	
	Fifteen EVs were high school, 8 EVs were intermediate and 3 EVs were graduate and above.		
(lvii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.	
	Each EVs was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.		
(lviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.	
	N.A.		
(lix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.	

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	One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.	
(Ix)	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.	
(Ixi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	Two EGS Centres were to be upgraded during the financial year 2008-09 and both had been upgraded.	
(Ixii)	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.	
(Ixiii)	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.	
(Ixiv)	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	
(Ixv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Yes	
(Ixvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes	
(Ixvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes	
(Ixviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Two both teachers were in position.	

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(Ixxix)	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 EGS/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.				
(Ixx)	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.				
(Ixxi)	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 be collected.				
(Ixxii)	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.		
<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="310 1333 885 1459">Number of children enrolled in the four sampled EGS/AIE Centres</td> <td data-bbox="885 1333 1510 1459">Number of students present on the date of visit in the Centres</td> </tr> </table>		Number of children enrolled in the four sampled EGS/AIE Centres	Number of students present on the date of visit in the Centres	
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, the information regarding the enrollment and attendance of children could not be collected.				
(Ixxiii)	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, the information regarding achievement level of children could not be collected.				
(Ixxiv)	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, the information regarding rapport of the EVs with children could not be collected.				
(Ixxv)	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 been used the school text books children of EGS/AIE Centred had received free text books all subjects.				

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(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.	
	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, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.	
	Number of children provided with aids/appliance during the financial year 2008-09 in the district	122	
	Number of children provided with aids/appliance in the sampled schools	16	
(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?	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.	
	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?	Information to be obtained from DPO of districts visited by MI.	
	Yes, IED Coordinator has been 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?	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.	
	Format for monitoring has been provided and periodic reports are furnished to SPO.		
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.	
	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 from SPO/DPO and one or two sample checks be done by MI.	

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	Not available	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	On an average 35 parents in a primary school and 32 parents in a upper primary school were counseled about CWSN.	
(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 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):

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	44
	Number of model cluster schools functioning in the district	44
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	(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 mobilize community and women's group in respect of girl's education.	
(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.
	Funds released under NPEGEL (in lakh Rs.	67.34

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	Amount utilized (in lakh Rs.)	67.34
(v)	e. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	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	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	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 Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	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, district-wise.	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.
	The KGBV of Jaitpur block was visited by CADR and details of staff in this KGBV are given below:-	
	Particulars	Number of post

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		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
(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.	
	Number of students enrolled in the sampled KGBV Hathras block..		
	Social Category of girls	Number of girls enrolled	
	SC	13	
	OBC	19	
	Minority	6	
	Other	12	
Total	50		
(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.	
	Adequate number of beds, books, games items, Science kits, television, DVD, Computer, generator and food facilities were available in the school. Furniture was not available for the students.		

(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 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.
	The data capture format had been supplied to all schools by 31 st 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	

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(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)	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.

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	The guidelines on delegation of powers to VECs were available 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 450 members (320 in primary schools and 130 in upper primary schools) in 90 sampled schools. Out of these 450 members, 160 (35.6 percent) were female members.				
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?		Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.		
	(a) As per guidelines, VEC meeting should be held every month in each school. Three to four meeting were held during the last six months				
	(b) There were 450 members in 90 sampled schools. Out of these 450 members, 330 (73.3 percent) members participated in the VEC meetings regularly.				
	(c) Women and SC/ST member of VECs participated in the meeting regularly.				
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?		Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.		
	Out of 450 members, training was received by 367 (81.5 percent) members.				
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?		Information to be obtained from VEC and verified on the basis of records by MI during field visits.		
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars		Percentage of schools		
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
	Primary schools				
	(a) Good	82.8	90.6	90.6	60.9
	(b) Satisfactory	17.2	9.4	9.4	39.1
	(c) Unsatisfactory	0.0	0.0	0.0	0.0
	Upper primary schools				
	(a) Good	80.8	76.9	76.9	61.5
(b) Satisfactory	19.2	23.1	23.1	38.5	
(c) Unsatisfactory	0.0	0.0	0.0	0.0	
Source: Field Survey					

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(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.	

(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 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 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 post created under SSA		Number of Post	
		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			

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

(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		4
(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 2007-08	
	Primary school	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.

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

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	The health facilities were reported to be provided in the last six months in only 34.4 percent sampled primary schools and in 23.1 percent sampled upper primary schools.		
(v)	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 53.1 percent sampled primary schools and in 69.2 percent upper primary schools and it was being used.		
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.	
	Attendance was low because the examination from class I to IV were completed.		
(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 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		
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.	
	On the basis of the observation of research investigators. Achievement level of students of primary schools and upper primary schools was satisfactory.		
xii	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.		
(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 15 over age children in the sampled primary schools.		
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.	
	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 other schools.		
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.	
	Twenty one children in primary school and 9 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	1	0.04

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	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

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
Annexure-I attached with Farrukhabad report
<p>2. Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
Annexure-II attached with Farrukhabad report
<p>3. Annexure 3 – School Grant</p> <p>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.</p>
Annexure-III attached with Farrukhabad report
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
Not available
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
Not available

CADR

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

CADR

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. 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/EGS./AIE Centres and KGBV visited in Mahoba district for SSA and MDM tasks)

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			

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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			

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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		

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(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	Mahoba	
(iv)	Date of visit to the Districts/EGS/Schools	05-05-2009 to 19-05-2009	

39.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents		
	Hot cooked meal was served in 76.6 percent primary schools and in 80.8 percent upper primary schools regularly. MDM was 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.				
40.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	9409	9409	2304	2304
	(ii) Number of students attending the schools on the date of visit	3816	2958	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	2387	Not Known	845	

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	Source:- Field survey, SSA programme	
41.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (vii) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Foodgrains were received in 92.2 percent sampled primary schools and in 92.3 percent upper primary schools regularly.	
	(viii) 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 78.1 percent primary schools and in 80.7 percent upper primary schools	
	(ix) 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 95.3 percent primary schools and in all sampled upper primary schools		
42.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (vii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was received in advance regularly by VECs of 96.9 percent primary schools and all the sampled upper primary schools.	
	(viii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay, Gram Pradhans arrange from their own resources to provide cooking cost.	
	(ix) 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.		
43.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No	
44.	<u>VARIETY OF MENU:</u> (vii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM menu was displayed in 98.4 percent sampled primary schools and in 92.3 percent upper primary schools	

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45.	(viii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	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.	
	(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 includes rice/wheat preparation, dal and vegetables in all the primary schools / upper primary schools.	
46.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on e) Quality of meal:	Observations of Investigation during MDM service
	The students of 95.9 percent of primary schools and 95.2 percent of upper primary schools were satisfied with the quality of meal.	
	f) Quantity of meal:	Observations of Investigation during MDM service
	The students of 95.9 percent of primary schools and 95.2 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 a few schools.		
47.	<u>SUPPLEMENTARY:</u> (vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled, micro-nutrients and deworming medicines were supplied in only 45.3 percent primary schools and in 38.4 percent upper primary schools.	
	(viii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Department of medical Health, Micro-neutrinos were given in 45.3 percent primary schools and in 38.4 percent upper primary schools once in a six month.	
	(ix) Is there school Health Card maintained for each child?	Teachers, Students, School Record
NO		

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48.	<u>STATUS OF COOKS:</u>		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	(iii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)		
	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.
	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 cooks/helpers?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat 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 cooks/helpers regularly?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat 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 /helpers? (SC/ST/OBE/Minority)		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Social category wise cooks are given below:-			
Social Category		Number of cooks	
		Primary schools	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			
Note:- Figures within parenthesis denote percentage.			
49.	<u>INFRASTRUCTURE:</u>		School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Particulars		

CADR

		PS	UPS
	(i) Pucca Kitchen shed-cum-store	43	19
	(a) Constructed and use	41	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 is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation	
	The meal was cooked in the kitchens of 92.2 percent primary schools and in 57.7 percent upper primary schools.		

CADR

51.	Whether potable water is available for cooking and drinking purpose?	-do-			
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.				
52.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme			
	Kitchen utensils for cooking food were adequate in all the sampled primary schools and in 96.1 percent upper primary schools				
53.	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 schools			
		PS	UPS		
	(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.					
54.	<u>SAFETY & HYGIENE:</u>	Observation			
	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:-				
	Particulars	Percentage of schools			
		Primary schools		Upper primary schools	
		Good	Satisfactory	Good	Satisfactory
	Environment	91.8	8.2	100.0	0.0
	Safety	75.5	24.5	81.0	19.0
	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	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.					

CADR

	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		
	Parents	VECs	Gram Panchayat/ Urban bodies	Parents	VECs	Gram panchayat/ urban bodies
	Good	0.0	93.7	0.0	0.0	84.6
	Satisfactory	48.4	6.3	95.3	53.8	15.4
	Unsatisfactory	51.6	0.0	4.7	46.8	0.0
	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		
	Parents	VECs	Gram Panchayat/ Urban bodies	Parents	VECs	Gram panchayat/ urban bodies
	Good	0.0	89.1	0.0	0.0	84.6
	Satisfactory	53.1	10.9	93.7	50.0	15.4
	Unsatisfactory	46.9	0.0	6.3	50.0	0.0
	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 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	

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	District	4	2
	Tahsil	3	--
	Block/BRC	64	27
	NPRC	53	26
	Not inspected	0	--
Source:- School records			
57.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.		School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	<p>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 90 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 26 upper primary schools, improvement in enrollment was reported 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.</p>		



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):

(xxv)	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 schools			
		PS	UPS	Total	
	(i) Number of schools sanctioned (including spillover) in the financial year 2008-09.	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 and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	Land for all 72 new schools has been identified as reported by BSA. Out of 72 new schools 8 schools were visited by research investigators of CADR and land for these 8 schools was found identified.				
(xxvi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher			
	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Eight 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.				
(xxvi)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	The construction work of all 72 new schools was completed as reported by Basic Shiksha Adhikari. The construction work of four sampled primary schools and 4 sampled upper primary schools was found completed.				
(xxix)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.			
	Particulars	Number of teachers			
		PS		UPS	
		Sanctioned	Appointed	Sanctioned	Appointed
	(a) Regular teachers	30	30	126	42
(b) Para teachers	30	30	Not applicable	Not applicable	

CADR

	Total	60	60	126	42
(xxx)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.			
	Particulars	Number of teachers			
		PS	UPS		
	(a) Regular teachers	30	42		
	(b) Para teachers	30	Not 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				
(xxxii)	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?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.			
	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 purchased for schools from this grant.				
(xxxiii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.			
	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:

(xi)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.		
	Item	Number of works		
		Target	Completed	In progress
	(a) Primary schools	30	30	--
	(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	--	

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	(i) BRC	NIL	NIL	--
	(j) NPRC	NIL	NIL	--
	(k) Rain Water harvesting for PS	NIL	NIL	--
	(l) Rain Water harvesting for UPS	NIL	NIL	--
(xli)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.		
	Item	Number of works		
		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 stage and 4 rooms at finishing stage.
	(d) Addition room for UPS	2	2	
(xlii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	Yes (in all the eight schools visited)			
(xliii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	Yes (in all the eight schools visited)			
(xliv)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	There was no target of construction of ramps in the new eight schools visited.			
(xlv)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		

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	Yes (in all the eight schools visited)			
(xlvii)	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 District level – Coordinator (Construction)			
(xlvii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	The junior engineers of RES department and district coordinator (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	Designation of supervisor	Number of time	Stage of supervision
	Primary school Gahora pahi, block Manikpur	RESJE	3	Door level, lintel level and finishing stage
	Primary school Bhartpur Taraon, block-Chiltrakoot	RESJE	3	Foundation, door level and lintel level.
	Primary school Kachunet, block Mou.	RESJE	3	Foundation stage, door level and roofing stage.
	Primary school Tarkiha purula block Pahari	D.C Construction	3	Foundation stage, door level and at the time of Lintel
	Upper primary school Sahadev Ka Purwa, block Chitrakoot	RESJE	4	Foundation, up to door level lintel level and finishing level.
	Upper primary school Reethi, block Ram Nagar	RESJE	3	Foundation, door level, and lintel level
	Upper primary school Maharajpur block, Pahari	D.C. Construction	3	Foundation, door level and lintel level
Upper primary school Kopa block Mou	D.C. Construction	3	Foundation, door level at the time of lintel level	
The construction work of 9 additional rooms in the seven sampled primary schools was also supervised by the Junior engineer of RES four additional rooms at door level and 5 additional rooms at lintel level were also supervised by JES.				

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(xlviii)	<p>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?</p>	
<p>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 schools and 32.0 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.</p>		
(xlix)	<p>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
<p>As reported by the teachers the construction of water facilities was done by the VECs in the schools visited by CADR.</p>		
(i)	<p>Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?</p>	<p>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).</p>
<p>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.</p>		
(ii)	<p>What is MI's impression of quality construction in sites visited by MI?</p>	<p>To be assessed on the spot. (sample as in (ii) above).</p>
<p>The construction of eight new schools visited by CADR was found satisfactory.</p>		
(iii)	<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
<p>SPO level – Senior Professional- one Executive Engineer - 1 from PWD Assistant Engineer – 1 from PWD Every year a third party evaluation is conducted.</p>		

(c) Textbooks:

(xii)	<p>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?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
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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								
(xiv)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?			Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.				
	The text books had been received 15 th July, 2008 and distributed up to 31 st July, 2008.							
(xv)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.			To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.				
	No, All students had received text books in time.							
(xvi)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?			To be verified in the schools/EGS/AIE 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:

(xvi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
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	Number of schools to whom grant was approved for the year 2008-09	PS	UPS
		839	337
	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 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.	
(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 primary schools and in 88.2 percent sampled upper primary schools.		
(xvii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.	
	No purchases from school development grant were made by BSA.		
(xix)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.	
	Date of receive the school grant to VEC accounts – from 19 July, 2008 to 31 st August, 2008, 100 percent 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 spot from the passbook and expenditure statement maintained by school/VEC.	
	The school development grant for the year 2007-08 had been utilized in all the sampled 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.			
(xxxvii)	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Regular teachers	540	510	717	591
	(b) Para teachers	1381	1376	--	--
	Total	1921	1886	717	591
(xxxviii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			

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	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.	
(xxxix)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Assistant teachers are appointed on regular basis and para teachers are appointed on contact basis. Headmasters 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 from DPO and VEC.
	VEC is not empowered to make appointment of new teachers.	
(xli)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	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:-	
	Particular	Number of teachers
		PS
		UPS
	Number of teachers sanctioned	320
	Number of teachers in working position	201
	Number of teachers present on the day of visit	180 (89.5)
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.		
(xlii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	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?	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 66.5 percent man-day training was provided to the teachers of primary schools and 77.0 percent man-days training was given to the teachers of upper primary schools	

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	Particulars	Number of man-days	
		PS	UPS
	Total number of man-days targeted to be spent on in service training	25433	7521
	Total number of man-days in service training provided	16921 (66.5)	5792 (77.0)
	Source:- DIET Chitrakoot		
	Note:- Figures within parenthesis denote percentages		
About 61.7 percent teachers of sampled primary schools and 90.4 percent teachers of sampled upper primary schools received in service training up to 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:-			
	Venue of Training	Percentage of teachers of	
		PS	UPS
	DIET	13.7	34.0
	BRC	86.3	66.0
(d) Trainers			
Training was imparted to the teachers by trainers of teachers.			
(xliv)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
	Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. Two hundred ninety six teachers were to be given orientation training during the year 2008-09 and para teachers received one month training at DIET five new para teachers were appointed after getting one month orientation training in the sampled primary schools during the year 2008-09. This training was imparted by the senior staff of DIET.		

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(xlv)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>		
	NIL			
(xlvi)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>		
	<p>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.</p>			
(xlvii)	<p>The academic support given by BRC/CRC to the 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)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		
	<p>BRC 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 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 coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:</p>			
	<p style="text-align: center;">Particulars</p>		<p>Primary Schools</p>	<p>Upper primary schools</p>
	<p>Total number of schools in five selected BRCs</p>		<p>837</p>	<p>375</p>
	<p>Total number of schools visited by BRC coordinators</p>		<p>621 (74.2)</p>	<p>271 (72.3)</p>
	<p>Total number of schools in five selected NPRCs</p>		<p>97</p>	<p>46</p>
	<p>Total number of schools visited by NPRC coordinators</p>		<p>97 (100.0)</p>	<p>46 (100.0)</p>
	<p>Source:- Field survey, SSA programme Note:- Figures within parenthesis denote percentages</p>			
<p>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?</p>		<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		
<p>BRC/NPRC Coordinators made 2.3 visits to each school/ EGS/AIE Centre in a month</p>				

CADR

	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>	
	<p>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.</p>		
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>	
	<p>The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.</p>		
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>	
	<p>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.</p>		
(xlviii)	<p>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?</p>	<p>To be ascertained from SPO.</p>	
	<p>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.</p>		

(f) Teaching Learning Material (TLM) grants:

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

CADR

(xi)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.	
	Particulars	Primary Schools	Upper Primary Schools
	(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 issued from SPO to BSA (Annexure-V)			
(xii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.	
	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)
	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.			

CADR

	None of the teachers of sampled schools had received any training on TLM during the year 2008-09
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(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 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		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		15	20	35
Amount released (in lakh Rs.)		3.26	4.568	7.828
Amount utilized (in lakh Rs.)		3.26	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				
(lxxvii)	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		160	160	
OBC		306	306	
Minority		127	127	
Others		141	141	
Total		734	734	
(lxxviii)	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.		

CADR

<p>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.</p> <p style="text-align: center;"><u>Position of enrollment of the children and attendance of the students on the date of visit in AIE Centres</u></p>			
Particulars		Numbers of children	
		Boys	Girls
		Total	
Number of children enrolled in these EGS/AIE Centres on the date of visit as per register		22	28
Number of students present on the date of visit		14 (63.6)	19 (67.8)
<p>Source:- Field survey SSA programme Note:- Figures within parenthesis denote percentages</p>			
(Ixxix)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>	
<p>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.</p>			
(Ixxx)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>	
<p>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.</p>			
(Ixxxi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p>	
<p>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.</p>			
(Ixxxii)	<p>The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?</p>	<p>Information to be obtained from the EVs during field visits by MI.</p>	
<p>Each EVs was being paid Rs. 2000/- per month as honoraria through bank regularly. All sampled EVs delay in payment was reported.</p>			
(Ixxxiii)	<p>Whether EV is regular in his attendance?</p>	<p>To be ascertained from VEC during field visits by MI.</p>	

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	All the two EVs were present in their Centres at the time of visit.	
(lxxx)	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.	
(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 monthly on the prescribed format.	
(lxxx)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	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 about funds were not available.	
(lxxx)	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.	

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(xciv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.					
Three hundred twenty eight children mainstreamed from EGS/AIE Centres to schools. About 76.2 percent children were enrolled in Government schools and 23.8 percent in Private schools during the year 2008-09.							
(xcv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.					
Blackboards, durries, books and TLM were available in all the three sampled EGS/AIE centre visited.							
(xcvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.					
Out of two AIE Centres visited, MDM was served in one centre.							
(xcvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.					
Number of children enrolled in the two sampled AIE Centres			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)
(xcviii)	The achievement level of children studying in EGS/AIE facilities?	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.							
(xcix)	The rapport of the EV with the children?	Observations during Field visit, by MI.					
The rapport of instructors with children was found satisfactory.							
(c)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.					
Free text-books for all subjects were distributed to all the enrolled children of two sampled AIE centres in the academic year 2008-09 in time. Student were using these books							

(h) Children with Special Needs (CWSN):

CADR

(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.
	Number of CWSN children identified during the financial year 2008-09	2584
	Number of CWSN children enrolled	1854
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Number of children provided with aids/appliance during the financial year 2008-09 in the district	437
	Number of children provided with aids/appliance in the sampled schools	28
(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?	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.
	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?	Information to be obtained from DPO of districts visited by MI.
	Yes, IED Coordinator has been 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?	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.
	Format for monitoring has been provided and periodic reports are furnished to SPO..	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 192 primary schools and 62 upper primary schools have been provided with ramps. The ramps were in 27 primary sampled schools and in 6 sampled upper primary schools out of 64 primary schools and 25 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.

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	Not available	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	On an average 41 parents in a primary schools and 36 parents in a upper primary schools were counseled about CWSN.	
(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	72
	Number of children present	22

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	48
	Number of model cluster schools functioning in the district	48
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	(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, 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 girl's education.	

CADR

(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.
	Funds released under NPEGEL (in lakh Rs.)	71.24
	Amount utilized (in lakh Rs.)	61.97
(v)	g. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	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?.	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
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	ECCE Centres operational under	
	Innovation head funds	180
	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 Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	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, district-wise.	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.

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		Three	
(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.	
	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	
(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.	
	Number of students enrolled in the sampled KGBV Rath.		
	Social Category of girls	Number of girls enrolled	
	SC	47	
	OBC	37	
	Minority	4	
	Other	8	
Total	96		
(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.	
	Adequate number of beds, furniture, books, games items, Science kits, television, and food facilities were available in the school.		

(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 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 31 st August, 2008.		

CADR

(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 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	

(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:

CADR

(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 330 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.	
(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 446 members (320 in primary schools and 126 in upper primary schools) in 89 sampled schools. Out of these 446 members, 141 (31.6 percent) were female members.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	(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 VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	About 77 percent members of VECs had received training. The training was imported by the coordinators of BRCs/NPRCs at NPRCs.	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	The details of contribution of VECs for improving the school condition is given below:-	
	Contribution of VECs for improving the condition of schools	
	Particulars	Percentage of schools

CADR

		Atmosphere	Enrollment of children	Presence of teachers	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 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.				

(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:-	

CADR

	Name of the post created under SSA	Number of Post	
		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 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 (including urban area)		Numbers	
Number of BRCs in the district		6	
Number of NPRCs in the district		48	
(a) Staff in BRCs Coordinator		6	
(b) Assistant Coordinator		10	
Number of coordinators in NPRCs		48	
Source:- BSA Chitrakoot			
(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.

CADR

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.		
	Average number of days the school functioned in last year 2007-08			
	Primary school	226		
	Upper primary school	225		
(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 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)
	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 classrooms		
		Primary 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)	--	

CADR

	Note: Figures within parenthesis denote percentages.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 89 sampled schools.	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	The health facilities were reported to be provided in the last six months in only 48.4 percent sampled primary schools and in 52 percent sampled upper primary schools.	
(v)	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 34.4 percent sampled primary schools and in 68.0 percent upper primary schools and it was being used.	
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	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 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	
(xi)	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, 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 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:-	
	Achievement level	Percentage of students
	Primary Schools	Upper Primary Schools

CADR

	A	5.0	4.0
	B	25.0	12.0
	C	22.5	16.0
	D	20.0	24.0
	E	27.5	44.0
Source:- Field survey, SSA programme			
Broad conclusions are as follows:			
(i) The percentage of students getting grade A was less than 5 percent in primary schools and upper primary schools got a grade A			
(ii) The percentage of students getting grade B was 25.0 percent in primary schools and 12.0 percent student got B grade in UPS			
(iii) The percentage of students getting grade C was 22.5 percent in primary schools and only 16.0 percent students got grade C in upper primary schools.			
(iv) The percentage of students getting grade D was 20.0 percent in primary schools and 24.0 percent in upper primary schools.			
(v) The percentage of students getting grade E was 27.5 percent in primary schools and 44.0 percent in upper primary schools.			
In view of the above, the achievement level of students for primary school was satisfactory and in upper primary schools it was unsatisfactory as 44.0 percent students got less than 33 marks.			
xii	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.		
(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 was no under age child the sampled schools. Ten children in primary schools and 8 children in upper primary schools were overage.		
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?		To be ascertained from teachers/VEC schools records.
	Four hundred twelve children in the sampled 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.		
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?		Information to be obtained on the basis of school records and discussion with teachers.
	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:-		
	Class	Number of repeaters	Percentage of repeaters
	1	8	0.41
	2	--	--
	3	7	0.29
4	11	0.51	

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	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

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
Annexure-I attached with Farrukhabad report
<p>2. Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
Annexure-II attached with Farrukhabad report
<p>3. Annexure 3 – School Grant</p> <p>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.</p>
Annexure-III attached with Farrukhabad report
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
Not available
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are</p>

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<p>habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure-V attached with Farrukhabad report</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Not available</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Not available</p>
<p>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>Not available</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Not available</p>
<p>11. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>Not available</p>

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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

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

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			

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	14. Kol Gadahiya			
	15. Pahara-II			
	16. Ragauli-I			
	17. Baratpur Tarow (new)			
Manikpur	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)			
Pahadi	32. Itaura	13. Itoura		
	33. Kandhaipur	14. Gauhami Kala		
	34. Ora-I	15. Hardauli		
1	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. Ahranpurwa (Chaura)			
	44. Nahera			
	45. Mahrajpur			
	46. Tarkiha Purwa (new)			
Mau	47. Pathakpurwa	20. Bargarh		

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	48. Sesa	21. Lalta Road		
	49. Mankuwar	22. Matiyar ka purwa		
	50. Kopa	23. Man kuwar		
	51. Matiyara ka purwa	24. Kopa (new)		
	52. Bamburi			
	53. Barua			
	54. Khaptiha-II			
	55. Kol Majra-I			
	56. Suarha			
	57. Pahadpurwa			
	58. Bausada			
	59. Kechuhat (new)			
Ram Nagar	60. Ragauli	25. Kanya-Ramnagar		
	61. Bandhi	26. Hanna		
	62. Kapuri	27. Kanya Rupauli		
	63. Rupauli	28. Reethi (new)		
	64. Barethi			
	65. Shambhupur			
	66. Hanna-I			
	67. Hanna-II			
Urban Area	68. Naya Bazar karvi-2	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

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

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	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.				
59.	TRENDS: Extent of variation (As per school records vis-à-vis Actuals on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	10097	10097	2897	2897
	(ii) Number of students attending the schools on the date of visit	5320	4063	1809	1407
	(iii) Number of students availed MDM as per register	5166	3748	1682	1285
(iv) Number of students actually availed MDM on the date of visit	Not Known	3732	Not Known	1218	
Source:- Field survey, SSA programme					
60.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (x) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	Foodgrains were received in all sampled primary schools and upper primary schools regularly.				
	(xi) 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 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					

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61.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(x) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was in all the sampled schools received in advance regularly.	
	<p>(xi) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Gram Pradhans arrange from their own resources to provide cooking cost.	
	<p>(xii) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
Cooking cost was being paid through Bank.		
62.	<p><u>SOCIAL EQUITY:</u></p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	Observations
	No	
63.	<p><u>VARIETY OF MENU:</u></p> <p>(x) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	Observations and discussion with 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	
64.	<p>(xi) Is there variety in the food served or is the same food served daily?</p>	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.	
	<p>(xii) Does the daily menu include rice / wheat preparation, dal and vegetables?</p>	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 schools and upper primary schools.	

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65.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on g) Quality of meal:	Observations of Investigation during MDM service
	The students of 93.0 percent of primary schools and 95.6 percent of upper primary schools were satisfied with the quality of meal.	
	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 the children of five schools (4 PS+ One UPS).		
66.	<u>SUPPLEMENTARY:</u> (x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in 56.3 percent 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		
67.	<u>STATUS OF COOKS:</u> (iv) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs and self help groups.	
	(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.	

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	(iii)What is remuneration paid to cooks/helpers?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and 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 cooks/helpers regularly?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Monthly payment to the cooks was being made regularly in 85.9 percent primary schools and in 84.0 percent upper primary schools			
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Social category wise cooks are given below:-			
	Social Category	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 percentage.			
68.	<u>INFRASTRUCTURE:</u>		School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.	
	Particulars	Number of Kitchen		
		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 (12.0)		

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	(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)		
	(a) Constructed and use	24 (37.51)	10 (40.0)		
	(b) Constructed but not in use	2 (3.1)	0 (0.0)		
69.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation			
	The meal was cooked in the kitchens of 79.9 percent primary schools and in others in the campus of 21.1 percent schools. MDM was cooked in the kitchens of 40.0 percent upper primary schools and in other places and the campus of 48.0 percent schools and it was cooked. Out side school premises in the remaining 12.0 percent upper primary schools.				
70.	Whether potable water is available for cooking and drinking purpose?	-do-			
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.				
71.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme			
	Kitchen utensils for cooking food were adequate in all the sampled primary/upper primary schools.				
72.	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 schools			
		PS	UPS		
	(a) LPG alone	17 (29.8)	3 (13.0)		
	(b) Wood alone	33 (57.9)	16 (69.6)		
	(c) LPG and Wood	7 (12.3)	4 (17.4)		
Note: - Figures within parenthesis denote percentage.					
73.	<u>SAFETY & HYGIENE:</u>	Observation			
	iv. 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:-				
	Particulars	Percentage of schools			
		Primary schools		Upper primary schools	
		Good	Satisfactory	Good	Satisfactory
	Environment	92.2	7.8	88.0	12.0
Safety	79.7	20.3	76.0	24.0	
Hygiene	70.3	29.7	72.0	28.0	
Source:- Field survey, SSA programme					

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	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?			observation			
	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 members			
	Extent of participation by 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						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		
		Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram panchayat/ Urban bodies
74.	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 survey, SSA programme.						
	The participation of VECs toward supervision of MDM was good in 59.4 percent primary schools and in 76.0 percent in upper primary schools.						
	(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		

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		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.							
75.	INSPECTION & SUPERVISION				School records, discussion with head teacher, teachers, VEC, Gram Panchayat members		
	Has the mid day meal programme been inspected by any state/district/block level officers/officials?						
	Level of inspected authority		Number of schools inspected towards MDM				
			Primary schools		Upper primary schools		
	District		5 (7.8)		3 (12.0)		
	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 within parenthesis denote percentage							
76.	IMPACT				School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.		
	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.						

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	<p>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.</p>
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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):

(xxxii)	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 schools			
		PS	UPS	Total	
	(i) Number of schools sanctioned (including spillover) in the financial year 2008-09.	67	28	95	
	(ii) Number of schools opened	67	28	95	
(xxxiii)	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 95 new schools has been identified as reported by BSA. Out of 95 new schools 10 schools were visited by research investigators of CADR and land for these 10 schools was found identified.				
(xxxiv)	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			
	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.				
(xxxv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	The 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.				
(xxxvi)	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.			
	Particulars	Number of teachers			
		PS		UPS	
		Sanctioned	Appointed	Sanctioned	Appointed
	(a) Regular teachers	67	67	84	28
(b) Para teachers	67	45	Not applicable	Not applicable	

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	Total	134	112	84	28
(xxxv)	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		
	(a) Regular teachers	67	28		
	(b) Para teachers	45	Not applicable		
Two regular teachers and one para teachers in eight sampled primary schools and none teacher in two sampled upper primary schools were in position					
(xxxvi)	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?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.			
	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.				
(xl)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.			
	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:

(liii)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.		
	Item	Number of works		
		Target	Completed	In progress
	(a) primary schools	67	67	
	(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		

CADR

	(i) BRC	NIL	NIL	--	
	(j) NPRC	NIL	NIL	--	
	(k) Rain Water harvesting for PS	NIL	NIL	--	
	(l) Rain Water harvesting for UPS	NIL	NIL	--	
(liv)	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.		
	Item	Number of works			
		Checked	Found Completed	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 by technical persons for execution of civil work?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	Yes (in all the ten schools visited)				
(lvi)	Whether community manual for civil works has been prepared and is available with VEC/SMC?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	Yes (in all the ten schools visited)				
(lvii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	There was no target of construction of ramps in the new ten schools visited.				

CADR

(lviii)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).			
	Yes (in all the ten schools visited)				
(lix)	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 District level – Coordinator (Construction)				
(lx)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	The Junior engineers of RES department had supervised the construction work of three new schools out of ten schools visited by research investigators of CADR. The details of supervision of construction work are given below:				
	Name of schools		Designation of supervisor	Number of time	Stage of supervision
	Primary school Dhokha, Block Vidhnu		Junior engineer RES	1	Door level
			DC Construction	4	Foundation, door, lintel and completion stage
	Primary school Fattaipur Daxin, Block Vidhnu		DC Construction	2	Lintel and completion stage
	Primary school Meel, Block Bhitara Gaon		Junior engineer RES	1	Lintel level
			DC Construction	2	Foundation and lintel level
	Primary school Nagla, Block Ghatampur		DC Construction	2	Lintel and completion stage
	Primary school Madneypur, Block Shivrajpur		DC Construction	5	Foundation, door, lintel, completion stage and finishing stage
	Primary school Bhaggi Niwada Block, Shivrajpur		DC Construction	2	Door and lintel level
	Primary school Chakatta purwa Block Bilhaur		DC Construction	2	Foundation and lintel level
	Primary school Ratiram purwa Block Bilhaur		DC Construction	2	Door and lintel level
Upper primary school Nibiaya Block Bhitara Gaon		DC Construction	2	Lintel and Completion stage	
Upper primary school Sajaini Block Ghatampur		Junior engineer RES	1	Door level	
		DC Construction	3	Foundation, lintel and completion stage	
Construction works of four additional rooms of the existing schools were also supervised by the district coordinator (Construction) at foundation stage and lintel level.					

CADR

(Ixi)	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.	
(Ixii)	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.	
(Ixiii)	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 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	
(Ixiv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The construction of ten new schools and four additional classrooms in the exiting four schools visited by CADR was found satisfactory.	
(Ixv)	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:

CADR

	<p>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?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>					
	<p>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.</p>						
(xvi)	<p>Number of children who had received free text books</p>						
	<p>Particulars</p>	<p>Primary Schools</p>			<p>Upper Primary Schools</p>		
		<p>Boys</p>	<p>Girls</p>	<p>Total</p>	<p>Boys</p>	<p>Girls</p>	<p>Total</p>
	<p>Number of students to whom free text books have been distributed</p>	<p>81594</p>	<p>83504</p>	<p>165098</p>	<p>21240</p>	<p>25410</p>	<p>46650</p>
	<p>Number of students who received free text books from SSA funds</p>	<p>28190</p>	<p>83504</p>	<p>111694</p>	<p>8285</p>	<p>25410</p>	<p>33695</p>
	<p>Number of students who received free text books from State Govt. funds</p>	<p>53404</p>	<p>--</p>	<p>53404</p>	<p>12955</p>	<p>--</p>	<p>12955</p>
	<p>Source:- BSA Kanpur Nagar</p>						
(xvi)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>					
	<p>The text books had received in the month of June, 2008 and distributed upto 31st July, 2008. (Annexure-II)</p>						
(xix)	<p>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.</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p>					
	<p>No, All students had received text books in time.</p>						
(xx)	<p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p>	<p>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.</p>					
	<p>All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.</p>						

(d) School grants:

(xxi)	<p>Total number of schools district-wise in primary and upper primary to whom school grants are</p>	<p>Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI.</p>
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CADR

	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 guidelines is to be enclosed with the Monitoring Report.	
	Number of schools to whom grant was approved for the year 2008-09	PS	UPS
		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?	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.	
(xxi)	Number of schools to whom funds were released	PS	UPS
		1527	521
	Date of release of this grant to VECs	31-07-08	
	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 obtained from DPO of districts visited by MI.	
	No, purchases from school development grant were made by BSA.		
(xxi)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.	
	Date of receive the school grant to VEC accounts – July, 2008 to December, 2008. All grant in PS and in 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 spot from the passbook and expenditure statement maintained by school/VEC.	
	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 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	Number of teachers sanctioned and in position	
		PS	UPS

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		Sanctioned	In position	Sanctioned	In position
	(a) Teachers	307	307	894	894
	(b) Para teachers	2930	2847	--	--
	Total	3237	3154	894	894
(i)	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 as teachers. BSA is empowered to appoint the teachers.				
(ii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Assistant teacher are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are appointed by promotion from assistant teachers.				
(iii)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.			
	VEC is empowered to recruit para teachers (Shiksha Mitra) only.				
(iii)	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.			
	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 follows:-				
	Particular			Number of teachers	
				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)
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.					

CADR

(liv)	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.		
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.			
(lv)	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 27 percent man-days training was provided to the teachers of primary schools and 12.09 percent man-days training was given to the teachers of upper primary schools till December 2008			
	Particulars		Number of man-days	
			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)
	Source:- DIET Kanpur Nagar			
	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			
	The details of venue of training are given below:-			
	Venue of Training	Percentage of teachers of		
		PS	UPS	
DIET	13.9	16.7		
BRC	74.4	61.9		
NPEC	8.9	11.9		
Others	2.8	9.5		
(d) Trainers				
Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.				

CADR

(lvi)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>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.</p>	
(lvii)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>Refreshers training was not imparted to para teachers</p>	
(lviii)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
	<p>The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Mathematics, English and Science subjects.</p>	
(lix)	<p>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)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>BRC 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. Eleven BRC and 97 NPRC are functioning in the district out of which five BRC and five NPRC were selected for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:</p>	

CADR

	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 (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 lesson 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/ bridge 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.			
(ix)	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:

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

CADR

	(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	
(xiv)	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.		
	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 (Annexure-V)			
(xv)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.		
	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	64 (100.0)	24 (100.0)	
	Number of teachers in the sampled schools	272	80	
	Number of schools received TLM amount	64 (100.0)	24 (100.0)	
	Number of teachers who received TLM amount	263 (96.7)	80 (100.0)	
	Date of receipt of TLM grant	20-01-09 to 26-04-09	7-2-09 to 14-04-09	
	Amount received (in Rs)	131500	40000	
	Amount utilized (in Rs)	122500	38000	
	Number of schools in which TLM was used by students	64 (100.0)	24 (100.0)	
	Number of schools in which TLM was used by teachers (Always)	6 (9.4)	4 (16.7)	
	Source:- Field survey, SSA programme			
	Note:- 1. Figures within parenthesis denote percentages 2. Teachers and students used TLM of this year and previous years.			
	All the teachers of sampled schools had received one day training on TLM			

(g) EGS & AIE:

CADR

(ci)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>		
<p>The details about EGS/AIE Centres in the district are given below:-</p>				
<p align="center">Particulars</p>		<p align="center">EGS</p>	<p align="center">AIE</p>	<p align="center">Total</p>
<p>Number of EGS/AIE Centres continued from previous years to this year</p>		<p align="center">8</p>	<p align="center">63</p>	<p align="center">71</p>
<p>Number of EGS/AIE Centres sanctioned in the financial year 2008-09</p>		<p align="center">--</p>	<p align="center">--</p>	<p align="center">--</p>
<p>Total number of EGS/AIE Centres in working position in the financial year 2008-09</p>		<p align="center">8</p>	<p align="center">63</p>	<p align="center">71</p>
<p>Amount released (in lakh Rs.)</p>		<p align="center">4.79</p>	<p align="center">2.22</p>	<p align="center">7.01</p>
<p>Amount utilized (in lakh Rs.)</p>		<p align="center">4.79</p>	<p align="center">2.22</p>	<p align="center">7.01</p>
<p>Source:- BSA, Kanpur Nagar</p>				
<p>Four RBCs and five NRBCs had been sanctioned for the year 2008-09 and all had been conducted</p>				
(cii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>		
<p align="center"><u>Social group-wise number of enrolled children in EGS/AIE Centres are given below</u></p>				
<p align="center">Social group</p>		<p align="center">Target for 2008-09</p>	<p align="center">Number of children enrolled</p>	
<p align="center">SC</p>		<p align="center">797</p>	<p align="center">797</p>	
<p align="center">OBC</p>		<p align="center">666</p>	<p align="center">666</p>	
<p align="center">Minority</p>		<p align="center">313</p>	<p align="center">313</p>	
<p align="center">Others</p>		<p align="center">198</p>	<p align="center">198</p>	
<p align="center">Total</p>		<p align="center">1974</p>	<p align="center">1974</p>	
(ciii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>		
<p>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.</p>				
<p align="center"><u>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</u></p>				
<p align="center">Particulars</p>		<p align="center">Numbers of children</p>		
		<p align="center">Boys</p>	<p align="center">Girls</p>	<p align="center">Total</p>
<p>Number of children enrolled in these AIE Centres on the date of visit as per register</p>		<p align="center">26</p>	<p align="center">28</p>	<p align="center">54</p>
<p>Number of students present on the date of visit</p>		<p align="center">24 (92.3)</p>	<p align="center">25 (89.2)</p>	<p align="center">49 (90.7)</p>

CADR

	Source:- Field survey SSA programme	
	Note:- Figures within parenthesis denote percentages	
(civ)	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 lectures of DIET. The duration of training was 15 days. Two EVs of sampled AIE centres were found trained. The training provided to EVs was found satisfactory.	
(cv)	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/NPRC coordinators. The EVs of two sampled AIE Centres were also getting academic support from BRC/NPRC coordinators.	
(cvi)	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.	
(cvii)	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 honoraria through bank regularly. No delay in payment was reported.	
(cviii)	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 of visit.	
(cix)	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 trained and had received training in capacity building conducted by state project office.	
(cx)	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 monthly on the prescribed format.	

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(cxi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
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		
(cxviii)	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 from AIE Centres to schools. About 85.0 percent children were enrolled in Government schools and 15.0 percent in Private schools during the year 2008-09.		

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(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 visit 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-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 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 Field visit 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)
(cxxiii)	The achievement level of children studying in EGS/AIE facilities?	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.					
(cxxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.				
	The rapport of instructors with children was found satisfactory.					
(cxxv)	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 two sampled AIE centres in the academic year 2008-09 in time. Student was using these books. No delay in supply of books was reported.					

(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.	
	Number of CWSN children identified during the financial year 2008-09	6296	
	Number of CWSN children enrolled	5288	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.	
	Number of children provided with aids/appliance during the financial year 2008-09 in the district	392	

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	Number of children provided with aids/appliance in the sampled schools	7
(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?	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.
	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?	Information to be obtained from DPO of districts visited by MI.
	Yes, IED Coordinator has been 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?	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.
	Format for monitoring has been provided and periodic reports are furnished to SPO..	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	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 upper primary schools out of 64 primary schools and 24 upper primary schools visited by investigators of CADR.	
(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	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	On an average 41 parents in a primary school and 32 parents in a upper primary school were counseled about CWSN.	
(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.

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	Number of children enrolled	50
	Number of children present	4

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	7
	Number of model cluster schools functioning in the district	7
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	(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 sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Model cluster schools had 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 girl's education.	
(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.
	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	

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	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	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	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 Vidyalaya (KGBV):

No KGBV exists in the district.

(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 been established in the district. One EMIS incharge and one computer operator was in position. Two computers were 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 31 st 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	

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(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 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 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 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?	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 available 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 448 members (323 in primary schools and 125 in upper primary schools) in 88 sampled schools. Out of these 448 members, 143 (31.9 percent) were female members.					
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?		Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.			
	(a) As per guidelines, VEC meeting should be held every month in each school. Four meetings were held during the last six months					
	(b) There were 448 members in 88 sampled schools. Out of these 448 members, 424 (94.6 percent) members participated in the VEC meeting regularly.					
	(c) Women and SC/ST member of VECs participated in the meeting regularly.					
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?		Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.			
	Training was not imparted to the members of VECs of the sampled schools till the date of visit.					
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?		Information to be obtained from VEC and verified on the basis of records by MI during field visits.			
	The details of contribution of VECs for improving the school condition is given below:-					
	Contribution of VECs for improving the condition of schools					
	Particulars		Percentage of schools			
			Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
	Primary schools					
	(a) Good		54.7	46.0	84.4	53.1
	(b) Satisfactory		45.3	53.1	15.6	46.9
(c) Unsatisfactory		0.0	0.0	0.0	0.0	

CADR

	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				
(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 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?		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 post created under SSA		Number of Post	
			Sanctioned	In position

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	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, Typist, Consultant, Clerk, Steno, Driver and Peon)	8	5
	Source: BSA Kanpur Nagar		
	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	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 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 2007-08	
	Primary school	233
	Upper primary school	233

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	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 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:		
	Status of buildings	Number of schools	
		PS	UPS
	Good	52 (81.2)	21 (87.5)
	Satisfactory	12 (18.8)	3 (12.5)
(ii)	Note: Figures within parenthesis denote percentages.		
	(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:		
	Status of buildings	Number of classrooms	
		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.		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.	
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 88 sampled schools.		
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.	
	The health 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.		
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.	

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	The play material was available for children in only 85.9 percent sampled primary schools and in 87.5 percent upper primary schools and it was being used.	
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	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 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.
(xi)	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 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 examination had finished. Hence achievement level of children could not be ascertained.	
xii	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.	
(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 was no under age or over age child in the sampled schools	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	One hundred seventy children in the sampled primary schools and 21 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 191 children, one hundred twenty children were continuing their studies in other schools.	

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(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?		Information to be obtained on the basis of school records and discussion with teachers.
	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
	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

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
Annexure-I attached with Farrukhabad report
<p>2. Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
Annexure-II attached with Farrukhabad report

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<p>3. Annexure 3 – School Grant</p> <p>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.</p>
<p>Annexure-III attached with Farrukhabad report</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Not available</p>
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure-V attached with Farrukhabad report</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Not available</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Not available</p>
<p>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>Not available</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many</p>

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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

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

Name of the block 1	Primary schools 2	Upper primary schools 3	EGS/AIE Centres 4	KGBV 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)		

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	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			
	47. Jagdeshpur			
1	2	3	4	5
9. Sarsaul	48. Karvigaon	20. Hathipur	1. 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. Taudhakupur	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)			

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(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

77.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	Students, Teachers & Parents			
	Hot cooked meal was served in all primary and upper primary schools regularly upto May 8, 2009. The midday meal was not served with effect from 9.5.2009 as the children were not coming to school. The teachers of the schools reported that annual examinations were over and the children were not coming to schools.				
78.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.			
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit

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	(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					
79.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (xiii) 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.			
	Out of 64 sample primary schools, foodgrains were received in 60 schools regularly. Food grains were received in all the 24 sampled upper primary schools regularly. In four primary schools food grains were not delivered for may 2009				
	(xiv) Is buffer stock of one-month's requirement maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries			
	Buffer stock of one months requirement of foodgrains was maintained in 93.7 percent primary schools and in 100 percent upper primary schools.				
	(xv) 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 64.1 percent primary schools and in 54.2 percent upper primary schools.				
80.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (xiii) 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 98.4 percent primary schools and in all sampled upper primary schools. In one primary school of Kalyanpur block, cooking cost was not received by VEC from April, 2009				
	(xiv) 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.				
	(xv) 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.					
81.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations			
	No				

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82.	<u>VARIETY OF MENU:</u> (xiii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM menu was displayed in all the sampled primary schools and upper primary schools and they were able to adhere to the menu.	
83.	(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 was served as per menu in 95.3 percent primary schools and in 95.8 percent upper primary schools. MDM was not served according to menu in 4.7 percent primary schools and in 4.2 percent upper primary schools.	
	(xv) 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 and upper primary schools.	
84.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on Quality 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 quality of meal.	
	i) Quantity 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 children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
The main reason of dissatisfaction of MDM was repetition of food as reported by the children of a few schools.		
85.	<u>SUPPLEMENTARY:</u> Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were not supplied in any sampled primary schools and upper primary schools.	
	(xiii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Micronutrients were not supplied in any sampled school.	
	(xiv) Is there school Health Card maintained for each child?	Teachers, Students, School Record
NO		
86.	<u>STATUS OF COOKS:</u> (v) 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.

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Meal was cooked and served by the cooks appointed by VECs in 51 primary schools and in 19 upper primary school. In the 13 primary and 3 upper primary schools it was served by NGO.			
(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 cooks/helpers?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
On an average a cook received Rs 661/- per month in a primary school and Rs 676/- per month in a upper primary school.			
(iv).Are the remuneration paid to cooks/helpers regularly?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
Monthly payment to the cooks was being made regularly in 75.0 percent primary schools and in all sampled upper primary schools			
(v)_Social Composition of cooks /helpers? (SC/ST/OBE/Minority)		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
Social category wise cooks are given below:-			
Social Category	Number of cooks		
	Primary schools	Upper primary schools	
Schedule caste	9 (15.8)	2 (9.5)	
Other Backward classes	38 (66.7)	17 (81.0)	
Minority	1 (1.7)	0 (0.0)	
Other	9 (15.8)	2 (9.5)	
Total	57 (100.0)	21 (100.0)	
Source:- Field survey			
Note:- Figures within parenthesis denote percentage.			
87.	<u>INFRASTRUCTURE:</u>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.	
	Particulars	Number of Kitchen	
		PS	UPS
	(i) Pacca Kitchen shed-cum-store	18 (28.1)	0 (0.0)
	(a) Constructed and use	18 (28.1)	0 (0.0)
	(b) Constructed but not in use	0 (0.0)	0 (0.0)
	(c) Under construction	0 (0.0)	0 (0.0)
	(d) Sanctioned but construction not started	4 (6.3)	6 (25.0)
(e) Not sanctioned	5 (7.8)	16 (66.7)	

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	(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)		
88.	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		
	The meal was cooked in the kitchens of 78.1 percent primary schools and open space within the boundary of 1.6 percent 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				
89.	Whether potable water is available for cooking and drinking purpose?		-do-		
	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 cooking food are adequate?		Teachers/Organizer of MDM Programme		
	Kitchen utensils for cooking food were adequate in all sampled primary schools and in all sampled upper primary schools				
91.	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 schools		
			PS	UPS	
	(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 denote percentage.					
92.	<u>SAFETY & HYGIENE:</u>		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:-				
	Particulars	Percentage of schools			
		Primary schools		Upper primary schools	
		Good	Satisfactory	Good	Satisfactory
	Environment	43.8	56.2	87.5	12.5
	Safety	59.4	40.6	83.3	16.7
	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			

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	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.					
94.	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					

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	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)
<p>Source:- School records</p> <p>Note:- Figures within parenthesis denote percentage</p>			
95.	<p>IMPACT</p> <p>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.</p>		<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>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 88 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 24 upper primary schools, improvement in enrollment was reported in 57.8 percent primary schools and in 41.6 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.</p>		

