

**2nd HALF YEARLY MONITORING REPORT
OF National Institute of Rural
Development
ON SSA AND MDM
FOR THE STATE/UT OF Andhra Pradesh
FOR THE PERIOD OF
1ST February, 2009 to 31ST July, 2009**

DISTRICTS COVERED

- 1. Adilabad**
- 2. Guntur**
- 3. Kurnool**
- 4. Mahabubnagar**
- 5. Prakasam**
- 6. Ranga Reddy**



1. 2nd HALF YEARLY MONITORING REPORT OF NATIONAL INSTITUTE OF RURAL DEVELOPMENT ON SSA AND MDM FOR THE STATE/UT OF ANDHRA PRADESH FOR THE PERIOD OF

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1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	National Institute of Rural Development, Rajendranagr, Hyderabad-A.P
2.	Period of the report	1 ST February 2009 to 31 ST July, 2009.
3.	No. of Districts allocated	Six
4.	District names	Adilabad, Guntur, Kurnool, Prakasam, Mahabunagar and Ranga Reddy
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	1. Adilabad – 19.03.2009 to .2.04.2009 2. Guntur 02.03.2009.2008 to 14.3.2009 3. Kurnool 14.06.2009.to 26.06.2009 4 . Prakasham 09.02.2009 to 18.02.2009 5. Mahababunagar 28.06.2009 to 14.07..2009 6 .Ranga Reddy 15.07.2009 to 26.7.2009.
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated	Forall the six districts total comes to 32.000
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	The monitoring sample consists of 1365 schools which consist of 230 Schools from Adilabad, 250 schools from Guntur, 210 from Kurnool, 220 schools from Prakasham, 215 Schools from Mahabubnagar and

		Ranga Reddy consists 240.
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	Yes
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).	YES
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	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	Yes
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	No, NI RD is not a lead institution

2. Executive Summary of all the districts report

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

1. Adilabad – Not proposed
2. Guntur: Not Proposed
3. Kurnool : Not proposed
- 4 . Prakasham Not Proposed
5. Mahababunagar Not Proposed
- 6 .Ranga Reddy
Not proposed

(b) Civil Works:

On the whole the civil works aspect in all the sample districts are at satisfactory level since in most of the cases the construction of additional classrooms were in progress and only in few instances the construction was completed. In majority of the districts the class room board's quality is quite neglected items.

- In Adilabad district Additional Class rooms construction target achieved 81.7% out of 1407 nearly 1150 were achieved and the remaining are in progress.
- In Guntur District 100 % Achievement of the ACR target including the spill over also.
- In Kurnool district the work progress of Additional class rooms is 96%.
- In Prakasham District the work is very good and the quality of works are also standard.
- In Mahabubnagar district the construction of Additional class rooms are at roof level and the quality is also good.
- In Ranga Reddy district 100% construction of Additional class rooms were observed and the quality is also very good.
- 35 KGBV school buildings are constructed in the year 2008-09. Majority are at the stage of final finishing. So far out of 94 (1st Phase sanctioned)KGBV's 09 were not grounded because of poor response from the Tenders.

3. Construction of Ramps

Though the construction of ramps in newly constructed school buildings KGBV's have been completed but in terms of their utility to differently abled persons there is a need to look into the design aspect. Nearly 75% schools do not have ramp facility for CWSN children in all the six sample districts **Adilabad, Guntur, Kurnool, Prakasham, Mahabubnagar and Ranga Reddy.**

4. Convergence of Drinking Water and Sanitation

Though the convergence aspect among SSA, Swajaldhara and Total Sanitation Campaign has been established in a noteworthy manner in all the Six districts of the sample. **In the present year no substantial work was under taken.**

5. Quality of Construction of Physical Facilities

Quality of construction of physical facilities like toilets, kitchen sheds and other civil works is found good. In all the Six districts of the sample the construction of kitchen shed needs to be improved.

6. Distribution of Free Text Books

Distribution of free textbooks to all the eligible schools children is found to be satisfactory. In all the Six districts **Adilabad, Guntur, Kurnoo, Prakasham, Mahabubnagar and Ranga Reddy**. of the as the distribution of books done in the months of July and August 2008. But in some districts like Mahabubnagar and Ranga Reddy the slight delay in distribution was noticed.

7. School Grants

School grants in all the sample districts delayed in this academic year. Though the State has released in the month of August itself. In some districts the delay in budget release is observed. Specific purpose only. It should be reached to the school point in the month of July, August so that teachers will use during the Academic session.

8. Utilization of School Grants

Though utilization of school grants is satisfactory in all the Six districts **Adilabad, Guntur, Kurnoo, Prakasham, Mahabubnagar and Ranga Reddy** of the sample but in many a case the deviation was observed. In some districts like Karimnagar, Nalgonda the school grants were not utilized by the teachers simply they have drawn.

9. Teachers and Teacher Training

Teachers were largely exposed to training as per the mandate 9 days training was given in the beginning of Academic year. The state has planned to cover the 10 man days of training through monthly meetings of School Complexes.

10. Role of MRCs and CRCs

Based on the field observations and data collected, it was established that there has been a huge gap between actual performance and expected roles of MEO's, MRC's and CRC'S. Man power shortage at MRC level is hampering the quality of implementation of the programme. Monitoring of activities should be concentrated with utmost care. **In all the sample districts the role of school complex Head master is very poor and totally it is dysfunctional.**

11. Teaching/Learning Material

There has been consistent delay in release of TLM grants concerned across all the districts concerned. In some districts till February 2009 teachers have not received Teaching Learning Material grants these grants are at the Mandal Educational Officers.(Block level)

12. Training of Teachers on TLM Preparation

Training imparted on TLM preparation was attempted only during the organization of Melas. Organising Melas and treating this as training of TLM for teachers is totally unscientific. Even the teachers those who are participating in melas are not utilizing the prepared material in their regular class room interactions. Therefore separate training on TLM may be planned

13. EGIS and AIE

Both the centers were effective in attracting the attention of society and fulfilled their role in outreaching educational facilities to the concerned. However, the institution of volunteers in this regard was quite neglected, as they have not been paid regularly. Salaries of these volunteers are to be released regularly to ensure more efficacies of these centers. There is lot of discrepancy in the data provided by the District Project offices and the

actual number of Out of school children observed by the MI in all the sample districts which the institute has visited.

14. Kasturba Gandhi Vidyalaya

Functioning of these institutions is found to be satisfactory. But the societies concerned in managing these schools are not releasing the grants and clearance of bills etc. Similar is the negligence in reference to recruitment of staff in these schools. However, the civil works carried out among these institutions were not up to the expected level. In most of the KGBVs the newly admitted children especially in Tribal Welfare department managed schools were not provided any facilities like clothing, bedding etc. Even for earlier classes also only once clothing was supplied. This should be supplied every year. In place giving cosmetic charges the department is supplying the soaps, shampoo, oil etc. The MI observed that the supplied soaps were not having good quality.

The quality of food served in the KGBV is good and children are satisfactory with the food and teaching. There is a need of appointing Physical Education Teacher in the KGBV's for maintaining discipline and training in sports .

15. Children with Special Needs

Attention and care on differently able children is quite noteworthy and commendable. The quality of aids supplied need to be improved keeping in view the specific degree of impairment. **Home based education for the children of special needs is commendable** the resource persons are doing excellent work in all the sample districts visited by the Monitoring Institute.

16. NPEGL

Establishment of Model Cluster Schools is of great success but the amenities provided in these institutions were not up to the mark. **The impact of these clusters on enrollment and retention of girl children is still doubtful. At present there are no activities in Model cluster schools.** Since they were not given any fund this year. **Previous year funds are available with the schools and all are unspent. The vocational training part in the NPEGL has to be concentrated more.**

17. DISE

Though the collection of data and dissemination aspects have been taken care This year some positive steps were taken to impart the training of filling up of DATA of DISE.

18. Research and Evaluation

Most of the research studies taken up were not completed due to lack of monitoring, delay in approval and sanctions. This in context, the research and evaluation wing at state level needs to be strengthened to remove the flaws in this regard. Even for sanctioned project there is huge delay of release of grants to the institutions hampered the timely submission of research reports. The new areas of research have to identified and undertaken.

19. Staffing and Project Management:

The project Management at the District level is not with the mission mode of functioning. **The problem of Intra and inter coordination is observed both at District level and Sub district level among the project functionaries and the line department like Education.**

20. Mid-Day Meal Scheme

At overall level, the scheme has been quite successful and provision of meals and other related aspects were quite good. However, storage facilities and kitchen-shed facilities, in specific, have to be improved. Further, it was noticed that most of the schools were causing immediate environment problem by consuming firewood from the surrounding areas. Hence, LPG facilities have to be extended through the scheme.

21. Monitoring Mechanism

It was observed that though the interventions through SSA and MDM have more or less been commendable yet the derived results were not so effective due to lack of consistent monitoring mechanism and effective functioning of staff. In sample districts it is found that MEOs is monitoring the scheme occasionally, but a mechanism has to be evolved to involve parents and community effectively in monitoring the scheme. Mandal Resource Persons appointment is in the process of completion. And after appointment they should be given through training in monitoring the activities of SSA and MDM.

III. Suggestions for Quality Improvement

Given the observations derived through the monitoring exercise, it was, in general, found that the interventions were quite appreciable and yielding good results. However, there is room for improvement given the quality and quantum of resources placed at the disposal under SSA. This in background, the following are certain suggestive measures:-

- i. Experienced, innovative, meritorious teacher educators need to be identified and deployed in the project as officials. **There should be not be parallel system of functioning of SSA it should be merged with the line department of Education.**
- ii. Content analysis of textbooks should be carried out for ensuring right attitudes and values expected for all round development of children. The modules prepared by SSA should be reviewed before publication to avoid duplication. MI has observed lot of duplication in many modules.
- iii. For the improvement of primary education in tribal areas, all the PMRCs should be strengthened and the tribal teachers should be given more training on attitude and behavioral change, improvement of language proficiency as well as teaching

competencies. Further, monitoring mechanism at ITDA level should be strengthened for effective functioning of schools.

- iv. **.Intra and inter coordination between the SSA, Education department and other departments is a new challenge that should be worked out and attempted seriously so that most of the implementation difficulties will be solved.**
- v. **School complex monitoring system is totally dysfunctional and there should be separate system of cluster resource centres. If possible in the state many Qualified Education Graduates are available with M.ED qualification for contract appointment this should be thought of as an alternative strategy.**

3. District Level half yearly Monitoring Report

(The Ministry/TSG needs districts wise information as per the TOR 2008-2010)

7.1. Name of the District : **Adilabad**

7.2. Date of visit to the Districts/EGS/schools : **Adilabad 19.03.2009 to 02. 04.2009**

8.3. 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 state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	As per the State component plan 2008-09, No new upper primary schools were sanctioned and previously sanctioned all are operationalised. Monitoring Institue has also visited Nirmal and Mancheriyal Mandals.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Land for construction of the school is in the identification process for the previously operatioinalised schools.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	The funds were allocated and the School Management Committees are receiving	
(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.
	Construction work approvals were made	

(v)	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.
	Some schools started the technical aspects of construction.	
(vi)	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 approval of construction process at the finalization stage	
(vii)	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.
	The recruitment process is notified by the Government. The recruitment of teachers is through the District Selection Committee. There fore the process has to be completed. Then only the new teachers will be placed. However, the Vidya volunteers are posted and some posts are filled through substitute arrangement.	
(viii)	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.
	The teacher posts sanctioned for new schools on par with the teacher pupil ratio.	
(ix)	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.
	No, since the selection process has not completed.	
(x)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	The grants are sanctioned and procurement of TLM is in the process.	
(xi)	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.
	The guidelines have been issued by the State project office and the items to be procured to new school were approved by the technical committee waiting for the purchase order.	

(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.
	1405 Additional class rooms wer sanctioned out of this almost all are completed and others are in progress.	
(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.
	Sample check by the MI of civil works in the district of Adilabad was undertaken and it is observed that the construction work is satisfactory.	
(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).
	The School Management Committees were given orientation regarding the technical supervision.	
(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).
	Guidelines were prepared and given to the School Management Committees.	
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	In all the sample schools of the district the monitoring institute observed that majority of the schools is not having the ramp facility this is particularly in old buildings. As far as newly sanctioned buildings the ramp facility is provide. Construction of ramp is found to be not up to the mark in few places like Bellampally and Nlrmal mandals in some schools where the structure is of high steep and the identification of the place for construction of ramp is also not suited to the requirements of differently abled children. All newly constructed ramps are provided with reeling. But it is not of good quality.	
(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 guidelines were issued to maintain separate account of funds and material of construction, but they are not maintaining only the construction agency is maintaining in coordination the technical supervisory staff.	
(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).
	As per the information provided by the district project office of the Adilabad district the technical supervision of civil works is done by Executive Engineer at the district level and the Dy. Executive Engineer at the sub district level. MI has visited the construction sites and interviewed the community a leader, teachers and elected representatives of the concerned villages and it was reported that the supervision by the project engineering team is inadequate. Therefore the engineering wing of the district project officers should pay more attention on their desired number of visits and ensure the quality of civil constructions. However the project is having site engineers at the works place but they are temporary staff and there supervision is not at all effective.	

(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).
	It depends on the construction process. Normally three to four times the technical persons visit the site and supervise the construction quality.	
(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).
	During the monitoring institute visit to the district, it was observed that in Adilabad district there was a convergence between TSC and Swajaladara as far as drinking water supply and sanitation facilities of the schools, and in some places it is observed that provision for Indiramma project through convergence is also built. MI suggests that there is need to strengthen the convergence between the existing related programmes of the State Government. At present the sanction for these activities was not seen.	
(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).
	At the time of field visit by the MI to the district it was noticed that the implementing agencies of Swajaladara are being involved in construction of such facilities. Majority of the schools are not having the facility of drinking water.	
(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).
	During the monitoring institute visit to the district, it was observed that in Adilabad district there was a convergence between TSC and Swajaladara as far as drinking water supply and sanitation facilities of the schools, and in some places it is observed that provision for Indiramma project through convergence is also built	
(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).
	Construction of civil works are satisfactory and they are doing well.	
(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.
	State project engineer discharges the duties with the technical support of consultant (Ex Chief Engineer) will monitor the civil works at the State as well as district level by seeking fortnight reports in convergence with Indiramma programme. Monitoring is also done by video conferencing with district engineers and the additional project coordinators of the project, apart from this team of engineers also will inspect at least one district monthly and through reviews the progress in the meetings of additional project coordinators and others at the State level..	

(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children 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.		
	In all the sample schools of the districts it is observed that district project officers ensured the distribution of free text books to all the SC, ST & OC Girls from the state Government side. And the distribution is done in the month of June and July of the Academic Year.			
(ii)	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.		
	DISTRIBUTION OF FREE TEXT BOOKS IN SAMPLE SCHOOLS			
	Details of distribution of free text books	Primary School	Upper Primary School	Total
	Details of distribution	154	76	230
	Before school opening	18	7	25
		11.70%	9.20%	10.90%
	June	113	55	168
		73.40%	72.40%	73.00%
	July	23	14	37
		14.90%	18.40%	16.10%
Total	154	76	230	
	100.00%	100.00%	100.00%	
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.		
	No delay of textbooks distribution The text books were distributed in the month of June and July.			
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.		
	Yes text books were distributed for all the classes and to all eligible children.			

(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.
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	For all the schools in the district the grants were approved and released. The utilization of funds are guided through guidelines and the grants were sent to the schools.			
(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.		
	SCHOOL GRANTS			
	Receipt of Schools Grants	Primary School	Upper Primary School	Total
	School grants received for 2008-9			
	Yes	140	64	204
		90.90%	84.20%	88.70%
No	14	12	26	
	9.10%	15.80%	11.30%	
(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 centralized purchase but library books were supplied to schools in consultation with the school with their grants.			
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.		
	The grants were released to the schools and district through SPO in the month of August only.			
(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.		
	MI has noticed that majority of the schools in sample district have utilized the school grants for specific purpose of the schools whereas few schools have utilized the amount by deviating the purpose and guidelines. This was observed in the Adilabad and Mancheriyalmandals of the district.			

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teacher recruitment process is in the final stage. Once the District Selection Committee announces the recruitment results the new teachers will be posted and placed the school. Till then Vidya volunteers are placed as additional teachers.	
(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.
	Through district Selection Committee uniformly in the state.	
(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.
	Regular appointment only.	
(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.

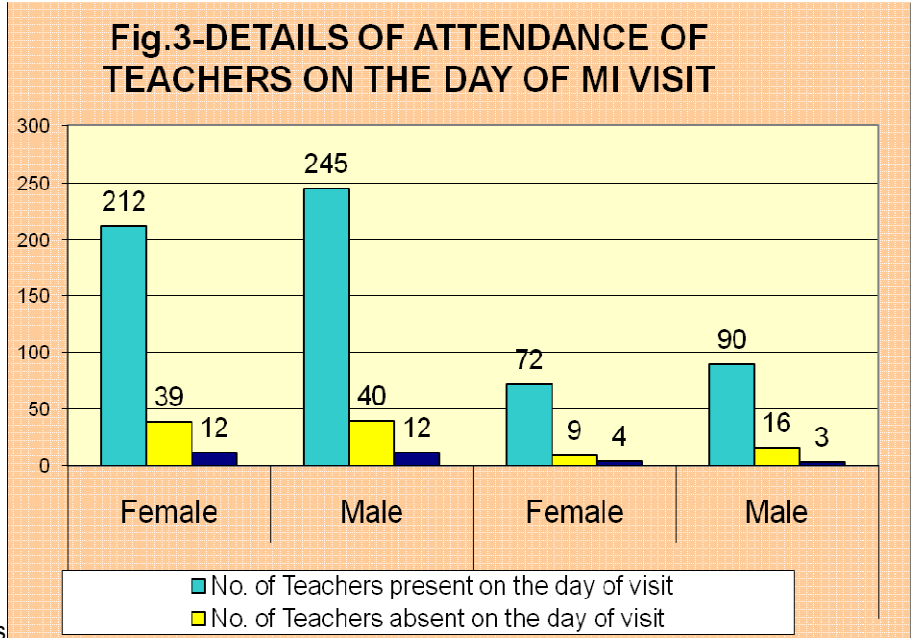
The SMC are given in the identification of suitable vidya volunteers and in consultation with Mandal Educational officers they appoint them in the school as additional teachers. After regular appointment was made these teachers were relieved these are for only ten months duration.

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.

The data on attendance of the teachers reveals that of 754 teachers in the sample schools 619 teachers were presents on the day of MI visit which includes 335 male and 294 female teachers.

(v)



How was the rapport between children and the teachers in the schools visited?

To be ascertained from the VEC and observed during the visit by MI.

(vi)

The data on rapport between children and teachers reveals that in 86% of the schools the rapport between the teachers and children is found to be good and this establishes not only human relations but also inculcates joyful learning atmosphere in the schools.

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.

(vii)

IN SERVICE TRAINING GIVEN FOR TEACHERS DURING 2008-09

The data on teachers training indicates that through SSA 6317 teachers were given in -service training for their capacity buildings and awareness about the various initiatives.

(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.
	In Adilabad district among the sample schools 80% teachers were given in-service trainings before reopening of the schools 09 days and during the academic years the SSA has planned 12 days School complex level training but the school complex levels are not in regular in some schools MI has observed that up to September 2008 there was regular school complex meetings after wards these training were not taken place.	
(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.
	Once the new teachers were appointed the training of teachers will be undertaken as induction training.	
(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.
	As far as the satisfaction of the teachers with regards to the training programmes majority of the teachers in all the sampled schools of the district expressed satisfaction about the training programmes conducted by the SSA But they are dissatisfied about the unit cost and opined that it should be increased. The MI felt the need to develop innovative training programmes based on the training needs assessment of the teachers.	

(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <ol style="list-style-type: none"> 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)? 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? 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? 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? 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>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 MI during its visits to sample mandal resource centers the district and observed that majority of the MRCs are not fully engaged in teacher education programmes. They have organized some in-service training programmes, orientation programmes and capacity building programmes. The Training of Trainers programmes conducted at Mandal level are being conducted casually and not with serious efforts. As a result the teachers are feeling dissatisfaction.</p> <p>The teleconference and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy. The success of these types of initiatives largely depends on the functioning of course director and availability of electricity in the venues. The course directors should take strict monitoring and supervision for successful implementation of these programmes</p>
(xii)	<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>In all the teacher training programmes DIET and SCERT faculty are being involved in module development to supervision of the training programme.s</p>	

(f) Teaching Learning Material (TLM) grants:

(i)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p> <p>Among the sampled schools majority of the schools in the district received the TLM grants during the month of December 08. .The MI has felt that this is a delay in terms of release of TLM grants .The delay in release in Teaching learning Materials is hampering the quality of the teaching in the class rooms. Teachers are loosing interest however, some of the teachers are preparing the material with their own money</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
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	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.
(ii)	In most of the schools visited by the Monitoring Institute it is observed that the utilization certificates for these grants are submitted well in advance before receiving the grants. More over the grants are reaching the school point at the fag end of the academic year . As a result of this the teachers are not finding time to utilize these grants at appropriate point of time and on and above this there is not proper monitoring for the checking of utilization of these grants.	
	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.
(iii)	Among the sampled schools majority of the schools in the district received the TLM grants during the month of December 08. .The MI has felt that this is a delay in terms of release of TLM grants .The delay in release in Teaching learning Materials is hampering the quality of the teaching in the class rooms. Teachers are loosing interest however; some of the teachers are preparing the material with their own money.	

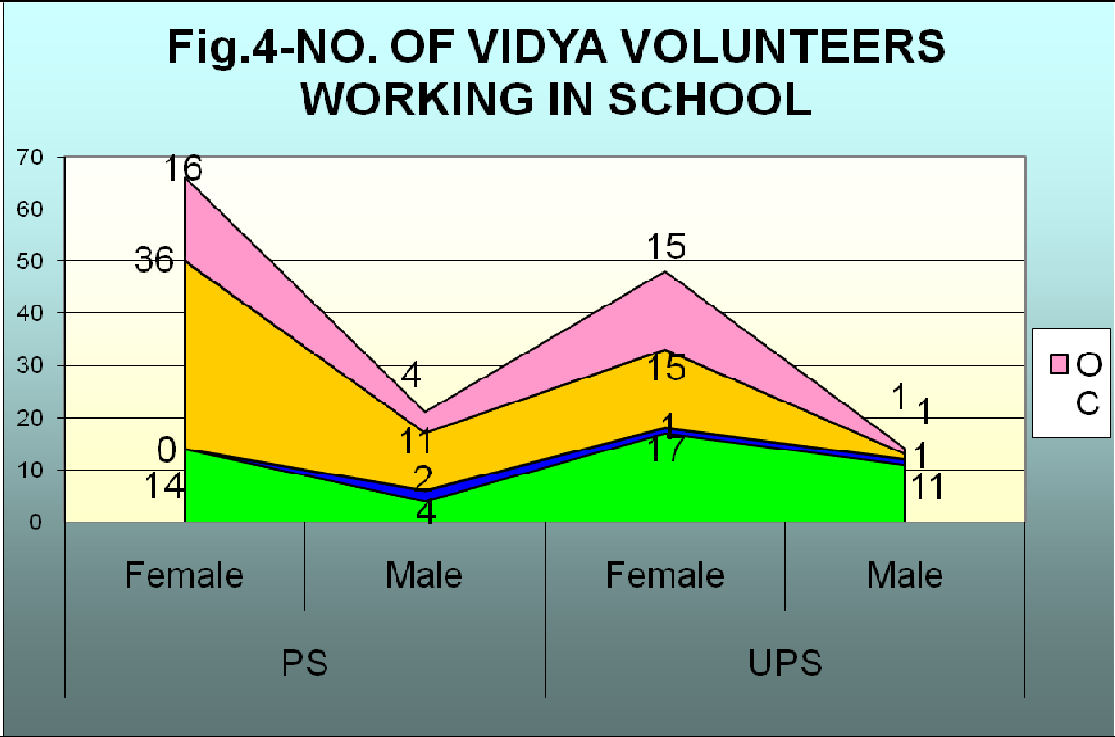
(g) EGS & AIE:

(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.
	10293 children were enrolled through various EGS and AIE centres.	
(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.

Out of 2807 Habitations 2735 Anganwadi centres were functioning for providing pre primary Education to 3-5 age group children by the Women development department. Pre primary Education not covered 49 habitations Rajiv Vidya Mission(SSA) opened 49 ECE centres for providing of Pre primary Education to 3-5 age group children .

(iii) The number of children enrolled and actually attending the centre?
 To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
 All the enrolled children in the EGS/ALS centres are actually attending the centres. The attendance percentage is 74%.

(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.



(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.
 Yes the EVEs are being supported by the School C omplex Head Masters and other Teachers of the MRCC are extending the support to the teachers.

(vi) The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?
 Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
 The educational qualification of the EV's starts from SSC to Graduation plus Teacher training

(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.
	The honorarium to the EV's is paid through RTGS online Bank account system. Which is highly transparent and almost all the EV's are getting the honorarium, MI has observed that in few schools the Ev's have not received because of some errors in opening of their Bank accounts.	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	The Ev's functioning is regular and their attendance is good	
(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.
	Yes the district coordinators has visited the schools and oriented about the enrolment strategies and other strategies to mobilize the students towards the centres.	
(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.
	Monitoring format is available with DPO and SPO the Academic Monitoring Officers are monitoring with available format. The DIET faculty are being involved in the monitoring of Academic activities.	
(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.
	The up gradation of EGS in to Primary schools is not much encourage still it is in the process	
(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.
	The SPO has issued necessary instruction to the DPOs with reference to up gradation of EGS centres to Primary schools.	
(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.
	Not available.	
(xiv)	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.
	Not available	
(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.
	Not availble	
(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.
	Not available	
(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.
	Information is not availbale	
(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.

	Educational Volunteers were posted and these are attending the duties.	
(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.
	The mainstreaming of Children from EGS and Alternative School is being carried out and the process is on going.	
(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.
	The EGS centres are provided with black board some books and TLM.	
(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.
	Mid day meals is being supplied to the children in EGS and AIE centres.	
(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.
	Nearly 70% of children were reported to be attended the EGS centres on the day of MI visit.	
(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 EGS and AIE are in C grade and D grade.	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The rapport of the EV with the children is good.,	
(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.
	The EGS centres are provided with the Free text books and other learning material . There is no delay of Supply of text 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.
	8661 children were identified in the district during 2008-09	
(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.
	All the eligible children were provided with the aids and appliances and given orientation. The number is 125	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	There is no difficulty in getting the appliances and utilizing the appliances.	
(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.
	6 Resource teachers wer appointed in consultation with Mandal Educational Officers.	

(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	The district has and Alternative School Coordinator who is looking after the IED activities.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	The state has prescribed the monitoring format and the information is being sought on the same format.	
(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.
	In all the sample schools of the district the monitoring institute observed that majority of the schools is not having the ramp facility this is particularly in old buildings. As far as newly sanctioned buildings the ramp facility is provide. Construction of ramp is found to be not up to the mark in few places where the structure is of high steep and the identification of the place for construction of ramp is also not suited to the requirements of differently abled children. All newly constructed ramps are provided with reeling. But it is not of good quality	
(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.
	Monitoring institute during the visit observed the Home based education in Narayankhed and Sangareddy mandals and the resource teachers training is good. Parents are also receiving this in a positive and they are demanding for more number of days with more hours so that they can benefit more.	
(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.
	Many parents were given counseling and the they are happy with the counseling. They are feeling that the counseling helped a lot to look after their children.	
(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.
	Majority of the enrolled children are attending the schools. The MI has observed the large number of children those who are attending the classes and feeling happy.	

(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.
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	<p>354MCS and 135211 students were enrolled in different model cluster schools.. Under this intervention earlier some activities were taken up but at present no vocational activities were in practice,training to girls in all the sample schools are observed to be one time activity and it is not in continuation. Further the impact of these initiatives on enrollment of girl children is still doubt full. In some of the Model cluster schools the rest room constructed for the girls is being utilized staff as staff room and as such the girls are facing problems.</p> <p>The state project office has taken up initiation in motivating the schools by organizing the NPEGEL exhibition and given guidance to the schools. Some how the sustainability and continuation of the work is to be monitored regularly then only the literacy rate among the girls can be improved.</p>	
(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.
	All the eligible Model cluster schools wer provided with additional class rooms and drinking water and toilet facilities.	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The model clusters schools in the district have been provided with gender sensitize teaching learning materials and vocational training. The efforts to mobilize the community were also undertaken.	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	The funds to NPEGEL programme at the district was released the the NPEGEL mela was also organized.	
(v)	<p>a. Whether a district gender coordinator is in position?</p> <p>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?</p>	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The district gender coordinator position at present is vacant. This is being given to the one f the Sectoral officerl.	
(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.
	Data Not available.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The state has prescribed monitoring format and the frequency with which the information is furnished to state project office is maintained.	

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	.32 schools were operationlised in the district so far. In all these schools the number of enrolled children are 1687.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Land acquisition is in the process to many KGBVs in the state in Adilabad district also the process is ongoing.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The state has prepared guidelines for running the KGBV schools	
(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 schools formalities for construction are in the final stage.	
(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 required number of posts was sanctioned for the KGBVs and the teachers are in position. All these are contract Residential teachers.	
(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.
	Total 687 students were enrolled in the KGBV.s	
(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.
	Monitoring institute has visited some of the Kasturba Gandhi Balika Vidyalayas like Rebbena and Tandur and observed that all the children were provided with uniforms, bedding and cosmetic charges are regularly being disbursed. These schools are maintained in the rented building and shortage of teachers was also noticed in order to fill the gap of teachers guest teachers were appointed by the special officer. The teachers of KGBV were given training how to handle drop out children and how to make the class room transaction live etc. The quality of the food supplied in KGBV is good and children are satisfied with the food what they are being served	

(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.
	Requisite computers were allotted and the operators were 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

	The schedule of time for DISE is September to December every year.			
(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.		
	Data capture format was given to all the schools by August of every year			
(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.		
	The training was imparted at district level, Divisional level and Mandal level to the teachers concerned in filling up of DiSE data			
	TRAINING ON DISE FORMAT IN SAMPLE SCHOOLS			
		Receipt of DISE format and training	Primary School	Upper Primary School
		DISE Format received by September month	143	73
			92.90%	96.10%
	Training received on DISE data filling	130	70	
		84.40%	92.10%	
(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.		
	The school complex Head masters were given the task of verifying the 5% DISE Quality check and at the State level the Research organization have been given the 5% of DISE quality check.			
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.		
	The data collected and completed by the District is passed to the state by the district is well in time.			
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.		
	The MIS incharge at the state is fully conversant with needs of SSA and MIS and doing well. To collect the DISE the time schedule drawn up for DISE / EMS in the State for the year 2008-09 by the State project office and asked the each district to submit the information within the prescribed time schedule. MI has visited the sample schools of the Adilabad district and sought the information about the DISE report. The teachers of the entire district were given training on DISE formats and its filling. The district has submitted it report to SPO more or less within the prescribed time. The district report was generated at the district level with the help of programmer, computer operator and assistant statistical officers,			

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	The research under taken by the district in the last tfinancial year is pending they have not submitted.	
(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.
	The present year no new study was given to the district.	

(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.
	The research and Evaluation in charge at spo level is monitoring the research works both external and internal.	

(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.																																																								
	FORMATION OF SCHOOL MANAGEMENT COMMITTEE																																																									
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(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.																																																								
	Guidelines for functioning of SMC are provided to all the schools and accordingly they functioning.																																																									
(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.																																																								
	Adequate representation to women in SMC was given in the School Management Committee formation.																																																									

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	The frequency of meeting the School Management committee is monthly and the they have to resolve the issues related to the school and manage the programme at the school level. All the SMC are doing the same thing.	
(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.
	The members of School Management Committee were given orientation with regard to functioning of the committees. And accordingly they are undertaking the activities.	
(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 School Management committee members are contributing to the environment of the school and putting efforts to improve the attendance rate and enrolment.	
(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.
	The School Management Committee member convenor is Head Master who is maintaining the records of their meeting and other activities.	

Fig.2- Attendance Details of Members in School Committee Meeting

School Type	All	Somebody	Nobody
PS	8.70%	45.90%	45.40%
UPS	10.80%	67.60%	21.60%

(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	At the state level there is an officer who is called community mobilization officer who is looking after the formation and functioning of School Management Committees and Also at the District Level the District Community Mobilization Officer is in charge of the activities of these committees.	

(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.
	Except the Gender coordinator and one or two office staff all the required posts are being filled and they functioning according to the guidelines of the project.	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	The EC and GC meeting are regularly held during this financial year 2 meetings were held.	
(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.
	All the sanctioned posts were filled and only Girl Child Development officer post is vacant.	
(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.
	All the school Complex Head Master(CRC) posts were occupied with the concerned individuals. Nearly 140% posts are vacant and for that also in charges were made.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The state project office has laid down the rules and regulation for filing up posts of SSA	

(p) Mid-Day Meal Scheme:

1.	<p>REGULARITY IN SERVING MEAL:</p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>. Among sample schools 99.6% schools the hot cooked meal is being served which includes 76 upper primary schools and 153 primary schools. Where as in 18.3% students opined that the same food is being served in change in the sevilng food.</p>	Students, Teachers & Parents									
2.	<p>TRENDS:</p> <p>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p> <div data-bbox="256 596 1224 1205" style="background-color: #e6e6fa; padding: 10px;"> <p style="text-align: center;">Fig.5 - NO. OF STUDENTS AVAILING THE MID DAY MEAL FACILITY IN SAMPLE SCHOOLS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School Type</th> <th>Students enrolled in the school</th> <th>Students taking mid-day meal</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>16984</td> <td>15278</td> </tr> <tr> <td>UPS</td> <td>5041</td> <td>4593</td> </tr> </tbody> </table> </div>	School Type	Students enrolled in the school	Students taking mid-day meal	PS	16984	15278	UPS	5041	4593	School level registers, MDM Registers, Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
School Type	Students enrolled in the school	Students taking mid-day meal									
PS	16984	15278									
UPS	5041	4593									
3.	<p>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</p> <p>(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>(ii) Is buffer stock of one-month's requirement is maintained?</p> <p>(iii) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									

While on making visit to the respective schools and villages, it was enquired upon items of food being served under Mid-Day Meal scheme. As reported by head masters, teachers, parents and children the usual items being served were rice, dal, vegetables, sambar and kichidi. Occasionally fried rice is also served. However, the same could not be verified through physical evidence since most of the schools were not maintaining proper documentation in this regard. Majority of the schools the same routine food i.e Rice with sambar is being served.

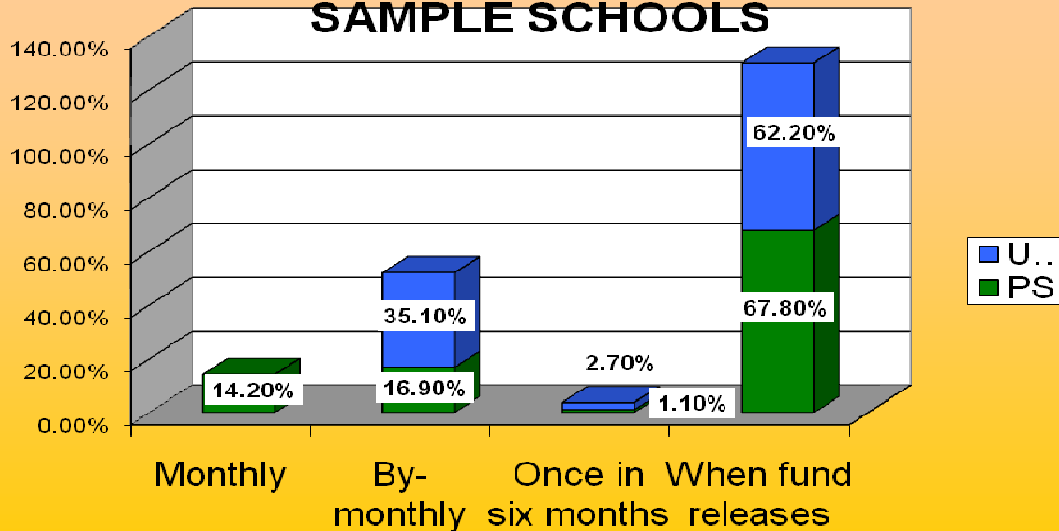


REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

- (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?
- (ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?
- (iii) Is cooking cost paid by Cash or through banking channel?

School registers, Registers, Teacher, level MDM Head School MDM functionaries.

Fig.7-DETAILS OF PAYMENTS MADE IN MID DAY MEAL PROGRAMME IN SAMPLE SCHOOLS



4.

5.	<p>SOCIAL EQUITY: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>No gender and caste discrimination in implementation of the programme</p>	Observations
6.	<p>VARIETY OF MENU: Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p> <p>As reported by head masters, teachers, parents and children the usual items being served were rice, dal, vegetables, sambar and kichidi. Occasionally fried rice is also served. However, the same could not be verified through physical evidence since most of the schools were not maintaining proper documentation in this regard. Majority of the schools the same routine food i.e Rice with sambal is being served.</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
7.	<p>(i) Is there variety in the food served or is the same food served daily? (ii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p> <p>In reference to provision of 'green vegetables' as part of menu serve under Mid-Day Meals, occasionally the green vegetables are being served in the sample schools. Since the majority of the schools the maintenance of menu board is not a usual practice so it is difficult to derive the factual information. In 33.9% schools the egg is served only weekly once where in some schools it is being served fortnightly.</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
8.	<p>QUALITY & QUANTITY OF MEAL: Feedback from children on</p> <p>a) Quality of meal: b) Quantity of meal: c) {If children were not happy Please give reasons and suggestions to improve.}</p>	Observations of Investigation during MDM service

DETAILS OF QUALITY AND QUANTITY OF MID DAY MEAL IN SAMPLE SCHOOLS

	Primary School	Upper Primary School	Total
Food is sufficient to students	151	75	226
	98.10%	98.70%	98.30%
Students are given quality food	150	76	226
	97.40%	100.00%	98.30%
Students are given micronutrients food	137	60	197
	89.00%	78.90%	85.70%

Based on the observations recorded from Teachers, Parents and Children it was observed that in 230 schools i.e 98.% students said that they are getting sufficient food where are in 98% schools students felt that the quality of the food is good and some time they are also been given micro nutrients.



SUPPLEMENTARY:

- 9.
- (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?
 - (ii) Who administers these medicines and at what frequency?
 - (iii) Is there school Health Card maintained for each child?

Teachers, Students, School Record

Supplementary micro nutrients like iron and folic acid and vitamin A dosage were given periodically along with the de-worming medicine. School health check is also being carried out frequently.

STATUS OF COOKS:

- 10.
- (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)
 - (ii) Is the number of cooks and helpers adequate to meet the requirement of the school?
 - (iii) What is remuneration paid to cooks/helpers?
 - (iv) Are the remuneration paid to cooks/helpers regularly?
 - (v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

DETAILS OF SOCIAL CATEGORY OF THE COOK INVOLVED IN MID DAY MEAL

Social category of the cook/Helper	Primary School	Upper Primary School	Total
SC	30	16	46
	19.48%	21.05%	20.00%
ST	22		22
	14.29%	0.00%	9.57%
BC	101	60	161
	65.58%	78.95%	70.00%
OC	1	0	1
	0.65%	0.00%	0.43%
TOTAL	154	76	230
	100.00%	100.00%	100.00%

Among the 230 sample schools visited by the representatives of Monitoring Institute it is observed that in 70% schools the engaged cooks were Backward caste followed by 20% are from the Scheduled caste and remaining 9.57% are from scheduled tribes community.

INFRASTRUCTURE:

Is a pucca kitchen shed-cum-store:

11.

- (a) Constructed and in use
- (b) Constructed but not in use under
- (c) Under construction
- (d) Sanctioned, but constructed not started
- (e) Not sanctioned

Any other (specify)

School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

AVAILABILITY OF INFRASTRUCTURE FACILITIES FOR MID DAY MEAL IN SAMPLE SCHOOLS

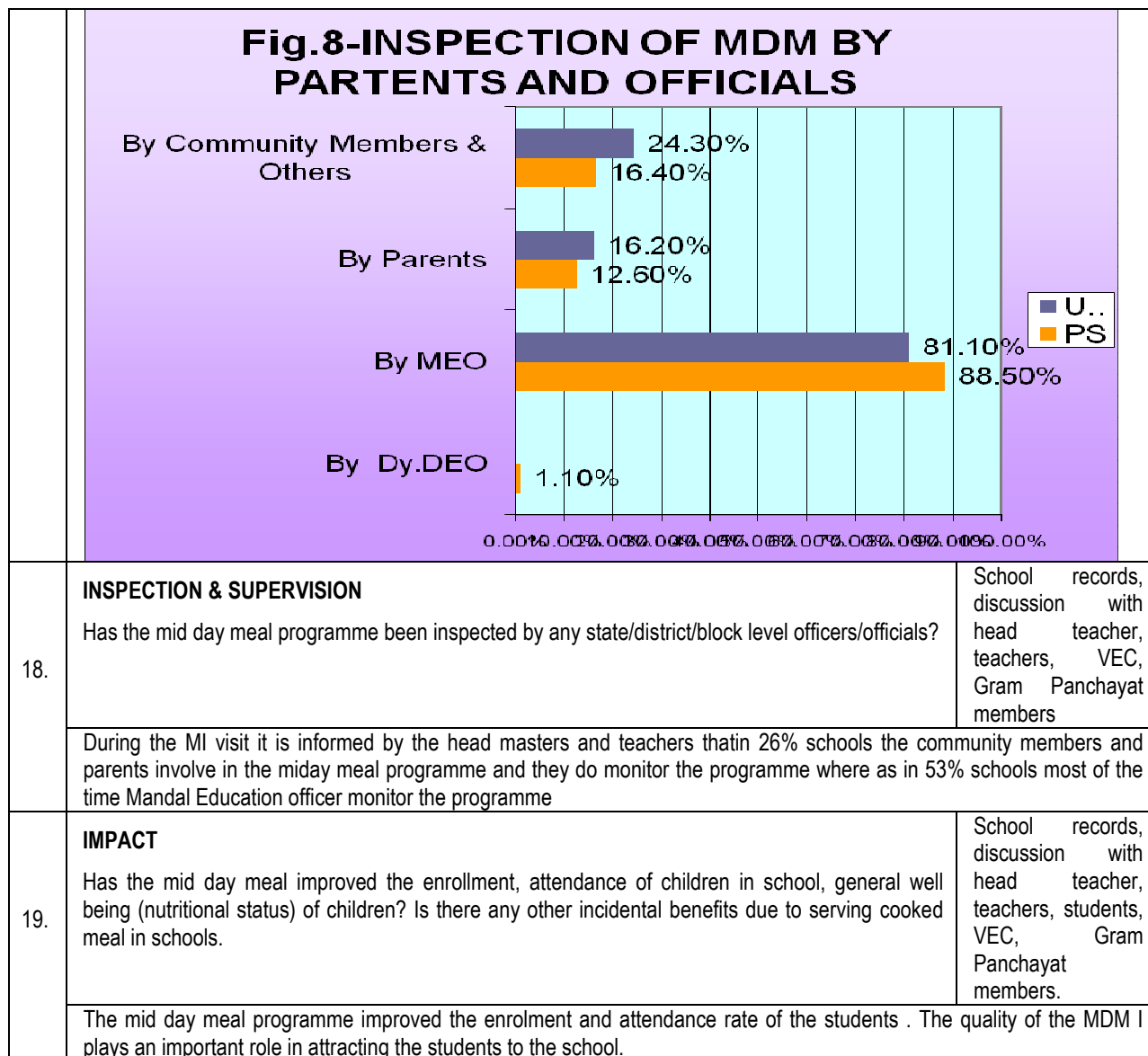
MDM Details	Primary School	Upper Primary School	Total
Place of cooking the MDM			
Kitchen	75	42	117
	50%	60%	50.8%
Cook house	19		17
	10.39%	0.00%	6.9%
Sarpanch house	-	-	-
Open Place	60	34	98
	40%	40%	42%
Total	154	76	230
	100.00%	100.00%	100.00%
Storage of food Grains of MDM			
Class rooms	53	22	75
	34.42%	28.95%	32.61%
Kitchen and school	88	53	141
	57.14%	69.74%	61.30%
Sarpanch house	-	-	-
Cook house	13	1	14
	8.44%	1.32%	6.09%
TOTAL	154	76	230
	100.00%	100.00%	100.00%
Availability of water for cooking and drinking			
	109	71	180
	70.80%	93.40%	78.30%
Availability of Utensils for cooking			
	138	74	212
	89.60%	97.40%	92.20%
Kind of fuel used for cooking			
Pidakalu (Dung Cake)			
Firewood	130	63	193
	84.42%	82.89%	83.91%
Gas	24	13	37
	15.58%	17.11%	16.09%
TOTAL	154	76	230
	100.00%	100.00%	100.00%

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

	Out of 230 schools in 63% of schools the storage of food grains are in school and kitchen of the school. In few schools 6% schools the food grains are being stored in the cook house. The proper monitoring of food grains is missing in many of the schools. Teachers are not verifying the stocks and they are leaving the responsibility on the cook it self.	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	In respect of facilities available for potable water for cooking and drinking purpose, it was observed that in 79% schools though the potable water facility available it is not in the school premises but they are carrying from the out side of the school	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	Among the 230 schools it is observed that 90% schools there is availability of cooking vessels and partly they are bought by the cooking agency or some body have donated. In some schools the the school has provided. In fact, in many a school, the local community has contributed certain number of vessels to overcome the shortage.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Among the sample schools, in majority of them 84% schools the principle source for cooking the Mid day meals is fire wood it includes cow dung and other locally made cakes .	
16.	SAFETY & HYGIENE: i. General Impression of the environment, Safety and hygiene: ii. Are children encouraged to wash hands before and after eating iii. Do the children partake meals in an orderly manner? iv. Conservation of water? v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	In terms of hygiene it reveals that out of 230 schools among the 98.% it is observed that children have the habit of washing their hands before and after the consumption of MDM. And majority of the students take meal in orderly manner and conserve water while washing their dishes after the Mid day meals.	
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members



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

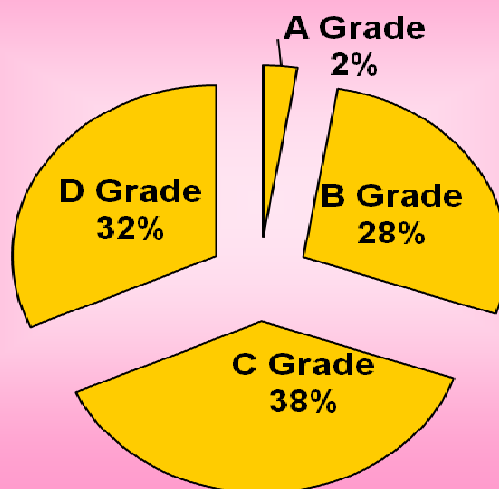
(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	220 days the school functions in the last academic year.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.

DETAILS OF SCHOOL ENVIRONMENT			
Environment	Primary School	Upper Primary School	Total
Clean environment	148	70	218
	96.10%	92.10%	94.80%
School has Good buildings	152	72	224
	98.70%	94.70%	97.40%
School has sufficient class rooms	84	22	106
	54.50%	28.90%	46.10%
School has classrooms with proper flooring, roof and windows	130	54	184
	84.40%	71.10%	80.00%
School has classrooms with proper lighting	147	70	217
	95.50%	92.10%	94.30%
School has Playgrounds	96	47	143
	62.30%	61.80%	62.20%
School has Playing material	58	37	95
	37.70%	48.70%	41.30%
School is providing playing material to students	59	37	96
	38.30%	48.70%	41.70%
Whether the classes have proper sitting arrangement for children, a black board, TLM materials?		Information to be recorded on the basis of observation.	
CLASSROOM FACILITIES IN SAMPLE SCHOOLS			
FACILITIES	Primary School	Upper Primary School	Total
Benches for students	28	5	33
	18.20%	6.60%	14.30%
Black boards in all class rooms	141	72	213
	91.60%	94.70%	92.60%
TLM usage	115	92	207
	50%	40%	90%
(iii)			
(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.	

DETAILS OF HEALTH CAMPS CONDUCTED IN SAMPLE SCHOOLS			
	Primary School	Upper Primary School	Total
Health camp facility was made available to the children during the previous 6 months	59	27	86
	38.30%	35.50%	37.40%
Sufficient medicines are being supplied	46	22	68
	29.90%	28.90%	29.60%
Students are being sent for referral hospitals	32	13	45
	20.80%	17.10%	19.60%

(v)	Whether the school has adequate play material for the children? Is it used? The school has in adequate play material for the children to use.	Information to be recorded on the basis of observation.
(vii)	If there is low attendance the reasons for the same? The reasons for low attendance the reasons are local and festive seasons some time ill health of the students.	Information to be obtained from the teachers/VEC.
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? The teachers and SMC members convass the students door to door and they undertake the promotion of attendance .	Information to be obtained from the teachers and VECs etc.
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.

Fig.10-DETAILS OF SCHOOL GRADE IN THE SAMPLE SCHOOLS



(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	All the sampled primary and upper primary schools of the district practice of continuous comprehensive evaluation to evaluate the students by conducting 4 unit tests and 3 terminal examinations and assigning 25% of weight age to each of the term tests in the final examination	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The Achievement level of children is found to be C and D grade.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teachers is good.	
(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.
	NO such instances.	
(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.
	No data available.	
(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.
	No data is available.	

4. District Level half yearly Monitoring Report

(The Ministry/TSG needs districts wise information as per the TOR 2008-2010)

3.1. Name of the District : **Guntur**

3.2. Date of visit to the Districts/EGS/schools : **Guntur: 02.03.2009 to 14.3.2009**

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):

(xii)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	Opening of new schools As per the State component plan 2008-09, No new schools were sanctioned. However the district has operationalised all the sanctioned schools of the previous years.	
(xiii)	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.
	Not applicable	

(xiv)	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
	Not applicable	
(xv)	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.
	Not applicable	
(xvi)	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.
	Not applicable	
(xvii)	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.
	Not applicable	
(xviii)	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.
	Not applicable	
(xix)	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.
	Not applicable	
(xx)	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.
	Not applicable	
(xxi)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not applicable	

(xxii)	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? Not applicable	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
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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? As per the information provided by the District Project Officers of the sample district it is observed that civil works target for this district for the year 2008-09 was 576 Additional class rooms were sanctioned under the head of civil work's out of this almost all the class rooms were completed. Except few which are in progress. The quality of the construction is found good.	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.
(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. Sample checked and no variance was reported.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
(xvi)	Whether SMC/VEC has been trained by technical persons for execution of civil work? Given orientation for execution of civil work In Andhra Pradesh State Government have established school management committees at the village level under the Chairmanship of Village Sarpanch. This process was initiated in the month of January 2007. However, during the field visits of monitoring institute it is noticed that committees were formed with the sarpanch and Head masters. The project is releasing the grants in the name of these committees and they are operating the bank accounts without the proper quorum of the committees. The committee members were oriented on operationalisation of the works	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(xvii)	Whether community manual for civil works has been prepared and is available with VEC/SMC? Yes available	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(xviii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed? In all the sample schools of the district the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed. The quality of the ramp construction is found satisfactory.	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(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 the SMC and School teachers are maintaining the account.	
	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).
(xx)	As per the information provided by the district project office of the Guntur district is that the technical supervision of civil works is done by Executive Engineer at the district level and the Dy. Executive Engineer at the sub district level. MI has visited the construction sites in Amaravathi, Guntur etc and interviewed the community leaders; teachers and elected representatives of the concerned villages and it were reported that the supervision by the project engineering team is inadequate. Therefore, the engineering wing of the district project officers should pay more attention on their desired number of visits and ensure the quality of civil constructions. However the project is having site engineers at the works place and are supervising the works.	
(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).
	Yes, two to three times the technical person visited the construction site and guided the construction process.	
	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).
(xxii)	During the monitoring institute visit to the district, it was observed that in Guntur district there was a convergence between TSC and Swajaladara as far as drinking water supply and sanitation facilities of the schools, and in some places it is observed that provision for Indiramma project through convergence is also built. But the convergence is not being implemented in true spirit in the present year.	
(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).
	Yes available but not adequate.	
	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).
(xxiv)	Convergence with total sanitation campaign taking place in respect of toilet facilities in the schools.And needs to be strengthened.	
	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
(xxv)	The present year toilet works were not sanctioned in the district.	
(xxvi)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.

	<p>State project engineer discharges the duties with the technical support of consultant (Ex Chief Engineer) will monitor the civil works at the State as well as district level by seeking fortnight reports in convergence with Indiramma programme. Monitoring is also done by video conferencing with district engineers and the additional project coordinators of the project, apart from this team of engineers also will inspect at least one district monthly and through reviews the progress in the meetings of additional project coordinators and others at the State level..</p> <p>Observations of MI on Civil works:</p> <ol style="list-style-type: none"> 1. The technical support in civil works is found to be very good in all the sample districts. 2. Mi has observed that in some districts proper fixtures are not being used in the constructions. 3. it is observed and informed to mi that unavailability of skilled workers in civil constructions is causing lot of delay in completion of works in time.
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(c) Textbooks:

(v)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	In all the sample schools of the districts it is observed that district project officers ensured the distribution of free text books to all the SC, ST & Girl students for all subject for all classes from the SSA funds and the distribution is in June and July months of the academic year.	
(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.
	Distributions of the texts book were mostly in the months of June and July.	
(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 delay the text books are reaching within the stipulated 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.
	Yes to all subject and all classes for the eligible children.	

(d) School grants:

	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
(vi)	Number of primary and upper primary schools approved for school grant As per the information of the district project officers with regards to school grants all the eligible primary and upper primary sections of high schools will be provided the school grants in the month of August and September. It is observed by the MI from the field visit, the released grants are not reached to school point in the same month there is some delay at the Mandal and school level. However, the release is through RTGS online system and MI has observed in some of the mandal schools Macherla and Mangalagiri mandals.	
(vii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Yes released with guidelines and instructions	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.
(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? No centralized purchase but some library books was through the district project office and schools.	Information to be obtained from DPO of districts visited by MI.
(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? MI has verified in the sample schools during the visit and it was found that there is a little delay in receiving the school grants by the schools i.e. in the month of August and September.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC. MI has noticed that majority of the schools in sample district have utilized the school grants for specific purpose of the schools whereas few schools have utilized the amount with little deviation. This was noticed in some of the schools in Sattenapally, Thadikonda and Thulluru mandals in the district	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.

(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.
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The MI has observed during the field visits in all the sampled schools in the district that there is no additional sanction of teacher posts under SSA programmes. Since there is a delay in teacher recruitment procedure Vidya volunteers are appointed against the regular teacher posts. Mandal education officers have been given the authority to recruit the vidya volunteers in consultation with the head masters of the schools and the Village Sarpanches.. Since the functioning of vidya volunteers is an alternative arrangement there is a need to re look into the whole process of appointment and building the capacities of vidya volunteers for which SSA authorities are suggested to evolve a strategy to train all the vidya volunteers. The training programme for the vidya volunteers were also conducted to ensure the quality of the teaching in schools.

(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.

The teacher recruitment is through District Selection committee. Where as the Vidya volunteers is through Mandal Education in consultation with the School Management committee.

(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.

Through District Selection committee it is regular.

(xvi) If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment?

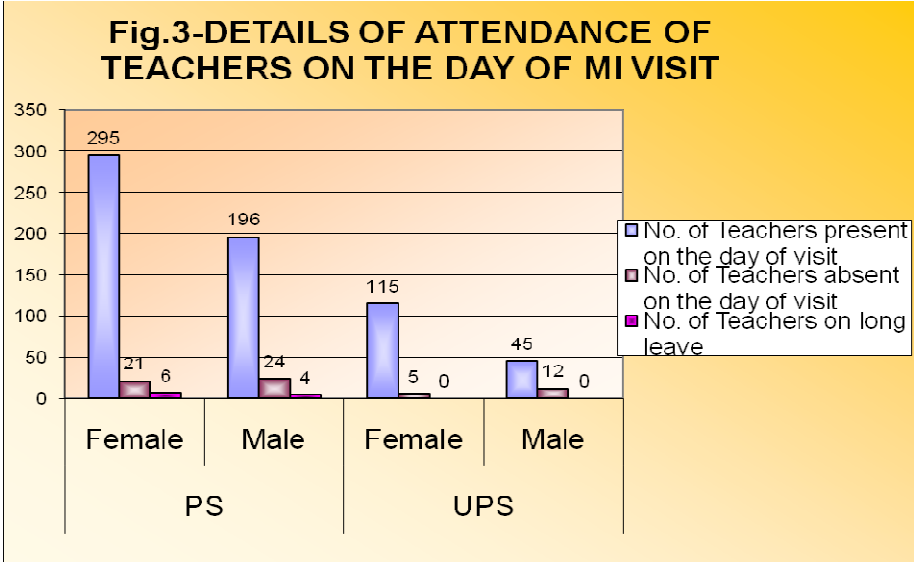
To be ascertained from DPO and VEC.

As far as Vidya Volunteers are concerned they can appoint but not regular 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.


The data on attendance and absenteeism among the teachers reveals that 10 to 15 % teachers are being absent on the day of the Monitoring Institute visit. This was more in Primary schools than Upper schools.



(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 data on rapport between children and teachers reveals that in 86% of the schools the rapport between the teachers and children is found to be good and this establishes not only human relations but also inculcates joyful learning atmosphere in the schools.																																
(xix)	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.																															
	<p>In-service Teacher Training in the District:</p> <p>The data on teachers training indicates that through SSA not only teachers but also additional teachers like vidya volunteers were given Training for a short period i.e. 9 days and the teacher training for upper primary schools has to be concentrated more nearly 28.7% teachers said that they have not given any training in Upper primary schools of this district. The district has achieved 95% in-service teacher training(11o11 number)</p>																																
(xx)	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.																															
	As per the information obtained from the district project officers of in all the school complex and Mandal Resource centers of the district the training calendar is being maintained. Most of the training programmes content is related to children's language acquisition, English language acquisition, Bala sahyam, Read programme etc. The modules are being prepared by Group of subject experts, district resource persons, senior DIET faculty and faculty of SCERT within the State for these training programmes. To achieve the quality of training programme feed back format was also developed specifically for the purpose of the future improvement of the training programme.																																
(xxi)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	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>IN SERVICE TRAINING GIVEN FOR TEACHERS in the sample schools visited by the MI DURING 2008-09</p> <table border="1"> <thead> <tr> <th>Details</th> <th>Primary School</th> <th>Upper Primary School</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>In service training given for 2008-09</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yes</td> <td>128</td> <td>88</td> <td>216</td> </tr> <tr> <td></td> <td>100.00%</td> <td>71.30%</td> <td>86.00%</td> </tr> <tr> <td>No</td> <td>-</td> <td>36</td> <td>35</td> </tr> <tr> <td></td> <td></td> <td>28.70%</td> <td>14.00%</td> </tr> <tr> <td>Total</td> <td>128</td> <td>123</td> <td>251</td> </tr> <tr> <td></td> <td>100.00%</td> <td>100.00%</td> <td>100.00%</td> </tr> </tbody> </table>		Details	Primary School	Upper Primary School	Total	In service training given for 2008-09				Yes	128	88	216		100.00%	71.30%	86.00%	No	-	36	35			28.70%	14.00%	Total	128	123	251		100.00%	100.00%
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(xxii)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>As far as the satisfaction of the teachers with regards to the training programmes majority of the teachers in all the sampled schools of the district expressed satisfaction about the training programmes conducted by the SSA But they are dissatisfied about the unit cost and opined that it should be increased.. The MI felt the need to develop innovative training programmes based on the training needs assessment of the teachers.</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
(xxiii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>f. 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>g. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p> <p>h. 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>i. 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>j. 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 MI during its visits to sample mandal resource centers the district and observed that majority of the MRCs are not fully engaged in teacher education programmes. They have organized some in-service training programmes, orientation programmes and capacity building programmes. But the qualities of organization of training programs are very in effective. The Training of Trainers programmes conducted at Divisional level and Mandal level are being conducted casually and not with serious efforts. As a result the teachers are feeling dissatisfaction.</p> <p>The teleconference and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy. The success of these types of initiatives largely depends on the functioning of course director and availability of electricity in the venues. The course directors should take strict monitoring and supervision for successful implementation of these programmes.</p>
(xxiv)	<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>As per the information received from State project office State Academic Monitoring Officer is being entrusted the work of coordination, monitoring and supervision of academic activities at the State level. The quality aspects of the training programmes and other academic activities are being taken care by the concerned programme coordinators</p>	<p>To be ascertained from SPO.</p>

(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.
All the teachers working in the primary and upper primary sections of the schools are eligible to receive the TLM grants i.e 12707 out of this 65% teachers were provided.		
(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.
Among the sampled schools majority of the schools in the district received the TLM grants during the month of October to December 08 and to .The MI has felt that this is a delay in terms of release of TLM grants and suggest that the release should be ensured within a month of reopening of the schools. So that teachers will be in a position to plan their teaching activities in accordance with the teacher learning material.		
	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.
(vi)	As many as 80% of the schools in the sample district, it is observed that display of the TLM is done in the classrooms. However in some schools it was observed that the prepared TLM materials were not displayed. On and above in some schools instead of teaching learning material the expected grant amount is utilized as an advance for paintings on the four walls of a classroom. It is quite encouraging that the classroom environment has become an attractive feature for the children to learn instantly through the information provided on the four wall of a classroom.	
		

(g) EGS & AIE:

(xxvi)	<p>What is the number of EGS/AIE centres/NRBC/RBC/school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>																																
<table border="1" data-bbox="350 485 1369 611"> <thead> <tr> <th>AIE</th> <th>NRBC</th> <th>RBC</th> <th>NCLP</th> <th>Madarasa</th> <th>APOs</th> <th>Others</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>22</td> <td></td> <td>8</td> <td></td> <td></td> <td>32</td> <td></td> <td>62</td> </tr> <tr> <td></td> <td></td> <td>3</td> <td>30</td> <td>40</td> <td></td> <td></td> <td>73</td> </tr> <tr> <td>22</td> <td></td> <td>11</td> <td>30</td> <td>40</td> <td>32</td> <td></td> <td>135</td> </tr> </tbody> </table> <p>Guntur district stands in the better position by enrolling 9115.. These children are studying in 135 ECE and other centers. The information given by the district project officers and also observations of the EGIS / AIE centers revealed that these Eves are being supported by the MRCC's and head masters in academic activities. As far as the facilities of these centers are concerned majority of the Alternative schools are having blackboards, TLM and apart from this the children of the centers are also provided mid day meal and free text book facilities. On the whole the functioning of AIE centers is found to be satisfactory and the children's achievement levels are of quite encouragement. And the Educational volunteers are maintaining good rapport with children and helping the students in teaching learning activities In Tribal areas the functioning of AIE centers made lot of impact on the people and improved the access to the children. In total 66611 children were enrolled through ECE centers.</p> <p>RBC The functioning of Residential Bridge Course centers is somewhat satisfactory. The MI has visited sample ECE centers in Guntur district and found that they functioning well.</p>			AIE	NRBC	RBC	NCLP	Madarasa	APOs	Others	Total	22		8			32		62			3	30	40			73	22		11	30	40	32		135
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(xxvii)	<p>The target number of children and number of children actually enrolled in the centers 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>9115 children were enrolled and all are attending the classes in schools. Nearly 8720 children were not mainstreamed because of the survey work etc.</p>																																		
(xxviii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centers in a district on sample basis.</p>																																
<p>All the enrolled children were attending the classes.</p>																																		
(xxix)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centers visited by MI.</p>																																
<p>1744 Educational volunteers in the sample district and they have been given one week training.EVs feed back on the training modules are satisfactory and they are opined that the training is quite useful.</p>																																		
(xxx)	<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 centers visited by MI. Copy of the instructions to be enclosed with the report.</p>																																
<p>Educational Volunteers were given training in teaching and they are extending academic support.</p>																																		

(xxxix)	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 centers/courses by MI.
	The educational qualification of the Educational Volunteers is different starts from class 10 to Graduation with Training qualification.	
(xxxix)	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.
	The amount of honorarium received by the Educational Volunteers is depends on their Qualification and they are receiving through bank accounts through RTGS system.	
(xxxix)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Yes they are regular in their attendance.	
(xxxix)	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.
	Yes district coordinator is their in the State Project Office. I.e. Academic Monitoring Officer.	
(xxxix)	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 available through monitoring format only they are doing monitoring activities.	
(xxxix)	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.
	25 centres were the target but so far target was not fulfilled.	
(xxxix)	Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Yes, necessary instructions are given from SPO to DPC's	
(xxxix)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not available	
(xxxix)	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.
	Not available	
(xl)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Not available	
(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.
	Not available	
(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.
	Not available	

(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? At present Educational volunteers are posted in the EGS	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.
(xliv)	The number of children actually mainstreamed from EGS/AIE centers/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? Total 9707 children were mainstreamed. These children are studying in different schools. The information given by the district project officers and also observations of the EGIS / AIE centers revealed that these Eves are being supported by the MRCC's and head masters in academic activities	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.
(xlv)	What is the infrastructure available in the EGS/AIE centers, such as durries, blackboard, books, TLMs etc? Yes available black board and books.	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
(xlvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centers? Yes provided.	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
(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? Details are provided in the coverage.	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
(xlviii)	The achievement level of children studying in EGS/AIE facilities? Satisfactory.	Assessment to be undertaken during Field visit by MI.
(xlix)	The rapport of the EV with the children? Good rapport of the EV with the children were noticed.	Observations during Field visit, by MI.
(l)	Whether EGS/AIE centers 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? The children of EGS and AIE are receiving the free books and learning materials there is no delay of books	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.

(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.
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Children with special needs and their coverage						
Year	No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through EGS	No. of CWSN covered through HBE *	No. of Resource teachers appointed	No. of children Provided Aids and Appliances
2001-02	5962	4021	0	0	0	0
2002-03	6004	4610	0	0	0	0
2003-04	6796	5002	0	0	0	54
2004-05	8004	5366	0	0	0	0
2005-06	9329	4802	0	0	27	0
2006-07	9990	6290	0	239	27	0
2007-08	9705	8678	0	781	57	89
2008-09	9931	7884	0	1026	57	--

(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.
	<p>CWSN were identified in Guntur district were 9931 out of this enrolled and covered through Home based education are 1026. In entire district 57 number of Resource teachers were appointed to manage the Home based education programme of CWSN. The number of children provided with aids and appliances were 89. Total expenditure incurred on Inclusive Education is around 80%. The MI has visited some of the CWSN centers and observed that the care being provided to this sort of children is of commendable and noticed .The supplied aids and appliances were also with good quality. The teachers working in the CWSN centers needs to be encouraged and they should be given capacity building training and other support.</p> <p>Target: Enroll all the 9931 CWSN children in school. Achievement:7884(79.38%) are enrolled. Issues:-Lack of transportation.-Parents helplessness. Teachers feel it difficult to entertain these children</p>	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No difficulties.	
(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.
	57 teachers were identified and the guidelines were issued to resource teachers how to give training to children.	
(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 district IED coordinator is looking after the supervision of all these activities and attending the 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.
	Yes monitoring format is prescribed and monitoring according to the format.	

(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.
	In all the sample schools of the district the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed.. All newly constructed ramps are provided with reeling. But it is not of good quality.	
(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.
	MI has visited the Home based Education children and observed that the resource persons are regularly visiting the child homes and the parents are quite happy and they are cooperating with resource teacher in counselling the children. The demand from the parents is the number of days of visit should be increased.	
(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.
	Thousand of parents were given counseling during the current academic year	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centers visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Not available.	

(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.															
	No target in the current financial year 2008-09.																
	<table border="1"> <thead> <tr> <th>Year</th> <th>No. of MCS Operationalised</th> <th>Outcomes & Achievements</th> </tr> </thead> <tbody> <tr> <td>2003-04</td> <td>03</td> <td rowspan="6"> <ul style="list-style-type: none"> Girls rest room completed in 82 MCs 144 TLE materials were received and that material was utilized from concerned schools. Cluster Coordinator monitoring, Providing Remedial Teaching Providing remedial for 6 & 7 classes Providing life skill books for 6th, 7th & 8th classes Conducted Vocational Training to Girl children in various trades. Organized health camps at Mandal level. </td> </tr> <tr> <td>2004-05</td> <td>35</td> </tr> <tr> <td>2005-06</td> <td>23</td> </tr> <tr> <td>2006-07</td> <td>38</td> </tr> <tr> <td>2007-08</td> <td>45</td> </tr> <tr> <td>2008-09</td> <td>0</td> </tr> </tbody> </table>	Year	No. of MCS Operationalised	Outcomes & Achievements	2003-04	03	<ul style="list-style-type: none"> Girls rest room completed in 82 MCs 144 TLE materials were received and that material was utilized from concerned schools. Cluster Coordinator monitoring, Providing Remedial Teaching Providing remedial for 6 & 7 classes Providing life skill books for 6th, 7th & 8th classes Conducted Vocational Training to Girl children in various trades. Organized health camps at Mandal level. 	2004-05	35	2005-06	23	2006-07	38	2007-08	45	2008-09	0
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(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	Not available	
(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.
	Yes provided with gender sensitization training programme.	
(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.
	Yes released.	
(v)	c. Whether a district gender coordinator is in position? 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 in position	
(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.
	Not available	
(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 proposed the monitoring format.	

(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.
	Three were sanctioned and operationalised	
(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 drawn up the detailed guidelines for running the KGBV schools.	
(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.
	<ul style="list-style-type: none"> ➤ KGBV building at Rajupalem was completed and handed over to the school children. ➤ Roofs were laid and finishing was under process at Ipuru, Nakarikallu, Nuzendla ,Bellamkonda ➤ Other schools the process is in progress 	

(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.																																																																																																																																														
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(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.																																																																																																																																														
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(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.																																																																																																																																														
	For all the children bedding meals and cosmetic charges are available.																																																																																																																																															

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	Yes available.	
(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
	Scheduled drawn up and followed.	
(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.
	Data Capture format have been supplied to all the schools by latest August.	
(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 given to all the head masters of the schools to fill up the DISE data.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes given to School complex head masters and state level sample check is given to research institute and they are doing.	
(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.
	Yes in time they are passing.	
(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.
	Mis in charge at the state level is working and he is organizing the required number of workshops and seminars and attending the Government of India workshops.	

(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.
	Research and Evaluation not encouraging	
(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.
	<p>Not available</p> <ul style="list-style-type: none"> ❖ Conducting small-scale research activity on the on going programmes of RVM. ❖ Study on Students and Teacher Attendance by DRG members ❖ Time and Task – Children engagement and improved classroom processes ❖ Subject Specific Improvement Programmes by DIET faculty. ❖ Teacher Instructional Time and Learning Opportunity Time (Time for active learning) 	
(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.
	State level project office is having Research and Evaluation in charge and he is monitoring the activities of research at the SPO level.	

(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.

(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Yes given	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Yes women representation is very much followed.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	The meetings were taking place on monthly basis.	
(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.
	Orientation is given to all the members of the SMC and they are functional.	
(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.
	Committees are contributing for the effective implementation of the SSA activities and they are mobilizing the students and monitoring the attendane.	
(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 they are Maintaining the records and funds are also receiving.	
(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
	Community mobilization officer post at the spo level is monitoring the activities of SMC and mobilization activities.	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	The sanctioned posts are filled and separate programme coordinators for pedagogy, Gender Civil works Alternative school coordination Research evaluation and other sectors are having persons and they are under taking the works.	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	The required number of GC and EC are being held	
(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 sanctioned posts are being filled up as soon as the vacancy arises.	
(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.
	All the school complexes are filled up with the Head masters and they are doing the work.	
(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 regulations for filling up posts of SSA were laid down.	

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

<p>SC/ ST / Minority Education Activities taken up during the year 2008-09</p> <ul style="list-style-type: none"> ➤ Engaging of Mobile Librarian in the SC/ ST Dominated Mandals ➤ Improvement of access for schooling in thickly populated Tribal Habitations remote tribal habitations by way of opening of AIE Centers. ➤ Special Enrolment drives have taken up in SC And ST populated areas. ➤ Motivation Camps in SC ST Areas ➤ Organized divisional competitions to SC ST Children ➤ Provided vocational education in high SC ST Enrolment school complexes

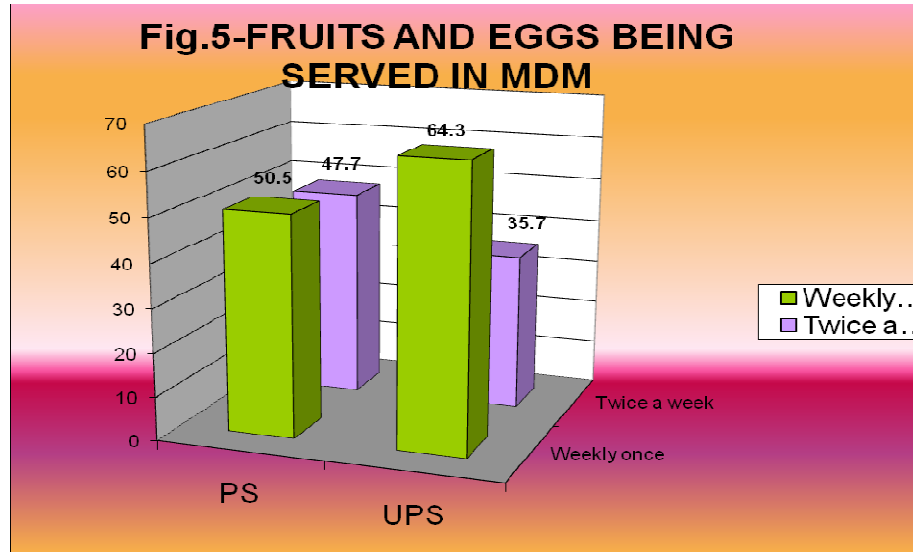
- Opening of Residential & Non Residential camps for the mainstreaming of Out of School children.
- Free textbooks, uniforms, medical aid through convergence in convergence with Welfare Departments.

MI also observed some of the strategies and activities taken up in the district during the visit and the Mobile librarians initiative is quite good and making impact on the enhancement of reading habits among the children. Motivating camps taken in the habitations of SC/ST are good

(P) Mid-Day Meal Scheme:

	<p>REGULARITY IN SERVING MEAL: Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p>	Students, Teachers & Parents									
20.	<p>DETAILS OF FOOD SERVED DAILY IN SAMPLE SCHOOLS Among 250 schools, in all schools 100% of schools it was found serving 'hot food' to the school children on daily basis when Monitoring Institute (MI) representatives made the visit all schools are providing hot cooked food to the children.. In some places the food is being cooked much early it is becoming cool till the time of its serving.</p>										
21.	<p>TRENDS: Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p> <div data-bbox="256 705 1255 1346"> <p style="text-align: center;">Fig.4 - NO. OF STUDENTS AVAILING THE MID DAY MEAL FACILITY IN SAMPLE SCHOOLS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School Level</th> <th>Students enrolled in the school</th> <th>Students taking mid-day meal</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>13404</td> <td>12773</td> </tr> <tr> <td>UPS</td> <td>4342</td> <td>2814</td> </tr> </tbody> </table> </div> <p style="text-align: center;">The availment of MDM in Sample schools of Guntur district reveals that highest number of students almost 94.2% is utilizing the facility in primary schools. Out of 17746 enrolled students 15587 students are taking the food.</p>	School Level	Students enrolled in the school	Students taking mid-day meal	PS	13404	12773	UPS	4342	2814	<p>School level registers, MDM Registers, Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</p> <p>The monitoring institute monitored the registers and felt satisfactory.</p>
School Level	Students enrolled in the school	Students taking mid-day meal									
PS	13404	12773									
UPS	4342	2814									
22.	<p>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</p> <p>(iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same? (v) Is buffer stock of one-month's requirement is maintained? (vi) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									

DETAILS OF FRUITS AND EGGS SERVED IN THE MDM IN SAMPLE SCHOOLS

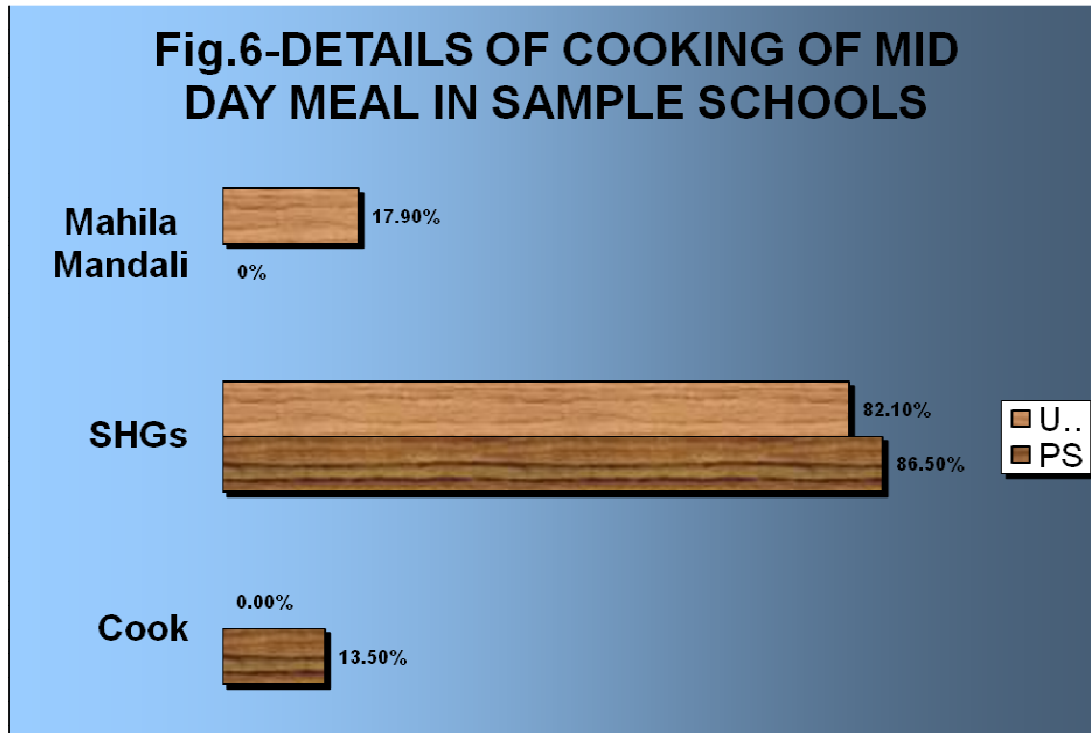


It was found that in 76% schools across the total sample schools of 250 in Guntur district variety of food is being served with weekly once egg or fruit in Mid day meal programme. Whereas, in 37(14.8%) schools it is noticed that the same food is supplied to children. Continuing the routine food items in food makes the children to lose interest and influences on the school attendance. Hence varieties of food items are to be served by strictly following the guidelines of the scheme.

23.	<p>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</p> <p>(iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p> <p>(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</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 is regularly receiving by the schools and cooking agencies. However, in some schools One to two months delay is being noticed this is because of delay submission of details and bank transfers etc. However, in some schools it was reported by the cooking agencies said that earlier it was once in six months.</p>		
24.	<p>SOCIAL EQUITY:</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 such discrimination.</p>		
25.	<p>VARIETY OF MENU:</p> <p>Has the school display 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>
<p>In majority of the schools the display of menu was not a usual practice. However, the students are being informed orally about the supply of egg and other things like any special vegetable.</p>		

26.	<ul style="list-style-type: none"> (iii) Is there variety in the food served or is the same food served daily? (iv) Dose the daily menu include rice / wheat preparation, dal and vegetables? 	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
<p>Variety is being served. While on making visit to the respective schools and villages, it was enquired upon items of food being served under Mid-Day Meal scheme. As reported by head masters, teachers, parents and children the usual items being served were rice, dal, vegetables, sambar and kichidi. Occasionally fried rice is also served. However, the same could not be verified through physical evidence since most of the schools were not maintaining proper documentation in this regard</p>		
27.	<p><u>QUALITY & QUANTITY OF MEAL:</u></p> <p>Feedback from children on</p> <ul style="list-style-type: none"> d) Quality of meal: e) Quantity of meal: f) {If children were not happy Please give reasons and suggestions to improve.} 	Observations of Investigation during MDM service
<p><u>DETAILS OF QUALITY AND QUANTITY OF MID DAY MEAL IN SAMPLE SCHOOLS</u></p> <p>As per the monitoring observations and available records from the Teachers, Parents and Children it was noticed that in 250 schools in all the schools the quantity of food served is quite satisfactory to the school children and in reference to quality the incidence of 'satisfaction' is slightly higher. Thus, at overall level the satisfaction level on quality and quantity of food served is quite appreciative among the sample schools.</p>		
28.	<p><u>SUPPLEMENTARY:</u></p> <ul style="list-style-type: none"> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? (v) Who administers these medicines and at what frequency? (vi) Is there school Health Card maintained for each child? 	Teachers, Students, School Record
<p>In respect of distribution of micro-nutrients and de-worming medicine to school children, it was reported by the teachers that, among all the sample schools 89% of schools are distributing the Micro nutrients and De –worming medicine in convergence with the health departments. This was not seen in practice in any of the schools while monitoring.</p>		
29.	<p><u>STATUS OF COOKS:</u></p> <ul style="list-style-type: none"> (vi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) (vii) Is the number of cooks and helpers adequate to meet the requirement of the school? (viii) What is remuneration paid to cools/helpers? (ix) Are the remuneration paid to cooks/helpers regularly? (x) Social Composition of cooks /helpers? (SC/ST/OBE/Minority) 	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Personnel involved in Cooking Food for Mid-Day Meal



As per the data collected and observations made by Monitoring Institute representatives, it was found that in most of the sample schools the personnel involved in cooking and serving the food were Self Help Group members.

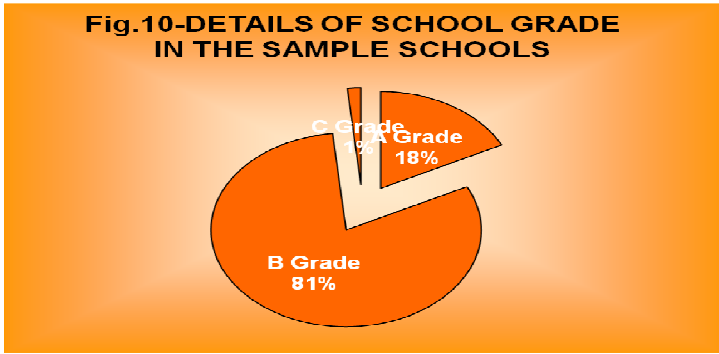
30.	<p>INFRASTRUCTURE:</p> <p>Is a pucca kitchen shed-cum-store:</p> <ul style="list-style-type: none"> (f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned <p>Any other (specify)</p>	<p>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p>
<p>In majority of the schools the pucca kitchen sheds were not constructed. The cooking takes place in open area and some time under the trees. Wherever the rooms are available in class room only the cooking is being done. But in some schools the cooking at the cooking agency house was also noticed.</p>		
31.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored.</p> <p>The food grains are stored in class rooms some times in the cooking agency house. Out of 250 schools nearly 50% of schools i.e. 126 it is observed that the food grains are being stored in the kitchen itself. In few schools 30% (75) the food grains are being stored in class rooms because they don't have proper storage facilities in the school. The remaining 20% (49) the food grains are being stored in cook house. The proper monitoring of food grains is missing in many of the schools. The food grains are with the custody of the cooking agent only.</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>
32.	<p>Whether potable water is available for cooking and drinking purpose?</p>	<p>-do-</p>

	Yes available.	
33.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	Not adequate utensils are available. Among the 250- sample schools of Guntur district, it was observed that only in 87.5% schools there was an adequate facility of utensils and the in the remaining schools the facility was quite inadequate. In fact, in many a school, the local community has contributed certain number of vessels to overcome the shortage.	
34.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Most of the time fire wood sometimes dungs. Among the sample schools, in majority of them (52%) 'Fire-wood' was the principal source for cooking food. Only in (26%) it is observed that Dung cake is used as fie fuel this is harmful to the health. Whereas 32% schools there was a facility of 'cooking-gas'	
35.	SAFETY & HYGIENE: vi. General Impression of the environment, Safety and hygiene: vii. Are children encouraged to wash hands before and after eating viii. Do the children partake meals in an orderly manner? ix. Conservation of water? x. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	Cleaning Habits and Discipline among the children In terms of hygiene it reveals that out of 250 schools monitored by MI (100%) schools children are following good cleanliness habits such as they are washing their hands before and after the consumption of MDM. In 100% (250) schools students are taking the Mid day meal in an orderly manner .	
36.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	During the MI visit it is informed by the head masters and teachers that in nearly 60%(155) schools parents/community members are participating in MDM by supplying plates and glasses. In contrary majority of the schools i.e. 40% it is reported that parents /community members are not involved in MDM programme. This is because of lack of community mobilization on part of the teachers and head masters	
37.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	Most of the time the programme is being inspected by the Mandal Educational Officer and sometimes by the community members like parents and Panchayat representatives.	
38.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Are there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.

	The MDM has some impact on the enrollment and attendance of the children to schools. It was noticed that some improvement was seen in the regularity of the students to schools.
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(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.														
	The schools were functioned in the last academic year the prescribed number of working days by the department i.e 220.															
(ii)	Whether the school has clean environment, good buildings, and playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.														
	<p>During the field visit to sample schools by MI it is observed that 92.8% schools have black boards.</p> <p style="text-align: center;">Table: 24 CLASSROOM FACILITIES IN SAMPLE SCHOOLS</p> <div style="text-align: center;"> <p>Fig.8-CLASS ROOM FACILITIES IN SAMPLE SCHOOLS</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Facility</th> <th>U.. (%)</th> <th>PS (%)</th> </tr> </thead> <tbody> <tr> <td>Displaying TLM</td> <td>100.00%</td> <td>100.00%</td> </tr> <tr> <td>TLM usage</td> <td>100.00%</td> <td>100.00%</td> </tr> <tr> <td>Black boards in all class rooms</td> <td>100.00%</td> <td>92.80%</td> </tr> <tr> <td>Benches for students</td> <td>21.40%</td> <td>9.00%</td> </tr> </tbody> </table> </div>		Facility	U.. (%)	PS (%)	Displaying TLM	100.00%	100.00%	TLM usage	100.00%	100.00%	Black boards in all class rooms	100.00%	92.80%	Benches for students	21.40%
Facility	U.. (%)	PS (%)														
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Benches for students	21.40%	9.00%														
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.														
	Yes, in some schools the sitting arrangements were made.															
(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.														
	No Information is available															
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.														
	Schools do not have adequate play material for the children..															
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.														
	Low attendance is because of parents illiterate and local reasons like unemployment of the parents and local reasons which are mostly related to poverty of the parents.															
(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.														

	Visits to the parents houses and the daily orientation to the studnts in the assembly. Teachers and Head masters are continuing their efforts to improve the attendance rate further by adopting certain measures like visiting the parents how and generating awareness among the parents and getting back the students. Apart from this teachers are also using the technique of peer pressure through conducting the interviews with co-student	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	Most of the sampled primary and upper primary schools the assessment of student's achievement in various school subjects with the help of identified competencies i.e. minimum level of learning and Conducting monthly, unit and terminal examinations by awarding grades, carries out the assessment.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	All the sampled primary and upper primary schools of the district practice of continuous comprehensive evaluation to evaluate the students by conducting 4 unit tests and 3 terminal examinations and assigning 25% of weight age to each of the term tests in the final examination	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<p style="text-align: center;">Fig.10-DETAILS OF SCHOOL GRADE IN THE SAMPLE SCHOOLS</p>  <p style="text-align: center;">MI has monitored the performance of schools among the sample district and noticed that out of 250 schools 'A' Grade school are one percent. Majority of the schools are in B (81%)and C (18%) Grade this amounts to be 99%.</p>	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	Rapport of the children with the teachers is good.	
(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.
	No such children were noticed.	
(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.
	Data not available	
(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.
	Data Not available	

5. District Level half yearly Monitoring Report

(The Ministry/TSG needs districts wise information as per the TOR 2008-2010)

8.1. Name of the District : **Kurnool**

8.2. Date of visit to the Districts/EGS/schools : **Kurnool 14.06.2009 to 26.06.2009**

8.3. 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):

(xxiii)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	As per the State component plan 2008-09, No new schools were sanctioned. However the district has operationalised all the sanctioned schools of the previous years.	
(xxiv)	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.
	Not applicable	
(xxv)	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
	Not applicable	
(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.
	Not applicable	

(xxvii)	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.
	Not applicable	
(xxviii)	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.
	Not applicable	
(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.
	Not applicable	
(xxx)	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.
	Not Applicable	
(xxx1)	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.
	Not Applicable	
(xxxii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not applicable	
(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.
	Not Applicable	

(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.
	As per the State component plan 2008-09, No new schools were sanctioned. However the district has operationalised all the sanctioned schools of the previous years.	
(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.
	Monitoring institute visited the civil works in a district and satisfied with the construction in Adoni Mandal and Nandyal mandal.	
(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).
	In Andhra Pradesh State Government have established school management committees at the village level under the Chairmanship of Village Sarpanch. During the visit of Monitoring institute it is observed that in all the sample schools the committees have been formed under the chairman ship of sarpanch. The project is releasing the grants in the name of these committees and they are operating the bank accounts with out the proper quorum of the committees. As far as training aspect concerned there was no formal training imparted to the committees members on civil works	
(xxx)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Guidelines for civil works has been prepared and is available with School Management committee	
(xxxi)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	In all the sample schools of the district the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed... All newly constructed ramps are provided with reeling. But it is not of good quality	
(xxxii)	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 they are maintaining general account in coordination with the school head master	
(xxxiii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	As per the information provided by the district project office of the Krishna district is that the technical supervision of civil works is done by Executive Engineer at the district level and the Dy. Executive Engineer at the sub district level. MI has visited the construction sites and interviewed the community leaders, teachers and elected representatives of the concerned villages and it were reported that the supervision by the project engineering team is inadequate. Therefore the engineering wing of the district project officers should pay more attention on their desired number of visits and ensure the quality of civil constructions. However the project is having site engineers at the works place but they are temporary staff and there supervision not making any impact their capacity has to be built..	

(xxxiv)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Two to three times the technical person visited the construction site and guided the construction process at the foundation stage, lintel and roof stage.	
(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).
	During the year 2008-09 the district has no sanctions as far as drinking water and sanitation facilities are concerned. However from the beginning the there was convergence with the line departments and the works were impletemented with the convergence only	
(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).
	At the time of field visit by the MI to the district it was noticed that the implementing agencies of Swajaladara are being involved in construction of such facilities. Majority of the schools are not having the facility of proper drinking water.	
(xxxvii)	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).
	Convergence with total sanitation campaign taking place in respect of toilet facilities in the schools.	
(xxxviii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality of construction of toilets, drinking water facility and Additional Class rooms constructed with good quality. MI has observed the these works in Nandyal, Adoni and Kurnool Mandals.	
(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.
	State project engineer discharges the duties with the technical support of consultant (Ex Chief Engineer) will monitor the civil works at the State as well as district level by seeking fortnight reports in convergence with Housing programme. Monitoring is also done by video conferencing with district engineers and the additional project coordinators of the project, apart from this team of engineers also will inspect at least one district monthly and through reviews the progress in the meetings of additional project coordinators and others at the State level..	

(c) Textbooks:

(ix)	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.		
	In all the sample schools of the districts it is observed that district project officers ensured the distribution of free text books to all the SC, ST & Other caste Girl students for all subject for all classes from the SSA funds and the distribution is in June and July months of the academic year.			
(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.		
	Distribution of Free text books among the sample schools			
	Details of distribution of free text books	Primary School	Upper Primary School	Total
	Details of distribution			
	Before school opening	2	5	
		1.10%	14.30%	3.3
	June	173	30	2
	98.90%	85.70%	96.7	
Total	175	35	2	
	100.00%	100.00%	100.0	
(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 delay of text books distribution. All the text books were distributed within one month of opening of the schools.			
(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.		
	Free text books were distributed for all children and all classes to all eligible children.			

(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	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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grant?

As per the information of the district project officers with regards to school grants all the eligible primary and upper primary sections of high schools will be provided the school grants in the month of August and September. It is observed by the MI from the field visit, the released grants are not reached to school point in the same month there is some delay at the Mandal and school level. However, the release is through RTGS online system and some schools the opening of RTGS system and some errors in the operation of this account caused delay in reaching the schools.

TABLE – 6: SCHOOL GRANTS

Receipt of Schools Grants	Primary School	Upper Primary School	Total
School grants received for 2008-09			
Yes	151	28	179
	86.30%	80.00%	85.20%
No	24	7	31
	13.70%	20.00%	14.80%
Total	175	35	210
	100.00%	100.00%	100.00%

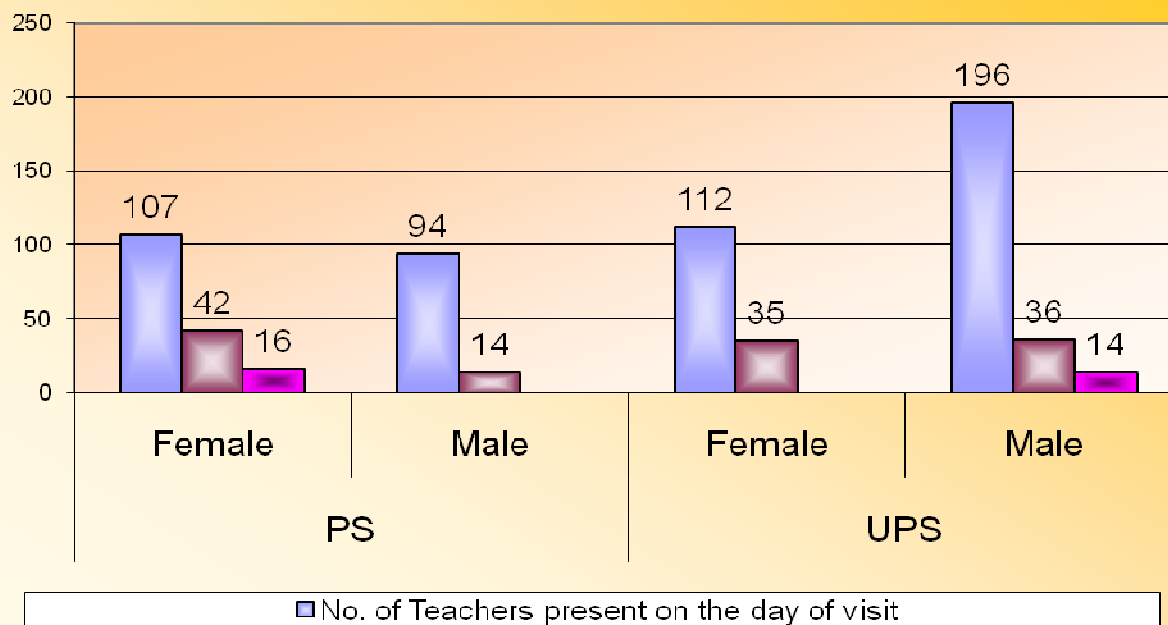
Out of 210 sample schools 86 % (179). Schools received the schools grants where as 15% schools have not received school grants because of some problem in RTGS account.

(xii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	The Dpo has released school grants for all the eligible schools at the rate of Rs.2000 per school.	
(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 centralized purchase for schools out of the school grant.	
(xiv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The school grants received by school SMC and utilization of the grants was in the month of September.	
(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.
	MI has noticed that majority of the schools in sample district have utilized the school grants for specific purpose of the schools whereas few schools have not yet utilized the amount. This was observed by the MI Nandyal, Kurnool and Adoni Mandals.	

(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.
	The MI has observed during the field visits in all the sampled schools in the district that there is no additional sanction of teacher posts under SSA programmes. Since there is a delay in teacher recruitment procedure Vidya volunteers are appointed against the regular teacher posts. Mandal education officers have been given the authority to recruit the vidya volunteers in consultation with the head masters of the schools and the Village Sarpanches. In the sample district to tal 142 vidya volunteers are at present working in the sample schools visited by the MI for them also ssa has given training	
(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.
	The recruitment of teachers is done by the District Selection committee and it is through common notification for all the districts of the state..	
(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.
	Nature of appointment of teachers is regularf and through open selection.	
(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.
	School Management Committee and Panchayat is not empowered to recruit the teachers but they can identify the educational volunteers and in consultation with Mandal Education officer recruitment can be done.	
(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.

Fig.3-DETAILS OF ATTENDANCE OF TEACHERS ON THE DAY OF MI VISIT



(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 data on rapport between children and teachers reveals that in 88% of the schools the rapport between the teachers and children is found to be good.

(xxxi) 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.

IN SERVICE TRAINING GIVEN FOR TEACHERS DURING 2008-09			
Details	Primary School	Upper Primary School	Total
In service training given for 2008-09			
Yes	155	35	190
	88.60%	100.00%	90.50%
No	20		20
	11.40%		9.50%
Total	175	35	210
	100.00%	100.00%	100.00%

(xxxii) 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.
 The teacher recruitment is in the process after their recruitment they will be given the 30 days of training.

(xxxiii)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited)? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>The in-service teacher training was conducted to all the teachers of the district. The modules were prepared by the State project office duly involving the teachers, teacher educators and others. The programme was monitored by the DIET faculty.</p>	
(xxxiv)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
	<p>As far as the satisfaction of the teachers with regards to the training programmes majority of the teachers in all the sampled schools of the district expressed satisfaction about the training programmes conducted by the SSA. Teachers are very much benefited by the radio lessons and other set conferences which are quite useful during the visit of Monitoring Institute many teachers expressed training programmes at the schools complex have to be concentrated more and to be strengthened</p>	
(xxxv)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <ul style="list-style-type: none"> k. 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)? l. 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? m. 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? n. 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? o. 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>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 MI during its visits to sample mandal resource centers of Nandikotkur and Kurnool and Overvakal in the district and observed that majority of the MRCs are not fully engaged in teacher education programmes. The teleconference and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy. The scarcity of staff at the Mandal Resource centre should be rectified by appointing suitable teachers as Mandal Resource persons. .</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?	To be ascertained from SPO.
(xxxvi)	The State Project office have a Quality coordinator i.e Academic Monitoring team and they will be reviewing the programmes in coordination with SCERT and DIETs.. As per the information received from State project office State Academic Monitoring Officer is being entrusted the work of coordination, monitoring and supervision of academic activities at the State level. But there is no quality coordinator as such at SPO office. And at the district project office the Academic Monitoring Officer is looking after the overall quality of the training. However the quality aspects of the training programmes and other academic activities are being taken care by the concerned programme coordinators	

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
(vii)	All the eligible teachers were given the TLM grants .As per the information received from State project office State Academic Monitoring Officer is being entrusted the work of coordination, monitoring and supervision of academic activities at the State level. But there is no quality coordinator as such at SPO office. And at the district project office the Academic Monitoring Officer is looking after the overall quality of the training. However the quality aspects of the training programmes and other academic activities are being taken care by the concerned programme coordinators	
	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.
(viii)	From the District Project Office the TLM grants were distributed to the concerned teachers with instructions how to use these.	
	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.
(ix)	Most of the schools visited by MI have not properly utilized the TLM grant since the grants were reached to the concerned schools at the time of examinations or end of the academic year. The utilization of these grants is maximum for the purpose of preparation of different melas like maths, telugu, vocational and other melas.Monitoring Institue has also participated in the Melas and seen that teachers are utilizing the grant towards the Meal exhibit preparation.	

(g) EGS & AIE:

(li)	<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>81 centres were established and enrolled 2891 and RBC and Madrasas 4913 children were enrolled and total 12120</p>																		
(lii)	<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>12120 children were enrolled and they are attending the classes.</p>																		
(liii)	<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>12120 enrolled and attending the classes</p>																		
(liv)	<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>																
<div style="text-align: center;"> <p>Fig.4-NO. OF VIDYA VOLUNTEERS WORKING IN SCHOOL</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Fig.4-NO. OF VIDYA VOLUNTEERS WORKING IN SCHOOL</caption> <thead> <tr> <th>School Type</th> <th>Gender</th> <th>Number of Volunteers</th> </tr> </thead> <tbody> <tr> <td rowspan="2">PS</td> <td>Female</td> <td>7</td> </tr> <tr> <td>Male</td> <td>0</td> </tr> <tr> <td rowspan="2">UPS</td> <td>Female</td> <td>58</td> </tr> <tr> <td>Male</td> <td>34</td> </tr> <tr> <td colspan="2">Total</td> <td>109</td> </tr> </tbody> </table> </div>			School Type	Gender	Number of Volunteers	PS	Female	7	Male	0	UPS	Female	58	Male	34	Total		109
School Type	Gender	Number of Volunteers																
PS	Female	7																
	Male	0																
UPS	Female	58																
	Male	34																
Total		109																
(lv)	<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>Yes the Educational volunteers are giving academic support by the School Complex and Cluster resource centres regularly.</p>																		
(lvi)	<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>																

DETAILS O QUALIFICATIONS AND TRAINING OF VIDYA VOLUNTEERS			
Details of Qualifications and training of Vidya volunteers	Primary School	Upper Primary School	Total
Training received by Volunteers	34	16	50
	19.40%	45.70%	23.80%
Educational qualifications of volunteers			
10 th Class	23	4	27
	38.30%	14.30%	30.70%
Inter	19	18	37
	31.70%	64.30%	42.00%
Degree + D.Ed./B.Ed.	17	5	22
	28.30%	17.90%	25.00%
PG	1	1	2
	1.70%	3.60%	2.30%
Total	60	28	88
	100.00%	100.00%	100.00%
(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.	
	The honorarium for the Educational volunteers is paid through the bank account. The honorarium is fixed on their qualification i.e SSC to Graduation plus training.		
(lviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.	
	The Educational volunteer is regular in his attendance.		
(lix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.	
	There is a post of district coordinator post for EGS and AIE and the capacity building training conducted by the state Project office.		
(lx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.	
	The monitoring format is available with District Project office on which the State Project Office information will be submitted.		
(lxi)	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.	
	There is no data on upgradation of EGS centres.		
(lxii)	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.	
	No data is available		
(lxiii)	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.	
	Not Applicable		

(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.
	Not Applicable	
(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.
	Not applicable	
(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.
	No information.	
(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.
	NO t Applicable	
(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.
	Not applicable	
(Ixix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	Not Applicable	
(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.
	The EGS centres are provided with black boards books and Teaching learning materials.	
(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.
	Yes the Mid day meal is being supplied to the children in the EGS centres.	
(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.
	Almost 70% of the children are actually present on the day of MI visit.	
(Ixxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The achievement of level of children studying in EGS centres is C and D grade.	
(Ixxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The rapport of the Educational volunteer with the children is good.	
(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.
	The EGS centres are using the learning material supplied by the State project office and State government text 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.												
	7282 children were identified and 5077 were covered through various interventions.													
	<table border="1"> <thead> <tr> <th>No. of CWSN identified</th> <th>No. of CWSN enrolled in schools</th> <th>No. of CWSN covered through EGS</th> <th>No. of CWSN covered through HBE</th> <th>No. of Resource teachers appointed</th> <th>No. of Schools made barrier free</th> </tr> </thead> <tbody> <tr> <td>8887</td> <td>4708</td> <td>0</td> <td>702</td> <td>39</td> <td>100</td> </tr> </tbody> </table>		No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through EGS	No. of CWSN covered through HBE	No. of Resource teachers appointed	No. of Schools made barrier free	8887	4708	0	702	39	100
No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through EGS	No. of CWSN covered through HBE	No. of Resource teachers appointed	No. of Schools made barrier free									
8887	4708	0	702	39	100									
(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.												
	During this academic year 625 student is provided with aids and appliances.													
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.												
	NO difficulties but this year it was not given.													
(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.												
	39 IED resource teachers were appointed and 702 students were admitted into home based education.													
(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 the district has IED coordinator and he has been oriented with the capacity building programme at the 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.												
	The state has prescribed monitoring format and the frequency with the information is furnished to State project office.													
(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.												
	All the new schools were provided with ramps but the old schools do not have these facility.													
(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.												
	702 students were provided home based support during the current financial year.													
(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.												
	Many parents were given counseling nearly 3000 during the current financial year.													

(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	The actually enrolled students were present in the schools EGS centres visited by the Monitoring Institute.	

(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.
	400 Model cluster schools were established in the year 2007-08 are only functional no new MCS was formed in the year 2009.	
(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.
	Monitoring institute has visited the model cluster schools and seen the activities of the NPEGEL IN most of the MCS the budget was unspent and the Head masters are waiting for the guidelines for incurring the expenditure.	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The model clusters in the district have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and womens groups in favour 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 were released to all NPEGEL programme in time and district wise quantum of funds and date of release of funds were utilized.	
(v)	e. Whether a district gender coordinator is in position? f. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The district gender coordinator post is vacant and at present in charge is discharging the duties. The monitoring system is to check the girl's educational interventions and the SSA Programmes.	
(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.
	Not applicable	

(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.
	State has prepared monitoring format for the activity and the information is furnished by the same to state project office.	

(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.
	36 schools were operating out of which 34 are functional.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Land acquisition is a big problem in Kurnool district therefore the progress of construction is low	
(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 state has drawn up detailed guidelines for running the KGBV schools	
(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.
	16 Schools building construction completed and 16 are in progress.	
(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.
	In all the schools the teachers were positioned on contractual appointment basis and some schools guest teachers were posted.	
(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.
	.	
(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.
	All the students were given bedding, uniform and food and shelter along with the free text books.	

(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.
	computers are available but still there is need of improvement.	
(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
	Every year by september 30 the DISE format has to be filled up the concerned schools and Districts has to submit the DISE data to State project further transmission.	
(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.
	Data capture format have been supplied to all the schools latest by August.	

(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.
	The training has been imparted to all the teachers in filling up the data in capture format.	
(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.
	The schools complex Head masters were given the task of 5% check filling of the data collected . The School Complex Head masters are under taking this work.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	The collected data was passed on to the state well in time the District.	
(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.
	At the state level the MIS in charge is looking after the preparation of data base of DISE and ensuring the Quality of Data base.	

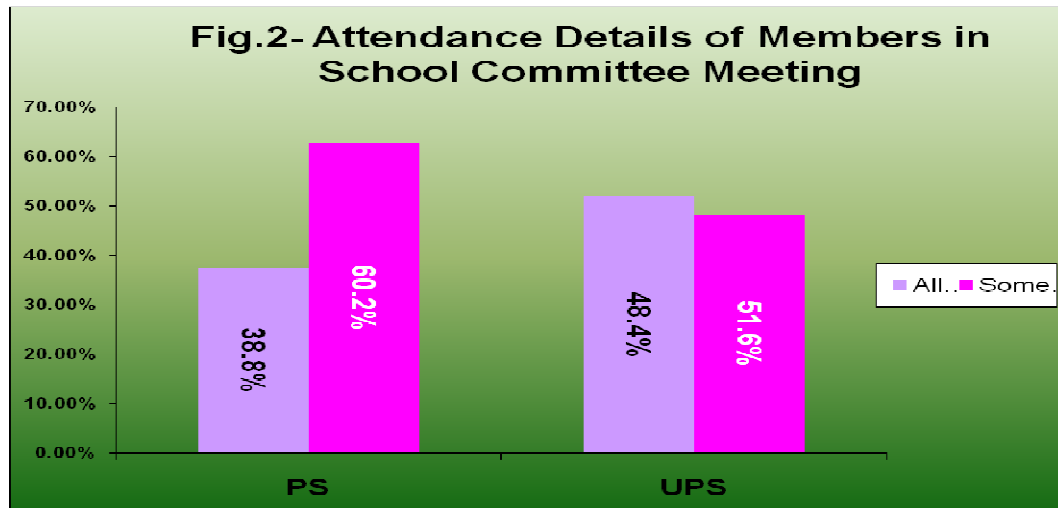
(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	The Research works allotted to the district in previous years were completed and current year no research work.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	Two studies taken up in the previous calendar year was completed.	
(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.
	AT the State project office there is a Research and Evaluation coordinator is working who is looking after the research issues by duly involving SCERT and DIET faculty.	

(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.
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All the schools were formed School Management Committees. And all are functional.



(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 copies of guidelines on delegation of powers to School Management Committees are available with the School Management Committees.	
(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.
	Adequate representation to women in School Management Committees was given.	
(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.

: ATTENDANCE OF SCHOOL MANAGEMENT COMMITTEE			
SCHOOL MANAGEMENT COMMITTEE	Primary School	Upper Primary School	Total
School Management committee is formed	113	28	141
	64.60%	80.00%	67.10%
Attendance Details of members in school committee meeting			
All members	16	4	20
	9.10%	11.40%	9.50%
Some members	81	23	104
	46.30%	65.70%	49.50%
Nobody	78	8	86
	44.60%	22.90%	41.00%
Total	175	35	210
	100.00%	100.00%	100.00%
Training given to committee members	26	6	32
	14.90%	17.10%	15.20%
(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.	
	Orientation given to the school committee members at the the micro plan preparation and other occasions and the their perception is good towards the orientation.		
(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 school Management committees are extending help to the school teachers and head master regarding the school enrolment and attendance improvement of children in the school.		
(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.	
	The School management committee is maintaining the record of accounts in coordination with the school Head masters.		
(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	
	Community mobilization officer is posted at the state level . who is looking after the School management committees and community participation and mobilization at the district level and organizes different activities		

(n) Staffing at State and District Level:

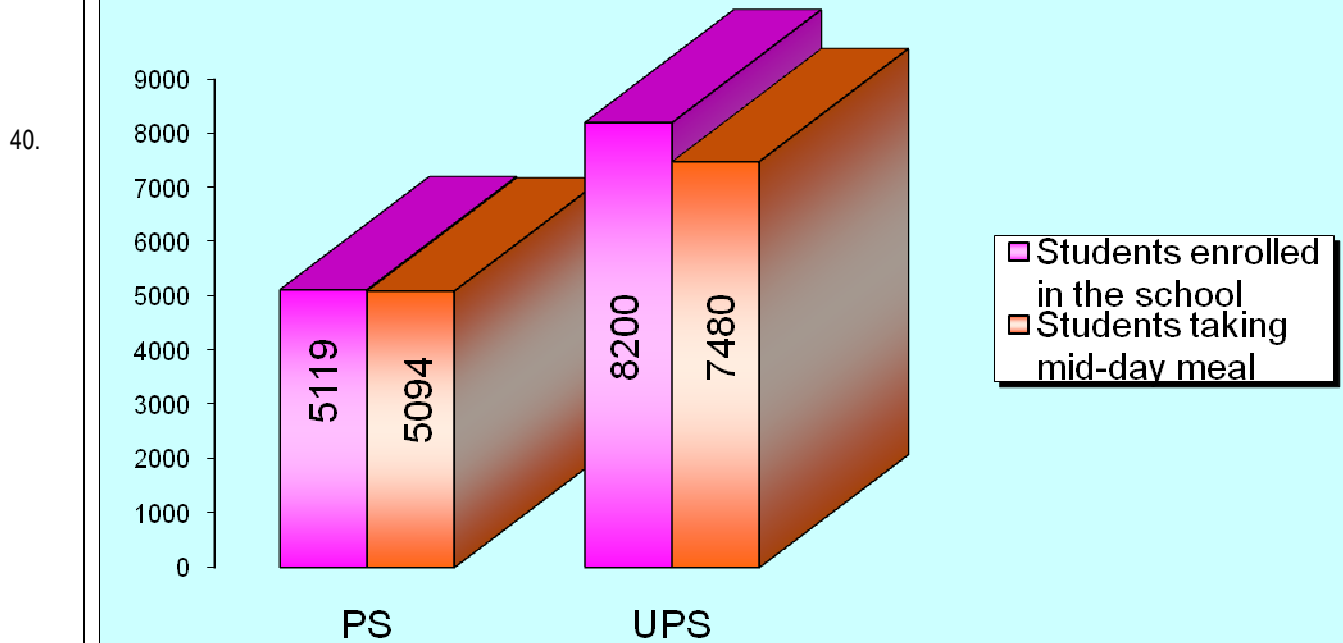
(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; 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.
	All the sanctioned posts are filled. Separate coordinators were posted for Academic monitoring, Girl Education, Civil works, inclusive education and other interventions. All are given orientation with regard to their job and tasks.	
(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.
	Two meetings were held during the previous financial year.	
(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.
	Except Girl Child Education officer post all other posts were filled and they are discharging their duties.	
(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.
	All the School Complex and Mandal Resource Centres are having Gazetted cadre Head Masters as the heads. Out of these 40% Posts are vacant and managing by the incharges.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The state project office have clearly laid down the rules for filling up of posts of SSA	

(P) Mid-Day Meal Scheme:

39.	REGULARITY IN SERVING MEAL:	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? . Among 210 schools in all schools almost all the schools it was found serving 'hot food' to the school children on daily basis when Monitoring Institute (MI) representatives made the visit all schools are providing hot cooked food to the children. Monitoring Institute has verified from the field in Nandyal, Kurnool and Adoni mandal area schools	

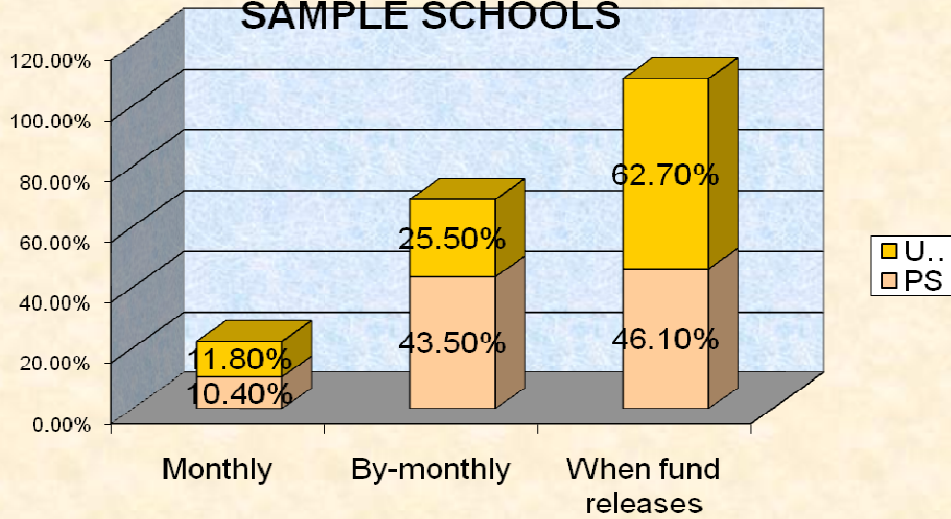
	<p>TRENDS: Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p>	<p>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</p>
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Fig.5 - NO. OF STUDENTS AVAILING THE MID DAY MEAL FACILITY IN SAMPLE SCHOOLS



41.	<p>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL: (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? (viii) Is buffer stock of one-month's requirement is maintained? (ix) Is the food grains delivered at the school?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>Food grains delivery is regular and no delay in delivery of food grains. Buffer stock of one months requirement is not maintained. Food grains delivered to the school is satisfactory.</p>	
42.	<p>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: (vii) 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? (viii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? (ix) Is cooking cost paid by Cash or through banking channel?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>

Fig.7-DETAILS OF PAYMENTS MADE IN MID DAY MEAL PROGRAMME IN SAMPLE SCHOOLS



43.	<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	Observations
The is no caste and gender discrimination in cooking or serving or seating arrangements as observed by the MI.		
44.	<p><u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p> <p>It was found that in 91 %schools across the total sample schools of 210 in Nalgonda district variety of food is being served with weekly once egg or fruit in Mid day meal programme. Where as, in 10% schools it is noticed that the same food is supplied to children. Continuing the routine food items in food makes the children to loose interest and influences on the school attendance..</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
45.	<p>(v) Is there variety in the food served or is the same food served daily? (vi) Dose 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.

Details of Fruits and Eggs served in the mid day meals.

	Primary School	Upper Primary School	Total
Whether fruits and eggs are being served?			
Every week	53 30.30%	12 34.30%	65 31.00%
Once in two weeks	36 20.60%	11 31.40%	47 22.40%
Once in a month	4 2.30%	2 5.70%	6 2.90%
Not at all	82 46.90%	10 28.60%	92 43.80%
TOTAL	175 100.00%	35 100.00%	210 100.00%

In the sample schools visited by the Monitoring Institute it is observed that in mid day meals 43% schools no egg is being served where as 23% schools eggs are served once in two weeks, followed by 31% schools it is being served weekly once.

QUALITY & QUANTITY OF MEAL:

Feedback from children on

- g) Quality of meal:
- h) Quantity of meal:
- i) {If children were not happy Please give reasons and suggestions to improve.}

Observations of Investigation during MDM service

Children Reaction to Quality and Quantity of food

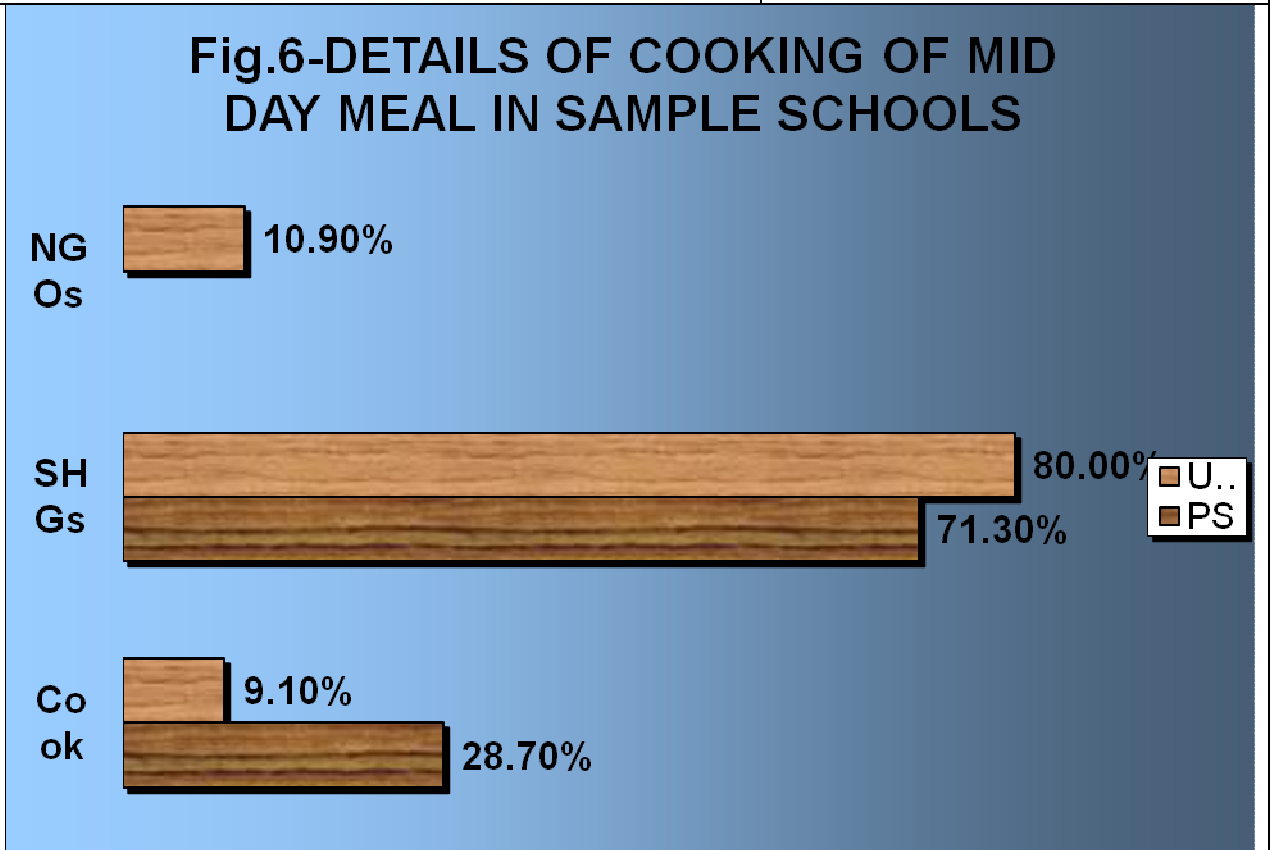
	Primary School	Upper Primary School	Total
Food is sufficient to students	155 88.60%	31 88.60%	186 88.60%
Students are given quality food	156 89.10%	31 88.60%	187 89.00%
Students are given micronutrients food	18 10.30%	8 22.90%	26 12.40%

Based on the observations of MI and also recorded from Teachers, Parents and Children it was observed that in 210 schools in the quantity of food served is quite satisfactory to the school children and in reference to quality the incidence of 'satisfaction' is slightly higher. Thus, at overall level the satisfaction level on quality and quantity of food served is quite appreciative among the sample schools. 88% schools the students revealed that food is sufficient.

46.

47.	<p>SUPPLEMENTARY:</p> <p>(vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p>(viii) Who administers these medicines and at what frequency?</p> <p>(ix) Is there school Health Card maintained for each child?</p>	Teachers, Students, School Record
<p>In respect of distribution of micro-nutrients and de-worming medicine to school children, it was observed that, among 210 sample schools 65%of schools are distributing the Micro nutrients and De –worming medicine in convergence with the health departments</p>		

48.	<p>STATUS OF COOKS:</p> <p>(xi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p> <p>(xii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p> <p>(xiii) What is remuneration paid to cools/helpers?</p> <p>(xiv) Are the remuneration paid to cooks/helpers regularly?</p> <p>(xv) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
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INFRASTRUCTURE:

Is a pucca kitchen shed-cum-store:

- (k) Constructed and in use
- (l) Constructed but not in use under
- (m) Under construction
- (n) Sanctioned, but constructed not started
- (o) Not sanctioned

Any other (specify)

School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

AVAILABILITY OF INFRASTRUCTURE FACILITIES FOR MID DAY MEAL IN SAMPLE SCHOOLS

MDM Details	Primary School	Upper Primary School	Total
Place of cooking the MDM			
Kitchen	128	31	159
	73.10%	88.60%	75.70%
Cook house	41	4	45
	23.40%	11.40%	21.40%
Open Place	6		6
	3.40%		2.90%
Total	175	35	210
	100.00%	100.00%	100.00%
Storage of food Grains of MDM			
Class rooms	45	11	56
	25.70%	31.40%	26.70%
Kitchen	84	21	105
	48.00%	60.00%	50.00%
Cook house	46	3	49
	26.30%	8.60%	23.30%
TOTAL	175	35	210
	100.00%	100.00%	100.00%
Availability of water for cooking and drinking	125	27	152
	71.40%	77.10%	72.40%
Availability of Utensils for cooking	158	28	186
	90.30%	80.00%	88.60%
Kind of fuel used for cooking			
Pidakalu (Dung Cake)	8		8
	4.60%		3.80%
Firewood	145	33	178
	82.90%	94.30%	84.80%
Gas	22	2	24
	12.60%	5.70%	11.40%
TOTAL	175	35	210
	100.00%	100.00%	100.00%

49.

50.

In case the pucca kitchen shed is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored.

Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation

Food grains are stored in the cooking agency house or in the class rooms of a school

51.

Whether potable water is available for cooking and drinking purpose?

-do-

	In respect of facilities available for potable water for cooking and drinking purpose, it was observed that in 72.4% schools the potable drinking Water facility is available.																	
52.	Whether utensils used for king food are adequate? Among the 210 schools of visited by the MI in Kurnool district it is observed that 87% schools the cooking vessels are available for cooking the MDM. In fact, in many a school, the local community has contributed certain number of vessels to overcome the shortage.	Teachers/Organizer of MDM Programme																
53.	What is the kind of fuel used? (Gas based/firewood etc.) Among the sample schools, in majority of them 84.8% schools the Fire-wood' was the principal source for cooking food. Only in 11.4% schools LPG gas connection is available for cooking the MDM.	Observation																
54.	<p>SAFETY & HYGIENE:</p> <ul style="list-style-type: none"> xi. General Impression of the environment, Safety and hygiene: xii. Are children encouraged to wash hands before and after eating xiii. Do the children partake meals in an orderly manner? xiv. Conservation of water? xv. Is the cooking process and storage of fuel safe, not posing any fire hazard? <p style="text-align: center;">cleaning Habits and Discipline among the children</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Cleaning habits among the children</th> <th style="text-align: center;">Primary School</th> <th style="text-align: center;">Upper Primary School</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>Wash their hands before & after the consumption of MDM</td> <td style="text-align: center;">173 98.90%</td> <td style="text-align: center;">35 100.00%</td> <td style="text-align: center;">208 99.00%</td> </tr> <tr> <td>Take & eat meal in an orderly manner</td> <td style="text-align: center;">173 98.90%</td> <td style="text-align: center;">35 100.00%</td> <td style="text-align: center;">208 99.00%</td> </tr> <tr> <td>Conserve water while washing dishes</td> <td style="text-align: center;">171 97.70%</td> <td style="text-align: center;">35 100.00%</td> <td style="text-align: center;">206 98.10%</td> </tr> </tbody> </table> <p>In terms of hygiene it reveals that out of 210 schools 99% i.e 208schools the children follow the good cleanliness habits such as they wash their hands before and after the consumption of MDM the similar the case is also with taking meals in an orderly manner and conservation of water while washing dishes.</p>	Cleaning habits among the children	Primary School	Upper Primary School	Total	Wash their hands before & after the consumption of MDM	173 98.90%	35 100.00%	208 99.00%	Take & eat meal in an orderly manner	173 98.90%	35 100.00%	208 99.00%	Conserve water while washing dishes	171 97.70%	35 100.00%	206 98.10%	Observation
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Conserve water while washing dishes	171 97.70%	35 100.00%	206 98.10%															
55.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members																

	In general the participation of parents and community members in MDM is only to collect the donation for contribution towards the provision of vessels and cooking utensils and general supervision through the school management committees.															
56.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members														
	<p style="text-align: center;">Fig.8-INSPECTION OF MDM BY PARTENTS AND OFFICIALS</p> <table border="1"> <caption>Data for Fig.8-INSPECTION OF MDM BY PARTENTS AND OFFICIALS</caption> <thead> <tr> <th>Inspector</th> <th>U.. (%)</th> <th>PS (%)</th> </tr> </thead> <tbody> <tr> <td>By Community Members & Others</td> <td>32.70%</td> <td>23.50%</td> </tr> <tr> <td>By Parents</td> <td>28.20%</td> <td>13.90%</td> </tr> <tr> <td>By MEO</td> <td>76.40%</td> <td>87.80%</td> </tr> <tr> <td>By Dy.DEO</td> <td>56.40%</td> <td>19.10%</td> </tr> </tbody> </table>		Inspector	U.. (%)	PS (%)	By Community Members & Others	32.70%	23.50%	By Parents	28.20%	13.90%	By MEO	76.40%	87.80%	By Dy.DEO	56.40%
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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.														
	The Mid day meal programme has an impact on the enrollment and nutritional status of the children By serving cooked meal in schools the children are hunger free and has an impact over the retention.															

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	The schools functioned 220 days of working during the last academic year.	
(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.

Details of School Environment

Environment	Primary School	Upper Primary School	Total
Clean environment	158	35	193
	90.30%	100.00%	91.90%
School has Good buildings	150	26	176
	85.70%	74.30%	83.80%
School has sufficient class rooms	135	18	153
	77.10%	51.40%	72.90%
School has classrooms with proper flooring, roof and windows	148	27	175
	84.60%	77.10%	83.30%
School has classrooms with proper lighting	150	29	179
	85.70%	82.90%	85.20%
School has Playgrounds	75	18	93
	42.90%	51.40%	44.30%
School has Playing material	51	13	64
	29.10%	37.10%	30.50%
School is providing playing material to students	53	13	66
	30.30%	37.10%	31.40%

MI has observed the details of school environment and found that 90% of the sampled schools 193 are with clean environment, with good buildings proper classrooms with flooring and widows etc. In addition to this play ground facility was also observed by MI in sampled schools and found that 64 schools have play ground facility.

Whether the classes have proper sitting arrangement for children, a black board, TLM materials?

Information to be recorded on the basis of observation.

class room facilities in sample schools

FACILITIES	Primary School	Upper Primary School	Total
Benches for students	76	13	89
	43.40%	37.10%	42.40%
Black boards in all class rooms	167	33	200
	95.40%	94.30%	95.20%
TLM usage	165	34	199
	94.30%	97.10%	94.80%
Displaying TLM	140	32	172
	80.00%	91.40%	81.90%

(iii)

Whether health camp facility was made available to the children during the previous six months?

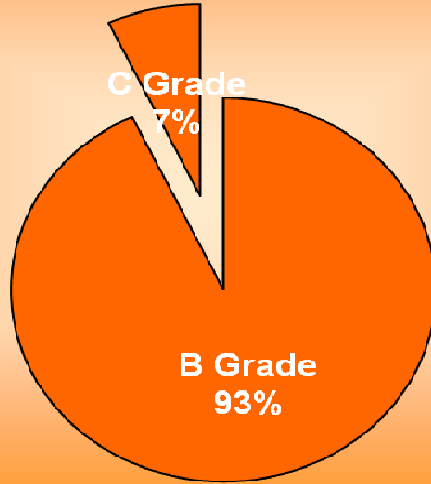
Information to be recorded on the basis of school records.

(iv)

Details of Health Camps conducted in Sample Schools			
	Primary School	Upper Primary School	Total
Health camp facility was made available to the children during the previous 6 months	76	17	93
	43.40%	48.60%	44.30%
Sufficient medicines are being supplied	77	16	93
	44.00%	45.70%	44.30%
Students are being sent for referral hospitals	65	15	80
	37.10%	42.90%	38.10%
(v) Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.		
	As far as play material is concerned it is not adequate still there is a need of improvement of play material in the schools.		
(vii) If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.		
	Local reasons are prevailed for the low attendance in the classes.		
(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.		
	STEPS TAKEN TO PROMOTE ATTENDANCE BY THE SCHOOL		
	Steps to promote attendance	Primary School	Upper Primary School
	Visiting parents house	162	31
		92.60%	88.60%
	Interview with co-students	16	7
		9.10%	20.00%
			11.00%
(ix) What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.		
	Most of the sampled primary and upper primary schools the assessment of student's achievement in various school subjects with the help of identified competencies i.e. minimum level of learning and Conducting monthly, unit and terminal examinations by awarding grades, carries out the assessment.		
(x) Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.		
	All the sampled primary and upper primary schools of the district practice of continuous comprehensive evaluation to evaluate the students by conducting 4 unit tests and 3 terminal examinations and assigning 25% of weight age to each of the term tests in the final examination		
(xi) The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.		

The achievement level of the children is Grade B, and C

Fig.10-DETAILS OF SCHOOL GRADE IN THE SAMPLE SCHOOLS



(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teacher is found good.	
(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.
	No such cases were reported during the monitoring.	
(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.
	NO data is available	
(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.
	No data is available.	

6. District Level half yearly Monitoring Report

(The Ministry/TSG needs districts wise information as per the TOR 2008-2010)

6.1. Name of the District : **Prakasham**

6.2. Date of visit to the Districts/EGS/schools : **Prakasham 09.02.2009 to 18.02.2009**

6.3. 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 state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	As per the State component plan the district has operationalised all the sanctioned schools of the previous years.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable	
(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
	Not applicable	
(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.

	Not applicable	
(v)	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.
	Not applicable	
(vi)	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.
	Not applicable	
(vii)	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.
	Not applicable	
(viii)	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.
	Not applicable	
(ix)	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.
	Not applicable	
(x)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not applicable	
(xi)	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.
	Not applicable	

(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.
	As per the information provided by the District Project Officers of the sample district it is observed that civil works target is 100% achieved up to the year 2008-09. The quality of the construction of the class rooms were found to be with good quality.	
(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.
	No variance was reported in the actual status of the works.	
(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).
	In Andhra Pradesh State Government have established school management committees at the village level under the Chairmanship of Village Sarpanch. This process was initiated in the month of January 2007. However, during the field visits of monitoring institute it is noticed that committees were formed with the sarpanch and Head masters. In some of the schools parent teacher associations are functioning and helping the school in it's functioning. The project is releasing the grants in the name of these committees and they are operating the bank accounts with out the proper quorum of the committees. The project has not given any formal training to these committee members But certain occasions they were oriented about the planning process of SSA. Just the committees are operating the Bank Accounts.	
(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).
	Guidelines for civil works have been given to the school management committee and school Head Masters for monitoring the civil works.	
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	In all the sample schools of the district the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed.. All newly constructed ramps are provided with reeling. But it is not of good quality.	

(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).
	School management committees are not actually maintaining at he accounts but the School Head Masters are verifying the accounts with the contractors of the construction sites.	
(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).
	As per the information provided by the district project office of the Krishna district is that the technical supervision of civil works is done by Executive Engineer at the district level and the Dy. Executive Engineer at the sub district level. MI has visited the construction sites and interviewed the community leaders, teachers and elected representatives of the concerned villages and it were reported that the supervision by the project engineering team is inadequate. Therefore the engineering wing of the district project officers should pay more attention on their desired number of visits and ensure the quality of civil constructions. However the project is having site engineers at the works place but they are temporary staff and there supervision is some how useful to manage the situation.	
(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).
	Three to four times the technical person will visit the construction site and the guide the construction and gives suggestions for improvement.	
(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).
	During the monitoring institute visit to the district, it was observed that in Prakasham district there was a convergence between TSC and Swajaladara as far as drinking water supply and sanitation facilities of the schools, and in some places it is observed that provision for Indiramma project through convergence is also built. MI suggests that there is need to strengthen the convergence between the existing related programmes of the State Government.	
(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).
	Construction of drinking water facilities in schools is being carried through convergence with swajaldhara and rural works department.	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	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>There was a convergence between TSC and Swajaladara as far as drinking water supply and sanitation facilities of the schools, and in some places it is observed that provision for Indiramma project through convergence is also built. MI suggests that there is need to strengthen the convergence between the existing related programmes of the State Government.</p>	
(xii)	<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 quality of construction is found to be good. The quality of construction of toilets, drinking water facility and Additional Class rooms constructed with good quality. MI has observed the these works in Ballikurva and Marturu mandals.</p>	
(xiii)	<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>State project engineer discharges the duties with the technical support of consultant (Ex Chief Engineer) will monitor the civil works at the State as well as district level by seeking fortnight reports in convergence with Indiramma programme. Monitoring is also done by video conferencing with district engineers and the Project officers of the Project, apart from this team of engineers also will inspect at least one district monthly and through reviews the progress in the meetings of additional project coordinators and others at the State level..</p>	

(c) Textbooks:

(i)	<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 is 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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All the eligible children with reference to SC/ST/B C and other caste people are getting the free text books and these are from State Government funds. For OC Girls Free Text Books were distributed.																																																		
<table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">No. of OC girls provided free text books</th> </tr> <tr> <th>VI</th> <th>VII</th> <th>VIII</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>22836</td> <td>17450</td> <td>12936</td> <td>53222</td> </tr> <tr> <td>2002-03</td> <td>22884</td> <td>17974</td> <td>14700</td> <td>55558</td> </tr> <tr> <td>2003-04</td> <td>21918</td> <td>18789</td> <td>15241</td> <td>55948</td> </tr> <tr> <td>2004-05</td> <td>23037</td> <td>19431</td> <td>16175</td> <td>58643</td> </tr> <tr> <td>2005-06</td> <td>23505</td> <td>19594</td> <td>16169</td> <td>59268</td> </tr> <tr> <td>2006-07</td> <td>23035</td> <td>20963</td> <td>16999</td> <td>60997</td> </tr> <tr> <td>2007-08</td> <td>24140</td> <td>22001</td> <td>19851</td> <td>65992</td> </tr> <tr> <td>2008-09</td> <td>26386</td> <td>22155</td> <td>19224</td> <td>67765</td> </tr> </tbody> </table>		Year	No. of OC girls provided free text books				VI	VII	VIII	Total	2001-02	22836	17450	12936	53222	2002-03	22884	17974	14700	55558	2003-04	21918	18789	15241	55948	2004-05	23037	19431	16175	58643	2005-06	23505	19594	16169	59268	2006-07	23035	20963	16999	60997	2007-08	24140	22001	19851	65992	2008-09	26386	22155	19224	67765
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(ii)	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 were distributed in the month of June and July 2008 There was no delay of distribution.																																																	
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.																																																
	Yes the distribution of text books are within one month of opening of the schools. No delay of distribution of text books.																																																	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.																																																
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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	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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been issued to the schools on how to utilize this grant?						
	S.No	Name of the Intervention	Approved Budget (Rs. in Lakhs)		Expenditure (Rs. in Lakhs)	
			Phy	Fin	Phy	Fin
	1	Teacher Grant	11881	59.41	11686	58.43
	2	School Grant	3773	206.29	3773	206.29
	3	School Complex Grant	342	25.99	342	25.99
	4	MRC Grant	56	19.04	56	19.04
	5	Maintenance Grant	3388	254.10	3388	254.10
(i)	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.			
(ii)	School Grant, Teacher Grant, Maintenance Grant, School Complex Grant & MRC Grant for the year 2008-09 have been released to the concerned MEOs in the district through RTGS Accounts for onward transfer to the concerned School Management Committees and School Complexes. 100% of grants were released to the School Management Committees by the MEOs in the plain Mandals, 10% of schools are not having RTGS facility					
(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 centralized purchases for schools out of the school grants. But the Library books were supplied in consultation with the concerned schools to all the children.					
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?		To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.			
	The schools grants were released in the month of September to all the schools.					
(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.			
	MI has noticed that majority of the schools in sample district have utilized the school grants for specific purpose of the schools whereas few schools have not yet utilized the amount. This was observed by the MI in Praksham and Kurichedu mandals.					

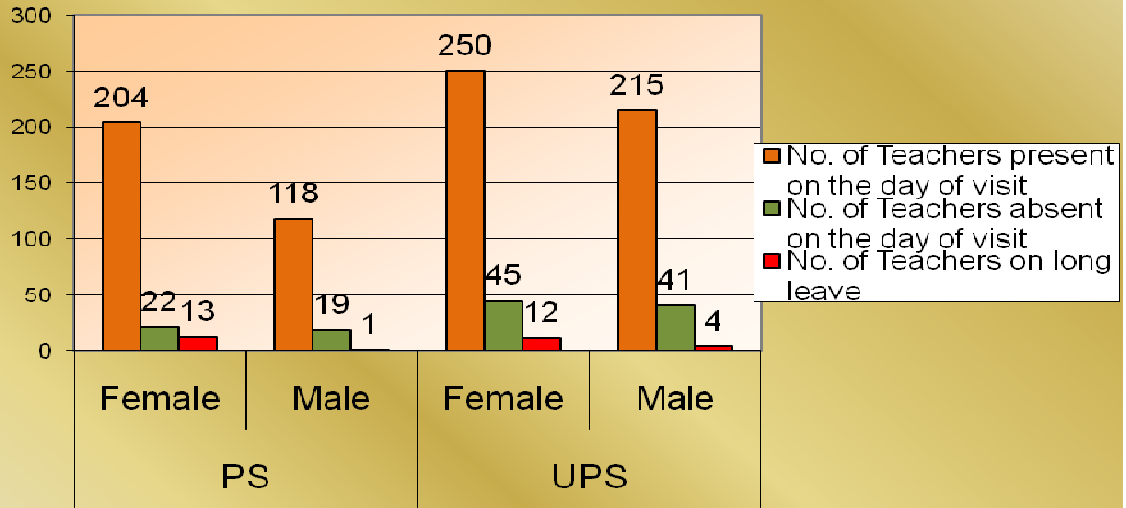
(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
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Year	Primary Schools		Upper Primary Schools	
	Sanctioned	Appointed	Sanctioned	Appointed
2001-02	0	0	0	0
2002-03	0	0	80	80
2003-04	108	108	120	120
2004-05	0	0	126	126
2005-06	0	0	0	0
2006-07	0	0	0	0
2007-08	0	0	0	0
2008-09	0	0	0	0
Total	108	108	326	326

(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.
	The mode of recruitment of the teachers and the level of authority is at District Selection Committee under the chairman of collector. Recruitment is through open selection.	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Nature of appointment is through regular mode.	
(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.
	School Management committees were given the authority of identification of Educational Volunteers and in consultation with the Mandal Educational Officers they can recruitment Educational Volunteers but not regular 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.

Fig.3-DETAILS OF ATTENDANCE OF TEACHERS ON THE DAY OF MI VISIT



(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 teacher in the schools is good.

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.

IN SERVICE TRAINING GIVEN FOR TEACHERS DURING 2008-09

Year	In-service			Induction training to Newly recruited teachers			Refresher course to untrained teachers		
	Target	Achievement	No. of days	Target	Achievement	No. of days	Target	Achievement	No. of days
2006-07	12320	12001	20	----	----	----	----	---	----
2007-08	12208	11930	20	----	----	----	----	---	----
2008-09	11306	10230	20	----	----	----	----	---	----

(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.

Since there was no regular teacher's recruitment for the last 4 years the orientation of 30 days was not conducted to newly recruited teachers. However for the newly recruited Educational volunteers the orientation course was conducted.

(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p> <p>Not applicable</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>
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>As far as the satisfaction of the teachers with regards to the training programmes majority of the teachers in all the sampled schools of the district expressed satisfaction about the training programmes conducted by the SSA.</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <ol style="list-style-type: none"> 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)? 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? 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? 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? 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>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> <p>The MI during its visits to sample mandal resource centers the district and observed that majority of the MRCs are not fully engaged in teacher education programmes. They have organized some in-service training programmes, orientation programmes and capacity building programmes.</p> <p>The teleconference and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy. This was observed Marripudi Mandal .</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?	To be ascertained from SPO.
(xii)	The MI during its visits to sample mandal resource centers the district and observed that majority of the MRCs are not fully engaged in teacher education programmes. They have organized some in-service training programmes, orientation programmes and capacity building programmes. The teleconference and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy.	

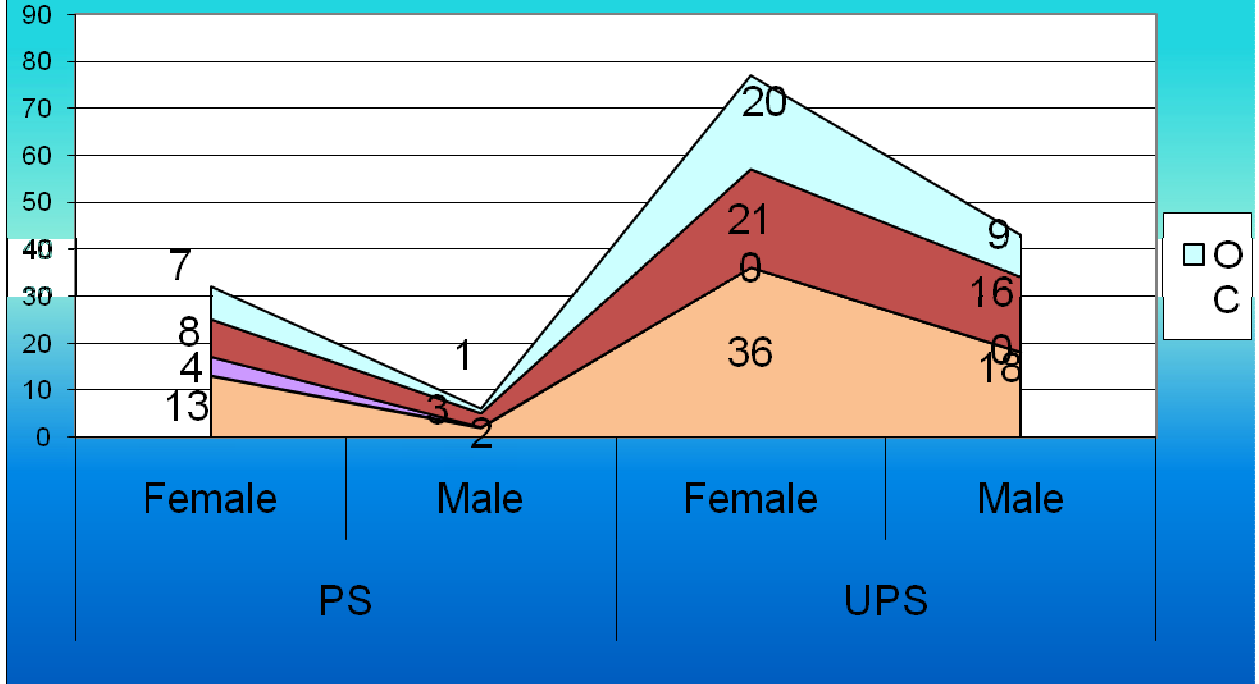
(f) Teaching Learning Material (TLM) grants:

(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.
	Out of 220 sample schools 80 %(176). Schools received the schools grants where as 7% schools have not received school grants because of some problem in RTGS account.	
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	The date of release of TLM grant from DPO to schools is in the month of September and October.	
(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.
	Majority of the schools it is observed by the Monitoring Institute is that the Utilization of TLM by the children is maximum and the students are interacting with the teaching learning process and class rooms are lively	

(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>																																																
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(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>																																																
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(iii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>																																																
<p>2276 enrolled children out of which attendance 2200 students are attending.</p>																																																		
(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>																																																

Fig.4-NO. OF VIDYA VOLUNTEERS WORKING IN SCHOOL



(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 the appointed Educational Volunteers are supporting the academic activities allotted to them and they are also guided by the School Complex Head masters./Cluster Resource centres.		
(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.

: DETAILS OF QUALIFICATIONS AND TRAINING OF VIDYA VOLUNTEERS

Details of Qualifications and training of Vidya volunteers	Primary School	Upper Primary School	Total
Training received by Volunteers	28	45	73
	20.70%	64.30%	35.60%
Educational qualifications of volunteers			
10 th Class	18.40%	11.50%	14.40%
	5	12	17
Inter	13.20%	23.10%	18.90%
	26	34	60
Degree + D.Ed./B.Ed.	68.40%	65.40%	66.70%
	38	52	90
Total	100.00%	100.00%	100.00%
	18.40%	11.50%	14.40%

(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.
	The amount of monthly honorarium depends on their qualification and the same is distributed through Bank account.	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Educational Volunteers are regular in their attendance.	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	There is designated District coordinator for EGS and AIE in the district. His capacity building was also taken up	
(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.
	Monitoring format is available with District Project office on which the information is being supplied to the State Project Office.	
(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.
	No data.	
(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 given,	
(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.
	No data	
(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.

	No data	
(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.
	No data	
(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.
	For regular schools the school management committees are receiving funds for construction of schools.	
(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.
	NO data.	
(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.
	Recruitment is in the process of finalization.	
(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.
	Actual mainstreamed children are 1878.. The experience of mainstreaming of students is good.	
(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.
	In EGs the Black board books and Teaching learning Materials are available.	
(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.
	Mid day meals is being provided by the project to all the children of EGS.	
(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.
	Actually enrolments of children in EGS 3463 out of which 3250 are attending the schools regularly. on the day of MI visit. To schools of the sample 225 were present in the schools.	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The Achievement of level of children studying in EGS is GRADE B	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The rapport of the EV with the children is good.	
(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.
	EGS centres are using the school text books and other materials supplied by the District Project.	

(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.						
	Year	No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through EGS	No. of CWSN covered through HBE *	No. of Resource teachers appointed	No. of Schools made barrier free	No. of children Provided Aids and Appliances
	2008-09	8953	4620	120	810	45	150	424
(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.			
	Aids and appliances were given to 424 children							
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.				Information to be obtained from SPO/DPO.			
	No difficulty.							
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?				Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.			
	The number of resource teachers identified in the district is 45							
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?				Information to be obtained from DPO of districts visited by MI.			
	The district has I ED coordingatgor and attended the capacity building programme at the 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.			
	Yes state has prescribed monitoring format and regulary they are giving information to State project Office.							
(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.			
	Barrier free schools 150 for which ramps have been provided.							
(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.			
	Home based support is provided to 810students. And the parents are fully satisfied.							
(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.			
	All the 810children's parents were given counseling and guidance to look after their kids.							
(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.			

	Total enrolled CWSN children are 8953out which 85% are attending the different centres regularly.
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(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.									
	<table border="1"> <thead> <tr> <th>Year</th> <th>No.of MCS Operational zed</th> <th>Outcomes & Achievements</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>151</td> <td>Provided one time TLE like Library Books, Sports material, Musical Instruments to 151 Model Cluster Schools along with remedial teaching material and provided facilities to learn Vocational Courses and Skills and remedial teaching to the backward subjects for girls in 151 MCS and one facility room was sanctioned to each MCS under Civil works.</td> </tr> <tr> <td>2007-08</td> <td>121</td> <td>Provided Teaching Learning Material to the Slow learners and provided Vocational Courses to all the MCS girls were very much interested in learning Vocational courses through this component and there was an improvement in enrolment & retention through the NPEGEL programme. Girl children are improving their skills and qualities which are facing in their lives.</td> </tr> </tbody> </table>		Year	No.of MCS Operational zed	Outcomes & Achievements	2006-07	151	Provided one time TLE like Library Books, Sports material, Musical Instruments to 151 Model Cluster Schools along with remedial teaching material and provided facilities to learn Vocational Courses and Skills and remedial teaching to the backward subjects for girls in 151 MCS and one facility room was sanctioned to each MCS under Civil works.	2007-08	121	Provided Teaching Learning Material to the Slow learners and provided Vocational Courses to all the MCS girls were very much interested in learning Vocational courses through this component and there was an improvement in enrolment & retention through the NPEGEL programme. Girl children are improving their skills and qualities which are facing in their lives.
	Year	No.of MCS Operational zed	Outcomes & Achievements								
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(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.									
	No data										
(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.									
	Yes gender sensitize teaching learning materials, vocational training bridge course gender sensitization to teachers and additional efforts to mobilize community and women's group in favour of girl 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 to all NPEGEL programmes and most of them are utilized.										

(v)	<p>a. Whether a district gender coordinator is in position?</p> <p>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?</p>	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The district coordinator post is in position. And monitoring system is in practice for girls education.	
(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.
	No data.	
(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.
	State has prescribed monitoring format and the frequently they are furnishing the information to the state project office.	

(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.
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		Sl. No.	Name of the KGBV		
		1	Ardhaveedu		
		2	Ballikurava		
		3	Bestavaripeta		
		4	C.S.Puram		
		5	Cheerala		
		6	Darsi		
		7	Donakonda		
		8	Hanumanthunipadu		
		9	Kanigiri		
		10	Kurichedu		
		11	Markapuram		
		12	P.C.Palli		
		13	P.Dornala		
		14	Pamur		
		15	Pedaraveedu		
		16	Podili		
		17	Pullalacheruvu		
		18	Tarlupadu		
		19	Tripuranthakam		
		20	Veligandla		
		21	Voletivaripalem		
		22	Y.Palem		
	Total 22 schools were operationalised so far till 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.			
	Five KGBV schools the process of Building construction is initiated out of this 3 were completed and two are in progress. Where as for the remaining schools 15 sites were 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.			
	Sl.No.	Name of the KGBV	Construction of Building	Position of Building	
	1	BALLIKURAVA	COMPLETED	-	
	2	DORNALA	COMPLETED	-	
	3	KURICHEDU	-	IN PROGRESS	
	4	PEDARAVEEDU	COMPLETED	-	
	5	DONAKONDA	-	IN PROGRESS	
(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.			



Almost all the schools are filled with the teachers and within in this some are contract and others are guest teachers.

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.

(vi)

Sl. No.	Name of the KGBV	SC	ST	OBC	Total
1	Ardhaveedu	17	73	21	111
2	Ballikurava	53	2	115	170
3	Bestavaripeta	16	2	23	41
4	C.S.Puram	2	7	75	84
5	Cheerala	15	3	52	70
6	Darsi	43	9	59	111
7	Donakonda	24	1	135	160
8	Hanumanthunipadu	16	0	7	23
9	Kanigiri	11	10	44	65
10	Kurichedu	23	1	143	167
11	Markapuram	20	4	68	92
12	P.C.Palli	12	2	13	27
13	P.Dornala	53	7	88	148
14	Pamur	13	16	6	35
15	Pedaraveedu	20	2	134	156
16	Podili	21	2	17	40
17	Pullalacheruvu	24	69	39	132
18	Tarlupadu	0	0	0	0
19	Tripuranthakam	44	0	89	133
20	Veligandla	9	1	13	23
21	Voletivaripalem	8	4	22	34
22	Y.Palem	5	70	12	87

(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	Not applicable	

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	The EMIs has computers and operators are 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
	Yes time schedule has been drawn for DISE and EMIS	
(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.
	Yes Data capture format have been supplied to all the school in themonth of August.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes training for teachers of the schools has been imparted to fill the data capture format.	
(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.
	The school complexHead Masters /Cluster resource centres have been given the task of verifying the 5% sample check of the DISE data collected. At the state level the SPO has been given the 5% sample check study to Other external institutions.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	The collected data by District Project office was passed on to the state well in time i.e by Novemeber.	
(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.
	AT the state level there is person who is incharge of MIS and he is fully conversant with the needs of SSA IN MIS. Still there is need to improve the MIS unit at the State Level.	

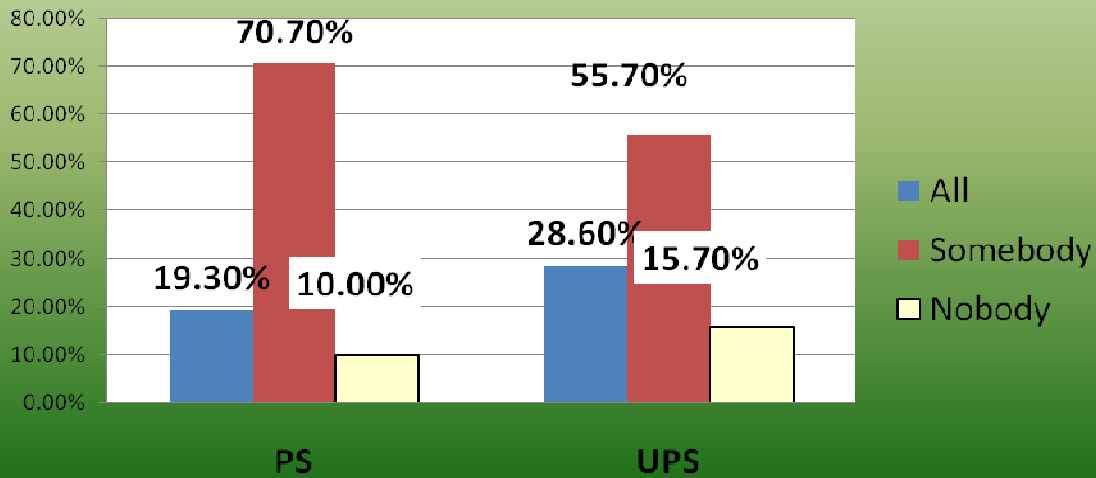
(l) Research and Evaluation:

(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.
	Current year no research project was under taken by the district but the previous year resseraches are in final stage of completion.	
(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.
	Almost all of them were completion stage.	
(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.
	At the state level there is an incharge for looking Research and Evaluation . In research SCERT and DIET faculty were also included in the projects.	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	All the schools in the district was constituted with School management committees.	
(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.
	Guidelines of delegation of powers to School Mangement Committes are available with the School management committees.	
(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.

Fig.2- Attendance Details of Members in School Committee Meeting



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.

FORMATION OF SCHOOL MANAGEMENT COMMITTEE

(iv)

SCHOOL MANAGEMENT COMMITTEE	Primary School	Upper Primary School	Total
School Management committee is formed	127	61	188
	94.10%	87.10%	91.70%
Attendance Details of members in school committee meeting			
All members	27	20	47
	20.00%	28.60%	22.90%
Some members	94	39	133
	69.60%	55.70%	64.90%
Nobody	14	11	25
	10.40%	15.70%	12.20%
Total	135	70	205
	100.00%	100.00%	100.00%
Training given to committee members	40	9	49
	29.60%	12.90%	23.90%

(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.
	All the School Management committee members were given orientation training at the time of micro planning stage and Gram sabha organization regarding the SSA and other interventions and needs of the education .	
(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 School Management Committee members do contribution for improvement of school environment, enrolment and attendance of teachers.	
(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.
	The school Management committee is maintaining proper record of funds received by them in consultation with the School Head Master.	
(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
	Programme officer in charge of Community mobilization at the state level looks after the participation of community and mobilization aspects of the community and also the school management committee	

(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.
	All the sanctioned posts are filled up. For every specific program there is a coordinator post like Academic Monitoring, Gender, Alternative schools, Civil works, Inclusive education, Research evaluation and MIS. Planning and community mobilization etc. all these coordinators are having knowledge and functioning in fulfilling the needs of the ssa.	
(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.
	TWO meeting were conducted during the previous year.	

(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.
	In the district project office also all the sanctioned posts were filledup.	
(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.
	All the school complexes there is an in charge of Gazetted HM's and Mandal Resource centres also MEO posts are there but out of all these 40% posts are vacant and in charges are functioning in these centres.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	SPO have clearly laid down rules for filling up posts of SSA.	

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

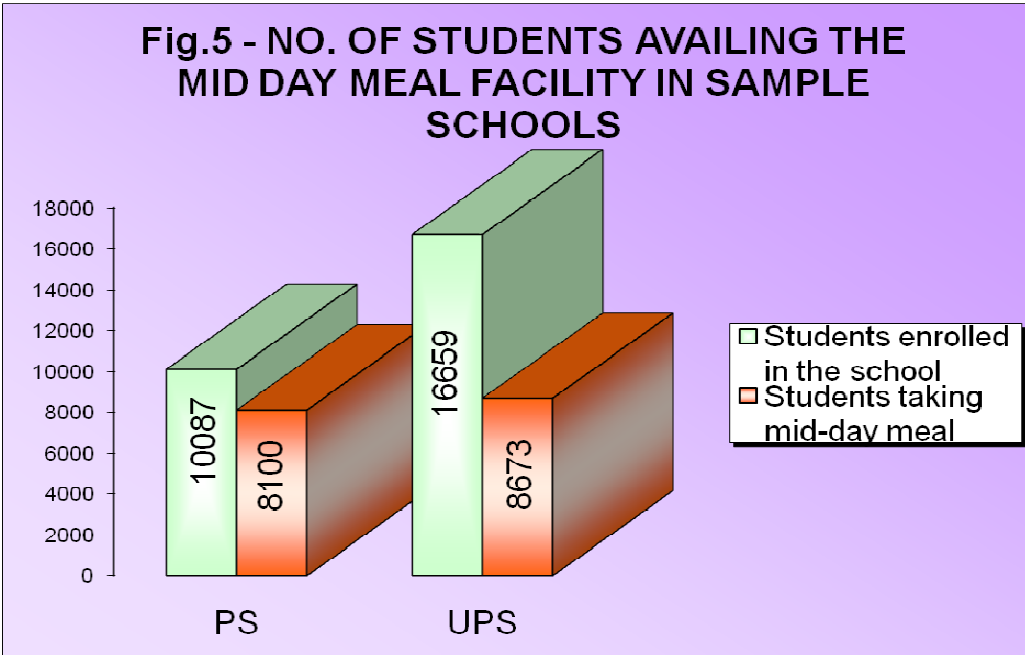
Tribal:

- ❖ Steps are taken to enroll all the tribal school age children In the schools. efforts are made to minimize the irregular attendance
- ❖ There are several ST colonies located for away from main habitations and no access to the children to attend the regular schools. Since the number of school age children are less than 25. So there is no scope to open regular schools. That is why we opened Alternative schools in Tribal people located areas in the district and provided access to those school age ST children.
- ❖ Conducted mobilization camps to motivate ST out of school children (between 9-14 age) and admitted in the residential bridge course camps in large number.

Minorities:

- ❖ There are 98 Madrasas located in the district as per the mapping prepared by Madrasa Mobilizes. Among those, 71 Madrasa organizers are came forward to impart formal education and to take support from Sarvasiksha Abhiyan by the efforts made by SSA like Motivation camps and Mobilization activities.
- ❖ Text Books are supplied to all the Madrasa children who is attending for the formal Education in the Madrasas.
- ❖ Academic training had given to all the Vidya Volunteers working in the Madrasas.
- ❖ Mid-day meals was provided to the Madrasa children.
Computers were provided to 20 of the well established Madrasas to improve the academic standards.

(P) Mid-Day Meal Scheme:

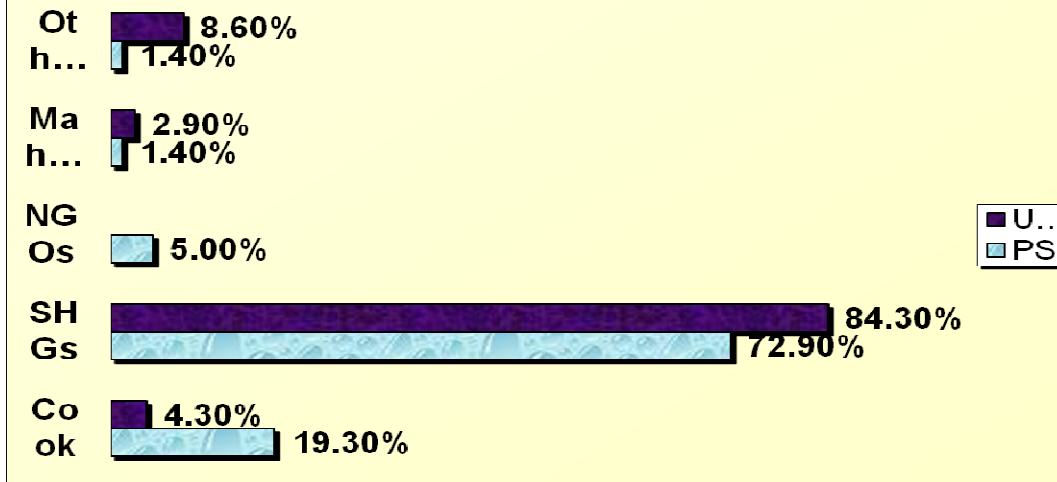
1.	<p><u>REGULARITY IN SERVING MEAL:</u></p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Among 220 schools in all schools 100% of schools it was found serving 'hot food' to the school children on daily basis when Monitoring Institute (MI) representatives made the visit all schools are providing hot cooked food to the children. Monitoring Institute has verified from the field in Prakasham, Ballikurava, Bestavaripeta mandals.</p>	Students, Teachers & Parents									
<p style="text-align: center;">Fig.5 - NO. OF STUDENTS AVAILING THE MID DAY MEAL FACILITY IN SAMPLE SCHOOLS</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School</th> <th>Students enrolled in the school</th> <th>Students taking mid-day meal</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>10087</td> <td>8100</td> </tr> <tr> <td>UPS</td> <td>16659</td> <td>8673</td> </tr> </tbody> </table>			School	Students enrolled in the school	Students taking mid-day meal	PS	10087	8100	UPS	16659	8673
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2.	<p><u>TRENDS:</u></p> <p>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p>	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.									
No variation is observed in the field											
3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>(ii) Is buffer stock of one-month's requirement is maintained?</p> <p>(iii) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									
Schools are regularly receiving the food grain. No delay of delivering of food grains. One month buffer stock is not maintained. Food grains are not delivered at the school point.											

	<p>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?</p> <p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <p>(iii) 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>4.</p>	<p style="text-align: center;">Fig.7-DETAILS OF PAYMENTS MADE IN MID DAY MEAL PROGRAMME IN SAMPLE SCHOOLS</p> <table border="1"> <caption>Data for Fig.7-DETAILS OF PAYMENTS MADE IN MID DAY MEAL PROGRAMME IN SAMPLE SCHOOLS</caption> <thead> <tr> <th>Category</th> <th>PS (%)</th> <th>U.. (%)</th> <th>Total (%)</th> </tr> </thead> <tbody> <tr> <td>Monthly</td> <td>75.70%</td> <td>54.30%</td> <td>130.00%</td> </tr> <tr> <td>By-monthly</td> <td>16.40%</td> <td>11.40%</td> <td>27.80%</td> </tr> <tr> <td>When fund releases</td> <td>7.90%</td> <td>16.40%</td> <td>24.30%</td> </tr> </tbody> </table>		Category	PS (%)	U.. (%)	Total (%)	Monthly	75.70%	54.30%	130.00%	By-monthly	16.40%	11.40%	27.80%	When fund releases	7.90%	16.40%	24.30%
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<p>5.</p>	<p>SOCIAL EQUITY:</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 gender and caste or community discrimination in cooking or serving or seating arrangements.</p>																	
<p>6.</p>	<p>VARIETY OF MENU:</p> <p>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>																
	<p>The school is not displaying its weekly menu and the schools are not at all adhering to the menu. This is because of rise in the cost of commodities.</p>																	
<p>7.</p>	<p>(i) Is there variety in the food served or is the same food served daily?</p> <p>(ii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>																

	<p>It was found that in 86% schools across the total sample schools of 220 Prakasham district variety of food is being served with weekly once egg or fruit in Mid day meal programme. Where as, in 14% schools it is noticed that the same food is supplied to children. Continuing the routine food items in food makes the children to loose interest and influences on the school attendance..</p>																													
8.	<p><u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on</p> <p>a) Quality of meal: b) Quantity of meal: c) {If children were not happy Please give reasons and suggestions to improve.}</p>	<p>Observations of Investigation during MDM service</p>																												
	<p>Children Reaction to Quality and Quantity of food</p> <table border="1"> <thead> <tr> <th></th> <th>Primary School</th> <th>Upper Primary School</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Food is sufficient to students</td> <td>130</td> <td>64</td> <td>194</td> </tr> <tr> <td></td> <td>96.30%</td> <td>91.40%</td> <td>94.60%</td> </tr> <tr> <td>Students are given quality food</td> <td>135</td> <td>64</td> <td>199</td> </tr> <tr> <td></td> <td>100.00%</td> <td>91.40%</td> <td>97.10%</td> </tr> <tr> <td>Students are given micronutrients food</td> <td>24</td> <td>5</td> <td>29</td> </tr> <tr> <td></td> <td>17.80%</td> <td>7.10%</td> <td>14.10%</td> </tr> </tbody> </table>				Primary School	Upper Primary School	Total	Food is sufficient to students	130	64	194		96.30%	91.40%	94.60%	Students are given quality food	135	64	199		100.00%	91.40%	97.10%	Students are given micronutrients food	24	5	29		17.80%	7.10%
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9.	<p><u>SUPPLEMENTARY:</u></p> <p>(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? (ii) Who administers these medicines and at what frequency? (iii) Is there school Health Card maintained for each child?</p>	<p>Teachers, Students, School Record</p>																												
	<p>In respect of distribution of micro-nutrients and de-worming medicine to school children, it was observed that, among 220 sample schools 85%of schools are distributing the Micro nutrients and De –worming medicine in convergence with the health departments</p>																													
10.	<p><u>STATUS OF COOKS:</u></p> <p>(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) (ii) Is the number of cooks and helpers adequate to meet the requirement of the school? (iii) What is remuneration paid to cools/helpers? (iv) Are the remuneration paid to cooks/helpers regularly? (v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>																												

DETAILS OF THE COOK INVOLVED IN MID DAY MEAL

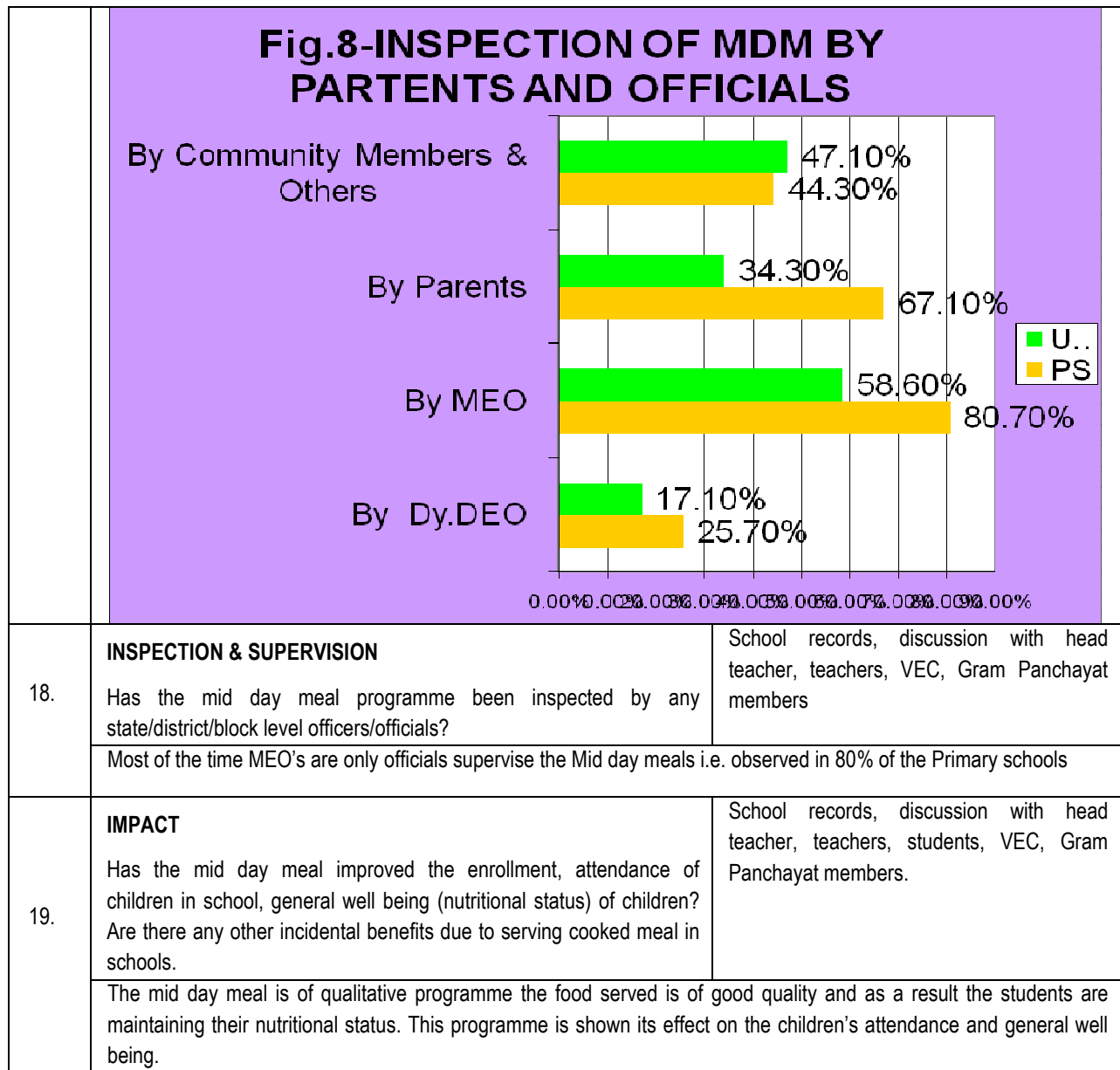
Fig.6-DETAILS OF COOKING OF MID DAY MEAL IN SAMPLE SCHOOLS



Most of the cooking agencies are from the Self Help Groups and they are 85% in Upper primary schools and 73% in primary schools. And all these are women are belongs to disadvantaged groups it includes SC and ST. Only few are BC and Minority communities.

11.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: (a) Constructed and in use (b) Constructed but not in use under (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Kitchen shed is the major problem. only few schools are having kitchen shed. The Cooking agencies are facing lot of problem in cooking the food out side.	
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 food grains are stored in class rooms or cooking agencies houses.	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	In respect of facilities available for potable water for cooking and drinking purpose, it was observed that in 87% schools the potable drinking	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme

	Among the 220 schools of visited by the MI in Prakasham district it is observed that 68% schools the cooking vessels are available for cooking the MDM. In fact, in many a school, the local community has contributed certain number of vessels to overcome the shortage			
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation		
	Among the sample schools, in majority of them 71% schools the Fire-wood' was the principal source for cooking food. Only in 29% schools LPG gas connection is available for cooking the MDM			
16.	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene: ii. Are children encouraged to wash hands before and after eating iii. Do the children partake meals in an orderly manner? iv. Conservation of water? v. Is the cooking process and storage of fuel safe, not posing any fire hazard?		Observation	
	Cleaning Habits and Discipline among the children			
	Cleaning habits among the children	Primary School	Upper Primary School	Total
	Wash their hands before & after the consumption of MDM	135	85	220
Take & eat meal in an orderly manner	135	85	220	
Conserve water while washing dishes	135	85	220	
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation		Discussion with head teacher, teacher, VEC, Gram Panchayat members	



(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.
	220 days all the school are functioning.	
(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.

Details of School Environment			
Environment	Primary School	Upper Primary School	Total
Clean environment	125	66	191
	92.60%	94.30%	93.20%
School has Good buildings	-	-	-
School has sufficient class rooms	111	31	142
	82.20%	44.30%	69.30%
School has classrooms with proper flooring, roof and windows	116	59	175
	85.90%	84.30%	85.40%
School has classrooms with proper lighting	130	70	200
	96.30%	100.00%	97.60%
School has Playgrounds	100	47	147
	74.10%	67.10%	71.70%
School has Playing material	98	53	151
	72.60%	75.70%	73.70%
School is providing playing material to students	97	54	151
	71.90%	77.10%	73.70%

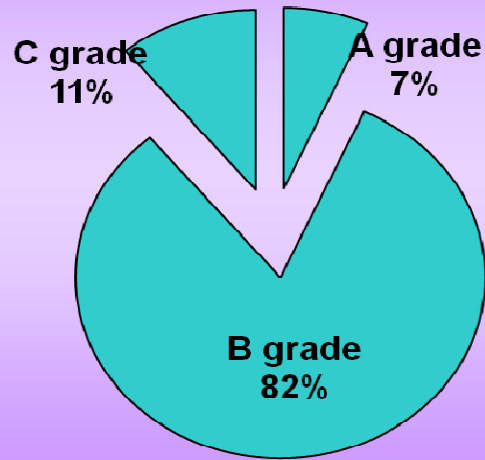
(iii)	Whether the classes have proper sitting arrangement for children, a black board, and TLM materials?	Information to be recorded on the basis of observation.
	Majority of the class rooms of primary and upper primary schools do not have proper seating arrangements. Black boards facilities are available in every school and TL M material is being displayed.	

(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.		
	Details of Health Camps conducted in Sample Schools			
		Primary School	Upper Primary School	Total
	Health camp facility was made available to the children during the previous 6 months	79	34	113
		58.50%	48.60%	55.10%
	Sufficient medicines are being supplied	74	35	109
		54.80%	50.00%	53.20%
Students are being sent for referral hospitals	53	25	78	
	39.30%	35.70%	38.00%	

(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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	Most of the schools do not have adequate play material. Even though some schools are having play material they are not using properly.			
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.		
	For low attendance local reasons are very much influencing.			
(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.		
	STEPS TAKEN TO PROMOTE ATTENDANCE BY THE SCHOOL			
	Steps to promote attendance	Primary School	Upper Primary School	Total
	Visiting parents house	121	60	181
		89.63%	85.71%	88.29%
	Interview with co-students	46	21	67
	34.07%	30.00%	32.68%	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.		
	Most of the sampled primary and upper primary schools the assessment of student's achievement in various school subjects with the help of identified competencies i.e. minimum level of learning and Conducting monthly, unit and terminal examinations by awarding grades, carries out the assessment.			
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.		
	All the sampled primary and upper primary schools of the district practice of continuous comprehensive evaluation to evaluate the students by conducting 4 unit tests and 3 terminal examinations and assigning 25% of weight age to each of the term tests in the final examination			
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.		

**Fig.10-DETAILS OF SCHOOL GRADE
IN THE SAMPLE SCHOOLS**



(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teachers is good.	
(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.
	No such cases.	
(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.
	No data on this drop out at the school point.	
(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.
	No data on this issue is available.	

7. District Level Half yearly Monitoring Report

(The Ministry/TSG needs districts wise information as per the TOR 2008-2010)

8.1. Name of the District : Kurnool

8.2. Date of visit to the Districts/EGS/schools : Kurnool 14.06.2009 to 26.06.2009

8.3. 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):

(xii)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	As per the State component plan 2008-09, No new schools were sanctioned. However the district has operationalised all the sanctioned schools of the previous years.	
(xiii)	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.
	Not applicable	
(xiv)	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
	Not applicable	
(xv)	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.
	Not applicable	
(xvi)	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.
	Not applicable	
(xvii)	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.
	Not applicable	
(xviii)	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.
	Not applicable	
(xix)	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.

	Not Applicable	
(xx)	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.
	Not Applicable	
(xxi)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not applicable	
(xxii)	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.
	Not Applicable	

(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.
	As per the State component plan 2008-09, No new schools were sanctioned. However the district has operationalised all the sanctioned schools of the previous years.	
(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.
	Monitoring institute visited the civil works in a district and satisfied with the construction in Adoni Mandal and Nandyal mandal.	
(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).
	In Andhra Pradesh State Government have established school management committees at the village level under the Chairmanship of Village Sarpanch. During the visit of Monitoring institute it is observed that in all the sample schools the committees have been formed under the chairman ship of sarpanch. The project is releasing the grants in the name of these committees and they are operating the bank accounts with out the proper quorum of the committees. As far as training aspect concerned there was no formal training imparted to the committees members on civil works	

(xvii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Guidelines for civil works has been prepared and is available with School Management committee	
(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).
	In all the sample schools of the district the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed... All newly constructed ramps are provided with reeling. But it is not of good quality	
(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 they are maintaining general account in coordination with the school head master	
(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).
	As per the information provided by the district project office of the Krishna district is that the technical supervision of civil works is done by Executive Engineer at the district level and the Dy. Executive Engineer at the sub district level. MI has visited the construction sites and interviewed the community leaders, teachers and elected representatives of the concerned villages and it were reported that the supervision by the project engineering team is inadequate. Therefore the engineering wing of the district project officers should pay more attention on their desired number of visits and ensure the quality of civil constructions. However the project is having site engineers at the works place but they are temporary staff and there supervision not making any impact their capacity has to be built..	
(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).
	Two to three times the technical person visited the construction site and guided the construction process at the foundation stage, lintel and roof stage.	
(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).
	During the year 2008-09 the district has no sanctions as far as drinking water and sanitation facilities are concerned. However from the beginning the there was convergence with the line departments and the works were impletemented with the convergence only	
(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).
	At the time of field visit by the MI to the district it was noticed that the implementing agencies of Swajaladara are being involved in construction of such facilities. Majority of the schools are not having the facility of proper drinking water.	

(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).
	Convergence with total sanitation campaign taking place in respect of toilet facilities in the schools.	
(xxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality of construction of toilets, drinking water facility and Additional Class rooms constructed with good quality. MI has observed the these works in Nandyal, Adoni and Kurnool Mandals.	
(xxvi)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	State project engineer discharges the duties with the technical support of consultant (Ex Chief Engineer) will monitor the civil works at the State as well as district level by seeking fortnight reports in convergence with Housing programme. Monitoring is also done by video conferencing with district engineers and the additional project coordinators of the project, apart from this team of engineers also will inspect at least one district monthly and through reviews the progress in the meetings of additional project coordinators and others at the State level..	

(c) Textbooks:

(v)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	In all the sample schools of the districts it is observed that district project officers ensured the distribution of free text books to all the SC, ST & Other caste Girl students for all subject for all classes from the SSA funds and the distribution is in June and July months of the academic year.	
(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.

Distribution of Free text books among the sample schools			
Details of distribution of free text books	Primary School	Upper Primary School	Total
Details of distribution			
Before school opening	2	5	
	1.10%	14.30%	3.30%
June	173	30	203
	98.90%	85.70%	96.70%
Total	175	35	210
	100.00%	100.00%	100.00%

(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 delay of text books distribution. All the text books were distributed within one month of opening of the schools.	
(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.
	Free text books were distributed for all children and all classes to all eligible children.	

(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.
	As per the information of the district project officers with regards to school grants all the eligible primary and upper primary sections of high schools will be provided the school grants in the month of August and September. It is observed by the MI from the field visit, the released grants are not reached to school point in the same month there is some delay at the Mandal and school level. However, the release is through RTGS online system and some schools the opening of RTGS system and some errors in the operation of this account caused delay in reaching the schools.	

TABLE – 6: SCHOOL GRANTS

Receipt of Schools Grants	Primary School	Upper Primary School	Total
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	School grants received for 2008-09			
	Yes	151	28	179
		86.30%	80.00%	85.20%
	No	24	7	31
		13.70%	20.00%	14.80%
	Total	175	35	210
		100.00%	100.00%	100.00%
<p>Out of 210 sample schools 86 %(179). Schools received the schools grants where as 15% schools have not received school grants because of some problem in RTGS account.</p>				
(vii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.		
	The Dpo has released school grants for all the eligible schools at the rate of Rs.2000 per school.			
(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 centralized purchase for schools out of the school grant.			
(ix)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.		
	The school grants received by school SMC and utilization of the grants was in the month of September.			
(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.		
	MI has noticed that majority of the schools in sample district have utilized the school grants for specific purpose of the schools whereas few schools have not yet utilized the amount. This was observed by the MI Nandyal, Kurnool and Adoni Mandals.			

(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.
	The MI has observed during the field visits in all the sampled schools in the district that there is no additional sanction of teacher posts under SSA programmes. Since there is a delay in teacher recruitment procedure Vidya volunteers are appointed against the regular teacher posts. Mandal education officers have been given the authority to recruit the vidya volunteers in consultation with the head masters of the schools and the Village Sarpanches. In the sample district to tal 142 vidya volunteers are at present working in the sample schools visited by the MI for them also ssa has given training	

(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.																						
	The recruitment of teachers is done by the District Selection committee and it is through common notification for all the districts of the state,.																							
(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.																						
	Nature of appointment of teachers is regular and through open selection.																							
(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.																						
	School Management Committee and Panchayat is not empowered to recruit the teachers but they can identify the educational volunteers and in consultation with Mandal Education officer recruitment can be done.																							
(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.																						
	<p style="text-align: center;">Fig.3-DETAILS OF ATTENDANCE OF TEACHERS ON THE DAY OF MI VISIT</p> <p>The bar chart displays the number of teachers present on the day of MI visit, categorized by school type (PS and UPS) and gender (Female and Male). For each school type, there are three bars: a blue bar for 'No. of Teachers present on the day of visit', a dark red bar for 'No. of Teachers absent on the day of visit', and a purple bar for 'No. of Habitual Absentees on the day of visit'. The y-axis represents the number of teachers, ranging from 0 to 250.</p> <table border="1"> <thead> <tr> <th>School Type</th> <th>Gender</th> <th>No. of Teachers present on the day of visit</th> <th>No. of Teachers absent on the day of visit</th> <th>No. of Habitual Absentees on the day of visit</th> </tr> </thead> <tbody> <tr> <td rowspan="2">PS</td> <td>Female</td> <td>107</td> <td>42</td> <td>16</td> </tr> <tr> <td>Male</td> <td>94</td> <td>14</td> <td>0</td> </tr> <tr> <td rowspan="2">UPS</td> <td>Female</td> <td>112</td> <td>35</td> <td>0</td> </tr> <tr> <td>Male</td> <td>196</td> <td>36</td> <td>14</td> </tr> </tbody> </table>		School Type	Gender	No. of Teachers present on the day of visit	No. of Teachers absent on the day of visit	No. of Habitual Absentees on the day of visit	PS	Female	107	42	16	Male	94	14	0	UPS	Female	112	35	0	Male	196	36
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(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 data on rapport between children and teachers reveals that in 88% of the schools the rapport between the teachers and children is found to be good.																							

	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.																																
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(xx)	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.																																
	The teacher recruitment is in the process after their recruitment they will be given the 30 days of training.																																	
(xxi)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.																																
	The in-service teacher training was conducted to all the teachers of the district. The modules were prepared by the State project office duly involving the teachers, teacher educators and others. The programme was monitored by the DIET faculty.																																	
(xxii)	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.																																
	As far as the satisfaction of the teachers with regards to the training programmes majority of the teachers in all the sampled schools of the district expressed satisfaction about the training programmes conducted by the SSA. Teachers are very much benefited by the radio lessons and other set conferences which are quite useful during the visit of Monitoring Institute many teachers expressed training programmes at the schools complex have to be concentrated more and to be strengthened																																	

(xxiii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>f. 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>g. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p> <p>h. 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>i. 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>j. 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 MI during its visits to sample mandal resource centers of Nandikotkur and Kurnool and Overvakal in the district and observed that majority of the MRCs are not fully engaged in teacher education programmes. The teleconference and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy. The scarcity of staff at the Mandal Resource centre should be rectified by appointing suitable teachers as Mandal Resource persons. .</p>
(xxiv)	<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>The State Project office have a Quality coordinator i.e Academic Monitoring team and they will be reviewing the programmes in coordination with SCERT and DIETs..</p> <p>As per the information received from State project office State Academic Monitoring Officer is being entrusted the work of coordination, monitoring and supervision of academic activities at the State level. But there is no quality coordinator as such at SPO office. And at the district project office the Academic Monitoring Officer is looking after the overall quality of the training. However the quality aspects of the training programmes and other academic activities are being taken care by the concerned programme coordinators</p>	<p>To be ascertained from SPO.</p>

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
(iv)	All the eligible teachers were given the TLM grants .As per the information received from State project office State Academic Monitoring Officer is being entrusted the work of coordination, monitoring and supervision of academic activities at the State level. But there is no quality coordinator as such at SPO office. And at the district project office the Academic Monitoring Officer is looking after the overall quality of the training. However the quality aspects of the training programmes and other academic activities are being taken care by the concerned programme coordinators	
(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.
	From the District Project Office the TLM grants were distributed to the concerned teachers with instructions how to use these.	
(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.
	Most of the schools visited by MI have not properly utilized the TLM grant since the grants were reached to the concerned schools at the time of examinations or end of the academic year. The utilization of these grants is maximum for the purpose of preparation of different melas like maths, telugu, vocational and other melas. Monitoring Institue has also participated in the Melas and seen that teachers are utilizing the grant towards the Meal exhibit preparation.	

(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.
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81 centres were established and enrolled 2891 and RBC and Madrasas 4913 children were enrolled and total 12120

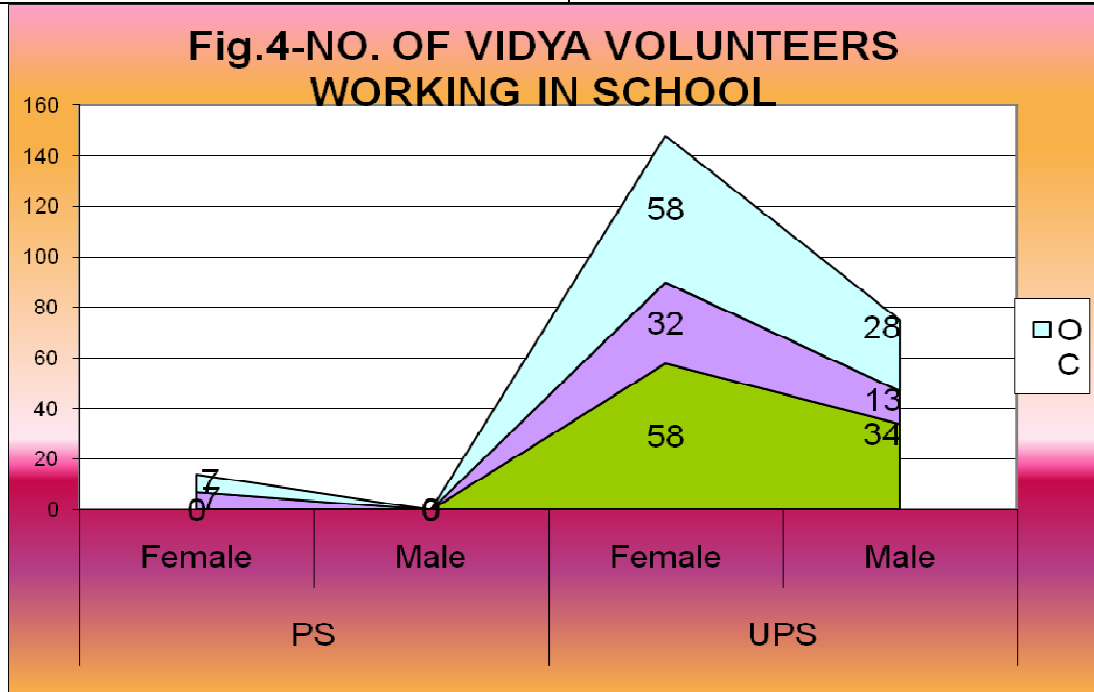
(xxvii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
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12120 children were enrolled and they are attending the classes.

(xxviii)	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.
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12120 enrolled and attending the classes

(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.
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(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.
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Yes the Educational volunteers are giving academic support by the School Complex and Cluster resource centres regularly.

(xxxix)	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.		
DETAILS O QUALIFICATIONS AND TRAINING OF VIDYA VOLUNTEERS				
Details of Qualifications and training of Vidya volunteers		Primary School	Upper Primary School	Total
Training received by Volunteers		34	16	50
		19.40%	45.70%	23.80%
Educational qualifications of volunteers				
10 th Class		23	4	27
		38.30%	14.30%	30.70%
Inter		19	18	37
		31.70%	64.30%	42.00%
Degree + D.Ed./B.Ed.		17	5	22
		28.30%	17.90%	25.00%
PG		1	1	2
		1.70%	3.60%	2.30%
Total		60	28	88
		100.00%	100.00%	100.00%
(xxxix)	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.		
The honorarium for the Educational volunteers is paid through the bank account. The honorarium is fixed on their qualification i.e SSC to Graduation plus training.				
(xxxix)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.		
The Educational volunteer is regular in his attendance.				
(xxxix)	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.		
There is a post of district coordinator post for EGS and AIE and the capacity building training conducted by the state Project office.				
(xxxix)	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.		
The monitoring format is available with District Project office on which the State Project Office information will be submitted.				
(xxxix)	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.		
There is no data on upgradation of EGS centres.				

(xxxvii)	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.
	No data is available	
(xxxviii)	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.
	Not Applicable	
(xxxix)	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.
	Not Applicable	
(xl)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Not applicable	
(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.
	No information.	
(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.
	NO t Applicable	
(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.
	Not applicable	
(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.
	Not Applicable	
(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.
	The EGS centres are provided with black boards books and Teaching learning materials.	
(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.
	Yes the Mid day meal is being supplied to the children in the EGS 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.
	Almost 70% of the children are actually present on the day of MI visit.	
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The achievement of level of children studying in EGS centres is C and D grade.	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.

	The rapport of the Educational volunteer with the children is good.	
(l)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	The EGS centres are using the learning material supplied by the State project office and State government text 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.												
	7282 children were identified and 5077 were covered through various interventions.													
	<table border="1"> <thead> <tr> <th>No. of CWSN identified</th> <th>No. of CWSN enrolled in schools</th> <th>No. of CWSN covered through EGS</th> <th>No. of CWSN covered through HBE</th> <th>No. of Resource teachers appointed</th> <th>No. of Schools made barrier free</th> </tr> </thead> <tbody> <tr> <td>8887</td> <td>4708</td> <td>0</td> <td>702</td> <td>39</td> <td>100</td> </tr> </tbody> </table>		No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through EGS	No. of CWSN covered through HBE	No. of Resource teachers appointed	No. of Schools made barrier free	8887	4708	0	702	39	100
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(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.												
	During this academic year 625 student is provided with aids and appliances.													
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.												
	NO difficulties but this year it was not given.													
(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.												
	39 IED resource teachers were appointed and 702 students were admitted into home based education.													
(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 the district has IED coordinator and he has been oriented with the capacity building programme at the 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.
	The state has prescribed monitoring format and the frequency with the information is furnished to State project office.	
(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.
	All the new schools were provided with ramps but the old schools do not have these facility.	
(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.
	702 students were provided home based support during the current financial year.	
(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.
	Many parents were given counseling nearly 3000 during the current financial year.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	The actually enrolled students were present in the schools EGS centres visited by the Monitoring Institute.	

(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.
	400 Model cluster schools were established in the year 2007-08 are only functional no new MCS was formed in the year 2009.	
(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.
	Monitoring institute has visited the model cluster schools and seen the activities of the NPEGEL IN most of the MCS the budget was unspent and the Head masters are waiting for the guidelines for incurring the expenditure.	

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The model clusters in the district 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.	
(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 were released to all NPEGEL programme in time and district wise quantum of funds and date of release of funds were utilized.	
(v)	c. Whether a district gender coordinator is in position? d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The district gender coordinator post is vacant and at present in charge is discharging the duties. The monitoring system is to check the girl's educational interventions and the SSA Programmes.	
(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.
	Not applicable	
(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.
	State has prepared monitoring format for the activity and the information is furnished by the same to state project office.	

(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.
	36 schools were operating out of which 34 are functional.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Land acquisition is a big problem in Kurnool district therefore the progress of construction is low	
(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 state has drawn up detailed guidelines for running the KGBV schools	

(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.
	16 Schools building construction completed and 16 are in progress.	
(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.
	In all the schools the teachers were positioned on contractual appointment basis and some schools guest teachers were posted.	
(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.
	.	
(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.
	All the students were given bedding, uniform and food and shelter along with the free text books.	

(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.
	computers are available but still there is need of improvement.	
(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
	Every year by september 30 the DISE format has to be filled up the concerned schools and Districts has to submit the DISE data to State project further transmission.	
(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.
	Data capture format have been supplied to all the schools latest by August.	
(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.
	The training has been imparted to all the teachers in filling up the data in capture format.	
(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.
	The schools complex Head masters were given the task of 5% check filling of the data collected . The School Complex Head masters are ulnder taking this work.	

(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	The collected data was passed on to the state well in time the District.	
(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.
	At the state level the MIS in charge is looking after the preparation of data base of DISE and ensuring the Quality of Data base.	

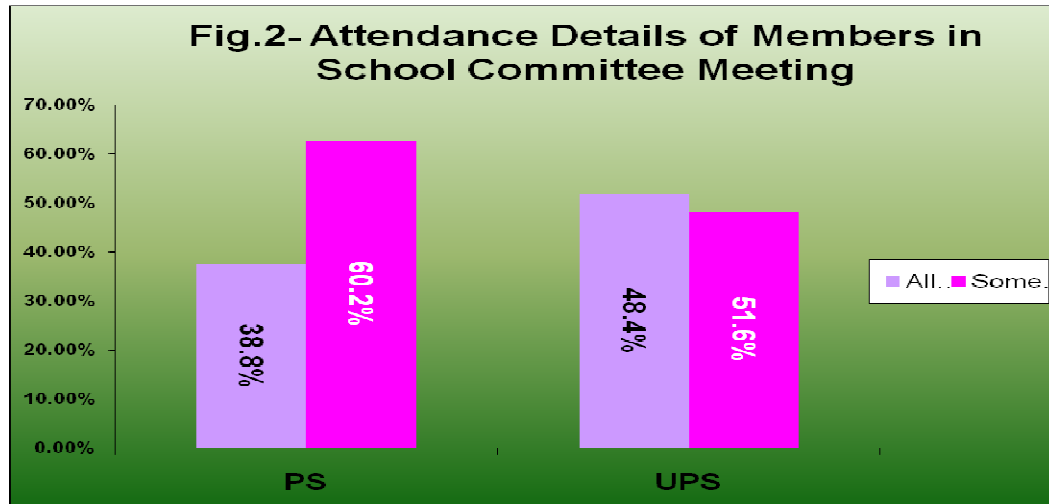
(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	The Research works allotted to the district in previous years were completed and current year no research work.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	Two studies taken up in the previous calendar year was completed.	
(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.
	AT the State project office there is a Research and Evaluation coordinator is working who is looking after the research issues by duly involving SCERT and DIET faculty.	

(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.
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All the schools were formed School Management Committees. And all are functional.



(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 copies of guidelines on delegation of powers to School Management Committees are available with the School Management Committees.		
(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.
Adequate representation to women in School Management Committees was given.		
(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.

: ATTENDANCE OF SCHOOL MANAGEMENT COMMITTEE			
SCHOOL MANAGEMENT COMMITTEE	Primary School	Upper Primary School	Total
School Management committee is formed	113	28	141
	64.60%	80.00%	67.10%
Attendance Details of members in school committee meeting			
All members	16	4	20
	9.10%	11.40%	9.50%
Some members	81	23	104
	46.30%	65.70%	49.50%
Nobody	78	8	86
	44.60%	22.90%	41.00%
Total	175	35	210
	100.00%	100.00%	100.00%
Training given to committee members	26	6	32
	14.90%	17.10%	15.20%
(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.	
	Orientation given to the school committee members at the the micro plan preparation and other occasions and their perception is good towards the orientation.		
(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 school Management committees are extending help to the school teachers and head master regarding the school enrolment and attendance improvement of children in the school.		
(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.	
	The School management committee is maintaining the record of accounts in coordination with the school Head masters.		
(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	
	Community mobilization officer is posted at the state level . who is looking after the School management committees and community participation and mobilization at the district level and organizes different activities		

(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.
	All the sanctioned posts are filled. Separate coordinators were posted for Academic monitoring, Girl Education, Civil works, inclusive education and other interventions. All are given orientation with regard to their job and tasks.	
(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.
	Two meetings were held during the previous financial year.	
(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.
	Except Girl Child Education officer post all other posts were filled and they are discharging their duties.	
(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.
	All the School Complex and Mandal Resource Centres are having Gazetted cadre Head Masters as the heads. Out of these 40% Posts are vacant and managing by the incharges.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The state project office have clearly laid down the rules for filling up of posts of SSA	

(P) Mid-Day Meal Scheme:

2	<p>REGULARITY IN SERVING MEAL:</p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p>	Students, Teachers & Parents									
	<p>. Among 210 schools in all schools almost all the schools it was found serving 'hot food' to the school children on daily basis when Monitoring Institute (MI) representatives made the visit all schools are providing hot cooked food to the children. Monitoring Institute has verified from the field in Nandyal, Kurnool and Adoni mandal area schools</p>										
	<p>TRENDS:</p> <p>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p>	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.									
2	<p style="text-align: center;">Fig.5 - NO. OF STUDENTS AVAILING THE MID DAY MEAL FACILITY IN SAMPLE SCHOOLS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School</th> <th>Students enrolled in the school</th> <th>Students taking mid-day meal</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>5119</td> <td>5094</td> </tr> <tr> <td>UPS</td> <td>8200</td> <td>7480</td> </tr> </tbody> </table>		School	Students enrolled in the school	Students taking mid-day meal	PS	5119	5094	UPS	8200	7480
School	Students enrolled in the school	Students taking mid-day meal									
PS	5119	5094									
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2	<p>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</p> <p>(iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>(v) Is buffer stock of one-month's requirement is maintained?</p> <p>(vi) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									

Food grains delivery is regular and no delay in delivery of food grains.

Buffer stock of one months requirement is not maintained.

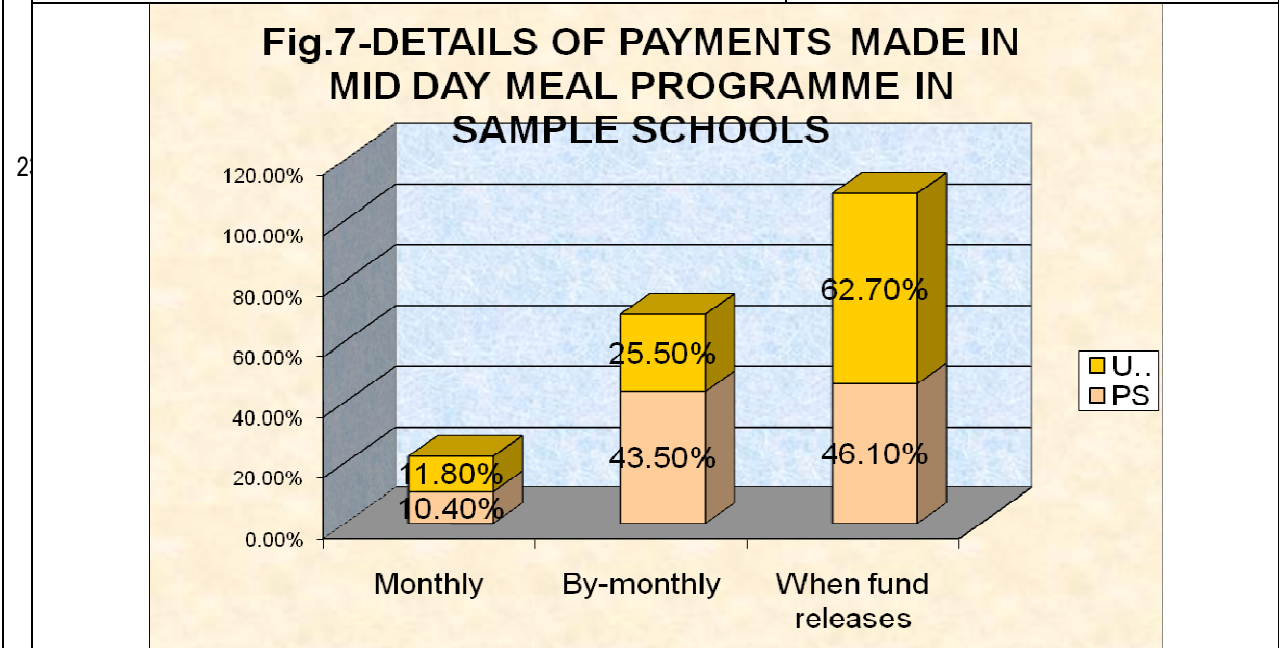
Food grains delivered to the school is satisfactory.

REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

(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?

(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?

(vi) Is cooking cost paid by Cash or through banking channel?



SOCIAL EQUITY: Observations

2 Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?

The is no caste and gender discrimination in cooking or serving or seating arrangements as observed by the MI.

VARIETY OF MENU: Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?

2 It was found that in 91 %schools across the total sample schools of 210 in Nalgonda district variety of food is being served with weekly once egg or fruit in Mid day meal programme. Where as, in 10% schools it is noticed that the same food is supplied to children. Continuing the routine food items in food makes the children to loose interest and influences on the school attendance..

	(iii) Is there variety in the food served or is the same food served daily? (iv) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.																																																
2	Details of Fruits and Eggs served in the mid day meals.																																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 20%;">Primary School</th> <th style="width: 20%;">Upper Primary School</th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td>Whether fruits and eggs are being served?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Every week</td> <td style="text-align: center;">53</td> <td style="text-align: center;">12</td> <td style="text-align: center;">65</td> </tr> <tr> <td></td> <td style="text-align: center;">30.30%</td> <td style="text-align: center;">34.30%</td> <td style="text-align: center;">31.00%</td> </tr> <tr> <td>Once in two weeks</td> <td style="text-align: center;">36</td> <td style="text-align: center;">11</td> <td style="text-align: center;">47</td> </tr> <tr> <td></td> <td style="text-align: center;">20.60%</td> <td style="text-align: center;">31.40%</td> <td style="text-align: center;">22.40%</td> </tr> <tr> <td>Once ina month</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> </tr> <tr> <td></td> <td style="text-align: center;">2.30%</td> <td style="text-align: center;">5.70%</td> <td style="text-align: center;">2.90%</td> </tr> <tr> <td>Not at all</td> <td style="text-align: center;">82</td> <td style="text-align: center;">10</td> <td style="text-align: center;">92</td> </tr> <tr> <td></td> <td style="text-align: center;">46.90%</td> <td style="text-align: center;">28.60%</td> <td style="text-align: center;">43.80%</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">175</td> <td style="text-align: center;">35</td> <td style="text-align: center;">210</td> </tr> <tr> <td></td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">100.00%</td> </tr> </tbody> </table> <p>In the sample schools visited by the Monitoring Institute it is observed that in mid day meals 43% schools no egg is being served where as 23% schools ege is served ince in two weeks, followed by 31% schools it is being served weekly once.</p>			Primary School	Upper Primary School	Total	Whether fruits and eggs are being served?				Every week	53	12	65		30.30%	34.30%	31.00%	Once in two weeks	36	11	47		20.60%	31.40%	22.40%	Once ina month	4	2	6		2.30%	5.70%	2.90%	Not at all	82	10	92		46.90%	28.60%	43.80%	TOTAL	175	35	210		100.00%	100.00%	100.00%
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2	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on d) Quality of meal: e) Quantity of meal: f) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service																																																

Children Reaction to Quality and Quantity of food

	Primary School	Upper Primary School	Total
Food is sufficient to students	155	31	186
	88.60%	88.60%	88.60%
Students are given quality food	156	31	187
	89.10%	88.60%	89.00%
Students are given micronutrients food	18	8	26
	10.30%	22.90%	12.40%

Based on the observations of MI and also recorded from Teachers, Parents and Children it was observed that in 210 schools in the quantity of food served is quite satisfactory to the school children and in reference to quality the incidence of 'satisfaction' is slightly higher. Thus, at overall level the satisfaction level on quality and quantity of food served is quite appreciative among the sample schools. 88% schools the students revealed that food is sufficient.

SUPPLEMENTARY:

- (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?
- (v) Who administers these medicines and at what frequency?
- (vi) Is there school Health Card maintained for each child?

Teachers, Students, School Record

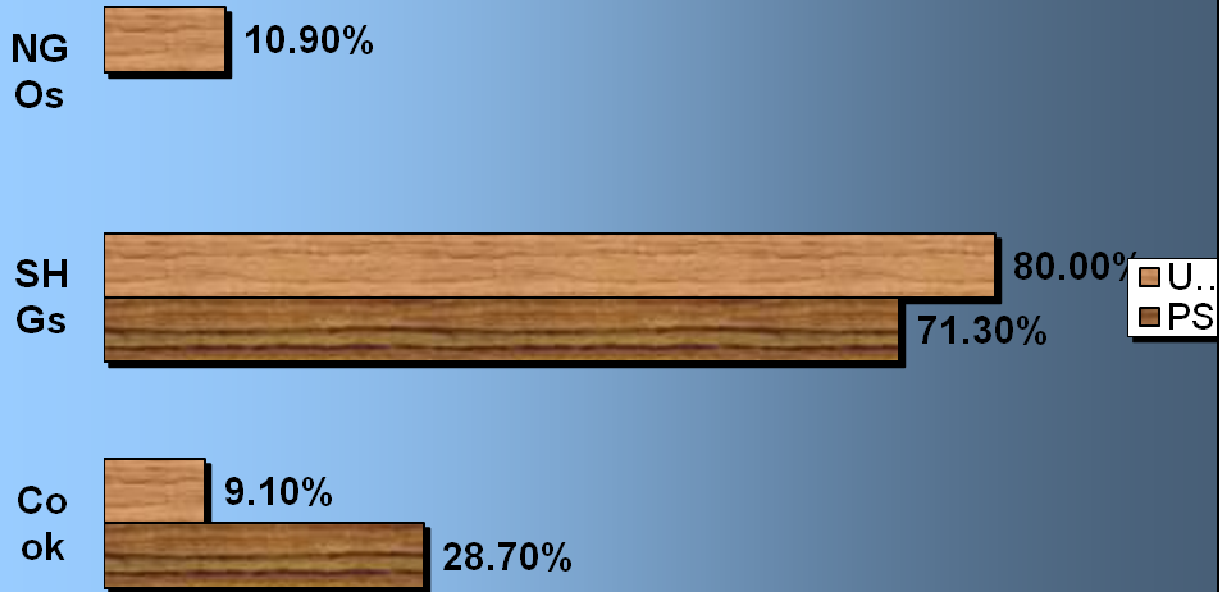
In respect of distribution of micro-nutrients and de-worming medicine to school children, it was observed that, among 210 sample schools 65%of schools are distributing the Micro nutrients and De –warming medicine in convergence with the health departments

STATUS OF COOKS:

- (vi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)
- (vii) Is the number of cooks and helpers adequate to meet the requirement of the school?
- (viii) What is remuneration paid to cools/helpers?
- (ix) Are the remuneration paid to cooks/helpers regularly?
- (x) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Fig.6-DETAILS OF COOKING OF MID DAY MEAL IN SAMPLE SCHOOLS



INFRASTRUCTURE:

Is a pucca kitchen shed-cum-store:

3

- (f) Constructed and in use
- (g) Constructed but not in use under
- (h) Under construction
- (i) Sanctioned, but constructed not started
- (j) Not sanctioned

Any other (specify)

School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

AVAILABILITY OF INFRASTRUCTURE FACILITIES FOR MID DAY MEAL IN SAMPLE SCHOOLS

MDM Details	Primary School	Upper Primary School	Total
Place of cooking the MDM			
Kitchen	128	31	159
	73.10%	88.60%	75.70%
Cook house	41	4	45
	23.40%	11.40%	21.40%
Open Place	6		6
	3.40%		2.90%
Total	175	35	210
	100.00%	100.00%	100.00%
Storage of food Grains of MDM			
Class rooms	45	11	56
	25.70%	31.40%	26.70%
Kitchen	84	21	105
	48.00%	60.00%	50.00%
Cook house	46	3	49
	26.30%	8.60%	23.30%
TOTAL	175	35	210
	100.00%	100.00%	100.00%
Availability of water for cooking and drinking	125	27	152
	71.40%	77.10%	72.40%
Availability of Utensils for cooking	158	28	186
	90.30%	80.00%	88.60%
Kind of fuel used for cooking			
Pidakalu (Dung Cake)	8		8
	4.60%		3.80%
Firewood	145	33	178
	82.90%	94.30%	84.80%
Gas	22	2	24
	12.60%	5.70%	11.40%
TOTAL	175	35	210
	100.00%	100.00%	100.00%

3	In case the pucca kitchen shed is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	Food grains are stored in the cooking agency house or in the class rooms of a school	
3	Whether potable water is available for cooking and drinking purpose?	-do-
	In respect of facilities available for potable water for cooking and drinking purpose, it was observed that in 72.4% schools the potable drinking Water facility is available.	
3	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme

	<p>Among the 210 schools of visited by the MI in Kurnool district it is observed that 87% schools the cooking vessels are available for cooking the MDM. In fact, in many a school, the local community has contributed certain number of vessels to overcome the shortage.</p>																														
3	What is the kind of fuel used? (Gas based/firewood etc.)	Observation																													
	<p>Among the sample schools, in majority of them 84.8% schools the Fire-wood' was the principal source for cooking food. Only in 11.4% schools LPG gas connection is available for cooking the MDM.</p>																														
	<p>SAFETY & HYGIENE:</p> <p>vi. General Impression of the environment, Safety and hygiene:</p> <p>vii. Are children encouraged to wash hands before and after eating</p> <p>viii. Do the children partake meals in an orderly manner?</p> <p>ix. Conservation of water?</p> <p>x. Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	Observation																													
	cleaning Habits and Discipline among the children																														
3	<table border="1"> <thead> <tr> <th>Cleaning habits among the children</th> <th>Primary School</th> <th>Upper Primary School</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Wash their hands before & after the consumption of MDM</td> <td style="text-align: center;">173</td> <td style="text-align: center;">35</td> <td style="text-align: center;">208</td> </tr> <tr> <td></td> <td style="text-align: center;">98.90%</td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">99.00%</td> </tr> <tr> <td>Take & eat meal in an orderly manner</td> <td style="text-align: center;">173</td> <td style="text-align: center;">35</td> <td style="text-align: center;">208</td> </tr> <tr> <td></td> <td style="text-align: center;">98.90%</td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">99.00%</td> </tr> <tr> <td>Conserve water while washing dishes</td> <td style="text-align: center;">171</td> <td style="text-align: center;">35</td> <td style="text-align: center;">206</td> </tr> <tr> <td></td> <td style="text-align: center;">97.70%</td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">98.10%</td> </tr> </tbody> </table>	Cleaning habits among the children	Primary School	Upper Primary School	Total	Wash their hands before & after the consumption of MDM	173	35	208		98.90%	100.00%	99.00%	Take & eat meal in an orderly manner	173	35	208		98.90%	100.00%	99.00%	Conserve water while washing dishes	171	35	206		97.70%	100.00%	98.10%		
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	<p>In terms of hygiene it reveals that out of 210 schools 99% i.e 208schools the children follow the good cleanliness habits such as they wash their hands before and after the consumption of MDM the similar the case is also with taking meals in an orderly manner and conservation of water while washing dishes.</p>																														
3	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members																													
	<p>In general the participation of parents and community members in MDM is only to collect the donation for contribution towards the provision of vessels and cooking utensils and general supervision through the school management committees.</p>																														

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															
3	<p style="text-align: center;">Fig.8-INSPECTION OF MDM BY PARTENTS AND OFFICIALS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Inspector</th> <th>U.. (%)</th> <th>PS (%)</th> </tr> </thead> <tbody> <tr> <td>By Community Members & Others</td> <td>32.70%</td> <td>23.50%</td> </tr> <tr> <td>By Parents</td> <td>28.20%</td> <td>13.90%</td> </tr> <tr> <td>By MEO</td> <td>76.40%</td> <td>87.80%</td> </tr> <tr> <td>By Dy.DEO</td> <td>56.40%</td> <td>19.10%</td> </tr> </tbody> </table>	Inspector	U.. (%)	PS (%)	By Community Members & Others	32.70%	23.50%	By Parents	28.20%	13.90%	By MEO	76.40%	87.80%	By Dy.DEO	56.40%	19.10%
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By Dy.DEO	56.40%	19.10%														
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.															
3	The Mid day meal programme has an impact on the enrollment and nutritional status of the children. By serving cooked meal in schools the children are hunger free and has an impact over the retention.															

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

(i)	The number of days the school functioned during the last academic year? The schools functioned 220 days of working during the last academic year.	Information to be obtained from the School records.
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.

Details of School Environment			
Environment	Primary School	Upper Primary School	Total
Clean environment	158	35	193
	90.30%	100.00%	91.90%
School has Good buildings	150	26	176
	85.70%	74.30%	83.80%
School has sufficient class rooms	135	18	153
	77.10%	51.40%	72.90%
School has classrooms with proper flooring, roof and windows	148	27	175
	84.60%	77.10%	83.30%
School has classrooms with proper lighting	150	29	179
	85.70%	82.90%	85.20%
School has Playgrounds	75	18	93
	42.90%	51.40%	44.30%
School has Playing material	51	13	64
	29.10%	37.10%	30.50%
School is providing playing material to students	53	13	66
	30.30%	37.10%	31.40%

MI has observed the details of school environment and found that 90%of the sampled schools 193 are with clean environment, with good buildings proper classrooms with flooring and widows etc. In addition to this play ground facility was also observed by MI in sampled schools and found that 64 schools have play ground facility.

(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	class room facilities in sample schools	

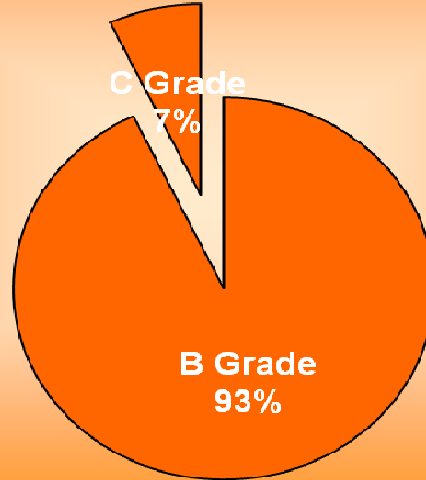
FACILITIES	Primary School	Upper Primary School	Total
Benches for students	76	13	89
	43.40%	37.10%	42.40%
Black boards in all class rooms	167	33	200
	95.40%	94.30%	95.20%
TLM usage	165	34	199
	94.30%	97.10%	94.80%
Displaying TLM	140	32	172
	80.00%	91.40%	81.90%

(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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Details of Health Camps conducted in Sample Schools				
	Primary School	Upper Primary School	Total	
Health camp facility was made available to the children during the previous 6 months	76	17	93	
	43.40%	48.60%	44.30%	
Sufficient medicines are being supplied	77	16	93	
	44.00%	45.70%	44.30%	
Students are being sent for referral hospitals	65	15	80	
	37.10%	42.90%	38.10%	
(v) Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.			
As far as play material is concerned it is not adequate still there is a need of improvement of play material in the schools.				
(vii) If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.			
Local reasons are prevailed for the low attendance in the classes.				
(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.			
STEPS TAKEN TO PROMOTE ATTEDANCE BY THE SCHOOL				
	Steps to promote attendance	Primary School	Upper Primary School	Total
	Visiting parents house	162	31	193
		92.60%	88.60%	91.90%
	Interview with co-students	16	7	23
		9.10%	20.00%	11.00%
(ix) What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.			
Most of the sampled primary and upper primary schools the assessment of student's achievement in various school subjects with the help of identified competencies i.e. minimum level of learning and Conducting monthly, unit and terminal examinations by awarding grades, carries out the assessment.				
(x) Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.			
All the sampled primary and upper primary schools of the district practice of continuous comprehensive evaluation to evaluate the students by conducting 4 unit tests and 3 terminal examinations and assigning 25% of weight age to each of the term tests in the final examination				
(xi) The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.			

The achievement level of the children is Grade B, and C

Fig.10-DETAILS OF SCHOOL GRADE IN THE SAMPLE SCHOOLS



(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teacher is found good.	
(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.
	No such cases were reported during the monitoring.	
(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.
	NO data is available	
(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.
	No data is available.	

(xxiv)	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.
	Not applicable	
(xxv)	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
	Not applicable	
(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.
	Not applicable	
(xxvii)	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.
	Not applicable	
(xxviii)	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.
	Not applicable	
(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.
	Not applicable	
(xxx)	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.
	Not applicable	
(xxxi)	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.

	Not applicable	
(xxxii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not applicable	
(xxxii)	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.
	Not applicable	

(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.
	All the sanctioned Additional class rooms and other civil works except the KGBV schools were completed.	
(xxvii)	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.
	Sample check by the monitoring institute is done with the help of School Management Committee and found that the additional class room works are found to be good.	
(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 the School Management Committees have been given orientation with regard to technical execution of civil works. In Andhra Pradesh State Government have established school management committees at the village level under the Chairmanship of Village Sarpanch. During the visit of Monitoring institute to Mahabubnagar district, it is observed that in all the sample schools the committees have been formed under the chairman ship of sarpanch. The project is releasing the grants in the name of these committees and they are operating the bank. As far as training aspect concerned there was no formal training imparted to the committee's members on civil works.	
(xxx)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The manual for civil works was not prepared but guidelines were prepared by the Project office and it is available with School Management committee.	

(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).
	In all the sample schools of the Mahabunagar district the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed. All newly constructed ramps are provided with reeling. The project is planning to provide barrier free environment to the remaining schools.	
(xxxix)	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).
	The School Management committees are maintaining the account of funds and materials for construction.	
(xxxix)	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).
	As per the information provided by the district project office of the Mahabunagar district is that the technical supervision of civil works is done by Executive Engineer at the district level and the Dy. Executive Engineer at the sub district level. MI has visited the construction sites and interviewed the community leaders, teachers and elected representatives of the concerned villages and it were reported that the supervision by the project engineering team is inadequate. It has to be strengthened at all levels.	
(xxxix)	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).
	Required number of times the technical supervision was under taken by the concerned persons while construction is undertaken.	
(xxxix)	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).
	During the year 2008-09 the district has no sanctions as far as drinking water and sanitation facilities are concerned. However from the beginning there was convergence with the line departments and the works were impletemented with the convergence only.	
(xxxix)	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).
	At the time of field visit by the MI to the district it was noticed that the implementing agencies of Swajaladara are being involved in construction of such facilities. Majority of the schools are not having the facility of proper drinking water. At Present the convergence is not implemented in a true spirit.	
(xxxix)	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).

	During the year 2008-09 the district has no sanctions as far as drinking water and sanitation facilities are concerned. However from the beginning there was convergence with the line departments and the works were implemented with the convergence only	
(xxxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality of construction of Additional Class rooms and civil works of KGBVs constructed with quality. MI has observed that these works in Shad nagar, Narayanpet, Nagarkurnool and Mahabubnagar.	
(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.
	State project engineer discharges the duties with the technical support of consultant (Ex Chief Engineer) will monitor the civil works at the State as well as district level by seeking fortnight reports in convergence with Housing programme. Monitoring is also done by video conferencing with district engineers and the additional project coordinators of the project, apart from this team of engineers also will inspect at least one district monthly and through reviews the progress in the	

(c) Textbooks:

(ix)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories 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.
	In all the sample schools of the districts it is observed that district project officers ensured the distribution of free text books in coordination with District Education Officer to all the SC, ST & Other caste Girl students for all subject for all classes from the SSA funds and the distribution is in June and July months of the academic year. In few schools some titles were delayed and reached after July 2008 i.e. 10% schools.	
(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.
	<p style="text-align: center;">Distribution of Free text books among the sample schools</p> <p style="text-align: center;">Text books were received in the months of June and July 2008 and for this the guidelines and instructions were issued by the Director of School Education.</p>	

(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 delay in distribution of the text books and the free text books were supplied to schools in the month of June and July itself.	
(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.
	For all children and For all classes the eligible students were given free textbooks.	

(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.		
	As per the information of the district project officers with regards to school grants all the eligible primary and upper primary sections of high schools will be provided the school grants in the month of November. It is observed by the MI from the field visit, the released grants are not reached to school point in the same month there is some delay at the Mandal and school level..			
(xii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.		
	All the eligible schools were given the school grant @ Rs. 2000 per school and the DPO circulated the guidelines for utilization of the school grant.			
(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 centralized purchases but the library books were supplied to school through DPOs in consultation with the school teachers and head masters.			
(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.		
	SCHOOL GRANTS			
	Receipt of Schools Grants	Primary School	Upper Primary School	Total
School grants received for 2008-09				

	Yes	97	95	192
		88.20%	90.50%	89.30%
	No	13	10	23
		11.80%	9.50%	10.70%
	Total	110	105	215
		100.00%	100.00%	100.00%
(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.	
	MI has noticed that majority of the schools in sample district have utilised the school grants. It is observed by the MI in Shadnagar ,Mahabunagar and Balanagar Mandals of the District			

(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.																							
	<p>The MI has observed during the field visits in all the sampled schools in the district that there is no additional sanction of teacher posts under SSA programmes. Since there is a delay in teacher recruitment procedure Vidya volunteers are appointed against the regular teacher posts. Mandal education officers have been given the authority to recruit the vidya volunteers in consultation with the head masters of the schools and the Village Sarpanch In the sample district total 187 vidya volunteers are at present working in the sample schools visited by the MI and for all these vidya volunteers SSA has given training .</p>																								
	<p style="text-align: center;">NO. OF VIDYA VOLUNTEERS WORKING IN SCHOOL</p> <table border="1"> <caption>Data for NO. OF VIDYA VOLUNTEERS WORKING IN SCHOOL</caption> <thead> <tr> <th>School Type</th> <th>Gender</th> <th>OC</th> <th>BC</th> <th>SC</th> </tr> </thead> <tbody> <tr> <td rowspan="2">PS</td> <td>Female</td> <td>2</td> <td>20</td> <td>6</td> </tr> <tr> <td>Male</td> <td>0</td> <td>9</td> <td>3</td> </tr> <tr> <td rowspan="2">UPS</td> <td>Female</td> <td>14</td> <td>50</td> <td>13</td> </tr> <tr> <td>Male</td> <td>8</td> <td>43</td> <td>16</td> </tr> </tbody> </table>		School Type	Gender	OC	BC	SC	PS	Female	2	20	6	Male	0	9	3	UPS	Female	14	50	13	Male	8	43	16
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(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.																							

	The regular teacher recruitment was undertaken by the District Selection committee through an entrance examination and followed by physical interaction. Whereas the educational volunteers are being recruited temporarily by the SMC in consultation with the concerned Mandal Educational Officers.															
(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.														
	Nature of appointment of teachers is regular through the District Selection committee.															
(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.														
	No the recruitment of vidya volunteers identification can be undertaken by the SMC and the concernd Mandal Eductional officer will complete the process.															
(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.														
	<p>The data on attendance the teachers reveals that Out of 734 teachers 648 were present and 98 were absent which includes both men and women when the monitoring institute visited the schools.</p> <div style="text-align: center;"> <table border="1"> <caption>Fig.3-DETAILS OF ATTENDANCE OF TEACHERS ON THE DAY OF MI VISIT</caption> <thead> <tr> <th>Gender</th> <th>Present</th> <th>Absent</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>133</td> <td>19</td> </tr> <tr> <td>Male</td> <td>218</td> <td>34</td> </tr> <tr> <td>Female</td> <td>104</td> <td>14</td> </tr> <tr> <td>Male</td> <td>193</td> <td>31</td> </tr> </tbody> </table> </div>		Gender	Present	Absent	Female	133	19	Male	218	34	Female	104	14	Male	193
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(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 the children and teachers is good and maintaining well. The data on rapport between children and teachers reveals that in 85% of the schools the rapport between the teachers and children is found to be good.															

	<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 style="text-align: center;">IN SERVICE TRAINING GIVEN FOR TEACHERS DURING 2008-09</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Details</th> <th style="text-align: center;">Primary School</th> <th style="text-align: center;">Upper Primary School</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>In service training given for 2008-09</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yes</td> <td style="text-align: center;">91</td> <td style="text-align: center;">92</td> <td style="text-align: center;">183</td> </tr> <tr> <td></td> <td style="text-align: center;">82.70%</td> <td style="text-align: center;">87.60%</td> <td style="text-align: center;">85.10%</td> </tr> <tr> <td>No</td> <td style="text-align: center;">19</td> <td style="text-align: center;">13</td> <td style="text-align: center;">32</td> </tr> <tr> <td></td> <td style="text-align: center;">17.30%</td> <td style="text-align: center;">12.40%</td> <td style="text-align: center;">14.90%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">110</td> <td style="text-align: center;">105</td> <td style="text-align: center;">215</td> </tr> <tr> <td></td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">100.00%</td> </tr> </tbody> </table> <p>The data on teachers training indicates that through SSA not only teachers but also additional teachers like vidya volunteers were given Training for a short period i.e. 9 days and the teacher training for upper primary schools has to be concentrated more nearly 14.9% teachers said that they have not received any training where as 85.% teachers said that they have received training.</p>		Details	Primary School	Upper Primary School	Total	In service training given for 2008-09				Yes	91	92	183		82.70%	87.60%	85.10%	No	19	13	32		17.30%	12.40%	14.90%	Total	110	105	215		100.00%	100.00%	100.00%
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(xxxiii)	<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>																																
(xxxiii)	<p>As soon as the teachers werrecrited the orientation to the newly appointed teachers will be undertaken .</p>																																	
(xxxiii)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited)? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>																																

SI No	To Whom	Item	No. of days	Target	Achievement	PS/UPS Level	Dist. / Divi. / Mdl. Level
1	DRGs	Module preparation (Primary level)	5	40	34	PS	Dist.
2	DRGs	Module preparation	5	75	75	UPS	Dist.
3	DRG	Summer School Monitoring	1	25	21	PS	Dist.
4	DRG	CLAPS training	24	25	21	PS	Mandal
5	RP's	CLAPS training	3	202	192	PS	Dist.
6	RP's	CLAPS training	9	202	192	PS	Dist.
7	Teachers	CLAPS training	9	8742	8510	PS	Mandal
8	RP's	Summer school RP's	2	140	128	PS	Dist.
9	RP's MEOs SC HMs	Workshop on School complex CRP's & Asst. Secretary Training	2	60	52	PS	Dist. Level
10	CRP's, Asst. Sects, SC HMs, MEOs	Training on CRP & Asst. Secret., SCHM & MEOs	2 2	1126	1120	PS	Divisional
11	Comp. Operator, one Teacher	Training on usage of CLAPS software	5	128	126	PS	Dist.
12	DIET staff	CLAPS & Monitoring	1	22	16	PS	Dist.
13	RP's	CLAPS training for VVs	3	192	192	PS	Dist.
14	VVs	CLAPS training for VVs	6	3200	3085	PS	Mandal
15	KGBV Teachers	Quality programmes	6 6	160	102	UPS	Regional level
16	RP's	Lead India 2020	4	78	64	UPS	Dist.
17	Teacher Pupil	Lead India 2020	5	960	650	UPS HS	Divisional
18	Teachers	Room to Read	2 2	105	105	PS	Mandal
(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.			
	As far as the satisfaction of the teachers with regards to the training programmes majority of the teachers in all the sampled schools of the district expressed satisfaction about the training programmes conducted by the SSA. However, they are demanding new innovative training programs.						

(xxxv)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>k. 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>l. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p> <p>m. 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>n. 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>o. Are the BRC/CRCs extending their academic support to EGS/AIE centers/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 MI during its visits to sample mandal resource centers in the district i.e Shadnagar,Balanagar,Narayanpet and Mahabubnagar and observed that majority of the MRCs are not fully engaged in teacher education programmes.</p> <p>The teleconference and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy.</p> <p>The scarcity of staff at the Mandal Resource centers is hampering the implementation of trainings at the Mandal level. The MI visited the Narayanpet and Nagarkurnool mandals of the District and observed.</p> <p>The DIET faculty is doing the monitoring of activities and the supervision f academic activities are under the control of the DIET Principal and he is coordinating with the DIET faculty.</p>
(xxxvi)	<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 State Project Officer is having the Academic Monitoring and Pedagogy unit they are monitoring the state level academic and pedagogy activities.</p>	

(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.
	Among the sampled schools majority of the schools in the district received the TLM grants during the month of October to November 08. The MI has felt that this is a delay in terms of release of TLM grants and suggest that the release should be ensured within a month of reopening of the schools.	
(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.
	Most of the schools visited by MI noticed that TLM grant has not reached to schools However the teachers are spending some amounts for participating in different melas maths, telugu, vocational and other melas. Monitoring Institute has also participated in the Melas and seen that teachers are actively participating in spite of the non release of TLM grants.	
(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.
	Among the sampled schools majority of the schools in the district received the TLM grants during the month of October to December 08 and to . The MI has felt that this is a delay in terms of release of TLM grants and suggest that the release should be ensured within a month of reopening of the schools.	

(g) EGS & AIE:

(ii)	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.
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	Management	EGS / AIE	AIE	NRBC	RBC	NCLP	Madarsa	APOs	Others	Total	
	Government	13	0	0	0	0	0	0	1	11	
	NGO	0	0	0	45	0	35	0	0	80	
	Total	3	0	0	45	0	35	0	1	91	
(lii)	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.						
	2578 children wer enrolled in the centres and they attending the classes.										
(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.						
	2578 children wer enrolled in the centres and they attending the classes										
(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 centers visited by MI.						
	Total 4544 vidya volunteer's are working in the district which includes High schools also. These volunteers were given training.										
(lv)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?				Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers visited by MI. Copy of the instructions to be enclosed with the report.						
	The Educational volunteers are giving the academic support by the school complex head masters and teachers of the respective school complex (Cluster Resource Centre)										
(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.						

Qualifications and Training of Educational Volunteers: observed in the sample schools of the district.			
Details of Qualifications and training of Vidya volunteers	Primary School	Upper Primary School	Total
Training received by Volunteers	17	41	58
	43.60%	52.60%	49.60%
Educational qualifications of volunteers			
10 th Class	6	5	11
	17.14%	6.58%	9.91%
Inter	14	24	38
	40.00%	31.58%	34.23%
Degree + D.Ed./B.Ed.	15	47	62
	42.86%	61.84%	55.86%
PG	-	-	-
Total	35	76	111
	100.00%	100.00%	100.00%
(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.
	The amount of monthly honorarium received by the Educational volunteers is paid through the bank account and they receiving through RTGS system.		
(lviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.	
	The attendance rate of Educational volunteers is almost regular		
(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.
	Yes there is an designated district coordinator who is looking after the EGS and AIE i.e Alternative school coordinator.		
(lx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?		Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	Yes monitoring format is available with the District project office and they are utilizing for monitoring of these centers and the information is also being furnished by the District to state project office.		
(lxi)	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.
	The up gradation process is in continuation.		
(lxii)	Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centers to primary schools, and whether funds have been released for the same?		Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not available.		

(lxiii)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not available	
(lxiv)	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.
	In continuation.	
(lxv)	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.
	Not available.	
(lxvi)	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.
	Some SMC have received to construct the schools.	
(lxvii)	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.
	Foundation stage only.	
(lxviii)	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.
	Not yet in position.	
(lxix)	The number of children actually mainstreamed from EGS/AIE centers/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.
	Mainstreamed in to main school is 1200 students.	
(lxx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Yes, infrastructure like black board and books TLM is available with the EGS and AIE centres.	
(lxxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	Yes Mid day meal is provided to EGS and AiE students. Students are feeling happy	
(lxxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	Nearly 70% of the students were present when the MI has visited.	
(lxxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The achievement level of the children studying in EGS is C grade.	
(lxxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI in Balanagar Mandal and Shadnagar mandals of the District.
	The rapport of the EV with the children is found to be good.	

(lxxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
EGS centres were supplied with the free text books and other learning material for strengthening the quality of Education.		

(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.																																																																															
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(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances. There is no difficulty in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.																																																																															
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? 38 Resource teachers identified in the district in association with NGO's the Children with special needs are being under taken.	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.																																																																															
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.																																																																															

	The district has an IED coordinator who is looking after the activities of these children.	
(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.
	Yes state has developed a monitoring format and accordingly the monitoring activities were under taken by the IED coordinator.	
(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.
	In all the sample schools of the district the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed... All newly constructed ramps	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	All the eligible children were 350 covered under the home based support	
(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.
	The parent was given counseling to take care of their children. The perception of parents towards these children and intervention is good.	
(viii))	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centers visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Majority of the children are in the schools when the MI has visited.	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	The number of cluster were 540 in cumulative achievement	
(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.
	263 was the target where as 157 achieved by the project office during this financial year.	
(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.

	All the model cluster schools were provided with the gender sensitization and teaching learning material and vocational training efforts were also put up for sensitization of teachers with community mobilization activities.	
(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 were released but most of the centers are having the balance of unspent amount.	
(v)	e. Whether a district gender coordinator is in position? f. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The district gender coordinator post is van cant and community mobilization officer is in charge of these sector	
(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.
	460 ECCE centres are operational under innovation of funds.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The state has prescribed the monitoring format the activity and the information is furnished to SPO is regular.	

(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.
	32 KGBVs are sanctioned and total enrollment 2385.	
(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.
	All the sanctioned KGBVs in the district have been identified land.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The state has drawn guidelines for running the KGBV schools.	
(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.
	In the district for 4 schools buildings were completed and one building in progress and for other schools the process of identification of land and tenders are in the process. Doulatabad, Koilkonda, Narvi and Kodair completed and Peddamadar is in the process of completion.	

(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.
	Required number of teachers were selected and posted in the schools.	
(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.
	2385 students got admitted in the KGBV schools of Mahabubnagar district.	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	The students were given bedding, meals and uniform free text books and cosmetic charges of Rs 50/- per month.	

(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.		
	To collect the DISE the time schedule drawn up for DISE / EMS in the State for the year 2008-09 by the State project office and asked the each district asked to submit the information within the prescribed time schedule. MI has visited the sample schools of the Mahabubnagar district in Balanagar, Nagarkurnool and Narayanpet mandals and sought the information about the DISE report. The teachers of the entire district were (80%) in the sample schools visited by the Monitoring Institute given training on DISE formats and its filling. The district has submitted its report to SPO more or less within the prescribed time. The district report was generated at the district level with the help of programmer, computer operator and assistant statistical officers,			
(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		
	Yes schedule drawn up the state for the DISE and MIS for the current year.			
(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.		
	Yes the data capture formats have been supplied to all the school latest by August.			
(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 of Teachers on the DISE format in sample schools visited by the MI			
	Receipt of DISE format and training	Primary School	Upper Primary School	Total
	DISE Format received by September month	90	87	177
		80.90%	81.90%	81.40%
Training received on DISE data filling	88	71	159	
	79.10%	66.70%	73.00%	

(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.
	The school complex HM has been entrusted the job of verifying the 5% sample check and at the state level the external agency has been identified for verification of DiSE 5% sample check	
(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.
	Yes the district passes the collected information to state well in time.	
(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.
	There is MIS unit at the state level and which is looking after the needs of SSA and MIS.	

(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.
	Current year no project were allotted but the previous year's 18 research projects are in the process of completion.	
(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.
	Out of sanctioned studies two studies are not completed.	
(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.
	The state level Research and Evaluation in charge is positioned who is looking after the research activities.	

(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.
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All the schools were covered under School Management committees			
FORMATION OF SCHOOL MANAGEMENT COMMITTEE			
SCHOOL MANAGEMENT COMMITTEE	Primary School	Upper Primary School	Total
School Management committee is formed	106	103	209
	96.40%	98.10%	97.20%
Attendance Details of members in school committee meeting			
All members	27	29	56
	24.50%	27.60%	26.00%
Some members	74	74	148
	67.30%	70.50%	68.80%
Nobody	9	2	11
	8.20%	1.90%	5.10%
Total	110	105	215
	100.00%	100.00%	100.00%
Training given to committee members	29	28	57
	26.40%	26.70%	26.50%
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are 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.
	Guidelines are available with the School Management Committee.		
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?		Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Yes Adequate representation to women in School Management Committee.		
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?		Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

<p style="text-align: center;">Fig.2- Attendance Details of Members in School Committee Meeting</p> <table border="1" style="margin-top: 10px;"> <caption>Attendance Details Data</caption> <thead> <tr> <th>Meeting Type</th> <th>All</th> <th>Other 1</th> <th>Other 2</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>25.20%</td> <td>67.60%</td> <td>7.20%</td> </tr> <tr> <td>UPS</td> <td>14.10%</td> <td>73.20%</td> <td>12.70%</td> </tr> </tbody> </table>			Meeting Type	All	Other 1	Other 2	PS	25.20%	67.60%	7.20%	UPS	14.10%	73.20%	12.70%
Meeting Type	All	Other 1	Other 2											
PS	25.20%	67.60%	7.20%											
UPS	14.10%	73.20%	12.70%											
(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.												
	Members were given orientation on trainings with regard to trainings and other aspects of School Management committee.													
(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.												
	Contribution made by the School Management committee in improving the school environment and attendance of teachers and students.													
(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 the school Management committee is maintaining the proper records for funds received by the m.													
(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												
	The programme in charge for community mobilization and participation at state project level is aware of his her role in monitoring the capacity building of the persons is taken care.													

(n) Staffing at State and District Level:

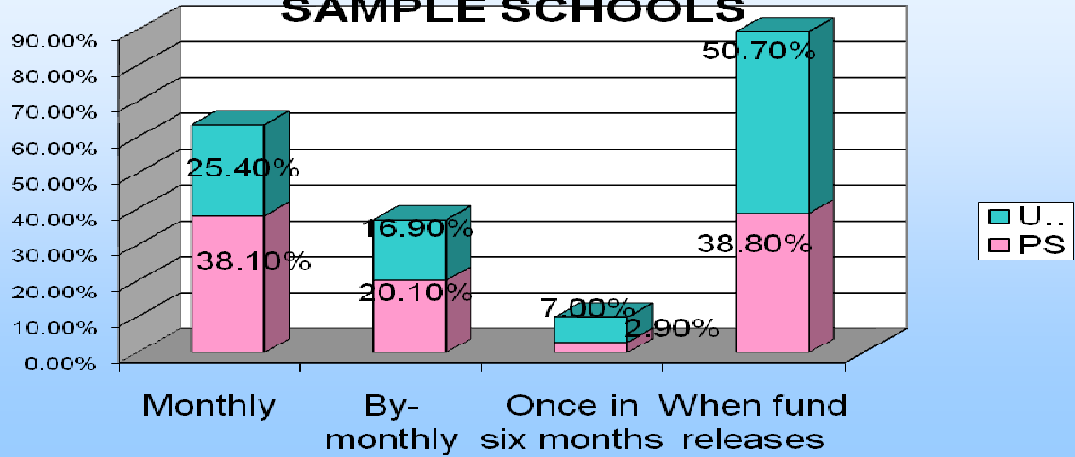
(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; 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.
	All the sanctioned posts are filled and for all the specific programmes there are coordinators such as quality, pedagogy, training, gender, girls education, civil works, inclusive education, EGS/AIE interventions, and others. And all the programme coordinators have been given orientation about their Tasks.	
(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.
	Previous two meetings were held.	
(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 Project officer and Girl child officer posts are vacant and other posts are positioned with the suitable persons.	
(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.
	All the CRC/BRC,s are headed by the Gazetted rank officers almost 40% posts are vacant and all of them are managing with incharges.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The state project office have clearly laid down rules and regulation for filling up posts of Sarva Shiksha Abhiyan	

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

(p) Mid-Day Meal Scheme:

39.	<p><u>REGULARITY IN SERVING MEAL:</u></p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Among 215 schools in all schools almost all the schools it was found serving 'hot food' to the school children on daily basis when Monitoring Institute (MI) representatives made the visit all schools are providing hot cooked food to the children. Monitoring Institute has verified from the field Shadnagar, Balanagar, Achampet and Narayanpet mandals schools..</p>	Students, Teachers & Parents									
40.	<p><u>TRENDS:</u></p> <p>Extent of variation (As per school records vis-à-vis Actual on the day of visit) It is observed from the field visit that out of 113989 enrolled students in primary schools of the sample 11979 i.e 85.6% students are actually availing the facility of Mid day meals on the days of monitoring. Whereas in Upper schools it is out of 11575 students enrolled 9569 students are taking the meal i.e. 82. %</p> <div data-bbox="251 716 1062 1228" data-label="Figure"> <p>Fig.5 - NO. OF STUDENTS AVAILING THE MID DAY MEAL FACILITY IN SAMPLE SCHOOLS</p> <table border="1"> <thead> <tr> <th>School Type</th> <th>Students enrolled in the school</th> <th>Students taking mid-day meal</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>13989</td> <td>11979</td> </tr> <tr> <td>UPS</td> <td>11575</td> <td>9569</td> </tr> </tbody> </table> </div>	School Type	Students enrolled in the school	Students taking mid-day meal	PS	13989	11979	UPS	11575	9569	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
School Type	Students enrolled in the school	Students taking mid-day meal									
PS	13989	11979									
UPS	11575	9569									
41.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(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?</p> <p>(viii) Is buffer stock of one-month's requirement is maintained?</p> <p>(ix) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									
	Out of 215 monitored schools by the MI it is observed that the storage of food grains of MDM in 74% schools it is in Kitchen and class rooms of the school only. In 14%%schools it is observed that they are storing grains in other places i.e cooking agents house, Out side the school premises..										
42.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(vii) 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>(viii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <p>(ix) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									

Fig.7-DETAILS OF PAYMENTS MADE IN MID DAY MEAL PROGRAMME IN SAMPLE SCHOOLS



The payment of cooking cost to the agencies is delayed payment. I.e mostly bi monthly and some schools when the MI interacted with the cooking agencies and also observed that it is when the fund releases it depends on the functioning of the Mandal office and other Government agencies. This is delay in connection with the delivery mechanism.

43.	<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	Observations
There is no gender and caste community discrimination in cooling or serving or seating arrangement.		
44.	<p><u>VARIETY OF MENU:</u> 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.
It was found that in 90 %schools across the total sample schools of 215 Mahabubnagar district variety of food is being served with weekly once egg. In Mid day meal programme. Whereas, in 10% schools it is noticed that the same food is supplied to children. Continuing the routine menu food makes the children to lose interest and influences on the school attendance.		
45.	<p>(v) Is there variety in the food served or is the same food served daily? (vi) Dose 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.

Details of Fruits and Eggs served in the mid day meals.

	Primary School	Upper Primary School	Total
Whether fruits and eggs are being served?			
Weekly once	42	32	74
	38.18%	36%	37.0%
Twice a week	63	62	125
	57%	59.05%	58.80%
Not at all	6	11	16
	5.45%	10%	8%
TOTAL	111	105	215
	100.00%	100.00%	100.00%

In the sample schools visited by the Monitoring Institute it is observed that in 8% schools no egg is being served where as

QUALITY & QUANTITY OF MEAL:

Feedback from children on

- g) Quality of meal:
- h) Quantity of meal:
- i) {If children were not happy Please give reasons and suggestions to improve.}

Observations of Investigation during MDM service

46.

Children Reaction to Quality and Quantity of food

	Primary School	Upper Primary School	Total
Food is sufficient to students	103	100	203
	94.50%	96%	95%
Students are given quality food	94	99	193
	85.50%	94.30%	89.80%
Students are given micronutrients food	80	79	159
	72.70%	75.20%	74.00%

MI visit and with interaction from Teachers, Parents and Children it was observed that out of 215 schools in 203(95%) schools the quantity of food served is quite satisfactory to the school children and in reference to quality the incidence of 'satisfaction' is slightly higher.

SUPPLEMENTARY:

47.

- (vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?
- (viii) Who administers these medicines and at what frequency?
- (ix) Is there school Health Card maintained for each child?

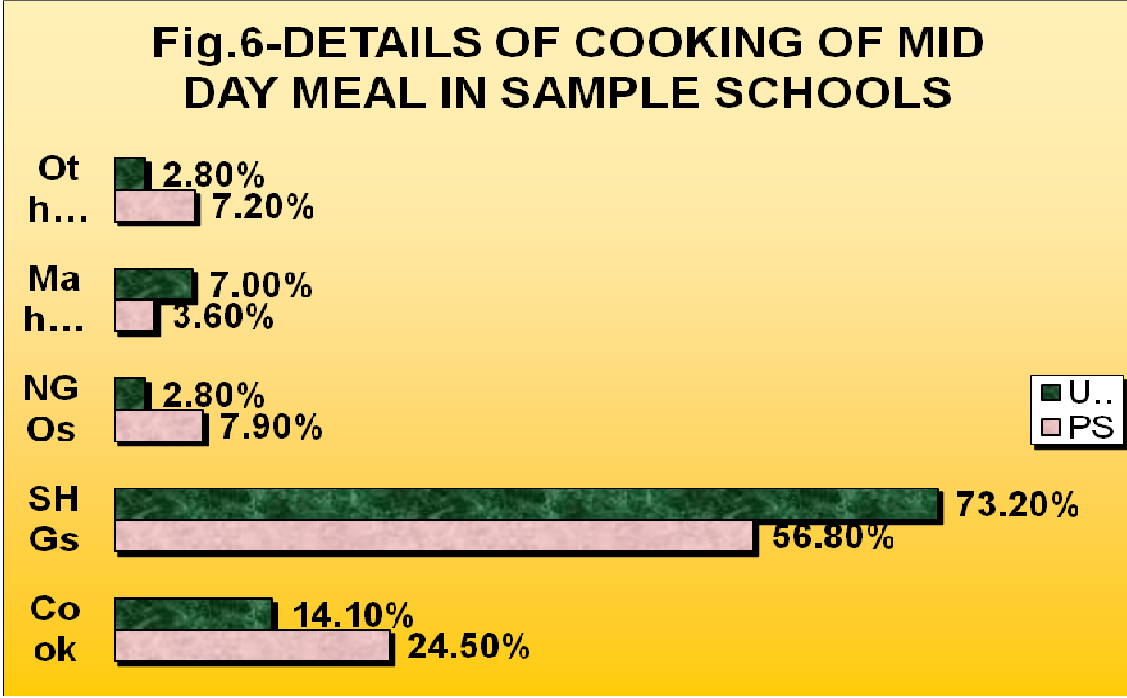
Teachers, Students, School Record

In respect of distribution of micro-nutrients and de-worming medicine to school children, it was observed that, among 215 sample schools 60%of schools are distributing the Micro nutrients and De –worming medicine in convergence with the health departments

- STATUS OF COOKS:**
- (xi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)
 - (xii) Is the number of cooks and helpers adequate to meet the requirement of the school?
 - (xiii) What is remuneration paid to cools/helpers?
 - (xiv) Are the remuneration paid to cooks/helpers regularly?
 - (xv) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)

Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Details of cooking of Mid day meals:



48.

The cooking of mid day meals is taken care by mostly the SHG group women out of these majority are from the disadvantaged section of the society ie. SC,ST and BC. After this in some schools other than SHG group members other local persons are cooking.

49.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(k) Constructed and in use (l) Constructed but not in use under (m) Under construction (n) Sanctioned, but constructed not started (o) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
<p>Among the 215 sample schools 85% schools (182) said that they are cooking the MDM in the school in school premises. Either in the class room some time in open area. Only, 6 %(14) schools the teachers and cooking agencies said they don't have kitchen shed but they are cooking the MDM in cooks house.</p>		
50.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</p> <p>Out of 215 monitored schools by the MI it is observed that the storage of food grains of MDM in 72.5% schools it is in Kitchen only. In 14%schools it is observed that they are storing grains in class rooms.</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
51.	<p>Whether potable water is available for cooking and drinking purpose?</p> <p>In respect of facilities available for potable water for cooking and drinking purpose, it was observed that in 86.% schools the potable drinking Water facility is available.</p>	-do-
52.	<p>Whether utensils used for cooking food are adequate?</p> <p>Among the 215 schools visited by the MI in Mahabubnagar district it is observed that 95% schools the cooking vessels are available for cooking the MDM. In fact, in many a school, the local community has contributed certain number of vessels to overcome the shortage. But the availability of cooking vessels is quite in adequate.</p>	Teachers/Organizer of MDM Programme
53.	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p> <p>Among the sample schools, in majority of them 69% schools the Fire-wood' was the principal source for cooking food. Only in 31% schools LPG gas connection is available for cooking the MDM.</p>	Observation
54.	<p><u>SAFETY & HYGIENE:</u></p> <p>xi. General Impression of the environment, Safety and hygiene: xii. Are children encouraged to wash hands before and after eating xiii. Do the children partake meals in an orderly manner? xiv. Conservation of water? xv. Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	Observation

	The general impression of the school environment is safety and hygiene. All the children are encouraged to wash hands before and after eating. Teachers are maintaining the discipline while children are taking the food. However, in some schools it is observed that children themselves are distributing the mid day meal and it is causing lot of problems like shortage of food and indiscipline.																
55.	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p> <p>In general the participation of parents and community members in MDM is only to collect the donation for contribution towards the provision of vessels and cooking utensils and general supervision through the school management committees.</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members															
56.	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members															
	<p style="text-align: center;">Fig.8-INSPECTION OF MDM BY PARTENTS AND OFFICIALS</p> <table border="1"> <caption>Data for Fig.8-INSPECTION OF MDM BY PARTENTS AND OFFICIALS</caption> <thead> <tr> <th>Inspector</th> <th>U.. (%)</th> <th>PS (%)</th> </tr> </thead> <tbody> <tr> <td>By Community Members & Others</td> <td>23.90%</td> <td>24.50%</td> </tr> <tr> <td>By Parents</td> <td>35.20%</td> <td>33.80%</td> </tr> <tr> <td>By MEO</td> <td>54.90%</td> <td>54.00%</td> </tr> <tr> <td>By Dy.DEO</td> <td>4.20%</td> <td>4.30%</td> </tr> </tbody> </table> <p>The inspection of supervision of the mid day meal programme is mainly by the Mandal Education Officers. Followed by the parents . Some time community members like elective representatives and local youth memebtrs are visiting the school and observing the programme.</p>		Inspector	U.. (%)	PS (%)	By Community Members & Others	23.90%	24.50%	By Parents	35.20%	33.80%	By MEO	54.90%	54.00%	By Dy.DEO	4.20%	4.30%
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57.	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Are there any other incidental benefits due to serving cooked meal in schools?</p> <p>Yes, the Mid day meal improved the enrollment, attendance of children in school and general wellbeing of children.</p>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.															

(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.
	220 days the schools functioned during the last academic year	

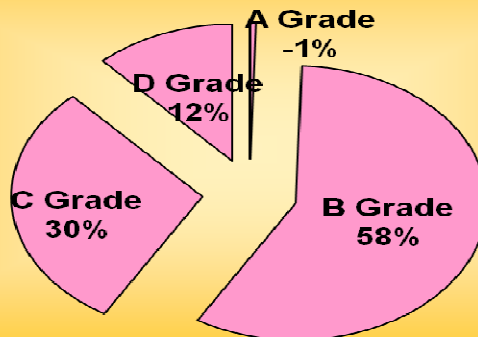
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.		
	The schools have clean environment, good buildings, play grounds, class rooms with proper flooring, roof and window.			
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.		
	class room facilities in sample schools			
	FACILITIES	Primary School	Upper Primary School	Total
	Benches for students	44	30	74
		40.00%	28.60%	34.40%
	Black boards in all class rooms	105	95	200
		95.50%	90.50%	93.00%
	TLM usage	100	98	198
		90.90%	93.30%	92.10%
	Displaying TLM	97	92	189
	88.20%	87.60%	87.90%	
(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.		
	Details of Health Camps conducted in Sample Schools			
		Primary School	Upper Primary School	Total
	Health camp facility was made available to the children during the previous 6 months	44	47	91
		40.00%	44.80%	42.30%
	Sufficient medicines are being supplied	42	34	76
		38.20%	32.40%	35.30%
Students are being sent for referral hospitals	34	39	73	
	30.90%	37.10%	34.00%	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.		
	The schools do not have adequate play material for the children.			
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.		

: REASONS FOR LOW ATTEDANCE IN THE SCHOOL

Reasons	Primary School	Upper Primary School	Total
Ill-Health	65	66	131
	59.09%	62.86%	60.93%
Local holidays	8	5	13
	7.27%	4.76%	6.05%
Seasonal migration	18	19	37
	16.36%	18.10%	17.21%
Don't know	19	15	34
	17.27%	14.29%	15.81%
Total	110	105	215
	100.00%	100.00%	100.00%

(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.
	Teachers and Head masters are continuing their efforts to improve the attendance rate further by generating awareness among the parents and getting back the students. Apart from this teachers are also using the technique of peer counseling and conducting the interviews with co-students.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	Most of the sampled primary and upper primary schools the assessment of student's achievement in various school subjects with the help of identified competencies i.e. minimum level of learning and Conducting monthly, unit and terminal examinations by awarding grades, carries out the assessment	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	All the sampled primary and upper primary schools of the district practice of continuous comprehensive evaluation to evaluate the students by conducting 4 unit tests and 3 terminal examinations and assigning 25% of weight age to each of the term tests in the final examination.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.

**Fig.10-DETAILS OF SCHOOL GRADE
IN THE SAMPLE SCHOOLS**



Most of the sample school grading indicates that they are in C and B only. Where as 12% D grade schools and Only 1% Grade A school was noticed when the achievement of children was monitored by the monitoring institution.

(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teachers is good	
(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.
	NO such cases were seen in monitoring	
(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.
	Not Available	
(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.
	Not available	

9. District Level Half yearly Monitoring Report

(The Ministry/TSG needs districts wise information as per the TOR 2008-2010)

4.1. Name of the District : **Ranga Reddy**

4.2. Date of visit to the Districts/EGS/schools : **Ranga Reddy : 15.07.2009 to 26.07.2009**

4.3. 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):

(xxxiv)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	As per the State component plan 2008-09, 35 new Primary schools were sanctioned. Out of these 17 were opened. 147 upper primary schools were sanctioned and opened. However the Ranga Reddy district has operationalised all the sanctioned schools of the previous years	

(xxxv)	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.
	. However the Ranga Reddy district has operationalised all the sanctioned schools of the current year and the land for construction is in the process.	
(xxxv)	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
	No data	
(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.
	No Data	
(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.
	No Information	
(xxxix)	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.
	No information.	
(xl)	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.
	No Information	
(xli)	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.
	No data.	
(xlii)	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.

	No information.	
(xliii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Procurement of Teaching learning equipments at primary level and upper primary level is in the process .	
(xliv)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions is enclosed along with MI report.
	Guidelines were issued to procure through the tenders.	

(b) Civil Works:

(xl)	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.
	As per the information provided by the District Project Officers of the sample district reveals that all the sanctioned civil works were completed.	
(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.
	Monitoring Institute has visited the Marpally and shamsabad. The quality of the civil works were found to be good..	
(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).
	The project has not given any formal training to these committee members But certain occasions they were oriented about the planning process of SSA. Just the committees are operating the Bank Accounts. During the visit of Monitoring Institute it is noticed that in few places these committees functioning is excellent eg. Shankar pally and Vikarabad people are taking initiatives for the development of education in their respective places.	
(xliiii)	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).
	No: not available with the VEC/SMC	

(xlv)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	In all the sample schools of the Ranga Reddy the monitoring institute observed that in all the new schools the ramp were constructed with good quality it was observed in Kulkacharla, Rajendranagar and Doma mandals.	
(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).
	SMC members are not keeping separate account of funds and materials for construction. But the accounts are maintained at the constructing agency and the school teachers are monitoring.	
(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).
	As per the information provided by the district project office of the Ranga Reddy district is that the technical supervision of civil works is done by Executive Engineer at the district level and the Dy. Executive Engineer at the sub district level. MI has visited the construction sites and interviewed the community leaders, teachers and elected representatives of the concerned villages and it were reported that the supervision by the project engineering team is inadequate. Therefore the engineering wing of the district project officers should pay more attention on their desired number of visits and ensure the quality of civil constructions. However the project is having site engineers at the works place but they are temporary staff and there supervision is not at all effective.	
(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).
	Yes the technical person visited the construction site and guided the construction process. Three to four times during the process of construction. At the foundation stage, lintel and roof stage the technical persons visited the construction process.	
(xlviii)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The present year no such activity was noticed	
(xlix)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No	
(l)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	At the time of field visit by the MI to the district it was noticed that the water facilities to the schools in majority of the places are in adequate.	
(li)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).

	The quality of construction of Additional Class rooms is good. MI has observed the works in Vikarabad, Shankarpally and shamshabad mandals.	
(lii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	State project engineer discharges the duties with the technical support of consultant (Ex Chief Engineer) will monitor the civil works at the State as well as district level by seeking fortnight reports in convergence with Urban Housing programme in metro politan cities. Monitoring is also done by video conferencing with district engineers and the additional project coordinators of the project, apart from this team of engineers also will inspect at least one district monthly and through reviews the progress in the meetings of additional project coordinators and others at the State level	

(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.																																																		
	In all the sample schools of Ranga Reddy it is observed that district project officers ensured the distribution of free text books to all the SC, ST & OC Girl students for all subject for all classes from the SSA funds and the distribution is in June and July months of the academic year																																																			
	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 were distributed in the month of June and July. The majority of the schools have received in the month of July and some schools the distribution of few titles were delayed.																																																			
	<table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">No. of OC girls provided free text books</th> </tr> <tr> <th>VI</th> <th>VII</th> <th>VIII</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>2002-03</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>2003-04</td> <td>3392</td> <td>2588</td> <td>2945</td> <td>8925</td> </tr> <tr> <td>2004-05</td> <td>3753</td> <td>2864</td> <td>3259</td> <td>9876</td> </tr> <tr> <td>2005-06</td> <td>3990</td> <td>3045</td> <td>3465</td> <td>10500</td> </tr> <tr> <td>2006-07</td> <td>5381</td> <td>4107</td> <td>4673</td> <td>14161</td> </tr> <tr> <td>2007-08</td> <td>3270</td> <td>3238</td> <td>3150</td> <td>9658</td> </tr> <tr> <td>2008-09</td> <td>2933</td> <td>3020</td> <td>2924</td> <td>8877</td> </tr> </tbody> </table>			Year	No. of OC girls provided free text books				VI	VII	VIII	Total	2001-02	-	-	-	-	2002-03	-	-	-	-	2003-04	3392	2588	2945	8925	2004-05	3753	2864	3259	9876	2005-06	3990	3045	3465	10500	2006-07	5381	4107	4673	14161	2007-08	3270	3238	3150	9658	2008-09	2933	3020	2924	8877
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	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.																																																		

The delay in some schools were noticed because of on line ordering method the schools have not given proper information in time and later on they have submitted as a result the delay was taken place.	
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.
Text books supplied for all the subjects and all the classes to all eligible children in sample schools visited by the MI The government of Andhra Pradesh is providing Free Text Books to all the children in Government Schools from class Ist to V classes and also providing Free text books to the children of SC, ST, BC of class VI to X. SSA is providing free text books to the OC girls of class VI to VIII	

(d) School grants:

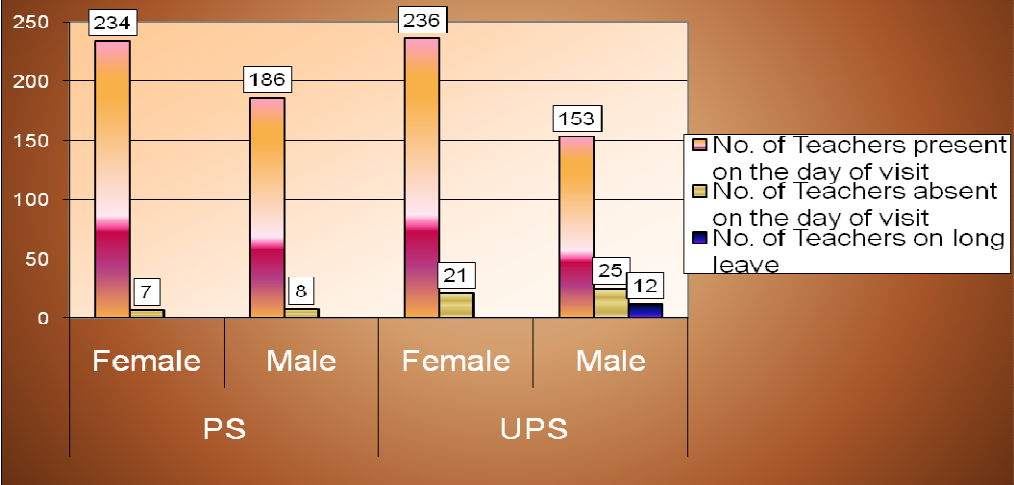
(xvi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines 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.
	As per the information of the district project officers with regards to school grants all the eligible primary and upper primary sections of high schools and CRC's and MRC's will be provided the school grants. It is observed by the MI from the field visit, the released grants are not reached to school point in the same month there is some delay at the Mandal and school level. This year the grants released to the schools and MRC and CRC are in the month of September. However, the release is through RTGS online system and some schools the opening of RTGS system and some errors in the operation of this account caused delay in reaching the schools.	
(xvii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	The DPO has released funds for school grants @ 2000/- per school to the school SMCs.	
(xviii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
	The centralised purchases were not directly made but supplied library books through schools only.	
(xix)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The receipt of school grants by school Management committees is in the September and shools are being utilized.	
(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 grants were fully utilized by the SMC's of the concerned schools. The MI observed that the receipt of school	

	grants and is presented in the above table and indicates that 96% schools in the sample received the grants. However, in the remaining schools the grants were not received in time because of transaction problem with the bank.
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(e) Teachers and Teachers Training:

(xxxv)	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.
	The MI has observed during the field visits in all the sampled schools in the district that there is no additional sanction of teacher posts under SSA programmes. Since this year the huge number of Upper primary school are merged with the success high schools the resulted posts were adjusted into the primary schools and at present there are many surplus posts	
(xxxvi)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers were recruited through District Selection Committee. It is centralised process the state Government will under take this process. The process in continuation.	
(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.
	Regular appointment in regular scale of pay. The vacant posts were filled temporarily by the Vidya volunteers. The process of recruitment is in the final stage of completion.	
(xl)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	No	
(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.

Fig.3-DETAILS OF ATTENDANCE OF TEACHERS ON THE DAY OF MI VISIT



(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.
 Rapport between the children and the teachers in the visited schools is good. The data on rapport between children and teachers reveals that in 92% of the schools the rapport between the teachers and children is found to be good and this establishes not only human relations but also inculcates joyful learning atmosphere in the schools.

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.

Year	In-service			Induction training to Newly recruited teachers			Refresher course to untrained teachers		
	Target	Achievement	No. of days	Target	Achievement	No. of days	Target	Achievement	No. of days
2001-02	-	-	-	630	630	15	-	-	-
2002-03	-	-	-	636	636	15	-	-	-
2003-04	692	692	20	738	738	15	-	-	-
2004-05	5686	5686	20	2915	2915	30	-	-	-
2005-06	9321	9321	20	2210	2210	20	-	-	-
2006-07	9238	9238	20	905	905	20	13	13	60
2007-08	9238	9238	10	2652	2268	6	13	13	10
2008-09	8136	6215	09	2253	2153	6	-	-	-

	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.
(xlv)	The above table indicates the details of the training imparted through the project office for teachers and resource groups and field functionaries most of the trainings are on Children's language acquisition programmes and competences and learning materials mela and other meals. Monitoring institute also observed the training programmes and the quality of the programmes are good and it is observed that teachers have also shown interest lot of interest in the training programmes.	
	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.
(xlv)	Six thousand two hundred and fifteen teachers were given in-service training	
	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.
(xlvi)	The teachers are satisfied with the training.	

(xlvii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>p. 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>q. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p> <p>r. 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>s. 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>t. 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 MI during its visits to sample mandal resource centers in the district observed that majority of the MRCs are not having adequate staff for supervision and monitoring and these centres should be properly staffed for effective functioning. The Training of Trainers programmes conducted at Divisional level and Mandal level are being conducted in a systematic way through video conferencing and teleconferencing and some time through face to face interaction..</p> <p>The teleconference, Radio lessons and video conference training programmes are one of the successful initiatives implemented by the state project office for in-service teacher training programs. The programme strategy is very effective and proven to be note worthy. The success of these types of initiatives largely depends on the functioning of course director and availability of electricity in the venues.</p> <p>DIET faculty are being involved in the supervision and guidance of academic activities, Particularly academic monitoring activities of the district.</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>State Project Office is having Academic monitoring unit in these the officers of the monitoring supervise the quality of the training and at the district and state level they are taking the help of DIET and SCERT faculty also. In Ranga Reddy district Children achievement level in the specified competencies increased substantially. 47.30% of Children at Primary stage have gained minimum competencies of all school subjects</p>	<p>To be ascertained from SPO.</p>

(f) Teaching Learning Material (TLM) grants:

(x)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	The TLM Grants were released to all the eligible schools and the date of release is in the month of August from the state project office.	
(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.
	Most of the schools visited by MI have not properly utilized the TLM grant since the grants were reached to the concerned schools at the time of examinations or end of the academic year	
(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.

Among the sampled schools majority of the schools in the district received the TLM grants during the month of October to December 08 .The MI has felt that this is a delay in terms of release of TLM grants and suggest that the release should be ensured within a month of reopening of the schools. So that teachers will be in a position to plan their teaching activities in accordance with the teacher learning material

Name of the Mandal	No. of MCS provided with TLE	No. of Beneficiaries				
		III	IV	V	VI	VII
MARPALLE	7	446	449	387	385	440
MOMINPET	7	354	341	297	303	366
NAWABPET	5	335	307	268	247	275
SHANKARPALLE	8	523	481	414	378	414
SHRELINGAMPALLI	8	3376	3270	2959	463	442
QUTHBULLAPUR	0	4645	4451	4128		
HAYATHNAGAR	4	2474	2542	2365	576	591
RAJENDRANAGAR	4	2551	2362	2231	173	188
CHEVELLA	10	409	488	389	391	429
DHARUR	6	398	433	306	288	309
BANTWARAM	5	266	313	231	370	405
PEDDEMUL	7	505	454	384	405	360
BASHEERABAD	6	377	363	342	315	288
YELAL	5	432	397	517	310	305
DOMA	5	462	428	355	287	296
GANDEED	8	730	650	498	604	622
KULKACHARLA	8	747	782	578	420	370
PARGI	8	679	571	542	480	430
PUDUR	6	411	360	391	375	351
SHAMSHABAD	9	898	1048	841	447	513
MAHESWARAM	9	593	577	494	427	461
Kandukur	6	367	403	363	376	472
Ibrahimpattanam	7	664	645	745	363	490
Manchal	4	396	407	366	237	234
Yacharam	6	517	496	456	328	304

(g) EGS & AIE:

(lxxvi)	<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>
<ul style="list-style-type: none"> • 125 ECE centre opened in uncovered ICDS and NPEGEL habitations along with position of Instructors and Ayas • 4196 children were enrolled into ECE centers 		
(lxxvii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<p>Coverage of newly coming habitation with ECE</p> <ul style="list-style-type: none"> • 125 ECE centers to open in uncovered ICDS and NPEGEL habitations along with position of Instructors and Ayas • Training to Instructors • Enrollment of 4630 children into ECE centre 		
(lxxviii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<p>Nearly 90 percent of the enrolled children are being attended into the centres. MI has observed in Marpally and Doma mandal of the District.</p>		
(lxxix)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
<p>At present No Educational volunteer is working in the district.</p>		
(lxxx)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Not applicable</p>		
(lxxxii)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p>
<p>Not applicable</p>		

(lxxxii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	Not applicable	
(lxxxiii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Not applicable	
(lxxxiv)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	No.	
(lxxxv)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	The monitoring format is available with District Project office and monthly progress of the activities are being obtained by the concerned sectoral officers,	
(lxxxvi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	In order to cover the out of school children Alternate Schools, RBCs and NRBCs are opened where out of school children are more in number.12649 Out of school children are to be covered in under activities like 2867 children's in 53 AIE Centers , 3500 children in RBC camps , 2936 Children through NRBCs, 1044 through Madarasas, The remaining 4669 children are proposed to enroll in regular schools who are in 5-8 age group by conducting back to school programme, Summer Camps etc.	
(lxxxvi)	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 SPO has issued necessary instructions to the DPO's with reference to the up gradation of EGS centres.	
(lxxxvi)	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.
	Not applicable	
(lxxxix)	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.
	Not applicable	
(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.
	Not applicable	

(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.
	Not applicable	
(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.
	Not applicable	
(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.
	Not applicable	
(xciv)	The number of children actually mainstreamed from EGS/AIE centers/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.
	Yes nearly 510 students actually mainstreamed from EGS centers during the last academic year.	
(xcv)	What is the infrastructure available in the EGS/AIE centers, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Yes there is availability of durries , black boards and books and teaching learning materials.	
(xcvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centers?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	Yes mid day meal is provided to the children in EGS and AIE centers.	
(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.
	On the date of MI visit 70 percent of the actually enrolled students were present on the day of MI visit.	
(xcviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The achievement level of the students is good they are in C and D grade.	
(xcix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The rapport of the EV with the children is good.	
(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.
	The EGS centers are provided with the free text books and the learning material as prescribed by the state and District project office of the RVM (SSA)	

(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.			
	Year	No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through EGS	No. of CWSN covered through HBE *	No. of Resource teachers appointed	No. of Schools made barrier free	No. of children Provided Aids and Appliances
	2001-02	-	-	-	-	-	-	-
	2002-03	3296	2850	-	-	-	-	-
	2003-04	4255	3855	-	-	-	-	-
	2004-05	4839	1392	-	-	-	-	-
	2005-06	5840	2475	-	-	-	-	-
	2006-07	10376	8070	-	330	33	169	2875
	2007-08	5743	4770	-	650	30	169	4035
	2008-09	10536	8172	-	450	23	169	278
(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.			
	Aids and appliances are supplied to the needy who are identified through various medical assessment camps.							
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.				Information to be obtained from SPO/DPO.			
	<p>No difficulty in getting and utilizing the aids and appliances. To remove the barriers / obstacles in enrolling the children in schools with disability.</p> <ul style="list-style-type: none"> • The identification procedures of CWSN shall be mainstreamed. • Retention of CWSN after their identification and enrollment should be monitored and encouraged so that they complete the cycle of elementary education. • Many parents are not willing to come out to tell their children are disabled. More over they are rejecting the services of IE Resource teachers. • Many of the parents of CWSN are unaware of the Government policies and provisions. They are unable to get the benefits time to time. • Many of the parents of CWSN are in a belief that no body will develop their children. So they are taking least care among them. The society is also on the same line. • SSA has to maintain their efforts to provide more assistive devices to CWSN. • The Resource Teachers are not well equipped with the strategies of assessment procedures of the CWSN and the skills that are to develop among them. Further they need more orientation and training on these issues. • Teachers in regular schools still believing that special schools are to be opened for the CWSN. They have no confidence in inclusion. 							

	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.												
(iii)	To achieve the above, Rajiv Vidya Mission, Rangareddy district appointed 23 Resource Teachers who are special educators to provide Home based Education to the severe and profound disabled children. Details of IERTs appointed during the year 2008-09:													
	<table border="1"> <thead> <tr> <th>Category</th> <th>HI</th> <th>VI</th> <th>MR</th> <th>CP</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of IERTS</td> <td>14</td> <td>7</td> <td>2</td> <td>-</td> <td>23</td> </tr> </tbody> </table>	Category	HI	VI	MR	CP	Total	Number of IERTS	14	7	2	-	23	
Category	HI	VI	MR	CP	Total									
Number of IERTS	14	7	2	-	23									
	Before Mainstreaming the CWSN into regular schools a two day acquaintance programme was organized to the Teachers by way of meeting the children who are going to be mainstreamed, their parents along with Resource Teacher. This programme made mindset of teacher s to invite these wards into inclusion													
(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 the district has an IED coordinator and has been oriented by the district project and state project office in capacity building programmes was organized at the 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.												
	Yes monitoring format was provided for information and the coordinator of SPO is having sound knowledge and he is doing well .													
(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.												
	In all the sample schools of the Ranga Reddy the monitoring institute observed that for newly sanctioned schools the construction of ramp is inbuilt and for old schools ramps were not constructed..													
(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.												

450 number of children who are enrolling into schools is increased and the children with severe and profound disabilities are covered under Home Based Education (HBE) are increased.

SSA's Policy on Inclusion – Home based education

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a **zero rejection policy**. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education.

The major trust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling. Experiences of programme like DPEP and various research findings have shown that inclusion is best determined by the individual needs of the child. Most children with special needs can be enrolled and retained in regular schools if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be enrolled in a school. There might also be still some CWSN with severe profound disabilities, who would require an educational programme and intensive specialized support completely beyond the purview and scope of a formal school in the current situation.



(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.
	Parents counseling meetings were organized in all mandals to educate the parents of CWSN in dealing with their children and benefits which are provided to these children by the government. Further they were given the information about the medical services / referral services which are freely available.	
(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.
	Nearly 150 of children mainstreamed into regular schools who are undergone through home based education last year to address inclusion as shown below	

(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.
	No activity of NPEGEL is observed in the current financial year.	
(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.
	No information.	
(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.
	Yes, provided but not in the current financial year. It was reported in the year 2007 and 2008.	
(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.
	No data.	
(v)	g. Whether a district gender coordinator is in position? 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 Gender coordinator is in position and monitoring activities are being taken up and the girls education interventions has been developed in the state ssa programme with the periodical monitoring.	
(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.
	Not available.	
(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 provided the monitoring format to the GCDOs for monitoring the activities.	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

	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.																																																																											
(i)	<table border="1"> <thead> <tr> <th>S.No.</th> <th>Name</th> <th>Model</th> <th>Sanctioned Year</th> <th>Year wise operationalisation</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Doma</td> <td>I</td> <td>2005-06</td> <td>2005-06</td> </tr> <tr> <td>2</td> <td>Dharur</td> <td>I</td> <td>2005-06</td> <td>2005-06</td> </tr> <tr> <td>3</td> <td>Gandeed</td> <td>I</td> <td>2005-06</td> <td>2005-06</td> </tr> <tr> <td>4</td> <td>Peddumul</td> <td>I</td> <td>2005-06</td> <td>2005-06</td> </tr> <tr> <td>5</td> <td>Yalal</td> <td>I</td> <td>2005-06</td> <td>2005-06</td> </tr> <tr> <td>6</td> <td>Manchal</td> <td>I</td> <td>2006-07</td> <td>2006-07</td> </tr> <tr> <td>7</td> <td>Shamshabad</td> <td>I</td> <td>2006-07</td> <td>2006-07</td> </tr> <tr> <td>8</td> <td>Kulkacherla</td> <td>I</td> <td colspan="2">Not yet operationalised</td> </tr> <tr> <td>9</td> <td>Basheerabad</td> <td>I</td> <td>2007-08</td> <td>2007-08</td> </tr> <tr> <td>10</td> <td>Rajendranagar</td> <td>I</td> <td colspan="2">Not yet operationalised</td> </tr> <tr> <td>11</td> <td>Marpally</td> <td>I</td> <td>2008-09</td> <td>2008-09</td> </tr> <tr> <td>12</td> <td>Vikarabad</td> <td>I</td> <td>2008-09</td> <td>2008-09</td> </tr> <tr> <td>13</td> <td>Pudur</td> <td>II</td> <td>2008-09</td> <td>2008-09</td> </tr> <tr> <td>14</td> <td>Kandukur</td> <td>II</td> <td>2008-09</td> <td>2008-09</td> </tr> </tbody> </table>	S.No.	Name	Model	Sanctioned Year	Year wise operationalisation	1	Doma	I	2005-06	2005-06	2	Dharur	I	2005-06	2005-06	3	Gandeed	I	2005-06	2005-06	4	Peddumul	I	2005-06	2005-06	5	Yalal	I	2005-06	2005-06	6	Manchal	I	2006-07	2006-07	7	Shamshabad	I	2006-07	2006-07	8	Kulkacherla	I	Not yet operationalised		9	Basheerabad	I	2007-08	2007-08	10	Rajendranagar	I	Not yet operationalised		11	Marpally	I	2008-09	2008-09	12	Vikarabad	I	2008-09	2008-09	13	Pudur	II	2008-09	2008-09	14	Kandukur	II	2008-09	2008-09	
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(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.																																																																											
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools. Yes guidelines were issued.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.																																																																											
(iv)	The number of KGBV in respect of which all formalities for construction have been completed. All the sanctioned Kasturba Gandhi Balika Gandhi Balika Vidyalaya's in first Phase were allotted land and construction process in completion stage.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.																																																																											
(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. The CRT posts were sanctioned on contractual appoint and for each subject one teacher.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.																																																																											
(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.																																																																											

OSC Admitted so far in KGBVs:

Sl. No.	District	Block	Model I/II/III	Name of the Society	Class wise Enrollment					Total girls enrolled	Remarks
					VI	VII	VIII	IX	X		
1	R.R.	Shamshabad	I	A.P. Tribal Welfare	6	38	31	28	18	121	
2	R.R.	Doma	I	APREIS	32	16	27	29	40	144	
3	R.R.	Gandeed	I	APREIS	0	39	37	41	32	149	
4	R.R.	Manchal	I	A.P. Tribal Welfare	22	26	45	22	15	130	
5	R.R.	Dharur	I	APREIS	17	43	41	45	38	184	
6	R.R.	Peddemul	I	APREIS	7	22	46	37	9	121	
7	R.R.	Yalal	I	APREIS	0	20	37	22	29	108	
8	R.R.	Vikarabad	I	APREIS	0	0	0	0	0	0	Not yet operationalise
9	R.R.	Kulkacherla	I	A.P. Tribal Welfare	37	29	35	28	0	129	
10	R.R.	Marpally	I	APREIS	30	15	15	0	0	60	
11	R.R.	Basheerabad	I	A.P. Tribal Welfare	26	14				40	
12	R.R.	Pudur	II	A.P. Tribal Welfare	25	18	8	0	0	51	
13	R.R.	Kandukur	II	Disabled Welfare	15	5				20	
14	R.R.	Rajendrnagar	I	APREIS						0	Not yet operationalise
Grand Total					217	285	322	252	181	1257	

(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.
	Facilities like bedding meals and clothing were provided but furniture is inadequate since most of the KGBVs are managing in rented building.	

(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.
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	EMIS activities are being taken up in each district but not with requisite computers and operators. Still there is a need of improvement.	
(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
	To collect the DISE the time schedule drawn up for DISE / EMS in the State for the year 2008-09 by the State project office and asked the each district asked to submit the information within the prescribed time schedule. MI has visited the sample schools of the Hyderabad district and sought the information about the DISE report. The teachers of the entire district were given training on DISE formats and its filling. The district has submitted its report to SPO more or less within the prescribed time. The district report was generated at the district level with the help of programmer, computer operator and assistant statistical officers	
(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.
	Yes, data capture format have been supplied to all schools latest by August.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes training was given and in fact, this is organized effectively. Monitoring institute representatives were also visited the centres while training was organized.	
(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 the task is being given to the CRC(School complex Head Masters) and they are attending the task. For state level checking the State Project office is engaging research institutions to check the 5% sample of the collect date.	
(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.
	Yes they are passing in time.	
(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, the Mis in charge at State level is fully conversant with the needs of SSA in MIS. 4 to 5 work shops and trainings attended.	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
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	<ul style="list-style-type: none"> ➤ Cohort study has been conducted in kulkacherla , Kundukur mandals. ➤ Academic Monitoring organised by Monitoring teams. ➤ Academic Monitoring by PMRCs.Academic Monitoring by DIET 	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed. Last years studies are still in progress.	Information to be obtained from the SPO and to be updated from the DPO.
(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? Research and Evaluation in charge at SPO level is coordinating the work the system of coordination is needs to improved	Information to be obtained from SPO.

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise? In all the schools the School Management committees are being constituted in the district. All are placed in the school records and operationalised.	Information to be obtained from the SPO and to be updated by the DPO.
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC? The guidelines were given to the concerned School Management Committees and they are working accordingly. The funds are being released on the name of the SMC's.	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? Yes adequate representation to women in School management Committees were given and they are functioning well.	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting? Monthly once the School Management Committee's are meeting in the school and they resolving the issues related to the school development and releasing the funds whatever they have received.	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

(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.
	School Management Committees were oriented informally as when they get the chance. The district is planning to conduct the formal training.	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	General supervision of the School Management Committees are being taken up but it not so effective.	
(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.
	The School Management Committees are maintaining the records and funds received by them in time.	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	At the state level there is an officer in charge for community mobilization and making all efforts to organize the community the having good awareness in monitoring the activities.	

(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.
	All the posts in the District project is filled except the Girl Child Development officer The intervention wise sectoral officers are placed in the district for monitoring of activities.	
(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.

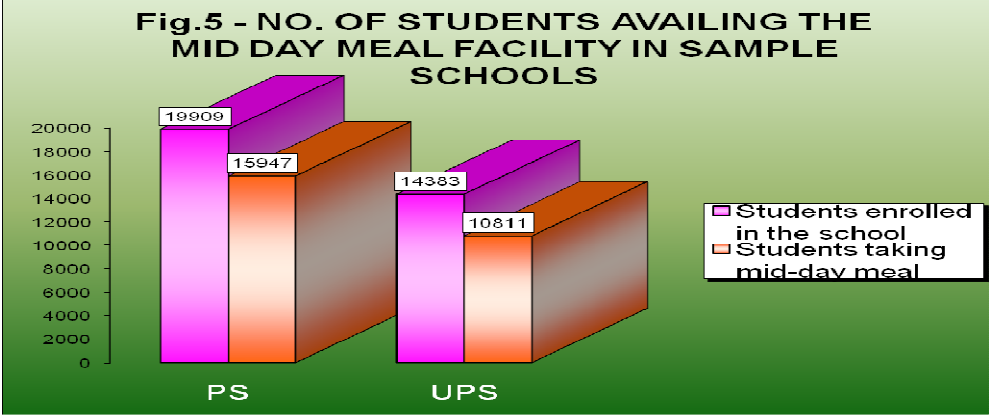
	Required number of meeting were held during the previous financial year.	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.
	Posts are filled as per the sanctioned vacancies only the vacant posts are to be filled.	
(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.
	Almost all the school complex (CRC's) are heading with Gazetted Head Masters. And the vacancies are filled up by the requisite number of staff.	
(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 the SPO has laid down the rules and regulations for filling up of posts in consultation with the state Government.	

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

<ul style="list-style-type: none"> • 53 Alternate Schools are started to provide 100% access. • 8 RBC are functioning to cater to the needs of out of School Children • 146 NRBCs are functioning • 28 Madarasas are functioning for Minority Children • A 10 Days Programme called "Badi Bata" was organized to enroll the 6-8 age group of out of school children • Free Text books are provided • 2253 VVs were appointed to ensure quality education <p>9 Days Training programme was arranged for 6215 teachers.</p>
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(P) Mid-Day Meal Scheme:

58.	REGULARITY IN SERVING MEAL:	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?	
	. Yes the hot cooked meal is being provided daily to the children without any interruption.	

59.	<p>TRENDS: Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p>	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.									
	<p style="text-align: center;">Fig.5 - NO. OF STUDENTS AVAILING THE MID DAY MEAL FACILITY IN SAMPLE SCHOOLS</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School</th> <th>Students enrolled in the school</th> <th>Students taking mid-day meal</th> </tr> </thead> <tbody> <tr> <td>PS</td> <td>19909</td> <td>15947</td> </tr> <tr> <td>UPS</td> <td>14383</td> <td>10811</td> </tr> </tbody> </table>		School	Students enrolled in the school	Students taking mid-day meal	PS	19909	15947	UPS	14383	10811
School	Students enrolled in the school	Students taking mid-day meal									
PS	19909	15947									
UPS	14383	10811									
60.	<p>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</p> <p>(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?</p> <p>(xi) Is buffer stock of one-month's requirement is maintained?</p> <p>(xii) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									
	<p style="text-align: center;">: DETAILS OF FOOD SERVED DAILY IN SAMPLE SCHOOLS</p> <p>Among 240 schools, in all schools 90%of schools it was found serving 'hot food' to the school children on daily basis when Monitoring Institute (MI) representatives made the visit to the schools</p>										
61.	<p>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</p> <p>(x) 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>(xi) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <p>(xii) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.									
62.	<p>SOCIAL EQUITY:</p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	Observations									

	No Gender or Community discrimination in cooking and also in serving the food in schools.										
	<p>VARIETY OF MENU: 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.									
63.	<p>Variety of Food Served</p> <p style="text-align: center;">Fig.6-DETAILS OF FRUITS AND EGGS SERVED IN MDM</p> <table border="1"> <caption>Data for Fig.6-DETAILS OF FRUITS AND EGGS SERVED IN MDM</caption> <thead> <tr> <th>Frequency</th> <th>U.. (%)</th> <th>PS (%)</th> </tr> </thead> <tbody> <tr> <td>Twice a week</td> <td>24.40%</td> <td>7.60%</td> </tr> <tr> <td>Weekly once</td> <td>75.60%</td> <td>88.60%</td> </tr> </tbody> </table> <p>It was found that in 75% schools across the total sample schools of 180 the egg is being served once in a week where as in few schools 24% they said some time they get twice a week eggs But it was not observed in the field visit..</p>		Frequency	U.. (%)	PS (%)	Twice a week	24.40%	7.60%	Weekly once	75.60%	88.60%
Frequency	U.. (%)	PS (%)									
Twice a week	24.40%	7.60%									
Weekly once	75.60%	88.60%									
64.	<p>(vii) Is there variety in the food served or is the same food served daily?</p> <p>(viii) Dose 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.									

Daily service of 'hot-cooked' food:

Table – 19: DETAILS OF FOOD SERVED DAILY IN SAMPLE SCHOOLS

	Primary School	Total
Serving hot cooked meal Daily	206	206
	86.64%	86.64%
Same food is served everyday	34	34
	6.06%	6.6%

Among 240 schools, in all schools 86.6%of schools it was found serving 'hot food' to the school children on daily basis when Monitoring Institute (MI) representatives made the visit to the schools

65.

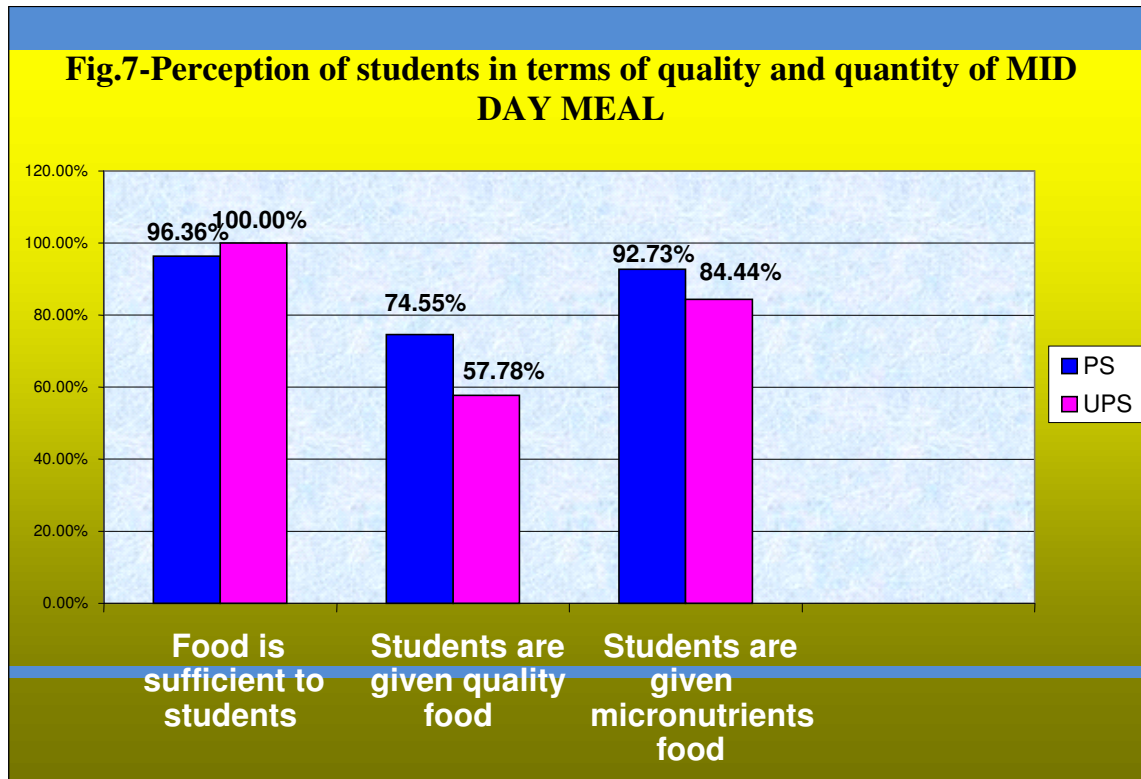
QUALITY & QUANTITY OF MEAL:

Feedback from children on

- j) Quality of meal:
- k) Quantity of meal:
- l) {If children were not happy Please give reasons and suggestions to improve.}

Observations of Investigation during MDM service

School Children Reaction to Quality and Quantity of Food



The above Graph shows the details of students perceptions towards quality and quantity of Mid day meal in sample schools and it reveals that in 97.4% schools students and teachers said that food is served is sufficient. Apart from this 70.95% schools the data reveals that the quality food is being served to the children.

SUPPLEMENTARY:

66. (x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?
 (xi) Who administers these medicines and at what frequency?
 (xii) Is there school Health Card maintained for each child?

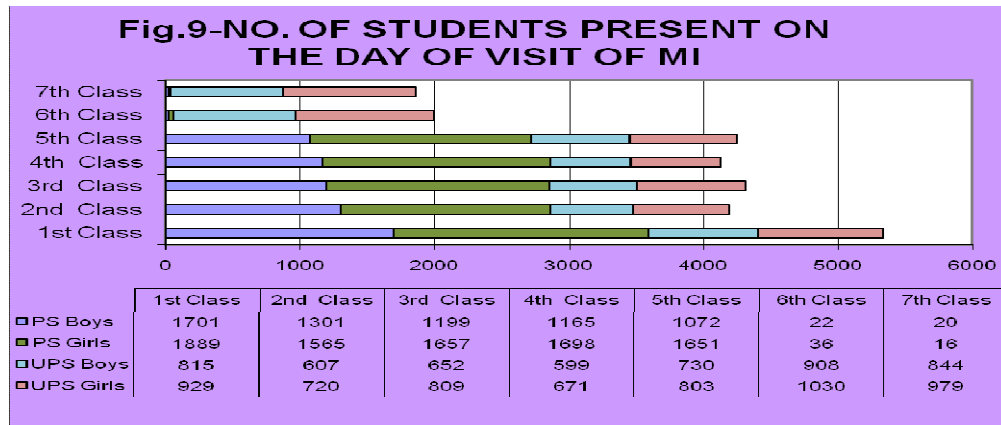
Teachers, Students, School Record

In respect of distribution of micro-nutrients and de-worming medicine to school children, it was reported that, among 240 sample schools 92% of schools are distributing the Micro nutrients and De –worming medicine in convergence with the health departments. Only in few schools it was observed

	<p>STATUS OF COOKS:</p> <p>(xvi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p> <p>(xvii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p> <p>(xviii) What is remuneration paid to cooks/helpers?</p> <p>(xix) Are the remuneration paid to cooks/helpers regularly?</p> <p>(xx) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>																																
67.	<p>Personnel involved in Cooking Food for Mid-Day Meal</p> <p>TABLE – 21: DETAILS OF COOKING OF MID DAY MEAL IN SAMPLE SCHOOLS</p> <table border="1" data-bbox="297 617 1398 1016"> <thead> <tr> <th>Details of cooking</th> <th>Primary School</th> <th>Upper Primary School</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Person cooking the mid-day meal</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cook</td> <td></td> <td></td> <td></td> </tr> <tr> <td>NGOI</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>SHG</td> <td>145</td> <td>38</td> <td>183</td> </tr> <tr> <td></td> <td>92.72%</td> <td>84.44%</td> <td>76%</td> </tr> <tr> <td>TOTAL</td> <td>145</td> <td>38</td> <td>183</td> </tr> <tr> <td></td> <td>92.72%</td> <td>84.44%</td> <td>76%</td> </tr> </tbody> </table> <p>The above table reveals the details of cooking of Mid day meal in sample schools that out of 240 schools 76%(183) the cooking of MDM is handled by the SHGs.</p>		Details of cooking	Primary School	Upper Primary School	Total	Person cooking the mid-day meal				Cook				NGOI	-	-	-	SHG	145	38	183		92.72%	84.44%	76%	TOTAL	145	38	183		92.72%	84.44%	76%
Details of cooking	Primary School	Upper Primary School	Total																															
Person cooking the mid-day meal																																		
Cook																																		
NGOI	-	-	-																															
SHG	145	38	183																															
	92.72%	84.44%	76%																															
TOTAL	145	38	183																															
	92.72%	84.44%	76%																															
68.	<p>INFRASTRUCTURE:</p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(p) Constructed and in use</p> <p>(q) Constructed but not in use under</p> <p>(r) Under construction</p> <p>(s) Sanctioned, but constructed not started</p> <p>(t) Not sanctioned</p> <p>Any other (specify)</p>	<p>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p>																																
69.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored.</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>																																

	The food grains required for the MDM cooking is stored in the school or cooking agency house	
70.	Whether potable water is available for cooking and drinking purpose?	-do-
	Potable is not adequately available. Somehow they supplying the water.	
71.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	Utensils are also not adequate..	
72.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	In most of the schools it is LPG and Fire wood.	
73.	<u>SAFETY & HYGIENE:</u> xvi. General Impression of the environment, Safety and hygiene: xvii. Are children encouraged to wash hands before and after eating xviii. Do the children partake meals in an orderly manner? xix. Conservation of water? xx. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	MI has observed the details of school environment and found that 94% of the sampled schools have clean environment, 90% schools have good buildings and proper classrooms with flooring and widows etc. In addition to this play ground facility was also observed by MI in sampled schools and found that (64%) schools have play ground facility within this rural schools are better than urban area schools.	
74.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	Participation of parents / community members in MDM: During the MI visit it is informed by the head masters and teachers that the participation of parents and community members is very low. The MDM is being supplied by the NGO teachers look after the distribution part and very rarely the community members visit the school and enquire about the food quality.\	
75.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	Only Mandal Educational officers are supervising the activity sometimes the parents and community leaders and teachers are supervising the activity.	
76.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Are there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.

Students Attendance in the sample schools:

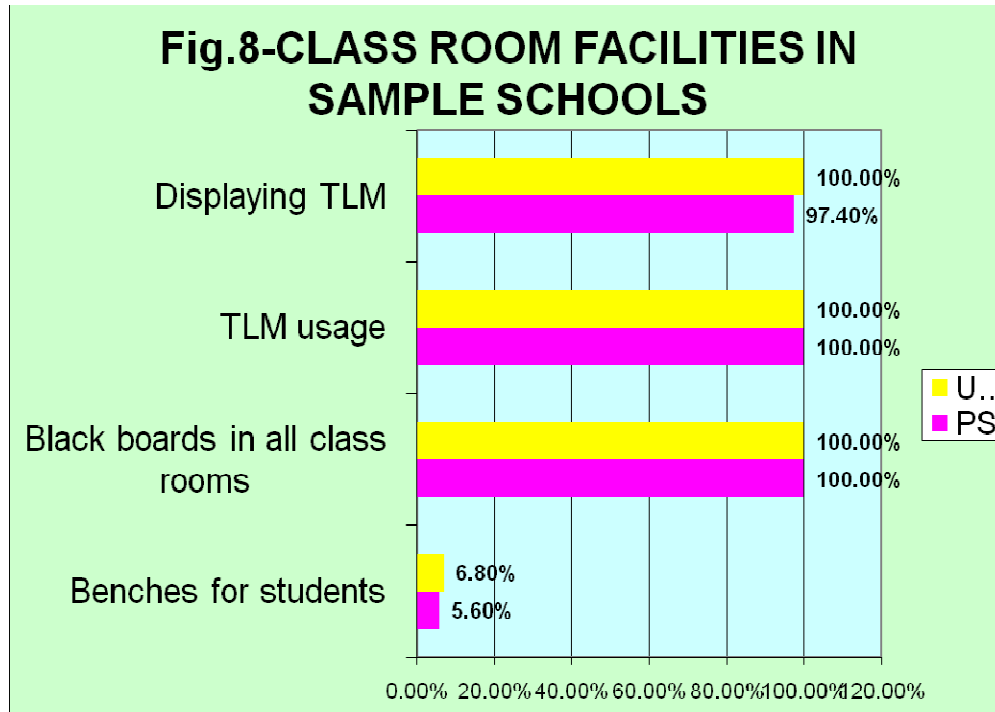


The above graph reveals the attendance of students in sample schools when the MI visited. In lower classes 1 to 5 the attendance is very high when compared with the 6 and 7 classes.

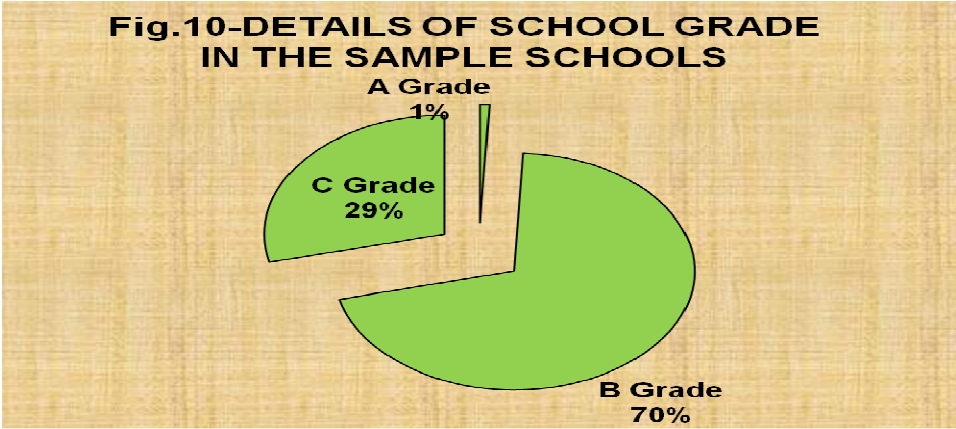
(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	220 working days the schools functioned during the last academic year.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	The schools are having clean environment good buildings and windows.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.

Sitting arrangements, black board and TLM



(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.
	DETAILS OF HEALTH CAMPS CONDUCTED IN SAMPLE SCHOOLS	
Out of 240 schools visited by the MI 65% schools are having health camp facility and made available to the children during the previous 6 months where as in 35% schools students are being sent to referral hospitals		
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	Not adequate play material for children.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	He low attendance is due to the child involvement in other employment activities. And local festivals etc.	
(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 School Management Committees and parent Teachers Committees are taking adequate steps to promote the attendance of the people.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	Grading system is followed in assessing the achievement the students.	

	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.								
(x)	Yes introduced the comprehensive evaluation and grading system and yielding good results. Most of the sampled primary and upper primary schools the assessment of student's achievement in various school subjects with the help of identified competencies i.e. minimum level of learning and Conducting monthly, unit and terminal examinations by awarding grades, carries out the assessment. On and above the regular competency based tests through CLIP and CLAP are being conducted.									
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.								
(xi)	MI has monitored the performance of schools among the sample districts and noticed that out of 240 schools 'A' Grade school are only 1% . Majority of the schools are in B (70%) followed by C (29%).									
	<p style="text-align: center;">Fig.10-DETAILS OF SCHOOL GRADE IN THE SAMPLE SCHOOLS</p>  <p>The pie chart displays the distribution of school grades among 240 schools. The largest segment is B Grade at 70%, followed by C Grade at 29%, and A Grade at 1%.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A Grade</td> <td>1%</td> </tr> <tr> <td>B Grade</td> <td>70%</td> </tr> <tr> <td>C Grade</td> <td>29%</td> </tr> </tbody> </table>		Grade	Percentage	A Grade	1%	B Grade	70%	C Grade	29%
Grade	Percentage									
A Grade	1%									
B Grade	70%									
C Grade	29%									
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.								
	The rapport of the children with the teacher is good.									
(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.								
	No									
(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.								
	Not available.									
(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.								
	Not available.									

Annexure

LIST OF SCHOOLS VISITED BY MI IN ANDHRA PRADESH DURING FEBRUARY 2009 TO JULY 2009

ADILABAD			
1	UPS	39	PS
2	UPS	40	PS
3	UPS	41	PS
4	UPS	42	PS
5	UPS	43	GOVT. PS
6	UPS	44	MPPS
7	UPS	45	MPPS
8	UPS	46	UPS
9	PS	47	UPS
10	PS	48	UPS
11	UPS	49	MPUPS
12	UPS	50	MPPS
13	PS	51	MPPS
14	MPPS	52	MPPS
15	PS	53	MPPS
16	UPS	54	UPS
17	UPS	55	MPPS
18	PS	56	PS
19	PS	57	MPPS
20	PS	58	MPPS
21	PS	59	MPPS
22	PS	60	PS
23	PS	61	CPS
24	PS	62	PS
25	PS	63	PS
26	CPS	64	PS
27	CPS	65	PS
28	UPS	66	PS
29	UPS	67	PS
30	PS	68	PS
31	WESLEY CO-EDUCATION HIGH SC	69	PS
32	PS	70	MPUPS
33	MPPS (GIRLS)	71	UPS
34	PS	72	PS
35	MPPS	73	PS
36	PS	74	UPS
37	PS	75	UPS
38	PS	76	UPS
		77	UPS

78	PS
79	PS
80	UPS
81	CUPS
82	UPS
83	UPS
84	PS
85	PS
86	PS
87	PS
88	GIRLS UPS
89	CUPS
90	UPS
91	UPS
92	CUPS
93	UPS
94	CUPS
95	UPS
96	UPS
97	GUPS
98	UPS
99	CUPS
100	UPS
101	UPS
102	CUPS
103	UPS
104	UPS
105	PS
106	GOVT PS
107	PS
108	PS
109	UPS
110	MPHS
111	PS
112	PS
113	PS
114	MPPS
115	PS
116	PS
117	PS
118	MPPS
119	UPS
120	UPS
121	PS

122	PS
123	UPS
124	MPUPS
125	PS
126	PS
127	PS
128	PS
129	PS
130	PS
131	UPS
132	PS
133	PS
134	PS
135	PS
136	PS
137	CPS
138	MPPS
139	PS
140	PS
141	PS
142	UPS
143	PS
144	PS
145	PS
146	GPS
147	PS
148	PS
149	PS
150	PS
151	UPS
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164	PS
165	PS

166	PS
167	PS
168	PS
169	PS
170	PS
171	MPPS
172	MPUPS
173	MPUPS
174	MPPS
175	MPUPS
176	MPUPS
177	MPPS
178	MPPS
179	MPUPS
180	MPPS
181	MPUPS
182	MPPS
183	MPUPS
184	MPUPS
185	MPPS
186	MPPS
187	GOVT. PS
188	MPUPS
189	MPPS
190	UPS
191	MPPS
192	MPUPS
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225	MPPS
226	MPPS
227	GOVT. PS
228	MPUPS
229	MPPS
230	UPS
	GUNTUR
231	MPPS
232	MPUPS
233	MPUPS
234	MPPS
235	MPUPS
236	MPUPS
237	MPPS
238	MPPS
239	MPUPS
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241	MPUPS
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243	MPUPS
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245	MPPS
246	MPPS
247	GOVT. PS
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267	GOVT. PS
268	MPUPS
269	MPPS
270	UPS
271	MPPS
272	MPUPS
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274	MPPS
275	MPUPS
276	MPUPS
277	MPPS
278	MPPS
279	MPUPS
280	MPPS
281	MPUPS
282	MPPS
283	MPUPS
284	MPUPS
285	MPPS
286	MPPS
287	GOVT. PS
288	MPUPS
289	MPPS
290	UPS
291	MPPS
292	MPUPS
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294	MPPS
295	MPUPS
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307	GOVT. PS
308	MPUPS
309	MPPS
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314	MPPS
315	MPUPS
316	MPUPS
317	MPPS
318	MPPS
319	MPUPS
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321	MPUPS
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324	MPUPS
325	MPPS
326	MPPS
327	GOVT. PS
328	MPUPS
329	MPPS
330	UPS
331	MPPS
332	MPUPS
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343	MPUPS
344	MPUPS
345	MPPS
346	MPPS
347	GOVT. PS
348	MPUPS
349	MPPS
350	UPS
351	MPPS
352	MPUPS
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363	MPUPS
364	MPUPS
365	MPPS
366	MPPS
367	GOVT. PS
368	MPUPS
369	MPPS
370	UPS
371	MPPS
372	MPPS
373	MPPS
374	RCM PS
375	DPEP PS
376	MPPS
377	MPPS
378	MPPS
379	MPPS
380	MPPS
381	MPPS
382	MPPS
383	MPPS
384	MPPS

385	MPPS
386	GOVT URDU ELE SCHOOL
387	MPPS
388	MPPS
389	MPPS
390	MPPS
391	RCMLP
392	RGMPMS
393	MPPS
394	MPPS
395	RCM ELE SCHOOL
396	RCM ELE SCHOOL
397	MPPS
398	MPPS
399	MPPS
400	MPPS
401	MPPS
402	REM ELE SCHOOL
403	MPPS
404	MPPS
405	ST.MARYS PRIMARY SCHOOL
406	MPPS
407	MPPS
408	RCM ELE SCHOOL
409	MPUPS
410	MPPS
411	MPPS
412	MPPS
413	MPP URDU SCHOOL
414	MPUPS
415	MPPS
416	MPES
417	MPPS
418	MPPS
419	KBMPPS
420	MPPS
421	MPPS
422	MPPS
423	MPPS
424	MPUPS
425	MPUPS
426	MPP ELE SCHOOL
427	MP PRIMARY URDU SCHOOL
428	MPPS

429	GOVT MODEL PRIMARY SCHOOL
430	VVPS
431	SMVSUP SCHOOL
432	MPPS
433	MPPS
434	RCMPPS
435	MPPS
436	MPPS
437	MPPS
438	RCM PS
439	DPEP PS
440	MPPS
441	MPPS
442	MPPS
443	MPPS
444	MPPS
445	MPPS
446	MPPS
447	MPPS
448	MPPS
449	MPPS
450	GOVT URDU ELE SCHOOL
451	MPPS
452	MPPS
453	MPPS
454	MPPS
455	RCMLP
456	RGMPS
457	MPPS
458	MPPS
459	RCM ELE SCHOOL
460	RCM ELE SCHOOL
461	MPPS
462	MPPS
463	MPPS
464	MPPS
465	MPPS
466	REM ELE SCHOOL
467	MPPS
468	MPPS
469	ST.MARYS PRIMARY SCHOOL
470	MPPS
471	MPPS
472	RCM ELE SCHOOL

473	MPUPS
474	MPPS
475	MPPS
476	MPPS
477	MPP URDU SCHOOL
478	MPUPS
479	MPPS
480	MPES
	KURNOOL
481	MPPS
482	MPPS
483	KBMPPS
484	MPPS
485	MPPS
486	MPPS
487	MPPS
488	MPUPS
489	MPUPS
490	MPP ELE SCHOOL
491	MP PRIMARY URDU SCHOOL
492	MPPS
493	GOVT MODEL PRIMARY SCHOOL
494	VVPS
495	SMVSUP SCHOOL
496	MPPS
497	MPPS
498	RCMPPS
499	MPPS
500	MPPS
501	MPPS
502	RCM PS
503	DPEP PS
504	MPPS
505	MPPS
506	MPPS
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508	MPPS
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514	GOVT URDU ELE SCHOOL
515	MPPS

516	MPPS
517	MPPS
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519	RCMLP
520	RGMPs
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536	RCM ELE SCHOOL
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541	MPP URDU SCHOOL
542	MPUPS
543	MPPS
544	MPES
545	MPPS
546	MPPS
547	KBMPPS
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550	MPPS
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552	MPUPS
553	MPUPS
554	MPP ELE SCHOOL
555	MP PRIMARY URDU SCHOOL
556	MPPS
557	GOVT MODEL PRIMARY SCHOOL
558	VVPS
559	SMVSUP SCHOOL

560	MPPS
561	MPPS
562	RCMPPS
563	MPPS
564	MPPS
565	MPPS
566	RCM PS
567	DPEP PS
568	MPPS
569	MPPS
570	MPPS
571	MPPS
572	MPPS
573	MPPS
574	MPPS
575	GOVT. PRIMARY SCHOOL
576	GOVT. PRIMARY SCHOOL, AMMAN
577	GOVT. GIRLS PRIMARY SCHOOL
578	GOVT. BOYS PRIMARY SCHOOL
579	GOVT. PRIMARY SCHOOL
580	GOVT. RAILWAYS QUARTERS PRI
581	GOVT. PRIMARY SCHOOL
582	GBP SCHOOL
583	GOVT. BOYS PRIMARY SCHOOL
584	GOVT. BOYS PRIMARY SCHOOL
585	GOVT. BOYS PRIMARY SCHOOL
586	GOVT. UPS
587	GOVT. PRIMARY SCHOOL
588	GBP SCHOOL
589	GOVT. PRIMARY SCHOOL
590	GOVT. GIRLS PRIMARY SCHOOL
591	GOVT. GIRLS PRIMARY SCHOOL
592	GOVT. UPS
593	GOVT. PRIMARY SCHOOL
594	SVES PRIMARY SCHOOL
595	UPS
596	GOVT. PRIMARY SCHOOL
597	GOVT. UPS
598	GOVT. PRIMARY SCHOOL
599	GOVT. BOYS UPS
600	GOVT. PRIMARY SCHOOL
601	GOVT. PRIMARY SCHOOL
602	GOVT. UPS
603	GOVT. UPS

604	GOVT. BOYS PRIMARY SCHOOL
605	GBPS
606	GUPS
607	GOVT. PRIMARY SCHOOL
608	GOVT. PRIMARY SCHOOL
609	GOVT. PRIMARY SCHOOL
610	GOVT. PRIMARY SCHOOL
611	GBPS
612	GOVT. UPS
613	GOVT. PRIMARY SCHOOL
614	GOVT. MODEL PRIMARY SCHOOL
615	GOVT. BOYS PRIMARY SCHOOL
616	GOVT. UPS
617	GOVT. PRIMARY SCHOOL
618	GOVT. PRIMARY SCHOOL
619	GOVT. PRIMARY SCHOOL (URDU
620	GOVT. UPS
621	GOVT. UPS
622	GOVT. PRIMARY SCHOOL
623	GGUPS
624	GPS
625	GOVT. PRIMARY SCHOOL
626	GOVT. PRIMARY SCHOOL
627	GOVT. PRIMARY SCHOOL
628	GOVT. GIRLS PRIMARY SCHOOL
629	GOVT. ELEMENTARY SCHOOL
630	GOVT. PRIMARY SCHOOL
631	GOVT. PRIMARY SCHOOL
632	GOVT. PRIMARY SCHOOL
633	GOVT. GIRLS PRIMARY SCHOOL
634	GOVT. UPS
635	GOVT. BOYS PRIMARY SCHOOL
636	GOVT. PRIMARY SCHOOL (ENGLI
637	GOVT. GIRLS PRIMARY SCHOOL
638	GOVT. GIRLS PRIMARY SCHOOL
639	GOVT. BOYS PRIMARY SCHOOL
640	GOVT. COMPULSORY PRIMARY SC
641	GOVT. UPS
642	GOVT. GIRLS PRIMARY SCHOOL
643	GOVT. COMPULSORY PRIMARY SC
644	GOVT. GIRLS PRIMARY SCHOOL
645	GOVT. BOYS PRIMARY SCHOOL
646	GOVT. GIRLS PRIMARY SCHOOL
647	GOVT. MODEL UPS

648	GOVT. BOYS PRIMARY SCHOOL
649	GOVT. PRIMARY SCHOOL
650	GOVT. UPS
651	GOVT. BOYS PRIMARY SCHOOL
652	GOVT. PRIMARY SCHOOL (URDU
653	GOVT. PRIMARY SCHOOL
654	GOVT. GIRLS PRIMARY SCHOOL
655	GOVT. PRIMARY SCHOOL
656	GOVT. COMPULSORY PRIMARY SC
657	MPPS (URDU MEDIUM)
658	GOVT. PRIMARY SCHOOL
659	GOVT. PRIMARY SCHOOL (URDU
660	GOVT. BOYS UPS
661	MPPS (TELUGU MEDIUM)
662	GOVT. UPS
663	GOVT. PRIMARY SCHOOL
664	GOVT. UPS
665	GOVT. PRIMARY SCHOOL
666	GOVT. PRIMARY SCHOOL
667	GOVT. UPS
668	GOVT. PRIMARY SCHOOL (URDU
669	GOVT. PRIMARY SCHOOL
670	GOVT. PRIMARY SCHOOL, AMMAN
671	GOVT. GIRLS PRIMARY SCHOOL
672	GOVT. BOYS PRIMARY SCHOOL
673	GOVT. PRIMARY SCHOOL
674	GOVT. RAILWAYS QUARTERS PRI
675	GOVT. PRIMARY SCHOOL
676	GBP SCHOOL
677	GOVT. BOYS PRIMARY SCHOOL
678	GOVT. BOYS PRIMARY SCHOOL
679	GOVT. BOYS PRIMARY SCHOOL
680	GOVT. UPS
681	GOVT. PRIMARY SCHOOL
682	GBP SCHOOL
683	GOVT. PRIMARY SCHOOL
684	GOVT. GIRLS PRIMARY SCHOOL
685	GOVT. GIRLS PRIMARY SCHOOL
686	GOVT. UPS
687	GOVT. PRIMARY SCHOOL
688	SVES PRIMARY SCHOOL
689	UPS
690	GOVT. PRIMARY SCHOOL
	MAHABOBNAGAR

691	GOVT. UPS
692	GOVT. PRIMARY SCHOOL
693	GOVT. BOYS UPS
694	GOVT. PRIMARY SCHOOL
695	GOVT. PRIMARY SCHOOL
696	GOVT. UPS
697	GOVT. UPS
698	GOVT. BOYS PRIMARY SCHOOL
699	GBPS
700	GUPS
701	GOVT. PRIMARY SCHOOL
702	GOVT. PRIMARY SCHOOL
703	GOVT. PRIMARY SCHOOL
704	GOVT. PRIMARY SCHOOL
705	GBPS
706	GOVT. UPS
707	GOVT. PRIMARY SCHOOL
708	GOVT. MODEL PRIMARY SCHOOL
709	GOVT. BOYS PRIMARY SCHOOL
710	GOVT. UPS
711	GOVT. PRIMARY SCHOOL
712	GOVT. PRIMARY SCHOOL
713	GOVT. PRIMARY SCHOOL (URDU
714	GOVT. UPS
715	GOVT. UPS
716	GOVT. PRIMARY SCHOOL
717	GGUPS
718	GPS
719	GOVT. PRIMARY SCHOOL
720	GOVT. PRIMARY SCHOOL
721	GOVT. PRIMARY SCHOOL
722	GOVT. GIRLS PRIMARY SCHOOL
723	GOVT. ELEMENTARY SCHOOL
724	GOVT. PRIMARY SCHOOL
725	GOVT. PRIMARY SCHOOL
726	GOVT. PRIMARY SCHOOL
727	GOVT. GIRLS PRIMARY SCHOOL
728	GOVT. UPS
729	GOVT. BOYS PRIMARY SCHOOL
730	GOVT. PRIMARY SCHOOL (ENGLI
731	GOVT. GIRLS PRIMARY SCHOOL
732	GOVT. GIRLS PRIMARY SCHOOL
733	GOVT. BOYS PRIMARY SCHOOL
734	GOVT. COMPULSORY PRIMARY SC

735	GOVT. UPS
736	GOVT. GIRLS PRIMARY SCHOOL
737	GOVT. COMPULSORY PRIMARY SC
738	GOVT. GIRLS PRIMARY SCHOOL
739	GOVT. BOYS PRIMARY SCHOOL
740	GOVT. GIRLS PRIMARY SCHOOL
741	GOVT. MODEL UPS
742	GOVT. BOYS PRIMARY SCHOOL
743	GOVT. PRIMARY SCHOOL
744	GOVT. UPS
745	GOVT. BOYS PRIMARY SCHOOL
746	GOVT. PRIMARY SCHOOL (URDU
747	GOVT. PRIMARY SCHOOL
748	GOVT. GIRLS PRIMARY SCHOOL
749	GOVT. PRIMARY SCHOOL
750	GOVT. COMPULSORY PRIMARY SC
751	MPPS (URDU MEDIUM)
752	GOVT. PRIMARY SCHOOL
753	GOVT. PRIMARY SCHOOL (URDU
754	GOVT. BOYS UPS
755	MPPS (TELUGU MEDIUM)
756	GOVT. UPS
757	GOVT. PRIMARY SCHOOL
758	GOVT. UPS
759	GOVT. PRIMARY SCHOOL
760	GOVT. PRIMARY SCHOOL
761	GOVT. UPS
762	GOVT. PRIMARY SCHOOL (URDU
763	GOVT. PRIMARY SCHOOL
764	GOVT. PRIMARY SCHOOL, AMMAN
765	GOVT. GIRLS PRIMARY SCHOOL
766	GOVT. BOYS PRIMARY SCHOOL
767	GOVT. PRIMARY SCHOOL
768	GOVT. RAILWAYS QUARTERS PRI
769	MPPS
770	MPPS
771	MPUPS
772	MPPS
773	MPPS
774	MPPS
775	MPUPS
776	MPPS
777	MPPS
778	MPPS

779	MPUPS
780	MPUPS
781	MPUPS
782	MPPS
783	MPUPS
784	MPPS
785	MPPS
786	MPPS (URDU)
787	MPPS
788	MPUPS
789	MPUPS
790	MPUPS (URDU)
791	MPUPS
792	MPUPS
793	MPPS (EGUVAPETA)
794	MPPS
795	MPPS
796	MPPS
797	MPPS
798	MPPS
799	MPPS
800	MPPS
801	MPUPS (URDU)
802	MPPS
803	MPPS (T)
804	MPPS
805	MPPS
806	MPUPS
807	MPPS
808	MPUPS
809	MPUPS
810	MPUPS
811	MPUPS
812	MPPS
813	MPPS
814	ALTERNATE SCHOOL
815	MPPS
816	MPPS (URDU)
817	MPPS
818	MPUPS
819	MPUPS
820	MPPS
821	MPPS
822	MPUPS

823	MPPS
824	MPUPS
825	MPPS
826	ALTERNATE SCHOOL
827	MPPS
828	MPPS (N.G. NAGAR)
829	MPPS (WARD 1)
830	MPUPS (VV)
831	MPPS (BESTHA COLONY)
832	MPUPS (URDU) (VII WARD)
833	MPUPS
834	MPUPS
835	MPPS
836	MPPS
837	MPPS
838	MPPS (MAIN)
839	MPPS
840	MPPS (MAIN)
841	MPPS (URDU)
842	MPPS
843	MPPS
844	ALTERNATE SCHOOL
845	MPUPS
846	MPUPS
847	SRI SAMGAMESWARA AIDED UPS
848	MPPS
849	MPUPS
850	MPPS
851	MPUPS
852	MPPS
853	MP PRIMARY SCHOOL
854	MPUPS
855	MPUPS
856	MPPS
857	MPPS
858	MPPS
859	MPPS
860	MPUPS
861	MPPS
862	MPPS
863	MPPS
864	MPUPS
865	MPPS
866	MPPS

867	MPPS
868	MPUPS
869	MPUPS
870	MPUPS
871	MPPS
872	MPUPS
873	MPPS
874	MPPS
875	MPPS (URDU)
876	MPPS
877	MPUPS
878	MPUPS
879	MPUPS (URDU)
880	MPUPS
881	MPUPS
882	MPPS (EGUVAPETA)
883	MPPS
884	MPPS
885	MPPS
886	MPPS
887	MPPS
888	MPPS
889	MPPS
890	MPUPS (URDU)
891	MPPS
892	MPPS (T)
893	MPPS
894	MPPS
895	MPUPS
896	MPPS
897	MPUPS
898	MPUPS
899	MPUPS
900	MPUPS
901	MPPS
902	MPPS
903	ALTERNATE SCHOOL
904	MPPS
905	MPPS (URDU)
	PRAKASAM
906	MPPS
907	MPUPS
908	MPUPS
909	MPPS

910	MPPS
911	MPUPS
912	MPPS
913	MPUPS
914	MPPS
915	ALTERNATE SCHOOL
916	MPPS
917	MPPS (N.G. NAGAR)
918	MPPS (WARD 1)
919	MPUPS (VV)
920	MPPS (BESTHA COLONY)
921	MPUPS (URDU) (VII WARD)
922	MPUPS
923	MPUPS
924	MPPS
925	MPPS
926	MPPS
927	MPPS (MAIN)
928	MPPS
929	MPPS (MAIN)
930	MPPS (URDU)
931	MPPS
932	MPPS
933	ALTERNATE SCHOOL
934	MPUPS
935	MPUPS
936	SRI SAMGAMESWARA AIDED UPS
937	MPPS
938	MPUPS
939	MPPS
940	MPUPS
941	MPPS
942	MP PRIMARY SCHOOL
943	MPUPS
944	MPUPS
945	MPPS
946	MPPS
947	MPPS
948	MPPS
949	UPS
950	UPS
951	UPS
952	UPS
953	UPS

954	UPS
955	UPS
956	UPS
957	PS
958	PS
959	UPS
960	UPS
961	PS
962	MPPS
963	PS
964	UPS
965	UPS
966	PS
967	PS
968	PS
969	PS
970	PS
971	PS
972	PS
973	PS
974	CPS
975	CPS
976	UPS
977	UPS
978	PS
979	WESLEY CO-EDUCATION HIGH SC
980	PS
981	MPPS (GIRLS)
982	PS
983	MPPS
984	PS
985	PS
986	PS
987	PS
988	PS
989	PS
990	PS
991	GOVT. PS
992	MPPS
993	MPPS
994	UPS
995	UPS
996	UPS
997	MPUPS

998	MPPS
999	MPPS
1000	MPPS
1001	MPPS
1002	UPS
1003	MPPS
1004	PS
1005	MPPS
1006	MPPS
1007	MPPS
1008	PS
1009	CPS
1010	PS
1011	PS
1012	PS
1013	PS
1014	PS
1015	PS
1016	PS
1017	PS
1018	MPUPS
1019	UPS
1020	PS
1021	PS
1022	UPS
1023	UPS
1024	UPS
1025	UPS
1026	PS
1027	PS
1028	UPS
1029	CUPS
1030	UPS
1031	UPS
1032	PS
1033	PS
1034	PS
1035	PS
1036	GIRLS UPS
1037	CUPS
1038	UPS
1039	UPS
1040	CUPS
1041	UPS

1042	CUPS
1043	UPS
1044	UPS
1045	GUPS
1046	UPS
1047	CUPS
1048	UPS
1049	UPS
1050	CUPS
1051	UPS
1052	UPS
1053	PS
1054	GOVT PS
1055	PS
1056	PS
1057	UPS
1058	MPHS
1059	PS
1060	PS
1061	PS
1062	MPPS
1063	PS
1064	PS
1065	PS
1066	MPPS
1067	UPS
1068	UPS
1069	PS
1070	PS
1071	UPS
1072	MPUPS
1073	PS
1074	PS
1075	PS
1076	PS
1077	PS
1078	PS
1079	UPS
1080	PS
1081	PS
1082	PS
1083	PS
1084	PS
1085	CPS

1086	MPPS
1087	PS
1088	PS
1089	PS
1090	UPS
1091	PS
1092	PS
1093	PS
1094	GPS
1095	PS
1096	PS
1097	PS
1098	PS
1099	UPS
1100	PS
1101	PS
1102	PS
1103	PS
1104	PS
1105	PS
1106	PS
1107	PS
1108	PS
1109	PS
1110	PS
1111	PS
1112	PS
1113	PS
1114	PS
1115	PS
1116	PS
1117	PS
1118	PS
1119	PS
1120	UPS
1121	UPS
1122	UPS
1123	MPUPS
1124	MPUPS
1125	MPUPS
	RANGA REDDY
1126	MPUPS
1127	MPUPS
1128	MPUPS

1129	MPUPS
1130	MPUPS
1131	MPUPS
1132	MPUPS
1133	MPUPS
1134	MPUPS
1135	MPUPS
1136	MPUPS
1137	MPUPS (HS)
1138	MPPS
1139	MPPS
1140	MPPS (PURAPALAKA SANGHA PS)
1141	MPPS
1142	MPPS
1143	MPPS
1144	MPPS
1145	MPPS
1146	MPPS
1147	MUNICIPAL PS
1148	MPPS
1149	MP ELE. SCHOOL
1150	MPPS
1151	MPPS
1152	MP ELE. SCHOOL
1153	MPPS
1154	MPPS
1155	MPPS
1156	MPPS
1157	MPUPS
1158	MPPS
1159	MPPS
1160	MPPS
1161	MPPS
1162	MPUPS
1163	MPUPS
1164	MPES
1165	MPPS
1166	MPPS
1167	MPPS
1168	MPPS
1169	MPPS
1170	MPPS
1171	MPPS
1172	MPPS

1173	MPUPS (ORIYA)
1174	MPUPS
1175	MPUPS
1176	MPUPS (PURAPALAKA SANGHA PU
1177	MP ELE. SCHOOL
1178	MP ELE. SCHOOL
1179	MPPS
1180	MPPS
1181	MPPS
1182	MPUPS
1183	MPUPS
1184	MPPS
1185	MPPS
1186	GPS (TW)
1187	MPPS
1188	MPUPS
1189	MPPS
1190	MPUPS
1191	MPUPS
1192	MPES
1193	MPPS
1194	MP ELE SCHOOL
1195	MPPS
1196	MPUPS
1197	MPPS
1198	MPPS
1199	MPUPS
1200	MPPS
1201	MPUPS
1202	MPPS
1203	MPUPS
1204	MPUPS
1205	MPPS
1206	MUNICIPAL PS
1207	MPPS (MANDALA PRAJA PARISHA
1208	MPUPS
1209	MPPS
1210	MPPS
1211	MPPS
1212	MPPS
1213	MPUPS
1214	MPUPS
1215	MPUPS - I
1216	MPUPS

1217	MPES
1218	MPPS
1219	MPPS
1220	MPES
1221	MPUPS
1222	MPPS
1223	MPUPS
1224	MPUPS
1225	MPUPS
1226	MPUPS
1227	MPPS
1228	MPPS
1229	MMPS
1230	MPPS
1231	MPPS (MANDALA PRAJA PARISHA
1232	MPUPS
1233	MPPS
1234	MPPS
1235	MPUPS
1236	AIDED ELEMENTARY PS
1237	MPPS
1238	MPPS
1239	MPPS
1240	MPPS
1241	MPPS
1242	MPPS
1243	MPUPS
1244	MPUPS
1245	MPUPS
1246	MPPS
1247	MPPS
1248	MPPS
1249	MPPS
1250	MPPS
1251	MPPS
1252	MPPS
1253	MPPS
1254	MPES
1255	MPUPS
1256	MPUPS (III)
1257	MPPS
1258	MPUPS
1259	MPPS
1260	MPUPS

1261	MPPS
1262	MPPS
1263	MPUPS
1264	MPUPS
1265	MPPS
1266	MPUPS
1267	MPUPS
1268	MPPS
1269	MPUPS
1270	MPPS
1271	MPPS
1272	MPUPS
1273	MP ELE. SCHOOL
1274	MPPS
1275	MP ELE. SCHOOL
1276	MPUPS
1277	MPUPS
1278	MPUPS
1279	MP ELE. SCHOOL
1280	MPPS
1281	MPPS
1282	MODEL PRIMARY SCHOOL
1283	MPPS
1284	MPPS
1285	MPPS
1286	MPPS
1287	MPPS
1288	MPUPS
1289	MPPS
1290	MPPS
1291	MPPS
1292	MPPS
1293	MPUPS
1294	MPPS
1295	MPPS
1296	GP SCHOOL
1297	GP SCHOOL
1298	MPPS
1299	MPPS
1300	MPUPS
1301	MPPS
1302	MPUPS
1303	PS
1304	UPS

1305	PS
1306	UPS
1307	MPPS
1308	PS
1309	MPPS
1310	GOVT. DEMOTIFIED TRIBAL PRI
1311	MPPS
1312	PSOC
1313	UPS
1314	PS
1315	PS
1316	GPS
1317	GOVT. PS
1318	GOVT. PS
1319	GOVT. PS
1320	UPS
1321	GOVT. UPS
1322	GOVT. UPS GIRLS (TELUGU & U
1323	GOVT. UPS (BOYS)
1324	ZPUPS
1325	PS
1326	PS
1327	PS
1328	MPPS
1329	ZPUPS
1330	PS
1331	UPS
1332	UPS
1333	PS
1334	PS
1335	UPS
1336	UPS
1337	PSJNC
1338	ZPSS
1339	PS
1340	UPS
1341	MPUPS
1342	MPPS
1343	MPPS
1344	MPPS
1345	PS
1346	MPPS
1347	PS
1348	UPS

1349	UPS
1350	MPUPS
1351	ZPUPS
1352	PS
1353	PS
1354	PS
1355	ZPUPS
1356	PS
1357	ZPHS
1358	PS
1359	PS
1360	CPS
1361	PS
1362	MPPS
1363	PS
1364	UPS
1365	UPS

