

INDIAN INSTITUTE OF EDUCATION, PUNE

From:

B.M. Naikare

Dy. Director (Exten) CES, IIE

&

Incharge of SSA Monitoring

To

Shri K.Girija Shankar

Senior Consultant (Monitoring) SSA,

Educational Consultants India Limited,

10- B Indra Prastha Estate, New Delhi 110002

**Sub- Submission of 2nd Half Yearly Monitoring Report for the period of
01-02- 2009 to 31-07-2009 Reg.**

Sir,

**I am here with enclosed 2nd Half Yearly Monitoring Report for the
period of 01-02-2009 to 31-07-2009 as per the prescribed format duly
following the Terms of Reference to the Monitoring Institutions for the
year 2008-2010 for undertaking monitoring activities for the SSA and Mid-
Day-Meal Programme.**

Yours faithfully

Sd/-

(B. M. Naikare)

CC: Shri Ravi chand,

Incharge Monitoring Institution

Department of School Education & Literacy

Shastri Bhaven, New Delhi 110001.

Encl: 2nd Half Yearly Monitoring Report as per the prescribed format

**2nd HALF YEARLY MONITORING REPORT
OF
INDIAN INSTITUTE OF EDUCATION, PUNE
ON
SSA AND MDM FOR THE STATE OF MAHARASHTRA
FOR THE PERIOD OF
1st FEBRUARY, 2009 TO 31st JULY, 2009**

DISTRICTS COVERED

- 1. Bhandara**
- 2. Gondia**
- 3. Aurangabad**
- 4. Jalna**

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Acknowledgement

This report has been prepared for the 4 districts of Maharashtra State revealing the progress of the Sarva Shiksha Abhiyan (SSA) and Mid- Day- Meals programme in these districts till 31-07-2009 during 2008-09.

The official data used in this report have been gathered from the district project offices of Bhandara, Gondia, Aurangabad and Jalna Districts and the empirical data have been obtained from the sampled schools.

We thank Shri Narendra Kawde (IAS) State Project Director, Maharashtra Prathamik Shikshan Parishad, Mumbai and many Officials and individuals at the State, 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 5% schools in each district and all other interventions were well planned and organized.

The BRCs and CRCs extended great cooperation with respect to the actual visits to the schools. The Headmasters and the Teachers at village levels 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
20, August 2009

B.M. Naikare
Dy. Director (Exten) CES, IIE
and
Incharge of SSA Monitoring

1, 2nd HALF YEARLY MONITORING REPORT OF

INDIAN INSTITUTE OF EDUCATION, PUNE ON SSA AND MDM FOR THE STATE OF MAHARASHTRA FOR THE PERIOD OF 1st FEBRUARY, 2009 TO 31st JULY, 2009

General / First Page Information

1.1 General Information

Sr No	Subject	Details
1	Name of the monitoring institution	Indian Institute of Education, Pune
2	Period of the report	1 st February, 2009 TO 31 st July, 2009
3	Number of Districts allocated	04 Districts
4	District names	Bhandara, Gondia, Aurangabad and Jalna.
5	Date of visit to the Districts/Schools/EGS Centres : District wise	District 1:(Bhandara) 02-03-2009 to 05-03-2009 District 2: (Gondia,) 05-03-2009 to 08-03-2009 District 3: (Aurangabad) 16-03-2009 to 25-03-2009 District 4: (Jalna.) 13-07-2009 to 18-07-2009
6	Total number of elementary schools / EGS/AIE Centres in all the Districts allocated	District 1: (Bhandara) 1180 District 2: (Gondia,) 1259 District 3: (Aurangabad) 2128 District 4: (Jalna.) 1594
7	Number of elementary schools (primary and upper primary)EGS/AIE Centres covered/monitored	Schools +NPS+AIE Centres District 1: (Bhandara) 63 + 01 + 00 = 64 District 2: (Gondia,) 61 + 02 + 02= 65 District 3: (Aurangabad) 110 + 08 + 03=121 District 4: (Jalna.) 82 + 01 + 01= 84
8	Whether 5% of the elementary Schools/EGS/AIE Centres in total of all the Districts allocated covered Yes/No	District 1: (Bhandara) Yes District 2: (Gondia,) Yes District 3: (Aurangabad) Yes District 4: (Jalna.) 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: (Bhandara) No District 2: (Gondia,) No District 3: (Aurangabad) No District 4: (Jalna.) No

10	Whether the MI has sent their report to the SPO at the draft level Yes/No	District 1: (Bhandara) Yes District 2: (Gondia,) Yes District 3: (Aurangabad) Yes District 4: (Jalna.) 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: (Bhandara) No District 2: (Gondia,) No District 3: (Aurangabad) No District 4: (Jalna.) No
12	Before sending the report to the GOI whether the MI has shared the report with SPO: Yes/NO	District 1: (Bhandara) No District 2: (Gondia) No District 3: (Aurangabad) No District 4: (Jalna) No
13	Whether your institution come under lead institutes Yes / NO	District 1: (Bhandara) No District 2: (Gondia,) No District 3: (Aurangabad) No District 4: (Jalna) No

2. Executive Summary of all the Districts Reports for SSA

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

(Up-gradation of EGS to Primary School)

<p>District 1: Bhandara</p>	<p>Upgradation of 16 EGS to primary school is sanctioned in the current financial year and they were opened. The land for construction is identified for 16 school buildings. The construction of 16 school buildings has been started, out of which 10 buildings are at roofing stage and 6 are at foundation stage. The construction quality of the work was found to be good. A total of 32 teachers (16 regular teachers and 16 Para teachers) are sanctioned for the new schools and they were working in these schools. One time grant of Rs. 20,000/- for Teaching Learning Equipment for primary school has been distributed to each school through Block Education Officer, but it was found that the grant was not reached to the new school up to the monitoring visit (March 2009). No purchases of any items have been made for the new school out of this grant.</p>
<p>District 2: Gondia</p>	<p>Upgradation of 19 EGS to primary school is sanctioned in the current financial year and they were opened. The land for construction is identified for 19 school buildings. The Village Education Committee has received 75% of funds for construction of school buildings on 31 October 2008. The construction of 19 school buildings has started, out of which 2 school buildings are at roofing stage and 2 are at lintel stage.</p> <p>A total of 162 teachers (including spill over) are sanctioned for the new schools, out of them 81 were regular teachers and 81 were Para teachers. The appointment of the 182 new teachers has been made in the district. The one time grant of Rs. 20,000/- for Teaching Learning Equipment was released on 29, December 2008 to VECs. No purchases of any items have been made for school out of this grant.</p>
<p>District 3: Aurangabad</p>	<p>Upgradation of 486 EGS (including spillover) to primary school is sanctioned in the current financial year and they were opened. The land for construction is identified for 315 School buildings. The Village Education Committee has received 75% of funds for construction of school buildings in October 2008. The construction of 315 school buildings has been started. Out of which 284 school buildings are at roofing stage and 11 are at lintel stage. A total of 486 Para teachers and 486 regular teachers are sanctioned for the new schools.</p>

	<p>The para teachers were working in these schools and the appointment of regular teachers was in process. The one time grant of Rs.20,000/- for Teaching Learning Equipments at primary level have been received by the parent school one day before (17/03/2009) of our visit to new school.</p>
<p>District 4: Jalna</p>	<p>EGS upgradation of 5009 in to primary schools in the state and upgradation of 79 EGS in to primary schools (including spillover) is sanctioned in the current financial year. A total of 79 schools were opened. Out of 79 schools, land for construction is identified for 78 schools. Out of 78 VECs, 42 VECs have received 75% of funds for construction of school building. Construction of 62 school buildings has been started, out of which 10 are at foundation stage, 02 are at lintel stage and 8 are at roofing stage. A total of 156 teachers (including spillover) are sanctioned for the new schools. Out of them 78 are regular teachers and 78 are para teachers. The appointment of the regular and para teachers has been made in district.</p> <p>It was noticed during the school visit that, the teachers have been put in new schools in the district. One time grant of Rs 20,000/- for Teaching Learning Equipments for primary school has been released through- development blocks which was not received by the school up to the visit (13/07/2009).</p>

(b) Civil Works:

<p>District 1: Bhandara</p>	<p>The district has undertaken construction of 59 additional classrooms, 15 drinking water facility, 1 BRC for the current financial year. Out of 59 additional classrooms, construction of 25 classrooms has been completed. 28 are at masonry stage, 2 are at lintel stage and 4 are at slab stage. The financial allocation including major repairs made for this is Rs. 401.85 lakhs, out of which Rs. 324. 24 lakhs (80.69%) was utilized up to the end of February 2009. Executive Engineer at district level and a Junior Engineer at Block level is designated for technical supervision for civil works. There is no convergence with Swajaldhara in respect of school drinking water facility There is convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities. To ensure quality in civil works, the SPO has appointed a third party evaluation. In Bhandara district the Third Party Evaluation of construction work is given to Ms P.T. Mase and Associate, Nagpur.</p>
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<p>District 2: Gondia</p>	<p>The district has undertaken construction of 81 primary school buildings, 30 additional classrooms and major repairs of primary and upper primary school buildings. The financial allocation made for this is Rs. 488. 62 lakhs. Out of 81 new Primary school buildings and 30 additional classrooms, Preconstruction activities of 68 school buildings and 30 additional class rooms have been completed and construction has been started. Out of 68 construction of new school buildings 2 are at plinth level, 5 are at lintel level, 11 are at slab level and 48 are at massonary level. Out of 30 additional class rooms, construction of 21 has been started. The quality of construction works was found to be good. Community Manual for the civil works has been prepared by SIS and it was available with VEC. VEC is keeping a separate account of funds and materials. Executive Engineer at district Level and Junior Engineer at Block level is designated for technical supervision of civil works. There is no Convergence with Swajaldhara in respect of school drinking water facilities. But there is convergence with Total Sanitation Campaign and a good quantum of funds is available from TSC. To ensure the quality in civil works the SPO has appointed a Third party Evaluation of Construction work. In Gondia district Third party Evaluation is given to Ms P.T. Mase and Associate, Nagpur.</p>
<p>District 3: Aurangabad</p>	<p>The district has undertaken (including spillover) construction of a total of 371 primary school buildings, 1649 additional classrooms, 20 building less primary, 61 building less up-primary schools, 864 drinking water facilities, 303 Urinal / Toilets, 01 BRC, 92 CRCs, Electrification in 1004 schools, as a targets for the current financial year. Pre construction activities of all the civil works have been completed. Out of 371 primary school buildings, 17 are completed, 14 are at lintel level, 92 are at slab level, 53 at slab castle level and 175 are at massonary level. Out of 864 drinking water facilities, 534 are completed and out of 303 Urinals / Toilets, 241 are completed. Out of 1004 electrifications, 803 are completed and 198 electrification work has not started yet.</p> <p>The VEC is keeping a separate account of funds and materials for construction. Executive Engineer at district level and a Junior Engineer at block level is designated for civil works supervision. There is no convergence with swajaldhara and Total Sanitation Campaign (TSC) in the district. The Quality of construction was found to be good. To ensure quality in civil works SPO has appointed a third party evaluation. In Aurangabad district the third party evaluation of civil works is given to structon consultant Pvt Ltd. Solapur.</p>

<p>District 4: Jalna</p>	<p>The district has undertaken (including spillover) construction of 71 Primary (EGS-upgraded) school buildings, 100 additional classrooms, 2 Drinking water facilities, 5 Toilets / Urinals for the current financial year. Preconstruction activities of all civil works has been completed and construction work has started. Out of 71 primary school buildings, 07 are at plinth level, 4 are at lintel level, 07 are at slab level, 02 are at massonary stage, 25 are completed and 9 are not yet started. Out of 100 classrooms, 06 are at plinth level, 10 are at slab level, 21 are massonary level, 37 are completed and construction of 7 additional classrooms has not started. The VEC is keeping a separate account of funds and materials for construction. Executive Engineer at district and a Junior Engineer at Block level is designated for the technical supervision for civil works. There is convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities. No specialized Agency is appointed for the construction of drinking water facilities. It is being carried out by VEC. There is convergence with Total Sanitation Campaign in respect of Toilet facilities. It was rainy season. It was found that the school buildings and additional classrooms which has been constructed very recently have leakage problem. To ensure quality in civil works SPO has appointed a third party evaluation. In Jalna district third party evaluation is given to Structon Consultant, Pvt.Ltd Solapur.</p>
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(c) Textbooks:

<p>District 1: Bhandara</p>	<p>Free textbooks were distributed to a total of 1, 80,753 children in the district. Out of them 16285 are S.C. girls and 8564 are S.T. girls. all children of 1st to 8th standard were received free textbooks from SSA funds. The district has received books mostly between 27.5.2008 and 1.9.2008 in a phased manner. During the academic year 2008 -09, the schools in Bhandara district opened on 26th June 2008. A total of 63 schools (5%) were visited in the district. It was noticed from the schools that 42 schools (66.67%) have received text books within one month</p>
<p>District 2: Gondia</p>	<p>Free text books were distributed to a total of 2, 00,947 children in the district and out of them 14700 are SC girls and 18965 are S.T. girls. All categories of children up to the 8th standard received free text books from SSA funds. The District has received text books from Divisional Text Book Bureau, mostly between 24 April 2008 and 15 May 2008 in a phased manner and the district has distributed it in the same manner to the Blocks. During the academic year</p>

	2008-09, the schools in Gondia district opened on 26 th June 2008. It is noticed from the sampled schools visited (5%) that the text-books in 40 schools (65.75%) were received within one month and 20 schools (33.33%) received them after one month.
District 3: Aurangabad	Free text books were distributed to a total of 3, 81,210 children in the district, out of them 25545 are S.C. girls and 12280 are S.T. girls. All categories of the children from 1 st to 8 th standard received free text books from SSA funds only. The district has received text books mostly between 3 June 2008 and 8 October 2008 in a phased manner and in same manner the district has distributed the books to the blocks. During the academic year, 2008-09 the schools in Aurangabad district opened on 16 th June 2008. It was noticed from the schools visited that the text books were received within one month in 74 schools (67.27%).
District 4: Jalna	Free textbooks were distributed to a total of 3, 19,247 children (Boys-164158, Girls 155089) in the district and out of them 25815 are SC girls and 5510 are ST Girls. All categories of the children up to the 8 th standard received free text books from SSA funds. The district has received text books from Divisional Text Book Bureau in 29 phases from 1 st June 2008 to 4 th September 2008. During the academic year 2008-09 the schools in Jalna district opened on 16 th June 2008. The district has distributed text books in phased manner from 1 st June 2008 to 4 th September 2008.

(d) School grants:

District 1: Bhandara	A total of 1365 schools to whom releases have been made, on 1 st August 2008, through Block Education officer. The DPO has circulated guidelines to the schools for utilization of the school grant. A total of 63 schools were visited during the monitoring visit in the district. Out of 63 schools, 27 schools (42.85%) received grant in September 2008, 26 schools (41.27%) received grant in October 2008, 4 schools (6.35%) received grant in November 2008, 3 schools (4.76 %) received grant in December 2008, Most of the schools have utilized the last year's grant for Stationery, Furniture (Table, chairs) Electric items, (Tube, fan), Maths kit and painting of school building.
District 2: Gondia	Under school grant a total of 1567 schools (951 primary and 616 upper primary) were approved for the current financial year. The budget provision made for this is Rs. 90.67 lakhs. The district has released this fund through

	<p>the development blocks on 16 August 2008. Then the Blocks-distributed it to the schools/VEC/ SMC. It is seen from the schools visited that it has reached the schools in September 2008. The DPO has not made any centralized purchases for schools out of school grant. Out of the 61 schools visited it was found that, 19 schools (31.15%) have received this grant in September 2008, 19 schools(31.15%) have received in October 2008 and 12,Schools(19.67%) have received in November 2008. Most of the schools have utilized last year's grant for school stationery, furniture, Table ,Chairs, Cup-boards, School equipments, Science material, Play material, Tree plantation, Black board painting, Electricity bills, Painting of school building and minor repairs of the school building</p>
District 3: Aurangabad	<p>Under school grant a total of 2479 schools (1573 Primary and 906 upper primary schools) were approved for the current financial year. The district has released this fund through blocks in August 2008. The DPO has not made any centralized purchases for schools out of the school grant. A total of 110 schools (5%) were visited in the district. Out of 110 schools, 10 schools (9.09%) received school grant in August 2008, 24 schools (21.82%) received in September 2008, 53 schools (30%) received in October 2008, 12 schools (10.90%) received in November 2008, 12 schools (10.90%) received in December 2008 and 3 schools (2.73%) received in January 2009. In 15 schools (13.64%) we could not get the records. Most of the schools have utilized the last year's grant for the School Stationery, Furniture, Utensils, Play material, Classroom decoration and Black board painting etc.</p>
District 4: Jalna	<p>The DPO has released school grant through Blocks on 28 July 2008, and releases have been made to a total of 1959 schools. The DPO has not made any centralized purchases for schools out of the school grant. A total of 82 schools (5%) were visited in the district. Most of the schools (51.22%) have not received school grant within two months of opening. Out of 82 schools, 14 schools (17.07%) received grant in August 2008, 26 schools (31.70%) received in September 2008, 18 schools (21.95%) received in October 2008, 8 schools (9.75% received) in November 2008, 10 schools (12.19%) received in December 2008, and 5 schools (6.09%) received in January 2009. It was found that the schools have utilized last year's grant for school stationery, Furniture, painting of school building.</p>

(e) Teachers and Teachers Training:

<p>District 1: Bhandara</p>	<p>There are no additional teachers against PTR sanctioned under SSA in primary or upper primary schools in the district. The recruitment of the teacher whenever required is made at district level. The Para teachers are appointed on contract basis and others are on regular basis.</p> <p>In respect of the schools (63) visited a total of 390 teachers are sanctioned for these schools. Out of 390 teachers 373 teachers were in position and out of 373 teachers 337 teachers (90.35%) were present on the day of visit. No habitual absentee teacher was found in any sampled schools.</p> <p>Out of 63 schools, in 59 schools the rapport between children and the teachers was found to be good. The district has a target of 4201 teachers to whom in service training of 20 days is to be given. As per the training calendar drawn by the SCERT, the district has covered all teachers under in-service training. While interacting with the teachers in the schools visited, it was found that almost all teachers were satisfied with in-service training. Some teachers expressed that they would like to get trained in teaching Maths, English, Computer, Joyful learning and Accounts keeping etc.</p> <p>The BRCCs and CRCCs are extending their academic support to the AIE centres in their area. But the frequency of such support was very poor.</p>
<p>District 2: Gondia</p>	<p>There are no additional teachers against PTR sanctioned under SSA in primary or upper primary schools in the district. The appointment of teachers whenever required is made at the district level. The appointment of the Para teachers is made on contract basis and others are on regular basis. A total of 61 schools were visited in the district. 335 teachers were sanctioned to these schools. Out of 335 teachers, 331 were in position and out of 331 teachers (231 Male, 100 female) 308 teachers, (93.05%) were present and 23 teachers were on leave on the day of visit. No habitual absentee teacher was found in any sampled schools. Out of 61 schools, in 58 schools the rapport between children and teachers was found to be good. There are a total of 3007 teachers who are teaching 3rd and 7th classes and to whom in service training was to be given. According to the guidelines and Training Calendar given by the SCERT all of them have been given such training. There were a total of 56 newly recruited teachers to whom 30 days training was to be given. Out of 30 days, 10 days training was given with the teachers of inservice training and 9 days training was conducted by the DIET Bhandara and 12 days training</p>

	<p>was conducted at CRC level. There is no independent DIET in Gondia district. There were a total of 81 teachers to whom 60 days training was to be given. The refresher training of 60 days has been conducted by the DIET Bhandara and it was institutional types of training. Training Module and content of training was Prepared by the SCERT. While interacting with teachers in the schools visited, it was found that most of the teachers (93.44%) were satisfied with the training. Some teachers expressed that, they would like to get trained in computers, English and curriculum of 1st and 3rd Standards and in other new subjects. Most of the teachers reported that they are getting academic support from BRC and CRC. CRC coordinator makes a weekly visit and the BRC once in a month. The monthly training of 2 days was conducted by the CRCC but we did not find that BRCC has played any academic role in teachers training. The BRC/CRCs are extending their academic support to AIE centres in their area.</p>
<p>District 3: Aurangabad</p>	<p>There are no additional teachers against PTR sanctioned under SSA. The appointment of teachers whenever required is made at the district level. The appointment of the para teachers is made on contract basis and others are on regular basis. A total of 110 schools visited in the district. 834 teachers are sanctioned for these schools. Out of 834 teachers, 798 teachers were in position and out of 798 teachers, 742 teachers (92.98%) were present on the day of visit. There was no habitual absentee teacher found in sampled schools. It was observed that out of 110 schools, in 103 schools rapport between children and the teachers found to be good. The district has a target of 10579 teachers to whom inservice training of 20 days is to be given. As per the training calendar drawn by the SCERT, the district has covered all teachers under inservice training.</p> <p>The content and Module for training was prepared by the SCERT. Out of 110 schools the teachers in 99 schools expressed their satisfaction about the training and that they would like to get trained in English, Computer, Maths, Drawing, Games and Account keeping etc.</p> <p>The teachers in 38 schools reported that they are getting help from BRC, in teaching difficult topics. The BRCCs and CRCCs did not write their school visit report for the reporting purpose. The BRC/ CRCs are extending their academic support to AIE centres in their area.</p>

<p>District 4: Jalna</p>	<p>There are no additional teachers against PTR sanctioned under SSA in the district. The appointment of teachers whenever required is made at the district level. The appointment of the para teachers is made on contract basis and others are on regular basis. A total of 82 schools visited in the district. A total of 564 teachers were sanctioned for these schools. Out of 564 teachers, 523 were in position and out of 523 teachers 485 teachers (92.73%) were present on the day of visit. No habitual absentee teacher was found in sampled schools. The district has a target of 7908 teachers to whom inservice training of 20 days is to be given. As per the training calendar drawn by the SCERT, the district has conducted the inservice training. A total of 6305 teachers have been given such training in the district. There are a total of 360 newly recruited teachers for 30 days training in the district and all of them have given such training by the DIET and the district. The district has a target of 259 teachers, to be given refresher training of 60 days. But no such training has been conducted during the year. The teachers in 63 schools (76.83%) expressed that the training was good and they told that they would like to get trained in child psychology, Computer, English, Maths, Teaching aids and Special Teaching Techniques for the student who are slow learner. The teachers in 49 schools (59.76%) reported that they are getting support from BRC and the teachers in 63 schools (76.83%) reported that they are getting support from CRC. The BRCC's and CRCC's did not write their school visit report for the reporting purpose. The BRC/CRCs are extending their academic support to EGS/AIE centres in their area.</p>
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(f) Teaching Learning Material (TLM) grants:

<p>District 1: Bhandara</p>	<p>A total of 5602 teachers are eligible to receive TLM grants, (which included 2283 Primary teachers and 3319 upper Primary teachers). TLM grant was released on 16th August 2008. A total of 5602 teachers were covered in the district. As this grant was sent through the Blocks to each school/VEC, it was received by the schools /VECs (42.85%) in September 2008 and in October 2008 (41.27%) and in November /December 2008 (6.35%). Out of 63 schools, 41 schools (65.08%) have displayed TLM on the classroom walls and children were using TLM .But in 22 schools (34.92%) no TLM was found. One day training On TLM development was organized by the DIET Bhandara on 10th October 2008.</p>
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<p>District 2: Gondia</p>	<p>A total of 6420 teachers were eligible to receive TLM grants (which included 3289 in primary schools and 3131 in upper primary schools.) There was good (100 percent) utilization under the TLM grant. But looking at the data from the field, it is seen that TLM grant was released to the Blocks on 16th August 2008, which was received by (62.30%) Schools/VECs between September and October 2008 . 12 schools, (19.67 %) have received in November 2008. The teachers in 04 schools (6.56%) received it in December 2008. Teachers in 05 schools (8.20%) received it in January 2009. The teachers in 05 schools (8.20%) received it in February 2009 and in 14 schools (26.95%) we could not get the details.</p>
<p>District 3: Aurangabad</p>	<p>A total of 13132 teachers are eligible to receive TLM grant which included 8258 primary and 4874 upper primary teachers. A total of 13132 teachers are covered in the district. TLM grant was released to Blocks in August 2008. As this grant is sent through the Blocks to each schools / VECs, it was received by the teachers in 7 schools / VECs (6.36%) in August 2009, 15 schools (13.64%) received in September 2008, 27 schools (24.55%) received in October 2008, 18 schools (16.36%) received in November 2008, 18 schools (16.36%) received in December 2008 and 5 schools (4.54%) received in January, 2009, and we could not get the records in 13 schools. It was noticed that one school in Paithan block, Shri Sarswati Bhavan Vidyalaya, Bidkin has not received TLM grant since 2007-08.</p>
<p>District 4: Jalna</p>	<p>A total of 7784 teachers were eligible to receive TLM grants which included 4347 in primary and 3437 in upper primary schools. The SIS has released TLM grants to each district on 3rd July 2008. The DPO has released TLM grant on 31 July 2008 through blokes to each school / VEC. A total of 7784 teachers were covered. A total of 82 schools were visited. TLM grant which was released through blocks on 31 July 2008 was received by 14 schools (17.07%) in August 2008. 26 schools (34.15%) received in September 2008. 18 schools (21.95%) received in October 2008. 8 schools (9.76%) received in November 2008, 10 schools (12.19%) received in December 2008 and 5 schools (6.09%) received it in January 2009. Out of 82 schools, 71 schools (86.58%) have displayed TLM on the class room walls and children were using them. But in 11 schools (13.41%) no TLM was found. We did not come across to the good example of TLM in the school, what we saw was traditional one, like posters, charts, etc. While interacting with the teachers in the schools</p>

	visited it was found that no special training on TLM has been given to the teachers.
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(g) EGS & AIE:

<p>District 1: Bhandara</p>	<p>A total of 40 EGS/AIE centres are sanctioned during the current financial year in the district. Out of them, 26 are Rajiv Gandhi Sandhi Shala (primary) centres, 12 are AIE Centres, and 2 are Back to School Camps and all of them have been started. A total of 48 EGS /AIE centres are continued from the previous year and of which 47 centres are Rajeev Gandhi Sandhi Shala (primary) and one is Rajiv Gandhi Sandhi Shala (upper primary) centre. A total of 104 out of school children are enrolled in the centers and all of them are attending.</p> <p>A total of 137 EVs are working in the district. Out of them, 106 EVs have got 10 days in-service training in February 2008. The DIET has organized this training and it was based on syllabus of 3rd standard. The Educational qualification of the EV is minimum 12th standard. It was noticed that there is irregularity in academic support.</p> <p>It was reported by the EGS/AIE coordinator that the monthly honorarium is paid according to the number of children enrolled in the centre and which was found to be very irregular. A total of 136 children were mainstreamed from EGS/AIE centres during the last academic year and the mainstreaming has been done in Govt. schools only.</p>
<p>District 2: Gondia</p>	<p>There were a total of 117 centers continued from the previous year. Out of 117 Centres, 114 Centres are AIE centres ,2 are Rajiv Gandhi Sandhi shala and 1 is Rajiv Gandhi Sandhi shala upper primary centre. Two AIE centres at Zalutola and Ozatola were visited during the monitoring visit on 6 March 2009.Both the centres were started earlier as EGS-Vastishala in July 2002, which were new converted into AIE Centre. The AIE Centre at village Zalutola has classes 1st and 2nd with an enrolment of 22 children (1st class 12 children and 2nd class 10 children) and 100% were present on the day of visit. The another AIE centre at village Ozatola has classes 1st and 2nd with an enrollment of 21 children (1st class 8 children, 2nd class 13 children) out of which only 12 children were present on the day of visit. There were a total of 117 Education Volunteers working in the district and they were all trained by the DIET. The Modules developed by the SCERT were used for EVs training. While interacting with EVs, it was found that almost all volunteers were</p>

	<p>satisfied with training . The educational qualification of EVs was according to the norms laid down by SIS which is minimum 12th passed. 2 AIE centres were visited. Both the EVs reported that they were getting Rs 1650 /-per month as honorarium but it was found that since November 2008 they have not received the honorarium.</p>
<p>District 3: Aurangabad</p>	<p>There are a total of 14416 out of school children in the district. For these children the district has planned as (a) MPEGS (upper primary) centres for 470 children (b) Residential Bridge Course for 29 children (c) Back to school camp (residential bridge course) for 2783 children (d) Back to school (Seasonal Hostel) for 5537 children (e) Madarsa Maktab for 2019 children (f) AIE centres for 3489 children and (g) Rajiv Gandhi Sandhi Shala for 89 children. It was found that the EGS/AIE-coordinator and the APOs working at DPO were newly appointed, so we could not get the reliable data regarding the number of EGS/AIE centres. During the monitoring a RGSS centre at Sarola village (Sillod block) was visited which was found to be closed at the time of visit. The volunteer has not undergone any kind of training and at present the centre has not proper premises. He conducts the centre at his own house. No name board regarding the same has been put up,</p> <p>MPEGS Centre at Panpoi- (Gawandre Tanda) (Aurangabad block) was visited. Under this Scheme, two separate centres have to be set up, one for children in classes 1st to 4th and the other for children in classes 5th to 7th. But it was found that including pre-primary to upper primary age group children were sitting together in the centre. There were two volunteers appointed by the NGO named Sahitya Sanskar Prabodhini. At present there was no accommodation for the centre. The volunteer teacher conducts it, in her own house. It was found that, the children are learning there without Text books, Slates and Teaching Learning Material. We found there only a attendance register of the children. No name board regarding the same has been put up and there was no Black board in the centre. The volunteer has not undergone any kind of training. She does not know the objectives of the scheme. Over all it was very poor show. It was noticed that the Mid-day Meal is not being supplied to the children. It was observed in the both centres a very poor performance of the children and also Education Volunteers. The rapport of the EV with children was found to be</p>

	<p>good. It was reported that the MPEGS, RGSS and AIE centres in the district are using regular school textbooks. The children enrolled RGSS Sarola have not received all text books. The children enrolled in MPEGS primary and upper primary centre in village panpoi –Jatwada road have not received any text books up to the visit (March 2009).</p> <p>Many families from the marathwada region migrate for 3-4 months for livelihood after Diwali (October-November). The migration of the parents affects the education of their children. The Government of Maharashtra (SIS) has undertaken an innovative programme like Seasonal Hostel for the children from the same families. During the monitoring visit, the seasonal hostel at Z.P. school- Undangaon in Sillod block was visited. The Seasonal Hostel has started with participation of VEC, which accommodate children studying in their respective villages and provides boarding and lodging.</p>
<p>District 4: Jalna</p>	<p>There are a total of 413 centres sanctioned in the current financial year. Out of them, 8 are MPEGS (primary) centre, 02 are MPEGS (upper primary) 09 are RGSS (Primary) 05 are RGSS (upper Primary) 361 are AIE centres and 28 are Back to school (seasonal hostels). A total of 452 centres are continued from previous year. Out of them, 14 are MPEGS (primary) centres, 09 are MPEGS (upper primary) centres, 42 are RGSS (primary) centres, 26 are RGSS (upper primary) centres and 361 are AIE centres. A total of 854 children are enrolled in the EGS/AIE centres sanctioned in the current financial year. Out of 854 children 172 children are enrolled in MPEGS (primary), 37 children in MPEGS (upper primary), 34 children in RGSS (primary), 33 children in RGSS (upper primary), and 8043 children enrolled in AIE centres. EGS- Mahatma Phule Education Guarantee (upper primary) Centre at the village Mantha (Mantha block) was visited which was started in November 2006 and a total of 17 children (11 boys, 6 Girls) are enrolled. Due to heavy rain, the centre was closed on the day of visit. There are a total of 473 Education volunteers working in the district and it was reported that they are all trained by DIET and the duration of the training was 10 days. The modules developed by the SCERT were used in the training and they are all found to be appropriate. It was found that the EV is getting Rs 85/- per child as honorarium and it is paid by Cheque. But it was noticed that there is delay in monthly honorarium which affects the working of the centres.</p>

	<p>MPEGS-upper primary centre visited in village Mantha, has only one RBB which was found to be in poor condition. The children have not received text books. No TLM of any kind was found in the centre. Mid-day Meal is not being supplied to the children. The MPEGS and all other centres are using school text books.</p>
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(h) Children with Special Needs (CWSN):

<p>District 1: Bhandara</p>	<p>There are a total of 6618 Children with Special Needs identified in the district and it was reported that out of 6618 children , 5454 children are enrolled in the schools and 1119 children are out of school.</p> <p>A total of 203 Children have been provided with aids and appliances in the current financial year. It was reported that there are no difficulties in getting and utilizing the aids and appliances The discussion with the IED functionaries revealed that there are a total of 42 Mobile teachers sanctioned for the CWSN activity. But only 28 Mobile teachers are working and 14 posts are vacant.</p> <p>Janchetana Special School, Bhandara, is associated with CWSN programme in the district. A total of 1327 schools have been provided with ramps and a total of 29 CWSN have been provided home based support during the current financial year.</p>
<p>District 2: Gondia</p>	<p>There are a total of 6771 Children with Special Needs identified and all of them were enrolled in the school. It was reported that no aids and appliances were provided to the CWSN during the current financial year. There were a total of 35 resource teachers identified in the district. The NGOs namely Sankalpa H Bahu Uddesiya Sanstha, Gondia and Dandakaranya Apang Sanstha - Deori are associated with CWSN programme in the district. The district has appointed an IED coordinator and two assistants and they have been oriented. A total of 70 children have been provided home based support during the current financial year.</p>
<p>District 3: Aurangabad</p>	<p>There are a total of 11907 Children with Special Needs identified in the district and out of them, 11692 are enrolled in the schools and 216 children are out of school. It was reported that a total of 1186 CWSN- recommended by the assessment camp are provided with aids and appliances like spectacles and Hearing aids and there are no difficulties in getting and utilizing the aids and appliances. A total of 30 Recourse Teachers identified and appointed in the district. It was reported that No NGOs are associated with CWSN programme in the district. The district has appointed an IED Coordinator and</p>

	2 assistants and they are oriented. A total of 1447 schools have been provided with ramp in the district and a total of 65 children have been provided home based support during the current financial year.
District 4: Jalna	There are a total of 8196 Children with Special Needs identified in the district and out of 8196 children, 4408 children are enrolled in the schools and 3788 children are out of school. A total of 341 children have been provided with aids and appliances in the current financial year. It was reported that, there are no difficulties in getting and utilizing the aids and appliances. There are a total of 27 resource teachers identified in the district. The NGOs namely (1) Shri Ganpati Netralaya (2) Mission Hospital (3) Deepak Hospital are associated with CWSN programme in the district. The district has an IED coordinator and 2 resource persons and they are oriented. The IED coordinator has attended capacity building programme at the state level. A total of 1177 schools have been provided with ramps in the district. A total of 119 children have been provided home based support during the current financial year.

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

District 1: Bhandara	The NPEGEL programme is not applicable in the district, so it is not introduced in the AWP & Budget 2008-09 of the district. A Gender coordinator was in position.
District 2: Gondia	The NPEGEL programme is not applicable in the district so it is not introduced in the AWP & B 2008-09. A Gender-Coordinator was in position.
District 3: Aurangabad	The NPEGEL programme is not applicable to the district, so it is not introduced in the AWP & B 2008-09, of the district. A Gender coordinator was not in position in the district.
District 4: Jalna	The NPEGEL programme which was started in 2006-07 and it is continued in the current financial year. A total of 97 clusters have been selected from the 7 blocks of the district and a total of 97 model cluster schools have been made functional in the selected clusters. A total of 97 additional classrooms, 97 drinking water, 97 toilet and 83 electrifications which were sanctioned during the year 2006-07, found to be completed. No Gender Sensitize TLM and Bridge courses have been provided to the model clusters during the current financial year. But vocational training and gender sensitization to teachers and additional efforts to mobilize community in favour of girls education have been

	<p>provided during the current financial year. Recurring grant has been released on 26 November 2008 and other funds have been released on 31 January and 27 February 2009. A district Gender coordinator was in position in the district. There are a total of 1388 ECCE Centres, to whom First Aid kit and Teaching aids were distributed on 31 May 2009.</p>
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(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1: Bhandara	KGBV activity is not applicable in the district, so it is not introduced in the AWP & Budget 2008-09 of the district
District 2: Gondia	The KGBV activity is not applicable in the district, so it is not introduced in the AWP & B 2008-09 of the district.
District 3: Aurangabad	The KGBV activity is not applicable to the district, so it is not introduced in the AWP & B 2008-09, of the district.
District 4: Jalna	<p>There are a total of 7 KGBVs sanctioned in 7 blocks of the districts. Out of 7 KGBVs 02 were sanctioned during the year 2005-06, 01 was KGBV sanctioned in 2007-08 and 4 are sanctioned during the current financial year and all of them were in operation. The state has drawn up detailed guidelines for running KGBV and it was available with KGBV school and DPO. All formalities for construction have been completed for 4 KGBVs. A total of 35 full time teachers were sanctioned for the 7 KGBVs, out of which only 15 full time teachers were in position and out of 21 part time teachers, 19 were in position. A total of 42 non teaching posts are sanctioned for 7 KGBV, out of which 27 were in position. Intake capacity of each KGBV is 100 girl students and a total of 490 girls students were admitted in KGBVs. 2 KGBV from Badanapur and Jalana blocks were visited. At present they are conducted in rented place. Bedding, meals are provided, but furniture was not available in both the KGBVs.</p>

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

District 1: Bhandara	EMIS set up was in each BRC. The requisite number of computers and computer operators have been put in all 7 BRCs in the district. 15, December, 2008 was the time schedule drawn up by the State for DISE for the current year. The Data capture format have been supplied late in October 2008 to all schools. The data collected and compiled by the DPO passed on to the state late in December 2008 .
District 2: Gondia	EMIS set up was in each block. The requisite number of computers and computer operators have been put up in 8 Block Resource Centres in the district. 15, December 2008 was the time schedule drawn up by the State for DISE for the current year. One day training on 14 October 2008, was imparted to the teachers at cluster Level. The data collected and compiled by DPO was Passed on to the state in December 2008 .
District 3: Aurangabad	EMIS set up was in each block. The requisite number of computers and computer operators have been put up in 9 Blocks (BRCs) of the district. 15 December, 2008 was the time schedule drawn up by the state for DISE/EMIS for the current year. Data capture format have been supplied to all schools latest by August. The data collected and compiled was not passed on to the state in prescribed time schedule.
District 4: Jalna	EMIS set was in each block. The requisite number of computers and computer operators have been put of in 7 block Resource centres in the district. 6, October 2008 to 15 December was the time schedule drawn up by the state for DISE / EMIS for the current year. Data capture format have been supplied to all school in October 2008 and the data collected and compiled by the DPO passed on to the state on 18 December 2008 .

(l) Research and Evaluation:

District 1: Bhandara	A total of 6 Research studies were sanctioned during the current financial year and a total of 6 studies were sanctioned in the previous calendar year and out of 6 studies 5 studies were completed.
District 2: Gondia	There were a total of 6 studies sanctioned in the previous calendar year and they were all completed
District 3: Aurangabad	At present the post of Research and Evaluation coordinator was vacant, so we could not get the details.

<p>District 4: Jalna</p>	<p>10 research studies were sanctioned during the current financial year. There was no Research/Evaluation incharge at DPO level since 2006 -07. The SRG identifies the research subject related to SSA implementation. The teachers are encouraged to take research studies. DRG-gives sanction. Under the guidance of the DRG and DIET. Research studies were completed. There is a prescribed contract format for commissioning of research study.</p>
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(m) Functioning of the VEC:

<p>District 1: Bhandara</p>	<p>A total of 715 VECs and 290 SMCs are constituted in the district. A copy of guidelines on delegation of powers to the VEC is given to the secretary of each VEC, who is the headmaster of these particular schools and it was available with the headmaster. The Guidelines have stipulated an adequate representation to women and even then it was observed that out 63 schools visited, in 12 schools VECs (19. 5%) there was inadequate representation of women in the VEC. There are a total of 639 VEC Members associated in the 63 VECs and out of 639 VEC members,228 are women . In 12 schools (22.64%) meetings were conducted monthly, in 29 schools (54.72%)meetings were conducted bimonthly, in 12 schools (22.64%) meetings were conducted quarterly.It was found that in 17 schools, (7.94%) VECs meetings were not conducted regularly and in 5 Schools (7..95 %) we could not get the details. The total number of members of VECs in 63 schools were 639 and out of them, 308 (57.68 %) were attending the meeting regularly.The VECs have been oriented in October and November 2008. 2 days orientation programmes were organized at the cluster level Out of 63schools, in 42 schools (66.67%) VEC has made contribution in improving the environment, in 38 schools (60.32%) VEC has made contribution in improving the enrolment.</p>
<p>District 2: Gondia</p>	<p>There are a total of 924 village education committees and 34 school management committees constituted in the district . A copy of guidelines on delegation of powers to the VEC and adequate representation (50%) to Women in the VEC was given to the secretary of each VEC, who is the Headmaster of these particular schools and the guide lines were available with the headmaster. The Guidelines have stipulated an adequate representation to women and even then it was observed that out of 61 schools/ VECs, in 12 schools/VECS (19.67%) there was inadequate representation of women. A total of 194 women were associated in the VECs</p>

	<p>in the 61 schools visited in the district. As per the instructions given by the district the VEC Meetings were conducted monthly and also according to schools specific needs. The total number of VEC members in the schools visited were 534 and out of them 308 (57.68%) attended the meeting regularly. During the current financial year orientation of VEC members was organized on 11 and 12 November and also on 18 and 19 November 2008. Out of 61 schools visited, 04 schools (8.56%) have reported about low attendance (80% or below).4 VECs have helped in these schools to improve attendance .</p>
<p>District 3: Aurangabad</p>	<p>There are a total of 1467 village/ school level committees constituted in the district. A copy of guidelines on delegation of powers to the VEC is given to the secretary of each VEC, who is the headmaster of these particular schools. Out of 110 schools, a copy of the guidelines was available in 65 schools (59.09%). The guidelines have stipulated an adequate representation to women in VEC/SMC, even then in 38 schools (34.54%) there was inadequate representation of women. There were a total of 943 VEC members associated in the VECs and out of 943 VEC members, 252 were women. Out of 110 schools, in 24 schools (21.82%) meetings were conducted monthly. In 39 schools (35.45%) meetings were conducted bimonthly. In 16 schools (14.54%) it was conducted quarterly and in 7 schools (6.36%) it was conducted yearly. we did not find VEC meeting record in 2 schools in Gangapur block, 1 school in Sillod block,4 schools in Vaijapur block and 2 schools in Khultabad block of the district. The members of VEC have been oriented during the year. These orientation programmes were held in February 2009 and CRC conducted these trainings. Out of 110 schools, in 66 schools (60%) VEC has made contribution in improving the environment of the school. In 57 schools (51.82%) VEC has made contribution in improving enrolment and attendance of students.</p>
<p>District 4: Jalna</p>	<p>There are a total of 1990 village education committees 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 particular schools and it was available with the headmaster of 58 schools (70.73%) in the district. Guidelines have stipulated an adequate representation to women, even then it was observed that out of 82 schools/VECs, in 32 schools/VECs (39.02%) there was inadequate representation of women. A total of 177</p>

	<p>women were associated in the VECs of 82 schools visited in the district. The VEC meeting has been conducted bimonthly and also according to the school's specific needs. We found that in 9 schools/VECs (10.97%) VEC meeting record was not properly maintained. There were a total of 709 members of VEC and out of them 407 members (57.40%) were attending the meeting regularly. It was observed that out of 82 VECs in 34 VECs there was regular participation of woman and SC/ST. The VECs have been oriented on 11, 12 and 20, 21 February 2009 and CRC conducted these trainings. It was observed that the VEC has made contribution in improving the environment in 61 schools (74.39%). In 66 schools (80.49%) the VEC has made contribution in improving enrolment and in 63 schools (76.83%) VEC has made contribution in improving attendance of students. Out of 82 schools / VECs, 11 schools/ VECs have not maintained proper records of funds received.</p>
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(n) Staffing at District Level:

District 1: Bhandara	All sanctioned posts were filled up in the district. In Bhandara district, there are 7 blocks and hence 7 BRCC post have been sanctioned and 7BRCCs were working. All other sanctioned staff was in position in all BRCs.
District 2: Gondia	All sanctioned posts were filled up in the district. Each programme coordinator has been given 2/3 functional areas. In Gondia district there are 8 Blocks and hence 8 BRCC, 8 DATA Entry operator, 8 Accounts clerk, 8 Junior Engineers, were sanctioned and all of them were in position. Out of 48 sanctioned IED Mobile teachers 37 teachers were in positions. The SPO have laid down rules/ regulations for filling up posts of SSA and it was available at DPO.
District 3: Aurangabad	The programme coordinator for Gender / Girls education, Research and Evaluation, Quality pedagogy were not in position in the district.
District 4: Jalna	All sanctioned posts for management and MIS were filled up. But for programmes, the post of EGS/AIE coordinator, one post of IED- RPs and the post of Research / Evaluation was found to be vacant and it was found that action has been taken to fill up the vacancies.

(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: Bhandara	The DPO has provided adequate educational facilities to SC,ST, Minority groups and to girls as well. For girls and SC,ST, DPO has under taken enrichment of school Libraries by supplying books. CAL in upper primary schools and Mathematics, Science and English kits and sports materials to Urdu schools.
District 2: Gondia	The DPO has provided adequate educational facilities to SC,ST, Minority groups and to girls as well. For girls and SC, ST, DPO has under taken enrichment school Libraries by supplying books, CAL in upper primary schools and Mathematics Science and English kits to and sports materials to Urdu schools.
District 3: Aurangabad	The DPO has provided adequate educational facilities to SC,ST, Minority groups and to girls as well For girls and SC,ST, DPO has under taken enrichment school Libraries by supplying books, CAL in upper primary schools and Mathematics Science and English kits and sports materials to Urdu schools.
District 4: Jalna	The DPO has provided adequate educational facilities to SC,ST, Minority groups and to girls as well For girls and SC,ST, DPO has under taken enrichment school Libraries by supplying books, CAL in upper primary schools and Mathematics Science and English kits and sports materials to Urdu schools .

(p) Any other issues relevant to SSA implementation:

(As per the observation, on day of school visit by MI)	
District 1: Bhandara	A total of 63 schools visited in the district. 79.36% schools have their own building,88.89% schools have good buildings, 69.84% schools have their own play ground. 98.81% schools have class rooms with proper light and ventilation. 98.41% schools have classroom with proper flooring. Black boards were in good condition in 85.71% schools. 65.08% schools have displayed TLM on the classroom walls and children were using. Average percentage of boys' and girls' attendance was 88.59%.

<p>District 2 : Gondia</p>	<p>A total of 61 schools visited in the district. 83.61% schools have their own building. 96.72% schools have good buildings. 68.85% schools have class room with proper Light and ventilation and 98.36% schools have classroom with proper flooring. Black boards were in good condition in 83.60% schools. 68.85% schools have displayed TLM on classroom walls and children were using. Average percentage of boys' and girls' attendance was 79%</p>
<p>District 3: Aurangabad</p>	<p>A total of 110 schools visited in the district. 75.45% schools have their own building. 89.09% schools have good buildings. 57.27 % schools have their own play ground . 99% schools have classrooms with proper light and ventilation and 87. 27% schools have classrooms with proper flooring. Black boards were in good condition in 79.09% schools. 57.27% schools have displayed TLM on classroom walls and children were using. Average percentage of boys' and girls' attendance was 86%.</p>
<p>District 4: Jalna</p>	<p>A total of 82 schools were visited in the district. 77.11% schools have their own building 87.95% schools have good buildings. 78.56% schools have classrooms with proper light and ventilation and 93.97% schools have classrooms with proper flooring. Blackboards were in good condition in (96.38%) schools. 84.34%) schools have displayed TLM on the classroom walls and children were using. Average percentage of boys and girls attendance was 84.47%</p>

(q) Executive Summary of all the District Reports for MDM:

District 1: Bhandara	(1) Regularity in Serving MDM: <p>A total of 63 schools were visited during 02-05 March 2009, almost all schools (100%) were serving hot cooked meal daily. Interruption was noticed due to delay in receipt of food grains in 4 schools (6.35 %).</p>
	(2) Trends: <p>No significant extent of variation was noticed in school enrolment records and actual number of children attending the school on the day of visit.</p>
	(3) Regularity in delivering food grains to schools: <p>In 59 schools (93.65%) food grains were received regularly. In 04 schools (6.35 %) there was delay. The extent of delay in delivering food grains was noticed to vary from 3 to 30 days and reason behind this was irregular supply from the Tahasil head quarter and non –punctuality of the shopkeeper of that particular area. Demand of requirement was made in advance by each school, but no buffer stock of one month was found in any school.</p>
	(4) Regularity in delivering cooking cost: <p>Most of the schools (92.06 %) did not receive cooking cost in advance. It is received after 2/3 months. The school head masters bought things on credit from the local shopkeeper and managed to ensure the feeding programme to be continued. The cooking cost was paid through banking channel</p>
	(5) Social Equity: <p>No discrimination of any kind was observed in any school.</p>
	(6) Variety of Menu: <p>A weekly menu card was displayed in 53 schools (84.13%) and it was followed by 44 schools(69.84%) In 60 schools (95.24 %), varieties in the food preparation like Khichadi, Sakhar Bhaat, Masala Bhaat, Dal Bhaat, Bhaaji Bhaat was found. Seasonable green vegetables were used in 37 schools (58.73%)</p>
	(7) Quality and Quantity of Meal: <p>In 55 schools (87.30%) quality of meal was found to be good. In 59 schools (93.65%) the quantity of meal was found to be enough. The children reported that they were happy with what they were being served in their mid-day meal.</p>

	<p>(8) Supplementary:</p> <p>The district was found to perform inadequately in terms of giving micronutrients and deworming medicines periodically. In 50 schools (79.36%), micronutrients and deforming medicines were given. Out of 63 schools in 48 schools (76.19%) it was given yearly. Out of 63 schools, 48 schools (78.20%) have maintained a Health Card for each child.</p>
	<p>(9) Status of cooks:</p> <p>Out of 63 schools, in 44 schools (69.84%) the cook appointed by the VEC and SHG, cooks and serves the meal. In 19 schools (30.16%) member of SHG cooks and serves the meal and in one school peon of that school cooks and serves the meal. There seems to be a variation in remuneration pattern. Out of 63 schools 2 schools gave 25% of the total cost to the cook which included fuel and remuneration. 2 schools gave 100% of the total cost to the cook and 46 schools make payment on daily wages basis. It was found that the remuneration was paid very irregularly. In 36 schools (57.14%), the cook was appointed from the under privileged section of the society.</p>
	<p>(10) Infrastructure:</p> <p>Out of 63 schools a Pucca Kitchen Shed was available only in 2 schools (3.17 %), where a kitchen shed was not available, the food was cooked in the school verandah (20.63%), unutilized spare classroom, (55.55 %) and in the open yard. (19.04%) Large no of schools (69.84%) lacked storing place for food items. We observed that the food grains were stored in the classroom or in the headmaster's office in 44 schools (69.84%). Almost all schools have potable water for cooking and drinking</p>
	<p>(11) Type of fuel used:</p> <p>Fire wood was used as fuel to prepare the Mid-day Meal in 61 schools (96.83%). LPG was used in 2 Schools (3.17%).</p>
	<p>(12) Safety and Hygiene:</p> <p>Out of 63 schools, in 26 schools (41.27%) safety was good and in 11 schools (17.47 %) it was poor. In 30 schools (47.62%) hygiene was maintained well and in 10 schools (15.87 %) it was poor.</p>
	<p>(13) Community Participation:</p> <p>A total of 63 schools visited in the district. Out of 63 Schools, in 54 schools (85.72%) Parent's and VEC's Supervision and Monitoring found to be good, but Participation in cash or kind was found to be poor.</p>

	<p>(14) Inspection and supervision: Out of 63 schools, in 58 schools (92.06%) the Mid-day Meal programme was inspected regularly, either by teachers and head masters and CRC. But district and State level inspection was found to be almost missing.</p>
	<p>(15) Impact: 61 schools (96.82%) reported that the Mid-day Meal programme has helped to improve the attendance and also well being of children but no direct impact on enrolment was reported.</p>
<p>District 2: Gondia</p>	<p>(1) Regularity in Serving Meal: A total of 61 schools were visited during 5-8 March 2009, out of which 60 schools (98.36%) were serving hot cooked meal. Interruption was noticed due to delay in receipt of food grains in 22 schools (36.06%).</p>
	<p>(2) Trends: No significant extent of variation was noticed in school enrolment records and actual number of children attending the school on the day of visit.</p>
	<p>(3) Regularity in delivering food grains to schools: In 39 schools (61.90%) food grains were received regularly. It was noticed that in 22 schools (36.06%) there was delay. Out of 22 schools one school had delay of 15-20 days. In other schools there was more than one months delay. Irregular supply from Tahsil Head Quarter and non punctuality of the ration shop keeper of that particular area was reasons for the same. Demand of requirement has made in advance by each school but no buffer stock of one month was found in any school. It was reported that the food grains are delivered at the school.</p>
	<p>(4) Regularity in delivering cooking cost: Not a single school received cooking cost in advance. The school head master bought things on credit from the local shopkeeper and managed to ensure that the feeding programme was continued. The coking cost was paid through banking channel.</p>
	<p>(5) Social Equity: No discrimination of any kind was observed in any school.</p>
	<p>(6) Variety of Menu: Out of 61 schools, a weekly menu card was displayed in 48 schools (78.69%) and it was followed by 48 schools (78.69%). In 58 schools (95.08%) varieties in the food was found. The daily menu included Khichadi, Sakhar Bhaat,</p>

	<p>Masala Bhaat, Dal Bhaat, Bhaaji Bhat. Seasonable green vegetables were used in 49 schools (92.45%)</p>
	<p>(7) Quality and Quantity of Meal: In 56 schools (91.88%) quality of meal was found to be good in 56 schools (91.88%) the quantity of food was found to be enough. The children were found to be happy with what they were being served in their Mid-day Meal.</p>
	<p>((8) Supplementary: Out of 61 schools, 31 schools,(50.81%) have given micronutrients and de-worming medicines. Primary Health Centre administers these medicines. In 31schools it was given yearly. Out of 61 schools, 45 schools (73.75%) have maintained a Health card for each child.</p>
	<p>(9) Status of cooks: In most of the schools (80.33%) the cook appointed by the VEC /SMC serves the meal. It was reported that the number of cooks are adequate to meet the requirement. There seems to be a variation in remuneration pattern. Some schools have given 25% of the total cooking cost to the cook which included fuel and remuneration. In few schools all cooking cost was paid to the cook and the cook himself purchased the pulses, vegetables ,cooking oil and condiments. The remuneration was paid very irregularly. Almost all schools get the cooking cost after 2/3 months. Out of 61 schools in 25 schools (39.68) the cook was appointed from the underprivileged section the of society and most of them were females.</p>
	<p>(10) Infrastructure: Out of 61 schools, pucca kitchen shed was available in 4 schools (8.56%). In 2 schools kitchen shed has sanctioned but construction was not started. Where a kitchen shed was not available, the food was cooked in the school varandah (16.39%),Unutilized classroom (59.02%) and in the open yard (16.39%). Large no of schools (73.77%) lacked storing place for food items. We observed that the food grains and other ingredients were stored in the classroom or in the Headmasters office in 45 schools (73.77%). More than 95% of the schools have potable water for cooking and drinking. Less than 5% of the schools did not have their own water source. Almost all schools have adequate utensils.</p>

	<p>(11) Type of fuel used: Firewood was used as fuel to prepare the Mid-day Meal in 57 schools (93.44%).LPG was used in 3 schools (4.92%).</p> <p>(12) Safety and Hygiene: It was noticed that out of 61 schools, in 30 schools (49.19%) safety was good and in 7 schools (11.47 %) it was poor. In 27 schools (44.26%) hygiene was maintained well and in 8 schools (13.11%) it was poor which needs to be attended. Almost in all schools children were being encouraged to wash their hands before and after eating. It was observed that the children in all schools took meals in an orderly manner. It was observed that the children were being encouraged to conserve water. In 52 schools (85.25%) the cooking process and storage of fuel was safe and not posing any fire hazard.</p> <p>(13) Community Participation: Out of 61 schools, in 47schools (77.05%) the VEC supervised and monitored the Mid Day Meal programme. But parents' participation in supervision and monitoring was found to be inadequate.</p>
	<p>(14) Inspection and Supervision: In most of the schools (90.48%) the Mid-day Meal programme was inspected regularly, either by teachers and head masters. In some schools it was the CRC, Block and District level officials. But Sate level inspection was found to be almost missing.</p> <p>(15) Impact: In 54 schools (88.52 %), the Mid-day Meal programme has helped to improve the attendance of children in school. In 55 schools (90.16%) children's well being was improved but no direct impact on enrolment was reported.</p>
<p>District 3: Aurangabad</p>	<p>(1) Regularity in Serving Meal: A total of 110 schools were visited during 16-25 March 2009, out of which 109 schools (99%) were serving hot cooked meal daily. Interruption about 15-20 days was noticed due to delay in receipt of food grains in 24 schools (21.81%).</p> <p>(2) Trends: No significant extent of variation was noticed in school's enrolment records and actual number of children attending the school on the day of visit.</p>

	<p>(3) Regularity in delivering food grains to schools:</p> <p>In 86 schools (78.18%) food grains was received regularly. 15-20 days delay was noticed in 24 schools (21.82 %). Demand of requirement was made in advance by each school but no buffer stock of one month was found in any school. Almost all schools reported that, the food grains were delivered at the school.</p>
	<p>(4) Regularity in delivering cooking cost:</p> <p>Most of the schools (100 %) did not receive cooking cost in advance. It was received after 2/3 months. The school head masters bought things on credit from the local shopkeeper and managed to ensure that the feeding programme to be continued. The cooking cost was paid through banking channel only.</p>
	<p>(5) Social Equity:</p> <p>No discrimination of any kind was observed in any school.</p>
	<p>(6) Variety of Menu:</p> <p>A weekly menu card was displayed in 96 schools (87.27 %) and it was followed by 94 schools (97.92%). In 106 schools (96.36 %), varieties in the food preparation like Khichadi, Sakhar Bhaat, Masala Bhaat, Dal Bhaat, Bhaaji Bhat was found. Seasonable green vegetables were used in 83 schools (75.45%).</p>
	<p>(7) Quality and Quantity of Meal:</p> <p>Children expressed their satisfaction in respect of quality of meal in 104 schools (94.55%). In 107 schools (97.27) the children reported that quantity of meal was enough.</p>
	<p>(8) Supplementary:</p> <p>The district was found to perform inadequately in terms of giving micronutrients and deworming medicines periodically. In 9 schools (8.18%) it was given quarterly and in 52 schools (47.27%) it was given yearly. In 29 schools Primary Health Centre, in 6 schools NRHM and NGO in one school administered these medicines. Out of 110 schools, 85 schools (77.27%) have maintained a Health Card for each child.</p>
	<p>(9) Status of cooks:</p> <p>In 107 schools (97.27%) the cook appointed by the VEC and SHG member cooks and serves the meal. In 3 schools (2.73%) peon of that school cooks and serves the meal. 90 schools (81.82%) reported that the number of cooks</p>

	<p>were adequate to meet their requirement. There seems to be a variation in remuneration pattern. Out of 110 schools, 55 schools (50%) gave 25% of the total cooking cost to the cook which included fuel and remuneration. 23 schools (20.91%) gave 100% of the total cooking cost and the cook him self purchased the fuel, vegetables, oil and condiment and 22 schools (20%) have made payment on daily wages basis. The remuneration was paid very irregularly. Almost all schools get the cooking cost after 2/3 months. In 45 schools (40.90%) the cook was appointed from the under privileged section of the society.</p>
	<p>(10) Infrastructure:</p> <p>Out of 110 schools, a Pucca Kitchen shed was available in 33 schools (30%). Where a kitchen shed was not available, the food was cooked in the school verandah in 19 schools (17.27%), unutilized spare classroom in 32 schools (29.09%), on open yard in 23 schools (20.90 %), Cooks house 3 schools (2.73%). More than 50% of the schools lacked storing place for food items. We observed that the food grains were stored in the classroom in 31 schools (28.18%) and in the headmaster's office in 27 schools (24.54%), Out of 110 schools, 98 schools (89.09%) have potable water for cooking and drinking and 12 schools (10.91%) did not have their own water source. Out of 110 schools, 101 schools (91.82%) reported that they have adequate utensils for cooking.</p>
	<p>(11) Type of fuel used:</p> <p>Fire wood was used as fuel to prepare the Mid-day Meal in 89 schools (80.90%). LPG was used in 20 Schools (18.18%).</p>
	<p>(12) Safety and Hygiene:</p> <p>Out of 110 schools, in 59 schools (53.64%) safety was found to be good and in 9 schools (8.18%) it was poor. In 51 schools (46.36%) hygiene was maintained well and in 15 schools (13.64%) it was found to be poor. It was observed that students were being encouraged to wash their hands before and after eating food in all schools. It was observed that the children in all schools take meals in an orderly manner. The children were encouraged to conserve water in all schools. In 89 schools (81%) the cooking process and storage of fuel was safe and not posing any fire hazard.</p>

	<p>(13) Community Participation:</p> <p>Out of 110 schools, in 83 schools (75.45%) the parents were supervising and monitoring the Mid Day Meal programme. In 97 schools (88.18%) the VEC was supervising and monitoring the Mid Day Meal and in 62 schools (56.36%) parents, and VECs participation in cash and kinds was found to be adequate.</p>
	<p>(14) Inspection and supervision:</p> <p>In most of the schools (90.48%) the Mid-day Meal programme was inspected regularly, either by teachers and head masters. In 83 (75.45%) schools it was found to be inspected by Block and CRC level officials. District and State level inspection was found to be almost missing in all schools.</p>
	<p>(15) Impact:</p> <p>Out of 110 schools, 88 schools (80%) reported that the Mid-day Meal programme has helped to improve the attendance and also children's well being but no direct impact on enrolment was reported.</p>
<p>District 4: Jalna</p>	<p>(1) Regularity in Serving MDM:</p> <p>A total of 82 schools were visited during 13-18 July 2009, out of which 76 schools (92.68%) were serving hot cooked meal daily. Interruption was noticed due to delay in receipt of food grains in 43 schools (52.43 %). There was about 5-10 days Interruption in 18 schools (21.95%), 10-20 days in 11 schools, 30 days in 6 schools and more than 1 months's interruption in 8 schools.</p> <p>(2) Trends:</p> <p>No significant extent of variation is noticed in school's enrolment records and actual number of children attending the school on the day of visit.</p> <p>(3) Regularity in delivering food grains to schools:</p> <p>In 45 schools (54.88%) food grains were received regularly. There was delay in delivering food grains in 30 schools (36.38%) The extent of delay was about 20 days in 20 schools and about 1 Month in 10 schools. Requirement was made in advance. No buffer stock of one month was found in 30 schools (36.58%). Buffer stock of one month was found in 53 schools. (64.63%). It was reported that the food grains was delivered at the school in 73 schools (89.02%).</p> <p>(4) Regularity in delivering cooking cost:</p> <p>None of the school received cooking cost in advance. It was received after 2/3 months. The school head masters bought things on credit from the local</p>

	shopkeeper and managed to ensure the feeding programme to be continued. Cooking cost was paid through banking channel.
	<p>(5) Social Equity: No discrimination of any kind was observed in any school.</p>
	<p>(6) Variety of Menu: A weekly menu card was displayed in 72 schools (87.80 %) and it was followed by 69 schools (84.15%). In 73 schools (89.02 %), varieties in the food preparation like Dal-rice, Pulav, Sakhar Bhaat, groundnuts and jaggery and khichdi were found. Seasonable green vegetables were used in 73 schools (89.02%). There was no MDM on the day of visit in 7 Schools (8.54%).</p>
	<p>(7) Quality and Quantity of Meal: In 73 schools (89.02%) quality of food was good. In 74 schools (90.24%) the quantity of food was enough. In 75 schools (91.46%) the children were happy with what they were being served in their mid-day meal.</p>
	<p>(8) Supplemantry: Out of 82 schools in 60 schools (73.17%) micronutrients and deworming medicines were given. In 5 schools it was given Quarterly and in 42 schools it was given yearly. In 49 schools, Primary Health Centre administered these medicines and in 11 schools it was administered by others. 77 schools (93.90%) have maintained a Health Card for each child.</p>
	<p>(9) Status of cooks: In 80 schools (97.56%) cook appointed by the VEC serves the Meal and in 2 schools (2.44%) it was served by the peon. It was reported that the number of cooks were adequate to meet the requirement. There seems to be a variation pattern in remuneration. Out of 82 schools, 62 schools (75.60%) gave 25% of the total cooking cost to the cooks which included fuel and remuneration. In 19 schools (23.17%) all the cooking cost was paid to the cook and the cook himself purchases the pulses, vegetables, cooking oil and condiments. In 2 schools (2.44%) daily wages was given. Out of 82 schools only 2 schools (2.44%) has paid remuneration regularly. In most of the schools (97.59%) females were appointed. Out of 81 females 3 females (3.70%) were from SC, 4 females (4.94%) were from ST, 22 females (27.16%) were from OBC, 19 females (23.46%) were from Minority, 27 females (33.33%) were from advanced community and 6 females (7.41%) were from VJNT community.</p>

	<p>(10) Infrastructure:</p> <p>Out of 82 schools, a Pucca Kitchen shed was available in 62 schools (75.61%). In 2 schools (2.44%) the kitchen shed was constructed but not in use. In 3 schools (3.66%) the kitchen shed was under construction. In 5 schools (6.09%) the kitchen shed was sanctioned but construction has not started. In 11 schools (13.41%) the kitchen shed was not sanctioned.</p> <p>Where a kitchen shed was not available, the food was cooked in the school verandah (2.44%), unutilized spare classroom, (13.25%) on open yard (4.81 %) cooks house (4.81%). Large no of schools lacked storing place for food items. The food grains were stored in the classroom in 24 schools (28.92%) or in the headmaster's office in 22 schools (26.83%) In 34 schools (40.96%) there was separate store room and in 3 school (3.61%) food grains was stored in kitchen shed. About (74.70%) of the schools have potable water for cooking and drinking and (25.30%) of the schools did not have their own water source. Most of the schools (84.34%) have adequate utensils.</p> <p>(11) Type of fuel used:</p> <p>Fire wood was used as fuel to prepare the Mid-day Meal in 77 schools (93.90%). LPG was used in 4 Schools (4.88%) and kerosene in 2 schools (2.44%).</p> <p>(12) Safety and Hygiene:</p> <p>Out of 82 schools, in 30 schools (36.58%) safety was good and in 49 schools (59.76 %) it was fair and in 45 schools (54.88%) it was poor. Out of 82 schools, in 30 schools (36.58%) hygiene was maintained well and in 48 schools (58.54%) it was fair. In most of the schools (95.18%) students were being encouraged to wash their hands before and after eating food. It was observed that in 80 schools (97.56%) the children partake meals in an orderly manner. The children were encouraged to conserve water. Out 82 schools in 78 schools (95.12%) the cooking process and storage of fuel was safe, not posing any fire hazard.</p> <p>(13) Community Participation:</p> <p>Out of 82 schools, in 69 schools (84.15%) it was noticed that the VEC is supervising and monitoring the Mid Day Meal scheme and in 63 schools (76.83%) parents' participation was noticed to be adequate. But participation of VECs and Parents in cash or kind was found to be poor in(65.06%) schools.</p>
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	<p>(14) Inspection and supervision:</p> <p>Out of the 82 schools, in 21 schools (25.61%) the Mid-day Meal programme was inspected by the district officials, in 75 school (91.46%) it was inspected by the Block level officials, in 70 schools (85.36%) it was inspected by the Cluster level officials but State level inspection was found to be inadequate.</p>
	<p>(15) Impact:</p> <p>In 77 schools (93.90%) the Mid-day Meal programme has helped to improve the attendance. In 64 schools (78.05%) children's well being was improved. It was reported that in 75 schools (91.46%) it has helped to improve the enrolment.</p>

Chapter 1

3. District Level Half Yearly Monitoring Report (District 1: Bhandara)

3.1	Name of the District	Bhandara
3.2	Date of visit to the District /EGS /Schools	02-03- 2009 to 05-03-2009
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 school sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	The data collected from the District Project Office shows that, up-gradation of 16 EGS to primary school is sanctioned in the current financial year in the district and they were opened.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The land for construction is identified for 16 school buildings. During the monitoring visit the upgraded new school at shingori in Bhandara Block was visited on 2/3/2009. It was found that the construction of new school building was in progress. The construction quality of the work was found to be good.	
(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 found that the Village Education Committee has received 75% of funds for construction of school building.	

(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc).	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
The construction of 16 school buildings has been started, out of which 10 buildings are at roofing stage and 6 are at foundation stage.		
(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 32 teachers (16 regular teachers and 16 Para teachers) are sanctioned for the new schools and they were working in these schools.		
(vi)	Have Teacher been put in new school in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
During the monitoring visit, a EGS- upgraded new primary school at shingori in Bhandra block was visited on 2/3/2009. It was noticed that one regular teacher and one para teacher have been appointed for the school, but it was found that the regular teacher has not joined the duty up to the monitoring visit (March 2009).		
(vii)	In the school visited by MI whether one-time grants of Rs20,000/-for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
One time grant of Rs. 20,000/- for Teaching Learning Equipment for primary school has been distributed to each school through Block Education Officer, but it was found that the grant was not reached to the new school up to the monitoring visit (March 2009). It was noticed that no purchases of any items have been made for the new school out of this grant.		

(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 TLE grant of Rs. 20,000/- has been given through nearby Parent school and the para teacher was found to be unknown about the guidelines issued either by SPO and or DPO.		

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO districts being visited by MI.
The district has undertaken construction of 59 additional classrooms, 15 drinking water facility, 1 BRC and compound wall for the current financial year. It was noticed that out of 59 additional classrooms, construction of 25 classrooms has been completed . The construction of 28 additional classrooms are at massonry stage, 2 are at lintel stage and 4 are at slab stage. The financial allocation including major repairs made for this is Rs. 401.85 lakhs, out of which Rs. 324. 24 lakhs (80.69%) was utilized up to the end of February 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 which was in progress visited and no variance in between reporting and actual status was found.		

(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The discussion with VEC members revealed that they have been trained and guided by technical person (Junior Engineer) for execution of civil works.	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/ SMC and School Teachers (sample as in (ii) above).
	It was noticed that community manual for civil works has been prepared by SIS and it was available with school/VEC.	
(v)	In the school building being constructed (new schools 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 schools and also in the new schools which are under construction, but it was observed that 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 that the VEC 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).
	Executive Engineer at district level and a Junior Engineer at Block level is 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).
	It was reported that, the Junior Engineer generally make 3 visit at foundation stage, lintel stage and roof stage and also according to the necessity.	

(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).
It was reported that there is no convergence with Swajaldhara in respect of school drinking water facility in the district.		
(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) .
No such work in the district is being carried out by a specialized agency or VEC.		
(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).
There is convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools. The quantum of funds available from TSC and SSA that details we could not get from the DPO.		
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii)above).
The construction quality of new school building and additional classrooms was 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 schools visited by MI
It was reported that there is a civil works incharge at SPO level and monthly review of the civil works of each district has been taken. To ensure quality in civil works, the SPO has appointed a third party evaluation in every district. In Bhandara district the Third party Evaluation of construction work is given to Ms P.T. Mase and Associate, Nagpur.		

(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
Free textbooks were distributed to a total of 180753 children in the district. Out of them 16285 are S.C. girls and 8564 are S.T. girls. It was reported that all children of 1 st to 8 th standard received free textbooks from SSA funds.		
(ii)	When were the textbooks actually received and distributed in the district? Any instruction /circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
It was noticed that the text books were provided by the Divisional Text Book Bureau. These books are sent to the district as and when they are printed. Thus, the district has received books mostly between 27.5.2008 to 1.9.2008 in a phased manner. The instructions in respect, to whom the text books are to be distributed has been received from the SPO office and it was available with DPO.		
(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 2008 -09, the schools in Bhandara district opened on 26 th June 2008. A total of 63 schools (5%) were visited in the district . it was noticed from the schools that 42 schools (66.67%) have received text books within one month and in 16 schools (25.40%) text books of all types were not received up to the monitoring visit (5 march 2009).		

(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 42 schools (66.67%) have distributed free text books for all subjects and for all classes and to all eligible children. It was found that the few text books namely Marathi part -2, Hindi, and Science were not received in few 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 1365 schools (840 primary and 525 upper primary) to whom school grants are approved for the current financial year and the school grant has been released by SIS to the district along with guidelines on 3 rd July 2008.		
(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/- and 7000/- for primary and upper primary respectively to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
The DPO has released funds for school grants @ Rs. 5000/- for primary school and @ Rs. 7000 for upper primary school through Block Education Officer on 1 st August 2008, and not directly to the school /VEC accounts. A total of 1365 schools to whom releases have been made in the district. The DPO has circulated guidelines to the schools for utilization of the school grant.		

(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 63 schools were visited during the monitoring visit in the district. Out of 63 schools 27 schools (42.85%) received grant in September 2008, 26 schools (41.27%) received grant in October 2008, 4 schools (6.35%) received grant in November 2008, 3 schools (4.76%) received grant in December 2008. The school head master was on leave so we could not get the details in 3 schools.		
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
It was found that most of the schools have utilized the last year's grant for Stationery, Furniture (Table, chairs) Electric items, (Tube, fan), Maths kit and Painting of school building.		

(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 teacher whenever required is made at district level. The advertisement in daily news papers and also written test followed by 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 the Para teachers are appointed on contract basis and others are on regular basis.		
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
No VEC/Panchayat is empowered to make decentralized recruitment of teachers and it was found that no such recruitment procedure have been laid down.		
(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 (63) visited in the district, a total of 390 teachers are sanctioned for these schools. Out of 390 teachers 373 teachers were in position and out of 373 teachers 337 teachers (90.35%) were present on the day of visit. No habitual absentee teachers was found in any sampled 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.
It was observed that out of 63 schools, in 59 schools (93.65%) the rapport between children and the teachers was found to be good.		

(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>At present there are a total of 5746 teachers (2541 teachers in primary schools and 3205 teachers in upper primary schools) working in the district. The district has a target of 4201 teachers to whom in service training of 20 days is to be given. As per the training calendar drawn by the SCERT, the district has covered all teachers under in-service training. Resource persons and Master trainers were the trainers. The first session of the training (10 days) at Block level was before the beginning of academic year i.e. 16 June 2008. The second session of training of 2 days of every month at cluster level was started in July 2008 and completed in January 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,? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>There are a total of 83 newly recruited teachers in the district to whom orientation training of 30 days is to be given and all of them have been given such training.</p>		

(ix)	<p>The target number of teachers district-wise, to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/ monitoring was done for 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>There are a total of 23 untrained teachers in the district to whom refresher training of 60 days is to be given. The DIET has conducted the refresher training of these teachers and the mode of training was institutional as well as distance.</p>		
(x)	<p>The satisfaction level of training? Whether there are any areas. Which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
<p>While interacting with the teachers in the schools visited, it was found that almost all teachers were satisfied with in-service training. Some teachers expressed that they would like to get trained in teaching Maths, English, Computer, Joyful learning and Accounts keeping etc.</p>		
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: a. Please specify the role of BRC/CRC's in teacher training (in service/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 programmers, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode (workshop /meetings /school visit –with teachers)and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/ EGS Centres visited by MI.</p>

<p>Most of the teachers reported that they are getting academic support from Head masters, other teachers, cluster coordinators, Extension officers and Block Education Officer. The cluster coordinator makes school visit weekly and the BRC once in the month. Monthly 2 days training is conducted by the CRCCs, but we did not find that BRCCs are directly involved in teachers training programme.</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 each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It is expected that minimum 2 school visits are to be made by the BRCC and twice in a week school visit is to be made by the CRCCs.. It was found that it is followed by the CRC 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(atleast 5 each)and the teachers on the spot in respect of schools/ EGS centers visited by MI.</p>
<p>It was noticed that, BRCC's and CRCC's 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 suggestion. It was found from the field data that about 50% of CRCCs conducted Model lessons in class, helped teachers in teaching difficult topics and they also took random test of the children and BRCCs Mostly checked administrative matters.</p>	
<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC(atleast 5 each) and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It was found that the DIET is interacting with BRC/CRCs. DIET itself conducts research studies and provides guidance to the researchers.</p>	

	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 5 each)and the teachers on the spot in respect of school/ EGS centers visited by MI.
	While interviewing the BRCCs and CRCCs it was found that they are extending their academic support to the AIE centres in their area. But the frequency of such support is very poor.	
(xii)	Does the SPO have a Quality Coordinator? What is their role? Do they Have a system and format to review district wise programmers? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	There is a Quality Control Cell at SPO which looks after the quality aspects. Other detail was not collected.	

(f) Teaching Learning Material (TLM) grants:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	The data collected from the DPO shows that, a total of 5602 teachers are eligible to receive TLM grants, (which included 2283 Primary teachers and 3319 upper Primary teachers).	
(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 is enclosed with the report.
	It is seen from the DPO data that, the TLM grant was released on 16 th August 2008. A total of 5602 teachers were covered in the district. Instructions in respects of utilization of TLM grant have been issued by the SPO and DPO.	

(iii)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so, the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	<p>Information to be verified on the spot in respect of schools visited by MI.</p>
<p>As this grant was sent through the Blocks to each school/VEC, it was received by the schools /VECs (42.85%) in September 2008 and in October 2008 (41.27 %) and in November /December 2008 (6.35%). Out of 63 schools, 41 schools (65.08%) have displayed TLM on the classroom walls and children were using TLM .But in 22 schools (34.92%) no TLM was found. One day training On TLM development was organized by the DIET Bhandara on 10th October 2008.</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 reported that, a total of 40 EGS/AIE centres are sanctioned during the current financial year in the district .Out of them, 26 are Rajiv Gandhi Sandhi Shala (primary) centres ,12 are</p>		

	AIE Centres, and 2 are Back to School Camps and all of them have been started. A total of 48 EGS /AIE centres are continued from the previous year and out of 48 EGS/AIE centres, 47 centres are Rajeev Gandhi Sandhi Shala (primary) and one is Rajiv Gandhi Sandhi Shala (upper primary) centre. It was reported that a total of 104 out of school children are enrolled in the centers and all of them are attending .	
(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 reported that, according to survey, there are a total of 248 out of school children and all of them are enrolled in the centres. Out of 248 children ,30 children are enrolled in RGSS (primary) centres, 167 children are enrolled in AIE centres and 51 children are enrolled in Back to School Camp.	
(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.
	At the time of monitoring visit EVs training was organised by the DIET Bhandara, we could not visit the centres.	
(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 137 EVs are working in the district, out of them, 106 EVs have got 10 days in-service training in February 2008. The DIET has organized this training and it was based on syllabus of 3 rd standard.	
(v)	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.
	It was reported that the EVs are given academic support by the BRC/CRC. But while interacting with the EVs it was found that there is no regularity in academic support 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 the EVs is minimum 12 th standard passed and maximum graduate, postgraduate. Only 10 days initial training they have received. It was noticed that there is irregularity in academic support.		
(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 by the EGS/AIE coordinator that the monthly honorarium is paid according to the number of children enrolled in the centre and which is very irregular.		
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
At the time of the visit all EVs were attending training at DIET Bhandara .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.
A District EGS/AIE coordinator has been appointed in the district and he has attended only few meetings at the state level.		
(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.
The SPO has developed monitoring format and it was available with DPO. Information is furnished quarterly to the SPO.		

(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.
A total of 16 EGS (Vastishala) centres were targeted to be upgraded in the current financial year and up gradation of 16 EGS centres is done.		
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
The State has issued necessary instructions (Govt. Resulation) to the DPO with reference to up gradation of EGS Vastishala centres to primary schools. TLE grant of RS. 20000/-per school amounting RS. 3.2 lakhs has been transferred to the parent school/VEC by the DPO.		
(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.
It was found that a total of 16 EGS centres has actually upgraded in the district. The funds are transferred to the parent school /VEC. But it was noticed the TLE grant was not received by the new school up to the end of February 2009. It was noticed that no instructions has been issued by the DPO in this respect.		
(xiv)	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs during field visits of MI.
It was found that the actual up gradation of 16 EGS centre has taken place in the district.		
(xv)	Has the land for construction of the upgraded primary school (from EGS) been indent field?	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.
The land for construction has been identified for 16 school buildings and construction work has been started. During the visit the new school at shingori was visited on 2/3/2009.		
(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.
It was found that the village education committee has received 75% of funds for construction of school building.		

(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.
The construction of 16 school buildings has been started out of which 10 buildings are at roofing stage and 6 building are at foundation stage.		
(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.
A total of 32 teachers (16 regular teachers and 16 Para teachers) are sanctioned for the new upgraded (from EGS) primary schools. The teachers have been put in this new school but it was found that in some schools the regular teacher has not joined the duty up to visit (March 2009).		
(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.
It was reported that a total of 136 children were mainstreamed from EGS/AIE centres during the last academic year and the mainstreaming has been done in Govt. school only.		
(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.
At the time of visit all EGS/AIE EVs were attending the training organized by the DIET and all centres were closed, so we could not visit the centres.		
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
During the discussion with EVs in training programme it was found that, as per the directives given by the district officials the Mid-day Meal is given to the children.		

(xxii)	The number of children enrolled and actually present in the EGS/AIE centres / 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.
	At the time of visit all EGS/AIE EVs were attending the training organized by the DIET, so we could not visit any centre.	
(xxiii)	The achievement level of children studying in EGS/AIE facilities	Assessment to be undertaken during field visit by MI.
	At the time of visit all EGS/AIE EVs were attending the training organized by the DIET, so we could not visit any centre.	
(xxiv)	The rapport of the EV with the children?	Observation during Field visit, by MI.
	At the time of visit all EGS/AIE EVs were attending the training organized by the DIET, so we could not visit any centre.	
(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.
	During the discussion with EVs in training Programme, it was found that all EGS/AIE centres are using school textbooks.	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the district visited by MI.
	Looking at the DPO data, it was noticed that there are a total of 6618 Children with Special Needs identified in the district and it was reported that out of 6618 children , 5454 children are enrolled in the schools and 1119 children are out of school.	

(ii)(a)	The number of children who have been provided with aids and appliance, district-wise during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
It was noticed from the DPO data that a total of 203 Children have been provided with aids and appliances in the current financial year.		
(ii)(b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO
It was reported that there are no difficulties in getting and utilizing the aids and appliances.		
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
During the discussion with the IED functionaries it was found that there are a total of 42 Mobile teachers sanctioned for the CWSN activity. But out of that only 28 Mobile teachers were working and 14 posts are vacant. Janchetana Special School, Bhandara is associated with CWSN programme 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 an IED coordinator and 2 resource person and they are oriented. The IED coordinator has attended capacity building programme at the State level.		

(iv)(b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable 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.
	It was told that the SIS has prescribed monitoring format for this activity and every quarter the information is furnished to SPO.	
(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 noticed from the DPO data that a total of 1327 schools have been provided with ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	It was seen from the DPO data that a total of 29 CWSN have been provided home based support during the current financial year.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/ DPO and to be verified during field visit by MI, with help from VECs/school.
	It was reported that a total of 217 parents have been given counseling during the year.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?s	Information to be verified on the spot with the assistance of VEC/Teachers.
	Data not collected	

(i) National Programme for Education 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 applicable in the district, so it is not introduced in the AWP & Budget 2008-09 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 . Samille 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 sensitise 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 Coordinnator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
A district Gender –Coordinator was in position 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.
We could not get the details from the DPO .		

(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.
	There are a total of 1148 ECCE centres operational under innovation head in the district.	
(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.
	We could not get the details from the DPO.	

(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.
	KGBV programme is not applicable in the district, so it is not introduced in the AWP & Budget 2008-09 of the district.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district wise.	Information to be obtained from the SPO office and to be updated from DPO in respect of district visited by MI.
	KGBV Programme does not exist in the district.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from SPO and verified from DPO/KGBV visited by MI.
	KGBV programme does not exist in the district.	
(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.
	KGBV programme does not exist in the district.	
(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.
	KGBV programme does not exist in the district.	

(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.
	KGBV programme does not exist in the district.	
(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 of KGBV visited by MI.
	KGBV Programme does not exist in the district.	

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

(i)	Whether EMIS set up in each district of the State /UT and whether requisite computers and computer operators have been put in position ?	Information to be obtained from the SPO office and to be updated from DPO of the district visited by MI.
	It was found that EMIS set up was in each BRC. The requisite number of computers and computer operators have been put in all 7 BRCs in the district.	
(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.
	15, December, 2008 was the time schedule drawn up by the State for DISE for the current year.	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	It was noticed that the Data capture format have been supplied late in October 2008 to all schools.	
(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.
	One day training on 15 October, 2008 at cluster level has been imparted to the teachers for filling up data in the data capture format.	

(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented /trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data ? If so, please give details, including findings?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
BRC and CRC coordinators have been given the task of verifying 5% of the data collected. They have been oriented for this in December 2008 . and it was reported that they are discharging this responsibility satisfactory.		
(vi)	Whether the data collected and complied by the DPO passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
The data collected and complied by the DPO passed on to the state late in December 2008.		
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
There was an MIS In-charge at the DPO and he was found to be fully conversant with the needs of SSA in MIS.		

(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.
It was reported that, a total of 6 Research studies are sanctioned during the current financial year. Research subjects and other details we could not get from 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 and to be updated from the DPO.
It was reported that a total of 6 studies were sanctioned in the previous calendar year and out of 6 studies 5 studies were completed.		

(iii)	Is there a Research /Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
One Research Assistant has been appointed for Research and Evaluation activity at DPO.		

(m) Functioning of the VEC/SMC:

(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 DPO data that, a total of 715 VECs and 290 SMCs are constituted in the district.		
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI.
A copy of guidelines on delegation of powers to the VEC is given to the secretary of each VEC, who is the headmaster of these particular schools and it was available with the headmaster.		
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
The Guidelines have stipulated an adequate representation to women and even then it was observed that out 63 schools visited, in 12 schools / VECs (19.5%) there was inadequate representation of women in the VEC. It is seen from the field data that, there are a total of 639 VEC Members associated in the 63 VECs and out of 639 VEC members, 228 are women.		

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
<p>It is seen from field data that, out of 63 schools, in 12 schools (22.64%) VEC meetings were conducted monthly, in 29 schools (54.72%) meetings were conducted bimonthly, in 12 schools (22.64%) meetings were conducted quarterly. It was found that in 17 schools, (7.94%) VECs meetings were not conducted regularly and in 5 Schools (7.95 %) we could not get the details. The total number of members of VECs in 63 schools were 639 and out of them, 308 (48.20 %) were attending the meeting regularly.</p>		
(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.
<p>It was reported that, the members of the VECs have been oriented in October and November 2008. 2 days orientation programmes were organized at the cluster level. 4 VEC members and 2 teachers from the respective school were invited for this orientation.</p>		
(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.
<p>It is seen from the field data that, out of 63 schools, in 42 schools (66.67%) VEC has made contribution in improving the environment. In 38 schools (60.32%) VEC has made contribution in improving the enrolment.</p>		
(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.
<p>It was noticed that out of 63 schools/VECs, 4 schools VECs/schools have not maintained records of funds properly.</p>		

(viii)	Is there any programme officer in-charge for Community mobilization/ participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
There is an incharge programme officer for Community mobilization at DPO.		

(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 Programmer Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
Data not collected.		
(ii)	The number of meetings of the General Body and EC held during the pervious financial year?	Information to be obtained from SPO and verified from their records.
Data not collected.		
(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 all sanctioned posts were filled up in the district.		

(iv)	The number of BRCs /CRCs sanctioned Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/ DPO and to be verified in respect of BRCs /CRCs visited by MI.
In Bhandara district, there are 7 blocks and hence 7 BRCC post have been sanctioned and 7BRCCs were working. All other sanctioned staff was in position in all BRCs.		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
It was noticed that the SPO have clearly laid down rules/regulations for fillings up post of SSA and it was available at DPO.		

(0) 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, enrichment of school Libraries by supplying books, school bag for girls and supply of Mathematics ,Science and English Kits and sports materials to Urdu Schools etc activities are undertaken in the district, during the financial year.

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
The range of functional school days was found to vary from 210 to 240 days. About 60% schools were opened for 221-240 days and another 11 schools (17.46%) were opened for 210-220 days during the previous academic year.		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
As regards the overall environment of schools, it was noticed that most of the schools had a clean environment. A total of 63 schools visited in the district, 50 schools (79.36%) have their own building and 13 schools (20.63%) have rented building and these are private aided schools. 56 school buildings (88.89%) were in good condition while 7 school buildings (11.11 %) were in poor condition. Out of 63 schools 44 schools (69.84%) have their own play ground. In the schools visited, it was found that 62 schools (98.81%) have proper lighting in the classroom, 60 schools (98.36%) have proper ventilation and 62 schools (98.41%) have proper flooring in their class rooms.		

(ii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation
47 schools (71.43%) use cloth strips. Benches were used in 10 schools (15.87%). 6 schools (9.52) use benches and cloth strips. All schools visited have black boards in the classrooms. The blackboards in 54 (85.71%) schools were in good condition and in 9 schools (14.28%) were in poor condition. Out of 63 schools, 41 schools (65.08%) have displayed TLM on the classroom walls and children were using TLM. But in 22 schools (34.92%) no TLM was found.		
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
Out of 63 schools, 61 schools (96.83%) have health check up facility which was made available during the previous six months. The frequency of health camp facility was once in a year.		
(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 63 schools, 34 schools (53.97%) have adequate play material and 28 schools (44.44%) were using play material.		
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/ VEC.
Total enrollment of the schools visited was 11327 (Boys 5816, Girls 5511) and the attendance on the day of the visit was 88.59%.The percentage of boys was around 86% and the percentage of girls was around 92% .		
(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 63 schools were visited. Out of them 13 schools (20.63%) have reported low attendance (80% or below) problems due to poverty in 5 schools and illness in 6 schools. Steps were taken to improve attendance in 13 schools by teachers and the VEC.		
(viii)	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 was two unit tests in each semester and written and oral examination at the end of each semester.		

(ix)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
We did not find the application of continuous and comprehensive evaluation system in any school. Grading system has not been introduced in core subjects. Grades are given in subjects like physical training, work experience, Drawing etc.		
(x)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
A total of 63 schools were visited. It was observed that, achievement level of children in 8 schools (12.70%) was good, in 43 schools (68.25%) it was average and in 12 school (19.04 %) it was poor.		
(xi)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
Almost all schools visited have reported that the rapport between the children and teacher was "good".		
(xii)	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 63 schools were visited. It was noticed that there were a total of 143 under age children in 16 schools and 64 overage children in 16 schools.		
(xiii)	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.
A total of 63 schools were visited, It was found that a total of 25 children (17boys, 8 girls) have dropped out but it is noticed that most of them have joined another schools.		
(xiv)	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.
A total of 63 schools were visited during the monitoring visit in the district. class wise retained children same in the class from previous academic year was found as 1st Class (7.08%) 2ndClass (3.64%) 3rd Class (3.12%) 4th Class (2.67%) 5th Class (5.27%) 6th Class (3.92%) 7th Class (2.18%)		

(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.

Provision of Budget and Actual Expenditure. Out of the provision made, about 40% is for civil works. Most of this was spent and reflects in the expenditure incurred. However against the provision made for other activities,(Research and Evaluation,Innovative activity) it is seen that the amount that should have been used is not spent. As regards the district that has been visited till 28 February 2009, about 79% percent grant has been utilized and expenditure incurred.

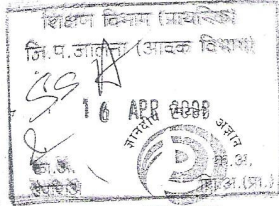
Mahatma phule shikshan Hami Yojana and Rajiv Gandhi Shala activities are being conducted for children in the group 6-14 years who are out of schools. These centres are conducted by the voluntary organizations and VECs, overall this programme is neglected and its working and benefits are seen only on proper.

Under SSA efforts have been made to set up a computer lab in some upper primary schools in the district. However, this aspect has been neglected in some schools. Regular supply of electricity, maintenance of computers and effective teacher training that needs immediate attention in order to make this intervention a beneficial one.

**(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)**

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report</p>
<p>Guidelines on items to be provided is given in Annexure-3 (ii) Page no. 238.</p>
<p>2. Annexure 2 – Text Books</p> <p>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</p>
<p>Annexure 2- attached in page no 74.</p>
<p>3. Annexure 3 – School Grant</p> <p>i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts. If so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO Office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report</p>
<p>Annexure 3 - (i) attached in page no 77</p>
<p>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.</p>
<p>Annexure 3 - (ii) attached in page no 238</p>
<p>4 . Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position , the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>There is no habitual absentee teacher found in sample schools.</p>

<p>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.</p>
<p>Instructions on utilization of TLM is given in Annexure 3 (ii) page no 238</p>
<p>6 Annexure 6 – EGS and AIE (i) Whether the Evs are given academic support by the BRC/ CRC regularly . The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Informaton to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the 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.</p>
<p>Annexure 6- (ii) attached in page no 249.</p>
<p>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 guidenlines 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 cheeks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/ NGOs for CWSN.</p>
<p>Annexure 7- (i) attached in page no 255.</p>
<p>ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Annexure 7- (ii) attached in page no 257.</p>
<p>8. Annexure 8 - National programme for education of girls at Elementary level (NPEGEL) (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>No monitoring format is developed by the DPO.</p>
<p>9. Annexure 9 – List of Schools/EGS/AIE SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
<p>Annexure 9- attached in page no 87.</p>



महाराष्ट्र प्राथमिक शिक्षण परिषद
(महाराष्ट्र शासनाचा उपक्रम)
Maharashtra Prathamik Shikshan Parishad
(Govt. of Maharashtra Undertaking)

जा.क्र.मप्राशिप/सशिअ/मो.पा.पु./2007-08/७९२०

दिनांक :

23 MAR 2008

प्रति,

- 1) मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद (सर्व).
- 2) आयुक्त,
महानगरपालिका (सर्व).
- 3) शिक्षण उपसंचालक,
वृहन्मंबई.

विषय : सर्व शिक्षा अभियानांतर्गत वर्ग 1 ते 8 मध्ये शिकणाऱ्या
सर्व विद्यार्थ्यांना मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत

संदर्भ : या कार्यालयाचे पत्र क्र. मप्राशिप/सशिअ/मो.पा.पु./2006-07/
871, दिनांक 15/02/2008.

उपरोक्त विषयाबाबत या कार्यालयाच्या दिनांक 15 फेब्रुवारी, 2008 च्या पत्रान्वये मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत करावयाच्या कार्यवाहीबाबत सविस्तर सूचना देण्यात आलेल्या
आहेत. संदर्भीय पत्राचे अद्यलांकन व्हावे.

सर्व शिक्षा अभियानांतर्गत शालेय वर्ष 2008-09 मध्ये पाठ्यपुस्तक / स्वाध्याय पुस्तिकांच्या पुरवठ्याबाबत
PAB ने वार्षिक कार्ययोजना व अंदाजपत्रक 2008-09 मध्ये कळविलेल्या निकषानुसार जून-2008 पासून सुरू
होणाऱ्या शैक्षणिक वर्षात इयत्ता 1 ली ते 8 वी मधील सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा (Work
Book) पुरवठा करावयाचा आहे.

मागणी नोंदविण्यास सक्षम अधिकारी -

- 1) शिक्षणाधिकारी (प्राथमिक) - शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद यांनी पुढील प्रकारच्या
शाळासाठी महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळाच्या भांडाराकडे मागणी नोंदवावी.

जिल्हा परिषदेने चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

कृ. मा. प.

ज्यांना शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खास अनुदानित अथवा अंशतः अनुदानित प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेने चालविलेल्या आणि ज्यात १ ते ८ चे वर्ग आहेत, अशा सर्व माध्यमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांनी चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांच्या हद्दीतील सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / बालकामगारांसाठी चालविलेल्या शाळा.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी शाळा. शासकीय आश्रम शाळा, बालकामगारां असलेल्या शाळा यातील सर्व मुली आणि अनुसूचित जाती-जमातीच्या मुलांकरीता पाठ्यपुस्तके पुरविण यावीत.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी आश्रम शाळेतील विद्यार्थ्यांपैकी मुली आणि अनुसूचित जाती-जमातीची मुले यांना पाठ्यपुस्तके / स्वाध्याय पुस्तिका (Work Book) पुरविण्यात यावीत.

पुस्तके पुरविण्यापूर्वी त्यांना इतर योजनेतून मोफत पाठ्यपुस्तके मिळत नाहीत, याची खात्री घ्यावी.

2) शिक्षणाधिकारी (माध्यमिक) - सर्व जिल्हा परिषदा आणि शिक्षण निरीक्षक, दक्षिण / उत्तर / पश्चिम विभाग, बृहन्मुंबई यांचे कार्यक्षेत्रातील सर्व अनुदानित अथवा अंशतः अनुदानित माध्यमिक शाळा यांचेकरीता माग नोंदवावी. (जिल्हा परिषदांची मागणी शिक्षणाधिकारी (प्राथ.) यांचे मार्फत प्राथ. व माध्यमिक / जिल्हा मागणी एकत्रितपणे नोंदवावी).

3) शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका / शिक्षण मंडळ महानगरपालिकेने चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

महानगरपालिकेतर्फे ज्यांना अनुदान वितरीत करण्यात येते, अशा सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक शाळा.

कृ. पु

- 3 -

शालेय वर्ष 2008-09 या वर्षात इयत्ता I वी ते 8 वी या वर्गांतलें शिक्षण घेत असलेल्या विद्यार्थ्यांना राज्य शासनाच्या योजनेंतर्गत - 103 विकास गटांतलें विद्यार्थी, पुस्तक पंढी योजनेंतलें लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुरविण्यात येत असलेले विद्यार्थी वगळून उर्वरित सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा करवयाचा आहे.

संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पुस्तकांची मागणी नोंदवितांना या कार्यालयाचे पत्र क्र. मप्रशिप/सशिअ/मोपापु/2007-08/871, दिनांक 15 फेब्रुवारी, 2008 चे पत्रासोबत जोडण्यात आलेल्या 1 ते 7 प्रपत्रात इयत्ता I ते 8 माध्यम निहाय विद्यार्थी संख्या सोबत जोडलेल्या प्रपत्रात सादर करावी व त्यानुसार संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पाठ्यपुस्तक / स्वाध्याय पुस्तिकेसाठी मागणी नोंदविण्यात यावी.

सन 2008-09 या वर्षात वार्षिक कार्ययोजना व अंदाजपत्रकात मंजूर विद्यार्थी संख्येपेक्षा जास्तीची मागणी नोंदविण्यात येणार नाही याची दक्षता घ्यावी.

(सही/-)

राज्य प्रकल्प संचालक,

दि. 17/4/08



महाराष्ट्र प्राथमिक शिक्षण परिषद
(महाराष्ट्र शासनाचा उपक्रम)
Maharashtra Prathamik Shikshan Parishad
(Govt. of Maharashtra Undertaking)

जा.क्र.: मप्राशिप/सहा.संचा/२००८-०९/३६००

- 2 JUL 2008

प्रति,

१. मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद, (सर्व)

आयुक्त महानगरपालिका,
महानगरपालिका, (सर्व)

३. शिक्षण उपसंचालक, बृहन्मुंबई.

विषय : सर्व शिक्षा अभियानांतर्गत

सन २००८-०९ प्राप्त शाळा अनुदान वाटपाच्या कार्यवाहीबाबत.

महोदय,

आपल्या कार्यालयामार्फत सादर करण्यात आलेली वार्षिक कार्ययोजना व अंदाजपत्रक केंद्रशासनाने मान्य केले आहे. त्याचे वितरण म.प्रा.शि.प., मार्फत करण्यात आले आहे.

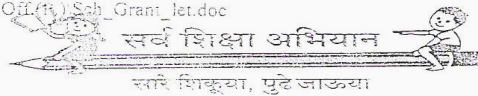
संदर्भातील परिपत्रकांत दिलेल्या मार्गदर्शक सूचनेच्या आधारेच सन २००८-०९ या शैक्षणिक वर्षात शाळा अनुदानाचे वाटप करावयाचे आहे. या वर्षासाठी प्रत्येक प्राथमिक विभागास रु.५०००/- व उच्च प्राथमिक विभागासाठी रु. ७,०००/- प्रमाणे शाळा अनुदान दि. १५ जुलै २००८ यावेतो शाळास्तरापावेतो वितरीत करण्यात यावे.

सादर शाळा अनुदानाचे वाटप, (१) सर्व शिक्षा अभियानाचे Frame work for Implementation (as amended upto 22nd January 2008), (२) Manual on Financial Management and Procurement मधील पृ.क्र. २२ वरील मुद्दा क्र. ३०.१ व ३०.४ नुसार कार्यवाही करावी.


शाळा अनुदान

	दि.३१.०३.२००८ पावेतोचे निकष	दि. ०१.०४.२००८ पासूनचे सुधारित निकष
१. प्राथमिक स्तर	रु. २०००/-	रु.५०००/-
२. उच्चप्राथ. स्तर	रु. २०००/-	रु.७०००/-

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वर्ग १ ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग १ ते ४ पर्यंतची आणि वर्ग ५ ते ७ पर्यंतची अशा अनुक्रमे प्राथमिक व उच्च प्राथमिक अशा दोन स्वतंत्र शाळा धरण्यात याव्यात आणि निधी वितरित करतांना प्राथमिक विभागास रु.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रु.७,०००/- वितरित करावे मात्र तो निधी रु.५,०००/- प्राथमिक शाळा व रु.७,०००/- उच्च प्राथमिक शाळा अशा स्वतंत्र शिर्षातर्गत वितरित करावा. तसेच माध्यमिक व उच्च माध्यमिक शाळेला जोडलेल्या इ.५वी ते ८वी चे वर्ग जोडले असतील तर त्या शाळांना उच्च प्राथमिक शाळा म्हणून प्रत्येकी रु.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.


राज्य प्रकल्प संचालक,
म.प्रा.शि.प., मुंबई.

प्रत माहितीसाठी :-

- १) शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-१
- २) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

१. विभागीय शिक्षण उपसंचालक, बृहन्मुंबई, पुणे, नाशिक, कोल्हापूर, नागपूर, अमरावती, औरंगाबाद आणि लातूर.
२. शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद (सर्व).
३. शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका (सर्व).
४. शिक्षण निरीक्षक, उत्तर, दक्षिण, पश्चिम विभाग, बृहन्मुंबई.
५. सर्व विभाग प्रमुख, म.प्रा.शि.प., मुंबई.



Awareness Campaign for Enrolment (Bhandara)



**(S) SECOND HALF YEARLY MONITORING REPORT OF
MID-DAY MEAL SCHEME 01-02-2009 TO 31-07-2009**

FOR BHANDARA DISTRICT

(Prepared by IIE)

(i)	Name of the Monitoring Institution	Indian Institute of Education Pune
(ii)	Period of the report	01-02-2009 to 31-07-2009
(iii)	Name of the District	Bhandara
(iv)	Date of visit to the District/EGS/Schools	02-05 March 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 63 schools were visited during 02-05 March 2009 , almost all schools (100%) were serving hot cooked meal daily. Interruption was noticed due to delay in receipt of food grains in 4 schools (6.35 %) and these schools were from Bhandara, Lakhani and Mohadi blocks of the district. It was noticed that, 01 school in Lakhani block namely ZPPS Jevnala had one or two days interruption every month and ZPPS Masalmeta had more than 10 days interruption in July 08 and ZPPS Chicholi in Mohadi block had 12 days interruption in August 08 due to delay in supply of food grains.	
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 functionaries / Observation of the monitoring team.
	No significant extent of variation was noticed in school's enrolment records and actual number of children attending the school on the day of visit.	
3	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (i) Is school receiving food grains regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	School level registers, MDM Registers Head Teacher, School level MDM functionaries

	<p>In 59 schools (93.65%) food grains were received regularly. It was noticed that in 04 schools (6.35 %) there was delay. The extent of delay in delivering food grains was noticed to vary from 3 to 15 days in July and August 2008 and reason behind this was irregular supply from the Tahasil head quarter and non –punctuality of the shopkeeper of that particular area.</p>	
	<p>(ii) Is buffer stock of one-month's requirements is maintained?</p>	<p>School level registers, MDM Registers Head Teachers, School level MDM functionaries</p>
	<p>Demand of requirement was 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>School level registers, MDM Registers Head Teachers, School level MDM functionaries</p>
	<p>It was reported that the food grains were delivered at the school.</p>	
4	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?</p>	<p>School level registers, MDM Registers Head Teachers, School level MDM functionaries</p>
	<p>Most of the schools (92.06 %) did not receive cooking cost in advance. It is received after 2/3 months.</p>	
	<p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	<p>School level registers, MDM Registers Head Teachers, School level MDM functionaries</p>
	<p>The school head masters bought things on credit from the local shopkeeper and managed to ensure the feeding programme to be continued.</p>	
	<p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	<p>School level registers, MDM Registers Head Teachers, School level MDM functionaries</p>
	<p>The cooking cost was paid through banking channel.</p>	

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 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 a weekly menu card was displayed in 53 schools (84.13%) and it was followed by 44 schools(69.84%)		
7.	(ii)Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
In 60 schools (95.24 %), varieties in the food preparation like Khichadi, Sakhar Bhaat, Masala Bhat, Dal Bhaat, Bhaaji Bhaat was found. Seasonable green vegetables were used in 37 schools (58.73%)		
	(iii) Dose the daily menu includes rice/ wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
In 60 schools (95.24 %), varieties in preparation of meal was found.		
8.	<u>QUALITY & QUANTITY OF MEAL :</u> Feedback from children on (a) Quality of meal :	Observations of Investigation during MDM service
In 55 schools (87.30%) quality of meal was found to be good.		
	(b) Quantity of meal :	Observations of Investigation during MDM service
In 59 schools (93.65%) the 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 were happy with what they were being served in their mid-day meal.		

9.	<u>SUPPLEMENTARY :</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin- A dosage) and deworming medicine periodically?	Teachers, Students, School Record
	The district was found to perform inadequately in terms of giving micronutrients and deworming medicines periodically. In 50 schools (79.36%), micronutrients and deworming medicines were given. Out of 63 schools in 48 schools (76.19%) it was given yearly	
	ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	In most of the schools, Primary Health Centre administers these medicines and it was once in a year.	
	(iii) Is there School Health Card maintained for each child?	Teachers, Students, School Record
	It was noticed from the field data that, out of 63 schools, 48 schools (78.20%) have maintained a Health 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.
	Out of 63 schools, in 44 schools (69.84%) the cook appointed by the VEC and SHG , cooks and serves the meal. In 19 schools (30.16%) member of SHG cooks and serves the meal and in one school peon of that school cooks and serves the meal.	
	(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.
	Out of 63 schools, 57 schools reported that they have adequate cooks to the meet the requirement of the school.	

	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks
	There seems to be a variation in remuneration pattern. Out of 63 schools 2 schools gave 25% of the total cost to the cook which included fuel and remuneration. 2 schools gave 100% of the total cost to the cook and 46 schools make payment on daily wages basis.	
	(iv) Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members , Gram Panchayat members and cooks
	It was found that the remuneration was paid very irregularly. Almost all schools get the cooking cost after 2/3 months.	
	(v) Social Composition of cooks /helpers?(SC/ST/OBC/Minority)	Observations and discussion with children teachers, parents, VEC members , Gram Panchayat members and cooks.
	In 36 schools (57.14%), the cook was appointed from the under privileged section of the society.	
11.	<u>INFRASTRUCTURE :</u> <u>Is a pucca kitchen shed – cum - store :</u> (a) Constructed and in use	School records, discussion with headteacher,teacher,VECmembers,Gram Panchayat members .
	Out of 63 schools a Pucca Kitchen Shed was available only in 2 schools (3.17 %).	
	(b) Constructed but not in use	
	No such type of case was found.	
	(c) Under construction	
	In one school kitchen shed was under construction.	
	(d) Sanctioned, but constructed not started	
	No such type of case was found.	
	(e) Not sanctioned	
	Out of 63 schools,61 schools (96.83%) have not sanctioned pucca kitchen shed.	

	Any other (specify)	
	Nil	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	It was noticed that where a kitchen shed was not available, the food was cooked in the school verandah (20.63%), unutilized spare classroom , (55.55 %) and in the open yard (19.04%) Large no of schools (69.84%) lacked storing place for food items. We observed that the food grains were stored in the classroom or in the headmaster's office in 44 schools (69.84%).	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	Almost all schools have potable water for cooking and drinking .	
14.	Whether utensils used for kind food are adequate?	Teachers/Organizer of MDM Programme
	Almost all schools have adequate utensils for cooking food.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	It was found that Fire wood was used as fuel to prepare the Mid-day Meal in 61 schools (96.83%). LPG was used in 2 Schools (3.17	
16.	<u>SAFETY & HYGIENE :</u>	Observation
	i. General Impression of the environment, Safety and hygiene :	
	It was noticed that out of 63 schools, in 26 schools (41.27%) safety was good and in 11 schools (17.47 %) it was poor. In 30 schools (47.62%) hygiene was maintained well and in 10 schools (15.87 %) it was poor.	
	ii. Are children encouraged to wash hands before and after eating	Observation
	Almost in all schools 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 took meals in an orderly manner.	
	iv. Conservation of water?	Observation
	It was observed that the children were encouraged to conserve water.	
	v. Is the cooking process and storage of fuelsafe and not posing any fire hazard?	Observation
	It was seen from the field data that, out of 63 schools, in 45 schools (71.73%) the 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 63 schools visited in the district. Out of 63 Schools, in 54 schools (85.72%) Parent's and VEC's Supervision and Monitoring found to be good, but Participation in cash or kind was found to be poor.	
18.	<u>INSPECTION & SUPERVISION:</u> Has the mid day meal programme been inspected by any state / district / block level officers/ officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.
	Out of 63 schools, in 58 schools (92.06%) the Mid-day Meal programme was inspected regularly, either by teachers , head masters and CRC, Block level officials. But district and State level inspection was found to be almost missing.	
19.	<u>IMPACT:</u> Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.
	61 schools (96.82%) reported that the Mid-day Meal programme has helped to improve the attendance and also well being of children but no direct impact on enrolment was reported.	

List of Schools Visited in District 1: Bhandara

No. of schools visited: 64

Sr.No	Name of District	Block Name	Name of the School	Category
1	Bhandara	Bhandara	Pragati Pri School,Bela	I-IV
2			N.P Narkesari Pri School Bhandara	I-IV
3			N.P Shahid Bhagat Singh, Pri School Bhandara	I-VII
4			Basic Up-Pri School Bhandara	I-VII
5			Zpps Chandori	I-VII
6			Nisha Vidyalaya Bhandara	V-X
7			Zpps, Bhojpur	I-IV
8			Zpps, Gopiwada	I-VII
9			Zpps, Kardha	I-IV
10			Zpps, Sarpewada	I-VII
11			Zpps, Shahapur	I-VII
12			Zpps, Surewada	I-III
13		Lakhandur	Zpps Bhagdi	I-VII
14			Zpps Chicholi	I-VII
15			Mahatma Jotiba Phule Vidyalaya Jaitpur	V-X
16			Zpps Lakhandur	I-IV
17			Prashant Pri School Masala	I-IV
18			Zpps Tai (Bk)	I-VII
19		Lakhani	Zpps Borgaon	I-IV
20			Zpps Esapur	I-IV
21			Zpps Godegaon	I-VII
22			Zpps Kaneri	I-VII
23			Zpps Masal Meta	I-IV
24			Zpcps Jevnala	I-IV
25			Ashok Prathmik Shala Rengepar/Kotha	I-VII
26			Siddartha Gyanphith Sawari	V-XII
27			Zpps Pendhari	I-VII
28		Mohadi	Zpps Andhalgaon	I-IV
29			Zpps Chicholi	I-IV
30			Zpps Kati	I-IV
31			Zpps Khutsawari	I-IV
32			Zpps Kushari	I-VII
33			Zpps Nawegaon (Bk)	I-VII
34			Zpps Pachgaon	I-VII
35			Mahatma Jotiba Fule Vidyalaya Dhusala	V-X
36			Zpps Dewhada Bujurg	I-VII
37		Pauni	Zpps Asgaon	I-IV
38			Zpps Khairi (Diwan)	I-VII
39			Zpps Kosra	I-IV
40			Raghute High Schhol Palora	V-X
41			N.P.Sakshena Pri School Pauni	I-IV
42			Ashti Pri School Pauni	I-IV
43			Sanjana Urdu Pri School,N.P. Pauni	I-VII

44			Zpps Pimpalgaon	I-VII
44			Zpps Pimpalgaon	I-IV
45		Sakoli	Zpps Bamhani	I-VII
46			Zpps Baroda	I-IV
47			Zpps Dharampuri	I-IV
48			Zpps Gramin Vikas Sagthna Pri School Ekoda	I-IV
49			Zpps Khairi, Tal	I-VII
50			Zpps Pindkepar	I-IV
51			Zpps Sakoli	I-VII
52			Z.P High School Sakoli	V-X
53		Tumsar	Sunil Primary School Chicholi	I-IV
54			Zpps Dawezari	I-IV
55			Zpps Dewhadi	I-IV
56			Zpps Hardoli	I-VII
57			Sarwati Up- Pri School Khopa	V-X
58			Zpps Kharbi	I-VII
59			Zpps Mhohgaon	I-VII
60			Zpps Pachara	I-IV
61			Zpps Paraswada	I-VII
62			N.P.Gandhi Pri School Tumsar	I-IV
63			Ambedkar Pri School Tumsar	I-IV
64			Zpps Yerli	I-VII

Chapter 2

3. District Level Half Yearly Monitoring Report (District 2: Gondia)

3.1	Name of the District	Gondia
3.2	Date of visit to the District /EGS /Schools	05-03-2009 to 08-03-2009
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 the District Project Office, shows that upgradation of 19 EGS to primary school was sanctioned in the district in the current financial year and they were opened.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The land for construction is identified for 19 school buildings. During the visit the upgraded new primary school Tanda Toli was visited. The construction of new school building and Kitchen shed was completed.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school.	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The Village Education Committee has received 75% funds for construction of school buildings on 31 October 2008.	

(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
The construction of 19 school buildings has started, out of which 2 school buildings were at roofing stage and 2 were at lintel stage.		
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
A total of 162 teachers (including spill over) were sanctioned for the new schools, Out of them 81 were regular teachers and 81 were Para teachers. The appointment of the 182 new teachers has been made in the district.		
(vi)	Have Teacher been put in new schools in District visited?	Updated information to be obtained from DPO Sample check to be carried out on the spot in respect of new schools visited by MI.
It was seen from the school visit made on 6/3/2009 that, the Teachers have been put in new schools in the district.		
(vii)	In the school visited by MI whether one-time grants of Rs20,000/-for Teaching and Learning Equipments at primary level and Rs. 50,000/- per school at upper primary level have been received by VEC/SMC? If yes what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
The one time grant of Rs. 20000/- for Teaching Learning Equipment was released on 29, December 2008 to VEC. It was noticed that no purchases of any items have been made for school out of this grant.		

(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 TLE grant of Rs.20,000/-has been given through near by parent school and the para teachers was found to be unknown about the guidelines.		

(b)Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO districts being visited by MI.
It is seen that, the district has undertaken construction of 81 primary school buildings and 30 additional classrooms and also major repairs of primary and upper primary school buildings. The financial allocation made for this is Rs. 488. 62 lakhs. It was noticed that, out of 81 new Primary school buildings and 30 additional classrooms, the Preconstruction activities of 68 buildings and 30 additional class rooms have been completed and construction work has been started. Out of the 68 construction of new school buildings 2 are at plinth level, 5 are at lintel level,11 are at slab level and 48 are at massonary level. Out of 30 additional class rooms, construction of 21 has been started.		
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
Sample check of new school building and additional classroom was made during the visit. No variance of any between reporting and actual was found.		

(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above) .
	It was found that the VEC has been trained by the technical person for execution of civil work.	
(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).
	Community Manual for the civil works has been prepared by SIS and it was available with VEC.	
(v)	In the school building being constructed (new school as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/ SMC and School Teachers (sample as in (ii)above)
	It was seen that a ramp is being constructed in new school building.	
(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 is noticed that the VEC 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).
	Executive Engineer at district Level and Junior Engineer at Block level are designated for technical supervision of 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).
	The Executive Engineer reported that, the J.E. visits the construction site in general, 9 visits at foundation stage, 5 visits at lintel stage and 5 visits at roof stage and also according to the necessity.	

(ix)	Is 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)
It was reported that there is no convergence with Swajaldhara in respect of school drinking water facilities.		
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/ SMC and School Teachers (sample as in (ii) above) .
It was reported that there is no convergence with Swajaldhara in respect of school drinking water facilities.		
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
It was reported that there is convergence with Total Sanitation Campaign and a good quantum of funds is available from TSC. Details we could not get from the DPO.		
(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).
During the monitoring visit construction site of new primary school building at Tanda Toli and Awari Tola (Khamari) were visited. The quality of construction was found to be good.		

(xiii)	<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p>	<p>Status to be obtained from SPO and to be verified from school visited by MI</p>
<p>There is a civil works in charge at SPO and DPO level and both are engineering persons . The SIS has developed format for the monthly review of progress of civil works . Monthly review is taken by the SIS. The Third party Evaluation of Construction work in Gondia district is given to Ms P.T. Mase and Associate, Nagpur.</p>		

(c) Textbooks:

(i)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
<p>It is seen from DPO data that, Free text books were distributed to a total of 200947 children in the district and out of them 14700 are SC girls and 18965 are S.T. girls. All categories of children up to the 8th standard in the state and the district visited received free text books from SSA funds .</p>		
(ii)	<p>When were the textbooks actually received and distributed in the district? Any instruction /Circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>The District has received textbooks from Divisional Text Book Bureau, mostly between 24 April 2008 and 15 May 2008 in a phased manner and the district has distributed it in the same manner to the Blocks. Instruction/circulars were given from the SPO office in this respect and it was available with DPO.</p>		

(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 2008-09, the schools in Gondia district opened on 26 th June 2008. It was noticed from the sampled schools visited (5%) that the text-books in 40 schools (65.75%) were received within one month and 20 schools (33.33%) received them after one month. In one school we could not get details.		
(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.
A total of 61 schools were visited during the monitoring visit. Out of 61 schools, 41 schools (67.21%) distributed textbooks for all subjects and for all classes and to all eligible children.		

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
Under school grant, (Rs. 5000/- for primary school and Rs 7000/- for upper primary school) a total of 1567 schools (951 primary and 616 upper primary) were approved for the current financial year. The budget provision made for this is Rs. 90.67 lakhs. The district has released this fund through the development blocks on 16 August 2008 . Then the Blocks-distributed it to the schools/VEC/ SMC. It is seen from the schools visited that it has reached the schools in September 2008 . The guidelines given by the SIS have been issued to the schools on how to utilize this grant.		

(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/- and @ Rs.7000/-for primary and upper primary respectively to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	The DPO has released funds for school @ Rs. 5000/- for primary and Rs. 7000/-for upper Primary schools through development blocks on 16th August 2008 and not directly to the school /VEC accounts. A total of 1567schools have received grants along with guidelines for utilization of the same.	
(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 schools out of 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.
	Out of the 61 schools visited it was found that, 19 schools (31.15%) have received this grant in September 2008 , and 19 schools(31.15%) have received in October 2008 and 12,Schools(19.67%) have received in November 2008 .	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	It was noticed that most of the schools have utilized last year's grant for school stationery, furniture, Table, Chairs, Cup-boards, School equipments, Science material, Play material, Tree plantation, Black board painting, Electricity bills, Painting of school building and minor repairs of the school building.	

(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 teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
The appointment of teachers whenever required is made at the district level. For the recruitment of the teachers an advertisement is given in state level as well as district –level News papers and applications are invited. The district level selection committee headed by the Chief Executive Officer scrutinizes the applications according to the Prescribed norms Published in the News papers. According to Merit and Reservations the candidates are called for interviews and on the basis of performance in written and oral interview selection is made.		
(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 the appointment of the Para teachers is made on contract basis and others are on regular basis.		
(iv)	If VEC/ Panchaynt etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
It was told that the VEC/ Panchayat is not empowered to make decentralized recruitment of teachers. No such recruitment procedures have been laid down.		

(v)	<p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is habitual absentee?</p>	<p>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.</p>
<p>A total of 61 schools were visited in the district, 335 teachers were sanctioned to these schools. Out of 335 teachers, 331 were in position and out of 331 teachers (231 Male, 100 female) 308 teachers, (93.05%) were present and 23 (7.87%) teachers were on leave on the day of visit.</p>		
(vi)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
<p>It was observed that out of 61 schools, in 58 schools the rapport between children and teachers was found to be good.</p>		
(vii)	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/ district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>It was reported that there are a total of 3007 teachers who are teaching 3rd and 7th classes and to whom in service training was to be given. According to the guidelines and Training Calendar given by the SCERT all of them have been given such training.</p>		

(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>It was noticed from the DPO data that there were a total of 56 newly recruited teachers to whom 30 days training was to be given. Out of 30 days, 10 days training was given with the teachers of inservice training and rest of 9 days was conducted by the DIET Bhandara and 12 days training was conducted at CRC level. There is no independent DIET in Gondia district.</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 were a total of 81 teachers to whom 60 days training was to be given. The content and module of training has been given by the SCERT. The refresher training of 60 days has been conducted by the DIET Bhandara and it was institutional types of training. Training Module and content of training was Prepared by the SCERT. It was reported that there were no untrained teachers left to be covered 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>While interacting with teachers in the schools visited, it was found that almost all teachers (93.44%) were satisfied with the training. Some teachers expressed that, they would like to get trained in computers, English and curriculum of 1st and 3rd Standards and in other new subjects.</p>		

(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>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 each)and the teachers on the spot in respect of schools/ EGS Centers visited by MI.</p>
<p>Most of the teachers reported that they are getting academic support from BRC and CRC.Cluster coordinator made weekly visits and the BRC once in a month. The monthly training of 2 days was conducted by the CRCC but we did not find that BRCC has played any academic role in teachers training.</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 each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It is expected that minimum two school visits are to be made by BRCC and twice in a week school visit is to be made by CRCC. It was found that it is being followed by CRC 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 innovative steps taken by BRCC's/ CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each)and the teachers on the spot in respect of schools/ EGS centers visited by MI.</p>
<p>It was noticed that the BRCC's and CRCC's did not write their school visit report for the reporting purpose. But in the visit book maintained at the school level they write their impressions and suggestions. It was found from the discussions with the teachers in the schools visited that more than 50% of CRCC's, conducted model lessons in class, helped teachers in teaching difficult topics and they also took random test of the children, and the BRCC's mostly checked administrative matters.</p>		
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each)and the teachers on the spot in respect of schools/ EGS centers visited by MI.</p>
<p>There is no independent DIET in Gondia district. we could not get the details from DPO.</p>		
	<p>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?</p>	<p>To be ascertained from BRC/CRC (at least 5each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It was reported that the BRC/CRCs are extending their academic support to AIE centres in their area.</p>		
(xii)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
<p>There is a Quality Control Cell at SPO which looks after the quality aspects.</p>		

(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 6420 teachers were eligible to receive TLM grants (which included 3289 in primary schools and 3131 in upper primary schools.)		
(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.
It is seen from the DPO data that there was good (100 percent) utilization under the TLM grant. But looking at the data from the field, it is seen that TLM grant was released to the Blocks on 16th August 2008 . which was received by (62.30%) Schools/VECs between September and October 2008 and 12 schools, (19.67 %) have received in November 2008.		
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so, the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	Information to be verified on the spot in respect of schools visited by MI.
Looking at the field data, it is seen that TLM grant was released to the Blocks on 16 th August 2008, which was received in 13 schools /VECs (21.31%) in September 2008 and in 8 schools/ VECs (13.11) it was received in October 2008 .The teachers in 11 schools (18.03%) received TLM grant in November 2008. The teachers in 04 schools (6.56%) received it in December 2008. Teachers in 05 schools (8.20%) received it in January 2009. The teachers in 05 schools (8.20%) received it in February 2009 and in 14 schools (26. 95%) we could not get the details.		

(g) EGS & AIE:

<p>(i)</p>	<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 is seen from the DPO data that, there were a total of 117 centers continued from the previous year. Out of 117 Centres,114 Centres were AIE centres ,2 were Rajiv Gandhi Sandhi shala and 1 centre was Rajiv Gandhi Sandhi Shala upper primary centre.</p>		
<p>(ii)</p>	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>A total of 1898 children were enrolled in the centres. Out of 1898 children, 1885 children were enrolled in AIE centres and 13 children were covered in RGSS primary and upper primary centres.</p>		
<p>(iii)</p>	<p>The number of children enrolled and actually attending the centre?</p>	<p>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.</p>
<p>Two AIE centres at Zalutola and Ozatola were visited during the monitoring visit on 6 March 2009.Both the centres were started earlier as EGS-Vastishala in July 2002,which were converted into AIE Centre. The AIE Centre at village Zalutola has classes 1st and 2nd with an enrolment of 22 children (1st class 12 children and 2nd class 10 children) and 100% were present on the day of visit. The another AIE centre at village Ozatola has classes 1st and 2nd with an enrollment of 21 children (1st class 8 children, 2nd class 13 children) out of which only 12 children were present on the day of visit.</p>		

(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used ? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
<p>There were a total of 117 Education Volunteers Working in the district and they were all trained by the DIET. The Modules developed by the SCERT were used for EVs training. While interacting with EVs , it was found that almost all volunteers were satisfied with training</p>		
(v)	<p>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?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>While interacting with EVs, it was found that they were getting academic support from BRC and CRC but the frequency of such support was found to be very inadequate.</p>		
(vi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/ courses by MI.</p>
<p>It was found that the educational qualification of EVs was according to the norms laid down by SIS which is minimum 12th passed.</p>		
(vii)	<p>The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/C? whether there is any delay in payment of monthly honorarium ? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?</p>	<p>Information to be obtained from the EVs during the field visits by MI.</p>
<p>During the monitoring visit 2 AIE centres were visited . Both the EVs reported that they were getting Rs 1650 /-per month as honorarium but it was found that since November 2008 they have not received the honorarium.</p>		

(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
It was noticed from the AIE centres record and discussion with the villagers that they are found to be regular in their work.		
(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.
There was a designated EGS/AIE coordinator at DPO and he has been oriented. He has also participated in capacity building training conducted by SPO.		
(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.
The SPO has developed monitoring format and it was available with DPO. Every quarter information is furnished to the SPO.		
(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.
During the current financial year a total of 81 EGS centres were targeted to be upgraded and it was found that all of them were upgraded during the current financial year.		
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
The State Government, according to the Government Resolutions March 2008, has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools and funds also have been released for the same.		

(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.
A total of 81 EGS centres were actually upgraded in the district. But it was found that no funds were transferred to VEC up to the our visit .		
(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.
<p>The actual up gradation of EGS centre has taken place in the district. During the monitoring visit, the new schools namely Tanda Toli and Awari Tola (Khamari) were visited. The new school Tanda Toli has classes 1st and 2nd with an enrollment of 24 children out of whom 22 were present on the day of visit. One Para teacher and one regular teacher have been appointed for this school and both were in position. The regular teacher who was appointed on 17 January 2009, was on sick leave on the day of visit.</p> <p>The other new school Awari Tola(Khamari) which was previously a Zilla parishad school which was closed down due to less enrollment. Again in July 2002 it was started as EGS-vastishala and which was upgraded this year in October 2008 into new primary school. This new school has classes 1st and 2nd with an enrollment of 26 children (in 1st class -15 children and in 2nd class 11 children) Out of whom 25 were present on the day of visit . One Para teacher and one regular teacher have been appointed for this school and both were in position on the day of visit. The new school has received school grant, TLM grant and the school has purchased furniture like Table, Chairs, Almari etc. It was told that no TLE grant has been received up to the end of February 2009 . It was noticed that without calling Gramsabha the VEC was constituted, which has inadequate representation of women.</p>		
(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.
The land for construction has been identified for 19 school buildings. During the visit the new school Tanda Toli was visited. The construction of new school building and kitchen shed was completed and it is waiting for formal inauguration by the Local leader. The construction quality was found to be good.		

(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.
It was found that the VEC has received 75% of total cost for construction of school building on 31 October 2008.		
(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.
The construction of 19 school buildings has been started, out of which 2 school buildings were at roofing stage and 2 were at lintel stage.		
(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.
A total of 162 teachers including spillover were sanctioned for the new schools. The appointment of the 162 new teachers has been made in the district and they were all in position.		
(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.
we could not get the details from the DPO.		
(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.
During the monitoring visit two AIE Centres in the district were visited. The AIE centre at Zalu Tola which was previously a ZillaParishad school and was closed down due to less enrolment . In July 2002 again it was started as EGS vastishala and during the current year it was converted into AIE centre. The other AIE centre at Oza Tola (Bhavpur) which was started as EGS vastisha, in July 2002 was converted this year into AIE Centre. Infrastructure like cloth strips, black board ,books and TLM were available in both the AIE centres.		

(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.
As per the directives given by the district officials the Mid day Meal is given to the children. But the cooking cost was paid very irregularly.		
(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.
During the monitoring visit, the AIE centres namely Zalu Tola and OzaTola were visited. The AIE Centre Zalu Tola has classes 1 st and 2 nd with an enrolment of 22 Children (1st 12 children and 2 nd 10 children) and 100% were present on the day of visit. The other centre, Oza Tola has Classes 1 st to 2 nd with an enrollment of 21 children out of whom 12 children were present on the day of visit.		
(xxiii)	The achievement level of children studying in EGS/AIE facilities	Assessment to be undertaken during Field visit by MI.
The achievement level of children studying in AIE centre was found to be satisfactory.		
(xxiv)	The rapport of the EV with the children?	Observation during Field visit, by MI.
It was observed that there was good relationship between EV and the children.		
(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 noticed that the EGS/AIE centres were using the school textbooks and the children have received free textbooks in all subjects taught to them, but it was noticed that the books were not supplied within a week of starting of the centre and the reason behind this reported that only Time Consuming Procedure that from District to Blocks, then Blocks to CRC and then CRC to School was followed.		

(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.
The DPO data shows that, there were a total of 6771 Children with Special Needs identified and all of them were enrolled in the schools. It was reported that, there were no out of school Children With Special Needs in the district.		
(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 reported that no aids and appliances were provided 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 reported that there were no difficulties in getting and utilizing the aids and appliances		
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
There were a total of 35 resource teachers identified in the district. The NGOs namely Sankalpa H Bahu Uddesiya Sanstha, Gondia and Dandakaranya Apang Sanstha - Deori are associated with CWSN programme 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 appointed an IED coordinator and two assistants and they have been oriented.		

(v) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IED Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO /District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	The State (SIS) has prescribed monitoring format and the information is furnished quarterly to SPO.	
(vi)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	We could not get the details from the DPO	
(vii)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	A total of 70 children have been provided home based support during the current financial year.	
(viii)	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.
	We could not get the details from the DPO.	
(ix)	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.
	Data not collected	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	The NPEGEL activity is not applicable in the district so it is not introduced in the AWP &B 2008-09.	

(ii)	The target number of additional classrooms, drinking water, toilet, and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from 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 . Sample 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 sensitized teaching learning materials, vocational training, bridge courses, and gender sensitization to teachers and additional efforts to mobilize community and women's groups in favor of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
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 Coordinnator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
A district Gender-Coordinator was in position.		
	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.
We could not get the details from the DPO.		

(vi)	The number of ECCE centers operational under Innovation Head funds (RS. 15 lakhs for girls education) and /or NPEGEL, district- wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	Data not collected.	
(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.
	We could not get the details from the DPO.	

(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.
	The KGBV activity is not applicable in the district, so it is not introduced in the AWP & B 2008-09.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district- wise.	Information to be obtained from the SPO office and to be updated from DPO in respect of districts visited by MI.
	KGBV activity does not exist in the district.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from SPO and verified from DPO/KGBV visited by MI.
	KGBV activity does not exist in the district.	
(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.
	KGBV activity does not exist in the district.	
(v)	The number of posts sanctioned for the KGBV (teachers anssd 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.
	KGBV activity does not exist in the district.	

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

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

(i)	Whether EMIS set up in each district of the State /UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	It was found that EMIS set up is in each block. The requisite number of computers and computer operators have been put up in 8 Block Resource Centres in the district.	
(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.
	15, December 2008 was the time schedule drawn up by the State for DISE for the current year.	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	It was seen from the DPO data that, Data Capture Format have been supplied late in October 2008 to all schools.	
(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.
	One day training on 14 October 2008, was imparted to the teachers at cluster Level.	

(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.
CRC coordinators have been given task of verifying 5% of the data collected. They have been oriented for this on 6 October 2008. It was reported that the CRC coordinators are discharging this responsibility fairly. SPO has not engaged any independent or third party verification of the data.		
(vi)	Whether the data collected and complied by the DPO was passed on to the State well in time i. e. by November?	Information to be obtained from DPO and SPO.
The data collected and complied by DPO was passed on to the state in December.2008.		
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
There was an MIS In-charge at DPO and he was fully conversant with the needs of SSA.		

(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.
It is seen from the DPO data that a total of 6 research studies are sanctioned during the current financial year.		
(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.
There were a total of 6 studies sanctioned in the previous calendar year and they were all completed.		

(iii)	Is there a Research /Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO office and to be updated from DPO
It was reported that, there is a Research and Evaluation incharge at SPO and there is also a State level committee for the research and evaluation programme. There is a prescribed contract format for commissioning of research study.		

(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 924 village education committees and 34 school management committees 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.
A copy of guidelines on delegation of powers to the VEC and adequate representation (50%) to Women in the VEC was given to the secretary of each VEC, who is the Headmaster of these particular schools and the guide lines were available with the headmaster.		
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
The Guidelines have stipulated an adequate representation to women and even then it was observed that out of 61 schools /VECs, in 12 schools/VECS (19.67%) there was inadequate representation of women. A total of 194 women were associated in the VECs in the 61 schools/ VECs 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.
As per the instructions given by the district the VEC meetings were conducted monthly and also according to schools specific needs. The total number of VEC members in the schools visited were 534 and out of them 308 (57.68%) attended the meeting 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.
During the current financial year orientation of VEC members was organized on 11 and 12 November and also on 18 and 19 November 2008. It was reported that, from each VEC, 4 VEC members and 2 teachers from the respective school were invited for this training.		
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
Out of 61 schools visited, 04 schools (8.56%) have reported about low attendance (80% or below).4 VECs have helped in these schools to improve attendance .		
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
It was noticed that, out of 61 schools /VECs, 8 schools/ VECs did not maintain proper records of funds.		

(viii)	Is there any programme officer in-charge for Community mobilization/ participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
There was an In-charge programmer officer for community mobilization at the DPO level.		

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality /Pedagogy /Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization / participation ? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
Data not collected		
(ii)	The number of meetings of the General Body and EC held during the pervious financial year?	Information to be obtained from SPO and verified from their records.
Data not collected		
(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.
All sanctioned posts were filled up in the district. It was noticed that each programme coordinator has been given 2/3 functional areas.		

(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/ DPO and to be verified in respect of BRCs /CRCs visited by MI.
	In Gondia district there are 8 Blocks and hence 8 BRCC, 8 DATA Entry operator, 8 Accounts clerk, 8 Junior Engineers, were sanctioned and all of them were in position .Out of 48 sanctioned IED Mobile teachers 37 teachers were 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.
	It was noticed that the SPO have laid down rules /regulations for filling up posts of SSA and it was available at DPO	

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

Gondia is a special focus district. Keeping in view of this the DPO has planned to provide adequate educational facilities to SC, ST, Minority groups and to girls as well. For Girls and SC. ST. education. DPO has under taken enrichment of 249 School Libraries by supplying books, Computer aided learning in upper primary schools. School bag for girl students, Mathematics, Science and English Kits and Sports materials to Urdu Schools.

(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 211 to 240 days. A majority of the schools (51.67%) were opened for 231-240 days and another (48.33 %) schools were opened for 211 -230 days.</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 school, it was noticed that most of the schools had a clean environment. Out of a total of 61 schools visited in the district, 51 schools (83.61%) have their own building and 09 schools (14.75%) have rented building. 59 school buildings (96.72%) were in good condition, while 02 school buildings (3.28 %) were in poor condition. Out of 61 schools, 42 schools (68.85%) have their own play ground. In the schools visited, it was found that 60 schools (98.36%) have proper lighting in the classroom, 60 schools (98.36%) have proper ventilation and 59 schools (96.72%) have proper flooring.</p>		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, and TLM materials?	Information to be recorded on the basis of observation.
<p>It was observed that 47 schools, (77.04%) use cloth strips. Benches were used in 8 schools. In 6 schools cloth strips and benches were used. All schools visited had black boards in the classrooms. The blackboards in 51 schools (83.60%) were in good condition and in 10 schools (37.29%) were in poor condition. Out of 61 schools, 42 schools (68.85%) have displayed TLM on the classroom walls and children were using TLM. But in 19 schools (31.15%) no TLM was found.</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 school records.
<p>Out of 61 schools, 53 schools (86.88%)-have health check-up facility which was made available during the previous six 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 61 schools, 33 schools (54.09%) have adequate play material and 30 schools (49.18%) were using their play material.	
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/ VEC.
	Total enrollment of the schools visited was 10067 (Boys 4597, girls 5470) and the attendance on the day of visit was 79% . The percentage of boys was around 85% and the percentage of girls was around 74% . A total of 61 schools visited, 04 schools (8.56%) have reported about low attendance (80% or below) due to poverty in 3 schools and migration in 01 school.	
(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.
	Steps were taken to improve attendance in 4 schools by both teachers and the VEC.	
(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 was two unit tests in each semester and written and oral examination at the end of each semester.	
(x)	Whether continuous and comprehensives evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	We did not find the application of continuous and comprehensive evaluation system in any school. Grading system has not been introduced in core subjects. Grades were given in subjects like Physical training, Work experience, Drawing etc.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	A total of 61 schools were visited. It was observed that, achievement level of children in 12 schools (19.67%) was good, in 45 schools (73.77%) was average and in 4 school (6.56 %) it was poor.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	It was observed that the rapport between the children and teachers was good in all 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 61 schools were visited. It was noticed that there were a total of 35 under age children in 8 schools and a total of 10 overage children in 5 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.
A total of 61 schools were visited. It was found that a total of 07 children (4 boys, 3 girls) from ZPPs Kohamara (Sadak Arjuni), ZPPS Gotabodi (Deori) and ZPPS Itkhed Esapur (Arjuni mor) have dropped out of the school during the previous six months.		
(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.
Classwise retained children in the same class from previous academic year was found as..... 1 st class (7.5%) 2 nd class (2.7%) 3 rd class (3.8%) 4 th class (3.15%) 5 th class (2.33%) 6 th class (5.03) 7 th class (0.85%).		

(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.

Provision of Budget and Actual Expenditure: Out of the provision made about 40% is for civil works. Most of this was spent and reflected in the expenditure incurred. However against the provision made for other activities, it was found that the amount that should have been used was not spent. Mahatma Phule Shikshan Hami Yojana and Rajiv Gandhi Shala activities are being conducted for the children of age group of 6-14 years who are out of schools. These centres were conducted by the voluntary organizations and VECs, overall this programme was neglected and its working and benefits were seen only on paper.

Under SSA efforts have been made to set up a computer lab in some upper primary schools in district. However, this aspect has been neglected in some schools. Regular supply of electricity, maintenance of computers and effective teacher training that needs immediate attention in order to make this intervention a beneficial one.

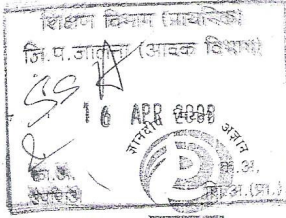
- (r) List of enclosure to be attached along with the above report
(Please see the TOR 2008-2010 in which we have requested all the
MIs to include some of the circulars, copies of the guidelines etc is
to be included in the MI's report)**

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report</p>
<p>Guidelines on items to be provided is given in Annexure 3 (ii) page no 238.</p>
<p>2. Annexure 2 – Text Books</p> <p>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</p>
<p>Annexure 2 attached in page no 125</p>
<p>3. Annexure 3 – School Grant</p> <p>i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts. If so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO Office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report</p>
<p>Annexure 3 (i) attached in page no 128</p>
<p>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.</p>
<p>Annexure 3 (ii) attached in page no 238</p>
<p>4 . Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position , the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>There was no habitual absentee teacher found in sample schools.</p>

<p>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 t he report.</p>
<p>Instructions on utilization of TLM is given in Annexure 3 (ii) page no 238</p>
<p>6 Annexure 6 – EGS and AIE (i) Whether the Evs are given academic support by the BRC/ CRC regularly . The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Informaton to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the 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.</p>
<p>Annexure 6 (ii) attached in page no 249</p>
<p>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 guidenlines 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 cheeks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/ NGOs for CWSN.</p>
<p>Annexure 7 (i) attached in page no 255</p>
<p>ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Annexure 7 (ii) attached in page no 257.</p>
<p>8. Annexure 8 - National programme for education of girls at Elementary level (NPEGEL) (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>No monitoring format was developed by the DPO.</p>

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

Annexure 9 attached in page no 139.



महाराष्ट्र प्राथमिक शिक्षण परिषद

(महाराष्ट्र शासनाचा उपक्रम)

Maharashtra Prathamik Shikshan Parishad
(Govt. of Maharashtra Undertaking)

जा.क्र.मप्राशिप/सजिअ/मो.पा.पु./2007-08/१९२०

दिनांक :

23 MAR 2008

प्रति,

- 1) मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद (सर्व).
- 2) आयुक्त,
महानगरपालिका (सर्व).
- 3) शिक्षण उपसंचालक,
बृहन्मंबई.

विषय : सर्व शिक्षा अभियानांतर्गत वर्ग 1 ते 8 मध्ये शिकणाऱ्या
सर्व विद्यार्थ्यांना मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत

संदर्भ : या कार्यालयाचे पत्र क्र. मप्राशिप/सजिअ/मो.पा.पु./2006-07/
871, दिनांक 15/02/2008.

उपरोक्त विषयाबाबत या कार्यालयाच्या दिनांक 15 फेब्रुवारी, 2008 च्या पत्रान्वये मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत करावयाच्या कार्यवाहीबाबत सविस्तर सूचना देण्यात आलेल्या
आहेत. संदर्भात पत्राचे अद्यत्कांक व्हावे.

सर्व शिक्षा अभियानांतर्गत शालेय वर्ष 2008-09 मध्ये पाठ्यपुस्तक / स्वाध्याय पुस्तिकांच्या पुरवठ्याबाबत
PAB ने वार्षिक कार्ययोजना व अंदाजपत्रक 2008-09 मध्ये कळविलेल्या निकषानुसार जून-2008 पासून सुरू
होणाऱ्या सैद्धांतिक वर्षांत इयत्ता 1 रीती ते 8 रीती मधील सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा (Work
Book) पुरवठा करावयाचा आहे.

मागणी नोंदविण्यास सक्षम अधिकारी -

- 1) शिक्षणाधिकारी (प्राथमिक) - शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद यांनी पुढील प्रकारच्या
शाळासाठी महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळाच्या भांडाराकडे मागणी नोंदवावी.

जिल्हा परिषदेने चालविलेल्या सर्व प्राथमिक व दशरिष्ठ प्राथमिक शाळा.

कृ. मा. प.

ज्यांना शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खास अनुदानित अथवा अंशतः अनुदानित प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेने चालविलेल्या आणि ज्यात 1 ते 8 चे वर्ग आहेत, अशा सर्व माध्यमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांनी चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांच्या हद्दीतील सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / बालकामगारांसाठी चालविलेल्या शाळा.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी शाळा. शासकीय आश्रम शाळा, बालकामगारां असलेल्या शाळा यातील सर्व मुली आणि अनुसूचित जाती-जमातीच्या मुलांकरीता पाठ्यपुस्तके पुरविण यावीत.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी आश्रम शाळेतील विद्यार्थ्यांपैकी मुली आणि अनुसूचित जाती-जमातीची मुले यांना पाठ्यपुस्तके / स्वाध्याय पुस्तिका (Work Book) पुरविण्यात यावीत.

पुस्तके पुरविण्यापूर्वी त्यांना इतर योजनेतून मोफत पाठ्यपुस्तके मिळत नाहीत, याची खात्री घ्यावी.

2) शिक्षणाधिकारी (माध्यमिक) - सर्व जिल्हा परिषदा आणि शिक्षण निरीक्षक, दक्षिण / उत्तर / पर्व विभाग, बृहन्मुंबई यांचे कार्यक्षेत्रातील सर्व अनुदानित अथवा अंशतः अनुदानित माध्यमिक शाळा यांचेकरीता मा नोंदवावी. (जिल्हा परिषदांची मागणी शिक्षणाधिकारी (प्राथ.) यांचे मार्फत प्राथ. व माध्यमिक / जिल्हा मागणी एकत्रितपणे नोंदवावी).

3) शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका / शिक्षण मंडळ

महानगरपालिकेने चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

महानगरपालिकेतर्फे ज्यांना अनुदान वितरीत करण्यात येते, अशा सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक शाळा.

कृ.पु

- 3 -

शालेय वर्ष 2008-09 या वर्षात इयत्ता I कोर्स 8 वी या वर्गातील शिक्षण घेत असलेल्या विद्यार्थ्यांना राज्य शासनाच्या योजनेतर्गत - 103 विकास गटातील विद्यार्थी, पुस्तक पंढी योजनेतील लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुरविण्यात येत असलेले विद्यार्थी वगळून उर्वरित सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा करवयाचा आहे.


संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पुस्तकांची मागणी नोंदवितांना या कार्यालयाचे पत्र क्र. मप्रशिप/सशिअ/मोपापु/2007-08/871, दिनांक 15 फेब्रुवारी, 2008 चे पत्रासांबत जोडाण्यात आलेल्या 1 ते 7 प्रपत्रात इयत्ता I ते 8 माध्यम निहाय विद्यार्थी संख्या सोबत जोडलेल्या प्रपत्रात सादर करावी व त्यानुसार संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पाठ्यपुस्तक / स्वाध्याय पुस्तिकेसाठी मागणी नोंदविण्यात यावी.

सन 2008-09 या वर्षात वार्षिक कार्ययोजना व अंदाजपत्रकात मंजूर विद्यार्थी संख्येपेक्षा जास्तीची मागणी नोंदविण्यात येणार नाही याची दक्षता घ्यावी.

(सही/-)

राज्य प्रकल्प संचालक,

दि- 17/4/08


महाराष्ट्र प्राथमिक शिक्षण परिषद
 (महाराष्ट्र शासनाचा उपक्रम)
Maharashtra Prathamik Shikshan Parishad
 (Govt. of Maharashtra Undertaking)

जा.क्र.: म.प्रा.शि.प./सहा.संचा/२००८-०९/३६०० 2 JUL 2008

प्रति,

१. मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद, (सर्व)
२. आयुक्त महानगरपालिका,
महानगरपालिका, (सर्व)
३. शिक्षण उपसंचालक, बृहन्मुंबई.

विषय : सर्व शिक्षा अभियानांतर्गत
सन २००८-०९ प्राप्त शाळा अनुदान वाटपाच्या कार्यवाहीबाबत.

महोदय,

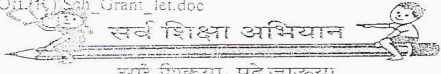
आपल्या कार्यालयामार्फत सादर करण्यात आलेली वार्षिक कार्ययोजना व अंदाजपत्रक केंद्रशासनाने मान्य केले आहे. त्याचे वितरण म.प्रा.शि.प., मार्फत करण्यात आले आहे.

संदर्भातील परिपत्रकांत दिलेल्या मार्गदर्शक सूचनेच्या आधारेच सन २००८-०९ चा शैक्षणिक वर्षात शाळा अनुदानाचे वाटप करावयाचे आहे. या वर्षासाठी प्रत्येक प्राथमिक विभागास रु.५०००/- व उच्च प्राथमिक विभागासाठी रु. ७,०००/- प्रमाणे शाळा अनुदान दि. १५ जुलै २००८ पावेतो शाळास्तरापावेतो वितरीत करण्यात यावे.

सादर शाळा अनुदानाचे वाटप, (१) सर्व शिक्षा अभियानाचे Frame work for Implementation (as amended upto 22nd January 2008), (२) Manual on Financial Management and Procurement मधील पृ.क्र. २२ वरील मुद्दा क्र. ३०.१ व ३०.४ नुसार कार्यवाही करावी.

शाळा अनुदान

	दि. ३१.०३.२००८ पावेतोचे निकष	दि. ०१.०४.२००८ पासूनचे सुधारित निकष संदर्भ - ४थी कार्यकारी समिती दि. २२ जाने. २००८
१. प्राथमिक स्तर	रु. २०००/-	रु.५०००/-
२. उच्चप्राथ. स्तर	रु. २०००/-	रु.७०००/-


सर्व शिक्षा अभियान
 सर्व शिक्षा, पुढे जाऊया

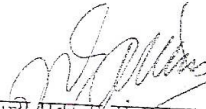
9896
7/7/08

437
7/7/08

187
7/7/08

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वर्ग १ ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग १ ते ४ पर्यंतची आणि वर्ग ५ ते ७ पर्यंतची अशा अनुक्रमे प्राथमिक व उच्च प्राथमिक अशा दोन स्वतंत्र शाळा धरण्यात याव्यात आणि निधी वितरित करतांना प्राथमिक विभागास रु.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रु.७,०००/- वितरित करावे मात्र तो निधी रु.५,०००/- प्राथमिक शाळा व रु.७,०००/- उच्च प्राथमिक शाळा अशा स्वतंत्र शिर्षातर्गत वितरित करावा. तसेच माध्यमिक व उच्च माध्यमिक शाळेला जोडलेल्या इ.५वी ते ८वी चे वर्ग जोडले असतील तर त्या शाळांना उच्च प्राथमिक शाळा म्हणून प्रत्येकी रु.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.


राज्य प्रकल्प संचालक,
म.प्रा.शि.प., मुंबई.

प्रत माहितीसाठी :-

- १) शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-१
- २) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

१. विभागीय शिक्षण उपसंचालक, बृहन्मुंबई, पुणे, नाशिक, कोल्हापूर, नागपूर, अमरावती, औरंगाबाद आणि लातूर.
२. शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद (सर्व).
३. शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका (सर्व).
४. शिक्षण निरीक्षक, उत्तर, दक्षिण, पश्चिम विभाग, बृहन्मुंबई.
५. सर्व विभाग प्रमुख, मप्राशिप., मुंबई.



Completed School building: Waiting for inauguration (Gondia)



Construction of new school building at finishing stage (Gondia)

**(S) SECOND HALF YEARLY MONITORING REPORT OF
MID-DAY-MEAL SCHEME 01-02-2009 TO 31-07-2009**

FOR GONDIA DISTRICT

(Prepared by IIE)

(i)	Name of the Monitoring Institution	Indian Institute of Education Pune
(ii)	Period of the report	01-02-2009 to 31-07-2009
(iii)	Name of the District	Gondia
(iv)	Date of visit to the District/ EGS/ Schools	05-03-2009 to 08-03-2009

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																																						
	<p>A total of 61 schools were visited during 5-8 March 2009, out of which 60 schools (98.36%) were serving hot cooked meal daily. Interruption was noticed due to delay in receipt of food grains in 22 schools (36.06%) and majority of these schools were from Gondia, Goregaon, Salekasa and Amgaon blocks of the district. Details given below-</p> <table border="1"> <thead> <tr> <th rowspan="2">Month/ Year</th> <th colspan="3">Interruption</th> </tr> <tr> <th>5-10 Days No.of schools</th> <th>11-20 Days No.of schools</th> <th>21-30 Days No.of schools</th> </tr> </thead> <tbody> <tr> <td>June 08</td> <td>01</td> <td>00</td> <td>02</td> </tr> <tr> <td>July 08</td> <td>00</td> <td>02</td> <td>03</td> </tr> <tr> <td>August 08</td> <td>01</td> <td>02</td> <td>04</td> </tr> <tr> <td>November 08</td> <td>03</td> <td>05</td> <td>02</td> </tr> <tr> <td>December 08</td> <td>01</td> <td>02</td> <td>05</td> </tr> <tr> <td>January 09</td> <td>03</td> <td>00</td> <td>01</td> </tr> <tr> <td>February 09</td> <td>00</td> <td>01</td> <td>01</td> </tr> <tr> <td>March 09</td> <td>02</td> <td>00</td> <td>00</td> </tr> </tbody> </table>		Month/ Year	Interruption			5-10 Days No.of schools	11-20 Days No.of schools	21-30 Days No.of schools	June 08	01	00	02	July 08	00	02	03	August 08	01	02	04	November 08	03	05	02	December 08	01	02	05	January 09	03	00	01	February 09	00	01	01	March 09	02	00
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2.	TRENDS : 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 functionaries / Observation of the monitoring team.
No significant extent of variation was noticed in school enrolment records and actual number of children attending the school on the day of visit.		
3.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL: (i) Is school receiving food grain regularly? It 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
In 39 schools (61.90%) food grains were received regularly. It was noticed that in 22 schools (36.06%) due to irregular supply from Tahsil Head Quarter there was 5-10 days delay in June 08, 1 school, August 08, 1 school, November 08, 3 schools, December 08, 1 school, January 2009, 3 schools and March 09, 2 schools. 11-20 days delay was found in July 08, 2 schools, August 08, 2 schools, November 08, 5 schools, December 08, 2 schools and February 09 in 1 school. 21-30 days delay was noticed in June 08, 2 schools, July 08, 3 schools, August 08, 4 schools, November 08, 2 schools, December 08, 5 schools and January, February 09 in 1 school respectively.		
(ii) Is buffer stock of one-month's requirements is maintained?		School level registers, MDM Registers Head Teachers, School level MDM functionaries
Demand of requirement has made in advance by each school but no buffer stock of one month was found in any school.		
(iii) Is the food grains delivered at the school?		School level registers, MDM Registers Head Teachers, School level MDM functionaries
It was reported that the food grains are delivered at the school.		
4.	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
Not a single school received cooking cost in advance.		

	(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
	The school head master bought things on credit from the local shopkeeper and managed to ensure that the feeding programme was continued.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	The coking cost was paid through banking channel.	
5.	<u>SOCIAL EQUITY :</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No discrimination of any kind was observed 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, Gram Panchayat members and cooks.
	It was found that out of 61 schools, a weekly menu card was displayed in 48 schools (78.69%) and it was followed by 48 schools (78.69%).	
7.	(ii)Is there variety in the food served or is the same food served daily?	Observations and discussion with children, teachers, parents, VEC members, Gram Panchayat members and cooks.
	In 58 schools (95.08%) varieties in the food was found.	
	(iii) Dose the daily menu includes rice/ wheat preparation, dal and vegetables?	Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks.
	The daily menu included Khichadi, Sakhar Bhaat, Masala Bhaat, Dal Bhaat, Bhaaji Bhaat. Seasonable green vegetables were used in 49 schools (92.45%)	
8.	<u>QUALITY & QUANTITY OF MEAL :</u> Feedback from children on (a) Quality of meal :	Observations of Investigation during MDM service
	In 56 schools (91.88%) quality of meal was found to be good.	

	(b) Quantity of meal :	Observations of Investigation during MDM service
	In 56 schools (91.88%) the 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 were happy with what they were being served in their Mid-day Meal	
9.	<u>SUPPLEMENTARY :</u> (i)Whether children are given micronutrients (Iron, folic acid, vitamin- A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	It was noticed that out of 61 schools 31 schools, (50.81%) had given micronutrients and de-worming medicines.	
	(ii)Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Primary Health Centre administered these medicines. In 31schools it was given yearly.	
	(iii)Is there school Health Card maintained for each child?	Teachers, Students, School Record
	Out of 61 schools, 45 schools (73.75%) have maintained a Health 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 most of the schools (80.33%) the cook was appointed by the VEC /SMC and the Cook serves the meal.	
	(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.
	It was reported that the number of cooks are adequate to meet the requirement.	
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks
	There seems to be a variation in remuneration pattern. Some schools gave 25% of the total cooking cost to the cook which included fuel and remuneration. In few schools it was noticed that all the cooking cost was paid to the cook and the cook himself purchased the pulses, vegetables ,cooking oil and condiments.	

	(iv) Are the remuneration paid to cooks / helpers regularly?	Observations and discussion with children teachers, parents, VEC members , Gram Panchayat members and cooks
	It was found that the remuneration was paid very irregularly. Almost all schools get the cooking cost after 2/3 months.	
	(v) Social Composition of cooks /helpers?(SC/ST/OBC/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Out of 61 schools in 25 schools (39.68) the cook was appointed from the underprivileged section of the society and most of them were females.	
11.	<u>INFRASTRUCTURE :</u> <u>Is a pucca kitchen shed – cum - store :</u> (a) Constructed and in use	School records, discussion with head teacher, teacher, VEC members, Gram Panchayat members .
	Out of 61 schools, pucca kitchen shed was available in 4 schools (8.56%).	
	(b) Constructed but not in use	
	No such type of case was found.	
	(c) Under construction	
	No such type of case was found.	
	(d) Sanctioned, but construction not started	
	It was noticed that in 2 schools kitchen shed has sanctioned but construction was not started.	
	(e) Not sanctioned	
	In 53 schools (86.88%) Kitchen shed was was not sanctioned.	
	(f) Any other (specify)	
	Nil	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	It was noticed that where a kitchen shed is not available, the food was cooked in the school verandah (16.39%), unutilized spare classroom , (59.02 %) and in the open yard (16.39 %). Large no of schools (73.77%) lacked storing place for food items. We observed that the food grains and other ingredients were stored in the classroom or in the headmaster’s office in 45 schools. (73.77%)	

13.	Whether potable water is available for cooking and drinking purpose?	-do-
	More than 95% of the schools have potable water for cooking and drinking. Less than 5% of the schools did not have their own water source.	
14.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	Almost all schools have adequate utensils.	
15.	What is the of fuel used? (Gas based / firewood etc.)	Observation
	It was found that Firewood was used as fuel to prepare the Mid-day Meal in 57 schools (93.44%). LPG was used in 3 schools (4.92%)	
16.	<u>SAFETY & HYGIENE :</u>	Observation
	(i) General Impression of the environment , Safety and hygiene :	
	It was noticed that out of 61 schools, in 30 schools (49.19%) safety was good and in 7 schools (11.47 %) it was poor. In 27 schools (44.26%) hygiene was maintained well and in 8 schools (13.11%) it was poor which needs to be attended.	
	(ii) Are children encouraged to wash hands before and after eating	Observation
	Almost in all schools 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 took meals in an orderly manner.	
	(iv) Conservation of water?	Observation
	It was observed that the children were being encouraged to conserve water.	
(v) Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation	
It was found that in 52 schools (85.25%) the 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
It is seen from the field data that out of 61schools in 47chools (77.05%) the VEC supervised and monitored the Mid Day Meal scheme. But parents' participation in supervision and monitoring was found to be inadequate.		
18.	<u>INSPECTION & SUPERVISION:</u> Has the mid day meal programme been inspected by any state /district /block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.
In most of the schools (90.48%) the Mid-day Meal programme was inspected regularly, either by teachers and head masters. In some schools it were the CRC, Block and District level officials. But Sate level inspection was found to be almost missing .		
19.	<u>IMPACT:</u> Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.
It was reported that, in 54 schools (88.52 %), the Mid-day Meal programme has helped to improve the attendance of children in school. In 55 schools (90.16%) children's well being was improved but no direct impact on enrolment was reported.		

List of Schools Visited in District 2: Gondia

No. of schools visited: 61

Sr.No	Name of District	Block Name	Name of the School	Category
1	Gondiya	Gondiya	Zpps Arjuni	I-VII
2			Zpps Chutiya (Girls)	I-VII
3			Zpps Fattepur	I-VII
4			ZPHP School Marartoli Gondiya-23	I-VII
5			N.P.Hindi Kh Pri School Gondiya-8	I-IV
6			Zpps Irri	I-VII
7			Late Janabai T High School Irri	VIII-X
8			Triveni Pri School Gondiya	I-IV
9			Maltidevi Pri School Gondiya	I-IV
10			Dayanand Vidya Mandir Ganj Gondiya	I-IV
11			Adarsha Sindhi M- Pri School Gondiya	I-IV
12			S S Agarwal Girls High School	V-X
13		Amgaon	Rahul Pri School Amgaon	I-VII
14			Zpps Birsi	I-IV
15			Zpps Garotha	I-VII
16			Zpps Maharitola	I-II
17			Sarswati Vidyalaya Bangaon	V-XII
18			Zpps Savangi	I-IV
19			Zpps Shambhutola	I-IV
20		Arjunimor	Panchsel Vidyalaya Barabhat	V-X
21			Zpps Chincholi Navi	I-IV
22			Zpps Itkheda	I-IV
23			Dr Bhabha Vidyalaya Jharpada	V-X
24			Zpps Kanhalgaon	I-II
25			Zpps Maharkuda	I-VII
26			Zpps Nilaj	I-IV
27			Zpps Pipalgaon	I-VII
28			Zpps Rajoli	I-VII
29		Deori	Zpps Parsodi	I-IV
30			Zpps Borgaon -D	I-IV
31			Zpps Chinchewada	I-VII
32			Zpps Dawaki	I-VII
33			Baburao Madavi Vidyalaya Deori	V-X
34			Zpps Gotabodi	I-IV
35		Goregaon	Zpps Babai	I-VII
36			Zpps Chanditola	I-VII
37			Zpps Halbitola (Tanda)	I-IV
38			Zpps Malpuri	I-IV
39			Parshuram Vidyalaya Mohgaon (Bk)	VII-X
40			Zpps Palewada	I-IV
41		Sadak-Arjuni	Zpps Baki	I-IV
42			Zpps Chirchadi	I-IV

43			Zpps Kanharpayali	I-IV
44			Zpps Kohmara	I-VII
45			Damodhar Varisht Prathmik Shala Khodshivni	I-VII
46			Zpps Senda	I-VII
47		Salekasa	Zpps Chichola	I-IV
48			Zpps Girola	I-VII
49			Zpps Gorre	I-VII
50			Z P Hindi Pri School Nimba	I-IV
51			Z P Hindi Pri School Sakritola	I-IV
52			Vidya Mandir Hindi Prathmik Shala Pimperiya	I-VII
53		Tiroda	Zpps Alejhari	I-IV
54			Zpps Bopesar	I-IV
55			Shri Samrth High School Chikhli	V-X
56			Zpps Dogargaon	I-VII
57			Zpps Khursipar	I-IV
58			Zpps Nimgaon	I-IV
59			Zpps Pindkepar	I-VII
60			Zpps Wadegaon	I-IV
61			Zpps Rustmpur	I-IV

Chapter 3

3. District Level Half Yearly Monitoring Report

(District 3: Aurangabad)

3.1	Name of the District	Aurangabad
3.2	Date of visit to the District /EGS /School	16-03-2009 to 25-03-2009
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 the District Project Office, shows that upgradation of 486 EGS including spill over to primary school is sanctioned in the district in the current financial year and they were opened.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The land for construction is identified for 315 School buildings. During the monitoring visit new primary schools at Nagare wasti (Fullambri block), Mukundwadi (Sillod block), Pratap tanda and Vetalwasti (Khultabad block), were visited and the status of construction work was verified.	
(iii)	Whether VEC/SMC etc. have received any Funds for construction of the school.	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The Village Education Committee has received 75% of funds for construction of school buildings in October 2008.	

(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.
<p>The construction of 315 school buildings has started. Out of which 284 school buildings are at roofing stage and 11 are at lintel stage. During the monitoring visit upgraded new primary schools at Nagare wasti (Fullambri block), Mukundwadi (Sillod block), Pratap tanda and Vetalwasti (Khultabad block), were visited and verified the status of construction work.</p>		
(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.
<p>A total of 486 Para teachers and 486 regular teachers are sanctioned for the new schools. The para teachers were working in these schools and it was reported that the appointment of regular teachers is in process.</p>		
(vi)	Have Teacher been put in new schools 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.
<p>It was found that the only para teachers have been put in new schools in the district.</p>		
(vii)	In the school visited by MI whether one-time grants of Rs.20,000/-for Teaching and Learning equipments at primary level and Rs.50,000/- per school at upper primary level have been received by VEC/SMC? If yes what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
<p>The one time grant of Rs.20000/- for Teaching Learning Equipments at primary level has been received by the parent school just one day before (17/03/2009) MI's school visit.</p>		

(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.
The guidelines have been issued by DPO for the items to be provided for the new school under this 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.
<p>The data collected from the DPO shows that, the district has undertaken (including spillover) Construction of a total of 371 primary school buildings, 1649 additional classrooms, 20 building less primary, 61 building less up-primary schools, 864 drinking water facilities, 303 Urinal / Toilets, 01 BRC, 92 CRCs, Electrification in 1004 schools, as a targets for the current financial year. Pre construction activities of all the civil works have been completed. Out of 371 primary school buildings, 17 are completed, 14 are at lintel level, 92 are at slab level, 53 at slab castle level and 175 are at massonary level. Out of 864 drinking water facilities, 534 are completed and out of 303 Urinals / Toilets, 241 are completed. Out of 1004 electrification, 803 are completed but 198 electrification work has not started yet.</p>		
(ii)	Sample cheek 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.
<p>During the monitoring visit, civil works sites in Aurangabad, Fullambri, Sillod and Khultabad blocks of the district were visited and no variance of any between reporting and actual was found.</p>		

(iii)	Whether SMC/VEC has been trained by technical person for execution of civil works?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	It was noticed that the VEC has been trained by the 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).
	The community manual for civil works has been prepared by the SIS and it was available with DPO.	
(v)	In the school buildings being constructed (new schools 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 the school building constructed newly, a ramp is also being constructed.	
(vi)	Is VEC/ SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	It was noticed that the VEC is keeping a separate account of funds and materials for construction.	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/ District/ Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers. (sample as in (ii) above).
	Executive Engineer at district level and a Junior Engineer at block level is designated for civil works supervision.	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/ SMC and School Teachers (sample as in (ii) above).
	It was reported that the technical person (Junior Engineer) visit the civil work site frequently at every stage.	

(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)
It was reported that there is no convergence with Swajaldhara and Total Sanitation Campaign (TSC) in respect of drinking water facilities in the schools.		
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/ SMC and School Teachers (sample as in (ii) above)
No such work in the district is being carried out by a specialized agency or VEC.		
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. TO be verified on the spot with assistance of VEC/SMC and school Teachers (sample as in (ii) above)
It was reported that there is no convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools.		
(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)
During the monitoring visit the construction sites in Aurangabad, Fullambri, Sillod and Khultabad blocks of the district were visited. Quality of construction was 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 schools visited by MI
<p>It was reported that there is a civil works incharge at SPO level and he is an engineering person. Monthly review is taken by him. To ensure quality in civil works SPO has also appointed a third party evaluation. In Aurangabad district the third party evaluation of civil works is given to Structon Consultant Pvt Ltd. Solapur.</p>		

(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
<p>Free text books were distributed to a total of 3, 81,210 children in the district, out of them 25545 are S.C. girls and 12280 are S.T. girls. The children of all categories from 1st to 8th standard received free text books from SSA funds.</p>		
(ii)	When were the textbooks actually received and distributed in the district? Any instruction /circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
<p>It was noticed from the DPO data that the district has received text books mostly between 3 June 2008 and 8 October 2008 in a phased manner and in same manner the district has distributed the books to the blocks. The detail instructions / circulars has been received from the SPO office in this respect.</p>		

(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.
<p>During the academic year, 2008-09 the schools in Aurangabad district opened on 16th June 2008. It was noticed from the schools visited that the text books were received within one month in 74 schools (67.27%).</p>		
(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.
<p>It is noticed from the field data that, out of 110 schools, in 78 schools (70.90%) free text books have been distributed for all subjects.</p>		

(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.
<p>Under school grant, to a total of 2479 schools (1573 Primary schools and 906 upper primary schools) are approved for the current financial year. The district has released this fund through blocks in August 2008.</p>		

(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/- and 7000/- for primary and upper primary respectively 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 grant to the school / VEC accounts directly. It is released through blocks in August 2008. The DPO has circulated guidelines to the school for utilization of the school grant.		
(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 schools 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 110 schools (5%) were visited in the district. Out of 110 schools, 10 schools (9.09%) received school grant in August 2008, 24 schools (21.82%) received in September 2008, 53 schools (30%) received in October 2008, 12 schools (10.90%) received in November 2008, 12 schools (10.90%) received in December 2008 and 3 schools (2.73%) received in January 2009. In 15 schools (13.64%) we could not get the records.		
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/ VEC.
It is noticed from the field data that most of the schools have utilized the last year's grant for the school Stationery, Furniture, Utensils, Play material, Classroom decoration and Black board painting etc.		

(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 seen from the DPO data that there are no additional teachers against PTR sanctioned under SSA.		
(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 appointment of teachers whenever required is made at the district level. For the recruitment of the teachers an advertisement is given in state level as well as district level news paper and applications are invited. The district level selection committee headed by the chief executive officer of the district panchayet scrutinizes the applications according to the prescribed norms published in the news papers. According to the reservation and merit the candidates are called for interview and on the basis of performance in written and oral interview selection of the teacher is made.		
(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 the appointment of the para teachers is made on contract basis and others are on regular 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 the VEC/ Panchayat is not empowered to make decentralized recruitment of teachers and no such recruitment procedures have been laid down.		

(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.
<p>A total of 110 schools visited in the district. 834 teachers are sanctioned for these schools. Out of 834 teachers, 798 teachers were in position and out of 798 teachers, 742 teachers (92.98%) were present on the day of visit. There was no habitual absentee teacher found in sampled schools.</p>		
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
<p>It was observed during the school visit that out of 110 schools, in 103 schools rapport between children and the teachers was found to be good.</p>		
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in state/ district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
<p>It is seen from the DPO data that, the district has a target of 10579 teachers to whom inservice training of 20 days is to be given. As per the training calendar drawn by the SCERT, the district has covered almost all teachers under inservice training. The first session of the training (10 days) was before the beginning of academic year i.e. 16 June 2008 and the second session of training of 2 days in every month at cluster level was started in July 2008. The training was organized at the block level. Resource persons and Master trainers were the trainers. The content and Module for training was prepared by the SCERT.</p>		

(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training , for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>It is seen from the DPO data that, there are a total of 1004 newly recruited teachers for 30 days training. Other details we could not get from the DPO.</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 60 days training 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 110 schools visited in the district. The teachers in 99 schools expressed their satisfaction about the training and that they would like to get trained in English, Computer, Maths, Drawing, Games and Account keeping etc.</p>		

(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>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 each) and the teachers on the spot in respect of schools/ EGS Centres visited by MI.</p>
<p>The teachers in 38 schools reported that they are getting help from BRC, in teaching difficult topics. The teachers in 57 schools reported that they are getting help from CRC in teaching difficult topics. The teachers in 20 schools reported that BRC conduct model lessons in class. The teachers in 33 schools reported that CRC conduct model lessons in class. The teachers in 41 schools reported that BRCs take random test for children and the teachers in 54 schools reported that CRCs take random test for children.</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 each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It is expected that minimum two school visits to be made by BRC and in every week and 2 visits to each school is to be made by CRC. It was found that it is being followed by CRC 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 each)and the teachers on the spot in respect of schools/ EGS centers visited by MI.</p>
<p>It was noticed that the BRCCs and 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 comments and suggestions. It was found from the discussions with teachers that only 25% of BRCCs and CRCCs conducted model lessons in class and 40 % of them have helped teachers in teaching difficult topics and they have also taken random test of the children. It was reported that the BRCCs mostly checked administrative matters.</p>	
<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It was reported that the DIET is interacting with BRCs and CRCs, other details we could not get from the BRC/CRCs</p>	
<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It was found that the BRC/ CRCs are extending their academic support to AIE centres in their area.</p>	

(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 reported that there is a Quality Control Cell at SPO, which looks after the quality aspect.		

(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 13132 teachers are eligible to receive TLM grant which included 8258 primary teachers and 4874 upper primary teachers.		
(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.
Looking at the data collected from the field, it is seen that TLM grant was released to Blocks in August 2008. A total of 13132 teachers are covered in the district. Instructions in respect of utilization of TLM grant have been issued by the SPO and DPO.		
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so, the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	Information to be verified on the spot in respect of schools visited by MI.

<p>As this grant is sent through the Blocks to each schools / VECs, it was received by the teachers in 7 schools / VECs (6.36%) in August 2009, in 15 schools (13.64%) received in September 2008, 27 schools (24.55%) received in October 2008, 18 schools (16.36%) received in November 2008, 18 schools (16.36%) received in December 2008 and 5 schools (4.54%) received in January 2009. and we could not get the records in 13 schools. It was noticed that one school in Paithan block Shri Sarswati Bhavan Vidyalaya, Bidkin has not received TLM grant since 2007-08.</p>
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(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 reported that, there are a total of 14416 out of school children in the district. For these children the district has planned (a) MPEGS (upper primary) centres for 470 children (b) Residential Bridge Course for 29 children (c) Back to school camp (residential bridge course) for 2783 children (d) Back to school (Seasonal Hostel) for 5537 children (e) Madarsa Maktab for 2019 children (f) AIE centres for 3489 children and (g) Rajiv Gandhi Sandhi Shala for 89 children.</p>		
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p> <p>It was found that the EGS/AIE-coordinator and the APOs working at DPO were newly appointed. We could not get the reliable data regarding the number of EGS/AIE centres, sanctioned and started in the current financial year and also the number of centres continued from the previous year. It was also observed that the no proper attention and care has been taken in respect of the intervention for out of school children in the district. It was noticed that no proper documentation has been done at DPO.</p>

(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.
<p>During the monitoring visit a Rajiv Gandhi Sandhi Shala at Sarola in Sillod block, Seasonal hostel at Z.P. school Undangaon in Sillod block and MPEGS centre at Panpoi (Gawandare Tanda) in Aurangabad block were visited.</p> <p>(1) Rajiv Gandhi Sandhi Shala: Sarola (Sillod)</p> <p>Along with the APO and BRC coordinator of sillod a RGSS centre at Sarola village was visited on 24/3/2009 at 3.00 pm. It was told by the volunteer that the centre has been started in January 2009 and it functions between 7 am to 9.00 am and 5.30 pm to 8.00 pm. At the time of visit centre was closed. The records of the centre and discussions with the volunteer we realised that the functioning of the centre is irregular. The volunteer has not undergone any kind of training. At present the centre has not proper premises. He conducts the centre at his own house. No name board regarding the same has been put up,</p> <p>There was a total of 6 children (4 boys and 2 girls) enrolled in this centre and they are mostly dropped out children. Out of which 1 boy is dropped out from 5th standard and others are dropped out from the 1st, 2nd, and 3rd standard. Free text –books except Science, History and Geography were received. It was told that the centre is functioning in early morning and late evening so Mid-day Meal is not served to the children.</p> <p>(2) Mahatma Phule Education Guarantee Centre</p> <p>MPEGS is an alternative and innovative scheme mainly for the out of school children of age group 6 to 14 years. During the monitoring visit –MPEGS Centre at Panpoi- (Gawandre Tanda) Jatwada road in Aurangabad block was visited on 25/3/2009 at 10 a.m. along with Aurangabad BRC subject expert.</p> <p>This centre has been started on 26 January 2009 and at present it has 23 out of school children enrolled in it. Under this Scheme, two separate centres have to be set up, one for children in classes 1st to 4th and the other for children in classes 5th to 7th. But it was found that including pre-primary to upper primary age group children were sitting together in the centre .There were two volunteers appointed by the NGO named Sahitya Sanskar Prabodhini. The volunteer, Smt khandagale is studying in college and she was not present at the time of visit. The another volunteer Smt Usha Sonawane was present on the day of visit. At present there is no accommodation for this centre. The volunteer teacher conducts it in her own house. It was found that, the children are learning there without Text books, Slates, and Teaching Learning Material. We found there only a attendance register of the children.</p>		

	<p>No name board regarding the same has been put up and there was no Black board in the centre. The volunteer has not undergone any kind of training. She does not know the objectives of the scheme. Over all it was very poor show. The district and BRC needs to attend this matter seriously.</p> <p>(3) Seasonal hostel</p> <p>Many families from the marathwada region migrate for 3-4 months for livelihood after Diwali (October-November). The migration of the parents affects the education of their children. Some parents take care of their children’s education during this period. But it is not possible for all families. The Government of Maharashtra (SIS) has undertaken an innovative programme like seasonal hostel for the children from the same families. During the monitoring visit, the seasonal hostel at Z.P. school- Undangaon in Sillod block was visited on 24/3/2009 at 4. 00 p.m. The seasonal hostel has started with participation of VEC, which accomodate children studying in their respective villages and provides boarding and lodging. This centre was started on 22 December 2008, with an enrollment of 37 children (20 boys, 17 girls) from the near by 3 schools.</p> <p>It was told that the Z.P. school Undangaon is the Examination Centre of the district level “Board Examination of 4th standard” and so at present the hostel inmates are staying at their own home’ but according to the daily routine of the hostel two time meals and others are provided to them.</p>	
(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/ NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVS of the centres visited by MI.</p>
	<p>We could not get the details from the DPO.</p>	
(v)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instructions have been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
	<p>While interviewing the BRCCs and CRCCs, it was found that they are giving academic support to the Education Volunteers of the AIE centres in their area.</p>	

(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.
During the visit to the EGS/ MPEGS centre in the district it was noticed that the educational qualification of the EVs, is minimum 12 th standard passed and also more than that.		
(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.
The centres which were visited during the monitoring visit has been started in January 2009 . It was found that the EVs have not received any honorarium up to the our visit and also they do not know how much honorarium they will get for this work.		
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
During the monitoring visit 2, Centres which were visited found to be very irregular.		
(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.
There is a designated District Coordinator for EGS /AIE in the district, but it was noticed that he has been appointed very recently and he does not know more about the EGS /AIE interventions.		

(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.
There is monitoring format developed by the SIS but we could not get it from the DPO.		
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
The data collected from the DPO shows that, a total of 486 EGS- vastishala centres (including spillover) has been upgraded during the current financial year and upgradation of 486 centres is done.		
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
The SPO has issued necessary instructions (Govt Resolution) to the DPO with reference to upgradation of EGS centres to primary school and funds also have been released by the SPO.		
(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 th districts visited by MI.
It is seen from the DPO data that, a total of 486 EGS centres (including spillover) actually upgraded in the district. 75% of funds for construction of school building has been transferred to VEC account.		
(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.
It was found that the actual upgradation of EGS centres has taken place in the district.		

(xv)	Has the land for construction of the upgraded primary school (from EGS) been indentified?	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.
It was noticed that, out of 486 new schools, the land for construction is identified for only 315 schools.		
(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.
The VECs have received 75% of the total cost for construction school building.		
(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.
During the monitoring visit the upgraded new primary schools at Nagare wasti, (Fullambri block), Mukundwadi (Sillod block) and Partaptanda and Vetali wasti (Khultabad block) were visited. It was found that the construction work of all these schools have been completed .It was happy to see that the children have occupied the new school building at Vetali wasti in Khultabad block.		
(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.
It was reported that a total of 486 para teachers and 486 regular teachers are sanctioned for the new schools. The para teachers were in position in these new schools but the appointment of the regular teachers was found to be in process.		
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
The district EGS/AIE coordinator has joined the duty very recently. He does know more about the intervention, so we could not get the details from DPO.		

(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
<p>During the monitoring visit Rajiv Gandhi Sandhi Shala (upper primary centre) at Sarola (sillod block) visited on 24/3/2009 and MPEGS centre at Panpoi-Jatwada road in Aurangabad block was visited on 25/3/2009. Both the centre, we found without any infrastructure such as durries, black board, books, TLM etc. It was noticed that the children in Sarola village in Sillod block have not received free text books of Science, History, and Geography. At present the volunteer teacher conduct the centre at his own house. No name board regarding the same has been put up. No black board and TLM was found in the centre. The other centre in Village panpoi –Jatwada road in Aurangabad block which was visited on 25/3/2009 also have no accommodation. It was found that the children are learning there without text books, slates and teaching learning material. We found there only a attendance register of the children. No name board regarding the same has been put up. There was no Black board. The volunteer teacher has not undergone any kind of training. She does not know the objectives of the intervention.</p>		
(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.
<p>It was noticed that the Mid –day Meal is not being supplied to the children. It was told that the centre (RGSS-Sarola) is functioning in early morning (7.00 to 9.00am) and late evening (5.30 to 8 pm) so Mid-day-Meal is not served. The other MPEGS centre at Panpoi- Jatwada road is also not getting food grains.</p>		
(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.
<p>During the monitoring visit, RGSS- centre at Sarola village and MPEGS centre at Panpoi- Jatwada road were visited. In RGSS centre Sarola a total of 6 children (4 boys, 2 girls) were enrolled. It was told by the volunteer that the centre functions between 7.00 am to 9.00 and 5.30 pm to 8.00pm. so at the time of our visit it was closed. The other MPEGS centre at Panpoi- Jatwada road has an enrolment of 23 children.</p>		
(xxiii)	The achievement level of children studying in EGS/AIE facilities	Assessment to be undertaken during Field visit by MI.
<p>It was observed in both the centres a very poor performance of the children and also Education Volunteers.</p>		

(xxiv)	The rapport of the EV with the children?	Observation during Field visit, by MI.
	The rapport of the EV with children was found to be good.	
(xxv)	Whether EGS/ AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, Whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	It was reported that the MPEGS, RGSS and AIE centres in the district are using regular school textbooks. The children enrolled in RGSS Sarola have not received all text books. The children enrolled in MPEGS primary and upper primary centre in village panpoi –Jatwada road have not received any text books up to the MI’s visit (March 2009).	

(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 is noticed that, there are a total of 11907 Children with Special Needs identified in the district and out of them, 11692 are enrolled in the schools and 216 children 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 reported that a total of 1186 CWSN- recommended by the assessment camp are provided with aids and appliances like Spectacles and Hearing aids.	
(ii)(b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO
	It was reported that there are no difficulties in getting and utilizing the aids and appliances.	

(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
There are a total of 30 Recourse Teachers identified and appointed in the district. It was reported that no NGO is associated with CWSN programme in the district. The details of guidelines issued for the resource teachers we could not get from the DPO.		
(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 appointed an IED Coordinator and 2 assistants and they are oriented. They were found to be aware of their work and responsibilities.		
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable 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.
It was reported that the State (SIS) has prescribed monitoring format and every quarter the information is furnished to SPO.		
(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, a total of 1447 schools have been provided with ramp in the district.		
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
It was reported that, a total of 65 children have been provided home based support during the current financial year.		

(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/ DPO and to be verified during field visit by MI, with help from VECs / school.
	The details we could not get from the DPO.	
(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.
	Data not collected.	

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

(i)	The number of clusters targeted district-wise and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	The NPEGEL programme is not applicable to the district, so it is not introduced in the AWP & B 2008-09, 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 the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	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 girl's 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.
	At present district Gender coordinator was not in position 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.
	At present district Gender coordinator was not in position. We could not get the details from DPO.	
(vi)	The number of ECCE centers operational under Innovation Head funds (RS. 15 lakhas 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.
	At present district Gender coordinator was not in position. We could not get the details.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	A district Gender coordinator was not in position. We could not get the details.	

(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.
	The KGBV activity is not applicable to the district, so it is not introduced in the AWP & B 2008-09, of the district.	

(ii)	The number of KGBV in the State in respect of which land have been identified, district- wise.	Information to be obtained from the SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV activity does not exist in the district.	
(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 KGBV activity does not exist in the district.	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV activity does not exist in the district.	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV activity does not exist in the district.	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV activity does not exist in the district.	
(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 of KGBV visited by MI.
	The KGBV activity does not exist in the district.	

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

(i)	Whether EMIS set up in each district of the State /UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO office and to be updated from DPO of the district visited by MI.
	It was found that EMIS set up is in each block. The requisite number of computers and computer operators have been put up in all 9 Blocks (BRCs) of the district.	

(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.
15 December, 2008 was the time schedule drawn up by the state for DISE/EMIS for the current year.		
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
It was seen from the DPO data that, data capture format have been supplied to all schools latest by August.		
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
The district MIS incharge reported that no training has been imparted to 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 found that CRC and BRC coordinators have been given the task of verifying 5% of data collected. It was reported that they have been oriented for this in February 2009, and they are discharging this responsibility satisfactory.		
(vi)	Whether the data collected and complied 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, the data collected and complied was not passed to the state in prescribed time schedule.		

(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS incharge at DPO.	

(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 the DPO.
	At present the post of Research and Evaluation coordinator is vacant, so we could not get the details.	
(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.
	At present the post of Research and Evaluation coordinator is vacant, so we could not get the details.	
(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 .
	Data not collected.	

(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 DPO data that, there are a total of 1467 village/ school level committees constituted in the district.	

(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether this guideline 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.
	<p>A copy of guidelines on delegation of powers to the VEC is given to the secretary of each VEC, who is the headmaster of these particular schools. Out of 110 schools, a copy of the guidelines was available in 65 schools (59.09%).</p>	
(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.
	<p>The guidelines on adequate representation to women in VEC/SMC has been given. During the monitoring visit a total of 110 schools were visited. It is seen from the field data that, there are a total of 943 VEC members associated in the VECs and out of 943 VEC members, 252 are women. It was noticed that out of 110 schools (visited) in 38 schools (34.54%) there was inadequate representation of women.</p>	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	<p>It is seen from the field data that, out of 110 schools, in 24 schools (21.82%) meetings were conducted monthly. In 39 schools (35.45%) meetings were conducted bimonthly. In 16 schools (14.54%) it was conducted quarterly and in 7 schools (6.36%) it was conducted yearly. we did not find VEC meeting record in 2 schools in Gangapur block, 1 school in Sillod block, 4 schools in Vaijapur block and 2 schools in Khultabad block of the district.</p>	

(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.
The members of VEC have been oriented during the year. It was reported that, 50% of the members have been oriented during the last quarter of the financial year. These orientation programmes were held in February 2009 and CRC conducted these trainings.		
(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.
It is seen from the field data that out of 110 schools, in 66 schools (60%) VEC has made contribution in improving the environment of the school. In 57 schools (51.82%) VEC has made contribution in improving enrolment and attendance of students.		
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
It was noticed that out of 110 schools /VECs, 9 schools VECs / schools did not maintain proper records of funds		
(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 reported that there is programme officer incharge for community mobilization programme at SPO level.		

(n) Staffing at State and District Level:

(i)	<p>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?</p>	<p>Information to be obtained from SPO.</p>
<p>Data not collected.</p>		
(ii)	<p>The number of meeting of the General Body and EC held during the pervious financial year?</p>	<p>Information to be obtained from SPO and verified from their records.</p>
<p>Data not collected.</p>		
(iii)	<p>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?</p>	<p>Information to be obtained from SPO and verified at DPO at level in districts visited by MI.</p>
<p>All sanctioned staff of Management and MIS was in position in Aurangabad district. But the programme coordinators for Gender / Girls education, Research and Evaluation, Quality pedagogy were not in position.</p>		
(iv)	<p>The number of BRCs /CRCs sanctioned Staffing position and action taken to fill vacancies?</p>	<p>Information to be obtained from SPO/DPO and to be verified in respect of BRCs /CRCs visited by MI.</p>
<p>In Aurangabad districts, there are 09 blocks and hence 09 BRCC post have been sanctioned. Out of 9 BRCCs, 7 BRCCs were in position. Out of 184 Resource persons, 63 were in position and out of 54 IED Mobile teachers 30 were in position.</p>		

(v)	Does SPO have clearly laid down rules / regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
Yes, the SPO have clearly laid down rules / regulations for filling up posts of SSA and it was available with DPO.		

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

The DPO has planned to provide adequate educational facilities to SC.ST Minority groups and to girls as well. For Girls and SC. ST. education. DPO has under taken enrichment School Libraries by supplying books, Computer Labs in upper primary schools, Supply of Educational Software's through SIET to computer Lab, School bag for girl students , Mathematics ,Science and English Kits to Urdu Schools and sports materials.

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the school records.
The range of functional school days was found to vary from 221 to 242 days. Out of 110 schools (14.54%)16 schools, reported to be opened for 241-250 days. 71 schools (64.54%) were opened for 231 -240 days. 13 schools (11.82%) were opened for 221-230days		
(ii)	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
Regarding the school environment, it was noticed that most of the schools had a clean environment. A total of 110 schools visited in the district, 83 schools (75.45%) have their own building and 27 schools (24.55%) have rented building. 98 school buildings (89.09%) were in good condition and 12 school buildings (10.90 %) were in poor condition. 63 schools (57.27%) have their own play ground. In the schools visited, it was found that 109 schools (99%) have proper lighting in the classroom, 108 schools (98%) have proper ventilation and 96 schools (87.27%) have proper flooring in their classrooms.		

(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>Out of 110 schools, 80 schools (72.72%) use cloth strips. Benches were used in 14 schools. In 6 schools children were sitting on floor. All schools visited had black boards in the classrooms. The blackboards in 87 schools (79.09%) were in good condition and in 23 schools were in poor condition. Out of 110 schools, 63 schools (57.27%) have displayed TLM on the classroom walls and children were using TLM. But in 47 schools (42.73%) no TLM was found.</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 school record.
<p>Out of 110 schools, 81 schools have health check-up facility which was made available during the previous six months. The frequency of health camp facility was found to be 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
<p>Out of 110 schools, 33 schools (51.82%) have adequate play material. 57 schools (51.82%) were using play material.</p>		
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/ VEC.
<p>Total enrollment of the schools visited was 35048 (Boys 18832, girls 16216) and the attendance on the day of the visit was 86%. The percentage of boys was around 88% and the percentage of girls was around 85 %. Out of 110 schools, 7 schools (6.36%) have reported about low attendance (80%or below) problem due to poverty in 6 schools and migration in 01 school.</p>		
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
<p>Out of 110 schools visited, 07 schools (6.36%) have reported about low attendance (80% or below). Steps were taken to improve attendance in 7 schools both by teachers and the VECs.</p>		
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
<p>In all schools visited, it was found that the present process of assessing the achievement level of children was two unit tests in each semester and written and oral examination at the end of each semester.</p>		

(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
<p>We did not find the application of continuous and comprehensive evaluation system in any school. Grading system has not been introduced in core subjects. Grades were given in subjects like physical education, work experience, Drawing etc.</p>		
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
<p>A total of 110 schools were visited. It was observed that, achievement level of children in 12 schools (10.90%) was good, in 83 schools (75.45%) was average and in 15 schools (13.64 %) was poor.</p>		
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
<p>It was observed that the rapport between the children and teacher was "good" in all schools.</p>		
(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.
<p>A total of 110 schools were visited. It is noticed that there were a total of 55 under age children in 13 schools and 56 overage children in 16 schools.</p>		
(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.
<p>A total of 110 schools were visited. It was found that a total of 123 children (75 boys, 48 girls) have dropped out during the previous six months. But some of them have migrated with their parents.</p>		
(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.
<p>A total of 110 schools were visited during monitoring visit in the district. Class wise retained children in the same class from previous academic year was found as class 1st (6.63%), class 2nd (4.20%), class 3rd (2.75%), class 4th (1.82%), class 5th (2.73%), class 6th (2.57%), class 7th (1.68%).</p>		

(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.

Provision of Budget and Actual Expenditure: Out of the provision made, about 40% is for civil works. Most of this spent and reflected in the expenditure incurred. However against the provision made for other activities, it was found that the amount that should have been used was not spent.

Mahatma Phule Shikshan Hami Yojana and Rajiv Gandhi Shala activities are being conducted for the children of the group of 6-14 years who are out of schools. These centres were conducted by the voluntary organizations and VECs, overall this programme was neglected and its working and benefits were seen only on proper.

Under SSA efforts have been made to set up a computer lab in some upper primary schools in district. However, this aspect has been neglected in some schools. Regular supply of electricity, maintenance of computers and effective teacher training that needs immediate attention in order to make this intervention a beneficial one.

(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)

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report</p>
<p>Guidelines on items to be provided is given in Annexure 3 (ii) page no 238</p>
<p>2. Annexure 2 Text Books</p> <p>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</p>
<p>Annexure 2 (i) attached in page no 179</p>
<p>3. Annexure 3 School Grant</p> <p>i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts. If so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO Office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report</p>
<p>Annexure 3 (i) attached in page no 182</p>
<p>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.</p>
<p>Annexure 3 (ii) attached in page no 238</p>
<p>4 . Annexure 4 Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position , the number of 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</p>

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.

There was no habitual absentee teacher found in sample 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 t he report.

Instructions on utilization of TLM is given in Annexure 3 (ii) page no 238.

6 Annexure 6 EGS and AIE

(i) Whether the EVs are given academic support by the BRC/ CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Informaton 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.

(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 249

7. Annexure 7 Children with special needs (CWSN)

(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district ? The details of guidenlines 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 cheeks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/ NGOs for CWSN.

Annexure 7 (i) attached in page no 255.

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.

Annexure 7 (ii) attached in page no 257.

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

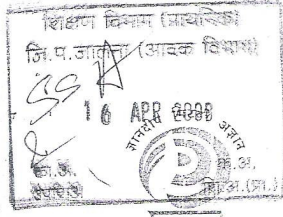
(i) Whether a district gender coordinator is in position? Whether a monitoring system to

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.

No monitoring format was developed by the DPO.

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

Annexure 9 attached in page no 193



महाराष्ट्र प्राथमिक शिक्षण परिषद

(महाराष्ट्र शासनाचा उपक्रम)

Maharashtra Prathamik Shikshan Parishad
(Govt. of Maharashtra Undertaking)

जा.क्र.मप्राशिप/सशिअ/मो.पा.प./2007-08/9e20

दिनांक :

23 MAR 2008

प्रति,

- 1) मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद (सर्व).
- 2) आयुक्त,
महानगरपालिका (सर्व).
- 3) शिक्षण उपसंचालक,
बृहन्मंबई.

विषय : सर्व शिक्षा अभियानांतर्गत वर्ग 1 ते 8 मध्ये शिकणाऱ्या
सर्व विद्यार्थ्यांना मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत

संदर्भ : या कार्यालयाचे पत्र क्र. मप्राशिप/सशिअ/मो.पा.प./2006-07/
871, दिनांक 15/02/2008.

उपरोक्त विषयाबाबत या कार्यालयाच्या दिनांक 15 फेब्रुवारी, 2008 च्या पत्रान्वये मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत करावयाच्या कार्यवाहीबाबत सविस्तर सूचना देण्यात आलेल्या
आहेत. संदर्भीय पत्राचे अचलकन व्हावे.

सर्व शिक्षा अभियानांतर्गत शालेय वर्ष 2008-09 मध्ये पाठ्यपुस्तक / स्वाध्याय पुस्तिकांच्या पुरवठ्याबाबत
PAB ने वार्षिक कार्ययोजना व अंदाजपत्रक 2008-09 मध्ये कळविलेल्या निकषानुसार जून-2008 पासून सुरू
होणाऱ्या शैक्षणिक वर्षात इयत्ता 1 ते 8 वी मधील सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा (Work
Book) पुरवठा करावयाचा आहे.

मागणी नोंदविण्यास सक्षम अधिकारी -

- 1) शिक्षणाधिकारी (प्राथमिक) - शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद यांनी पुढील प्रकारच्या
शाळासाठी महाराष्ट्र राज्य पाठ्यपुस्तक निर्माती व अभ्यासक्रम संशोधन मंडळाच्या भांडाराकडे मागणी नोंदवावी.

जिल्हा परिषदेने चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

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ज्यांना शिक्षणाधिकारी (प्राथमिक). जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खा अनुदानित अथवा अंशतः अनुदानित प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेने चालविलेल्या आणि ज्यात 4 ते 8 वे वर्ग आहेत, अशा सर्व माध्यमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांना चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांच्या हद्दीतील सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / बालकामगारांसाठी चालविलेल्या शाळा.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी शाळा, शासकीय आश्रम शाळा, बालकामगारां असलेल्या शाळा यातील सर्व मुली आणि अनुसूचित जाती-जमातीच्या मुलांकरीता पाठ्यपुस्तके पुरविण यावीत.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी आश्रम शाळेतील विद्यार्थ्यांपैकी मुली आणि अनुसू जाती-जमातीच्या मुले यांना पाठ्यपुस्तके / स्वाध्याय पुस्तिका (Work Book) पुरविण्यात यावीत.

पुस्तके पुरविण्यापूर्वी त्यांना इतर योजनेतून मोफत पाठ्यपुस्तके मिळत नाहीत, याची खात्री घ्यावी.

2) शिक्षणाधिकारी (माध्यमिक) - सर्व जिल्हा परिषदा आणि शिक्षण निरीक्षक, दक्षिण / उत्तर / पति विभाग, बृहन्मुंबई यांचे कार्यक्षेत्रातील सर्व अनुदानित अथवा अंशतः अनुदानित माध्यमिक शाळा यांचेकरीता मा नोंदवावी. (जिल्हा परिषदांची मागणी शिक्षणाधिकारी (प्राथ.) यांचे मार्फत प्राथ. व माध्यमिक / जिल्हा मागणी एकत्रितपणे नोंदवावी).

3) शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका / शिक्षण मंडल महानगरपालिकेने चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

महानगरपालिकेतर्फे ज्यांना अनुदान वितरीत करण्यात येते, अशा सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक शाळा.

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शालेय वर्ष 2008-09 या वर्षात इयत्ता 1 साे ते 8 वी या वर्गातील शिक्षण घेत असलेल्या विद्यार्थ्यांना राज्य शासनाच्या योजनेतर्गत - 103 विकास गटार्तील विद्यार्थी, पुस्तक पढी योजनेतील लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुरविण्यात येत असलेले विद्यार्थी वगळून उर्वरित सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा करवयाचा आहे.


संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पुस्तकांची मागणी नोंदवितांना या कार्यालयाचे पत्र क्र. माभाशिप/साशअ/मांपापु/2007-08/871, दिनांक 15 फेब्रुवारी, 2008 चे पत्रासाेबत जोडण्यात आलेल्या 1 ते 7 प्रपत्रात इयत्ता 1 ते 8 माध्यम निहाय विद्यार्थी संख्या सोबत जोडलेल्या प्रपत्रात सादर करावी व त्यानुसार संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पाठ्यपुस्तक/स्वाध्याय पुस्तिकेसाठी मागणी नोंदविण्यात यावी.

सन 2008-09 या वर्षात वार्षिक कार्ययोजना व अंदाजपत्रकात मंजूर विद्यार्थी संख्येपेक्षा जास्तीची मागणी नोंदविण्यात येणार नाही याची दक्षता घ्यावी.

(सही/-)

राज्य प्रकल्प संचालक,

दि- 17/4/08


महाराष्ट्र प्राथमिक शिक्षण परिषद
(महाराष्ट्र शासनाचा उपक्रम)
Maharashtra Prathamik Shikshan Parishad
(Govt. of Maharashtra Undertaking)

जा.क्र.: मप्राशिप/सहा.संचा/२००८-०९/३६०१८
- 2 JUL 2008

प्रति,
१. मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद, (सर्व)
आयुक्त महानगरपालिका,
महानगरपालिका, (सर्व)
३. शिक्षण उपसंचालक, वृहन्मुंबई.

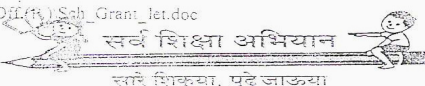
विषय : सर्व शिक्षा अभियानांतर्गत
सन २००८-०९ प्राप्त शाळा अनुदान वाटपाच्या कार्यवाहीबाबत.

महोदय,
आपल्या कार्यालयामार्फत सादर करण्यात आलेली वार्षिक कार्ययोजना व अंदाजपत्रक केंद्रशासनाने मान्य केले आहे. त्याचे वितरण म.प्रा.शि.प., मार्फत करण्यात आले आहे.
संदर्भातील परिपत्रकांत दिलेल्या मार्गदर्शक सूचनेच्या आधारेच सन २००८-०९ या शैक्षणिक वर्षात शाळा अनुदानाचे वाटप करावयाचे आहे. या वर्षासाठी प्रत्येक प्राथमिक विभागास रु.५०००/- व उच्च प्राथमिक विभागासाठी रु. ७,०००/- प्रमाणे शाळा अनुदान दि. १५ जुलै २००८ यावेळी शाळास्तरापावेतो वितरीत करण्यात यावे.

सादर शाळा अनुदानाचे वाटप, (१) सर्व शिक्षा अभियानाचे Frame work for Implementation (as amended upto 22nd January 2008), (२) Manual on Financial Management and Procurement मधील पृ.क्र. २२ वरील मुद्दा क्र. ३०.१ व ३०.४ नुसार कार्यवाही करावी.

शाळा अनुदान


	दि. ३१.०३.२००८ पावेतोचे निकष	दि. ०१.०४.२००८ पासूनचे सुधारित निकष संदर्भ - ४थी कार्यकारी समिती दि. २२ जाने. २००८
१. प्राथमिक स्तर	रु. २०००/-	रु. ५०००/-
२. उच्चप्राथ. स्तर	रु. २०००/-	रु. ७०००/-


सर्व शिक्षा अभियान
स्तरे शिक्षा, पुढे जाऊया

१४७
७/१७/०८
१४७
७/१७/०८

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वर्ग १ ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग १ ते ४ पर्यंतची आणि वर्ग ५ ते ७ पर्यंतची अशा अनुक्रमे प्राथमिक व उच्च प्राथमिक अशा दोन स्वतंत्र शाळा धरण्यात याव्यात आणि निधी वितरित करतांना प्राथमिक विभागास रु.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रु.७,०००/- वितरीत करावे मात्र तो निधी रु.५,०००/- प्राथमिक शाळा व रु.७,०००/- उच्च प्राथमिक शाळा अशा स्वतंत्र शिर्षातर्गत वितरित करावा. तसेच माध्यमिक व उच्च माध्यमिक शाळेला जोडलेल्या इ.५वी ते ८वी चे वर्ग जोडले असतील तर त्या शाळांना उच्च प्राथमिक शाळा म्हणून प्रत्येकी रु.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.


राज्य प्रकल्प संचालक,
म.प्रा.शि.प., मुंबई.

प्रत माहितीसाठी :-

- १) शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-१
- २) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

१. विभागीय शिक्षण उपसंचालक, बृहन्मुंबई, पुणे, नाशिक, कोल्हापूर, नागपूर, अमरावती, औरंगाबाद आणि लातूर.
२. शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद (सर्व).
३. शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका (सर्व).
४. शिक्षण निरीक्षक, उत्तर, दक्षिण, पश्चिम विभाग, बृहन्मुंबई.
५. सर्व विभाग प्रमुख, मप्राशिप., मुंबई.



Construction of new school building at Finishing stage (Aurangabad)



Completed Classroom: Occupied by the children (Aurangabad)



MPEGS: No accomodation and infrastructure (Aurangabad)



**(S) SECOND HALF YEARLY MONITORING REPORT OF
MID-DAY MEAL SCHEME 01-02-2009 TO 31-07-2009**

FOR AURANGABAD DISTRICT

(Prepared by IIE)

(i)	Name of the Monitoring Institution	Indian Institute of Education, Pune
(ii)	Period of the report	1-02-2009 to 31-07-2009
(iii)	Name of the District	Aurangabad
(iv)	Date of visit to the District/ EGS/ Schools	16-03-2009 to 25-03-2009.

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 110 schools were visited during 16-25 March 2009, out of which 109 schools (99%) were serving hot cooked meal. Interruption ranging 5-10 days and 11-20 days was noticed in the month of June, September, October, December 2008 and January 2009 due to delay in receipt of food grains in 24 schools (21.81 %).	
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 functionaries / Observation of the monitoring team.
	No significant extent of variation was noticed in school's enrolment records and actual number of children attending the school on the day of visit.	
3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (i) Is school receiving food grains regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	School level registers, MDM Registers Head Teacher, School level MDM functionaries
	Out of 110 schools, in 86 schools (78.18%) food grains was received regularly delay was noticed in 24 schools (21.82 %).	

	(ii) Is buffer stock of one-month's requirements is maintained?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	Demand of requirement was made in advance by each school but no buffer stock of one month was found in any school.	
	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	Almost all schools reported that, the food grains were delivered at the school.	
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	Most of the schools (100 %) did not receive cooking cost in advance. It was received after 2/3 months.	
	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	The school head masters bought things on credit from the local shopkeeper and managed to ensure that the feeding programme to be continued.	
	(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 through banking channel only.	
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 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 a weekly menu card was displayed in 96 schools (87.27 %) and it was followed by 94 schools (97.92%).	

7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
In 106 schools (96.36 %), varieties in the food preparation like Khichadi, Sakhar Bhaat, Masala Bhaat, Dal Bhaat, Bhaaji Bhaat was found. Seasonable green vegetables were used in 83 schools (75.45%).		
	(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 included variety of rice preparation, dal and vegetables. But use of pulses was found inadequate. Seasonable vegetables were used in some schools.		
8.	QUALITY & QUANTITY OF MEAL : Feedback from children on (a) Quality of meal :	Observations of Investigation during MDM service
Children expressed their satisfaction in respect of quality of meal in 104 schools (94.55%).		
	(b) Quantity of meal :	Observations of Investigation during MDM service
In 107 schools (97.27) the children reported that quantity of meal was enough.		
	(c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
It was found that most of the children were happy with what they were being served in their mid-day meal.		
9.	SUPPLEMENTARY : (i) Whether children are given micronutrients (Iron, folic acid, vitamin - A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
The district was found to perform inadequately in terms of giving micronutrients and deworming medicines periodically. In 9 schools (8.18%) it was given quarterly and in 52 schools (47.27%) it was given yearly.		

<p>(ii) Who administers these medicines and at what frequency?</p>	<p>Teachers, Students, School Record</p>
<p>It was noticed that, in 29 schools Primary Health Centre administered these medicines and also NRHM in 6 schools and NGO in one school administered these medicines.</p>	
<p>(iii) Is there school Health Card maintained for each child?</p>	<p>Teachers, Students, School Record</p>
<p>It was found from the field data that, out of 110 schools, 85 schools (77.27%) have maintained a Health Card for each child.</p>	
<p>10. STATUS OF COOKS : (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	<p>Observations and discussion with children, teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>Out of 110 schools, in 107 schools (97.27%) the cook appointed by the VEC and SHG member cooks and serves the meal. In 3 schools (2.73%) peon of the school cooks and serves the meal.</p>	
<p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>Out of 110 schools, 90 schools (81.82%) reported that the number of cooks are adequate to meet their requirement.</p>	
<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>There seems to be a variation in remuneration pattern. Out of 110 schools, 55 schools (50%) gave 25% of the total cooking cost to the cook which included fuel and remuneration. 23 schools (20.91%) gave 100% of the total cooking cost and the cook him self purchased the fuel, vegetables, oil, and condiment and 22 schools (20%) made payment on daily wages basis.</p>	

	(iv) Are the remuneration paid to cooks / helpers regularly?	Observations and discussion with children teachers, parents, VEC members , Gram Panchayat members and cooks
It was noticed that the remuneration was paid very irregularly. Almost all schools get the cooking cost after 2/3 months.		
	(v) Social Composition of cooks /helpers?(SC/ST/OBC/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Social composition wise data was not collected but it was found that out of 110 schools, in 45 schools (40.90%) the cook was appointed from the under privileged section of the society.		
11.	<u>INFRASTRUCTURE :</u> <u>Is a pucca kitchen shed – cum - store :</u> (a)Constructed and in use	School records, discussion with headteacher, teacher, VEC members, Gram Panchayat members.
It was seen from the field data that, out of 110 schools, a Pucca Kitchen Shed was available in 33 schools (30%).		
(b)Constructed but not in use		
It was found that in 31 schools (28.18%) the kitchen shed was constructed but not in use.		
(c) Under construction		
It was noticed that in 13 schools (11.82%) the kitchen shed was under construction.		
(d) Sanctioned, but construction not started		
In 11 schools (10%) the kitchen shed was sanctioned but construction has not started		
(e) Not sanctioned		
In 32 schools (29.09%) the kitchen shed was not sanctioned.		
(f) Any other (specify)		
Nil		

12.	In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
<p>It was observed that, where a kitchen shed was not available, the food was cooked in the school verandah in 19 schools (17.27%), unutilized spare classroom, in 32 schools (29.09%) on open yard in 23 schools (20.90 %) Cooks house 3 schools (2.73%). More than 50% of the schools lacked storing place for food items. We observed that the food grains were stored in the classroom in 31 schools (28.18%) and in the headmaster's office in 27 schools (24.54%).</p>		
13.	Whether potable water is available for cooking and drinking purpose?	-do-
<p>It was seen from the field data that, out of 110 schools, 98 schools (89.09%) have potable water for cooking and drinking and 12 schools (10.91%) did not have their own water source.</p>		
14.	Whether utensils used for kind food are adequate?	Teachers/Organizer of MDM Programme
<p>Out of 110 schools, 101 schools (91.82%) reported that they have adequate utensils for cooking.</p>		
15.	What is the kind of fuel used? (Gas based / firewood etc.)	Observation
<p>It was found that Fire wood was used as fuel to prepare the Mid-day Meal in 89 schools (80.90%). LPG was used in 20 Schools (18.18%).</p>		
16.	<u>SAFETY & HYGIENE :</u> i. General Impression of the environment , Safety and hygiene :	Observation
<p>Out of 110 schools, in 59 schools (53.64%) safety was found to be good and in 9 schools (8.18%) it was poor. In 51 schools (46.36%) hygiene was maintained well and in 15 schools (13.64%) it was found to be poor.</p>		
	ii. Are children encouraged to wash hands before and after eating	Observation
<p>It was observed that students were being encouraged to wash their hands before and after eating food in all schools.</p>		

	iii. Do the children par take meals in an orderly manner?	Observation
	It was observed that the children in all schools took meals in an orderly manner.	
	iv. Conservation of water?	Observation
	It was noticed that the children were encouraged to conserve water in all schools.	
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	It was noticed that out of 110 schools, in 89 schools (81%) the 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 110 schools visited in the district. Out of 110schools, in 83 schools (75.45%) it was noticed that the parents were supervising and monitoring the Mid Day Meal programme. In 97 schools (88.18%) it was noticed that the VEC was supervising and monitoring the Mid Day Meal and in 62 schools (56.36%) parents and VECs participation in cash and kinds was found to be adequate.	
18.	<u>INSPECTION & SUPERVISION:</u> Has the mid day meal programme been inspected by any state /district /block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.
	In most of the schools (90.48%) the Mid-day Meal programme was inspected regularly, either by teachers and head masters. In 83 (75.45%) schools it was found to be inspected by Block and CRC level officials. District and State level inspection was found to be almost missing.	
19.	<u>IMPACT:</u> Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.
	Out of 110 schools, 88 schools (80%) reported that the Mid-day Meal programme has helped to improve the attendance and also children's well being but no direct impact on enrolment was reported.	

List of Schools Visited in District 3: Aurangabad

No. of schools visited: 110

Sr.No	Name of District	Block Name	Name of the School	Category
1	Aurangabad	Aurangabad	Zpps Adgaon Kh	I-VII
2			Zpps Anjandoh	I-VII
3			Jia Ambika Vidya Mandir Aurangabad	I-VII
4			Lokseva P.S. Garkheda Aurangabad	I-VII
5			Maharana Pratap Vidyalaya Aurangabad	V-X
6			Udhavrao Patil Vidyalaya Aurangabad	V-X
7			Shri Ram PS Shriram Nagar	I-VII
8			Maratha PS Chauraha Aurangabad	I-IV
9			Pratibhatai PS Aurangabad	I-VII
10			BalVidya Mandir Hudco Aurangabad	I-VII
11			Sant Kabir PS Bhavsingpura Aurangabad-1	I-VII
12			Shishuvihar PS Aurangabad-1	I-IV
13			Devjiri PS Aurangabad-1	I-IV
14			Amar PS Sanjay Nagar Aurangabad1	I-V
15			Om Prathmik Vidya Mandir Cidco	I-VII
16			Dharmvir Sambhaji P.S N-5 Aurangabad-1	I-IV
17			Sonmata Balak Mandir N-9 Aurangabad-2	I-VII
18			Saibaba Vidyalaya CidcoAurangabad	V-X
19			Balaji PS Aurangabad-2	I-IV
20			Zpps Balapur	I-VII
21			Zpps Darakwadi	I-IV
22			P S Deolai Education Dept.	I-VII
23			Zpps Gadiwat	I-VII
24			P S Jogwadea Education Dept.Jogwada	I-IV
25			Zpps Kanchanpur	I-IV
26			Zpps Pabal Tanda	I-IV
27			Education Dept P S Naigavan	I-IV
28			Zpps Patoda	I-VII
29			Zpps Rampur	I-IV
30			Zpps Wadachi Wadi	I-IV
31		Gangapur	Zpps Agathan	I-IV
32			Zpps Bagdi	I-VII
33			Zpps Bhivdhanora	I-IV
34			Zpps Daygaon	I-VII
35			Zpps Dinwada	I-IV
36			Zpps Fulshivra	I-VII
37			Zphs Gangapur	V-X
38			New English School Gangapur	V-X
39			Zpps Golegaon	I-IV
40			Zpps Harsuli	I-IV
41			Zpps Kamlapur	I-IV
42			Zpps Sheeregaon	I-VII
43		Kannad	Zpps Ambala	I-IV
44			Cps Bahirgaon	I-IV

45			Education Dept P S Chambharwadi	I-IV
46			Zpps Deolana	I-VII
47			Zpps Hasta	I-VII
48			Zpps Jaitkheda Tanda	I-V
49			Zpps Jawli Bk	I-VII
50			Saiina Guruji V. Kannad	I-VII
51			Savitribai P.K.V. Kannad	I-IV
52			Karanjkheda P.S.	I-VII
53			Zpps Mehegaon	I-VII
54			Cps Nagad	I-IV
55			Urdu P S Nagapur	I-VII
56			Zpps Waki	I-VII
57		Khultabad	Zpps Bhatji	I-VII
58			Zpps Daswadi	I-IV
59			Zpps Dhamngaon Tanda	I-IV
60			Zpps Golegaon	I-VII
61			Muktanand Vidya Mandir Khultabad	I-VII
62			P S Sonkheda	I-VII
63		Paithan	Zpps Ram Nagar	I-VII
64			Cps Balanagar	I-VII
65			S B Vidyalaya Bidkeen	V-X
66			Zpps Chinchala	I-IV
67			Zpps Wahegaon	I-VII
68			Zpps Higni	I-IV
69			Zpps Katpur	I-VII
70			Zpps Nanegaon	I-VII
71			Jawahar Vidyalaya Pachod Bk	V-XII
72			Zpps No.1 Paithan	I-IV
73			Aswad Prashala Paithan	I-VII
74			Zpps Sonwadi Bk	I-IV
75		Phulmbri	Cps Babra	I-IV
76			Zpps Chincholi N	I-VII
77			Zpps Jalgaon Mete	I-V
78			Jai Bhavani Vidya Mandir Shegaon	V-X
79			Zpps Sultanwadi	I-V
80			Zpps Daregaon (Dari)	I-VII
81		Sillod	Zpps Bhavani Nagar Andhari	I-IV
82			Zpps Bodhwad	I-VII
83			Zpps Chinchkheda	I-V
84			Zpps Georaissemi	I-VII
85			Zpps Jambhai	I-VII
86			Zpps Mangrul	I-VII
87			Education Dept Modha Kh	I-VII
88			Zpps Railgaon	I-VII
89			Cps Sillod	I-IV
90			National Urdu P S	I-IV
91			Zpps Takli Kh	I-V
92			Zpps Wangi Kh	I-VII
93		Soegaon	Zpps Banoti Tanda	I-IV
94			Urdu Girls P S Fardapur	I-VII
95			Zpps Gondegaon	I-IV

96			Zpps Pslashi	I-VII
97			Zpps Sawkheda A	I-IV
98			Zpps Varthan	I-VII
99		Vijapur	Zpps Babulgaon Kh	I-VII
100			Zpps Huli Wasti	I-IV
101			Zpps Garaj	I-IV
102			Zpps Jarool	I-VII
103			P S Vidyasagar Girls Khandala	V-X
104			H S Lasurgaon	I-VIII
105			Zpps Nadi	I-VII
106			Zpps Pathri	I-IV
107			Zpps Shivoor Girls	I-VII
108			NPPS Bazar Tal	I-IV
109			NPPS Maulanaazad Vidyalaya	I-VII
110			Zpps Kavikheda	I-IV

Chapter 4

3. District Level Half Yearly Monitoring Report (District 4: Jalna)

3.1	Name of the District	Jalna
3.2	Date of visit to the District /EGS /Schools	13-07-2009 to 18-07-2009
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 the district project office shows that, upgradation of 5009 EGS to primary schools in the state and upgradation of 79 EGS to primary schools (including spillover) is sanctioned in the district in the current financial year. A total of 79 EGS-upgraded new schools were opened 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.
	It was reported that out of 79 schools, land for construction is identified for 78 schools.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school.	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	It was found that, out of 78 VECs, 42 VECs have received 75% of funds for construction of school building.	

(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 is seen from the field data that, construction of 62 school buildings has started, out of which 10 were at foundation stage, 02 were at lintel stage and 8 were at roofing stage.		
(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 156 teachers (including spillover) are sanctioned for the new schools, out of them 78 are regular teachers and 78 are para teachers. The appointment of the regular and para teachers has been made in the district.		
(vi)	Have Teachers been put in new schools 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.
It was noticed during the school visit that, the teachers have been put in new schools in the district.		
(vii)	In the school visited by MI whether one-time grants of Rs20,000/-for Teaching and Learning equipments at primary level and Rs 50,000 per school at upper primary level have been received by VEC/SMC? If yes what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
It was reported that the one time grant of Rs 20,000/- for Teaching Learning Equipments for primary school has been released through- development blocks. It was seen from the school visited at Gandhi nagar in Jalna block that, the grant was not received by the school up to the MI's visit (13/07/2009).		

(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.
The guidelines have been issued by SPO and DPO for the items to be purchased for the new school under this 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.
The data collected from the DPO shows that, the district has undertaken (including spillover) construction of 71 Primary (EGS-upgraded) school buildings, 100 additional classrooms, 2 Drinking water facilities, 5 Toilets/ Urinals for the current financial year .It was noticed that preconstruction activities of all civil works has been completed and construction work also has been started. Out of 71 primary school buildings, 07 were at plinth level, 4 were at lintel level, 07 were at slab level, 02 were at massonary stage, 25 were completed and 9 were not yet started. Out of 100 classrooms, 06 were at plinth level, 10 were at slab level, 21 were massonary level, 37 were completed and construction of 7 additional classrooms has not yet stared.		
(ii)	Sample cheek 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, sample check of new school building and additional classroom was made along with Executive Engineer of the district and no variance of any between reporting and actual was found.		

(iii)	Whether SMC/VEC has been trained by technical prepared for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	It was found that the VEC has been trained by the technical person, Executive Engineer and Junior Engineer for execution of civil work.	
(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).
	It was told (EE) that, construction manual for civil works has been prepared by the SIS and it has been circulated to the block and it was also available with school/ VEC.	
(v)	In the school buildings being constructed (new schools 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 seen that, the school building being constructed (new school)a ramp is being constructed.	
(vi)	Is VEC/ SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	It was found that, the VEC was keeping a separate account of funds and materials for construction.	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/ District/ Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers. (sample as in (ii)above).
	Executive Engineer at district and a Junior Engineer at Block level is designated for the 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).
	During the discussion with VEC and school Teachers it was found that the JE gives the layout of the building and every stage of construction makes visits and Executive Engineer also makes visits to the construction site frequently and guide them.	

(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).
	It was reported that, there is convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities. The quantum of funds available from TSC, details we could not get from the DPO, but under SSA a sum of Rs 561.30 is available.	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/ SMC and School Teachers (sample as in (ii) above)
	No specialized Agency is appointed for the construction of drinking water facilities. It is being carried out by VEC.	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. TO be verified on the spot with assistance of VEC/SMC and school Teachers (sample as in (ii) above).
	It was reported that, there is convergence with Total Sanitation Campaign in respect of Toilet facilities. Under SSA a sum of Rs 716.80 is made available. But the quantum of funds available from TSC details we could not get from the DPO.	
(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).
	It was rainy season. During the monitoring visit few construction sites old as well new were visited. It was found that in few school buildings and additional classroom which has been recently constructed have leakage problem.	

(xiii)	<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI</p>
<p>There is a civil works incharge at SPO and DPO level and both are an engineering person. The SIS has developed format for monthly review of civil works. Monthly review and actual site visits are made to ensure quality in civil works and also to ensure quality in civil works SPO has appointed a third party evaluation. In Jalna district third party evaluation is given to Structon Consultant, Solapur.</p>		

(c)Textbooks:

(i)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
<p>It is seen from DPO data that, free textbooks were distributed to a total of 3, 19,247 children (Boys-164158, Girls 155089) in the district and out of them 25815 are SC girls and 5510 are ST Girls. All categories of the children up to the 8th standard received free text books from SSA funds.</p>		
(ii)	<p>When were the textbooks actually received and distributed in the district? Any instruction /circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>The district has received text books from Divisional Text Book Bureau in 29 phases from 1st June 2008 to 4th September 2008. Instruction / circulars has been received from the SPO office and it was available with DPO.</p>		

(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.
<p>It was noticed from the DPO data and the schools visited during the monitoring visit that there was delay in distribution of all type of text books. During the academic year 2008-09 the schools in Jalna district opened on 16th June 2008. The district has distributed text books in phased manner from 1st June 2008 to 4th September 2008.</p>		
(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.
<p>During the monitoring visit a total of 82 schools were visited in the district. It is seen from the field data that all schools have distributed all text books for all classes and all eligible children between 16th June 2008 and 4th September 2008.</p>		

(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.
<p>Under school grant the district has approved school grant to a total of 1959 schools, which included 1284 primary schools and 675 upper primary schools. It is seen from the DPO data that these funds have been released by SIS to the district on 3 July 2009. Detail guidelines on utilization of the grants also have been issued by the SIS.</p>		

(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/- and 7000/- for primary and upper primary respectively per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
<p>The DPO has released funds for school grant @ Rs 5000/- for primary and @ Rs 7000/- for upper primary through Blocks on 28 July 2008, and releases have been made to a total of 1959 schools. It is noticed from the field data that the DPO has circulated guidelines to the schools for utilization of the school grant.</p>		
(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.
<p>It was reported that the DPO has not made any centralized purchases for schools out of the school grant.</p>		
(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.
<p>A total of 82 schools (5%) were visited in the district. Most of the schools (51.22%) have not received school grant within two months of opening. Out of 82 schools, 14 schools (17.07%) received grant in August 2008, 26 schools (31.70%) received in September 2008, 18 schools (21.95%) received in October 2008, 8 schools (9.75%) received in November 2008, 10 schools (12.19%) received in December 2008, and 5 schools (6.09%) received in January 2009.</p>		
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC .
<p>It was found that the schools have utilized last year's grant for school stationery, Furniture (book cases for school library) to develop as "Gammat" (recreational) shala and painting school building.</p>		

(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 is seen from the DPO data that there are no additional teachers against PTR sanctioned under SSA.		
(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 appointment of teachers whenever required is made at the district level. For the recruitment of the teachers an advertisement is given in state level as well as district level news papers for inviting applications. The district level selection committee headed by the chief executive officer of the district panchayat scrutinizes the applications according to the prescribed norms published in the news paper. According to the reservation and merit the candidates are called for interview and on the basis of performance in written and oral interview selection of teacher is made.		
(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 the appointment of the para teachers is made on contract basis and others are on regular 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 the VEC/ Panchayat is not empowered to make decentralized recruitment of teacher and no such recruitment procedure have been laid down.		

(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.
<p>A total to 82 schools visited in the district. A total of 564 teachers were sanctioned for these schools. Out of 564 teachers 523 were in position and out of 523 teachers 485 (92.73%) were present on the day of visit. No habitual absentee teacher was found in sampled schools.</p>		
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
<p>It was observed during the schools visited that, out of 82 schools, in 72 schools (87.80%) the rapport between children and the teachers was found to be good.</p>		
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in state/ district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/ monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
<p>It is seen from the DPO data that, the district has a target of 7908 teachers to whom inservice training of 20 days is to be given. As per the training calendar drawn by the SCERT, the district has conducted the inservice training. A total of 6305 teachers have been given such training in the district. The training was conducted at DPO and BRC level. Teacher's handbook and other training module were prepared by the SCERT. With the help of Master trainers and Resource Persons training has been conducted. It was reported that the DRG supervised and monitored the training programmes and CRCCs take regular feedback from the teachers.</p>		

(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>It is seen from DPO data that, there are total of 360 newly recruited teachers for 30 days training in the district, and all of them have given such training by the DIET and district.</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>The district has a target of 259 teachers to whom refresher training of 60 days is to be given. It was reported by the APO that no such training has been conducted during the year.</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 82 schools visited in the district. The teachers in 63 schools (76.83%) expressed that the training was good and they told that they would like to get trained in Child Psychology, Computer, English, Maths, Teaching aids and special teaching techniques for the student who are slow learner.</p>		

(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>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 each)and the teachers on the spot in respect of schools/ EGS Centres visited by MI.</p>
<p>The teachers in 49 schools (59.76%) reported that they are getting support from BRC and the teachers in 63 schools (76.83%) reported that they are getting support from CRC. It is noticed that there is training calendar given by the SCERT at BRC/CRC level. But it was noticed from the discussions with BRC/CRC that there is no separate calendar for follow-up. Follow-up is taken only during the monthly training programme conducted at CRC level.</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>It is seen from the guidelines and job chart given by the SCERT that two school visits is to be made by the BRCC and two visits in a week to each school by the CRCC. It was found, it is being followed by the 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 BRCC's and CRCC's did not write their school visit report for the reporting purpose. But in the visit book maintained at school level, they write their impressions and suggestions. While interacting with the teachers in the schools visited that, it was found more than 50% of BRCC/ CRCCs conduct model lessons, help teachers in teaching difficult topics and they also take random test for children in the classroom. They also inspect the administrative matters related to the utilization of different grants.</p>	
<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance ; action research and monitoring of BRC/CRCs ?</p>	<p>To be ascertained from BRC/CRC (atleast 5 for each) and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It was reported that the DIET is interacting with BRC/ CRCs. The DIET has organized orientation programme for BRC/CRCs and school visits are also made by the DIET faculty.</p>	
<p>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?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each)and the teachers on the spot in respect of school/ EGS centers visited by MI.</p>
<p>It was reported that the BRC/CRCs are extending their academic support to EGS/AIE centres in their area. During the visit they take review of attendance of the children, the difficulties in teaching experienced by the EVs in a particular subject. They also discuss with the villagers and parents and take review of the performance of the children and their attendance in the centre.</p>	

(xii)	<p>Does the SPO have a Quality Coordinator? What is their role?do they Have a system and format to review district wise programmes ? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
<p>There is a Quality Control Cell at SIS which looks after the quality aspect in the entire state.</p>		

(f) Teaching Learning Material (TLM) grants:

(i)	<p>The total number of teacher’s eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the district to be visited by MI.</p>
<p>The data collected from the DPO shows that, a total of 7784 teachers were eligible to receive TLM grants which included 4347 in primary schools and 3437 in upper primary schools. It was found that, the SIS has released TLM grants to each district on 3rd July 2008.</p>		
(ii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	<p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>The DPO has released TLM grant on 31 July 2008 through blocks to each school / VEC. A total of 7784 teachers were covered. The DPO has also issued instructions in respect of utilization of TLM grants.</p>		
(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 decribed in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	<p>Information to be verified on the spot in respect of schools visited by MI.</p>

During the monitoring visit a total of 82 schools were visited. Looking at the field data it is seen that, TLM grant which was released through blocks on 31 July 2008, was received in 14 schools (17.07%) in **August** 2008. 26 schools (34.15%) received in **September** 2008. 18 schools (21.95%) received in **October** 2008. 8 schools (9.76%) received in **November** 2008, 10 schools (12.19%) received in **December** 2008 and 5 schools (6.09%) received it in **January** 2009. Out of 82 schools, 71 schools (86.58%) have displayed TLM on the class room walls and children were using them. But in 11 schools (13.41%) no TLM was found. We did not come across to the good example of TLM in any sample school, what we saw was traditional one, like posters, charts, etc. While interacting with the teachers in the schools visited it was found that no special training on TLM has been given to the teachers. But during the inservice training of 10 days and in monthly 2 days training they have received some guidance on development and use of TLM.

(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 is seen from the DPO data that, there are a total of 413 centres sanctioned in the current financial year. Out of them, 8 are MPEGS (primary) centres, 02 are MPEGS (upper primary) 09 are RGSS (Primary) 05 are RGSS (upper Primary) 361 are AIE centres and 28 are Back to school (seasonal hostels). A total of 452 centres are continued from previous year. Out of them, 14 are MPEGS (primary) centres, 09 are MPEGS (upper primary) centres, 42 are RGSS (primary) centres, 26 are RGSS (upper primary) centres and 361 are AIE centres.</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.
<p>It is noticed from the DPO data that a total of 854 children are enrolled in the EGS/AIE centres sanctioned in the current financial year. Out of 854 children, 172 children are enrolled in MPEGS (primary), 37 children in MPEGS (upper primary), 34 children in RGSS (primary),33 children in RGSS (upper primary), 8043 children are enrolled in AIE centres and 854 children are enrolled in Back to school camp (seasonal schools).</p>		
(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.
<p>During the monitoring visit EGS- Mahatma Phule Education Guarantee (upper primary) Centre at the village Mantha in Mantha block was visited, which was started in November 2006.and a total of 17 children (11 boys, 6 Girls) were enrolled in this centre. Due to heavy rain, the centre was closed on the day of visit.</p>		
(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.
<p>It is seen from the DPO data that, there are a total of 473 Education Volunteers working in the district. It was reported that they are all trained by the DIET and the duration of the training was 10 days. The modules developed by the SCERT were used in the training and they are all found to be appropriate.</p>		
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instructions have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
<p>While interacting with the EV, it was found that he is getting academic support from BRC and CRC but the frequency of support is found to be very inadequate.</p>		

(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.
It was noticed from the DPO data that the educational qualification of EVs is according to the norms laid down by SIS and that is minimum 12 th passed.		
(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 found that the EV is getting Rs 85/- per child as honorarium and it is paid by Cheque. But it was noticed that there is delay in monthly honorarium which affects the working of the centres.		
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
It was noticed that the EV was regular in his attendance.		
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the district visited by MI.
There is a designated EGS /AIE coordinator at DPO and he has been oriented. He has also participated in capacity building training conducted by SPO.		
(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.
The SPO has developed monitoring format and it was available with DPO. Information regarding EGS/AIE centers in operation in the district is furnished quarterly to the SPO.		

(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.
A total of 79 EGS- vastishala centres were targeted to be upgraded during the current financial year. and it is found that out of them 78 are upgraded to primary school.		
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
The State Government has issued necessary instructions to the DPOs with reference to upgradation of EGS- vastishala centres to primary schools and funds have been released for the same.		
(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 th districts visited by MI.
It was noticed that, a total of 78 centres have been actually upgraded in the district. The funds have been released through blocks, but it was not transferred to VEC's account up to the our visit.		
(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.
The actual upgradation of EGS centre has taken place. During the monitoring visit, a EGS-upgraded new school at Gandhinagar in Jalna block was visited.		
(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.
It was found that the land for construction of the upgraded new primary schools has been identified for 78 schools in the district.		

(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.
It was found that, the VEC has received 75% of funds for construction of school building in between September and October 2008.		
(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.
The construction of 78 school buildings has been started, out of which 25 were completed and, 11 were at slab stage, 4 were at lintel stage. It was seen from the DPO data that construction of 9 school building has not started yet.		
(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.
It was seen from the DPO data that, there are a total of 158 teachers sanctioned for the new upgraded primary schools. The teachers have been put in these new schools. The new school Gandhi nagar in Jalna block was visited. we found that one para teacher and one regular teacher were working and both were present on the day of visit.		
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
It was reported that a total of 3577 children (1653 boys, 1924 girls) mainstreamed from EGS/AIE centres during the last academic year and the mainstreaming has been made in Government and Government aided schools. The district experienced some difficulties in mainstreaming and these were Overage, Migration of the parents, Earning compulsion and Lack of interest of parents as well as the children.		

(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
MPEGS-upper primary centre visited in village Mantha, has only one RBB which was poor in condition. The children have not received text books. No TLM of any kind was found in the centre.		
(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.
MPEGS upper primary centre which was visited in village Matha, we found that Mid-day Meal is not being served to the children.		
(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.
The MPEGS-upper primary centre visited at the village Mantha ,has an enrollment of 17 children (11 boys, 6 girls) and the centre was closed-due to heavy rain on the day of visit.		
(xxiii)	The achievement level of children studying in EGS/AIE facilities	Assessment to be undertaken during field visit by MI.
The other centres which we visited in the district were found to be closed.		
(xxiv)	The rapport of the EV with the children?	Observation during Field visit, by MI.
The centres which we visited in the district were found to be closed.		
(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 MPEGS and all other centres are using school text books. But it was noticed that the children in Mantha village have not received all textbooks up to the monitoring visit.		

(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 is noticed that there are a total of 8196 Children With Special Needs identified in the district and out of 8196 children, 4408 children are enrolled in the schools and 3788 children 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 is noticed from the DPO data that, a total of 341 children have been provided with aids and appliances in the current financial year.		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO
It was reported that, there are no difficulties in getting and utilizing the aids and appliances.		
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
It is seen from the DPO data that, there are a total of 27 resource teachers identified in the district. The NGOs namely (1) Shri Ganpati Netralaya (2) Mission Hospital (3) Deepak Hospital are associated with CWSN programme 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 an IED coordinator and 2 resource persons and they have been oriented. The IED coordinator has attended capacity building programme at the state level.		

(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is 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 (SIS) has prescribed monitoring format for this activity and the information is furnished quarterly to SPO.		
(v)	How many schools have been provided with ramps?	Information to be obtained from the DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
It was reported that, a total of 1177 schools have been provided with ramps in the district.		
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
Looking at the DPO data, it was noticed that a total of 119 children have been provided home based support during the current financial year.		
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
It was reported that, a total of 4187 parents have been given counseling during the current financial year but details we could not get.		
(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 82 schools were visited in the district. Looking at the field data, it is noticed that a total of 89 CWSN children were stated to be enrolled in these schools and 51 children were present on the day of visit.		

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

(i)	The number of clusters targeted district-wise and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
<p>The NPEGEL programme had started in the district during 2006-07 and it is continued in the current financial year. Looking at the DPO data that, a total of 97 clusters have been selected from the 7 blocks of the district and a total of 97 model cluster schools have been made functional in the selected clusters.</p>		
(ii)	The target number of additional classrooms, drinking water, toilet, and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from the SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
<p>It is seen from the DPO data that, a total of 97 additional classrooms, 97 drinking water, 97 toilet and 83 electrification which were sanctioned during the year 2006-07, found to be completed.</p>		
(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 girl's education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
<p>It is seen from the DPO data that, no Gender Sensitize TLM and Bridge courses materials have been provided to the model clusters during the current financial year. But vocational training and gender sensitization to teachers and additional efforts to mobilize community in favour of girls education have been provided during the current financial year.</p>		

(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.
	It is seen from DPO data that, funds have been released for NPEGEL programme. Recurring grant has been released on 26 November 2008 and other funds have been released on 31 January and 27 February 2009.	
(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.
	A district Gender coordinator was in position 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.
	It was reported that the follow up of the activity has been taken through BRC and CRC but no Particular format for monitoring has been developed by the DPO.	
(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 is seen from the DPO data that, there are a total of 1388 ECCE Centres, to whom First Aid kit and Teaching aids were distributed on 31 May 2009.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	It was reported that no monitoring format for this activity has been prescribed either by SPO and or by DPO.	

(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.
<p>It is seen from the DPO data that there are a total of 7 KGBVs sanctioned in 7 blocks of the districts. Out of 7 KGBVs 2 KGBVs were sanctioned during the year 2005-06, 01 KGBV sanctioned in the year 2007-08 and remaining 4 are sanctioned during the current financial year and all of them were in operation during the current financial year.</p>		
(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.
<p>Data not collected.</p>		
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from SPO and verified from DPO-KGBVs visited by MI
<p>The state has drawn up detailed guidelines for running KGBV and it was available with KGBV school and DPO.</p>		
(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.
<p>All formalities for construction have been completed only for 4 KGBVs.</p>		
(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.
<p>A total of 35 full time teachers were sanctioned for the 7 KGBVs, out of which only 15 teachers were in position and out of 21 part time teachers, 19 were in position. A total of 42 non teaching post are sanctioned for 7 KGBV, out of which 27 were in position.</p>		
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
<p>It is seen from the DPO data that, intake capacity of each KGBV is 100 girl students and at present a total of 490 girls students were admitted in 7 KGBVs.</p>		

(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 the monitoring visit, 2 KGBVs from Badanapur and Jalana blocks were visited. At present they are conducted in rented place. Bedding, meals are provided, but furniture was not provided in both the KGBV.		

(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.
It was found that EMIS set was in each block. Requisite number of computers and computer operators have been put in 7 Block Resource Centres in the district.		
(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.
6, October 2008 to 15 December was the time schedule drawn up by the State for DISE /EMIS for the current year.		
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
It is seen from the DPO Data that, Data capture format have been supplied to all school in October 2008.		
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
One day training on 14 October 2008 has been imparted to the teachers at the cluster level.		

(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 CRC coordinators have been given the task of verifying 100% of the data collected. They have been oriented for this on 10 October 2008. It was reported that the CRC coordinators are discharging this responsibility properly.		
(vi)	Whether the data collected and complied 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 the data collected and complied by the DPO passed on to the State on 18 December 2008.		
(vii)	Is there an MIS incharge 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.
It was reported that there is an MIS incharge at SPO and DPO level. Both are fully conversant with the needs of SSA in MIS.		

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
It is seen from the DPO Data that, 10 research studies were sanctioned during the current financial year.		
(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 sanctioned in the previous calendar year.		

(iii)	Is there a Research /Evaluation incharge 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.
<p>It was found that there is no Research/Evaluation incharge at DPO level since 2006 -07. The SRG identifies the research subject related to SSA implementation. The teachers are encouraged to take research studies. DRG-gives sanction. Under the guidance of the DRG and DIET Research studies were completed. There is a prescribed contract format for commissioning of research study.</p>		

(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 .
<p>It was seen from the DPO data that, there are a total of 1990 village education committees constituted in the district.</p>		
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether this guideline 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.
<p>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 particular schools and it was available with the headmaster of 58 schools (70.73%) in the district.</p>		
(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.
<p>Guidelines have stipulated an adequate representation to women even then it was observed that out of 82 schools/VECs, in 32 schools/VECs (39.02%) there was inadequate representation of women. A total of 177 women were associated in the 82 VECs.</p>		

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
<p>It was found from the field data that as per guidelines given by the district, the VEC meetings were conducted bimonthly and also according to the school's specific needs. We found that in 9 schools/VECs (10.97%) VEC meeting record was not properly maintained. Looking at the field data that there were a total of 709 members of VEC and out of them 407 members (57%). were attending the meeting regularly. It was observed that out of 82 VECs in 34 VECs there was regular participation of women and SC/ST.</p>		
(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.
<p>It was seen from the DPO data that, the VEC have been oriented on 11 and 12 February and on 20 and 21 February 2009 and CRC conducted these trainings.</p>		
(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.
<p>It was observed that the VEC has made contribution in improving the environment in 61 schools (74.39%) In 66 schools (80.49%) the VEC has made contribution in improving enrolment and in 63 schools (76.83%) VEC has made contribution in improving attendance of students.</p>		
(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.
<p>It was found from the field data that, out of 82 schools / VECs, 11 schools /VECs have not maintained proper record of funds received.</p>		

(viii)	Is there any programme officer in-charge for Community mobilization/ participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
There is an incharge programme officer for community mobilization at DPO and it was noticed that he was aware of his role.		

(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.
Data not collected.		
(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.
Data not collected.		

(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.
Looking at the DPO data that, all sanctioned posts for management and MIS were filled up. But for programmes, the post of EGS/AIE coordinator, one post of IED- RPs and the post of Research/ Evaluation was found to be vacant and it was found that action has been taken to fill up the vacancies.		
(iv)	The number of BRCs /CRCs sanctioned Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/ DPO and to be verified in respect of BRCs /CRCs visited by MI.
In Jalna district there are 8 Blocks and hence 8 BRCC were sanctioned and out 8 BRCCs, 5 BRCCs, were in position. Out of 8 Data Entry operators, 6 were in position. Out of 8 Accounts clerk, 4 were in position. Out of 48 IED mobile Teachers, 25 were in position and out of 144 RPS, 74 were in position. It was reported that, the persons who were appointed on contract in SSA have got permanent jobs elsewhere so they have left the job. It was further reported that, the action has been taken to fill up the vacant posts.		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
It was noticed that SPO have laid down rules/ regulations for filling up post of SSA and it was available with DPO.		

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

The DPO has planned to provide adequate educational facilities to SC.ST Minority groups and to girls as well. For Girls and SC. ST. education. DPO has under taken enrichment School Libraries by supplying books, Computer Labs in upper primary schools, School bag for girl students, Mathematics, Science and English Kits and sports materials to Urdu Schools.

(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.
Data not collected.		
(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>Regarding the school environment, it was noticed that most of the schools (93.97%) had a clean environment. A total of 82 schools visited in the district, 63 schools (76.83%) have their own building and 19 schools (23.17%) have rented building. 72 school buildings (87.80%) were in good condition and 10 school buildings (12.20 %) were in poor condition. Out of 82 schools, 64 schools (78.04%) have their own play ground. In the schools visited, it was found that 76 schools (92.68%) have proper lighting in the classroom, 78 schools (95.12%) have proper ventilation and 78 schools (95.12%) have 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>It was observed that 32 schools (39.02%) use cloth strips. Benches were used in 9 schools (10.97%) In 5 schools (6.09%) children were sitting on the floor. All schools visited have black board in the classroom. The blackboards in 80 (97.56%) schools were in good condition and in 2 schools were in poor condition. Out of 82 schools, 70 schools (85.36%) have displayed TLM on the classroom walls and children were using TLM. But in 12 schools (14.63%) no TLM was found.</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 school records.
<p>Out of 82 schools, 78 schools (95.12%) have health check-up facility which was made available during the previous six months. It was found that the frequency of health camp facility was 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
	It was observed that 65 schools (79.27%) have adequate play material and 63 schools (76.85%) were using play material.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/ VEC.
	Total enrollment of the schools visited was 24275 (Boys 13602, Girls 10673) and the attendance on the day of the visit was 84.47%. The percentage of boys was around 83.74% and the percentage of girls was around (85.40 %).	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	Out of 82 schools visited, 35 schools (42.68%) have reported about low attendance (80% or below) problems due to poverty in 33 schools and migration in 02 schools. Steps are taken to improve attendance in 35 schools both by teachers and the VEC.	
(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 was two unit tests in each semester and written and oral examination at the end of each semester.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	We did not find the application of continuous and comprehensive evaluation system in any school. Grading system has not been introduced in core subjects. Grades were given in subjects like physical education work experience, Drawing etc.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	A total of 82 schools were visited. It was observed that, achievement level of children in 25 schools (30.49%) was good, in 51 schools (62.19%) was average and in 4 school (4.88%) it was poor.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	A total of 82 schools were visited, in 71 schools (86.58%) the rapport between the children and teacher was found to be good.	

(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
A total of 82 schools were visited. It was noticed that there were a total of 38 under age children in 9 schools and a total 8 overage children in 6 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.
A total of 82 schools were visited. It was found that a total of 10 children (4 boys and 6 girls) have dropped out. Some of them have migrated with their parents.		
(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.
A total of 82 schools were visited, during the monitoring visit in the district. Class wise retained children in the same class from previous academic year was found as class 1st (7.46%), class 2nd (5.54%), class 3rd (4.35%), class 4th (1.25%), class (5th 4.37%), class 6th (4.49%), class 7th (3.49%).		

(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)

Nothing outstanding was observed in NPEGEL. The traditional courses are being conducted for girls as it was earlier eg. Sewing, knitting candle making etc

Mahatma phule shikshan Homi Yojana and Rajiv Gandhi Shala activities are being conducted for children in the group 6-14 years who are out of schools . These centres are conducted by the voluntary organizations and VECs, overall this programme is neglected and its working and benefits are seen only on proper.

Under SSA efforts have been made to set up a computer lab in some upper primary schools in district. However, this aspect has been neglected in some schools. Regular supply of electricity, maintenance of computers and effective teacher training that need immediate attention in order to make this intervention a beneficial one.

(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

Guidelines on items to be provided is given in Annexure 3 (i) page No 236.

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 attached in page no 233.

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 (i) attached in page no 236.

(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 (ii) attached in page no 238

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.

There is no habitual absentee teacher 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.

Instructions on utilization of TLM is given in Annexure 3 (ii) page no 238

6 Annexure 6 – EGS and AIE

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

(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 249.

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.

Annexure 7-(1) attached in page no 255

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.

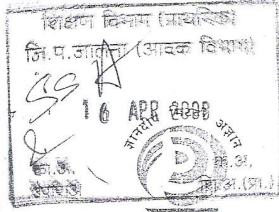
Annexure 7-(ii) attached in page no 257.

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 girl's 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.

No monitoring format is developed by the DPO.

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

Annexure 9 attached in page no. 272.



महाराष्ट्र प्राथमिक शिक्षण परिषद

(महाराष्ट्र शासनाचा उपक्रम)

Maharashtra Prathamik Shikshan Parishad
(Govt. of Maharashtra Undertaking)

जा.क्र.मप्राशिप/सशिअ/मो.पा.पु./2007-08/१९२०

दिनांक :

29 MAR 2008

प्रति,

- 1) मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद (सर्व).
- 2) आयुक्त,
महानगरपालिका (सर्व).
- 3) शिक्षण उपसंचालक,
बृहन्मंबई.

विषय : सर्व शिक्षा अभियानांतर्गत वर्ग 1 ते 8 मध्ये शिकणाऱ्या
सर्व विद्यार्थ्यांना मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत

संदर्भ : या कार्यालयाचे पत्र क्र. मप्राशिप/सशिअ/मो.पा.पु./2006-07/
871, दिनांक 15/02/2008.

उपरोक्त विषयाबाबत या कार्यालयाच्या दिनांक 15 फेब्रुवारी, 2008 च्या पत्रान्वये मोफत पाठ्यपुस्तक /
स्वाध्याय पुस्तिका (Work Book) पुरवठ्याबाबत करावयाच्या कार्यवाहीबाबत सविस्तर सूचना देण्यात आलेल्या
आहेत. संदर्भीय पत्राचे अयत्नांकन व्हावे.

सर्व शिक्षा अभियानांतर्गत शालेय वर्ष 2008-09 मध्ये पाठ्यपुस्तक / स्वाध्याय पुस्तिकांच्या पुरवठ्याबाबत
PAB ने वार्षिक कार्ययोजना व अंदाजपत्रक 2008-09 मध्ये कळविलेल्या निकषानुसार जून-2008 पासून सुरू
होणाऱ्या शैक्षणिक वर्षात इयत्ता 1 ली ते 8 वी मधील सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा (Work
Book) पुरवठा करावयाचा आहे.

मागणी नोंदविण्यास सक्षम अधिकारी -

- 1) शिक्षणाधिकारी (प्राथमिक) - शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद यांनी पुढील प्रकारच्या
शाळासाठी महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळाच्या भांडाराकडे मागणी नोंदवावी.
जिल्हा परिषदेने चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

कृ. मा. प.

ज्यांना शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खास अनुदानित अथवा अंशतः अनुदानित प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेने चालविलेल्या आणि ज्यात 1 ते 8 चे वर्ग आहेत, अशा सर्व माध्यमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांनी चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांच्या हद्दीतील सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / बालकामगारांसाठी चालविलेल्या शाळा.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी शाळा, शासकीय आश्रम शाळा, बालकामगारां असलेल्या शाळा यातील सर्व मुली आणि अनुसूचित जाती-जमातीच्या मुलांकरिता पाठ्यपुस्तके पुरविण्य यावीत.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी आश्रम शाळांतील विद्यार्थ्यांपैकी मुली आणि अनुसूचित जाती-जमातीची मुले यांना पाठ्यपुस्तके / स्वाध्याय पुस्तिका (Work Book) पुरविण्यात यावीत.

पुस्तके पुरविण्यापूर्वी त्यांना इतर योजनेतून मोफत पाठ्यपुस्तके मिळत नाहीत, याची खात्री घ्यावी.

2) शिक्षणाधिकारी (माध्यमिक) - सर्व जिल्हा परिषदा आणि शिक्षण निरीक्षक, दक्षिण / उत्तर / पश्चिम विभाग, बृहन्मुंबई यांचे कार्यक्षेत्रातील सर्व अनुदानित अथवा अंशतः अनुदानित माध्यमिक शाळा यांचेकरीता मा नोंदवावी. (जिल्हा परिषदांची मागणी शिक्षणाधिकारी (प्राथ.) यांचे मार्फत प्राथ. व माध्यमिक / जिल्हा मागणी एकत्रितपणे नोंदवावी).

3) शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका / शिक्षण मंडळ महानगरपालिकेने चालविलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा.

महानगरपालिकेतर्फे ज्यांना अनुदान वितरीत करण्यात येते, अशा सर्व अनुदानित अथवा अंशतः अनुदानित खाजगी प्राथमिक शाळा.

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शालेय वर्ष 2008-09 या वर्षात इयत्ता । या ते 8 वा या वर्गातील शिक्षण घेत असलेल्या विद्यार्थ्यांना राज्य शासनाच्या योजनेतर्गत - 103 विकास गटानात विद्यार्थी, पुस्तक पंढी योजनेतील लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुरविण्यात येत असलेले विद्यार्थी वगळून उर्वरित सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा करावयाचा आहे.


संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पुस्तकांची मागणी नोंदवितांना या कार्यालयाचे पत्र क्र. मप्रशिप/सशिअ/मांपापु/2007-08/871, दिनांक 15 फेब्रुवारी, 2008 चे पत्रासांवन जोडण्यात आलेल्या । ते 7 प्रपत्रात इयत्ता । ते 8 माध्यम निहाय विद्यार्थी संख्या सोबत जोडलेल्या प्रपत्रात सादर करावी व त्यानुसार संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पाठ्यपुस्तक / स्वाध्याय पुस्तिकेसाठी मागणी नोंदविण्यात यावी.

सन 2008-09 या वर्षात वार्षिक कार्ययोजना व अंदाजपत्रकात मंजूर विद्यार्थी संख्येपेक्षा जास्तीची मागणी नोंदविण्यात येणार नाही याची दक्षता घ्यावी.

(सही/-)

राज्य प्रकल्प संचालक,

दि- 17/11/08


महाराष्ट्र प्राथमिक शिक्षण परिषद
 (महाराष्ट्र शासनाचा उपक्रम)
Maharashtra Prathamik Shikshan Parishad
 (Govt. of Maharashtra Undertaking)

- 2 JUL 2008

जा.क्र.: म.प्रा.शि.प./सहा.संचा/२००८-०९/३६०७

प्रति,

१. मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद, (सर्व)

२. आयुक्त महानगरपालिका,
महानगरपालिका, (सर्व)

३. शिक्षण उपसंचालक, बृहन्मुंबई.

विषय : सर्व शिक्षा अभियानांतर्गत
सन २००८-०९ प्राप्त शाळा अनुदान वाटपाच्या कार्यवाहीबाबत.

महोदय,

आपल्या कार्यालयामार्फत सादर करण्यात आलेली वार्षिक कार्ययोजना व अंदाजपत्रक केंद्रशासनाने मान्य केले आहे. त्याचे वितरण म.प्रा.शि.प., मार्फत करण्यात आले आहे.

संदर्भातील परिपत्रकांत दिलेल्या मार्गदर्शक सूचनेच्या आधारेच सन २००८-०९ या शैक्षणिक वर्षात शाळा अनुदानाचे वाटप करावयाचे आहे. या वर्षासाठी प्रत्येक प्राथमिक विभागास रु.५०००/- व उच्च प्राथमिक विभागासाठी रु. ७,०००/- प्रमाणे शाळा अनुदान दि. १५ जुलै २००८ पावेतो शाळास्तरापावेतो वितरीत करण्यात यावे.

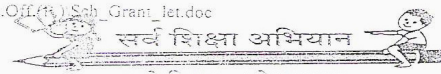
सादर शाळा अनुदानाचे वाटप, (१) सर्व शिक्षा अभियानाचे Frame work for Implementation (as amended upto 22nd January 2008), (२) Manual on Financial Management and Procurement मधील पृ.क्र. २२ वरील मुद्दा क्र. ३०.१ व ३०.४ नुसार कार्यवाही करावी.

शाळा अनुदान

	दि.३१.०३.२००८ पावेतोचे निकष	दि. ०१.०४.२००८ पासूनचे सुधारित निकष
१. प्राथमिक स्तर	रु. २०००/-	रु.५०००/-
२. उच्चप्राथ. स्तर	रु. २०००/-	रु.७०००/-

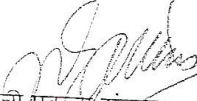
संदर्भ - ४थी कार्यकारी समिती दि. २२ जाने. २००८

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सर्व शिक्षा अभियान
 सार्व शिक्षण, पुढे जाऊया

१४७/१०
१७/१०८

वर्ग १ ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग १ ते ४ पर्यंतची आणि वर्ग ५ ते ७ पर्यंतची अशा अनुक्रमे प्राथमिक व उच्च प्राथमिक अशा दोन स्वतंत्र शाळा धरण्यात याव्यात आणि निधी वितरित करतांना प्राथमिक विभागास रु.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रु.७,०००/- वितरित करावे मात्र तो निधी रु.५,०००/- प्राथमिक शाळा व रु.७,०००/- उच्च प्राथमिक शाळा अशा स्वतंत्र शिर्षातर्गत वितरित करावा. तसेच माध्यमिक व उच्च माध्यमिक शाळेला जोडलेल्या इ.५वी ते ८वी चे वर्ग जोडले असतील तर त्या शाळांना उच्च प्राथमिक शाळा म्हणून प्रत्येकी रु.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.


राज्ये प्रकल्प संचालक,
म.प्रा.शि.प., मुंबई.

प्रत माहितीसाठी :-

- १) शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-१
- २) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

१. विभागीय शिक्षण उपसंचालक, वृहन्मुंबई, पुणे, नाशिक, कोल्हापूर, नागपूर, अमरावती, औरंगाबाद आणि लातूर.
२. शिक्षणाधिकारी (प्राथमिक), जिल्हा परिषद (सर्व).
३. शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका (सर्व).
४. शिक्षण निरीक्षक, उत्तर, दक्षिण, पश्चिम विभाग, वृहन्मुंबई.
५. सर्व विभाग प्रमुख, म.प्रा.शि.प., मुंबई.

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महाराष्ट्र प्राथमिक शिक्षण परिषद, मुंबई

ग्रामशिक्षण समिती /
 वॉर्ड शिक्षण समिती
 यांच्याद्वारे त्यांना मिळणाऱ्या
 विविध अनुदानांचा विनियोग
 व त्यांचा हिशोब ठेवण्याची पद्धती



सर्व शिक्षा अभियान
 सारे शिकूया, पुढे जाऊया

विनामूल्य वितरण

१. शाळेकरिता मुख्यत्वेकरून द्यावयाचे अनुदान

सर्व शिक्षा अभियानांतर्गत शाळांकरिता मुख्यत्वेकरून खालील अनुदाने दिली जातात:

१. शाळा सुधार अनुदान.
२. शिक्षक अनुदान वार्षिक.
३. दुरुस्ती व देखरेख अनुदान.
४. शाळा बांधकाम.

याशिवाय वेळोवेळी इतर काही अनुदानेही दिली जाण्याची शक्यता असते. मात्र ती वार्षिक अथवा मासिक अशा नियमित अनुदान स्वरूपाची असतीलच असे नाही. ही सर्व अनुदाने शाळेला परस्पर दिली जात नाहीत तर ती शाळेच्या शिक्षण समितीकडे दिली जातात. त्यातून खर्च करण्याकरिता समितीची मान्यता आवश्यक असते. शाळेच्या शिक्षण समितीस वेगवेगळी नावे आहेत. त्याकरिता यापुढे फक्त समिती असाच उल्लेख केला आहे. ग्रामशिक्षण समिती गठीत करणे, त्यांचे अधिकार व कर्तव्ये याबाबत शिक्षण विभागाने शासन निर्णय क्र. पीआरई-२००१/(२७६१)/प्राशि-१, दि.१६.४.२००३ नुसार सविस्तर सूचना दिल्या आहेत. तो शासन निर्णय सोबत जोडला आहे.

ही अनुदाने समितीस एकतर गटशिक्षणाधिकाऱ्यामार्फत धनादेशाद्वारे दिली जातील किंवा सोय उपलब्ध असल्यास परस्पर खात्यात जमा केली जातील. रोखीमध्ये दिली जात नाहीत व दिली गेल्यास ती स्वीकारू नयेत. समितीला त्याकरिता मागील वर्षापर्यंत मिळालेल्या अनुदानाचे योजनानिहाय उपयोगिता प्रमाणपत्र विहित नमुन्यात गटशिक्षणाधिकाऱ्याकडे सादर करावे लागेल. ज्यामध्ये (अ) मागील वर्षाच्या सुरुवातीची शिल्लक, (ब) मिळालेले अनुदान, (क) झालेला खर्च, (ड) वर्षअखेर शिल्लक अनुदान ह्यांचा उल्लेख असावयास पाहिजे. (उपयोगिता प्रमाणपत्राचा नमुना सोबत जोडला आहे)

आर्थिक वर्ष संपताना जर काही अनुदाने शिल्लक असतील तर ती कसेही करून संपवणे व उपयोगिता प्रमाणपत्र (निरंक) देणे गरजेचे नाही. अनुदानातील काही रक्कम आर्थिक वर्षअखेर शिल्लक राहिली तर तसे उपयोगिता प्रमाणपत्रात नमूद करावे.

मात्र मिळालेले अनुदान खर्च न करता तसेच साठवून ठेवले तर ते चालणार नाही. ही अनुदाने शैक्षणिक कार्यक्रम सुरळीत चालविता यावा याकरिताच दिलेली आहेत. ती योग्य त्या कारणास्तव खर्च झालीच पाहिजेत.

ही उपयोगिता प्रमाणपत्रे बाबवार तयार करून (जसे शिक्षक अनुदान, शाळा अनुदान, देखभाल दुरुस्ती) समूह साधन केंद्रामार्फत गट शिक्षणाधिकाऱ्याकडे आली पाहिजेत. गट शिक्षणाधिकारी ही उपयोगिता प्रमाणपत्रे जमा करून त्या आधारे योजनानिहाय एकत्रित उपयोगिता प्रमाणपत्र जिल्हा कार्यालयास देईल. उपयोगिता प्रमाणपत्रे गट शिक्षणाधिकाऱ्यांकडे मिळाल्याशिवाय शाळेस अनुदान मिळणार नाही. ही बाब समितीने पक्की लक्षात ठेवावयाची आहे.

२. काही महत्त्वाच्या बाबी

- हे अनुदान समितीस दिलेले असते. हा जिल्हा निधीचा भाग नाही तेव्हा शाळेच्या इतर अनुदानांशी याची सरमिसळ करू नये.
- या अनुदानाचा हिशोब वेगळाच ठेवला गेला पाहिजे.
- समितीने ह्यातील पैसा काढून शाळेस देऊन खर्च टाकला असे करता कामा नये. उदा. शिक्षक अनुदान प्रत्येक शिक्षकास एकदम देऊन टाकले व खर्च झाल्याचे कळविले.
- सर्व शिक्षा अभियानांतर्गत लोकांचा सहभाग, पारदर्शकता महत्त्वाची आहे व त्याकरिता खर्च करताना समितीची लेखी मान्यता घेणे आवश्यक आहे.
- काही वेळा खर्चास पूर्वमान्यता घेणे शाळेस शक्य होणार नाही, अशा वेळेस नंतर होणाऱ्या सभेत मान्यता घेतली तरी चालेल.
- शाळा सुधार अनुदान, शिक्षक अनुदान, देखभाल व दुरुस्ती अनुदान ह्यातून जिल्हा कार्यालय अथवा गटशिक्षणाधिकारी कोणताही खर्च करू शकत नाही.
- ही अनुदाने किती व कशी मिळतात ह्याचे विवरण पुढे आहे. त्यात दिलेल्या निर्धारित दरापेक्षा अनुदान कमी झाल्यास ते समितीने स्वीकारू नये, व ही बाब मुख्य कार्यकारी अधिकारी यांच्या नजरेस प्रकर्षाने आणून द्यावी. कृपया सोबत जोडलेले परिपत्रक क्रमांक ०७८, दिनांक ३०.३.०४ पाहावे.
- तसेच या अनुदानातून खर्च करण्याकरिता विशिष्ट पुरवठादार अथवा वस्तूही समितीशिवाय इतर अधिकारी ठरवू शकत नाही. त्यामुळे असे काही आदेश असल्यास ते स्पष्टपणे नाकारावेत. काही वेळा राज्यात समानता असावी व वस्तूंचा विशिष्ट दर्जा प्रमाणित असावा ह्या दृष्टीने राज्य पातळीवर अभ्यास होऊन काही शिफारशी करण्यात येऊ शकतात, मग या शिफारशी समितीने त्यांची गरज लक्षात घेऊनच स्वीकारणे गरजेचे आहे. उदा. इंग्रजी सुधारण्याकरिता काही पुस्तके शिफारस करण्यात येत आहेत. त्यांची यादी आपणापर्यंत पोहोचविली जाईल. मग ती यादी म्हणजे आदेश नाहीत त्या यादीतील काही पुस्तके गरज असल्यास समितीने ठराव करून घेता येतील अथवा न घेण्याचेही ठरविता येईल त्यावर काहीच बंधने नाहीत.
- यातील सर्व खर्च हा लोकसहभागातून व्हावा, समाज याबाबत जागृत आणि जबाबदार असावा हेच अपेक्षित आहे.
- यापेक्षा जादा लागणारा खर्च लोकवर्गणीतून समितीस करता येईल.
- देण्यात येणारी अनुदाने शक्यतोवर त्याच आर्थिक वर्षात खर्च झाली पाहिजेत. तथापि काही रक्कम शिल्लक राहिली तरी ती सर्वसाधारणतः एका वर्षात (१२ महिन्यात) ती खर्च झालीच पाहिजे. उदा.

समजा शाळा अनुदान रु. २००० माहे सप्टेंबर २००४ मध्ये मिळाले आहे व ३१ मार्च २००५ रोजी रु. २००/- शिल्लक आहेत तर तसे उपयोगिता प्रमाणपत्रात नमूद करावे व अनुदान येत्या ऑगस्ट अखेरीस पूर्णपणे खर्च करावे.

- आर्थिक वर्षाअखेर उपयोगिता प्रमाणपत्र देताना सर्व खर्च पूर्ण करून मगच ते द्यावे असे नाही. अनुदान खर्च करावयाचे नाही व ते वर्षानुवर्ष साठवून ठेवणे असेही चालणार नाही.
- अनुदान असल्यास ते पूर्णपणे वापरले जावे अशीच मूळ अपेक्षा आहे.
- अनुदान योग्य वेळी व योग्य त्या कारणाकरिता खर्च व्हावे हे महत्त्वाचे आहे.
- खर्च करू नये अथवा अनुदान वाटेल तसे खर्च करून उपयोगिता प्रमाणपत्र द्यावे या दोन्ही बाबी शाळेच्या दृष्टीनेही योग्य नाहीत हे लक्षात ठेवले पाहिजे.
- खर्चाची मूळ प्रमाणके ही ग्रामशिक्षण समितीकडेच राहतील. ती वरिष्ठ कार्यालयास पाठविण्याची गरज नाही. त्याच्या प्रती काढून पाठविण्याची पण गरज नाही. ही प्रमाणके मात्र योग्य त्या प्राधिकाऱ्यास तपासणीकरिता, लेखा परीक्षणाकरिता उपलब्ध करून देणे बंधनकारक राहिल.
- खर्चाची सर्व प्रमाणके प्रमाणक क्रमांकानुसार नीट लावून ठेवावीत.
- सर्व शिक्षा अभियानामधील अनुदान व खर्चाकरिता - एक स्वतंत्र खाते उघडण्यात यावे. त्यात सर्व शिक्षा अभियानातील सर्व अनुदाने जमा करण्यात यावीत. हे बँक खाते संयुक्त असणे आवश्यक आहे व त्यातून पैसे काढताना अध्यक्ष व सचिव ह्या दोघांच्याही सह्या असणे आवश्यक आहे. "दोघांपैकी कोणीही एक" असे खाते असू नये.

३. अनुदान कशावर खर्च करावे

(अ) शाळा अनुदान

अ. फक्त प्राथमिक शाळा असल्यास रु. ५०००/- वार्षिक

ब. प्राथमिक व उच्च प्राथमिक शाळा एकत्र असल्यास रु. ७०००/- वार्षिक

शाळा स्तरावर ग्रामशिक्षण समिती/वॉर्ड शिक्षण समिती/प्रभाग शिक्षण समिती अथवा शालेय समिती यांच्याकडे या अनुदानाचा विनियोग करण्याचा अधिकार राहिल.

अनुदानाचा विनियोग कसा करावा, याच्या सविस्तर सूचना यापूर्वीही निर्गमित करण्यात आलेल्या आहेत. ह्यातून घेता येणाऱ्या साहित्याची मार्गदर्शक यादी सोबत दिली आहे.

प्राथमिक शाळांसाठी सर्व शिक्षा अभियानेतील शाळा अनुदानातून घ्यावयाच्या साहित्याची मार्गदर्शक यादी

(अ) शिक्षकांना आवश्यक साहित्य

१. अभ्यासक्रमाची प्रत

२. इ. १ ते ७वी पाठ्यपुस्तके (शाळेच्या प्रदर्शनानुसार)

३. शिक्षक हस्तपुस्तिका (पाठ्यपुस्तक मंडळाने प्रकाशित केलेल्या सर्व विषयांच्या प्रत्येक १ संच सर्व इयत्तांच्या शाळेच्या दर्जानुसार)

(ब) अध्ययन साहित्य

१. नकाशे

प्रत्येकी संच

जिल्हा, महाराष्ट्र राज्य (प्राकृतिक व राजकीय)

भारत (प्राकृतिक व राजकीय)

विशेष सूचना: सर्व्हेअर जनरल ऑफ इंडिया, डेहराडून यांनी मान्य केलेले नकाशे घेण्यात यावेत.

१. पृथ्वीचा गोल एक नग

२. शैक्षणिक तक्ते प्रत्येकी एक

(आरोग्य, परिसर अभ्यास व अभ्यासक्रमातील इतर विषयांचे)

(क)	शैक्षणिक खेळणी		(इ)
१.	क्विडम ब्लॉक्स (बुद्धिकौशल्यवर्धक टोकळे) – एक संच		१
२.	पक्षी आणि प्राण्यांची कोडी – एक संच		१
३.	भाषिक खेळ		१
४.	मेकॅनो		१
५.	ब्रेनो		१
६.	गणिताचे सोपे खेळ		१
७.	शैक्षणिक अध्ययन/अध्यापनविषयक साधने		१
(ड)	क्रीडा साहित्य		(क)
१.	उड्या मारावयाची दोऱ्या		१
२.	चेंडू (अ) कास्को फूटबॉल (ब) रबरी चेंडू		१
३.	मैदान मोजन्याची टेप		१
४.	कसरतीची गादी		१
५.	रबर रिंग (टेनिकवाईट)		१
६.	डंबेल्स जोड		१
७.	लेझीम		१
८.	धुंगूरकाठी		१
९.	निशाणी		१
१०.	टिपऱ्या		१
११.	झोका घेण्यासाठी दोरीला बांधलेले टायर		१
१२.	क्रिकेट बॅट, स्टम्स व रबरी चेंडू		१
(इ)	साहित्यपेट्या व हत्यारे		(क)
१.	प्राथमिक विज्ञान साहित्य पेटी		१
२.	छोट्या हत्यारांची पेटी		१
३.	गणिताची पेटी		१
४.	एकात्मिक विज्ञान पेटी (इ. ५ वी ते ७वी साठी)		१
५.	बागकामासाठी आवश्यक हत्यारे		१
६.	प्रथमोपचार पेटी		१
७.	फ्लॅनेल बोर्ड		१

(ई)	<u>वाचनालयाची पुस्तके</u>	
१.	संदर्भ पुस्तके - ज्ञानकोष	
२.	विद्यार्थी ग्रंथालयासाठी पुस्तके	
३.	शिक्षकांसाठी मासिके, वृत्तपत्रे, संदर्भ पुस्तके	
(फ)	<u>फर्निचर व अन्य साहित्य</u>	
१.	फळे (ब्लॅक बोर्ड)	
२.	टेबल खुर्ची	
३.	लोखंडी अलमारी/पेटी	
४.	तरणपट्या/बस्करे	
५.	घंटा	
६.	पाणी साठविण्यासाठी पिंप, ओगराळे व भांडी	
७.	आरसा	
८.	कचरा पेटी	
(क)	<u>संगीतविषयक साहित्य</u>	
१.	ढोलक	
२.	झांझा	
३.	खंजिरी	
४.	डफ	
५.	धुंगरू	
६.	टाळ	
(ड)	<u>पूरक वाचनासाठी पुस्तके</u>	
१.	शालेय परिपाठासाठी संस्कारक्षम प्रार्थना	
२.	पाठ्यपुस्तके मंडळाने प्रकाशित केलेली अभ्यासोत्तर पूरक वाचनाची सर्व पुस्तके	
३.	महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषदेने प्रसिद्ध केलेली सर्व पुस्तके	
४.	“जीवन शिक्षण” आणि “किशोर” मासिके (पाठ्यपुस्तक मंडळ)	

वरिष्ठ प्राथमिक शाळांमधील इ.५ ते ७ या वर्गासाठी अतिरिक्त साहित्य

१. प्रथमोपचार पेटी
२. बालवीर व वीरबाला पथकासाठी आवश्यक साहित्य
३. बागकामासाठी लागणारी हत्यारे
खुरपी, हातपंजा, रोपे काढण्याचा पंजा, झारी, बादली, औषधी फवारणीसाठी स्प्रे, खोरी, कुदळी, घमेली, टिकाव, कलमे करण्याचा चाकू, सिकेटियर (फुलझाडे छाटण्याची कात्री), दोऱ्या, मोजफीत (टेप) इत्यादी
४. शिवणकामासाठी लागणाऱ्या वस्तू
कात्री, टेप, भरतकामाची रिंग (लहान/मोठी)
क्रोशाकामाच्या सुया, लोकरीच्या विणकामाच्या सुया, शिलाईयंत्र
५. पुस्तकबांधणी/कागदकाम/पुठ्ठाकाम यासाठी लागणारे साहित्य

पेपर कटर	कात्री (१२")	पट्टी करवत (१४")
सुरी (१२")	हातोडी (१ पौडी)	टोचा, ब्रश (३")
सरसपात्र	दाबयंत्र	लोखंडी मोजपट्टी
पोगर	आयलेट पंच	आयलेटस
	ड्राईंग बोर्ड	
६. शारीरिक शिक्षण व आरोग्य

क्रिकेटचा संच	
हॉकी स्टिक्स	
बॉल	
बास्केटबॉल	
कसरत	व्हॉल्टींग बॉक्स
गोळाफेक	३.६४ कि.ग्रॅम (८") गोळा

७. वैज्ञानिक मॉडेल्स

स्नायू, हाडे शरीराची आंतररचना दाखविणारे प्लॅस्टर ऑफ पॅरिसचे मॉडेल्स, विलगकारी नरसाळे, तराजू (१ किलो क्षमतेचा) व वजनसंच (१ किलो ते ५० ग्रॅमपर्यंत) मूत्रपिंड/मूत्रकोष उत्सर्जन क्रिया दर्शविणारे मॉडेल. रिंग व बॉल उपकरणे.

८. वैज्ञानिक तक्ते

सजीव व निर्जीव यांचे वर्गीकरण	बियांचे रुजणे (विविध टप्पे)	
हाडांची रचना,	मानवी शरीर	संसर्गजन्य रोग
जीवाणू-विषाणू	विविध ऊर्जा स्रोत	सूर्य मुख्य स्रोत तक्ता
रेणू-रचना	वनस्पती/प्राण्यांचे वर्गीकरण	जलचर
पर्यावरण संतुलन अन्नसाखळी		

तसेच या साहित्याशिवाय ज्या साहित्यास शैक्षणिक मूल्य आहे, अथवा शाळेस कायमस्वरूपी उपयोगिता आहे, असे कोणतेही साहित्य खरेदी करण्याची मुभा आहे. तसेच पूर्वी खरेदी केलेल्या साहित्याची दुरुस्ती किंवा आवश्यकतेनुसार नवीन साहित्य खरेदी करणे, यासाठी हा खर्च करता येईल. सर्व खर्चाला ग्रामशिक्षण समिती/वॉर्ड शिक्षण समिती/प्रभाग शिक्षण समिती अथवा शालेय समितीची मंजुरी घ्यावी. साहित्य खरेदी केल्यानंतर त्याची नोंदवहीत नोंद घेऊन दैनंदिन अभ्यापनात वापरण्यात यावीत. दरवर्षीचे हे अनुदान मिळणार असल्यामुळे दोन किंवा तीन वर्षांची योजना आखून प्रत्येक वर्षी आपल्या शाळेसाठी कोणत्या वस्तूंची खरेदी करावी लागेल, याची यादी तयार करण्यात यावी. सर्व शिक्षा अभियान प्रकल्प काळात शाळा शैक्षणिक साहित्याच्या बाबत परिपूर्ण होऊ शकेल.

नियंत्रण आणि पर्यवेक्षीय अधिकाऱ्यांनी शाळेला भेटी देताना खरेदी केलेले साहित्य आणि त्यांचा दैनंदिन अभ्यापनात होणारा उपयोग याची पडताळणी करावी, आणि तसा अहवाल वरिष्ठांकडे पाठवावा.

(ब) शिक्षक अनुदान - रु.५००/- प्रति वर्ष / प्रति शिक्षक

शाळा स्तरावर ग्रामशिक्षण समिती/वॉर्ड शिक्षण समिती किंवा शालेय समिती यांच्याकडे या अनुदानाचा विनियोग करण्याचा अधिकार राहिल.

शिक्षक विद्यार्थ्यांना शिकविण्यासाठी शैक्षणिक अध्ययन - अभ्यापन साहित्याचा वापर करत असतात. असे साहित्य तयार करण्यासाठी शिक्षकाला कात्री, सुई, दोरा, कागद, मणी, खर्डा अशा अनेक वस्तूंची गरज असते. यात शिक्षकच नव्हे तर असे शैक्षणिक साहित्य तयार करण्यासाठी विद्यार्थ्यांचा सहभाग घेतला जातो. जेणेकरून विद्यार्थी स्वयंअध्ययन साहित्य तयार करू शकतात. स्वयंअध्ययन साहित्य विकसित करण्यासाठी

विविध वस्तू विकत घेण्याची गरज भासते. यासाठी शिक्षक अनुदानाचा विनियोग शिक्षकांशी विचारविनिमय करून मुख्याध्यापकांनी समितीच्या मान्यतेने करावयाचा आहे. शिक्षकांना वैयक्तिकरीत्या काही साहित्य तयार करावयाचे झाल्यास त्यातील आवश्यक असलेल्या साहित्याची यादी अंदाजे किमतीस मुख्याध्यापकांना सादर करावयाची आहे. मुख्याध्यापक सादरच्या साहित्यातील सामानाच्या किमतीवर विचार करून आवश्यक ते अग्रिम शिक्षकाला देतील अथवा शिक्षकाने स्वतः खर्च केला असल्यास प्रत्येक वर्षाला शिक्षक अनुदानासाठी प्राप्त झालेल्या निधीच्या मर्यादित राहून शिक्षकांनी केलेल्या खर्चाची प्रतिपूर्ती करतील. या सर्व खर्चाला ग्रामशिक्षण समिती / वॉर्ड शिक्षण समिती किंवा शालेय समिती यांची मंजूरी घेण्यात यावी.

प्रत्येक शिक्षकामागे रु. ५००/- पर्यंत खर्च करावयाचा आहे. याचा अर्थ ती शाळा या मर्यादित साहित्य तयार करण्यासाठी अनुदानाचा वापर करू शकते. सर्व रक्कम रोखीने रु. ५००/- प्रत्येक शिक्षकास सुरुवातीसच रोख देणे असा नाही. तर गरजेप्रमाणे वर नमूद केल्यानुसार साहित्य तयार करणे व त्यासाठी शाळेने/शिक्षकाने खर्च करणे असे अपेक्षित आहे. रु. ५००/- प्रति शिक्षक हे सरासरी अनुदान आहे. त्याचा अर्थ त्याच शिक्षकांच्या विषयाकरिता तेवढाच खर्च झाला पाहिजे असे नाही. प्रति शिक्षक खर्च थोडा कमी-जास्त झाला तरी चालेल मात्र एकूण खर्चाची सरासरी रु. ५००/- प्रत्येक शिक्षकामागे इतकीच असावी.

(क) देखभाल व दुरुस्ती अनुदान

अनुदानाचा दर

१. शाळेस ३ अथवा कमी खोल्या रु. ५०००/- पर्यंत.

२. शाळेस ३ पेक्षा जास्त खोल्या असल्यास रु. १०,०००/- पर्यंत.

याबाबत अनुदान देण्याचे स्वतंत्र नियम आहेत. त्या अंतर्गत शाळेस ३ किंवा कमी खोल्या असल्यास जास्तीत जास्त रु. ५०००/- व ३ पेक्षा जास्त खोल्या असल्यास जास्तीत जास्त रु. १०,००० पर्यंत अनुदान मिळू शकते. हे अनुदान दरवर्षी कमी-जास्त होऊ शकेल.

हे अनुदान खालील बाबींकरिता वापरता येईल:

- दरवाजे, खिडक्या इत्यादी यांची दुरुस्ती अथवा नव्याने झडपा बसविणे.
- दरवाजे, खिडक्या रंगविणे.
- शाळा इमारत दुरुस्ती.
- स्वच्छतागृह दुरुस्ती.
- पिण्याच्या पाण्याची सोय.
- विद्यार्थ्यांना शालेय शिक्षणासाठी पोषक असणाऱ्या सुविधा (Child Friendly Elements)
- कुंपण/संरक्षण भिंत
- पुनर्बांधकाम वा संरचनात्मक कामे.

उपरोक्त करावयाच्या कामासाठी सर्व शिक्षण मोहिमेअंतर्गत प्राधिकृत केलेल्या अभियंता यांनी पाहणी करून दिलेल्या अभिप्रायानुसार इमारतींची स्थिती लक्षात घेता करावयाच्या कामास, पूर्वमंजूरी आवश्यक आहे.

- खडू फळा
- भिंतीमधील कपाटे / साठवणुकीकरिता जागा
- उजेड व हवेकरिता खिडक्या / व्हेंटिलेटर्सची सोय करणे.
- उतरता रस्ता (Ramp)
- किरकोळ बदल / बांधकाम
- अध्ययन कोपरे इ.

मिळालेल्या अनुदानापेक्षा जास्त खर्च अपेक्षित असल्यास तो लोकवर्गणीतून करणे आवश्यक आहे. ह्या कामाकरिता इतर योजनांमधील अनुदान उपलब्ध असल्यास, तेही वापरता येईल. ह्या अनुदानातून करावयाच्या कामांची अंमलबजावणी, समितीमार्फतच करावी. निविदा पद्धतीने कामे करू नयेत.

यांची स्वतंत्र पुस्तिका असून ती आपणापर्यंत पोहचली असेलच, नसल्यास गट शिक्षणाधिकारी यांच्याकडे मागणी करावी.

(ड) शाळा बांधकाम अनुदान

हे अनुदान शाळेच्या बांधकामाच्या अंदाजित खर्चानुसार मिळते. एकूण अंदाजित रकमेच्या किमान १५% अनुदान समितीस मिळते. याबाबत जिल्हा कार्यालयाने कामानुसार अंदाजपत्रक करावयाचे असते व त्यानंतर समितीबरोबर करार करण्यात येऊन प्रथम समितीस मिळू शकणाऱ्या अनुदानाचे ७५% रक्कम प्रथम हप्ता मिळतो. दुसरा हप्ता स्लॅब टाकून झाल्यावर २०%, व काम पूर्ण झाल्यानंतर एकूण खर्चाच्या मर्यादित उर्वरित ५% मिळण्यास समिती पात्र राहते.

महाराष्ट्र प्राथमिक शिक्षण परिषदेने त्याबाबत सविस्तर माहिती बांधकाम पुस्तिकेत दिली आहे. त्याची प्रत जिथे शाळा बांधकाम प्रस्तावित आहे त्या सर्व समित्यांकडे असणे आवश्यक आहे. याची प्रत आपले संबंधित गटशिक्षणाधिकारी / प्रभाग शिक्षणाधिकारी यांचेकडून प्राप्त करून घ्यावी. तथापि इथे स्वतंत्र रोखवही ठेवावयाची नाही ही बाब मात्र लक्षात ठेवावी. त्यातील प्रकरण क्र. ९, १० व ११ लेखे ठेवण्याच्या दृष्टीने ह्या पुस्तिकेच्या सोबत जोडण्यात आलेली आहेत. (संपूर्ण बांधकाम पुस्तिका ही अतिशय माहितीपूर्ण व महत्त्वाची आहे. त्याची गरज, जिथे कामे सुरू होणार आहेत / झाली आहेत तिथे लागणारच आहे.)

Status of Out of School Children 2001-2007

Year	Total No. of out of School Children												Format - A													
	SC				ST				Other				Total				Direct Mainstream				Remaining					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
2001-02																										
2002-03																										
2003-04																										
2004-05																										
2005-06																										
2006-07																										
2007-08																										
Total																										

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Status of Out of School Children 2001-2007

Block Name:-

Format C

Year	Enrollment of MPEGS (P)						Mainsream from MPEGS (P)						Expenditure Rs. in Lakh									
	No. of Centers		SC		ST		Other		Total		No. of Centers		SC		ST		Other		Total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
2001-02																						
2002-03																						
2003-04																						
2004-05																						
2005-06																						
2006-07																						
2007-08																						
Total																						

Status of Out of School Children 2001-2007

Block Name:-

Format E

Year	No. of Centers			Enrollment of Bridge Course (Non Res.)						Mainstream from Bridge Course (Non Res.)						Expenditure Rs. in Lakh		
	Boys	Girls	Total	SC	ST	Other	Total	Boys	Girls	Total	SC	ST	Other	Total	Boys	Girls	Total	
2001-02																		
2002-03																		
2003-04																		
2004-05																		
2005-06																		
2006-07																		
2007-08																		
Total																		

Status of Out of School Children 2001-2007

Format F

Block Name:-

Year	Enrollment of Bridge Course (Res.)						Mainstream from Bridge Course (Res.)						Expenditure Rs. in Lakh											
	No. of Centers		SC		ST		Other		Total		No. of Centers			SC		ST		Other		Total				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
2001-02																								
2002-03																								
2003-04																								
2004-05																								
2005-06																								
2006-07																								
2007-08																								
Total																								



महाराष्ट्र प्राथमिक शिक्षण परिषद

(महाराष्ट्र शासनाचा उपक्रम)

Maharashtra Prathamik Shikshan Parishad

(Govt. of Maharashtra Undertaking)

जा.क्र.मप्राशिप/सशिअ/IED/२००६-०९/३८४६

दिनांक :

16 JUL 2008

प्रति,

१. मुख्य कार्यकारी अधिकारी,
जिल्हा परिषद (सर्व).

२. आयुक्त,
महानगरपालिका (सर्व).

विषय :- अपंग समावेशित शिक्षण उपक्रम अंमलबजावणी करीता
मार्गदर्शक संदर्भसंचिका वर्ष २००८-०९.

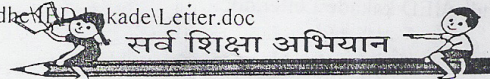
अपंग समावेशित शिक्षण हा सर्व शिक्षा अभियानामधील एक महत्वाचा उपक्रम आहे. या उपक्रमाची माहिती समाजातील सर्व घटकांना व अंमलबजावणी करणाऱ्या अधिकाऱ्यांना असणे आवश्यक आहे. त्या अनुषंगाने जिल्हा, तालुका व केंद्र पातळीवर उपक्रम राबविण्याचे नियोजन कसे करावे व निर्धारित कालावधीत तो उपक्रम कसा पार पाडावा याबाबत उपक्रमनिहाय दिनदर्शिका कृतीआराखडा आणि उपक्रम मार्गदर्शक संचिका तपशिलवार तयार करण्यात आली आहे.

राष्ट्रीय शैक्षणिक धोरण १९८६ नुसार सर्व मुलांना शिक्षण देणे हा धोरणात्मक निर्णय घेण्यात आल्यामुळे विशेष गरजा असणारी मुले यातून सुटू नये हा या उपक्रमाचा मानस आहे. अपंग व्यक्ती कायदा १९९५ च्या अन्वये अपंग मुलांना शिक्षणाची समान संधी व संपूर्ण सहभागाचा हक्क ह्या धोरणात्मक निर्णयाची प्रत्यक्षात अंमलबजावणी कृतीतून साकार करण्यासाठी मार्गदर्शक संचिकेचा उपयोग करण्यात यावा.

सदर संचिकेत प्राथमिक/तालुका वैद्यकीय तपासणी आणि जिल्हा शल्य चिकित्सकांच्या द्वारे विशेष तपासणी व त्यानंतर मुलांच्या गरजेनुसार साहित्यसाधनांचा पुरवठा, शस्त्रक्रिया आणि शैक्षणिक सहाय्यभूत व्यवस्थेबाबत सविस्तर मार्गदर्शन केले आहे. तसेच विशेष गरजा असणाऱ्या मुलांना गुणवत्तापूर्ण शिक्षण देणे, त्याची क्षमता वाढविणे, शिक्षणासाठी पर्याय निश्चित करून देणे या बाबींचाही समावेश करण्यात आला आहे.

उपक्रमांतर्गत प्रत्येक टप्प्याची निश्चिती करून प्रत्येक स्तरावर अपंग समावेशित शिक्षण उपक्रमाची अंमलबजावणी आणि संनियंत्रण कसे करावे, यासाठी उपक्रमनिहाय आर्थिक अंदाजपत्रक आणि कृती आराखडा दिनदर्शिकेमध्ये मार्गदर्शक माहिती दिलेली आहे.

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सारे शिकूया, पुढे जाऊया

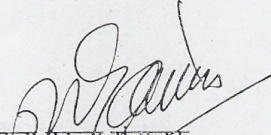
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वर्ष २००८-०९ मध्ये उपक्रमाची यशस्वी अंमलबजावणी होण्याच्या दृष्टीने उपक्रमाविषयी संकल्पना, कृतीआराखडा दिनदर्शिका, आर्थिक कृती आराखडा आणि उपक्रमाच्या भौतिक व वित्तीय उद्दिष्ट्यांच्या योग्य नोंदी ठेवण्याबाबतचे प्रपत्रे आपल्या माहिती व योग्य कार्यवाहीसाठी सोबत जोडण्यात आले आहेत.

वरील मार्गदर्शक तपशीलानुसार निर्धारित केलेल्या कालावधीत चिकाटीचे प्रयत्न करून उपक्रमाची यशस्वी अंमलबजावणी करण्यात यावी.


राज्य प्रकल्प संचालक
म.प्रा.शि.पु., मुंबई.

सह पत्र :-

१. उपक्रम मार्गदर्शक संचिका
२. उपक्रम मार्गदर्शक दिनदर्शिका कृतीआराखडा
३. उपक्रम मार्गदर्शक वित्तीय कृतीआराखडा
४. प्रपत्रे I, II, A,B,C,D व E
५. उपक्रम भौतिक व वित्तीय उद्दिष्ट प्रपत्रे

प्रतिलिपी आवश्यक कार्यवाहीस्तव:-

१. शिक्षणाधिकारी (प्राथ), जिल्हा परिषद (सर्व).
२. प्रशासनाधिकारी/शिक्षणाधिकारी महानगरपालिका (सर्व)
३. लेखाधिकारी (सर्व)
४. जिल्हा/महानगरपालिका समन्वयक IED (सर्व)

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**MAHARASHTRA PRAATHAMIK SHIKSHAN PARISHAD, MUMBAI (SSA)
Inclusive Education Programme for CWSN**

Format - D

Basic Information of the District / Block / Cluster / School

S.N.	Name of District	Ramps in School Building Needed	Ramps Completed	Handrails Needed in School Building	Handrails completed in School Building	Commode Toilet		Commode Chair		Modified Chair		Music Teacher		Resource Teacher	
						Toilet Needed	Toilet Completed	Chair Needed	Chair provided	Chair Needed	Chair Provided	Teacher Needed	Teacher Provided	Teacher Needed	Teacher Provided
1															
2															
3															
4															
5															
6															
7															
8															
9															

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MAHARASHTRA PRATHAMIK SHIKSHAN PARISHAD, MUMBAI (SSA)

Inclusive Education Programme for CWSN

Format - E

Basic Information of the District / Block / Cluster/School

S.N.	Name of District	Care Taker Needed	Care Taker Provided	Reader Allowances Needed	Reader Allowances Provided	Writer Allowances Needed	Writer Allowances Provided	Braille Kit Needed	Braille Kit Provided	Speech Trainer Needed	Speech Trainer Provided	Loop Induction System Needed	Loop Induction System Provided	VEC Constitution with parents of CWSN	Teacher Trained under IED
1															
2															
3										0	0	0	0	1575	23
4															
5															
6															
7															
8															
9															

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MAHARASHTRA PRATHAMIK SHIKSHAN PARISHAD, MUMBAI (SSA)

Inclusive Education Programme for CWSN

Format - 1

Name of the District :

S.N.	Types of CWSN	Taluka level camp CWSN refer by CS year 2005-06			Identify CWSN through Teacher in the year 2006-07			CWSN Present at PHIC Camp year 2006-07			P.H.C. level camp CWSN refer year 2006-07			CWSN Present at Taluka CS Camp year 2006-07			Taluka level camp CWSN refer by CS year 2006-07			Total CWSN					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	O.H.																								
2	V.L.																								
3	H.L.																								
4	M.R.																								
5	L.D.																								
6	S.L.																								
7	Autism																								
8	M.D.																								
9	C.P.																								
	Total																								
	Total CWSN																								
	Total Budget Needed																								

MAHARASHTRA PRATHAMIK SHIKSHAN PARISHAD, MUMBAI (SSA)

Inclusive Education Programme for CWSN

Foramt - 2

Name of the District :

S.N.	Types of CWSN	Taluka level camp CWSN refer by CS year 2005-06			Identify CWSN through Teacher in the year 2006-07			CWSN Present at PHC Camp year 2006-07			P.H.C. level camp CWSN refer year 2006-07			CWSN Present at Taluka CS Camp year 2006-07			Taluka level camp CWSN refer by CS year 2006-07			Total CWSN		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	O.H. In School Out School																					
2	V.I. In School Out School																					
3	H.I. In School Out School																					
4	M.R. In School Out School																					
5	L.D. In School Out School																					
6	S.I. In School Out School																					
7	Autism In School Out School																					
8	M.D. In School Out School																					
9	C.P. In School Out School																					
Total																						
Total CWSN																						
Total Budget Needed																						

**(S) SECOND HALF YEARLY MONITORING REPORT OF
MID-DAY MEAL SCHEME 01-02-2009 TO 31-07-2009
FOR JALNA DISTRICT
(Prepared by IIE)**

(i)	Name of the Monitoring Institution	Indian Institute of Education Pune
(ii)	Period of the report	01-02-2009 to 31-07-2009
(iii)	Name of the District	Jalna
(iv)	Date of visit to the District/EGS/ Schools	13-18 July 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
<p>A total of 82 schools were visited during 13-18 July 2009, out of which 77 schools (93.90%) were serving hot cooked meal. Interruption was noticed due to delay in receipt of food grains in 42 schools (52.20 %). Details given below-</p>		
		Interruption
Month / Year	5 -10 Days No.of schools	11 -20 Days No.of schools
June 08	07	06
July 08	01	06
August 08	00	04
September 08	02	00
October 08	00	01
November 08	04	08
December 08	04	03
January 09	00	00
February 09	02	01
March 09	01	01

2.	<p><u>TRENDS :</u> Extent of variation (As per school records vis-à-vis Actual on the day of visit)</p>	<p>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</p>
<p>No significant extent of variation was noticed in school's enrolment records and actual number of children attending the school on the day of visit.</p>		
3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (i) Is school receiving food grains regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	<p>School level registers, MDM Registers Head Teacher, School level MDM functionaries</p>
<p>In 45 schools (65.85%) food grains were received regularly. There was delay in delivering food grains in 30 schools (36.58%). There was 5-10 days delay in June 08 in 7 schools, July 08, 1 school, September 08, 2 schools, November 08, 4 schools, December 08, 4 schools, February 09, 2 schools and March 09, 1 school. 11-20 days delay was observed in June 08, in 6 schools July 08, 6 schools, August 08, 4 schools, November 08, 8 schools, December 08, 3 schools and February and March 09 in 1 school respectively. 21-30 days delay was noticed in June 08, in 7 schools November 08, 2 schools, December 08, 4 schools and January 09 in 3 schools.</p>		
<p>(ii) Is buffer stock of one-month's requirements is maintained?</p>		
<p>It was observed that the buffer stock of one month was maintained in 30 schools and no buffer stock of one month was found in 53 schools.</p>		
<p>(iii) Is the food grains delivered at the school?</p>		
<p>It was reported that the food grains are delivered at the school in 73 schools (89.02%)</p>		
4.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?</p>	<p>School level registers, MDM Registers Head Teachers, School level MDM functionaries</p>
<p>None of the school receives cooking cost in advance. It is received after 2/3 months.</p>		

	(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
	The school head masters bought things on credit from the local shopkeeper and managed to ensure the feeding programme to be continued.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	Cooking cost was paid through banking channel.	
5.	SOCIAL EQUITY : 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 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, Gram Panchayat members and cooks.
	It was found that a weekly menu card was displayed in 72 schools (87.80 %) and it was followed by 69 schools (84.15%)	
7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In 73 schools (96.05 %), varieties in the food preparation like Dal- rice, Pulavbhat, Sweetbhat, groundnuts and Jaggery were found. Seasonable green vegetables were used in 73 schools (89.02%). On the day of visit there was no MDM in 7 Schools.	
	(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.
	Out of 82 schools in 74 schools (90.26%) the daily menu was Dal- rice, Pulavbhat, Sweetbhat, groundnuts and Jaggery.	

8.	QUALITY & QUANTITY OF MEAL : Feedback from children on (a) Quality of meal :	Observations of Investigation during MDM service
	In 73 schools (89.02%) quality of food was good.	
	(b) Quantity of meal :	Observations of Investigation during MDM service
	In 74 schools (89.02%) the quantity of food was enough.	
	(c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
In 75 schools (91.46%) the children were happy with what they were being served in their mid-day meal.		
9.	SUPPLEMENTARY : (i) Whether children are given micronutrients (Iron, folic acid, vitamin - A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	Out of 82 schools in 59 schools (71.95%) micronutrients and deworming medicines were given. In 5 schools it was given quarterly and in 42 schools it was given yearly.	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	It was noticed that in 49 schools, Primary Health Centre administered these medicines and in 11 schools it was administered by others.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
Out of 82 schools, 76 schools (92.68%) have maintained a Health Card for each child.		
10.	STATUS OF COOKS : (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children, teachers, parents, VEC members, Gram Panchayat members and cooks.
	Out of 82 schools in 80 schools (97.56%) cook appointed by the VEC serves the Meal and in 2 schools (2.44%) it was served by the peon.	

<p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>It was reported that the number of cook is adequate to meet the requirement of the school.</p>	
<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>There seems to be a variation in remuneration pattern, out 82 schools 61 schools (74.39%) gave 25% of the total cooking cost to the cooks which included fuel and remuneration. In 19 schools (23.17%) all the cooking cost is paid to the cook and the cook himself purchases the pulses, vegetables, cooking oil and condiments. In 2 schools (2.44%) daily wages is given.</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>Out of 82 schools only 2 schools (2.44%) have paid remuneration regularly.</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>In most of the schools (97.59%) females were appointed. out of 81 females 3 females (3.70%) were from SC, 4 females (4.94%) were from ST, 22 females (27.16%) were from OBC, 19 females (23.46%) were from Minority, 27 females (33.33%) were from advanced community and 6 females (7.41%) were from VJNT 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 82 schools a Pucca Kitchen shed was available in 61 schools (74.70%).</p>	

	(b) Constructed but not in use.	
	In 2 schools (2.44%) the kitchen shed was constructed but not in use.	
	(c) Under construction.	
	In 3 schools (3.66%) the kitchen shed was under construction.	
	(d) Sanctioned, but construction not started.	
	In 5 schools (6.09%) the kitchen shed was sanctioned but construction has not started	
	(e) Not sanctioned	
	In 11 schools (13.41%) the kitchen shed was not sanctioned.	
	(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 food grains /other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	Where a kitchen shed was not available, the food was cooked in the school verandah (2.41%), unutilized spare classroom , (13.25%) on open yard (4.81 %) cooks house (4.81%) Large no of schools lacked storing place for food items. We observed that the food grains were stored in the classroom in 24 schools (29.29%) and in the headmaster's office in 22 schools (26.83%) It was noticed that in 34 schools (41.46%) there was separate store room and in 3 school (3.66%) food grains were stored in kitchen shed.	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	About (74.70%) of the schools have potable water for cooking and drinking and (25.30%) of the schools did not have their own water source.	
14.	Whether utensils used for kind food are adequate?	Teachers/Organizer of MDM Programme
	Most of the schools (84.34%) have adequate utensils.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Fire wood was used as fuel to prepare the Mid-day Meal in 76 schools (92.68%). LPG was used in 4 Schools (4.88%) and kerosene in 2 schools (2.44%).	

16.	<u>SAFETY & HYGIENE :</u>	Observation
	i. General Impression of the environment , Safety and hygiene :	
	Out of 82 schools, in 30 schools (36.58%) safety was good and in 49 schools (59.76 %) it was fair and in 45 schools (54.88%) it was poor. Out of 82 schools in 29 schools (35.36%) hygiene was maintained well and in 47 schools (57.32%) it was fair and in 6 schools (7.31%) it was poor.	
	ii. Are children encouraged to wash hands before and after eating	Observation
	In most of the schools (95.18%) students were being encouraged to wash their hands before and after eating food.	
	iii. Do the children partake meals in an orderly manner?	Observation
It was observed that in 80 schools (97.56%) the children partake meals in an orderly manner.		
iv. Conservation of water?	Observation	
It was observed that the children were encouraged to conserve water.		
v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation	
It was observed that out of 82 schools in 77 schools (93.90%) the cooking process and storage of fuel was safe, not posing any fire hazard.		
17.	<u>COMMUNITY PARTICIPATION :</u>	Discussion with head teacher, teachers, VEC, Gram Panchayat members
	Extent of participation by Parents/ VECs/ Panchayats/ Urban bodies in daily supervision, monitoring, participation	
Out of 82 schools, in 68 schools (82.93%) it was noticed that the VEC is supervising and monitoring the Mid day Meal scheme and in 62 schools (75.61%) parents' participation was noticed to be adequate. But participation of VEC and Parents in cash or kind was poor in (65.06%) schools.		

<p>18.</p>	<p><u>INSPECTION & SUPERVISION:</u> Has the mid day meal programme been inspected by any state /district /block level officers/officials?</p>	<p>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.</p> <p>Out of the 82 schools, in 20 schools (24.39%) the Mid-day Meal programme was inspected either by the teachers and headmasters. In 75 schools (91.46%) it was inspected by the Block level officials, in 70 schools (85.36%) it was inspected by the Cluster level officials but State level inspection was found almost missing.</p>
<p>19.</p>	<p><u>IMPACT:</u> Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?</p>	<p>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.</p> <p>In 77 schools (93.90%) the Mid-day Meal programme has helped to improve the attendance. In 64 schools (78.05%) children's well being was improved. It was reported that in 75 schools (91.46%) it has helped to improve the enrollment.</p>

List of Schools visited in District 4: Jalna
No. of Schools visited: 82

Sr.No	Name of District	Block Name	Name of The School	Category
1	Jalna	Ambad	Zpps Ambad-3	I-VII
2			Parth Pri Vid Ankushnagar	I-IV
3			Zpps Baraswadi	I-VII
4			Zpps Shiradhone	I-VII
5			Zpps Domegaon	I-IV
6			Zpps Govindpur	I-IV
7			Zpps Hanuman Nagar	I-IV
8			Zpps Lakhmapuri	I-IV
9			Zpps Mardi	I-VII
10			Janjagruti Vidyalaya Shewga	V-X
11			Zpps Shobha nagar	I-IV
12			Zpps Waghalkheda	I-VII
13		Badnapur	Ganpatrao Pawar School Badnapur	I-VII
14			Zpps Dhoksal	I-VII
15			Zpps Dongargaon	I-VII
16			Matasaheb Minatai Thakre Prathmik Ashram Shala Dhamngaon	I-VII
17			Shri Rajureshwar Vidyalaya Nanegaon	V-X
18			Zpps Vasantnagar Tanda	I-IV
19			Zpps Dhopteshwar	I-VII
20			Zpps Dhamngaon Tanda	I-IV
21		Bhokardan	Shivaji Vidyalaya Bhokardan	V-X
22			Zpps Bhorkheda	I-VII
23			Zpps Dagadwadi	I-VII
24			Zpps Hasnabad	I-V
25			Zpps Fattepur	I-VII
26			Zpps Alapur	I-VII
27			Zpps Kshrisagar	I-IV
28			Zpps Jainagar	I-IV
29			Zpps Madhunagar	I-IV
30			Zpps Pimpalgaon	I-VII
31			New High School Uchh Madhmik Shala Bhokardan	V-XII
32			Zpps Lokmanya Nagar	I-IV
33			Zpps Pardh	I-VII
34		Ghansawangi	Zpps Avalgaon Kh	I-IV
35			Zpps Bhadali Kh.	I-VII
36			Zpps Dahalegaon	I-IV
37			Mastyodari Primary School Ghansavangi	I-IV
38			Zpps Ghonsi Tanda-2	I-IV
39			Zpps Gurupimpri	I-VII
40			Zpps Mandala	I-IV
41			Zpps Panewadi	I-VII

42			L.B.S.V. Paradgaon	V-X
43			Zpps Ranjani	I-VII
44		Jafrabad	Zpps Sawangi	I-IV
45			Zpps Ganeshpur	I-IV
46			Zpps Janephal	I-VII
47			New High School Jafrabad	V-X
48			Zpps Dehgavan	I-VII
49			Zpps Hivra (Kabli)	I-VII
50			Zpps Sawarkheda	I-IV
51			Zpps Kumbhari	I-IV
52		Jalna	Zpps Bhatepuri	I-VII
53			Zpps Dudhana Kalegaon	I-VII
54			Zpps Hivradi	I-VII
55			Maharashtra Pri. School Jalna	I-IV
56			Saraswati Sindhi Vihar. Jalna	I-IV
57			Navyuwak Pri School Jalna	I-VII
58			Janta High School Jalna	V-X
59			N.P.C.P.S Sadar Bazar	I-VII
60			N.P.C.P.S Marathi/ Urdu Mastghad	I-VII
61			N.P.P.S.T.V.Centre Jalna	I-V
62			Dnyaneshwar Vidyalya Karla	V-X
63			Zpps Putali	I-IV
64			Z.P.C.P.S. Sevli	I-IV
65			Zpps Gaondegaon	I-VII
66			Zpps Tandulwadi	I-IV
67		Mantha	Zpps Awalgaon	I-IV
68			Sidheshwar Vidyalya Dhoksal	V-X
69			Zpps Karnaval	I-IV
70			Zpps Jatkheda	I-IV
71			V.N.V.M. Mantha	I-VII
72			Zpps Pangri	I-VII
73			Zpps Limbhkheda	I-VII
74			Pri.School –Takal Khopa	I-IV
75		Partur	P.A.Inamdar high School Ashti	VIII-X
76			Zpps Bamni	I-IV
77			Zpps Dhamangaon	I-VII
78			Zpps Khandvi	I-VII
79			Zpps Nagapur	I-IV
80			L.B.S.School Deshpande lane Partur	I-IV
81			Zpps Salgaon	I-IV
82			Zpps Warphal	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
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPEP	District Primary Education Programme
EGS	Education Guarantee Scheme
GOI	Government of India
GOM	Government of Maharashtra
MTA	Mother Teacher Association
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MPSP	Maharashtra Prathamik Shikshan Parishad
MPEGS	Mahatma Phule Education Guarantee Scheme
MSCERT	Maharashtra 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
RGSS	Rajiv Gandhi Sandhi Shala
SC	Scheduled Caste
SHG	Self Help Group
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
SIS	State Implementing Society
ST	Scheduled Tribe
UEE	Universalisation of Elementary Education
VEC	Village Education Committee
ZP	Zilla Parishad