

**2nd HALF YEARLY MONITORING REPORT
OF
INDIAN INSTITUTE OF EDUCATION, PUNE
ON
SSA AND MDM FOR THE UNION TERRITORY
OF
DADRA AND NAGAR HAVELI
FOR THE PERIOD OF
1st February, 2009 TO 31st July, 2009**

DISTRICTS COVERED

1. Dadra and Nagar Haveli

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Acknowledgement

The Union Territory of Dadra and Nagar Haveli comprising 72 villages including Silvassa and AmlI, the Census Town, forms a Single District and Single Taluka Union Territory. This report has been prepared for the Union Territory of Dadra and Nagar Haveli revealing the Sarva Shiksha Abhiyan (SSA) and Mid-day-Meals programme in U.T. of Dadra Nagar Haveli till September, 2009 during the year 2009-10

The official data used in this report have been gathered from the district project office of Dadra and Nagar Haveli District and the empirical data have been obtained from the sampled schools.

We thank shri A.K. Singh (IAS) Collector and Chairman of SSA of U.T. of Dadra and Nagar Haveli, Shri Dr. D.M. Dumralia Chief Executive Officer and State Project Director, Sarva Shiksha Abhiyan. Union Territory of Dadra and Nagar Haveli and Shri R.L. Gohil Education Officer (Academic) and many officials and individuals at the District level who extended immense cooperation in the monitoring work, visits to the schools and data collection with respect to the schedules prepared for the same. Visits to the sampled 10 % schools in district and all other interventions were well planned and organized.

The BRC and CRCs extended great cooperation with respect to the actual visits to the schools. The Headmasters and the Teachers at village level were very helpful.

We are grateful to Dr. (Smt) Chitra Naik, Former Member, Planning Commission, Govt. of India and other Members of BOT, IIE for inspiring us to undertake this study and made valuable suggestions from time to time.

We thank all those who have helped us in this field study directly or indirectly. We are grateful to them all.

Pune
05 October 2009

B.M. Naikare
Dy. Director (Exten) CES, IIE
and
Nodal Officer, SSA Monitoring

1. 2nd HALF YEARLY MONITORING REPORT OF

INDIAN INSTITUTE OF EDUCATION, PUNE ON SSA AND MDM FOR THE UNION TERRITORY OF DADRA & NAGAR HAVELI FOR THE PERIOD OF **1st FEBURARY, 2009 TO 31st JULY, 2009** General / First Page Information

1.1 General Information

Sr.No	Subject	Details
1	Name of the Monitoring Institutions	Indian Institute of Education, Pune
2	Period of the Report	1 st Feb, 2009 TO 31 st July, 2010
3	Number of districts allocated	01
4	District name	U. T. of Dadra and Nagar Haveli.
5	Date of visit to the district/schools/AIE centres: District wise	District 1: Dadra and Nagar Haveli 15-09-2009 to 19-09-2009
6	Total number of elementary schools / centres in all the districts allocated	District 1: Dadra and Nagar Haveli. 280
7	Number of elementary schools (Primary and Upper primary) AIE Centres covered/monitored	District 1: Dadra and Nagar Haveli. 36
8	Whether 5% of the elementary Schools/AIE Centres in total of all the districts allocated covered Yes/No	District 1: Dadra and Nagar Haveli. (10%) Yes
9	At least 1% of the school visited within one month of start of the academic year in all the Districts Yes/No	District 1: Dadra and Nagar Haveli No
10	Whether the MI has sent their report to the SPO at the draft level Yes/No	District 1: Dadra and Nagar Haveli Yes
11	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office Yes/No	District 1: Dadra and Nagar Haveli No

12	Before sending the reports to the GOI whether the MI has shared the report with SPO: Yes/NO	District 1: Dadra and Nagar Haveli	No
13	Whether your institution come under lead institutes Yes / NO	District 1: Dadra and Nagar Haveli	No

2. Executive Summary of the District Report for SSA

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

District 1: Dadra and Nagar Haveli.	<p>A total of 3 primary schools and 5 upper primary schools (including spillover) are sanctioned in the current financial year in U.T. of Dadra and Nagar Haveli. 3 primary and 3 upper primary schools are opened in the current financial year in the district.</p> <p>The land for construction is identified for 2 school buildings and only preconstruction activities of the civil work has been completed up to September 2009. A total of 18 teachers on contract basis are sanctioned for the new schools to be opened in the current financial year and sanction has been issued for these teachers. But none of the appointment has been made in the District. It was in process. None of the school primary or upper primary has received TLE grants up to September 2009.</p>
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(b) Civil Works:

District 1: Dadra and Nagar Haveli	<p>U.T. of Dadra and Nagar Haveli had a physical target of construction of 3 primary school buildings and 72 additional classrooms for the current financial year and it was found that only preconstruction activities were completed up to September 2009. The Deputy Engineer (village panchayat) under Department of Rural Development is holding additional charge as State Project Engineer (SSA). The Junior Engineers working under Public Works Department & Rural Development Department are designated for Technical Supervision for civil works.</p> <p>The drinking water facilities had been provided with 100% funding from Swajaldhara scheme, SSA funds were not at all utilized for it. The toilet facility in schools was provided with 100% funding from Total Sanitation Campaign Scheme. The quality construction aspect of civil works in the entire 36 sample checked cases were found to be good. No third party evaluation of civil works has been appointed in the district.</p>
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(c) Textbooks:

District 1: Dadra and Nagar Haveli	<p>Most of the Children are from poor family in the district, especially from the tribal community. The district has provided free text books, note books etc to all children, who are in Govt schools.</p> <p>Under SSA free text books were distributed only to a total of 1497 children who are admitted in Govt aided (12) schools. Out of 1497 children, 98% children,</p>
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	are from S.T community. During the academic year 2009 -10 the schools in U.T. of Dadra and Nagar Haveli opened on 12 th June 2009. All schools have distributed all text books within fortnight of opening of the school.
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(d) School grants:

District 1: Dadra and Nagar Haveli	There are a total of 393 schools (280 Primary and 113 upper primary) to whom school grants are approved for the current financial year. But the school grants have not been released to the schools by the SPO and DPO up to September, 2009. The DPO has not made any centralized purchases for school out of the school grant. All schools have utilized 100% of the last year's grant for furniture, play material, a balance, cloth strips, water pump, science material and equipments.
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(e) Teachers and Teacher Training:

District 1: Dadra and Nagar Haveli	There are no additional teachers against PTR sanctioned under SSA. The recruitment of the teachers whenever required is made at district level. No VEC / Village Panchayat is empowered to make decentralized recruitment of teachers. A total of 280 teachers were sanctioned for 36 sampled schools. 283 teachers (Male 123 and female 160) were in position and out of 283 teachers, 263 teachers (92.93%) were present on the day of visit. No habitual absentee teacher was found in any school. The rapport between children and teachers was found to be good in all schools. No inservice training has been organized during the current financial year up to September 2009. There are a total of 84 newly recruited teachers to whom 30 days training was to be given. But no such type of training has been conducted up to September 2009. There are no untrained teachers to whom 60 days training is to be given in the district. The teachers in all schools visited expressed their satisfaction about the training that they have got in the last year. They have expressed that they would like to get trained in Computer, Gujarati language, English and other new subjects. It is expected that BRC should visit 5 schools in a week and CRC should have in touch continuously with school. It is being followed by CRCC only. There is no Quality Coordinator at SPO or DPO level. No SCERT or DIET exist in U.T. of Dadra and Nagar Haveli.
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(f) Teaching Learning Material (TLM) grants:

District 1: Dadra and Nagar Haveli	A total of 1196 teachers are eligible to receive TLM grants which included 748 teachers in primary schools and 448 teachers in upper primary schools. During the current financial year the TLM grant has not been released to the teachers
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	by U.T. of Dadra and Nagar Haveli up to the September 2009. Out of 36 schools, 35 schools (97.22 %) have displayed TLM on the classroom walls and Children were using TLM. The teachers had not have received any training on TLM development and use of TLM during the current financial year up to September, 2009.
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(g) EGS & AIE:

District 1: Dadra and Nagar Haveli	No such type of centres has been sanctioned during the current financial year. There are only 08 NRBC centres continued from the previous year. A total of 62 children are enrolled in 8 Non Residential Bridge Course centres. A total of 8 Education Volunteers were working in the district. No preservice or inservice training of volunteers has been organized. The EVs are given academic support by CRCCs regularly. The educational qualification of EVs is minimum 12 th passed. The EVs are paid Rs. 2000/- per month as honorarium but since July 2009, they have not received the honorarium. The District has not appointed Coordinator for EGS/AIE. The DPO has developed monitoring format for NRBC. No EGS centres were in operation in the district.
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(h) Children with Special Needs (CWSN):

District 1: Dadra and Nagar Haveli	There are a total of 229 Children with Special Needs identified in the district and out of 229 children, 206 children are enrolled in the regular schools and 23 CWSN children are out of school. The District has not provided any aids and appliances to the CWSN during the current financial year. The District has not identified Resource Teachers and also no NGOs have been identified in the district. The district has not appointed an IED Coordinator for CWSN Programme. The State (here U.T.) or the DPO has not developed any monitoring format for this intervention. All Government schools have been provided with ramps. The district has not started CWSN programme up to September 2009. A total of 17 CWSN children were stated to be enrolled in 36 schools (Boys 11 and Girls 6) and 8 CWSN were actually present on the day of visit.
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(i) National Programme for Education of Girls Elementary level (NPEGEL):

District 1: Dadra and Nagar Haveli	The NPEGEL programme is not introduced in the AWP& Budget, 2009-10, of the district
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(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1: Dadra and Nagar Haveli	<p>One KGBV which was sanctioned in 2008-09 in the state (here U.T.) has been made operational in August 2008. The land has been identified for KGBV. The present KGBV is run by the SSA and guidelines given by the Govt. of India is followed by U.T. All formalities for construction have been completed for the KGBV.</p> <p>3 full time teachers and 4 other non teaching staff (1 cook, 1 helper, 1 watchman, and 1 peon) are sanctioned for the KGBV. All of them were present on the day of visit. At present a total of 48 girls are admitted. All facilities such as furniture, bedding, meals has been provided to girls.</p>
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(k) District Information System for Education (DISE):

District 1: Dadra and Nagar Haveli	<p>Dadra and Nagar Haveli comprising of 72 villages including Silvassa and AmlI, the Census Town, forms a Single District and Single Taluka Union Territory. No EMIS set up was found in DPO. No data capture format have been supplied to any school up to September 2009. UT of Dadra and Nagar Haveli has not appointed an MIS in-charge at SPO level and also not at DPO level which needs to be attended.</p>
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(l) Research and Evaluation:

District 1: Dadra and Nagar Haveli	<p>UT of Dadra and Nagar Haveli has planned to undertake 3 research studies during the current financial year and action in respect of this has been taken up by the DPO. The District has not appointed any person for Research /Evaluation. Hence no research study has been undertaken during the previous year.</p>
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(m) Functioning of VEC:

District 1: Dadra and Nagar Haveli	<p>There are a total of 270 village education committees or equivalent constituted in the district. A copy of guidelines on delegation of powers to VEC has been given to the secretary of each VEC, who is the Headmaster of these schools. The guidelines have stipulated an adequate representation to women in VEC. A total of 92 women were associated in the VECs of 36 schools visited in the district. As per the guidelines given by the district the VEC meetings were conducted monthly in the first 3 months of the academic year and then bimonthly. There are a total of 249 VEC members and out of them, 204 members (81.93%) have attended meeting regularly. Out of 36 VECs in 35 VECs women and SC/ST members of these bodies have participated regularly.</p>
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	No orientation programme for VECs has been conducted during the financial year up to the September, 2009. VEC has made contribution in improving the school environment, enrolment and attendance of students in 29 schools (80.55%). Out of 36 schools. VECs, 33 schools/ VECs (91.67%) have maintained proper records of funds received. There was no Programme Officer in –charge for community motilization at SPO level and also at DPO, which needs be attended.
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(n) Staffing at State and District Level:

District 1: Dadra and Nagar Haveli	Under SSA U.T. has not appointed any Programme Coordinator for Quality, Pedagogy, Teacher Training, Gender and Girls education, Inclusive Education, EGS/AIE interventions, Research / Evaluation, MIS Planning and Community Mobilization, only 01 BRC coordinator is appointed and was in position.
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(o) Outreach of primary/upper Primary educational facilities to SC.ST, Minority groups and to girls as well, especially in special focus districts.

District 1: Dadra and Nagar Haveli	It was reported that the Union Territory Administration provides free education to all students up to higher Secondary school level. It is included cooked meals, supplementary food (Banana) twice a week to all students up to standard VII in all Govt and Govt aided schools. Free text books and other educational equipment/materials to all SC. ST students and students belonging to lower income group and also two pairs of uniforms, one pair of shoes and socks are provided every year. To increase attendance rate, attendance scholarship is given every year to S.C, S.T. students whose attendance is highest in the class at upper primary level.
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(p) Any other issues relevant to SSA implementation:

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (1st Page)

The Union Territory of Dadra and Nagar Haveli is surrounded by Valsad District of Gujarat on the East, West and North and by Thane District of Maharashtra on the South and Southeast. It has a hilly terrain towards the North –East and East, where it is surrounded by ranges of Sahyadri mountains. Due to hilly area children face the problem for attending the school. But U.T. has taken positive steps and tried to facilitate new school in every habitation according to the norms (15 students) prescribed by U.T.

Under SSA, efforts have been made to set up a computer lab (CAL) in some upper primary schools in district. In remote villages tribal girls are operating computer for which U.T. deserves the appreciation

There is no independent DIET in U.T. of Dadra and Nagar Haveli, Hence, no in-service teacher training has been conducted during the financial year. U.T. of Dadra and Nagar Haveli has not started any programme for CWSN.

For the implementation of SSA, a District Project Office (DPO) has been set up. For this, it is highly essential to appoint official for Management and MIS and other **Programme Coordinators mainly** Gender/Girls education, Children with Special Needs, EGS/AIE intervention and Research & Evaluation. Due to lack of this, implementation of the AWP & B (2009-10) activities are lagging behind. The programmes such as CWSN, In-service Teacher Training, Community Orientation etc have not taken off as yet. Apart from this, grants to the schools have been not disbursed up to September, 2009 which is expected (under SSA) to be received by the school within two months of opening.

It was observed that TLM material is permanently displayed on the walls in such a way that they can not be used in day- to day teaching. Children rarely get to handle the TLM.

(q) Executive Summary of the District Report for MDM:

District 1: Dadra and Nagar Haveli	(a) Regularity in Serving MDM :
	Out 36 schools, 34 schools (94.44%) were serving hot cooked meal daily. Interruption was noticed due to delay in receipt of food grains in 02 schools (5.56%)
	(b) Regularity in delivering food grains to school Level:
	In 14 schools (38.89%) food grains were received regularly. It was noticed that in 22 schools (61.11%) there was delay in delivering food grains to schools in June and July 2009. There are 5 schools that have the extent of delay ranging from 2 to 5 days, 8 schools have 6-8 days, 03 schools have 11-20 days and 6 schools have 21-30 days. Irregular supply of food grains was the reason. No buffer stock of one month was found in any school. It was reported by the 26 schools (72.22%) that the food grains are delivered at the school level.
	(c) Regularity in delivering cooking cost to school level:
	Not a single school receives cooking cost in advance. It was found that the administration of U.T. of Dadra and Nagar Haveli has supplied 02 L.P.G. cylinder with connection to each school. Edible oil, Pulses and Condiments are also supplied to all schools. The school has to buy only vegetables and supplementary food (Banana). In case of delay in delivering cooking cost the school head master bought vegetables on credit form the shopkeeper and managed to ensure that the feeding programme was continued. The cooking cost was paid by cash through CPS school.
	(d) Social Equity:
	No discrimination of any kind was observed in cooking or serving or seating arrangement in any school.
(e) Variety of Menu:	
Out of 36 schools a weekly menu card was displayed in 31 schools (86.11%) and it was followed by 31 schools (86.11%). Varieties in food was found in 34 schools (94.44%). The daily menu has included Bhaat, Dal, Bhaaji (Monday), Khichadi- Bhaaji (Tuesday) Dal, Bhaat, Bhaaji and Banana (Wednesday) Khichadi and Bhaaji (Thursday), Dal, Bhaat, Bhaaji and Banana (Friday) and Khichadi and Bhaaji (Saturday).	

<p>(f) Quality and Quantity of Meal:</p>
<p>In all schools (100%) quality of Meal was found to be good. In all schools (100%) quantity of Meal was found to be enough. The children were found happy.</p>
<p>(g) Supplementary :</p>
<p>Out of 36 schools, in 25 schools (69.44%) children are given Micronutrients, Deworming Medicines and the frequency of medicines is yearly. The Primary Health Centre administered these Medicines. Out of 36 schools, 34 schools (94.94%) have maintained a Health card and Health Identity Card for each Child Identity Card for each child, which is an unique thing we observed in U.T.</p>
<p>(h) Status of cooks:</p>
<p>It was found an unique example in U.T. that in each school there is one cook, one helper and one water man were appointed and most of them (94.44%) are S.T. females. All schools (100%) have adequate cooks and helpers to meet their requirement. All schools (100%) make payment on daily wages basis. Almost all Cooks / Helpers get the remuneration after 15-20 days.</p>
<p>(i) Infrastructure:</p>
<p>The kitchen shed constructed in previously are not in use because the space inside the kitchen shed is very small also the height of the shed is very low. However, the Mid-day Meal is prepared in Teacher's quarter (which is at present not being used by the teachers) in 31 schools (86.11%). New kitchen shed, has not sanctioned to any school.</p>
<p>(j) Type of fuel used:</p>
<p>Every school in U.T. of Dadra and Nagar Haveli has been given two LPG cylinder and connection and we think it is an exemplary work for which the district deserves appreciation.</p>
<p>(k) Safety and Hygiene:</p>
<p>Out of 36 schools, in 26 schools (72.22%) safety was good and in 10 schools (27.75%) it was fair. In 24 schools (66.67%) hygiene was maintained well and in 12 schools (33.33%) it was fair. In all schools visited, children were being encouraged to wash their hands before and after eating. It was noticed that the children in all schools (100%) visited take meals in an orderly manner. The children were encouraged to conserve water while washing hands and dishes. In all sampled schools (100%) cooking process and storage of fuel was found safe and not posing any fire hazard.</p>

	<p>(l) Community Participation:</p>
	<p>Out of 36 schools, in 16 schools (44.44%) parents' participation in daily supervision was found to be good. In 10 schools (27.78%) it was noticed to be poor. VEC's participation in daily supervision was found good in 15 schools (41.67%).</p>
	<p>(m) Inspection and supervision:</p>
	<p>The Mid-day Meal programme was inspected regularly, either by teachers, headmasters and CRC. But State level (here U.T.) inspection was found to be almost missing (2.78%).</p>
	<p>(n) Impact:</p>
	<p>Out of 36 schools, 30 schools (83.33%) have reported that the Mid-day Meal programme has helped to improve the enrolment. The Mid-day Meal programme has helped to improve attendance in 35 schools (97.22%) and also helped to improve well being of children.</p>

3. District Level Half Yearly Monitoring Report (District: U.T. of Dadra and Nagar Haveli)

3.1	Name of the District	U.T. of Dadra and Nagar Haveli
3.2	Date of visit to the District /EGS/Schools	15-09-2009 to 19-09-2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(i)	What is the number of Schools sanctioned in the current financial year in the 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 district visited by MI.
	The data collected from U.T. of Dadra and Nagar Haveli and District Project Office shows that a total of 3 primary schools and 5 upper primary schools (including spillover) are sanctioned in the current financial year in U.T. of Dadra and Nagar Haveli. The data collected from the District Project Office shows that 3 primary and out of 5 upper primary 3 upper primary schools are opened in the current financial year in the district	
(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.
	The land for construction has been identified for 2 school buildings.	
(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.
	It was noticed that VECs/ VCWCs have not received any funds for construction of the school up to September 2009. It was told that release of funds is in process.	
(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.
	It was found that only preconstruction activities of civil work has been completed up to the September 2009. The construction of the new school building has not started up to September 2009.	

(v)	Number of Teachers sanctioned for the new School (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.
A total of 18 teachers on contract basis for primary and upper primary schools are sanctioned for the new schools to be opened in the current financial year and sanction has been issued for these teachers.		
(vi)	Have Teacher been put in new school in district visited?	Updated information to be obtained from check to be carried out on the spot in respect of new schools visited by MI.
None of the appointment of new teachers has been made in the District. It was told that , it is in process.		
(vii)	In the school visited by MI whether one-time grants of Rs 20,000/-for Teaching and Learning equipments at 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.
It was noticed that none of the primary or upper primary school has received TLE grants up to September 2009.		
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be Provided for the new School under this grant?	Copy of circular / orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
It was found that the DPO has developed guidelines for the items to be provided for the new school under TLE grant.		

(b)Civil Works:

(i)	What are the targets (including spillover) for Construction of school buildings, additional classroom, 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 districts being visited by MI.
It is seen from the DPO data that U.T. of Dadra and Nagar Haveli had a physical target of construction of 3 primary school buildings and 72 additional classrooms for the current financial year and it was found that only preconstruction activities were completed and no new construction work has been started up to September 2009.		

(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.
During the monitoring visit the construction site of new school building at Bordenpada which was sanctioned in the previous year was visited and no variance in between reporting and actual status was found.		
(iii)	Whether SMC/VEC has been trained by technical prepared for execution of civil works?	To be verified on the spot with assistance of VEC/SMC and School Teachers (Sample as in (ii) above).
No new construction work has been started till September 2009. so no VEC (VCWC) has been trained by technical person.		
(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)
U.T. of Dadra and Nagar Haveli has adopted the manual for civil works prepared by the Gujarat state and it was available with DPO and Village Civil Work Committee.		
(v)	In the school building being constructed (new school as well as building less school), 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)
It was noticed that a ramp has been constructed in all old as well as in new school, but it was observed that the purpose of the ramp is being neglected and the construction quality of the ramp was not found to be good.		
(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).
It was noticed the VCWC is Keeping a separate account of funds and materials.		
(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)
It was reported that the Deputy Engineer (village panchayat) under Department of Rural Development is holding additional charge as State Project Engineer (SSA) . The Junior Engineers working under public Works Department & Rural Development Department are designated for Technical Supervision for civil works.		

(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)
Discussion with the Deputy Engineer revealed that he himself and his functionaries are making visit at foundation, lintel and roof construction stages for every case of building construction.		
(ix)	If there any convergence with swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities Provided in the schools visited by MI? The quantum of Funds utilized from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. TO be verified on the spot with assistance of VEC/SMC and school Teachers (Sample as in (ii)above)
The drinking water facilities had been provided with 100% funding from Swajaldhara scheme, SSA funds were not at all utilized for it.		
(x)	Whether construction of drinking water facilities in school is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/ SMC and School Teachers (Sample as in (ii)above)
The PWD of U.T of Dadra and Nagar Haveli had taken up the construction work of drinking water facilities in school.		
(xi)	Is There any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the school? 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)
The toilet facility in schools was provided with 100% funding from Total Sanitation Campaign Scheme.		
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (Sample as in (ii)above)
The quality construction aspect of civil works in the entire sample checked cases were found to be good.		

(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 there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from school visited by MI
Under SSA there is no independent Cell of civil works at DPO. U.T. of Dadra and Nagar Haveli, has given this task to the PWD of the district. No third party evaluation of civil works has been appointed in the district.		

(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
Most of the Children are from poor family, mainly from the tribal community. The district has provided free text books, note books etc to all children, who are in Govt schools. Under SSA free text books were distributed to a total of 1497 children who are admitted in the 12 Govt aided schools. Out of 1497 children, 98% children are from S.T community.		
(ii)	When were the text books 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.
It was noticed that the text books were provided by the Gujrat Divisional Text Book Bureau on time.		
(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.

	During the academic year 2009 -10 the schools in U.T. of Dadra and Nagar Haveli opened on 12 th June 2009. A total of 36 schools (10%) were visited in the district. All schools have distributed all text books within fortnight of opening of the school.	
(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.
	It was found from the schools visited that All schools (100%) have distributed free texts for all subjects and for all classes and to all eligible children. It was noticed that the textbook namely Social Science, was not received in 04 schools.	

(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.
	It is seen from the DPO data that there are a total of 393 schools (280 Primary and 113 upper primary) to whom school grants are approved for the current financial year. But the school grants have not been released to the schools by the SPO and DPO up to September, 2009.	
(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/- 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 not released funds for school grants @ Rs. 5000/- for primary school and Rs. 7000/- for upper primary schools up to September, 2009.	

(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.
It was reported that the DPO has not made any centralized purchases for school out of the school grant.		
(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.
A total of 36 schools were visited during the monitoring visit in the district. It was found that none of the school has received school grant up to September, 2009.		
(v)	Utilization details (percentage of utilization and items) for the 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 .
It was found from the field data that, all schools have utilized 100% of the last year's grant for furniture, play material, a balance, cloth strips, water pump, science material and equipments.		

(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.
It was reported that there are no additional teachers against PTR sanctioned under SSA in primary or upper primary schools in the district		
(ii)	What is the mode of recruitment of the teacher 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 the teachers whenever required is made at district level. The advertisement in daily news papers and then written test followed by oral interview is the mode of recruitment of the teacher.		

(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.
It was reported that all teachers are appointed on contract basis.		
(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.
It was reported that, No VEC / Village Panchayat is empowered to make decentralized recruitment of teachers and it was found that no such recruitment procedure have been laid down in U.T. of Dadra and Nagar Haveli .		
(v)	In respect of the schools visited by MI, the number of teacher sanctioned for the schools, the number of teachers in position, the number of teachers present in school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is habitual absentee?	Information is 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.
In respect of the schools visited (36) in the district, that a total of 280 teachers are sanctioned for these 36 sampled schools. 283 teachers (male 123 and female160) were in position and of 283 teachers, 263 teachers (92.93%) were present on the day of visit. No habitual absentee teacher was found in any school.		
(vi)	How was the rapport between children and the teachers in the school visited?	To be ascertained from the VEC and observed during the visit by MI.
The rapport between children and teachers was found to be good in all schools.		

(vii)	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in state/ district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>It was reported that there are a total of 1196 teachers to whom inservice training was to be given. But no such training has been organized during the current financial year up to September 2009.</p>		
(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training , for how many days and who were the Master Trainers, for how may days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>It was noticed from the DPO data that, there are a total of 84 newly recruited teachers to whom 30 days training was to be given. It was reported that, no such type of training has been conducted up to September 2009.</p>		

(ix)	<p>The target number of teachers district-wise, to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/ monitoring was done for 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>It is seen from the DPO data that, there are no untrained teachers to whom refresher training of 60 days is to be given in the district.</p>		
(x)	<p>The satisfaction level of training? Whether there are any areas. which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
<p>A total of 36 schools visited in the district .The teachers in all schools visited expressed their satisfaction about the training that was organized in the last year. They expressed that they would like to get trained in Computer, Gujarati language, English and other new subjects.</p>		
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: a. please specify the role of BRC/CRC's in teacher training (in service/in 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 training and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode (workshop /meetings/school visit –with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC) ?</p>	<p>To be ascertained from BRC/CRC (at least 5 training for each)and the teachers on the spot in respect of schools/ EGS Centres visited by MI.</p>

	<p>The DPO has given a job chart to BRCCs and CRCCs. BRCs and CRCs have given the role to organize the inservice training. It was noticed that both BRC and CRC did not have a calendar of training and follow up activities for the current year. The DPO has specified 5 school visit in a week for BRCCs which is not being followed. It is expected that CRCCs should have in touch with school continuously. It was found that it is being followed by CRCCs and the CRCCs being member of VEC, attends the VEC, PTA and MTA meetings and discuss the issues related to attendance of the children, their performance, school environment and utilization of grant etc. SCERT and DIET does not exist in U.T. of Dadra and Nagar Haveli.</p>	
	<p>b. What is the expected number of school visits to be made by BRC/CRC in state and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC(at least 5 for each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
	<p>The Job chart given to BRC/CRC shows that BRC should visit 5 schools in a week and CRC should have in touch continuously with school. It was found that it was being followed by CRCC only.</p>	
	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovation steps taken by BRCC's/ toCRCCs to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 for each)and the teachers on the spot in respect of schools/ EGS centers visited by MI.</p>
	<p>It was noticed that the CRCCs did not write their school visit report for the reporting purpose. But in the visit book maintained at the school level they write their observations and suggestions. It was found from the discussions with the teachers that in 33 schools CRCCs have conducted model lessons in class and helped teachers in teaching difficult topics and they have also conducted random test of the children. It was reported that the CRCCs also check the administrative matters.</p>	

	d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance ; action research and monitoring of BRC/CRCs ?	To be ascertained from BRC/CRC (at least 5 for each)and the teachers on the spot in respect of school/ EGS centers visited by MI.
	The DIET does not exist in U.T. of Dadra and Nagar Haveli.	
	e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how in what manner? If not,why?	To be ascertained from BRC/CRC (atleast 5each)and the teachers on the spot in respect of school/ EGS centers visited by MI.
	It was reported that CRCCs are extending their academic support to NRBC centre in their area.	
(xii)	Does the SPO have a Quality Coordinator? What is their role ? do they Have a system and format to review district wise programmes ? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	It was noticed that there is no specific post like Quality Coordinator appointed at SPO or DPO level. No SCERT or DIET exist in U.T. of Dadra and Nagar Haveli.	

(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 district to be visited by MI.
	The data collected from the DPO shows that a total of 1196 teachers are eligible to receive TLM grants which included 748 teachers in primary schools and 448 teachers in upper primary schools No TLM grant has been released by SPO or DPO up to September 2009.	
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	TLM grants has not been released to the teachers up to September 2009. The DPO has developed guidelines regarding the use of TLM grants.	

(iii)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so, the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	<p>Information to be verified on the spot in respect or schools visited by MI.</p>
<p>During the current financial year the teachers have not received TLM grant up to MI's visit. (September 2009). Looking at the field data, it was seen that out of 36 schools, 35 schools (97.22 %) have displayed TLM on the classroom walls and Children were using TLM. The teachers did not have received any training on TLM development and use of TLM during the current financial year.</p>		

(g) EGS & AIE:

(i)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State.)</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>It was seen from the DPO data that no such type of centres have been sanctioned during the current financial year, it was reported that there are only 08 NRBC centres continued from the previous year.</p>		

(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 the MI.
It was seen from the DPO data that a total of 62 children were enrolled in the 8 Non Residential Bridge Course centres.		
(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
During the monitoring visit We could not visit the NRBC centre.		
(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.
A total of 8 Education Volunteers were working in the district. It was reported that no preservice or inservice training of volunteers has been organized .		
(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.
It was reported that the EVs are given academic support by CRCCs regularly. Instructions have been issued by DPO regarding academic support to be given by the BRC/CRC		
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/ courses by MI.
The Educational qualification of EVs is minimum 12 th passed. They have not received any type of training but they are getting academic support from the CRCCs regularly.		

(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 the field visits by MI.
It was reported that the EVs are paid Rs. 2000/- per month as honorarium but it was found that since July 2009, they have not received the honorarium.		
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
We could not visit the centres.		
(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 district visited by MI.
The District has not appointed District Coordinator for EGS/AIE in the district.		
(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.
It was found that the DPO has developed monitoring format for NRBC centre. No EGS or AIE centres were in operation in the district.		
(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		

(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of the instructions issued by DPO in this respect?	Information to be obtained from the SPO office and updated from DPO office in respect of the districts visited by MI.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are Teachers in position?	Information to be obtained from the SPO and verified at DPO. Also to be checked at school level from VEC etc. during field visit by MI.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		

(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLM etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(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.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(xxiii)	The achievement level of children studying in EGS/AIE facilities	Assessment to be undertaken during field visit by MI.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(xxiv)	The rapport of the EV with the children?	Observation during Field visit, by MI.
EGS or AIE centre does not exist in U.T. of Dadra and Nagar Haveli.		
(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.
It was reported that the NRBC centres are using the school text books and the children have received free textbooks in all subjects taught to them.		

(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 SPO and to be updated by DPO in respect of the district visited by MI.
	Looking at the DPO data, it was noticed that there are a total of 229 Children with Special Needs identified in the district and out of 229 children, 206 children are enrolled in the regular schools and 23 CWSN are out of school.	
(ii)(a)	The number of children who have been provided with aids and appliances, district-wise during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	It was found that the District has not provided any aids and appliances to the CWSN during the current financial year.	
(ii)(b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO
	It was found that the district has not provided any aids and appliances to the CWSN..	
(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.
	It was found that the District has not identified Resource Teachers and also no NGOs have been identified in the district.	
(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 not appointed an IED coordinator for CWSN Programme.	

(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 if her 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 any enclosed with a report of MI.
The State (here U.T.) or the DPO has not developed any monitoring format for this intervention.		
(v)	How many schools have been provided with ramps ?	Information to be obtained from m the DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
It was reported that all Government schools have been provided with ramps.		
(vi)	How many children have ben 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.
It was noticed that the State (here U.T.) and the District has not started this activity up to September 2009.		
(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.
The district has not started CWSN programme in the district up to the September 2009.		
(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.
A total of 36 schools were visited in the district. A total of 17 CWSN children were stated to be enrolled (Boys 11 and Girls 6) and 8 CWSN were actually present on the day of visit.		

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

(i)	The number of clusters targeted district-wise and the number 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 NPEGEL programme is not introduced in the AWP& Budget, 2009-10, of the district.		

(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 the SPO and to be updated from DPO of the districts visited by MI . The State should provide information item-wise progress such as completed, work in progress and works not started. Samlle spot verification be done by MI with help of local VEC and women’s groups.
The NPEGEL programme does not exist in the district.		
(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?	Informarion 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 NPEGEL programme does not exist in the district.		
(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 NPEGEL programme does not exist in the district.		
(v)	a. Whether a district gender coordinator is in Position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
The district has not appointed Gender Coordinator for Girls education in the district.		
	b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
U.T. has not developed a monitoring system to check progress in girls education interventions in State (here U.T.) SSA programme.		

(vi)	The number of ECCE centers operational under Innovation Head funds (RS. 15 lakha 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.
	It was reported that there are a total of 219 ECCE centres operational under innovation head 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 the field visit.
	The State (here U.T.) has not prescribed any monitoring format for ECCE activity .	

(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.
	It is seen from the DPO data that 01 KGBV sanctioned during 2007-08, has been made operational in August 2008.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district wise.	Information to be obtained from the SPO office and to be updated from DPO in respect of district visited by MI.
	There is one KGBV sanctioned in the state (here U.T.) It was reported that the land has been identified for KGBV.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The present KGBV is run by the SSA itself and guidelines given by the Govt. of India is followed by U.T. It was noticed that the U.T. has not developed any guidelines on their own.	
(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.
	It was found that all formalities for construction have been completed for KGBV.	

(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.
	It was reported that only 3 full time teachers and 4 other Non teaching staff (1 cook ,1 helper, 1 watchman, 1 peon) are sanctioned for the KGBV. All of them were present on the day of visit.	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained on the spot in respect of KGBV visited by MI.
	The KGBV at Khanvel in Khanvel Patelad was visited on 15 September 2009. The intake capacity of the KGBV is 100 girls and at present a total of 48 girls were admitted.	
(vii)	The details of facilities available such as furniture, bedding meals to be verified by MI in respects of KGBV visited.	To be obtained on the spot in respects o KGBV visited by MI.
	During monitoring visit the KGBV at khanvel Patelad was visited on 15 September 2009. It was found that all facilities such as furniture, bedding, meals has been provided to girls.	

(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 office and to be updated from DPO of the district visited by MI.
	Dadra and Nagar Haveli comprising of 72 villages including Silvassa and Amli, the Census Town, forms a Single district and Single Taluka Union Territory. No EMIS set up was found in DPO.	
(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.
	It was found that no time schedule has been drawn up by U.T. for DISE/EMIS for the current year. But it was told that this activity will be completed up to the December 2009.	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	It was noticed that no data capture format have been supplied to any school up to the September 2009.	

(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
It was reported that such training has been planned on 24 September 2009 for CRCCs and on 29 September 2009 for the teachers.		
(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.
It was reported that U.T. of Dadra and Nagar Haveli has decided to appoint a third party to verify 10% the data collected from the schools and the appointment of third party was in process.		
(vi)	Whether the data collected and compiled by the DPO passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
It was reported that data collection and compilation of data will be completed up to December, 2009.		
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
U.T. of Dadra and Nagar Haveli has not appointed an MIS in-charge at SPO level and also not at DPO level which needs to be 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 SPO and to be updated from DPO .
U.T. of Dadra and Nagar Haveli has planned to undertake 3 research studies during the current financial year and action in respect of this has been taken up by the DPO.		

(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO office and to be updated from the DPO.
It was reported that, no research studies were undertaken in the previous calendar year.		
(iii)	Is there a Research /Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO office and to be updated from DPO .
U.T. of Dadra and Nagar Haveli has not appointed any person for Research /Evaluation. Hence no research study has been undertaken during the previous year.		

(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 from DPO .
It was seen from the DPO data that, there are a total of 270 village education committees or equivalent constituted in the district.		
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI.
It was seen from the field data that, a copy of guidelines on delegation of powers to VEC has been given to the secretary of each VEC, who is the Headmaster of these schools. It was found that out of 36 schools in 22 schools (61.11 %) it was available with the head master of the schools.		
(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.
Guidelines have stipulated an adequate representation to women in VEC. A total of 92 women were associated in 36 VECs of the schools visited in the district.		

(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.
It was found from the field data that as per the guidelines given by the district the VEC meetings were conducted monthly in the first 3 months of the academic year and then bimonthly . The actual dates of meeting of the committee during the six months preceding the visit are 26 June, 27 July and 8 August 2009. There were a total of 249 VEC members and out of them, 204 members (81.93%) were attending the meeting regularly. Out of 36 VECs in 35 VECs women and SC/ST members of these bodies have participated regularly.		
(v)	Whether members of the VEC have been oriented and the percentages 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.
It was seen from the field data that no such orientation programme for VECs has been conducted during the financial year up to September, 2009.		
(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.
Looking at the field data that, the VEC has made contribution in improving the school environment, enrolment, attendance of students in 29 schools (80.55%).		
(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.
It was found from the field data that, out of 36 schools / VECs, 33 schools / VECs (91.67%) have maintained proper records of funds received.		

(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
It was found that there is no Programme Officer incharge for community mobilization at SPO and DPO level, which needs to be attended.		

(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.
Dadra and Nagar Haveli Comprising of 72 villages forms a Single District and Single Taluka Union Territory. It was found that under SSA U.T. has not appointed any Programme Coordinator for Quality, Pedagogy, Teacher Training, Gender and Girls education, Inclusive Education, EGS/AIE Research / Evaluation, MIS Planning and Community Mobilization.		
(ii)	The number of meeting of the General Body and EC held during the pervious financial year?	Information to be obtained from SPO and verified from their records.
It was reported that, one EC meeting was held during the pervious 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 at level in districts visited by MI.
It was found that Under SSA there are no Specific Programme Coordinators for Quality Pedagogy, Training, Gender and Girls education, Inclusive Education, EGS/AIE, Research / Evaluation, MIS planning and Community Mobilization appointed at DPO.		
(iv)	The number of BRCs /CRCs sanctioned Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/ SPO DPO / and to be verified in respect of BRCs /CRCs visited by MI.
Dadra and Nagar Haveli comprising of 72 villages forms a single District and single Taluka Union Territory. 01 BRC coordinator is sanctioned and was in position		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
We could not get the details.		

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

It was reported that, the Union Territory Administration awards and provides free education to all students up to higher Secondary school level. It includes free cooked meals, supplementary food (Banana) twice a week to all students up to standard VII in all Govt and Govt aided schools. Free text books and other educational equipment/materials to all SC. ST students and students belonging to lower income group and also two pairs of uniforms, one pair of shoes and socks to each SC ST and lower income group students are provided every year. In addition to that to increase attendance rate, attendance scholarship is given every year to S.C, S.T. students whose attendance is highest in the class at upper primary level.

(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.
<p>The range of functional school days was found to vary from 231 to 240 days. Out of 36 schools, 31 schools (86.11%) were opened for 231 to 240 days and another 04 schools (11.11%) were opened for 241 to 250 days during the previous academic year.</p>		
(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.
<p>As regards the overall environment of schools, it was noticed that 95% of schools had a clean environment. A total of 36 schools were visited in the district. Out 36 schools, 35 schools (97.22%) have their own building and 01 school (2.78%) has rented building and it was a private aided school. Out of 36 buildings, 33 school buildings (91.67%) were in good condition while 3 school buildings (8.33%) were in poor condition. Out of 36 schools, 22 schools (61.11%) have their own play ground. It was found that all schools (100%) visited have proper lighting, proper ventilation and proper flooring in their classrooms.</p>		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials	Information to be recorded on the basis of observation
<p>A total of 36 schools were visited in the district. 6 schools (16.67%) use benches. Cloth strips were used in 8 schools (22.22%). 13 schools (36.11%) use benches and cloth strips. In 9 schools (25%) it was found that some children were sitting on cloth strips and some were on floor. All schools visited have black boards in the classrooms. The black board in 34 schools (94.44%) were in good condition and in 2 schools (5.56%) were in poor condition. Out of 36 schools, 35 schools (97.22 %) have displayed TLM on the classroom walls.</p>		
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of observation
<p>Out of 36 schools, 12 schools (33.33%) have health check up facility which was made available during the previous four months . It was found that the frequency of health camp facility is once in a year.</p>		

(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation
	Out of 36 schools, 30 schools (83.33%) have adequate play material and 26 schools (72.22%) were using it.	
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/ VEC.
	A total of 36 schools were visited in the district. Total enrollment of the schools visited was 11944 (Boys 6352 and Girls 5592) and the attendance on the day of visit was 95.60 % (Total 11418, Boys 6010 and Girls 5408). The percentage of Boys was around 95% and the percentage of girls was around 96% . We observed good attendance in all sampled schools.	
(vii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	A total of 36 schools were visited. It was found that the School, VEC, PTA has made significant efforts to promote attendance in all schools.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	In all schools visited it was found that the present process of assessing the achievement level of children is two oral and creative examination and two written examination during the year.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	Continuous and comprehensive evaluation is introduced in I st and II nd Standard. Grading system has been introduced to 3 rd to 6 th Standard.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	A total of 36 schools were visited. It was observed that, achievement level of children in 12 schools (33.33%) was good and in 24 schools (66.67%) it was average.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport between the children and Teacher was found "good" in all sampled schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	A total of 51 overage children were found in 4 sampled schools.	

(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers / VEC schools records.																																																															
It was observed that out of 36 schools 31 schools did not have any drop out children. There were 03 schools that have the number of drop out children ranging 01 to 03 and 01 school has 07 drop out children. It was found that CPS Hindi medium school Silvassa has a total of 63 children (Boys 35 and girls 28) who were dropped out whether these children are continuing their studies elsewhere that details we could not get.																																																																	
(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.																																																															
Class wise retained children in the same class from previous academic year was found as																																																																	
<table border="1"> <thead> <tr> <th>Class</th> <th>Total enrolment</th> <th>Appeared in examination</th> <th>Absent</th> <th>Fail</th> <th>Retention %</th> </tr> <tr> <th>(1)</th> <th>(2)</th> <th>(3)</th> <th>(4)</th> <th>(5)</th> <th>(4+5)</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>1900</td> <td>1780</td> <td>120</td> <td>75</td> <td>10.26</td> </tr> <tr> <td>2nd</td> <td>1570</td> <td>1503</td> <td>67</td> <td>46</td> <td>7.20</td> </tr> <tr> <td>3rd</td> <td>1653</td> <td>1574</td> <td>79</td> <td>71</td> <td>9.07</td> </tr> <tr> <td>4th</td> <td>1745</td> <td>1708</td> <td>37</td> <td>69</td> <td>6.07</td> </tr> <tr> <td>5th</td> <td>1759</td> <td>1655</td> <td>104</td> <td>106</td> <td>11.94</td> </tr> <tr> <td>6th</td> <td>1681</td> <td>1615</td> <td>66</td> <td>55</td> <td>7.20</td> </tr> <tr> <td>7th</td> <td>1577</td> <td>1533</td> <td>44</td> <td>39</td> <td>5.26</td> </tr> <tr> <td>Total</td> <td>11885</td> <td>11368</td> <td>517</td> <td>461</td> <td>—</td> </tr> </tbody> </table>						Class	Total enrolment	Appeared in examination	Absent	Fail	Retention %	(1)	(2)	(3)	(4)	(5)	(4+5)	1st	1900	1780	120	75	10.26	2nd	1570	1503	67	46	7.20	3rd	1653	1574	79	71	9.07	4th	1745	1708	37	69	6.07	5th	1759	1655	104	106	11.94	6th	1681	1615	66	55	7.20	7th	1577	1533	44	39	5.26	Total	11885	11368	517	461	—
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From the total schools visited, 02 schools have 100% result for all classes. Remaining 34 schools have retention parentage ranging from 5.26% to 11.94%. The higher number of retention was due to absence of student at the examination.																																																																	

(q) Any other issues relevant to SSA implementation

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (1st Page)

U.T. of Dadra and Nagar Haveli is surrounded by Valsad District of Gujarat on the East, West and North and by Thane District of Maharashtra on the South and Southeast. It has a hilly terrain towards the North –East and East, where it is surrounded by ranges of Sahyadri mountains. Due to hilly area children face the problem for attending the school. But U.T. has taken positive steps and tried to facilitate a school in every habitation according to the norms (15 students) prescribed by U.T.

Under SSA, efforts have been made to set up a computer lab (CAL) in some upper primary schools in district. The Tribles girls have got the opportunity to operate the computer and we think it is a success of SSA.

There is no independent DIET in U.T. of Dadra and Nagar Haveli, Hence, no in-service teacher training has been conducted during the financial year.

U.T. of Dadra and Nagar Haveli has not started any programme for CWSN.

For the implementation of SSA, a District Project Office (DPO) has been set up. For this, it is highly essential to appoint official for Management and MIS and other **Programme Coordinators** like, Gender/Girls education, Children With Special Needs, EGS/AIE and Research & Evaluation etc, Due to lack of this, implementation of the AWP & B (2009-10) activities are lagging behind. The programmes such as CWSN, In-service Teacher Training, Community Orientation etc have not taken off as yet. Apart from this, grants to the schools have been not disbursed up to September, 2009 which is expected within 2 months of opening of the school under SSA.

It was observed that TLM material was permanently displayed on the walls in such a way that they can not be used in day- to day teaching and children rarely get to handle the TLM.

Provision of Budget and actual expenditure out of the Provision made about 35% is for civil works and out of that 35.28% was spent and reflects in the expenditure incurred. However, against the provision made for other activities it was seen that the amount that should have used is not spent up to September 2009.

(r) List of enclosure to be attached along with the above report (please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars, copies of the guidelines etc is to be included in the MI's report)

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

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

Annexure 1 Guidelines on items to be provided is given in page no 49.

2. Annexure 2 Text Books

Where 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/ instruction issued by SPO to DPO in this respect be enclosed along with the Monitoring Report

Annexure 2 Not collected.

3. Annexure 3 - School Grant

(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

Annexure 3 Attached in page no 51.

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

Annexure 3 Attached in page no 51.

4 . Annexure 4 - Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position , the number of teacher present in the school on 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.

No habitual absentee teacher was found in sampled schools.

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

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

Annexure 5 Attached in page no 57.

6 Annexure 6 – EGS and AIE

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

Annexure 6 (i) Attached in page no 59.

(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the districts? 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.

Annexure 6 (ii) Attached in page no 63.

Annexure 7 – Children with special needs (CWSN)

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

U.T. has not started CWSN programme. No Guidelines have been developed by SPO or DPO.

ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.

No monitoring format has been developed by SPO or DPO.

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

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

NPEGEL Programme does not exist in U.T. of Dadra & Nagar Haveli

9. Annexure 9 Attached in page no 76.

જિલ્લા પંચાયત
સર્વ શિક્ષા અભિયાન
દાદરા અને નગર હવેલી
સેલવાસ

ન.કેળવણી/સ.શિ.અ./૭૪/૨૦૦૮/૩૦


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પ્રતિ શ્રી,

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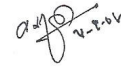
પ રિ પ ત્ર

જયભારત સહ આપને જણાવવાનું કે સર્વ શિક્ષા અભિયાન અંતર્ગત શાળામાં વિવિધ સાધનોની ખરીદી માટે આપની શાળા ને T.L.E. ગ્રાંટ આપવાની હોય. આ સાધનોની ખરીદી કેન્દ્રીયકક્ષાએ કરવાનું વિચારવામાં આવેલ છે. જેથી બધી જ શાળાઓને એક જ દરે વસ્તુ પૂરી પાડી શકાય. આ ખરીદી માટે શિક્ષણ વિભાગને V.E.C. ની મિટીંગમાં જરૂરી ઠરાવ પસાર કરી આ સાથે સામેલ કરેલ સાધનોની યાદી કરી, આપની શાળાને જરૂરિયાત મુજબ માંગણી પત્રક અને ઠરાવની એક નકલ નીચે સહીકર્તાની કચેરીમાં તા. 15/01/2009 સુધીમાં મળી જાય એ પ્રમાણે મોકલી આપવા સૂચન કરવામાં આવે છે.


(શ્રી આર.એવ. ગાઢિલ)
કેળવણી અધિકારી
સર્વ શિક્ષા અભિયાન
દાદરા અને નગર હવેલી
સેલવાસ

બિડાણ:





નવી શાળાઓ માટે શૈક્ષણિક સાધન સામગ્રી

અ.નં.	વસ્તુ
1	વર્ગખંડ અધ્યયન સામગ્રી
2	કાબું પાટીયું
3	ટેબલ
4	પુરશી
5	સ્ટીલકબાટ
6	સ્ટુલ
7	ધંટ
8	પાણીનાં સાધનો, ટાંકી, ગ્લાસ
9	રેક
10	કચરા ટોપલી
11	સાવરણી
12	આસનપટ્ટા
13	પાટલીઓ
14	દેશ, નેતા અને વૈજ્ઞાનિકો નાં ફોટા
15	વિજ્ઞાન પેટી
16	ભૂમિતિપેટી
17	રચપિતા મહાત્મા ગાંધીજી તેમજ દેશને ગૌરવવંતું સ્થાન અપાવનાર અનમોલ રત્નોની ધાતુની અર્ધપ્રતિમા સાઇઝ 14" X 14"
18	શૈક્ષણિક ચાર્ટ, પ્રાણીઓ, ફળો, ફૂલો વિગેરે
19	નકશા(દા.ન.હ., ગુજરાત, ભારત)
20	વજનકાંટો
21	વ્યાયામનાં સાધનો
22	રમત-ગમત નાં સાધનો
23	શૈક્ષણિક રમકડા
24	ચોક
25	રજીસ્ટર-વિદ્યાર્થી-શિક્ષકો- જ. રજીસ્ટર
26	લિવિંગ સર્ટિબુક
27	બાગાયતનાં સાધનો
28	સંગીતનાં સાધનો
29	વર્તમાન અભ્યાસક્રમ આધારિત સંદર્ભ સાહિત્ય શિક્ષકનિદર્શની, શબ્દકોષ
30	વર્ગખંડમાટે પંખા-ટ્યુબ લાઇટ.
31	ભીત ધરિયાળ

૮. શાળા વિકાસ અનુદાન (School Grant)

સર્વ શિક્ષા અભિયાન (SSA)

ભારતમાં પ્રાથમિક શિક્ષણના સાર્વત્રિકરણની ગૂંબેશના એક ભાગ રૂપે “સર્વ શિક્ષા અભિયાન” કાર્યક્રમ હાથ ધરવાની વ્યૂહ રચના ભારત સરકાર દ્વારા નક્કી કરવામાં આવેલ છે. તદ્દનુસાર સર્વ શિક્ષા અભિયાન માટેનાં નોર્મ્સ રાજ્ય સ્તરે હાલનાં નોર્મ્સ થી જૂદાં છે જેમાં સ્થાનિક વિસ્તાર - આયોજન તથા વિકેન્દ્રીકૃત આયોજન અને સંચાલન આવશ્યક છે. આ સર્વ શિક્ષા અભિયાન એ શાળા વ્યવસ્થાપનમાં સમાજની ભાગીદારીથી પ્રાથમિક શિક્ષણને સાર્વત્રિક બનાવવાનો એક ફળદાયી પ્રયત્ન છે. સમગ્ર રાજ્યમાં ગુણવત્તાવાળા પાયાના શિક્ષણને પૂરી પાડવાની માંગનો પ્રતિભાવ છે. તેને ધ્યાનમાં રાખીને ગુજરાત રાજ્યમાં ડીપીઈપી હેઠળ સમાવેશ નહીં થયેલ રાજકોટ, પાટણ, અમદાવાદ, ભરૂચ, નર્મદા, ખેડા, આણંદ, સૂરત, નવસારી, વલસાડ, વડોદરા, અમરેલી, મહેસાણા અને ગાંધીનગર એમ ૧૪ જિલ્લાઓ તેમજ અમદાવાદ, વડોદરા, સૂરત અને રાજકોટ એમ ચાર મહાનગર પાલિકાઓને આ સર્વ શિક્ષા અભિયાન (SSA) હેઠળ આવરી લેવામાં આવેલ છે. જેમાં શિક્ષક અનુદાન અને શાળા વિકાસ અનુદાન દ્વારા આ કાર્યક્રમને ગ્રામ્ય શિક્ષણ સમિતિને સાથે રાખીને ગામના લોકોની જ આજ શાળા છે એમ સ્વીકારીને શાળાના ભૌતિક અને શૈક્ષણિક વિકાસમાં ગામના વાલીઓ અને સમગ્ર સમાજે પૂરતું યોગદાન અને લોકફાળો આપી શાળાનો વિકાસ કરવો એજ તેનું હાર્દ છે.

લોકભાગીદારી-સહયોગ આધારિત આયોજન પ્રક્રિયામાં એ વાત વારંવાર ચર્ચાવામાં આવી છે કે, નાણાકીય મદદના અભાવે પ્રાથમિક શાળાઓમાં મૂળભૂત જરૂરિયાતો પૂરી પાડી શકાતી નથી. તેથી સર્વ શિક્ષા અભિયાન કાર્યક્રમમાં પ્રાથમિક શાળાઓના વિકાસ અને પ્રાથમિક જરૂરિયાતો પૂરી પાડવાના હેતુથી શાળા વિકાસ અનુદાનની જોગવાઈ કરવામાં આવેલી છે.

સર્વ શિક્ષા અભિયાન કાર્યક્રમમાં પ્રાથમિક શાળાઓને “બાળકોને શાળામાં આવવું ગમે - શાળામાં રોકાવવું ગમે - શાળામાં ભણવું ગમે” તેવી આકર્ષક બનાવવી ખૂબ જ જરૂરી છે. પ્રાથમિક શાળા આકર્ષક હોવાથી બાળકોને ગમી જાય તેવી હોવાને કારણે બાળકોનો શાળામાં પ્રવેશ વધશે અને શાળા છોડી જવાની સંખ્યામાં ઘટાડો થશે. આ બાબતને ધ્યાનમાં રાખીને પ્રાથમિક શાળાના પર્યાવરણને સુંદર, આકર્ષક બનાવવા માટે શાળાને બાહ્ય વાતાવરણ, વર્ગખંડોનું વાતાવરણ, વર્ગખંડોની સુંદરતા, મકાનનું સમારકામ, જરૂરી શૈક્ષણિક સામગ્રી, શૈક્ષણિક સાધનો, પીવાના પાણીની સગવડ, લાઈટ-પંખાની સગવડ, જાજરૂ-મૂતરડીની કુમાર-કન્યાઓ માટે અલગ-અલગ સગવડો વગેરે પાછળ પૂરતા પ્રમાણમાં ધ્યાન આપવું અને જરૂરી વ્યવસ્થા ઉભી કરવી ખૂબ જ જરૂરી છે.

ઉપરોક્ત દર્શાવેલ કાર્યો-કામગીરી માટે દરેક શાળાને સર્વ શિક્ષા અભિયાન કાર્યક્રમ દ્વારા દરેક વર્ષે શૈક્ષણિક સત્રની શરૂઆતમાં રૂ. ૨૦૦૦/- (બે હજાર પૂરા) શાળા વિકાસ અનુદાન આપવામાં આવે છે. આ અનુદાનનો ઉપયોગ શાળાના આચાર્ય શાળાના બધાજ શિક્ષકો સાથે વિચાર-વિમર્શ કરીને તેમજ ગ્રામ્ય શિક્ષણ સમિતિ (વી.ઈ.સી.)ની મંજૂરી મેળવી, શાળા વિકાસ માટે ઉપયોગ કરી શકે છે.

ગામની પ્રાથમિક શાળા ગામના લોકોની પ્રાથમિક શાળા છે. તેથી પ્રાથમિક શાળાના વિકાસના કાર્યમાં આપણે ફક્ત ગ્રામ્ય શિક્ષણ સમિતિ (વી.ઈ.સી.) ને જ નહિ પરંતુ આખા ગામના તમામ લોકોને જોડવા પડશે, તેમનો સહયોગ-સહકાર મેળવવો પડશે. તેથી ગ્રામ્ય શિક્ષણ સમિતિ સાથે બેસીને શાળા વિકાસનો નકશો અને જરૂરિયાતો નક્કી કરવી પડશે અને તે માટેના તમામ કાર્યો અને જરૂરિયાતોની યાદી બનાવવી પડશે. તે યાદી પરથી તમે નક્કી કરી શકશો કે, ઘણાં એવા પણ કામ છે જે આપણે વિદ્યાર્થીઓની મદદ દ્વારા કરી શકીશું. જ્યારે અમુક કામ-કાર્યો એવા પણ હશે જેમાં તમારે વી.ઈ.સી., એમ.ટી.એ., અને પી.ટી.એ. તેમજ સમસ્ત ગામલોકોનો સહયોગ-સહકાર મેળવવો પડશે.

શાળા વિકાસ માટે કરેલો સ્થાનિક પ્રયાસ ત્યારે જ સફળ થશે જ્યારે તેમાં ગ્રામ્ય શિક્ષણ સમિતિ અને સ્થાનિક ગામલોકોનો સહયોગ-સહકાર મળી રહે. તે માટે જ્યારે શાળા વિકાસની યોજના તૈયાર કરતી વખતે તેમને સાથે રાખવામાં આવ્યા હોય, તેમની રજૂઆતો અને સૂચનોને સ્વીકારવામાં આવ્યા હોય, તે જરૂરી છે.

શાળા વિકાસ અનુદાનની રકમ :

સર્વ શિક્ષા અભિયાન કાર્યક્રમ (SSA) અંતર્ગત શૈક્ષણિક સત્રની શરૂઆતમાં દરેક પ્રાથમિક શાળાને રૂ. ૨૦૦૦/- (બે હજાર રૂપિયા) શાળાના મુખ્ય શિક્ષક અને ગ્રામ્ય શિક્ષણ સમિતિના ચેરમેન-સરપંચના સંયુક્ત ખાતામાં જમા કરાવવામાં આવશે.

શાળા વિકાસ અનુદાનનો ઉપયોગ :

શાળા વિકાસ અનુદાનનો ઉપયોગ ગ્રામ્ય શિક્ષણ સમિતિની સાથે રહીને શાળા વિકાસ માટે તૈયાર કરેલી યોજના મુજબ કરવામાં આવશે. શાળા વિકાસના કાર્યોની તૈયાર કરેલ યાદીમાંથી અગ્રતાક્રમ નક્કી કરી તે કાર્યો માટે શાળા વિકાસ અનુદાનનો ઉપયોગ કરવાનો રહેશે.

શાળા વિકાસ અનુદાનનો ઉપયોગ નીચે મુજબના કાર્યો માટે કરી શકાશે. પરંતુ આ ફક્ત દિશાસૂચન જ છે.

- શાળાનું બાહ્ય પરિસર સુંદર બનાવવા માટે
 - શાળા માટે ઉપયોગી સાધન સામગ્રી, ઉપકરણો, ટેબલ, ખુરશી, અલ્મારી ખરીદવા માટે
 - બાલમિત્ર વર્ગ બનાવવા માટે
 - બાળકોની શાળામાં યોજાતી સહઅભ્યાસિક પ્રવૃત્તિઓ, સ્પર્ધાઓના આયોજન માટે
 - શાળામાં વીજળીકરણની સગવડ ઉભી કરવા માટે
 - રમત-ગમતના સાધનો, સંગીતના સાદનો, વ્યાયામના સાધનો, બાગાયતના સાધનો ખરીદવા માટે
- ટુંકમાં ગામનો લોક જ ગામની પ્રાથમિક શાળાના વિકાસની યોજના તૈયાર કરે, તેનું અમલીકરણ કરે અને તે માટેના જરૂરી નાણાકીય સાધનો પણ સ્થાનિક લોકો, વાલીઓ, દાતાઓ પાસેથી પણ મેળવે તે શાળા વિકાસ અનુદાનનો મુખ્ય આશય છે.

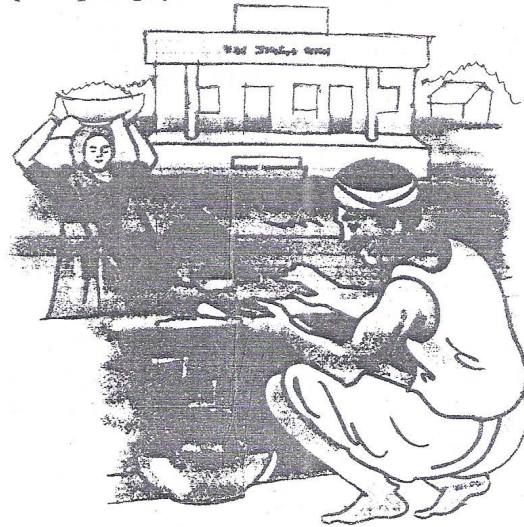
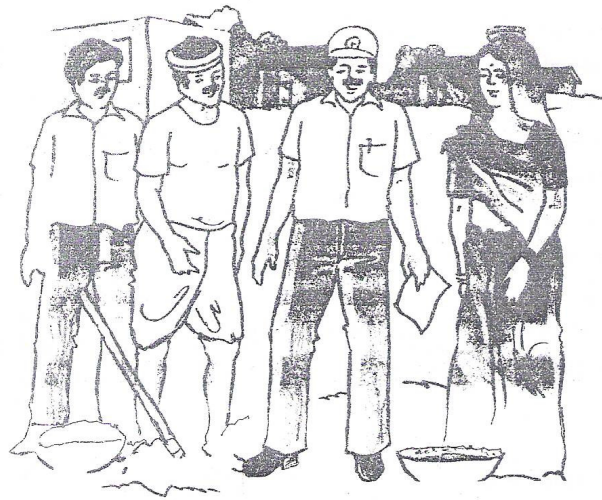
શાળા વિકાસ માટેનું પ્રમાણપત્ર

હું મુખ્ય શિક્ષક શાળા માટે
વર્ષ ના માસમાં શાળા વિકાસ ફંડ માટે ફાળવવામાં આવેલ રૂ. ૨૦૦૦
(અંકે રૂપિયા બે હજાર) શાળાની ભૌતિક શૈક્ષણિક પરિસ્થિતિ સુધારવા અને શૈક્ષણિક સામગ્રી ખરીદવામાં
ખર્ચ કરવામાં આવેલ છે. ખરીદવામાં આવેલ શૈક્ષણિક સામગ્રી / સાધનો શાળાના ડેડસ્ટોક ફનિચરમાં નોંધવામાં
આવેલ છે અને ખરીદીના વાઉચરો અને શાળા વિકાસ ફંડના હિસાબો શાળામાં તૈયાર રાખવામાં આવેલ છે.

તા.
સ્થળ

સહી
મુખ્ય શિક્ષકનું નામ

શાળા મરામત ગ્રાન્ટના ઉપયોગની માર્ગદર્શિકા



ગ્રામ્ય/વોર્ડ બાંધકામ સમિતિ માર્ગદર્શિકા



શ્રી સારું, શ્રી આગમ વાં

શાળાનાં મકાનોના નિભાવ માટે માર્ગદર્શક મુદ્દાઓ :

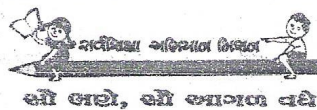
નિયમિત નિભાવના અભાવે પ્રાથમિક શાળાઓનાં મકાનો તથા આનુષંગિક વિભાગો બિનઉપયોગી અને જર્જરિત થઈ જાય છે, જેના મજબૂતીકરણ માટે ભારે ખર્ચ કરવાનું જરૂરી બને છે. સર્વ શિક્ષા અભિયાન મિશન અંતર્ગત શાળાની માળખાકીય સુવિધાઓના નિભાવ માટે વાર્ષિક ગ્રાન્ટ આપવામાં આવે છે, જેથી શાળાનું મકાન મજબૂત બને, સ્વચ્છ રહે અને બાળકો શાળા તરફ આકર્ષાય. આ અંગે ભારત સરકારના માનવ સંસાધન વિભાગ દ્વારા બહાર પાડવામાં આવેલ માર્ગદર્શક સૂચનાઓ અત્રે સામેલ છે.

નિભાવ ગ્રાન્ટ માટે પ્રાથમિક જરૂરિયાતો નીચે મુજબ છે :

૧. ગ્રામ્ય શિક્ષણ સમિતિ / ગ્રામ્ય બાંધકામ સમિતિ દ્વારા કામ હાથ ધરવાનું રહેશે.
૨. શાળા સમિતિ દ્વારા થયેલ ખાસ દરખાસ્ત મુજબ
 - રૂા. ૪૦૦૦/- પ્રતિ વર્ષ (ત્રણ વર્ગખંડ સુધી)
 - રૂા. ૭૫૦૦/- પ્રતિ વર્ષ (ત્રણ વર્ગખંડથી વધારે માટે)
૩. સમગ્ર જિલ્લાની સરેરાશ રૂા. ૫૦૦૦ પ્રતિ સ્કૂલ
૪. પ્રાથમિક / ઉચ્ચતર પ્રાથમિક શાળાને અલગ સ્કૂલની ગણના
૫. લોકભાગીદારીનો અભિગમ અનિવાર્ય
૬. સિવિલ કામોની ૩૩%ની મર્યાદામાં શાળાનિભાવ અને મરામતના ખર્ચનો સમાવેશ થશે નહીં.
૭. પોતાનું મકાન હોય તેવી શાળાને જ ફક્ત ગ્રાન્ટ આપવામાં આવશે.

૧.૦ શાળા સવલત પ્લાન : (કાયમી રેકર્ડ)

- (I) માપ પ્રમાણનો સાર્થક પ્લાન
- (II) આડછેદ તથા એલીવેશન સાથેનો વિગતવાર પ્લાન
- (III) કેટલાક ફોટોગ્રાફ્સ
- (IV) રૂમ પ્રમાણે નીચે જણાવેલ ભાગોના સ્પેસિફિકેશન
 - (ક) પાયો
 - (ખ) દીવાલો
 - (ગ) છાપરું
 - (ઘ) ફર્શ
 - (ચ) બારી-બારણાં
- (V) બાંધકામનું વર્ષ
- (VI) મકાનની સામાન્ય સ્થિતિ - ઉપર જણાવ્યા પ્રમાણે મુખ્ય આઈટમોમાં મરામતની જરૂરિયાત સાથે પ્રત્યેક રૂમ દીઠ મરામત અને નિભાવની જરૂરિયાત દર્શાવતો કોડો.
- (VII) સ્થાનિક કારીગરો, માલસોસાન તથા બાંધકામની પદ્ધતિ અંગેની વિગતો - આ વિગતો નિભાવ, મરામત અને ખર્ચની યોગ્ય તાંત્રિક આકારણી દર્શાવતી હોવી જોઈએ.
- (VIII) અન્ય જરૂરી વિગતો :
 - (અ) પ્રત્યેક વર્ગખંડ દીઠ વિદ્યાર્થીઓની સંખ્યા



(બ) ગ્રામ /વોર્ડની વસ્તી

આ આંકડાઓ નિયમિતપણે અપડેટ થયેલ હોવા જોઈએ.

(IX) આ વિગતોની એક નકલ પ્રત્યેક શાળામાં, એક નકલ પ્રત્યેક જિલ્લામાં અને એક નકલ સ્ટેટ પ્રોજેક્ટ કચેરી ખાતે રાખવામાં આવશે.

નકશા / વિગતો / આંકડાઓ સ્ટેટ પ્રોજેક્ટ કચેરી દ્વારા તૈયાર કરાવવામાં આવશે અને જો શાળા સમિતિ નકશા / વિગતો / આંકડાઓ તૈયાર કરાવી શકતી હોય તો તે કરાવી શકશે.

૨.૦ શાળા સમારકામ કરવાની પદ્ધતિ :

આપના ગ્રામમાં / વોર્ડમાં શાળા સમારકામ માટે પ્રતિ વર્ષ સર્વ શિક્ષા અભિયાન મિશનની નાણાકીય જોગવાઈ મુજબ ગ્રામ / વોર્ડ શિક્ષણ સમિતિને ગ્રાન્ટ આપવામાં આવશે. આમ શાળા સમારકામ માટે ગ્રામ / વોર્ડ શિક્ષણ સમિતિએ નીચેની બાબતો ધ્યાનમાં રાખવાની રહેશે.

- લોકભાગીદારીનો અભિગમ
- ગ્રામ / વોર્ડ શિક્ષણ સમિતિ / બાંધકામ સમિતિ દ્વારા જ મરામત
- સમિતિ દ્વારા શક્ય હોય ત્યાં સ્પર્ધાત્મક ભાવે સારા માલસામાનની ખરીદી
- એન્જિનિયર / ટીઆરપીનું માર્ગદર્શન
- મજબૂત દુરસ્તીકરણ
- નિભાવની નિયમિતતા

૩.૦ નિભાવ / મરામત ગ્રાન્ટનો શાળાના નીચે જણાવેલ વિભાગો માટે ઉપયોગ કરવો જોઈએ.

શાળાનું મકાન

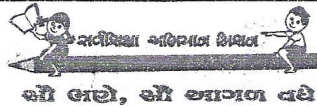
- મજબૂતીકરણ માટે
- બ્લેક બોર્ડ
- કબાટ / સ્ટોરેજ બાંધવા
- પૂરતાં હવા-ઉજાસ માટે બારીઓ / વેન્ટિલેશન તૈયાર કરવાં
- અભ્યાસ કોર્નર તૈયાર કરવા
- શૌચાલય
- પીવાના પાણીની સુવિધા
- બાળકોના રમતગમતનાં સાધનો
- વાડ / કમ્પાઉન્ડની દીવાલ
- રેમ્પ / રેલિંગ બનાવવા

૪.૦ નિભાવ / મરામત માટેની સામાન્ય આઈટમ :

શાળા મરામત ગ્રાન્ટનો ગ્રામ / વોર્ડ શિક્ષણ સમિતિના સભ્યોએ વિવેકબુદ્ધિથી ઉપયોગ કરવો જોઈએ. જો શાળામાં ઓરડાઓને મરામતની જરૂરિયાત હોય તો તેને પ્રથમ પસંદગી આપવી ત્યાર પછી જ અન્ય કામો હાથ ધરવાં. શાળાના ઓરડાની મરામતમાં પણ એકલા કલર કામને અગ્રતા ન આપતાં સૌ પ્રથમ જો ધાબા / છાપરામાંથી પાણી ગળતું હોય તો તેને અગ્રતા આપવી. ત્યાર પછી શાળાનું ભોંયતળિયું, દીવાલો, બ્લેક બોર્ડ, બારીબારણાં વગેરેનું મરામત કામ હાથ ધરવું. આપની શાળામાં નીચે પ્રમાણેની મરામતની આઈટમો કરાવી શકાશે.

- જો છાપરું ગળતું હોય તો તેનું રિપેરિંગ
- ભોંયતળિયું રિપેર કરવું અથવા બદલવું

ગ્રામ્ય/વોર્ડ બાંધકામ સમિતિ માર્ગદર્શિકા



૨૮

- બ્લેક બોર્ડ / વિદ્યાર્થી બોર્ડનું પેઇન્ટિંગ વગેરે
- દીવાલોનું મરામત કામ
- બારી / બારણાંને લદલવાં અથવા તેનું મરામત કામ
- બારી / બારણાંને રંગકામ
- પ્લાસ્ટર / પેઇન્ટિંગનું રિપેરિંગ અથવા નવું કરવું
- ચૂના કામ / કલર કામ
- શાળાનાં મકાનને નિભાવ / મરામત માટે જરૂરી અન્ય વિગત.

૫.૦ શાળા મરામત :

રાજ્યની પરિયોજના મુજબ ફક્ત શાળા પ્રબંધક સમિતિ / શાળા સમિતિ / શાળા બાંધકામ સમિતિ દ્વારા જ હાથ ધરાવું જોઈએ. સમિતિ પાસે ઉપલબ્ધ ગ્રાન્ટ અને જો લોકફાળો મળેલ હોય તો આ કુલ રકમને અનુલક્ષીને શાળાની જરૂરિયાત મુજબ મરામતનો અંદાજ તૈયાર કરવો અને કામ શરૂ કરતાં પહેલાં સમિતિમાં ઠરાવ કરવો. જો આપની શાળામાં મરામતનો અંદાજ કાઢવા તથા તાંત્રિક માર્ગદર્શનની જરૂરિયાત હોય તો ગ્રામ / વોર્ડ બાંધકામ સમિતિએ તાલુકાના એન્જિનિયર / ટીઆરપીનો સંપર્ક સાધવાનો રહેશે. આ ઉપરાંત તાલુકાનો એન્જિનિયર / ટીઆરપી આપને તાંત્રિક માર્ગદર્શન, સારા માલસામાનની ખરીદી અને સારા કારીગરો મેળવવામાં મદદ કરશે.

૬.૦ માલસામાનની ખરીદી :

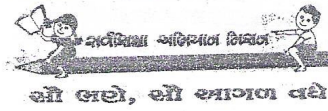
સમિતિ દ્વારા બજારમાં ઉપલબ્ધ નિભાવ / મરામત માટેનો સારો માલસામાન સ્પર્ધાત્મક ભાવે ખરીદવો જોઈએ અને આ માલસામાન ખરીદવા માટે આપેલ પુસ્તકમાં અગાઉનાં પ્રકરણોમાં વિગતવાર માર્ગદર્શન આપવામાં આવેલ છે.

૭.૦ શાળા મરામત ગ્રાન્ટનો કાયમી રેકર્ડ

શાળા મરામત કામમાં પારદર્શકતા જાળવવા સમિતિએ તમામ પ્રયત્નો કરવા જોઈશે. તમારી સમિતિમાં મુખ્ય શિક્ષકે હિસાબો બાબતની જવાબદારી સંભાળવાની હોય છે, જેમાં શાળાના અન્ય શિક્ષકો તેમજ સમિતિના સભ્યો મદદ કરશે. હિસાબો સમયસર નિભાવવા એ સમિતિની ફરજ છે. આ માટે આપે નીચે મુજબનાં રજિસ્ટરો / પત્રકો નિભાવવાનાં રહેશે. આ ઉપરાંત ગામના તમામ લોકો હિસાબોને જોઈ શકે તે માટે નોટિસ બોર્ડ અગર તો બ્લેક બોર્ડ પર તેને દર્શાવવાના રહેશે.

- (૧) કેશબુક પત્રક (પરિશિષ્ટ - ૬)
- (૨) મજૂર કારીગરોની દૈનિક હાજરી પત્રક (પરિશિષ્ટ - ૭)
- (૩) મજૂર પત્રક (પરિશિષ્ટ - ૮)
- (૪) માલસામાન જમાવણી પત્રક (પરિશિષ્ટ - ૯)
- (૫) માલસામાન વપરાશ પત્રક (પરિશિષ્ટ - ૧૦)
- (૬) માલસામાન પત્રક (પરિશિષ્ટ - ૧૧)
- (૭) ઠરાવ બુક
- (૮) બેંક પાસબુક / સિલક મેળ (પરિશિષ્ટ - ૧૩)
- (૯) વાઉચર ફાઈલ

ઉપરોક્ત નિભાવવાના ઘટાં ચોપડાઓ અને પત્રકોની સમજ આ પુસ્તિકાના અગાઉના પ્રકરણમાં આપવામાં આવેલ છે જેને અનુસરવાનું રહેશે.



પ્રાથમિક શાળામાં ભૌતિક તેમજ શૈક્ષણિક સુવિધાઓ વધારવા મળતી રૂ. ૨૦૦૦ /

- શાળા ગ્રાન્ટ અને પ્રત્યેક શિક્ષકદીઠ મળતી રૂ. ૫૦૦/- શિક્ષક ગ્રાન્ટ સંદર્ભે:-

ડી.પી.ઈ.પી. અંતર્ગત શાળાઓમાં ફર્નિચર, શાળાના પર્યાવરણમાં સુધારો કરવા તથા પુસ્તકો અને સામગ્રી વસાવવા જેવી ભૌતિક સુવિધાઓ વધારવા રૂ. ૨૦૦૦/- તથા શાળામાં થતું દૈનિક શિક્ષણ કાર્ય રસમય અને સક્રિય બનાવવામાં ઉપયોગી તેવા શૈક્ષણિક સાધનો - સાહિત્ય બનાવવા શિક્ષકદીઠ પ્રતિવર્ષ રૂ. ૫૦૦/- ગ્રાન્ટ આપવામાં આવે છે. (૧થી ૫)

સત્ર દરમિયાન શિક્ષક અસરકારક વર્ગ શિક્ષણ નિર્માણ કરવામાં ઉપયોગી બને તેવા ક્ષમતાલક્ષી સ્વનિર્મિત શૈ. સાધનો બનાવશે અને શિક્ષણકાર્યમાં મહત્તમ ઉપયોગ કરે તે તેનો હેતુ છે.

૦ શિક્ષક ગ્રાન્ટ દ્વારા

(૧) શીખવાની પ્રક્રિયા રસપ્રદ અને આનંદમય બનાવી શકાશે.

(૨) વર્ગ શિક્ષણ અને વર્ગો આકર્ષક - મનોહર બનાવી શકાશે.

(૩) બાળકોની સિદ્ધિઓ, શિક્ષણનું સ્તર ઊંચું લાવી શકાશે.

(૪) શિક્ષકને સહાયક બનવા

(૫) 'નો કોસ્ટ', 'લો કોસ્ટ', આધારે સ્થાનિક પર્યાવરણમાંથી ઉપલબ્ધ સામગ્રી એકઠી કરી

સ્વનિર્મિત શૈ. સાધનો બનાવવા.

* શાળાની ભૌતિક સુવિધાઓ માટે (રૂ. ૨૦૦૦/- પેકી) નીચેની ભૌતિક સુવિધાઓ માટે ખર્ચ કરી શકાશે.

૧. વીજળીકરણ

૨. દફતર પેટી

૩. કબાટ

૪. બ્લેકબોર્ડ

૫. નકશા

૬. શૈક્ષણિક ચાર્ટ

૭. મીની ટુલ કીટ્સ

૮. વિજ્ઞાન પેટી

૯. ગણિત પેટી

૧૦. પુસ્તકાલયના પુસ્તકો

૧૧. રમતગમતના સાધનો

૧૨. ખુરશી, ટેબલ, ફર્નિચર

૧૩. સંગીતના સાધનો

૧૪. બાગાયતના સાધનો

૧૫. પાઈપીના સાધનો

૧૬. જાજર-મુતરડીની વાર્ષિક સફાઈ ખર્ચ

૧૭. શાળા-સફાઈના સાધનો

૧૮. ડી.પી.ઈ.પી. અંતર્ગત જરૂરી સ્ટેશનરી

ખર્ચ (રૂ. ૧૦૦ની મર્યાદામાં)

૧૯. વજનકાંટો

૨૦. બાલ મિત્ર વગેરે

* શાળામાં શૈક્ષણિક સાધનો-સાહિત્ય વસાવવા માટે (શિક્ષક દીઠ રૂ. ૫૦૦/-) ઘો. ૧ થી ૫ માટે

૧. કાર્ડ શીટ ૨. કાતર

૩. ગુંદર ફેવિકોલ ૪. ખાદીનું કાપડ

૫. રૂ

૬. પ્લાસ્ટિકની ફૂટપટ્ટી

૭. કાર્બન પેપર

૮. પતંગના કાગળ

૯. મારબલ પેપર

૧૦. સેલોટેપ

૧૧. સ્કેચ પેન

૧૨. પોસ્ટર કલર

૧૩. બ્રશ ૧૪. ચોક કલર

૧૫. બ્લેક ૧૬. દોરા-સોય

૧૭. રંગીન પેન્સિલ

૧૮. પ્લાસ્ટિકની પારદર્શક કોથળી

૧૯. પ્લાસ્ટિકની વિવિધ રંગના મોતી-પારા

૨૦. માટી જુદા જુદા રંગના પાવડર

૨૧. ૧X૧ ઈંચના પ્લાસ્ટિકના પારા, ચોરસ

૨૨. પ્લાસ્ટિકનો દડો, વ્હીસલ

૨૩. થર્મોકોલ શીટ

૨૪. નાની કાતર, કટર

સંગ્રહિત માહિતી

સી.આર.સી. કો-ઓર્ડિનેટર પોતાની પાસે નીચેની વિગતોની સંગ્રહિત માહિતી રાખવી.

(૧) શાળાઓની વિગત

- નામ, સરનામા, સ્ટાફની વિગત (જાતી-ઘોરણ,લાયકાત/ રસ-શોખ સાથે)
- ઓરડાઓની સ્થિતિ અંગેનું પત્રક
- પાણીની સુવિધા અંગેનું પત્રક
- જાજર-મુતરડીની સુવિધા અંગેનું પત્રક
- શાળા કંપાઉન્ડ, વિજ્ઞાપકરણ અંગેનું પત્રક
- ફર્નિચર (ખુરશી, ટેબલ, બેન્કબોર્ડ, કબાટ વગેરે)
- ઘોરણ - શિક્ષકો અને બાળકોની માહિતી.
- કુટુંબ સર્વે પત્રકની માહિતીનું ફોર્મ
- પ્રવેશપાત્ર બાળકોની સંખ્યા દર્શાવતી માહિતી (જાતીવાર ઉમરવાર).
- પ્રવેશ અંગેનું માહિતી પત્રક
- સ્થાયીકરણ દર દર્શાવતું ત્રિમાસિક પત્રક
- ડ્રોપઆઉટ દર્શાવતું પત્રક છમાસિક
- શાળા રીપેરીંગ અંગેનું પત્રક
- શિક્ષકોએ લીધેલ તાલીમની વિગત
- શાળા મુલાકાત પત્રક
- બાલમિત્રવર્ગોની માહિતી
- સી.આર.સી. સેન્ટરનો નકશો.
- ડિસેબલ્ડ ચાઇલ્ડની માહિતી

(૨) VEC/MTA/PTA

- VEC/MTA/PTA તમામ ના સભ્યોના નામ સરનામા VEC પ્રમાણે રાખવા
- તેમણે લીધેલ તાલીમ અંગેનું પત્રક
- VEC/MTA/PTA એ યોજેલ મિટીંગોની વિગત - અહેવાલ સાથે.

(૩) લોકસહકાર

- શાળાટીઠ મેળવેલ લોકસહકારની વિગત
- યાદગાર પ્રસંગોના ફોટોગ્રાફ્સ

7

Annexure-6 (i)

Sarva Shiksha Abhiyan
Union Territory Mission Authority
Dadra and Nagar Haveli

No.EDN/SSA/05/

09.02]
Date : 30.01.2006.

CIRCULAR

All the Cluster Resource Centre Coordinators and Block Resource Centre Coordinator are here by informed to work as per Job Chart of Block Resource Center Coordinator and Cluster Resource Center Coordinator. It is necessary to work out your plan as per the Academic and Administrative role mentioned in the Job Chart.

It is directed to take this order seriously and submit the reports the office time to time positively.

Sa
G12
Member Secretary
Sarva Shiksha Abhiyan
Union Territory Mission Authority
Dadra and Nagar Haveli

Copy to :

1. President cum Chief Councilor, District Panchayat, D&NH for information.
2. Chairman, Education Committee, District Panchayat, Silvassa for information.
3. All Asstt. Education. Officer, Primary Education, D & NH.
4. All Head Masters.
5. All CRC Coordinator and BRC Coordinator, SSA.

BRE

Job Chart of BRC Coordinator

BRC – Block Resource Center, where a Block Resource Center Coordinator is appointed.

- **BRC Coordinator : Academic Role**

- **Training:**

- Management of teachers' training at Block and Cluster levels
- Training teachers of Std. I to VII ✓
- 20 days training of trained teachers ✓ *Newly Requ*
- 30 days training of Vidya Sahayaks ✓ *Daily requires Teachers*
- Training according to syllabus: class and subject wise.
 - Ensure that Head masters and teachers regularly attend the meetings and trainings.
- Every month, organize a review meeting of CRC Coordinators and work out the agenda and plan for the following month.

- **Provide solution for academic issues and problems relating to education.**

- During teachers training at cluster level, academic issues, problems and suggestions should be noted. With the help of experts and resource persons, solutions and guidance should be provided.
- Unit/ group meeting should be convened regularly, during which new directives, rules, information, strategies, etc should be communicated.
 - Help in planning and implementation in various fields at state level e.g. Gender Education, NPEGEL Programme, ALS classes, medical camp for disabled children etc

- **Release and use of TLM Grant and School Grant:**

- Insists on development of TLM according to unit, class and subject. Provide guidance on procurement of material.
- Instruct that unit / class/ teachers name should be written on TLM along with year for identification purpose. This should be checked during school visit.
 - Provide guidance for procurement of equipments as per the needs of the school according to VEC rules and regulations.
 - Any purchase made for the school like material/ equipments etc. should be recorded in the dead stock register
- Provide guidance to headmaster on maintaining day-to-day entries, filing of bills and vouchers.

- **School Visit:**

- BRC should visit 5 schools in a week with the attitude of an academic guide rather than an administrator.
- Specific guidance should be given for effective use of school grant and TLM grant during school visit.
- Guidance should be provided for regular use of TLM in classroom transactions.
- Guidance should be provided for regular use of textbooks, reference material, charts, etc.

- Teachers' suggestions and issues should be noted and necessary solutions and guidance should be provided.
 - Visitor's Book should be maintained as a ready reference guide to encourage and appreciate good work.
- **Organizing CRC meeting:**
 - Organize monthly meeting at cluster level, for planning of training and undertaking remedial measures.
 - Ensure timely release of all the grants received from district.
 - Conduct demonstration lessons and solve the hard spots with the help of Resource Persons during CRC meeting.
 - Ensure that all teachers and SRG members attend the training regularly.
 - Effective guidance on TLM should be given during the meeting.
 - Guidance should be given for student evaluation.
 - Provide guidance for creating of teaching learning corners.
 - Review progress made in ALS / IED and Gender Education and plan for next month.
- **Role as administrator:**
 - Ensure that various grants released from the district should reach CRC within stipulated time limit.
 - During visit to CRC centers and schools, it should be checked whether the funds allotted have been properly utilized or not.
 - Ensure that funds are properly used as per the resolution by VEC/VCWC and provide guidance for the same.
 - Collect the UTC from the school, which has been allotted the grant/funds, and send it through BRC to the district level office without delay.
 - Ensure that proper accounts are maintained at school, cluster and BRC levels with proper filing of bills, vouchers and recording of grant received and utilized.
 - CRC Coordinator's Diary should be approved and their PTA/ TA /DA should be checked and sent to block level office regularly without delay.
 - BRC Coordinator should forward the CRC Coordinators' tour diary to district after approval.
 - Write CRC Coordinators' confidential report and send it to DPC for review.
 - Equipments, materials, books, periodicals, maps, etc. received at BRC level should be recorded Dead Stock Register, used and maintained for future use.

Job Chart of CRC Coordinator

- CRC – Cluster Resource Center. A CRC Coordinator is appointed at this center.

➤ Academic Role of a CRC Coordinator

- A CRC Coordinator is an active representative and conductor of CRC
- ✓ A CRC Coordinator provides a linkage between children and class room teaching
- ✓ A CRC Coordinator continuously keeps in touch with schools and is a bridge between CRC and school
- ✓ At cluster level, a CRC Coordinator organizes training programme for primary teachers of Std. I to VII, which includes academic discussion, demonstration lessons, solution of educational problems by experts and briefing teachers with new educational techniques.
- Equips CRC with educational material/ books/ periodicals/ letters etc.
- ✓ Visit members of VEC, MTA, PTA, organize meeting and inculcate a sense of ownership in them.
- ✓ Give feedback reports to BRC
- Regularly attend BRC meetings along with necessary cluster information.
- ✓ Teachers should be trained to use TLM relevant to the subject and class Guidance should be given to teachers and Headmaster for effective use of TLM in classroom teaching.
- ✓ To improve attendance of student to deal with irregular students, it is necessary to have meetings with parents. Innovative ways should be evolved to encourage school attendance.
- School meetings of VEC/MTA/PTA should be regularly attended and guidance should be given to make new rules and regulations.
- To collect information for Civil Works.
- Necessary information (data) should be sent in time to BRC Coordinator.
- Visit ALS classes and give necessary guidance. ✗
- Create Learning Corners in the schools. ✗
- ✓ Various competitions should be organized in schools at cluster level Science exhibitions, Metric Mela etc. should be organized and kept open for public. ✗
- Administrative Records should be regularly maintained which includes teachers attendance sheet, work-sheet, finance matters, post register, Voucher file, visitor's book, educational tools, dead stock register, school equipment register, list of activities held, etc.
- ✓ CRC Coordinator must visit schools under the CRC during which he should observe, analyze and guide to improve academic aspect of the school children and teachers, particularly for monitoring of SSA interventions.

Annexure-6 (ii)

સર્વ શિક્ષા અભિયાન.
જલ્લા પંચાયત
દાદરા અને નગર હવેલી.
સેલવાસ

નં.ઈ.ડી.એન./એસ.એસ.એ./10/03/૯૪૨

તા. 1૦.07.2009.

પરિપત્ર

આથી આપશ્રીને જણાવવામાં આવે છે કે આપના કલસ્ટરમાં સર્વ શિક્ષા અભિયાન અંતર્ગત મીન રેગિસ્ટ્રેશન ડિવિઝન (NRBC) કેન્દ્ર ચાલે છે. સદર કેન્દ્રનો કામગીરી/પ્રગતિનો અહેવાલ નીચે દર્શાવ્યા મુજબના પત્રકમાં નીચે સહીકર્તાશ્રીને તા.20.07.2009 સુધીમાં અચૂક આપવો.

પરિશિષ્ટ - 1

સ.નં.	વિદ્યાર્થીનું નામ	ઉંમર	શૈક્ષણિક ક્ષમતા			ઉંમર મુજબ જાન્યુ - 2010 માં કયા ધોરણમાં પ્રવેશ પાત્ર.	શૈ.ક્ષમતા મુજબ જાન્યુ.-2010 માં કયા ધોરણમાં પ્રવેશ પાત્ર.
			વાંચન	લેખન	ગણન		
2.		3.	4	5	6	7	8.

પરિશિષ્ટ - 2

NRBC કેન્દ્રનો અહેવાલ :


કેળવણી અધિકારી
જલ્લા પંચાયત
દાદરા અને નગર હવેલી
સેલવાસ.

મકલ રવાના:

1. સી.આર.સી.કોર્ડિનેટર નરોલી, આંબોલી, ખાનવેલ, માંદોની, દૂધની.



Completed New school building with Toilet facility



New school building in remote area



Tribal girls operating computer: Success of SSA



Use of TLM: A Unique example



KGBV: Serene atmosphere and the cleanliness



Amenities provided to KGBV Girls



MDM: No Discrimination of any kind



Children should encouraged to conserve Natural Resources

**(S) FIRST HALF YEARLY MONITORING REPORT OF
MID-DAY-MEAL SCHEME
(01-08-2009 TO 31-01 2010)
For U.T. OF DADRA AND NAGAR HAVELI
(Prepared by IIE)**

(i)	Name of the Monitoring Institution	Indian institute of Education Pune
(ii)	Period of the Report	1-08-2009 to 31-01-2010
(iii)	Name of the District	U.T. of Dadra and Nagar Haveli
(iv)	Date of visit to the District/EGS/Schools	15-09-2009 to 19-09-2009.

1.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	Students, Teachers & Parents																				
A total of 36 schools (10%) were visited between 15 to 19 September, 2009. Out of 36 schools, 34 schools (94.44%) were serving hot cooked meal daily. Interruption was noticed due to delay in receipt of food grains in 22 schools (61.11%)																						
2.	<u>TRENDS :</u> Extent of variation (As per school records vis-à-vis Actual on the day of visit)	School level registers, MDM Registers Head Teachers, Schools level MDM																				
A total of 36 schools were visited during the monitoring visit.																						
	<table border="1"> <thead> <tr> <th>Sr No</th> <th>Details</th> <th>Day previous to date of visit</th> <th>On the day of visit</th> </tr> </thead> <tbody> <tr> <td>i</td> <td>Enrollment</td> <td>11855</td> <td>11855</td> </tr> <tr> <td>ii</td> <td>No. of children attending the school on the day of visit</td> <td>10256</td> <td>10217</td> </tr> <tr> <td>iii</td> <td>No. of children availing MDM as per MDM Register</td> <td>10256</td> <td>10217</td> </tr> <tr> <td>iv</td> <td>No. of children actually availing MDM on the day of visit</td> <td>10256</td> <td>10217</td> </tr> </tbody> </table>	Sr No	Details	Day previous to date of visit	On the day of visit	i	Enrollment	11855	11855	ii	No. of children attending the school on the day of visit	10256	10217	iii	No. of children availing MDM as per MDM Register	10256	10217	iv	No. of children actually availing MDM on the day of visit	10256	10217	
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iv	No. of children actually availing MDM on the day of visit	10256	10217																			
<p>The average percentage of children attended schools on the day of M.I's. visit was 95%. Out of those children who were present in schools, 86.18% have actually taken MDM. and on the previous day 86.51% children have actually taken MDM. It was found that the CPS Hindi medium school silvassa has a total of 1574 children availing MDM as per MDM Register. But only 442 children (28.08%) have actually availed MDM on previous day and 446 children (28.33%) on the day of visit.</p>																						

3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
<p>In 14 schools (38.89%) food grains were received regularly. It was noticed that in 22 schools (61.11%) there was delay in June and July 2009. There are 5 schools that have the extent of delay ranging from 2 to 5 days, 8 schools have 6-8 days, 03 schools have 11-20 days and 6 schools have 21-30 days. Irregular supply of food grains was the reason.</p>		
<p>(ii) Is buffer stock of one-month's requirements is maintained?</p>		
<p>Demand of requirement has been made in advance by each school but no buffer stock of one month was found in any school.</p>		
<p>(iii) Is the food grains delivered at the school?</p>		
<p>It was reported by 26 schools (72.22%) that the food grains are delivered at the school level.</p>		
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it? (ii) In case of delay , how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers Head Teachers, School level MDM functionaries School level registers, MDM Registers Head Teachers, School level MDM functionaries
<p>Not a single school received cooking cost in advance.</p>		
<p>It was found that the administration of U.T. of Dadra and Nagar Haveli is supplying 02 L.P.G. cylinder, Edible oil, Pulses and Condiments to each school. The school has to buy only vegetables and supplementary food (Banana). In case of delay in delivering cooking cost the school head master bought vegetables on credit form the shopkeeper and managed to ensure that the feeding programme was continued.</p>		

	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	The cooking cost was paid by cash through CPS school.	
5.	<u>SOCIAL EQUITY :</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No discrimination of any kind was observed in cooking or serving or seating arrangement in any school.	
6.	<u>VARIETY OF MENU :</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children, teachers, parents, VEC members ,Gran Panchayat members and cooks.
	It was found that out of 36 schools a weekly menu card was displayed in 31 schools (86.11%) and it was followed by 31 schools (86.11%).	
7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Out of 36 schools, varieties in the food was found in 34 schools (94.44%) .	
	(iii) Dose the daily menu include rice/ wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	It was observed that, the daily menu includes Bhaat, Dal, Bhaaji (Monday), Khichadi- Bhaaji (Tuesday) Dal Bhaat, Bhaaji and Banana (Wednesday) Khichadi- Bhaaji (Thursday), Bhaat, Dal, Bhaaji and Banana (Friday) and Khichadi- Bhaaji (Saturday) .	
8.	<u>QUALITY & QUANTITY OF MEAL :</u> Feedback from children on (a) Quality of meal :	Observations of Investigation during MDM service
	It was found that in all schools (100%) quality of meal was found to be good.	
	(b) Quantity of meal :	Observations of Investigation during MDM service
	In all schools (100%) quantity of meal was found to be enough.	

	(c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
	The children reported that they are happy what they are being served in their Mid-Day.- Meal. In one school (Ishu Rudhy pri school) the children suggested that there should be variety in meal.	
9.	<u>SUPPLEMENTARY :</u> Whether children are given micronutrients (Iron, folic acid, vitamin- A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	Out of 36 schools, 25 schools (69.44%) reported that children are given Micronutrients, Deworming Medicines. But the frequency of medicines was once in year.	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	It was reported that the Primary Health Centre administers these medicines.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	Out of 36 schools, 34 schools (94.94%) have maintained a Health card and Health Identity Card for each Child.	
10.	<u>STATUS OF COOKS :</u> (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children, teachers, parents, VEC members, Gram Panchayat members and cooks.
	In all schools (100%) visited, the Cook and Helper appointed by the VEC, cooks and serves the MDM. It was found an unique example in U.T. that in each school there was one cook, one helper and one water man appointed and most of them (94.44%) S.T. females.	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members , Gram Panchayat members and cooks.
	All schools (100%) reported that they have adequate cooks and helpers to meet the requirement of the school.	

<p>(iii) What is remuneration paid to cooks/helpers?</p>	<p>Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks</p>
<p>It was found that all schools (100%) make payment on daily wages basis. A fulltime cook gets Rs 117/- per day, Part time cook gets Rs 65.10/- per day, Helper gets Rs 58.60/- per day and Water man gets Rs 56/- per day</p>	
<p>(iv) Are the remuneration paid to cooks/helpers regularly?</p>	<p>Observations and discussion with children teachers, parents, VEC members , Gram Panchayat members and cooks</p>
<p>It was noticed that the daily wages was paid irregularly. Almost all cooks helpers get the remuneration late in every month about 15-20 days.</p>	
<p>(v) Social Composition of cooks /helpers? (SC/ST/OBC/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>Almost in all schools (94.44%) females were appointed. Out of 36 females, 34 females (94.44%) were from S.T, one female was from OBC and one female was from Minority community.</p>	
<p>11. <u>INFRASTRUCTURE :</u> <u>Is a pucca kitchen shed – cum -store :</u> (a) Constructed and in use</p>	<p>School records, discussion with head teacher, teacher, VEC members, Gram Panchayat members.</p>
<p>Out of 36 schools a pucca kitchen shed was available in 02 schools (05.55%).</p>	
<p>(b) Constructed but not in use</p>	
<p>The kitchen shed constructed in previously in most of the schools in the district are not in use because the space inside the kitchen shed is very small also the height of the shed is very low. However, the Mid-day Meal is prepared in Teacher’s quarter which is at present not being used by teachers in 31 schools (86.11%)</p>	
<p>(c) Under construction</p>	
<p>No such case was found</p>	
<p>(d) Sanctioned, but construction not started</p>	
<p>No such case was found</p>	

	(e) Not sanctioned	
	All schools visited have not sanctioned the new kitchen shed.	
	(f) Any other (specify)	
	Nil	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	It was noticed that in U.T. of Dadra and Nagar Haveli almost all old school building have a Teacher's quarter being constructed and which is at present not being used by the teachers. Where a kitchen shed was not available, the food was cooked in Teachers quarter in 31 schools (86.11%), school verandah in 3 schools (8.33%). We observed that the food grains were stored in the classroom in 13 schools (36.11%), Teachers quarter in 18 schools (50%) and in the headmasters office in 5 schools (13.89%).	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	All schools (100%) had potable water for cooking and drinking.	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	Almost all schools reported that they have adequate utensils for cooking.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	It was found that LPG was used as fuel to prepare the Mid-day Meal in all schools (100%). Every school in U.T. of Dadra and Nagar Haveli has been given two LPG cylinder and connection and we think it is an exemplary work for which the district deserves appreciation.	
16.	<u>SAFETY & HYGIENE :</u>	Observation
	(i) General Impression of the environment, safety and hygiene :	
	It was noticed that out of 36 schools, in 26 schools (72.22%) safety was good and in 10 schools (27.75%) it was fair. In 24 schools (66.67%) hygiene was maintained well and in 12 schools (33.33%) it was fair.	

	(ii) Are children encouraged to wash hands before and after eating	Observation
	In all schools visited, it was found that children were being encouraged to wash their hands before and after eating.	
	(iii) Do the children partake meals in an orderly manner?	Observation
	It was observed that the children in all schools (100%) visited take meals in an orderly manner.	
	(iv) Conservation of water?	Observation
	It was observed that out of 36 schools, in 33 schools (91.67%) the children were encouraged to conserve water while washing hands and dishes.	
	(v) Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	It was seen from the field data that in all schools (100%) visited, cooking process and storage of fuel was safe and not posing any fire hazard.	
17.	<u>COMMUNITY PARTICIPATION :</u> Extent of participation by Parents/VECs/Panchayats/ Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teachers, VEC, Gram Panchayat members
	A total of 36 schools were visited in the district. Out of 36 schools, in 16 schools (44.44%) parents' participation in daily supervision was found to be good. In 10 schools (27.78%) it was noticed to be poor. VEC's participation in daily supervision was found to be good in 15 schools (41.67%).	
18.	<u>INSPECTION & SUPERVISION:</u> Has the mid day mal programme been inspected by any state /district /block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.
	Out of 36 schools, in 35 schools (97.22%) the Mid-day Meal programme was inspected regularly, either by teachers, headmasters and CRC. But State level (here U.T.) inspection was found to be almost missing (2.78%).	

19.	<p><u>IMPACT:</u></p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p>	<p>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.</p>
<p>It was found from the field data that, out of 36 schools, 30 schools (83.33%) reported that the Mid-day Meal programme has helped to improve the enrolment. Almost all schools reported that the Mid-day Meal programme has helped to improve attendance. 35 schools (97.22%) reported that the Mid-day Meal has also helped to improve well being of children.</p>		

Annexure-9

List of Schools visited in District: U.T. of Dadra and Nagar Haveli

No. of schools visited: 36

Sr No	Name of Patelad	Name of CPS	Name of School	Category
1	Amboli	Amboli	P.S. Manipada	I-IV
2	Amboli	Amboli	P.S. Khadoli	I-VII
3	Amboli	Amboli	P.S. Tinoda	I-IV
4	Dadra	Dadra	P.S. Tighra	I-VII
5	Dapada	Dapada	P.S. Dugripada	I-IV
6	Dapada	Dapada	P.S. Chaudharypada	I-IV
7	Dapada	Dapada	P.S. (Chik)Patelpada	I-IV
8	Dapada	Dapada	Ishu Rudhy Pri School	I-VII
9	Dapada	Vasona	C.P.S. Vasona	I-VII
10	Dapada	Vasona	P.S. Amrunpada	I-IV
11	Dapada	Surangi	P.S. Apti	I-VII
12	Dudhani	Dudhani	C.P.S. Dudhani	I-VII
13	Dudhani	Dudhani	P.S. Kaucha	I-VII
14	Kilvani	Golonda	P.S. Bhujadpada	I-IV
15	Kilvani	Golonda	P.S. Umarkui	I-VII
16	Kilvani	Golonda	P.S. Khapripada	I-VII
17	Khanvel	Khanvel	P.S. Talavli	I-VI
18	Naroli	Naroli	P.S. Dhapsa	I-VII
19	Naroli	Naroli	P.S. Kakad Falia	I-IV
20	Naroli	Nava Falia	P.S. Kumbharwadi	I-IV
21	Naroli	Kharadpada	P.S. Luhari	I-VII
22	Mandoni	Mandoni	P.S. Sutharpada	I-VII
23	Mandoni	Mandoni	P.S. Sindoni	I-VII
24	Rakholi	Rakholi	P.S. Vaijalpada	I-IV
25	Randha	Randha	P.S. Ekalbara	I-VII
26	Randha	Randha	P.S. Parsipada	I-IV
27	Randha	Morkhal	P.S. Bhusarpada	I-IV
28	Samarvarni	Samarvarni	P.S. Ambafalia	I-IV
29	Samarvarni	Masat	C. P.S. Masat	I-VII
30	Samarvarni	Masat	P.S. Khadipada	I-IV
31	Samarvarni	Vaghchhipa	C. P.S. Vaghchhipa	I-VII
32	Silvassa	Silvassa -I	P.S. Patel falia	I-IV
33	Silvassa	Silvassa -II	C. P.S. Silvassa –II (Hindi Medium)	I-VII
34	Silvassa	Silvassa -II	C. P.S. Silvassa –II (English Medium)	I-VII
35	Silvassa	Baldevi	P.S. Dandul falia	I-VI
36	Silvassa	Samarvarni	P.S. Tokarkhada	I-VII

ABBREVIATIONS

AIE	Alternative and Innovative Education
BEO	Block Education Officer
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CEO	Chief Executive Officer
CRC	Cluster Resource Centre
CWSN	Children with Special Needs
DIET	District Institute of Education and Training
DISE	District Information System for Education
DP	District Panchayat
DPO	District Project Office
EGS	Education Guarantee Scheme
GOI	Government of India
MTA	Mother Teacher Association
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MTA	Mother Teacher Association
SCERT	State Council of Educational Research and Training
NCERT	National Council of Educational Research and Training
NGO	Non Government Organization
PA	Private Aided
PTA	Parent Teacher Association
PWD	Public Works Department
SC	Scheduled Caste
SMC	School Management Committee
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
SIS	State Implementing Society
ST	Scheduled Tribe
UEE	Universalisation of Elementary Education
U.T.	Union Territory
VEC	Village Education Committee
VCWC	Village Civil Work Committee