INDIAN INSTITUTE OF EDUCATION, PUNE

From:

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

Bhandara
 Gondia
 Aurangabad
 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 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

1,

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	District 1:(Bhandara) 02-03-2009 to 05-03-2009	
	Districts/Schools/EGS Centres :	District 2: (Gondia,) 05-03-2009 to 08-03-2009	
	District wise	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 /	District 1: (Bhandara) 1180	
	EGS/AIE Centres in all the Districts	District 2: (Gondia,) 1259	
	allocated	District 3: (Aurangabad) 2128	
		District 4: (Jalna.) 1594	
7	Number of elementary schools	Schools +NPS+AIE Centres	
	(primary and upper primary)EGS/AIE	District 1: (Bhandara) $63 + 01 + 00 = 64$	
	Centres covered/monitored	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	District 1: (Bhandara) Yes	
	Schools/EGS/AIE Centres in total of	District 2: (Gondia,) Yes	
	all the Districts allocated covered	District 3: (Aurangabad) Yes	
	Yes/No	District 4: (Jalna.) Yes	
9	At least 1% of the school visited	District 1: (Bhandara) No	
	within one month of start of the	District 2: (Gondia,) No	
	academic year in all the Districts	District 3: (Aurangabad) No	
	Yes/No	District 4: (Jalna.) No	

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

District 1:	Upgradation of 16 EGS to primary school is sanctioned in the current financial
Bhandara	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.
District 2:	Upgradation of 19 EGS to primary school is sanctioned in the current financial
Gondia	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.
	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.
District 3:	Upgradation of 486 EGS (including spillover) to primary school is sanctioned in
Aurangabad	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.
R	

	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.
District 4:	EGS upgradation of 5009 in to primary schools in the state and upgradation
Jalna	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.
	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/- forTeaching
	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).
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(b) Civil Works:

District 1:	The district has undertaken construction of 59 additional classrooms, 15	
Bhandara	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 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. 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.	

District 2:	The district has undertaken construction of 81 primary school buildings, 30
Gondia	additional classrooms and major repairs of primary and upper primary school
Condia	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.
District 3:	The district has undertaken (including spillover) construction of a total of 371
Aurangabad	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.
	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.

District 4:	The district has undertaken (including spillover) construction of 71 Primary
Jalna	(EGS-upgraded) school buildings, 100 additional classrooms, 2 Drinking water
Junia	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 stared. 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 constriction 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.

(c) Textbooks:

District 1:	Free textbooks were distributed to a total of 1, 80,753 children in the district.
Bhandara	Out of them 16285 are S.C. girls and 8564 are S.T. girls. all children of 1^{st} to
	8 th 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 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
District 2:	Free text books were distributed to a total of 2, 00,947 children in the district
Gondia	and out of them 14700 are SC girls and 18965 are S.T. girls. All categories of
	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, 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

	2008-09, the schools in Gondia district opened on 26 th June 2008. It is noticed
	form 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 2.	Free text books were distributed to a total of 3, 81,210 children in the district,
District 3:	
Aurangabad	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 founds
	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:	Free textbooks were distributed to a total of 3, 19,247 children (Boys-164158,
Jalna	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 $16^{ ext{th}}$
	June 2008. The district has distributed text books in phased manner from $1^{ m st}$
	June 2008 to 4 th September 2008.
(d) Sch	ool grants:
District 1:	A total of 1365 schools to whom releases have been made, on 1 st August
Bhandara	2008, through Block Education officer. The DPO has circulated guidelines to
Briandara	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:	Under school grant a total of 1567 schools (951 primary and 616 upper
	primary) were approved for the current financial year. The budget provision
Gondia	made for this is Rs. 90.67 lakhs. The district has released this fund through
	5

	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 reveiced 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
District 3:	Under school grant a total of 2479 schools (1573 Primary and 906 upper
Aurangabad	primary schools) were approved for the current financial year. The district has
j	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.
District 4:	The DPO has released school grant through Blocks on 28 July 2008, and
Jalna	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.

(e) Teachers and Teachers Training:

	-
District 1:	There are no additional teachers against PTR sanctioned under SSA in
Bhandara	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.
	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.
	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.
	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.
District 2:	There are no additional teachers against PTR sanctioned under SSA in primary
Gondia	or upper primary schools in the district. The appointment of teachers whenever
	required is made at the district leve . 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 3 rd and 7 th 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

	was conducted at CPC level. There is no independent DIFT in Condia
	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 1^{st}
	and 3 rd 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.
District 3:	There are no additional teachers against PTR sanctioned under SSA. The
Aurangabad	appointment of teachers whenever required is made at the district level. The
Adrangabad	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.
	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.
	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.

District 4:	There are no additional teachers against PTR sanctioned under SSA in the
Jalna	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 refersher 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.

(f) Teaching Learning Material (TLM) grants:

District 1:	A total of 5602 teachers are eligible to receive TLM grants, (which included
Bhandara	2283 Primary teachers and 3319 upper Primary teachers). TLM grant was
	released on 16 th 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
	10 th October 2008.
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District 2:	A total of 6420 teachers were eligible to receive TLM grants (which included
Gondia	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.
District 3:	A total of 13132 teachers are eligible to receive TLM grant which included
Aurangabad	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.
District 4:	A total of 7784 teachers were eligible to receive TLM grants which included
Jalna	4347 in primary and 3437 in upper primary schools. The SIS has released TLM
Jania	grants to each district on 3 rd 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

without the same forward that we are stall desiring one TUNA have been strong to the
visited it was found that no special training on TLM has been given to the
teachers.
EGS & AIE:
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.
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. The Educational
qualification of the EV is minimum 12^{th} standard. It was noticed that there is
irregularity in academic support.
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.
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 1^{st} and 2^{nd} with an enrolment of 22 children (1^{st} class 12 children
and 2^{nd} class 10 children) and 100% were present on the day of visit. The
another AIE centre at village Ozatola has classes 1^{st} and 2^{nd} with an
enrollment of 21 children (1^{st} class 8 children, 2^{nd} 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

	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.
District 3:	There are a total of 14416 out of school children in the district. For these
Aurangabad	children the district has planned as (a) MPEGS (upper primary) centres for
j	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,
	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 1 st to 4 th and the other for children in classes 5th to 7 th .
	But it was found that including pre-primary to upper primary age group
	children were sitting together in the centre. There were two volunteers
	oppointed 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

	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).
	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.
District 4:	There are a total of 413 centres sanctioned in the current financial year.
Jalna	Out of them,8 are MPEGS (primary) centre, 02 are MPEGS (upper primary)
Jama	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 distinct 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.

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.

(h) Children with Special Needs (CWSN):

District 1:	There are a total of 6618 Children with Special Needs identified in the district
Bhandara	and it was reported that out of $$ 6618 children , 5454 children are enrolled in
	the schools and 1119 children are out of school.
	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.
	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.
District 2:	There are a total of 6771 Children with Special Needs identified and all of
Gondia	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.
District 3:	There are a total of 11907 Children with Special Needs identified in the
Aurangabad	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

	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:	There are a total of 8196 Children with Special Needs identified in the district
Jalna	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:	The NPEGEL programme is not applicable in the district, so it is not
Bhandara	introduced in the AWP & Budget 2008-09 of the district. A Gender coordinator
	was in position.
District 2:	The NPEGEL programme is not applicable in the district so it is not
Gondia	introduced in the AWP & B 2008-09. A Gender-Coordinator was in position.
District 3:	The NPEGEL programme is not applicable to the district, so it is not
Aurangabad	introduced in the AWP & B 2008-09, of the district. A Gender coordinator was
	not in position in the district.
District 4:	The NPEGEL programme which was started in 2006-07 and it is continued
Jalna	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

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.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

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District 1:	KGBV activity is not applicable in the district, so it is not introduced in the
Bhandara	AWP & Budget 2008-09 of the district
District 2:	The KGBV activity is not applicable in the district, so it is not introduced in the
Gondia	AWP & B 2008-09 of the district.
District 3:	The KGBV activity is not applicable to the district, so it is not introduced in the
Aurangabad	AWP & B 2008-09, of the district.
District 4:	There are a total of 7 KGBVs sanctioned in 7 blocks of the districts. Out of 7
Jalna	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.

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

District 1:	EMIS set up was in each BRC. The requisite number of computers and
Bhandara	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:	EMIS set up was in each block. The requisite number of computers and
Gondia	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:	EMIS set up was in each block. The requisite number of computers and
Aurangabad	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:	EMIS set was in each block. The requisite number of computers and
Jalna	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.
(I) Resear	ch and Evaluation:
District 1:	A total of 6 Research studies were sanctioned during the current financial
Bhandara	year and a total of 6 studies were sanctioned in the previous calendar year
	and out of 6 studies 5 studies were completed.
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	and out of o studies 5 studies were completed.
District 2:	There were a total of 6 studies sanctioned in the previous calendar year and
Gondia	they were all completed
District 3:	At present the post of Research and Evaluation coordinator was vacant, so we
Aurangabad	could not get the details.

District 4:	10 research studies were sanctioned during the current financial year.
Jalna	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.

(m) Functioning of the VEC:

District 1:	A total of 715 VECs and 290 SMCs are constituted in the district. A copy of
Bhandara	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 (795 %) 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.
District 2:	There are a total of 924 village education committees and 34 school
Gondia	management committees constituted in the district. A copy of guidelines on
Contait	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

	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.
District 3:	There are a total of 1467 village/ school level committees constituted in the
Aurangabad	district. A copy of guidelines on delegation of powers to the VEC is given to
/ a. g. g. b. c.	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 prgrammes 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.
District 4:	There are a total of 1990 village education committees constituted in the
Jalna	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

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.

(n) Staffing at District Level:

District 1:	All sanctioned posts were filled up in the district. In Bhandara district, there
Bhandara	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:	All sanctioned posts were filled up in the district. Each programme coordinator
Gondia	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:	The programme coordinator for Gender / Girls education, Research and
Aurangabad	Evaluation, Quality pedagogy were not in position in the district.
District 4:	All sanctioned posts for management and MIS were filled up. But for
Jalna	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:	The DPO has provided adequate educational facilities to SC,ST, Minority
Bhandara	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:	The DPO has provided adequate educational facilities to SC,ST, Minority
Gondia	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:	The DPO has provided adequate educational facilities to SC,ST, Minority
Aurangabad	groups and to girls as well For girls and SC,ST, DPO has under taken
j	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:	The DPO has provided adequate educational facilities to SC,ST, Minority
Jalna	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:	A total of 63 schools visited in the district. 79.36% schools have their own
Bhandara	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%.

District 2 :	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
Gondia	
	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%
District 3:	A total of 110 schools visited in the district. 75.45% schools have their own
Aurangabad	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%.
District 4:	A total of 82 schools were visited in the district. 77.11% schools have their
Jalna	own building 87.95% schools have good buildings. 78.56% schools have
Junia	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%

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

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

(8) Supplementary:

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.

(9) Status of 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. 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.

(10) Infrastructure:

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

(11) Type of fuel used:

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%).

(12) Safety and Hygiene:

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.

(13) Community Participation:

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.

	(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.
	(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.
District 2:	(1) Regularity in Serving Meal:
Gondia	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%).
	(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.
	(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.
	(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.
	(5) Social Equity:
	No discrimination of any kind was observed in any school.
	(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,

Т	Masala Bhaat, Dal Bhaat, Bhaaji Bhat. Seasonable green vegetables were used
	in 49 schools (92.45%)
	(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.
	((8) Supplementary:
	Out of 61 schools, 31 schools, (50.81%) have given micronutrients and de-
	rorming 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.
	(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
i	included fuel and remuneration. In few schools all cooking cost was paid to
t	he cook and the cook himself purchased the pulses, vegetables ,cooking oil
2	and condiments. The remuneration was paid very irregularly. Almost all
S	schools get the cooking cost after 2/3 months. Out of 61 schools in 25 schools
1	(39.68) the cook was appointed from the underprivileged section the of
	society and most of them were females.
	(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.

 (11) Type of fuel used: Firewood was used as fuel to prepare the Mid-day Meal in 57 school (93.44%).LPG was used in 3 schools (4.92%). (12) Safety and Hygiene: It was noticed that out of 61 schools, in 30 schools (49.19%) sa 	S
(93.44%).LPG was used in 3 schools (4.92%). (12) Safety and Hygiene:	-
(12) Safety and Hygiene:	
	fetv was
good and in 7 schools (11.47 %) it was poor. In 27 schools (-
hygiene was maintained well and in 8 schools (13.11%) it was po	,
needs to be attended. Almost in all schools children were being encou	
wash their hands before and after eating. It was observed that the ch	-
all schools took meals in an orderly manner. It was observed that the	
were being encouraged to conserve water. In 52 schools (85.2)	-
cooking process and storage of fuel was safe and not posing any fire	e nazaro.
(13) Community Participation:	
Out of 61 schools, in 47chools (77.05%) the VEC supervised and mo	
the Mid Day Meal programme. But parents' participation in supervision	and
monitoring was found to be inadequate.	
(14) Inspection and Supervision:	
In most of the schools (90.48%) the Mid-day Meal program	
inspected regularly, either by teachers and head masters. In some s	
was the CRC, Block and District level officials. But Sate level inspec	tion was
found to be almost missing.	
(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	s well
being was improved but no direct impact on enrolment was reported	
District 3: (1) Regularity in Serving Meal:	
Aurangabad A total of 110 schools were visited during 16-25 March 2009, out of	of which
109 schools (99%) were serving hot cooked meal daily. Interruption a	bout 15-
20 days was noticed due to delay in receipt of food grains in 24 schoo	ls
(21.81%).	
(2) Trends:	
No significant extent of variation was noticed in school's enrolment re	ecords
and actual number of children attending the school on the day of visit.	

I	
(3) Regularity in delivering food	grains to schools:
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 buffe	er stock of one month was found in any
school. Almost all schools reported t	hat, the food grains were delivered at the
school.	
(4) Regularity in delivering cook	ing cost:
Most of the schools (100 %) did not	receive cooking cost in advance. It was
received after 2/3 months. The scho	ol head masters bought things on credit
from the local shopkeeper and mana	ged to ensure that the feeding
programme to be continued. The co	oking cost was paid through banking
channel only.	
(5) Social Equity:	
No discrimination of any kind was o	bserved in any school.
(6)Variety of Menu:	
A weekly menu card was displayed in	n 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, Sakha	ar Bhaat, Masala Bhaat, Dal Bhaat, Bhaaji
Bhat was found. Seasonable green v	egetables were used in 83 schools
(75.45%).	
(7) Quality and Quantity of Mea	:
Children expressed their satisfaction	on in respect of quality of meal in 104
schools (94.55%). In 107 schools (9	7.27) the children reported that quantity
of meal was enough.	
(8) Supplementary:	
The district was found to pe	rform inadequately in terms of giving
micronutrients and deworming med	licines periodically. In 9 schools (8.18%) it
was given quarterly and in 52 sch	ools (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 o	child.
(9) Status of cooks:	
In 107 schools (97.27%) the cook	appointed by the VEC and SHG member
cooks and serves the meal. In 3 so	hools (2.73%) peon of that school cooks
and serves the meal. 90 schools (81	.82%) reported that the number of cooks

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.

(10) Infrastructure:

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.

(11) Type of fuel used:

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%).

(12) Safety and Hygiene:

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.

	(13) Community Participation:
	Out of 110schools, 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.
	(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 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.
	(15) Impact:
	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.
District 4:	(1) Regularity in Serving MDM:
Jalna	A total of 82 schools were visited during 13-18 July 2009 , out of which 76
Sama	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.
	(2) Trends:
	No significant extent of variation is noticed in school's enrolment reords and
	actual number of children attending the school on the day of visit.
	(3) Regularity in delivering food grains to schools:
	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%).
	(4) Regularity in delivering cooking cost:
	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

shopkeeper and managed to ensure the feeding programme to be continued. Cooking cost was paid through banking channel.

(5) Social Equity:

No discrimination of any kind was observed in any school.

(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%).

(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.

(8) Supplemeantry:

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.

(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.

(10) In	frastructure:
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.
Wher	e a kitchen shed was not available, the food was cooked in the school
verand	lah (2.44%), unutilized spare classroom, (13.25%) on open yard
(4.81 %	b) 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
(28.920	%) 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 gr	ains 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 th	eir own water source. Most of the schools (84.34%) have adequate
utensils	
(11) Ty	pe of fuel used:
Fire v	wood was used as fuel to prepare the Mid-day Meal in 77 schools
(93.90%	b). LPG was used in 4 Schools (4.88%) and kerosene in 2 schools
(2.44%)	
(12) Sa	fety and Hygiene:
Out of	82 schools, in 30 schools (36.58%) safety was good and in 49 schools
(59.76 9	6) 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 er	couraged to wash their hands before and after eating food. It was
observe	d 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 scho	ols (95.12%) the cooking process and storage of fuel was safe, not
posing a	ny fire hazard.
(13) Co	mmunity Participation:
Out of	82 schools, in 69 schools (84.15%) it was noticed that the VEC is
supervis	ing and monitoring the Mid Day Meal scheme and in 63 schools
(76.83%	b) 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.

(14) Inspection and supervision:	
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.	
(15) Impact:	
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.	

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	02-03- 2009 to 05-03-2009
	/Schools	
3.3	Tasks	The Monitoring Institutes will obtain
		information on the following areas and
		include them in their report.
(a) Opening of Schools (both prim	ary and upper primary) :
(i)	What is the number of school	Information is to be obtained from the State
	sanctioned in the current financial	Project office of SSA and to be updated by
	year in the state (including spill	DPO in respect of the districts visited by MI.
	over) district wise and how many	
	of them have been opened district	
	wise?	
	The data collected from the District Pro	ject Office shows that, up-gradation of 16 EGS to
	primary school is sanctioned in the currer	t financial year in the district and they were opened.
(ii)	Has the land for construction of	Information to be obtained from DPO and
	the school been identified?	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	
	upgraded new school at shingori in Bh	andara Block was visited on 2/3/2009. It was found
	that the construction of new school build	ding was in progress. The construction quality of the
	work was found to be good.	
(iii)	Whether VEC/SMC etc. have	Information to be obtained from DPO and
	received any funds for construction	sample check to be carried on the spot with
	of the school.	the assistance of VEC/SMC and School
		Teacher.
	It was found that the Village Education C	ommittee has received 75% of funds for construction
	of school building.	

(iv)	Has the construction started and	Information to be obtained from DPO and	
	what is the stage of construction	sample check to be carried on the spot with	
	(foundation, lintel and roofing etc).	the assistance of VEC/SMC and School	
		Teacher.	
	The construction of 16 school buildings ha	as been started, out of which 10 buildings are at	
	roofing stage and 6 are at foundation stag	ge.	
(v)	Number of Teachers sanctioned for	Information to be obtained from SPO.	
	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?		
	A total of 32 teachers (16 regular teacher	s and 16 Para teachers) are sanctioned for the new	
	schools and they were working in these s	schools.	
(vi)	Have Teacher been put in new	Updated information to be obtained from	
	school in District visited?	DPO. Sample check to be carried out on the	
		spot in respect of new schools visited by MI.	
	During the monitoring visit, a EGS- upgra	ded new primary school at shingori in Bhandra block	
	was visited on 2/3/2009. It was noticed	It was noticed that one regular teacher and one para teacher have	
	been appointed for the school, but it wa	as found that the regular teacher has not joined the	
	duty up to the monitoring visit (March 20	009).	
(vii)	In the school visited by MI	To be verified on the spot from the Bank	
	whether one-time grants of Rs20,	passbook of VEC/SMC etc. and expenditure	
	000/-for Teaching and Learning	statement maintained by the school.	
	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?		
	One time grant of Rs. 20,000/- for Teach	ing Learning Equipment for primary school has	
	been distributed to each school through E	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 ha	ave been made for the new school out of this grant.	

(viii)	Whether any guidelines have been	Сору с	f circular / orders to be obtained from		
	issued either by SPO and or DPO	SPO a	nd DPO. A copy of the instructions be		
	for the items to be provided for the	enclos	ed along with MI report.		
	new school under this grant?				
	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		as been given through nearby Parent school		
	or DPO.				
(b)	b)Civil Works:				
(i)	What are the targets (including Information is to be obtained from SPO		ormation is to be obtained from SPO		
	spillover) for construction of school	alo	ng with district-wise break-up. SPO to		
	buildings, additional classrooms,	fur	nish item-wise progress: completed		
	drinking water, toilets, BRCs/CRCs an	d wo	rks, works in progress and works not		
	other items like rain water harvesting	sta	rted. To be updated at the DPO districts		
	etc. for the current financial year and	bei	ng visited by MI.		
	what is the progress till the previous				
	quarter?				
	The district has undertaken construction o	59 add	itional classrooms, 15 drinking water facility,		
	1 BRC and compound wall for the current f	nancial	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.		are at lintel stage and 4 are at slab stage.		
	The financial allocation including major rep	airs mac	le for this is Rs. 401.85 lakhs, out of which		
	Rs. 324. 24 lakhs (80.69%) was utilized up	to the e	nd of February 2009.		
(ii)	Sample check by MI, of civil works in	i To	be checked on the spot with assistance		
	district, so that each category of civil	of	VEC/SMC and School Teachers.		
	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.				
	During the monitoring visit the construction site of new school building which was in progress		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	To be verified on the spot with assistance	
	technical persons for execution of civil	of VEC/SMC and School Teachers (sample	
	work?	as in (ii) above).	
	The discussion with VEC members revealed the	at they have been trained and guided by	
	technical person (Junior Engineer) for execution	on of civil works.	
(iv)	Whether community manual for civil	To be verified on the spot with assistance	
	works has been prepared and is	of VEC/ SMC and School Teachers (sample	
	available with VEC/SMC?	as in (ii) above).	
It was noticed that community manual for civil works has available with school/VEC.		works has been prepared by SIS and it was	
(v)	In the school building being	To be verified on the spot with assistance	
	constructed (new schools as well as	of VEC/ SMC and School Teachers (sample	
	building less school), whether a ramp is	as in (ii) above).	
	being constructed?		
	It was noticed that a ramp has been construct	ed in all old schools and also in the new schools	
	which are under construction, but it was obser	ved that the construction quality of the ramp was	
	not found to be good.		
(vi)	Is VEC/ SMC keeping a separate	By physical verification by the MI in	
	account of funds and materials for	respect of construction sites visited	
	construction?	(sample as in (ii) above).	
	It was noticed that the VEC is keeping a separ	ate account of funds and materials.	
(vii)	Who is designated for Technical	To be obtained from the SPO/DPO and	
	Supervision for civil works? What level	then verified on the field with VEC/SMC	
	(Block/ District/ Sub-District)?	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	To be verified on the spot with assistance	
	person visited the construction site and	of VEC/ SMC and School Teachers (sample	
	guided the construction process? Did	as in	
	he visit at the foundation stage, lintel	(ii) above).	
	and roof stage?		
	It was reported that, the Junior Engineer generally make 3 visit at foundation stage, lintel stage		
	and roof stage and also according to the neces	ssity.	

(ix)	If there any convergence with	Status to be obtained from SPO updated
	Swajaldhara and Total Sanitation	at DPO in districts visited by MI. TO be
	Campaign (TSC) taking place in respect	verified on the spot with assistance of
	of drinking water facilities provided in	VEC/SMC and School Teachers (sample as
	the schools visited by MI? The quantum	in (ii) above).
	of funds utilized from Swajaldhara and	
	TSC and SSA in the sites visited?	
	It was reported that there is no convergence w	vith Swajaldhara in respect of school drinking
	water facility in the district.	
(x)	Whether construction of drinking water	To be verified on the spot with assistance
	facilities in school is being carried out	of VEC/ SMC and School Teachers
	by a specialized Agency or VEC/SMC?	(sample as in (ii)above) .
	No such work in the district is being carried ou	t by a specialized agency or VEC.
(xi)	Is there any convergence with Total	Status to be obtained from SPO updated
	Sanitation Campaign (TSC) taking place	at DPO in districts visited by MI. TO be
	in respect of toilet facilities in the	verified on the spot with assistance of
	school? The quantum of funds available	VEC/SMC and school Teachers (sample as
	from TSC and SSA in the sites visited?	in (ii) above).
	There is convergence with Total Sanitation Car	npaign (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	To be assessed on the spot. (sample as in
ŀ		· · · · · · · · · · · · · · · · · · ·
	construction in sites visited by MI?	(ii)above).
(xiii)	The construction quality of new school building Is there a civil works in charge at SPO	(ii)above).
(xiii)	The construction quality of new school building 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	(ii)above). and additional classrooms was found to be good
(xiii)	The construction quality of new school building 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	(ii)above). and additional classrooms was found to be good Status to be obtained from SPO and to be
(xiii)	The construction quality of new school building 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?	(ii)above). and additional classrooms was found to be good Status to be obtained from SPO and to be
(xiii)	The construction quality of new school building 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?	(ii)above). and additional classrooms was found to be good Status to be obtained from SPO and to be
(xiii)	The construction quality of new school building 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? It was reported that there is a civil works incha	(ii)above). a and additional classrooms was found to be good Status to be obtained from SPO and to be verified from schools visited by MI
(xiii)	The construction quality of new school building 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? It was reported that there is a civil works incha	(ii)above). a and additional classrooms was found to be good Status to be obtained from SPO and to be verified from schools visited by MI arge at SPO level and monthly review of the civil re quality in civil works, the SPO has appointed a

(c) Textbooks:

(i)	Total number of children (district-wise) to	Information to be obtained from SPO
	whom free textbooks are distributed in	and to be updated from DPO in respect
	the State with a particular reference to	of Districts visited by MI.
	SC/ST/Girls? Which category of children	· · · · · · · · · · · · ·
	are receiving free textbooks from SSA	
	funds and State Government funds?	
	Free textbooks were distributed to a total of 1807	753 children in the district. Out of them 16285
	are S.C. girls and 8564 are S.T. girls. It was re	eported that all children of 1 st to 8 th standard
	received free textbooks from SSA funds.	
(ii)	When were the textbooks actually	Information is to be obtained from DPO
	received and distributed in the district?	of district visited by MI. A copy of the
	Any instruction /circulars received from	circular/instructions issued by SPO to DPO in this respect be enclosed along
	the SPO office in this respect?	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	,
	books mostly between 27.5.2008 to 1.9.2008 in	, , ,
	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	To be verified in the schools/EGS/AIE
	textbooks (textbooks are to be distributed	centres visited by MI. Reasons for delay
	within one month of opening of the	be verified at DPO and SPO by MI.
	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.	
	During the academic year 2008 -09, the schools i	n Bhandara district opened on 26 th June 2008.
	A total of 63 schools (5%) were visited in the dis	strict . 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	To be verified in the schools/EGS/AIE
	distributed for all subjects and for all	centres visited by MI. Reasons for non
	classes and to all eligible children?	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 sc	hools (66.67%) have distributed free text books
	for all subjects and for all classes and to all eligib	le children. It was found that the few text books
	namely Marathi part -2, Hindi, and Science were	e not received in few schools.
()	d) School grants:	
(i)	Total number of schools district-wise in	Information to be obtained from SPO
	primary and upper primary to whom	office and to be updated from the DPO
	school grants are approved for the current	in districts visited by MI. A copy of the
	financial year? Have these funds released	guidelines is to be enclosed with the
	to the districts, if so when (the school	Monitoring Report.
	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?	
	It is seen from the DPO data that there are a to	otal of 1365 schools (840 primary and 525 upper
	primary) to whom school grants are approved fo	r the current financial year and the school grant
	has been released by SIS to the district along wit	h guidelines on 3 rd July 2008.
(ii)	Whether the DPO has released funds for	Information to be obtained from DPO in
	school grants @ Rs. 5000/- and 7000/-	district visited by MI and to be verified in
	for primary and upper primary	schools visited by MI. A copy of the
	respectively to the school/VEC/SMC	guidelines is to be enclosed in the
	accounts, if so when? The number of	Monitoring Report.
	schools to whom releases have been	
	made? Has DPO circulated guidelines to	
	the school level for utilization of the	
	school grant?	
	The DPO has released funds for school grants @ Rs. 5000/- for primary school and @ Rs. 7000	
	for upper primary school through Block Education	
	the school /VEC accounts. A total of 1365 scho	
	district. The DPO has circulated guidelines to the	schools for utilization of the school grant.

(iii)	Has the DPO made centralized purchases	Information to be obtained from DPO of
	for schools out of the school grant? If so,	districts visited by MI.
	for what purpose and what is the amount	
	utilized?	
	It was reported that the DPO has not made a	ny centralized purchases for school out of the
	school grant.	
(iv)	The actual date of receiving school	To be verified on the spot from the
	grants by school/VEC and the utilization	passbook and expenditure statement
	of the grants. Whether there was any	maintained by school/VEC.
	delay in receipt of grants?	
	A total of 63 schools were visited during the mon	itoring visit in the district. Out of 63 schools
	27 schools (42.85%) received grant in Septemb	er 2008, 26 schools (41.27%) received grant in
	October 2008, 4 schools (6.35%) received g	rant 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	To be verified on the spot from the
	utilization and items) for the last year's	passbook and expenditure statement
	school grants received by the	maintained by school/VEC.
	school/VEC.	
	It was found that most of the schools have	e utilized the last year's grant for Stationery,
	Furniture (Table, chairs) Electric items, (Tube, fa	n), Maths kit and Painting of school building.
((e) Teachers and Teachers Training:	
(i)	Number of additional Teachers sanctic district- wise under SSA in primary and u primary schools and the number of Teache	pper SPO and to be updated in DPO in
	position therein?	
		teachers against PTR sanctioned under SSA in
		teachers against PTR sanctioned under SSA in
(ii)	It was reported that there are no additional	
(ii)	It was reported that there are no additional primary or upper primary schools in the district.	the Information is to be obtained from
(ii)	It was reported that there are no additional primary or upper primary schools in the district. What is the mode of recruitment of	the Information is to be obtained from VEC SPO and to be updated in DPO in
(ii)	It was reported that there are no additional primary or upper primary schools in the district. What is the mode of recruitment of teacher and the level/authority (DPO/	the Information is to be obtained from VEC SPO and to be updated in DPO in the respect of districts visited by MI.
(ii)	It was reported that there are no additional primary or upper primary schools in the district. What is the mode of recruitment of teacher and the level/authority (DPO/ etc), which recruits the teachers? What is	the Information is to be obtained from VEC SPO and to be updated in DPO in the respect of districts visited by MI.
(ii)	It was reported that there are no additional primary or upper primary schools in the district. What is the mode of recruitment of teacher and the level/authority (DPO/ etc), which recruits the teachers? What is procedure followed in the recruitment	the Information is to be obtained from VEC SPO and to be updated in DPO in the respect of districts visited by MI. of

(iii)	Nature of appointment of teachers i.e.	Information is to be obtained from
	whether it is a regular appointment or	SPO and to be updated in DPO in
	contract basis?	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	To be ascertained from DPO and
	decentralized recruitment of teachers	VEC.
	whether such recruitment procedure has been	
	laid down? What is the level of satisfaction	
	amongst local community of such	
	recruitment?	
	No VEC/Panchayat is empowered to make decentr	alized recruitment of teachers and it was
	found that no such recruitment procedure have been I	aid down.
(v)	In respect of the schools visited by MI, the	Information is to be obtained from
	number of teacher sanctioned for the schools,	the school and from the VEC. The list
	the number of teachers in position, the	of the names of teachers absent and
	number of teachers present in school on the	those who are habitually absent
	day of visit, the names of the teachers absent	must be given in the report.
	on the day of visit. Whether any teacher is	
	habitual absentee?	
	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 wer	re in position and out of 373 teachers 337
	teachers (90.35%) were present on the day of visit. N	lo habitual absentee teachers was found in
	any sampled school.	
(vi)	How was the rapport between children and	To be ascertained from the VEC and
	the teachers in the school visited?	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)	The target number of teachers district-wise to	To be ascertained from the SPO and
	be given in service training and the actual	updated from the DPO in respect of
	number of teachers given such training in	the districts visited by the MI and to
	State/ district visited? Is there a training	be verified from the teachers in
	calendar for teachers training? What was the	schools visited by MI.
	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?	
	At present there are a total of 5746 teachers (25-	41 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 te	achers under in-service training. Resource
	persons and Master trainers were the trainers. The fir	st 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	
	January 2009.	
(viii)	The target number of newly recruited	To be ascertained from the SPO and
	teachers district-wise, to be given orientation	updated from the DPO in respect of
	training of 30 days and the actual number of	the districts visited by the MI and to
	teachers given such training, and venue of the	be verified from the teachers in
	training , for how many days and who were	schools visited by MI.
	the Master Trainers,? What was the	
	monitoring done for ensuring quality of the	
	training?	
	There are a total of 83 newly recruited teachers in the	e district to whom orientation training of 30
	days is to be given and all of them have been given su	uch training.

(ix)	The target number of teachers district-wise,	To be ascertained from the SPO and
	to be given refresher training of 60 days and	updated from the DPO in respect of
	the actual number of teachers given such	the districts visited by the MI and to
	training. What was the mode of training	be verified from the teachers in
	(institutional or distance); venue of training?	schools visited by MI.
	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?	
	There are a total of 23 untrained teachers in the distr	l ict to whom refresher training of 60 days is
	to be given. The DIET has conducted the refresher t	
	training was institutional as well as distance.	
(x)	The satisfaction level of training? Whether	To be ascertained from the teachers
	there are any areas. Which the teacher would	on the spot in respect of schools
	like to get trained? While interacting with the teachers in the schools vis	visited by MI. sited, it was found that almost all teachers
	were satisfied with in-service training. Some teache	
	trained in teaching Maths, English, Computer, Joyful learning and Accounts keeping etc	
(xi)	The academic support given by BRC/CRC to	To be ascertained from BRC/CRC
	the teachers, the frequency of such support:	(atleast 5 each) and the teachers on
	a. Please specify the role of BRC/CRC's in	the spot in respect of schools/ EGS
	teacher training (in service/in induction	Centres visited by MI.
	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)?	

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.

b. What is the expected number of school	To be ascertained from BRC/CRC(at
visits to be made by BRC/CRC in state and in	least 5 each)and the teachers on
the districts visited? Is it being followed?	the spot in respect of school/ EGS
	centers visited by MI.

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.

c. What are the BRCC's and CRCC's doing	To be ascertained from
during these visits? Cheek their reports? How	BRC/CRC(atleast 5 each)and the
much of it relates to pedagogic improvement	teachers on the spot in respect of
issues and how much on "administrative"	schools/ EGS centers visited by MI.
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?	
	1

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.

d. Is the DIET interacting, with BRC/CRCs and	To be ascertained from
what is their role in capacity building;	BRC/CRC(atleast 5 each) and the
academic supervision and guidance; action	teachers on the spot in respect of
research and monitoring of BRC/CRCs?	school/ EGS centers visited by MI.

It was found that the DIET is interacting with BRC/CRCs. DIET itself conducts research studies and provides guidance to the researchers.

	e. Are the BRC/CRCs extending th	eir To be ascertained from BRC/CRC
	academic support to EGS/AIE centres/cours	ses (atleast 5 each)and the teachers on
	in their area? If so how in what manner?	If the spot in respect of school/ EGS
	not, why?	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 fr	equency of such support is very poor.
(xii)	Does the SPO have a Quality Coordinate	or? To be ascertained from SPO.
	What is their role? Do they Have a system a	nd
	format to review district wise programme	·s?
	What is the frequency? What is t	he
	arrangement for coordination with SCERT a	nd
	DIETs?	
	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	Information to be obtained from SPO
	receive TLM grants, district-wise and the	and updated by DPO in respect of the
	details of grants released to the districts?	districts to be visited by MI.
	The data collected from the DPO shows that, a to	tal of 5602 teachers are eligible to receive TLM
	grants, (which included 2283 Primary teachers and	1 3319 upper Primary teachers).
(ii)	The date of release of TLM grant from	Information to be obtained from DPO
	DPO and the number of teachers covered?	and to be verified in schools visited by
	Whether any Instructions have been	MI. A copy of the instructions is
	issued in respect of utilization TLM grants	enclosed with the report.
	by DPO/SPO?	
	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. Instru	uctions in respects of utilization of TLM grant
	have been issued by the SPO and DPO.	

i)	The date of receipt of TLM grant by the	Information to be verified on the spot
	teacher and details of its utilization?	in respect of schools visited by MI.
	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?	

/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.

(g) EGS & AIE:

(i)	What is the number of EGS/AIE	Information is to be obtained from
	centres/NRBC/RBC/ school camps,	SPO and updated from the DPO in
	category wise sanctions and started? The	respect of the district visited by the
	number of such centres which were	MI.
	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.)	
	It was reported that, a total of 40 EGS/AIE cent	res 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 ar	nd all of them have been started. A total of 4
	EGS /AIE centres are continued from the prev	
		,
centres are Rajeev Gandhi Sandhi Shala (primary) and one is Rajiv Gandhi Sand primary) centre. It was reported that a total of 104 out of school children are centers and all of them are attending.		
(ii)		
(")	number of children actually enrolled in the centres category wise, district-wise?	
	It was reported that, according to survey, the	re are a total of 248 out of school children an
	all of them are enrolled in the centres. Out of	248 children ,30 children are enrolled in RGS
	(primary) centres, 167 children are enrolled in A	IE centres and 51 children are enrolled in Bac
	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 a categories of such centres in a distri- on sample basis.
	At the time of monitoring visit EVs training was o	
	visit the centres.	
(iv)	The number of EVs working in a district	Information to be obtained from DP
	and the number of EVs trained. Kind of	and to be verified from the EVS of th
	training given to them indicating the	centres visited by MI.
	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?	
	A total of 137 EVs are working in the district, ou	it of them, 106 EVs have got 10 days in-service
	A total of 137 EVs are working in the district, ou training in February 2008. The DIET has organiz	
(v)	training in February 2008. The DIET has organized	zed this training and it was based on syllable
(v)	training in February 2008. The DIET has organized of 3 rd standard.	zed this training and it was based on syllabu Information to be obtained from
(v)	training in February 2008. The DIET has organiz of 3 rd standard. Whether the EVs are given academic	Information to be obtained from DPO/BRC/CRC and to be verified from
(v)	training in February 2008. The DIET has organiz of 3 rd standard. Whether the EVs are given academic support by the BRC/CRC regularly. The	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by M
(v)	training in February 2008. The DIET has organiz of 3 rd standard. Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be	-

(vi)	The educational qualification of the EVs,	Information to be obtained from the EVs
	the training received by him and	during the field visits to EGS/AIE
	whether he is receiving any academic	centres/ courses by MI.
	support if so of what nature?	
	The Educational qualification of the EVs is r	ninimum 12 th standard passed and maximum
	graduate, postgraduate. Only 10 days initial tr	aining they have received. It was noticed that
	there is irregularity in academic support.	
(vii)	The amount of monthly honorarium	Information to be obtained from the EVs
	received by the EV. Whether this is paid	during the field visits by MI.
	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?	
		at the monthly honorarium is paid according to
(viii)	the number of children enrolled in the centre an 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	Information to be obtained from DPO
	Coordinator for EGS/AIE in the district	and from the Coordinators of the
	visited by MI? Whether that Coordinator	district visited by MI.
	has been oriented? Has the person	
	received any capacity building training	
	conducted by SPO?	
	A District EGS/AIE coordinator has been appoint	ted 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	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
	with which the information is furnished to the SPO?	report of the MI.
	The SPO has developed monitoring format and i furnished quarterly to the SPO.	t was available with DPO. Information is

(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district wise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	A total of 16 EGS (Vastishala) centres were ta	argeted to be upgraded in the current financial
	year and up gradation of 16 EGS centres is don	e.
(xii)	Whether SPO has issued necessary	Information to be obtained from SPO
	instructions to the DPOs with reference	office and updated from DPO office in
	to up gradation of EGS centres to	respect of the districts visited by MI.
	primary schools, and whether funds have	
	been released for the same?	
	The State has issued necessary instructions (Go	vt. Resulation) to the DPO with reference to up
	gradation of EGS Vastishala centres to primary	y 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	Information to be obtained from the
	upgraded in the district and the details	SPO office and updated from DPO office
	of funds transferred to VEC and the	in respect of the districts visited by MI.
	details of the instructions issued by DPO	
	in this respect?	
	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 wa	s noticed the TLE grant was not received by the
	new school up to the end of February 2009. It w	vas noticed that no instructions has been issued
	by the DPO in this respect.	
(xiv)	(xiv) Whether the actual up gradation of EGS centre has taken place? To be verified on the spectrum of VECs during final MI.	
	It was found that the actual up gradation of 16	
(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
	The land for construction has been identified for	Teacher during field visit by MI. or 16 school buildings and construction work
<u> </u>	has been started. During the visit the new school	ol at shingori was visited on 2/3/2009.
(xvi)	Whether VEC/SMC etc. have received	To be verified on the spot with
	any funds for construction of schools?	assistance of VEC/SMC and school Teachers during field visit by MI.
	It was found that the village education committe	ee has received 75% of funds for construction
	of school building.	

(xvii)	Has the construction started and what is	To be verified on the spot with
	the stage of construction (foundation,	assistance of VEC/SMC and school
	lintel and roofing)?	Teachers during field visit by MI.
	The construction of 16 school buildings has been	n started out of which 10 buildings are at
	roofing stage and 6 building are at foundation s	tage.
(xviii)	Number of Teachers sanctioned for the	Information to be obtained from the SPO
	new upgraded (from EGS) primary	and verified at DPO. Also to be
	school? Have Teachers been put in	checked at school level from VEC etc.,
	position in this new school? Are Teachers	during field visit by MI.
	in position?	
	A total of 32 teachers (16 regular teachers and 3	16 Para teachers)are sanctioned for the new
	upgraded (from EGS) primary schools. The teach	hers have been put in this new school but it was
	found that in some schools the regular teacher h	nas not joined the duty up to visit (March 2009).
(xix)	The number of children actually	Information to be obtained from
	mainstreamed from EGS/AIE	SPO/DPO. To be verified from the
	centres/courses? During the last	EV/VEC and if the child is in the nearby
	academic year. Whether the	school this could be verified from the
	mainstreaming has been done in private	child/parents during field visit of MI.
	school/Govt. aided school/Govt. School?	
	Difficulties, if any, experienced in	
	mainstreaming of students?	
	It was reported that a total of 136 children were	e mainstreamed from EGS/AIE centres during
	the last academic year and the mainstreaming h	as been done in Govt. school only.
(xx)	What is the infrastructure available in	To be ascertained and observed during
	the EGS/AIE centres, such as durries,	the Field visit with the assistance of
	blackboard, books, TLM etc?	VEC/EV by MI.
	At the time of visit all EGS/AIE EVs were attendi	ng the training organized by the DIET and all
	centres were closed, so we could not visit the ce	entres.
(xxi)	Whether Mid-day Meal is being supplied	To be ascertained during the Field visit
	to the children in EGS/AIE centres?	with the assistance of VEC/EV by MI.
	During the discussion with EVs in training progra	amme 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	To be ascertained and observed during
	actually present in the EGS/AIE centres	the Field visit with the assistance of
	/ courses, on the date of visit of MI?	VEC/EV, by MI.
	Gender-wise details be given?	
	At the time of visit all EGS/AIE EVs were atten	ding the training organized by the DIET, so we
	could not visit any centre.	
(xxiii)	The achievement level of children	Assessment to be undertaken during
	studying in EGS/AIE facilities	field visit by MI.
	At the time of visit all EGS/AIE EVs were atten	ding 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 atten	ding the training organized by the DIET, so we
	could not visit any centre.	
(xxv)	Whether EGS/ AIE centres are using the	To be ascertained from SPO/DPO and
	school textbooks or/and any other	verified during the Field visit with the
	materials? If latter, please specify the	assistance of VEC/EV, by MI.
	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?	
	During the discussion with EVs in training Progr	amme, it was found that all EGS/AIE centres
	are using school textbooks.	
(h)) Children with Special Needs (CWSN	l):
(i)	The number of CWSN children identified,	Information to be obtained from the
	district-wise, and the number of children	SPO and to be updated by DPO in
	enrolled during the current financial	respect of the district visited by MI.
	year.	
	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 repo	rted that out of 6618 children , 5454 children
	are enrolled in the schools and 1119 children ar	e out of school.

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

(iv)(b)	Whether the State has prescribed any	Information to be obtained from DPO
	monitoring format and the frequency	/District IED in charge/Coordinator.
	with which the information is furnished	Copy of the format to be obtained any
	to SPO? Is there an IE Coordinator of	enclosed with a report of MI.
	SPO? How knowledgeable if her or she	
	in this area? How many trainings and	
	workshops has she/he attended?	
	It was told that the SIS has prescribed monitori	ng format for this activity and every quarter the
	information is furnished to SPO.	
(v)	How many schools have been provided	Information to be obtained from m the
	with ramps?	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	Information to be obtained from
	home based support during the current	SPO/DPO and one or two sample checks
	financial year?	be done by MI.
	It was seen from the DPO data that a tota	I of 29 CWSN have been provided home based
	support during the current financial year.	
(vii)	How many parents have been given	Information to be obtained from SPO/
	counseling during the current financial	DPO and to be verified during field visit
	year?	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	Information to be verified on the spot
	be enrolled and actually present in the	with the assistance of VEC/Teachers.
	schools/EGS centres visited by MI?s	
	Data not collected	

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

(i)	The number of clusters targeted district-	Information to be obtained from SPO
	wise and the number model cluster	and to be updated from the DPO. Spot
	schools actually made functional during	verifications be done in sample of EBB
	the current financial year.	by MI.
	the current financial year. The NPEGEL programme is not applicable in the	•

(!!)	The terret much an of additional	The superior is the stational forms the
(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	such as completed, work in progress and
	etc ?	works not started . Samlle spot
		verification be done by MI with help of
		local VEC and women's groups.
	The NPEGEL programme does not exist in the di	
(iii)	Whether model clusters in the districts	
()	have been provided with gender	
	sensitize teaching learning materials	•
	vocational training, bridge courses,	
	gender sensitization to teachers and	
	additional efforts to mobilize community	-
	and women's groups in favour of girls	
	education?	
	The NPEGEL programme does not exist in the dis	strict.
(iv)	Whether funds have been released for	Information to be obtained from the SPO
	NPEGEL programme in time and district-	to be updated from DPO visited by MI.
	wise quantum of funds and date of	
	release of funds?	
	The NPEGEL programme does not exist in the di	strict
(v)	a.Whether a district gender coordinator	To be ascertained from DPO with District
	is in Position?	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	To be ascertained from DPO with District
	progress in girls education interventions,	Gender Coordinator. A copy of monitoring
	has been developed in State SSA	format be enclosed in Report.
	programme and with what periodicity is	Information to be taken from SPO.
	it reviewed?	
	We could not get the details from the DPO .	

(vi)	The number of ECCE centers operational	Information to be obtained from the SPO
	under Innovation Head funds (RS. 15	to be updated at DPO level. The actual
	lakha for girls education) and /or	implementation to be verified in field
	NPEGEL, district wise?	visits by MI.
	There are a total of 1148 ECCE centres operation	hal under innovation head in the district.
(vii)	Whether the State has prescribed any	Information to be obtained from
	monitoring format for this activity and	SPO/DPO. Copy of the format to be
	the frequency with which the information	obtained and enclosed with a report of
	is furnished to SPO?	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	Information to be obtained from SPO
	and block-wise and the number of KGBV	office and to be updated from DPO in
	operational during the current financial	respect of districts visited by MI. Sample
	year.	cheek by MI in the field visit.
	KGBV programme is not applicable in the distri	ct, so it is not introduced in the AWP & Budget
	2008-09 of the district.	
(ii)	The number of KGBV in the State in	Information to be obtained from the SPO
	respect of which land have been	office and to be updated from DPO in
	identified, district wise.	respect of district visited by MI.
	KGBV Programme does not exist in the district.	
(iii)	Whether the State has drawn up any	To be obtained from SPO and verified
	detailed guidelines for running the KGBV	from DPO/KGBV visited by MI.
	schools.	
	KGBV programme does not exist in the district.	
(iv)	The number of KGBV in respect of which	Information to be obtained from SPO
	all formalities for construction have been	office and to be updated from DPO in
	completed.	respect of districts visited by MI.
	KGBV programme does not exist in the district.	
(v)	The number of posts sanctioned for the	To be obtained from DPO and to be
	KGBV (teachers and other staff) in the	verified in respect of KGBV visited by MI.
	district and the present position of filling	
	up of these posts.	
	KGBV programme does not exist in the district.	

(vi)	The number of students admitted in the	To be obtained on the spot in respect of
	KGBVs started in the district.	KGBV visited by MI.
	KGBV programme does not exist in the district.	
(vii)	The details of facilities available such as	To be obtained on the spot in respects of
	furniture, bedding meals to be verified by	KGBV visited by MI.
	MI in respects of KGBV visited.	
	KGBV Programme does not exist in the district.	
(k) District Information System for Ed	ucation (DISE):
(i)	Whether EMIS set up in each district of	Information to be obtained from the SPO
	the State /UT and whether requisite	office and to be updated from DPO of the
	computers and computer operators have	district visited by MI.
	been put in position ?	
	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	
(ii)	What is the time schedule drawn up by	To be obtained from SPO and cross
	the State /UT for DISE/EMIS for the	checked in districts whether they have
	current year?	received such instructions and are
		adhering to it . If not , give reasons for
		delay /deviation. To be checked from
	15 December 2000 was the time schedule draw	districts visited by MI.
(!!!)	15, December, 2008 was the time schedule draw	Information to be obtained from DPO and
(iii)	Whether data capture format have been	to be verified from teachers of the
	supplied to all schools latest by August?	schools visited by MI.
	It was noticed that the Data canture format ha	ve been supplied late in October 2008 to all
	schools.	
(iv)	Whether any training has been imparted	Information to be obtained from DPO and
	to the teachers for filling up data in the	to be verified from teachers of the
	data capture format? If so when,	schools visited by MI.
	duration where was the training held?	
	One day training on 15 October, 2008 at clust	er level has been imparted to the teachers for
	filling up data in the data capture format.	

been given task of verifying 5% of the SPO/DPO and cro	
	oss checked during the
data collected? Have they been oriented Field visit by M	II to BRCs/CRCs and
/trained for this? If so when? How are schools.	
they discharging this responsibility? Has	
the SPO also engaged independent/third	
party to verify the data ? If so, please	
give details, including findings?	
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 Information to be	obtained from DPO and
by the DPO passed on to the State well in SPO.	
time i.e. by November?	
The data collected and complied by the DPO passed on to the state la	ate in December 2008.
(vii) Is there an MIS in charge at State level? Information to be	obtained from SPO.
Is he fully conversant with needs of SSA	
in MIS? How many workshops/trainings	
has he attended in GOI/NIEPA?	
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 Information to be	obtained from SPO and
undertaken during the current financial to be updated from	m DPO.
year district-wise and the actual number	
of research sanctioned.	
It was reported that, a total of 6 Research studies are sanctioned of	during the current financial
year. Research subjects and other details we could not get from the D	PO.
(ii) The number of studies sanctioned in the Information to be	obtained from the SPO
previous calendar year and the number and to be updated	l from the DPO.
of them completed.	
It was reported that a total of 6 studies were sanctioned in the prev	ious calendar year and out
of 6 studies 5 studies were completed.	

(iii)	Is there a Research /Evaluation in-	Information to be obtained from SPO.
()	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?	
	One Research Assistant has been appointed for I	Research and Evaluation activity at DPO.
(m) Functioning of the VEC/SMC:	,
(i)	The total number of village/school	Information to be obtained from the SPO
(1)	level/management committees	and to be updated from DPO.
	CONSTITUTED DISTRICT-WISEZ	
	constituted, district-wise?	715 VECs and 200 SMCs are constituted in the
	It was seen from DPO data that, a total of	715 VECs and 290 SMCs are constituted in the
(ii)	It was seen from DPO data that, a total of district.	
(ii)	It was seen from DPO data that, a total of district. A copy of the guidelines on delegation of	Information to be collected from the
(ii)	It was seen from DPO data that, a total of district. A copy of the guidelines on delegation of powers to VEC/SMC and whether these	Information to be collected from the SPO/DPO and to be verified from the
(ii)	It was seen from DPO data that, a total of district. 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.
(ii)	It was seen from DPO data that, a total of district. A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC? A copy of guidelines on delegation of powers to	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI.
	It was seen from DPO data that, a total of district. A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC? A copy of guidelines on delegation of powers to who is the headmaster of these particular school	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI. the VEC is given to the secretary of each VEC, s and it was available with the headmaster.
(ii) (iii)	It was seen from DPO data that, a total of district.A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?A copy of guidelines on delegation of powers to who is the headmaster of these particular schoolGuidelinesgivenonadequate	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI. • the VEC is given to the secretary of each VEC, s and it was available with the headmaster. Information to be collected from the
	It was seen from DPO data that, a total of district. A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC? A copy of guidelines on delegation of powers to who is the headmaster of these particular school Guidelines given on adequate representation to women in VEC/SMC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI. The VEC is given to the secretary of each VEC, and it was available with the headmaster. Information to be collected from the SPO/DPO and to be verified from the
	It was seen from DPO data that, a total of district.A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?A copy of guidelines on delegation of powers to who is the headmaster of these particular schoolGuidelinesgivenonadequate	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI. • the VEC is given to the secretary of each VEC, s and it was available with the headmaster. Information to be collected from the

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	Information to be obtained from VEC and
	the guidelines and the actual dates of	verified on the basis of records, in
	meeting of the committee during the six	villages/schools visited by MI.
	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?	
		ols, in 12 schools (22.64%) VEC meetings were etings were conducted bimonthly, in 12 schools
		was found that in 17 schools, (7.94%) VECs
		n 5 Schools (795 %) we could not get the
		in 63 schools were 639 and out of them, 308
	(48.20 %) were attending the meeting regularly.	
(v)	Whether members of the VEC have been	Information to be collected from the
	oriented and the percentages of the	
	members oriented? When these	VEC/SMC during the Field visit by MI.
	trainings were held? Who conducted the	
	trainings? What is the VECs perception of	
	the trainings?	
	-	
	It was reported that, the members of the VECs	have been oriented in October and November
		have been oriented in October and November nized at the cluster level. 4 VEC members and 2
		nized at the cluster level. 4 VEC members and 2
(vi)	2008. 2 days orientation programmes were orga	nized at the cluster level. 4 VEC members and 2
(vi)	2008. 2 days orientation programmes were orgate teachers from the respective school were invited	nized at the cluster level. 4 VEC members and 2 d for this orientation.
(vi)	2008. 2 days orientation programmes were orgate teachers from the respective school were invited The contribution made by VEC in	nized at the cluster level. 4 VEC members and 2 for this orientation. Information to be obtained from VEC and
(vi)	2008. 2 days orientation programmes were orgate teachers from the respective school were invited. The contribution made by VEC in improving the environment of the school,	nized at the cluster level. 4 VEC members and 2 for this orientation. Information to be obtained from VEC and verified on the basis of records by MI
(vi)	2008. 2 days orientation programmes were orgate teachers from the respective school were invited The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	nized at the cluster level. 4 VEC members and 2 for this orientation. Information to be obtained from VEC and verified on the basis of records by MI
(vi)	2008. 2 days orientation programmes were orgate teachers from the respective school were invited The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It is seen from the field data that, out of 63s	Inized at the cluster level. 4 VEC members and 2 for this orientation. Information to be obtained from VEC and verified on the basis of records by MI during field visits.
(vi)	2008. 2 days orientation programmes were orgate teachers from the respective school were invited The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It is seen from the field data that, out of 63s	nized at the cluster level. 4 VEC members and 2 d for this orientation. Information to be obtained from VEC and verified on the basis of records by MI during field visits.
(vi) (vii)	2008. 2 days orientation programmes were orgate teachers from the respective school were invited The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It is seen from the field data that, out of 63s contribution in improving the environment. In 38	nized at the cluster level. 4 VEC members and 2 d for this orientation. Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	2008. 2 days orientation programmes were orgate teachers from the respective school were invited The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It is seen from the field data that, out of 63s contribution in improving the environment. In 38 improving the enrolment. Whether VEC is maintaining proper record of funds received by them.	 Inized at the cluster level. 4 VEC members and 2 Information to be obtained from VEC and verified on the basis of records by MI during field visits. chools, in 42 schools (66.67%) VEC has made schools (60.32%) VEC has made contribution in Information to be obtained on scrutiny of records of VEC and to be cross-checked

(viii)	Is there any programme officer in-charge	Information to be obtained at SPO level.
	for Community mobilization/	See formats and record of SPO
	participation at SPO level? Is the person	
	aware of his/her role? What types of	
	monitoring or capacity building is done?	
	There is an incharge programme officer for Com	munity mobilization at DPO.
(r	n) Staffing at State and District Level	:
(i)	The total number of staff sanctioned	Information to be obtained from SPO.
	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?	
	Data not collected.	
(ii)	The number of meetings of the General	Information to be obtained from SPO and
	Body and EC held during the pervious	verified from their records.
	financial year?	
	Data not collected.	
(iii)	The total number of staff sanctioned	Information to be obtained from SPO and
	category wise in the district office and	verified at DPO at level in districts
	the number in position and action taken	visited by MI.
	to fill up the vacancies?	
	It was found that all sanctioned posts were filled	up in the district.

(iv)	The number of BRCs /CRCs sanctioned	Information to be obtained from SPO/
	Staffing position and action taken to fill	DPO and to be verified in respect of
	vacancies?	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 de	own 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 schoolInformation to be obtained from thefunctioned during the last academicSchool records.year?
	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 Information to be recorded on the basis
	environment, good buildings, of observation.
	playgrounds, good classrooms with
	proper flooring, roof and windows?
	Whether the classrooms have proper
	lighting?
	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	Information to be recorded on the basis	
	arrangement for children, a black board,	of observation	
	TLM materials?		
	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. blackboards in 54 (85.71%) schools were in good condition and in 9 schools (14.28%) wer poor condition. Out of 63 schools, 41 schools (65.08%) have displayed TLM on the classro walls and children were using TLM. But in 22 schools (34.92%) no TLM was found.		
(iv)	Whether health camp facility was made Information to be recorded on the b		
	available to the children during the	of school records.	
	previous six months?		
	Out of 63 schools, 61 schools (96.83%) have	ve 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	Information to be recorded on the basis	
	material for the children? Is it used?	of observation	
	Out of 63 schools, 34 schools (53.97%) have a	dequate play material and 28 schools (44.44%)	
	were using play material.		
(vi)	If there is low attendance the reasons for	Information to be obtained from the	
	the same?	teachers/ VEC.	
	Total enrollment of the schools visited was 11327 (Boys 5816, Girls 5511) and the attendan the day of the visit was 88.59%. The percentage of boys was around 86% and the percent of girls was around 92% .		
(vii)	Steps taken to promote attendance by	Information to be obtained from the	
	the school and by the VEC/SMC/PTA etc?	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	Information to be recorded on the basis	
	the achievement level of students?	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		
1			
	semester.		

(ix)	Whether continuous and comprehensive	Information to be recorded on the basis
	evaluation and grading system has been	of school records.
	introduced for students?	
	We did not find the application of continuous	and comprehensive evaluation system in any
	school. Grading system has not been introduced	I 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 ob-	served that, achievement level of children in 8
	schools (12.70%) was good, in 43 schools (68.2	5%) it was average and in 12 school (19.04 %)
	it was poor.	
(xi)	The rapport of the children with the	Assessment on the basis of observation
	teachers?	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	Information to be recorded on the basis
	over age children if so, their number and	of school records and observations.
	percentage?	
	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	To be ascertained from teachers / VEC
	dropped out of the school during the	schools records.
	previous six months. Whether they are	
	continuing their studies in any private	
	schools?	
	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	
(xiv)	The number of children who have been	
(xiv)	The number of children who have been	Information to be obtained on the basis
(xiv)	The number of children who have been retained in the same class from the	Information to be obtained on the basis of school records and discussion with
(xiv)	The number of children who have been retained in the same class from the previous academic year and their	Information to be obtained on the basis of school records and discussion with teachers.
(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.
(xiv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise? A total of 63 schools were visited during the michildren same in the class from previous academ	Information to be obtained on the basis of school records and discussion with teachers.

(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% precent 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 intervation 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 (ii) Page no. 238.

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 74.

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 77

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 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.

There is 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.

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.

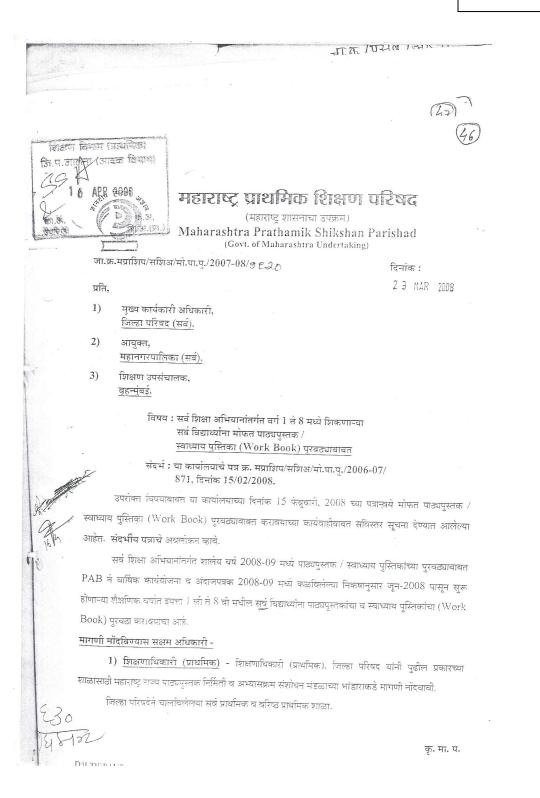
8. Annexure 8 - National programme for education of girls at Elementary level (NPEGEL)

(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.

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 87.



ज्यांना शिक्षणाभिकारी (प्रार्थामक). जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खाः अनुदानित अथवा अंशतः अनुदानित प्रार्थामक व वरिष्ठ प्रार्थामक शाळा.

- 2 -

जिल्हा परिषदेने चालविलेल्या आणि ज्यात ने 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 अंशत: अनुदा खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / वालकामगारांसाठी चालविलेल्या शाळा.

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

जिल्हा परिषद क्षेत्रात चार्लावलेल्या अनुदानित खाजगी आश्रम शाळेतील विद्यार्थ्यांपैकी मुली आणि अनुस् जाती-जमातींची 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 निरोक्षक, दक्षिण / उत्तर / परि विभाग, बृहन्मुंबई यांचे कार्यक्षेत्रातील सर्व अनुदानित अथवा अंशतः अनुदानित माध्यमिक शाळा यांचेकरीता मा नोंदवावी. (जिल्हा परिषदांची मागणी शिक्षणाधिकारी (प्राथ.) यांचे मार्फत प्राथ. व माध्यमिक / जिल्ह मागणी एकत्रितपणे नोंदवावी).

 3) शिक्षणाधिकारी / प्रशासन अधिकारी / शिक्षण प्रमुख, महानंगरपालिका / शिक्षण मंडर महानगरपालिकने चार्लविलेल्या सर्व प्रार्थामक व वरिष्ठ प्रार्थामक शाळा.

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

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शालय वर्ष 2008-09 या वर्षात उयत्ता । सां त 8 वो या वर्गातील शिक्षण घेत असलेल्या विद्यार्थ्यांना राज्य शासनाच्या योजनेतर्गत - 103 विकास गटातील विद्यार्थी, पुस्तक पंढी योजनेतील लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुर्रावण्यात येत असलेले विद्यार्थी वगळून उर्वीरत सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा कगवयाचा आहे.

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संचालक. महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पुस्तकांची मागणी नॉर्वावनाना या कार्यालयांचे पत्र क. गप्राशिप संशाअ/मोपापु/2007-08/871, दिनांक 15 फेन्नुवारी, 2008 चे पत्रासांवन जोडण्यान आलंख्या 1 ते 7 प्रपत्रात इयत्ता 1 ते 8 माध्यम निहाय विद्यार्थी संख्या सोबत जोडलेल्या प्रपत्रात सादर करावी व त्यानुसार संचालक. महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'वालभारती', पुणे यांचेकडे पाठ्यपुस्तक / स्वाध्याय पुस्तिकेसाठी मागणी नोंदविण्यात यावी.

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

> (सही/-) राज्य प्रकल्प संचालक,

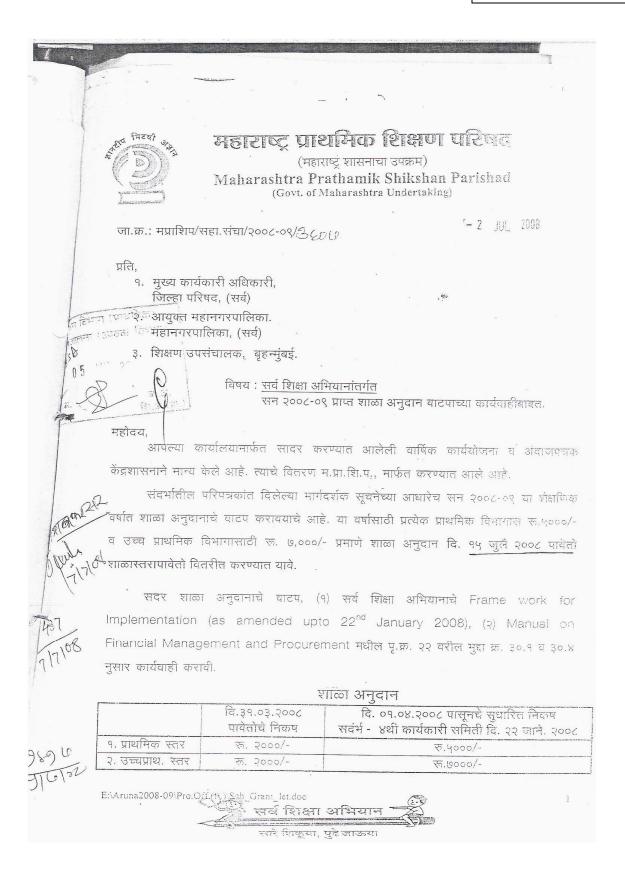
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Annexure – 3 (i)



वर्ग 9 ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग 9 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 रू.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रू.७,०००/- वितरीत करावे मात्र तो निधी रू.५,०००/- प्राथमिक शाळा व रू.७.०००/- उच्च ,% प्राथमिक शाळा अशा स्वतंत्र शिर्षांतर्गत 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 रू.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.

राज्य प्रकलप संचलिक

म.प्रा.शि:प., मूंबई.

प्रत माहितीसाठी :-

- शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-9
- २) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

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

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9



Awareness Campaign for Enrolment (Bhandara)



(S) SECOND HALF YEARLY MONITORING REPORT OF MID-DAY MEAL SCHEME 01-02-2009 TO31-07-2009

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.	REGULARITY IN SERVING MEAL:	Students, Teachers & Parents		
	Whether the school is serving hot			
	cooked meal daily? If there was			
	interruption, what was the extent			
	and reasons for the same?			
	A total of 63 schools were visited during 02-05 March 2009, almost all schools			
	(100%) were serving hot cooked meal of	daily. Interruption was noticed due to delay in		
	receipt of food grains in 4 schools (6.35	5 %) and these schools were from Bhandara,		
	Lakhani and Mohadi blocks of the distr	rict. It was noticed that, 01 school in Lakhani		
	block namely ZPPS Jevnala had one of	r 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.	TRENDS :School level registers, MDM RegistersExtent of variation (As per school records vis-à-vis Actual on the day of visit)School level registers, MDM RegistersHead 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	REGULARITY IN DELIVERING	School level registers, MDM Registers		
	FOOD GRAINS TO SCHOOL LEVEL:	Head Teacher, School level MDM		
	(i) Is school receiving food	functionaries		
	grains regularly? If there is			
	delay in delivering food grains,			
	what is the extent of delay and			
	reasons for the same?			

A REG (ii) mont main Dema one m (iii) 1 at the It was A REG (i) I cost there cooki of de Most	d to vary from 3 to 15 days in Jul lar supply from the Tahasil head of t particular area. Is buffer stock of one- h's requirements is tained? nd of requirement was made in a nonth was found in any school. Is the food grains delivered e school? s reported that the food grains wer ULARITY IN DELIVERING KING COST TO SCHOOL	Head Teachers, School level MDM functionaries		
4 REG (ii) mont main Dema one m (iii) i at the It was 4 REG (i) I cost there cooki of de Most	lar supply from the Tahasil head of t particular area. Is buffer stock of one- h's requirements is tained? nd of requirement was made in a nonth was found in any school. Is the food grains delivered a school? For the food grains were ULARITY IN DELIVERING KING COST TO SCHOOL L: s school receiving cooking in advance regularly? If is delay in delivering	School level registers, MDM Registers Head Teachers, School level MDM functionaries advance by each school, but no buffer stock of School level registers, MDM Registers Head Teachers, School level MDM functionaries re delivered at the school. School level registers, MDM Registers Head Teachers, School level MDM		
d that (ii) mont main Dema one m (iii) at the It was 4 <u>REG</u> (i) I cool LEVE (i) I cost there cook of de Most	t particular area. Is buffer stock of one- h's requirements is tained? nd of requirement was made in a nonth was found in any school. Is the food grains delivered e school? Freported that the food grains were ULARITY IN DELIVERING KING COST TO SCHOOL L: s school receiving cooking in advance regularly? If a is delay in delivering	School level registers, MDM Registers Head Teachers, School level MDM functionaries advance by each school, but no buffer stock o School level registers, MDM Registers Head Teachers, School level MDM functionaries re delivered at the school. School level registers, MDM Registers Head Teachers, School level MDM functionaries re delivered at the school. School level registers, MDM Registers Head Teachers, School level MDM		
4 REG (ii) mont main Dema one m (iii) 1 at the It was 4 REG (i) I cost there cook of de Most	Is buffer stock of one- h's requirements is tained? nd of requirement was made in a nonth was found in any school. Is the food grains delivered e school? The school? CING COST TO SCHOOL L: s school receiving cooking in advance regularly? If a is delay in delivering	Head Teachers, School level MDM functionaries advance by each school, but no buffer stock o School level registers, MDM Registers Head Teachers, School level MDM functionaries re delivered at the school. School level MDM School level registers, MDM Registers Head Teachers, School level MDM		
4 REG (iii) 1 at the It was 4 REG (i) 1 cost there cook of de Most	h's requirements is tained? nd of requirement was made in a nonth was found in any school. Is the food grains delivered a school? S reported that the food grains were ULARITY IN DELIVERING KING COST TO SCHOOL L: s school receiving cooking in advance regularly? If a is delay in delivering	Head Teachers, School level MDM functionaries advance by each school, but no buffer stock o School level registers, MDM Registers Head Teachers, School level MDM functionaries re delivered at the school. School level MDM School level registers, MDM Registers Head Teachers, School level MDM		
one m (iii) i at the It was 4 REG COOI LEVE (i) I cost there cooki of de Most	nonth was found in any school. Is the food grains delivered e school? The reported that the food grains were ULARITY IN DELIVERING KING COST TO SCHOOL L: s school receiving cooking in advance regularly? If is delay in delivering	School level registers, MDM Registers Head Teachers, School level MDM functionaries re delivered at the school. School level registers, MDM Registers Head Teachers, School level MDM		
(iii) i at the It was 4 <u>REG</u> (COOI <u>LEVE</u> (i) I cost there cook of de Most	Is the food grains delivered e school? The reported that the food grains were ULARITY IN DELIVERING (ING COST TO SCHOOL L: s school receiving cooking in advance regularly? If a is delay in delivering	HeadTeachers,SchoollevelMDMfunctionariesre delivered at the school.Schoollevelregisters,MDMRegistersHeadTeachers,SchoollevelMDM		
at the It was A <u>REG</u> <u>COOI</u> <u>LEVE</u> (i) I cost there cook of de Most	e school? reported that the food grains were ULARITY IN DELIVERING KING COST TO SCHOOL L: s school receiving cooking in advance regularly? If a is delay in delivering	Head Teachers, School level MDN functionaries re delivered at the school. School level registers, MDM Registers Head Teachers, School level MDN		
It was A <u>REG</u> <u>COOI</u> <u>LEVE</u> (i) I cost there cooki of de Most	s reported that the food grains wer ULARITY IN DELIVERING KING COST TO SCHOOL L: s school receiving cooking in advance regularly? If a is delay in delivering	functionaries re delivered at the school. School level registers, MDM Registers Head Teachers, School level MDM		
4 <u>REG</u> <u>COOI</u> <u>LEVE</u> (i) I cost there cooki of de Most	ULARITY IN DELIVERING (ING COST TO SCHOOL L: s school receiving cooking in advance regularly? If is delay in delivering	re delivered at the school. School level registers, MDM Registers Head Teachers, School level MDM		
4 <u>REG</u> <u>COOI</u> <u>LEVE</u> (i) I cost there cooki of de Most	ULARITY IN DELIVERING (ING COST TO SCHOOL L: s school receiving cooking in advance regularly? If is delay in delivering	School level registers, MDM Registers Head Teachers, School level MDM		
COOI LEVE (i) I cost there cooki of de Most	KING COST TO SCHOOL L: s school receiving cooking in advance regularly? If is delay in delivering	Head Teachers, School level MDM		
LEVE (i) I cost there cooki of de Most	<u>L:</u> s school receiving cooking in advance regularly? If is delay in delivering			
(i) I cost there cook of de Most	s school receiving cooking in advance regularly? If is delay in delivering	functionaries		
cost there cook of de Most	in advance regularly? If is delay in delivering			
there cook of de Most	is delay in delivering			
cook of de Most				
of de Most	na costm what is the extent			
Most	-			
	of delay and reasons for it?			
arter	Most of the schools (92.06 %) did not receive cooking cost in advance. It is received after 2/3 months.			
(ii) I	n case of delay, how schools	School level registers, MDM Registers		
mana	ge to ensure that there is no	Head Teachers, School level MDM		
disru	ption in the feeding	functionaries		
prog	ramme?			
The s	The school head masters bought things on credit from the local shopkeeper and			
mana	managed to ensure the feeding programme to be continued.			
(iii) 1	s cooking cost paid by Cash	School level registers, MDM Registers		
or th	rough banking channel?	Head Teachers, School level MDM		
		functionaries		
The c	ooking cost was paid through bank	king channel.		

5.	SOCIAL EQUITY :	Observations	
	Did you observe any gender or		
	caste or community		
	discrimination in cooking or		
	serving or seating arrangements?		
	No discrimination of any kind was observed	ved in any school.	
6.	VARIETY OF MENU :	Observations and discussion with	
	(i) Has the school displayed its	children, teachers, parents,VEC	
	weekly menu, and is it able to	members, Gran Panchayat members	
	adhere to the menu displayed?	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	Observations and discussion with	
	includes rice/ wheat preparation,	children teachers, parents, VEC	
	dal and vegetables?	members, Gram Panchayat members	
	and cooks.		
In 60 schools (95.24 %), varieties in preparation of meal was four		paration of meal was found.	
8.	QUALITY & QUANTITY OF MEAL :	Observations of Investigation during	
	Feedback from children on	MDM service	
	(a) Quality of meal :		
	In 55 schools (87.30%) quality of meal	2	
	(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	Observations of Investigation during	
	Please give reasons and	MDM service	
	suggestions to improve.		
1	The children reported that they were ha		

9.	SUPPLEMENTARY :	Teachers, Students, School Record	
	(i) Whether children are given		
	micronutrients (Iron, folic acid,		
	vitamin- A dosage) and de-		
	worming medicine periodically?		
	The district was found to perform inad	equately in terms of giving micronutrients and	
	deworming medicines periodically. Ir	50 schools (79.36%), micronutrients and	
	deforming medicines were given. Out of 63 schools in 48 schools (76.19%) it		
	given yearly		
	ii) Who administers these	Teachers, Students, School Record	
	medicines and at what		
	frequency?		
	In most of the schools, Primary Health	Centre administers these medicines and it was	
	once in a year.		
	(iii) Is there School Health Card	Teachers, Students, School Record	
	maintained for each child?		
	It was noticed from the field data that	t, out of 63 schools, 48 schools (78.20%) have	
	maintained a Health Card for each child.		
10.	STATUS OF COOKS :	Observations and discussion with	
	(i)Who cooks and serves the	children, teachers, parents, VEC	
	meal? (Cook/helper appointed by	members , Gram Panchayat members	
	the Department or Self Help	and cooks.	
	Group, or NGO or Contractor)		
	Out of 63 schools, in 44 schools (69.84	1%) the cook appointed by the VEC and SHG ,	
	cooks and serves the meal. In 19 school	ols (30.16%) member of SHG cooks and serves	
	the meal and in one school peon of tha	t school cooks and serves the meal.	
	(ii) Is the number of cooks and	Observations and discussion with	
	helpers adequate to meet the	children teachers, parents, VEC	
	requirement of the school?	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	Observations and discussion with	
	cooks/helpers?	children, teachers, parents, VEC	
		members , Gram Panchayat members	
		and cooks	
	There seems to be a variation in remu	uneration pattern. Out of 63 schools 2 schools	
gave 25% of the total cost to the cook which included fu		ook which included fuel and remuneration. 2	
	schools gave 100% of the total cost to the cook and 46 schools make p		
	daily wages basis.		
	(iv) Are the remuneration paid to	Observations and discussion with	
	cooks/helpers regularly?	children teachers, parents, VEC	
		members , Gram Panchayat members	
		and cooks	
	It was found that the remuneration wa	s paid very irregularly. Almost all schools get	
	the cooking cost after 2/3 months.		
	(v) Social Composition of cooks	Observations and discussion with	
	/helpers?(SC/ST/OBC/Minority)	children teachers, parents, VEC members , Gram Panchayat members	
		and cooks.	
	In 36 schools (57.14%), the cook was appointed from the under privileged sec		
	of the society.		
11.	INFRASTRUCTURE :	School records, discussion with	
	<u>Is a pucca kitchen shed – cum -</u>	headteacher, teacher, VEC members, Gram	
	<u>store :</u>	Panchayat members.	
(a) Constructed and in use Out of 63 schools a Pucca Kitchen Shed was available only in 2 schools (
		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 co	onstruction.	
	(d) Sanctioned, but constructed		
	not started		
	No such type of case was found.		
	(e) Not sanctioned		
	Out of 63 schools,61 schools (96.83%)	nave not sanctioned pucca kitchen shed.	

	Any other (specify)	
	Nil	
12.	In case the pucca kitchen shed is Discussion with head teacher, teacher,	
	not available, where is the food VEC, Gram Panchayat members,	
	being cooked and where are the Observation	
	food grains/other ingredients	
	being stored.	
	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%).	
	Whether potable water is -do-	
13.	available for cooking and drinking	
	purpose?	
	Almost all schools have potable water for cooking and drinking .	
14.	Whether utensils used for kind Teachers/Organizer of MDM Programme	
	food are adequate?	
	Almost all schools have adequate utensils for cooking food.	
15.	What is the kind of fuel used? Observation	
	(Gas based/firewood etc.)	
	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.	SAFETY & HYGIENE : 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 Observation	
	wash hands before and after	
	eating	
	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	Observation	
	storage of fuelsafe and not		
	posing any fire hazard?		
	It was seen from the field data that, o	out of 63 schools, in 45 schools (71.73%) the	
	cooking process and storage of fuel v	vas safe and not posing any fire hazard.	
17.	COMMUNITY PARTICIPATION Discussion with head teachers, Extent of participation by Parents /VECs /Panchayats/ Urban bodies in daily supervision, monitoring, participation members.		
	A total of 63 schools visited in the distr	ict. Out of 63 Schools, in 54 schools (85.72%)	
	Parent's and VEC's Supervision and Mo	nitoring found to be good, but Participation in	
	cash or kind was found to be poor.		
18.	Has the mid day meal programme been inspected by any state / district / block level officers/teacher, teachers, VEC, Gram Panc members.		
	district / block level officers/ officials?		
	officials?	92.06%) the Mid-day Meal programme was	
	officials? Out of 63 schools, in 58 schools (92.06%) the Mid-day Meal programme was , head masters and CRC, Block level officials.	
	officials? Out of 63 schools, in 58 schools (, head masters and CRC, Block level officials.	
19.	officials? Out of 63 schools, in 58 schools (inspected regularly, either by teachers	, head masters and CRC, Block level officials.	
19.	officials? Out of 63 schools, in 58 schools (inspected regularly, either by teachers But district and State level inspection IMPACT:	, head masters and CRC, Block level officials. was found to be almost missing.	
19.	officials? Out of 63 schools, in 58 schools (inspected regularly, either by teachers But district and State level inspection IMPACT:	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat	
19.	officials?Out of 63 schools, in 58 schools (inspected regularly, either by teachersBut district and State level inspectionIMPACT:Has the mid day meal improved	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat	
19.	officials?Out of 63 schools, in 58 schools (inspected regularly, either by teachersBut district and State level inspectionIMPACT:Has the mid day meal improvedthe enrollment, attendance of	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat	
19.	officials? Out of 63 schools, in 58 schools (inspected regularly, either by teachers But district and State level inspection IMPACT: Has the mid day meal improved the enrollment, attendance of children in school, general well	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat	
19.	officials?Out of 63 schools, in 58 schools (inspected regularly, either by teachersBut district and State level inspectionIMPACT:Has the mid day meal improvedthe enrollment, attendance ofchildren in school, general wellbeing (nutritional status) of	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat	
19.	officials? Out of 63 schools, in 58 schools (inspected regularly, either by teachers But district and State level inspection <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	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat	
19.	officials? Out of 63 schools, in 58 schools (inspected regularly, either by teachers But district and State level inspection IMPACT: Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools.	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat	
19.	officials?Out of 63 schools, in 58 schools (inspected regularly, either by teachersBut district and State level inspectionIMPACT:Has the mid day meal improvedthe enrollment, attendance ofchildren in school, general wellbeing (nutritional status) ofchildren? Is there any otherincidental benefit due to servingcooked meal in schools.61 schools (96.82%) reported that	, head masters and CRC, Block level officials. was found to be almost missing. School records, discussion with head teacher, teachers, VEC, Gram Panchayat members.	

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	
4			Basic Up-Pri School Bhandara I-VI	
5			Zpps Chandori I-VI	
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		lionau	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		raull	Zpps Khairi (Diwan)	I-IV I-VII
<u> </u>			Zpps Kosra	I-VII I-IV
<u> </u>				V-X
40			Raghute High Schhol Palora N.P.Sakshena Pri School Pauni	I-IV
42 43			Ashti Pri School Pauni Sanjana Urdu Pri School, N.P. Pauni	I-IV I-VII

44		Zpps Pimpalgaon	I-VII
44		Zpps Pimpalgaon	I-IV
45	Sakoli	Zpps Bamhani I-V	
46		Zpps Baroda	I-IV
47		Zpps Dharampuri I-IV	
48		Zpps Gramin Vikas Sagthna Pri School I-IV Ekoda	
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		Sarswati 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 pr	imary and upper Primary):	
(i)	What is the number of schools	Information is to be obtained from the State	
	sanctioned in the current financial	Project	
	year in the state (including spill	office of SSA and to be updated by DPO in	
	over) district wise and how many	respect of the district visited by MI.	
	of them have been opened district		
	wise?		
	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)			
(ii)	Has the land for construction of	Information to be obtained from DPO and	
(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	
(ii)			
(ii)		sample check to be carried on the spot with	
(ii)	the school been identified?	sample check to be carried on the spot with the assistance of VEC/SMC and School	
(ii)	the school been identified? The land for construction is identified for	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.	
(ii)	the school been identified? The land for construction is identified for	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded	
(ii) (iii)	the school been identified? The land for construction is identified for new primary school Tanda Toli was visit	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded	
	the school been identified? The land for construction is identified for new primary school Tanda Toli was visit Kitchen shed was completed.	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded ed. The construction of new school building and	
	the school been identified?The land for construction is identified for new primary school Tanda Toli was visit Kitchen shed was completed.Whether VEC/SMC etc. have	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded ed. The construction of new school building and Information to be obtained from DPO and	
	the school been identified? The land for construction is identified for new primary school Tanda Toli was visit Kitchen shed was completed. Whether VEC/SMC etc. have received any funds for construction	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded ed. The construction of new school building and Information to be obtained from DPO and sample check to be carried on the spot with	
	the school been identified? The land for construction is identified for new primary school Tanda Toli was visit Kitchen shed was completed. Whether VEC/SMC etc. have received any funds for construction of the school.	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded ed. The construction of new school building and Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School	
	the school been identified? The land for construction is identified for new primary school Tanda Toli was visit Kitchen shed was completed. Whether VEC/SMC etc. have received any funds for construction of the school.	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded ed. The construction of new school building and 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 school been identified? The land for construction is identified for new primary school Tanda Toli was visit Kitchen shed was completed. Whether VEC/SMC etc. have received any funds for construction of the school. The Village Education Committee has received	sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. 19 school buildings. During the visit the upgraded ed. The construction of new school building and Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.	

(iv)	Has the construction started and	Information to be obtained from DPO and	
	what is the stage of construction	sample check to be carried on the spot with	
	(foundation, lintel and roofing etc.)	the assistance of VEC/SMC and School	
		Teacher.	
	The construction of 19 school buildings ha	as started, out of which 2 school buildings were at	
	roofing stage and 2 were at lintel stage.		
(v)	Number of Teachers sanctioned for	Information to be obtained from SPO.	
	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?		
	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	Updated information to be obtained from DPO	
	schools in District visited?	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 or	6/3/2009 that, the Teachers have been put in new	
	schools in the district.		
(vii)	In the school visited by MI	To be verified on the spot from the Bank	
	whether one-time grants of Rs20,	passbook of VEC/SMC etc. and expenditure	
	000/-for Teaching and Learning	statement maintained by the school.	
	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?		
	The one time grant of Rs. 20000/- for Teaching Learing 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	Copy of circular / orders to be obtained from	
	issued either by SPO and or DPO	SPO and DPO. A copy of the instructions be	
	for the items to be provided for the	enclosed along with MI report.	
	new school under this grant?		
	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 t	o be unknown about the guidelines.	
(b)	Civil Works:		
(i)	What are the targets (including	Information is to be obtained from SPO	
	spillover) for construction of school	along with district-wise break-up. SPO to	
	buildings, additional classrooms,	furnish item-wise progress: completed	
	drinking water, toilets, BRCs/CRCs	works, works in progress and works not	
	and other items like rain water	started. To be updated at the DPO districts	
	harvesting etc. for the current	being visited by MI.	
	financial year and what is the		
	progress till the previous quarter?		
-	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 o	f new school buildings 2 are at plinth level, 5 are	
	at lintel level,11 are at slab level and 48 a	re at massonary level. Out of 30 additional class	
	rooms, construction of 21 has been starte	d.	
(ii)	Sample check by MI, of civil works in	To be checked on the spot with assistance of	
	a district, so that each category of	VEC/SMC and School Teachers.	
	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.		
		additional classroom was made during the visit. No	
	variance of any between reporting and actu	ial was found.	

(iii)	Whether SMC/VEC has been trained	To be verified on the spot with assistance of
	by technical persons for execution of	VEC/SMC and School Teachers (sample as in
	civil work?	(ii) above) .
	It was found that the VEC has been train	ned by the technical person for execution of civil
	work.	
(iv)	Whether community manual for civil	To be verified on the spot with assistance of
	works has been prepared and is	VEC/ SMC and School Teachers (sample as
	available with VEC/SMC?	in (ii) above).
	Community Manual for the civil works has been prepared by SIS and it was availa	
(v)	In the school building being	To be verified on the spot with assistance of
	constructed (new school as well as	VEC/ SMC and School Teachers (sample as
	building less schools), whether a	in (ii)above)
	ramp is being constructed?	
	It was seen that a ramp is being constructed	d in new school building.
(vi)	Is VEC/ SMC keeping a separate	By physical verification by the MI in respect
	account of funds and materials for	of construction sites visited (sample as in
	construction?	(ii)above).
	It is noticed that the VEC is keeping a separ	ate account of funds and materials.
(vii)	Who is designated for Technical	To be obtained from the SPO/DPO and then
	Supervision for civil works? What	verified on the field with VEC/SMC and
	level (Block/ District/ Sub-District)?	School Teachers. (sample as in (ii)above).
	Executive Engineer at district Level and Jun	ior Engineer at Block level are designated for
	technical supervision of civil works.	
(viii)	The number of times the technical	To be verified on the spot with assistance of
	person visited the construction site	VEC/ SMC and School Teachers (sample as in
	and guided the construction process?	(ii)above).
	Did he visit at the foundation stage,	
	lintel and roof stage?	
	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	Status to be obtained from SPO updated at
	Swajaldhara and Total Sanitation	DPO in districts visited by MI. To be verified
	Campaign (TSC) taking place in	on the spot with assistance of VEC/SMC and
	respect of drinking water facilities	school Teachers (sample as in (ii) above)
	provided in the schools visited by	
	MI? The quantum of funds utilized	
	from Swajaldhara and TSC and SSA	
	in the sites visited?	
	It was reported that there is no convergence	e with Swajaldhara in respect of school drinking
	water facilities.	
(x)	Whether construction of drinking	To be verified on the spot with assistance of
	water facilities in schools is being	VEC/ SMC and School Teachers (sample as in
	carried out by a specialized Agency	(ii) above) .
	or VEC/SMC?	
	It was reported that there is no convergence	e with Swajaldhara in respect of school drinking
water facilities.		
(xi)	Is there any convergence with Total	Status to be obtained from SPO updated at
	Sanitation Campaign (TSC) taking	DPO in districts visited by MI. To be verified
	place in respect of toilet facilities in	on the spot with assistance of VEC/SMC and
	the schools? The quantum of funds	School Teachers (sample as in (ii) above).
	available from TSC and SSA in the	
	sites visited?	
		ith Total Sanitation Campaign and a good quantum
(xii)	It was reported that there is convergence w	
(xii)	It was reported that there is convergence w of funds is available from TSC. Details we d	could not get from the DPO.
(xii)	It was reported that there is convergence w of funds is available from TSC. Details we of What is MI's impression of quality construction in sites visited by MI?	could not get from the DPO. To be assessed on the spot. (sample as in

(xiii)	Is there a civil works in charge at	Status to be obtained from SPO and to be
		verified from school visited by MI
	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?	
	There is a civil works in charge at SPO and D	PO level and both are engineering persons . The
	SIS has developed format for the monthly re-	view of progress of civil works. Monthly review
	is taken by the SIS. The Third party Evaluat	ion of Construction work in Gondia district is
	given to Ms P.T. Mase and Associate, Nagpur.	
((c) Textbooks:	
(i)	Total number of children (district-wise)	to Information to be obtained from SPO
	whom free textbooks are distributed	in and to be updated from DPO in respect
	the State with a particular reference	of Districts visited by MI.
	SC/ST/Girls? Which categories of childre	n
	are receiving free textbooks from SS	A
	funds and State Government funds?	
	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 g	irls and 18965 are S.T. girls. All categories of
	children up to the 8 th standard in the state ar	d the district visited received free text books
	from SSA funds .	
(ii)	When were the textbooks actual	ly Information is to be obtained from DPO
	received and distributed in the distric	? of district visited by MI. A copy of the
	Any instruction /Circulars received fro	m circular/instructions issued by SPO to
	the SPO office in this respect?	DPO in this respect be enclosed along
		with the Monitoring Report.
-	The District has received textbooks from Divis	sional Text Book Bureau, mostly between 24 April
	2008 and 15 May 2008 in a phased mann	er and the district has distributed it in the same
	manner to the Blocks. Instruction/circulars we	re given from the SPO office in this respect and it
	was available with DPO.	
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(iii)	Is there any delay in distribution of the	To be verified in the schools/EGS/AIE	
	textbooks (textbooks are to be distributed	centres visited by MI. Reasons for delay	
	within one month of opening of the	be verified at DPO and SPO by MI.	
	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.		
	During the academic year 2008-09, the schools in	Gondia district opened on 26 th June 2008. It	
	was noticed form the sampled schools visited (5%	6) 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	To be verified in the schools/EGS/AIE	
	distributed for all subjects and for all	centres visited by MI. Reasons for non	
	classes and to all eligible children?	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	Information to be obtained from SPO	
	primary and upper primary to whom	office and to be updated from the DPO	
	school grants are approved for the current	in districts visited by MI. A copy of the	
	financial year? Have these funds released	guidelines is to be enclosed with the	
	to the districts if so when (the school	Monitoring Report.	
	grants are to be received by the school		
	within two months of opening)? Whether		
	any guidelines have been issued to the		

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.

schools on how to utilize this grant?

(ii)	Whether the DPO has released funds for	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.
	schools to whom releases have been	
	made? Has DPO circulated guidelines to	
	the school level for utilization of the	
	school grant?	
	The DPO has released funds for school @ Rs.	. 5000/- for primary and Rs. 7000/-for upper
	Primary schools through development blocks on	
	school /VEC accounts. A total of 1567schools h	
	utilization of the same.	
(iii)		Information to be obtained from DPO of
()		districts visited by MI.
	for what purpose and what is the amount	
	utilized?	
	It was reported that the DPO has not made any	centralized purchases for schools out of school
	grant.	
(iv)	-	To be verified on the spot from the
	grants by school/VEC and the utilization	passbook and expenditure statement
	of the grants. Whether there was any	maintained by school/VEC.
	delay in receipt of grants?	
	Out of the 61 schools visited it was found that, 19	9 schools (31.15%) have received this grant in
	September 2008, and 19 schools(31.15%) have	
	12,Schools(19.67%) have received in November	2008.
(v)	Utilization details (percentage of	To be verified on the spot from the
		passbook and expenditure statement
	school grants received by the	maintained by school/VEC.
	school/VEC.	
	It was noticed that most of the schools have uti	ilized last year's grant for school stationery,
	furniture, Table, Chairs, Cup-boards, School equ	, 2
	plantation, Black board painting, Electricity bills, F	
	the school building.	

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned	Information is to be obtained from
	district- wise under SSA in primary and upper	SPO and to be updated in DPO in
	primary schools and the number of Teachers in	respect of districts visited by MI
	position therein?	
	It was reported that there are no additional teach	ers against PTR sanctioned under SSA in
	primary or upper primary schools in the district.	
(ii)	What is the mode of recruitment of the	Information is to be obtained from
	teachers and the level/authority (DPO/VEC	SPO and to be updated in DPO in
	etc), which recruits the teachers? What is the	respect of districts visited by MI.
	procedure followed in the recruitment of	
	teachers?	
	The appointment of teachers whenever required is ma	de at the district level. For the recruitment
	of the teachers an advertisement is given in state leve	l 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 cand	idates are called for interviews and on the
	basis of performance in written and oral interview se	lection is made.
(iii)	Noture of experiment of teachars is	
	Nature of appointment of teachers i.e.	Information is to be obtained from
()	whether it is a regular appointment or	
	whether it is a regular appointment or	SPO and to be updated in DPO in respect of districts visited by MI.
("")	whether it is a regular appointment or contract basis?It was reported that the appointment of the Para tead are on regular basis.	SPO and to be updated in DPO in respect of districts visited by MI.
(iii) (iv)	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. If VEC/ Panchaynt etc. is empowered to make 	SPO and to be updated in DPO in respect of districts visited by MI.
	whether it is a regular appointment or contract basis?It was reported that the appointment of the Para tead are on regular basis.If VEC/ Panchaynt etc. is empowered to make decentralized recruitment of teachers	SPO and to be updated in DPO in respect of districts visited by MI.
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. If VEC/ Panchaynt etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have 	SPO and to be updated in DPO in respect of districts visited by MI. chers is made on contract basis and others To be ascertained from DPO and
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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 	SPO and to be updated in DPO in respect of districts visited by MI. chers is made on contract basis and others To be ascertained from DPO and
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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 	SPO and to be updated in DPO in respect of districts visited by MI. chers is made on contract basis and others To be ascertained from DPO and
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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? 	SPO and to be updated in DPO in respect of districts visited by MI. chers is made on contract basis and others To be ascertained from DPO and VEC.
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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? It was told that the VEC/ Panchayat is not empowered 	SPO and to be updated in DPO in respect of districts visited by MI. chers is made on contract basis and others To be ascertained from DPO and VEC.
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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? 	SPO and to be updated in DPO in respect of districts visited by MI. there is made on contract basis and others To be ascertained from DPO and VEC.
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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? It was told that the VEC/ Panchayat is not empowered 	SPO and to be updated in DPO in respect of districts visited by MI. there is made on contract basis and others To be ascertained from DPO and VEC.
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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? It was told that the VEC/ Panchayat is not empowered 	SPO and to be updated in DPO in respect of districts visited by MI. there is made on contract basis and others To be ascertained from DPO and VEC.
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the Para tead are on regular basis. 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? It was told that the VEC/ Panchayat is not empowered 	SPO and to be updated in DPO in respect of districts visited by MI. there is made on contract basis and others To be ascertained from DPO and VEC.

(v)	In respect of the schools visited by MI, the	Information is to be obtained from
	number of teachers sanctioned for the	the school and from the VEC. The list
	schools, the number of teachers in position,	of the names of teachers absent and
	the number of teachers present in the school	
	on the day of visit, the names of the teachers	must be given in the report.
	absent on the day of visit. Whether any	
	teacher is habitual absentee?	
	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	f 331 teachers (231 Male, 100 female) 308
	teachers, (93.05%) were present and 23 (7.87%) tead	chers were on leave on the day of visit.
(vi)	How was the rapport between children and	To be ascertained from the VEC and
	the teachers in the schools visited?	observed during the visit by MI.
	It was observed that out of 61 schools, in 58 schools	the rapport between children and teachers
	was found to be good.	
(vii)	The target number of teachers district-wise to	To be ascertained from the SPO and
	be given in service training and the actual	updated from the DPO in respect of
	number of teachers given such training in	the districts visited by the MI and to
	State/ district visited? Is there a training	be verified from the teachers in
	calendar for teachers training? What was the	schools visited by MI.
	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?	
	It was reported that there are a total of 3007 teacher	rs who are teaching 3 rd and 7 th classes and
	to whom in service training was to be given. Accordin	ng to the guidelines and Training Calendar
	given by the SCERT all of them have been given such	training.
L	<u> </u>	

(viii)	The target number of newly recruited	To be ascertained from the SPO and
	teachers district-wise, to be given orientation	updated from the DPO in respect of
	training of 30 days and the actual number of	the districts visited by the MI and to
	teachers given such training, and venue of the	be verified from the teachers in
	training, for how many days and who were	schools visited by MI.
	the Master Trainers? What was the	
	monitoring done for ensuring quality of the	
	training?	
	It was noticed from the DPO data that there were a to	otal 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 condu	cted by the DIET Bhandara and 12 days
	training was conducted at CRC level. There is no indep	pendent DIET in Gondia district.
(ix)	The target number of teachers district-wise,	To be ascertained from the SPO and
	to be given refresher training of 60 days and	updated from the DPO in respect of
	the actual number of teachers given such	the districts visited by the MI and to
	training. What was the mode of training	be verified from the teachers in
	(institutional or distance); venue of training?	schools visited by MI.
	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?	
	It is seen from the DPO data that there were a total	l of 81 teachers to whom 60 days training
	was to be given. The content and module of train	ning has been given by the SECRT. 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 trai	ining was Prepared by the SCERT. It was
	reported that there were no untrained teachers left to	be covered in the district
(x)	The satisfaction level of training? Whether	To be ascertained from the teachers
	there are any areas, which the teacher would	on the spot in respect of schools
	like to get trained?	visited by MI.
	While interacting with teachers in the schools visite	ed, it was found that almost all teachers
	(93.44%) were satisfied with the training. Some teac	hers expressed that, they would like to get
	trained in computers, English and curriculum of 1^{st} and	d 3 rd Standards and in other new subjects.
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The academic support given by BRC/CRC to	To be ascertained from BRC/CRC (a	
the teachers, the frequency of such support:	least 5 each)and the teachers o	
a. Please specify the role of BRC/CRC's	the spot in respect of schools/ EG	
in teacher training (in service/in induction	Centers visited by MI.	
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)?		
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.		
b. What is the expected number of school	To be ascertained from BRC/CRC(a	
visits to be made by BRC/CRC in State and in	least 5 each)and the teachers o	
the districts visited? Is it being followed?	the spot in respect of school/ EG	
	centers visited by MI.	
It is expected that minimum two school visits are to be made by BRCC and twice in a weel		
school visit is to be made by CRCC. It was found that it is being followed by CRC only.		

	c. What are the BRCC's and CRCC's doing	To be ascertained from BRC/CRC
	during these visits? Check their reports? How	(at least 5 each)and the teachers
	much of it relates to pedagogic improvement	on the spot in respect of schools/
	issues and how much on "administrative"	EGS centers visited by MI.
	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?	
	It was noticed that the BRCC's and CRCC's did not write	ite their school visit report for the reporting
	purpose. But in the visit book maintained at the sch	nool level they write their impressions and
	suggestions. It was found from the discussions with the	ne teachers in the schools visited that more
	than 50% of CRCC's, conducted model lessons in cl	ass, helped teachers in teaching difficult
	topics and they also took random test of the chi	ldren, and the BRCC's mostly checked
	administrative matters.	
	d. Is the DIET interacting, with BRC/CRCs and	-
	what is their role in capacity building;	(at least 5 each)and the teachers on
	academic supervision and guidance; action	the spot in respect of schools/ EGS
	research and monitoring of BRC/CRCs?	centers visited by MI.
	There is no idependent DIET in Gondia district. we cou	uld not get the details from DPO.
	e. Are the BRC/CRCs extending their	To be ascertained from BRC/CRC (at
	academic support to EGS/AIE centres/courses	least 5each)and the teachers on the
1		least seach jund the teachers on the
	in their area? If so how in what manner? If	spot in respect of school/ EGS
	not, why?	spot in respect of school/ EGS centers visited by MI.
		spot in respect of school/ EGS centers visited by MI.
	not, why?	spot in respect of school/ EGS centers visited by MI.
(xii)	not, why? It was reported that the BRC/CRCs are extending the	spot in respect of school/ EGS centers visited by MI. eir academic support to AIE centres in their

(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	5
	TLM grants (which included 3289 in primary school	ols and 3131 in upper primary schools.)
(ii)	The date of release of TLM grant from	Information to be obtained from DPO
	DPO and the number of teachers covered?	and to be verified in schools visited by
	Whether any Instructions have been	MI. A copy of the instructions be
	issued in respect of utilization TLM grants	enclosed with the report.
	by DPO/SPO?	
	It is seen from the DPO data that there was good	d (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
	16 th August 2008. which was received by (62.30%) Schools/VECs between September and	
	October 2008 and 12 schools, (19.67 %) have re	eceived in November 2008.
(iii)	The date of receipt of TLM grant by the	Information to be verified on the spot in
	teacher and details of its utilization?	respect of schools visited by MI.
	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?	
	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 (2)	1.31%) in September 2008 and in 8 schools/
	VECs (13.11) it was received in October 2008 .T	he teachers in 11 schools (18.03%) received
	TLM grant in November 2008. The teachers in 04	4 schools (6.56%) received it in Decembe r
	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 s	chools (26. 95%) we could not get the details.

(g) EGS & AIE:

- (i)	What is the number of EGS/AIE	Information is to be obtained from SPO
(i)		
	centres/NRBC/RBC/ school camps,	and updated from the DPO in respect
	category wise sanctions and started? The	of the district visited by the MI.
	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.)	
	It is seen from the DPO data that, there were a t	otal 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.	
(ii)	The target number of children and	Information is to be obtained from SPO
	number of children actually enrolled in	and updated from the DPO in respect of
	the centres category wise, district-wise?	the district visited by the MI.
	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.	
(iii)	The number of children enrolled and	To be verified on the spot in respect of
	actually attending the centre?	centre visited by MI. The MI will visit
		all categories of such centres in a
		district on sample basis.
	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 1 st and 2 nd with an enrolment of	
	22 children (1 st class 12 children and 2 nd class 10 children) and 100% were present on the day	
	of visit. The another AIE centre at village Ozatola has classes 1 st and 2 nd with an enrollment of	
	21 children (1 st class 8 children, 2 nd class 13 children) out of which only 12 children were	
	present on the day of visit.	

(iv)	The number of EVs working in a district	Information to be obtained from DPO
	and the number of EVs trained. Kind of	and to be verified from the EVs of the
	training given to them indicating the	centres visited by MI.
	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?	
	There were a total of 117Education Volunteers	Working in the district and they were all trained
	by the DIET. The Modules developed by the SCE	ERT were used for EVs training. While interacting
	with EVs , it was found that almost all voluntee	rs were satisfied with training
(v)	Whether the EVs are given academic	Information to be obtained from
	support by the BRC/CRC regularly. The	DPO/BRC/CRC and to be verified from
	frequency of such academic support be	the EVs of the centres visited by MI.
	ascertained. Whether any instruction has	Copy of the instructions to be enclosed
	been issued by DPO on this?	with the report.
	While interacting with EVs, it was found that the	ey were getting academic support from BRC and
	CRC but the frequency of such support was found to be very inadquate.	
(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 found that the educational qualification of	of EVs was according to the norms laid down by
	SIS which is minimum 12th passed.	
(vii)		Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed.	
(vii)	SIS which is minimum 12th passed. The amount of monthly honorarium	Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed. The amount of monthly honorarium received by the EV. Whether this is paid	Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed. The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/C? whether there is	Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed.The amount of monthly honorariumreceived by the EV. Whether this is paidin cash or by Bank A/C? whether there isany delay in payment of monthly	Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed.The amount of monthly honorariumreceived by the EV. Whether this is paidin cash or by Bank A/C? whether there isany delay in payment of monthlyhonorarium ? From whom	Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed. 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	Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed. 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	Information to be obtained from the EVs
(vii)	SIS which is minimum 12th passed.The amount of monthly honorariumreceived by the EV. Whether this is paidin cash or by Bank A/C? whether there isany delay in payment of monthlyhonorarium ? From whom(VEC/BEO/School Teacher) it isreceived? The date on which thehonorarium for the last month was	Information to be obtained from the EVs during the field visits by MI.
(vii)	SIS which is minimum 12th passed. 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.

(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	l discussion with the villagers that they are
	found to be regular in their work.	
(ix)	Whether there is any designated District	Information to be obtained from DPO
	Coordinator for EGS/AIE in the district	and from the Coordinators of the
	visited by MI? Whether that Coordinator	district visited by MI.
	has been oriented? Has the person	
	received any capacity building training	
	conducted by SPO?	
	There was a designated EGS/AIE coordinator a	at DPO and he has been oriented. He has also
	participated in capacity building training conduc	ted by SPO.
(x)	Is there any monitoring format	Information to be obtained from DPO
	available with DPO on which SPO takes	and District Coordinator for EGS/AIE by
	information regarding EGS/AIE centres	MI in districts visited. Copy of the format
	operating in the district? The frequency	to be obtained and enclosed with the
	with which the information is furnished	report of the MI.
	to the SPO?	
	The SPO has developed monitoring format and i information is furnished to the SPO.	t was available with DPO. Every quarter
(xi)	Number of EGS/AIE centres (including	Information to be obtained from SPO and
	spillovers) targeted to be upgraded,	updated from DPO in respect of the
	district wise during the current financial	districts visited by MI.
	year? What is the achievement so for?	
		S centres were targeted to be upgraded and it
(xii)	was found that all of them were upgraded durin Whether SPO has issued necessary	ng the current financial year. Information to be obtained from SPO
(,,	instructions to the DPOs with reference	office and updated from DPO office in
	to upgradation of EGS centres to primary	respect of the districts visited by MI.
	schools, and whether funds have been	· · · · · · · · · · · · · · · · · · ·
	released for the same?	
	The State Government, according to the Go	vernment Resolutions March 2008, has issued
	, 5	nce to up gradation of EGS centres to primary
	schools and funds also have been released for	

(xiii)	The number of EGS centres actually	Information to be obtained from the
	upgraded in the district and the details	SPO office and updated from DPO office
	of funds transferred to VEC and the	in respect of the districts visited by MI.
	details of the instructions issued by DPO	
	in this respect?	
	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	To be verified on the spot with the
	centre has taken place?	assistance of VECs during field visits of
		MI.
	The actual up gradation of EGS centre has take	n place in the district. During the monitoring
	visit, the new schools namely Tanda Toli and A	wari Tola (Khamari) were visited. The new
	school Tanda Toli has classes 1 st and 2 nd 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.	
	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 2 nd with an enrollment of 26 children (in 1 st class -15 children	
	and in 2^{nd} 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.	
(xv)	Has the land for construction of the	Information to be obtained from DPO
	upgraded primary school (from EGS)	and to be verified on the spot with the
	been identified?	assistance of VEC/SMC and school
		Teacher during field visit by MI.
	The land for construction has been identified for	or 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	
		, , , , , , , , , , , , , , , , , , , ,

(xvi)	Whether VEC/SMC etc. have received	To be verified on the spot with
	any funds for construction of schools?	assistance of VEC/SMC and school
		Teachers during field visit by MI.
	It was found that the VEC has received 75% of 31 October 2008.	total cost for construction of school building on
(xvii)	Has the construction started and what is	To be verified on the spot with
	the stage of construction (foundation,	assistance of VEC/SMC and school
	lintel and roofing)?	Teachers during field visit by MI.
	The construction of 19 school buildings has been	n started, out of which 2 school buildings were
	at roofing stage and 2 were at lintel stage.	
(xviii)	Number of Teachers sanctioned for the	Information to be obtained from the SPO
	new upgraded (from EGS) primary	and verified at DPO. Also to be
	school? Have Teachers been put in	checked at school level from VEC etc.,
	position in this new school? Are Teachers	during field visit by MI.
1	in position?	
	A total of 162 teachers including spillover	were sanctioned for the new schools. The
	appointment of the 162 new teachers has be	een made in the district and they were all in
	position.	
(xix)	The number of children actually	Information to be obtained from
	mainstreamed from EGS/AIE	SPO/DPO. To be verified from the
	centres/courses? During the last	EV/VEC and if the child is in the nearby
	academic year. Whether the	school this could be verified from the
	mainstreaming has been done in private	child/parents during field visit of MI.
	school/Govt. aided school/Govt. School?	
	Difficulties, if any, experienced in	
	mainstreaming of students?	
	we could not get the details from the DPO.	
(xx)	What is the infrastructure available in	To be ascertained and observed during
	the EGS/AIE centres, such as durries,	the Field visit with the assistance of
	blackboard, books, TLM etc?	VEC/EV by MI.
	During the monitoring visit two AIE Centres in the	ne district were visited. The AIE centre at Zalu
	Tola which was previously a ZillaParishad school	I and was closed down due to less enrolment .
	In july 2002 again it was started as EGS vastisha	ala and during the current year it was converted
	into AIE centre. The other AIE centre at Oza T e	
	vastisha, in July 2002 was converted this year i	
	black board ,books and TLM were available in b	
		······································

(xxi)	Whether Mid-day Meal is being supplied	To be ascertained and observed during
	to the children in EGS/AIE centres?	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	To be ascertained and observed during
	actually present in the EGS/AIE	the Field visit with the assistance of
	centre/courses, on the date of visit of	VEC/EV, by MI.
	MI? Gender-wise details be given?	
	During the monitoring visit, the AIE centres nam	nely 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	Assessment to be undertaken during
	studying in EGS/AIE facilities	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	To be ascertained from SPO/DPO and
	school textbooks or/and any other	verified during the Field visit with the assistance of VEC/EV, by MI.
	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?	
	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 cer	tre and the reason behind this reported that
	only Time Consuming Procedure that from D	istrict to Blocks, then Blocks to CRC and then
	CRC to School was followed.	

(h) Children with Special Needs (CWSN):

	The number of CWSN children identified,	Information to be obtained from SPO
	district-wise, and the number of children	and to be updated by DPO in respect
	enrolled during the current financial year.	of the district visited by MI.
	The DPO data shows that, there were a total of 6	771 Children with Special Needs identified and
	all of them were enrolled in the schools. It was repo	orted that, there were no out of school Children
	With Special Needs in the district.	
(ii)	The number of children who have been	Information to be obtained from the
(a)	provided with aids and appliances, district-	SPO and to be updated by DPO in
	wise during the current financial year.	respect of the districts visited by MI
		and verified with sample checks during
		field visits.
	It was reported that no aids and appliances w	ere provided to the CWSN during the current
	financial year .	
(ii)	Whether there are any difficulties in getting	Information to be obtained from
(b)	and utilizing the aids and appliances.	SPO/DPO
	It was reported that there were no difficulties in g	etting and utilizing the aids and appliances
(iii)	The number of resource teachers identified	Information to be obtained from
	in the districts? The list of NGOs associated	SPO/DPO. List of NGOs and copies of
	with CWSN in the district? The details of	guidelines to be attached with the report
	guidelines issued for the resource	of MI. Sample checks be done during
	teachers/NGOs?	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)	Whether the district has an IED	Information to be obtained from DPO of
(a)	coordinator? whether he has been oriented	districts visited by MI.
	and whether he has attended any capacity	
	building programme at the State level?	
		wo assistants and they have been oriented.

(v)	Whether the State has prescribed any	Information to be obtained from DPO
(b)	monitoring format and the frequency with	/District IED in charge/Coordinator.
	which the information is furnished to SPO?	Copy of the format to be obtained and
	Is there an IED Coordinator of SPO? How	enclosed with a report of MI.
	knowledgeable is he or she in this area?	
	How many trainings and workshops has	
	she/he attended?	
	The State (SIS) has prescribed monitoring forma	t and the information is furnished quarterly to
	SPO.	
(vi)	How many schools have been provided	Information to be obtained from DPO
	with ramps?	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	Information to be obtained from
. /	home based support during the current	SPO/DPO and one or two sample checks
	financial year?	be done by MI.
	A total of 70 children have been provided home ba	sed support during the current financial year.
(viii)	How many parents have been given	Information to be obtained from SPO/
	counseling during the current financial	DPO and to be verified during field visit
	year?	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	Information to be verified on the spot
	enrolled and actually present in the	with the assistance of VEC/Teachers.
	schools/EGS centres visited by MI?	
	schools/ Eds centres visited by MI	

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

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

(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?	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 . Sampsle spot verification be done by MI with help of
	The NPEGEL programme does not exist in the dis	local VEC and women's groups.
(iii)	Whether model clusters in the districts have been provided with gender sensitize 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?	of MCS visited by MI in schools and local
	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 di	
(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	To be ascertained from DPO with District
	progress in girls education	Gender Coordinator. A copy of monitoring
	interventions has been developed in	format be enclosed in Report. Information
	State SSA programme and with what	to be taken from SPO.
	periodicity is it reviewed?	
	We could not get the details from the DPO.	

(vi)	The number of ECCE centers operational	Information to be obtained from the SPO
	under Innovation Head funds (RS. 15	to be updated at DPO level. The actua
	lakhs for girls education) and /or	implementation to be verified in field
	NPEGEL, district- wise?	visits by MI.
	Data not collected.	
(vii)	Whether the State has prescribed any	Information to be obtained from
	monitoring format for this activity and	SPO/DPO. Copy of the format to b
	the frequency with which the information	obtained and enclosed with a report of
	is furnished to SPO?	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	Information to be obtained from SPO
	and block-wise and the number of KGBV	office and to be updated from DPO in
	operational during the current financial	respect of districts visited by MI. Sample
	year.	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	Information to be obtained from the SPO
	respect of which land have been	office and to be updated from DPO in
	identified, district- wise.	respect of districts visited by MI.
	KGBV activity does not exist in the district.	
(iii)	Whether the State has drawn up any	To be obtained from SPO and verified
	detailed guidelines for running the KGBV	from DPO/KGBV visited by MI.
	schools.	
	KGBV activity does not exist in the district.	
(iv)	The number of KGBV in respect of which	Information to be obtained from SPO
	all formalities for construction have been	office and to be updated from DPO in
	completed.	respect of districts visited by MI.
	KGBV activity does not exist in the district.	
(v)	The number of posts sanctioned for the	To be obtained from DPO and to be
	KGBV (teachers anssd other staff) in the	verified in respect of KGBV visited by MI.
	district and the present position of filling	
	district and the present position of filling up of these posts. KGBV activity does not exist in the district.	

(vi)	The number of students admitted in the	To be obtained on the spot in respect of
	KGBVs started in the district.	KGBV visited by MI.
	KGBV activity does not exist in the district.	-
(vii)	The details of facilities available such as	To be obtained on the spot in respect of
	furniture, bedding, meals to be verified	KGBV visited by MI.
	by MI in respect of KGBV visited.	
	KGBV does not exist in the district.	
(k) District Information System for Ed	ucation (DISE):
(i)	Whether EMIS set up in each district of	Information to be obtained from the SPO
	the State /UT and whether requisite	and to be updated from DPO of the
	computers and computer operators have	district visited by MI.
	been put in position?	
	It was found that EMIS set up is in each block. T	he 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	To be obtained from SPO and cross
	the State /UT for DISE/EMIS for the	checked in districts whether they have
	current year?	received such instructions and are
		adhering to it . If not, give reasons for
		delay /deviation. To be checked from
		disctrics visitsed by MI.
	15, December 2008 was the time schedule draw	n up by the State for DISE for the current year.
(iii)	Whether data capture format have been	Information to be obtained from DPO and
	supplied to all schools latest by August?	to be verified from teachers of the
		schools visited by MI.
	It was seen from the DPO data that, Data Capt	ure Format have been supplied late in October
	2008 to all schools.	
(iv)	Whether any training has been imparted	Information to be obtained from DPO and
	to the teachers for filling up data in the	to be verified from teachers of the
	data capture format? If so when,	schools visited by MI.
	duration where was the training held?	
	One day training on 14 October 2008, was impa	rted 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. CRC coordinators have been given task of verifying 5% of the data collected. They have oriented for this on 6 October 2008. It was reported that the CRC coordinators are disch this responsibility fairly. SPO has not engaged any independent or third party verification data. (vi) Whether the data collected and complied by the DPO was passed on to the State well in time i. e. by November? 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? Information to be obtained from SPO Is he fully conversant with needs of SSA in MIS? How many workshops/trainings 	e been arging of the
/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. schools. CRC coordinators have been given task of verifying 5% of the data collected. They have oriented for this on 6 October 2008. It was reported that the CRC coordinators are disch this responsibility fairly. SPO has not engaged any independent or third party verification 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 was passed on to the state in December.2008. (vii) Is there an MIS in charge at State level? Information to be obtained from SPO	e been arging of the
they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. CRC coordinators have been given task of verifying 5% of the data collected. They have oriented for this on 6 October 2008. It was reported that the CRC coordinators are disch this responsibility fairly. SPO has not engaged any independent or third party verification data. (vi) Whether the data collected and complied by the DPO was passed on to the State well in time i. e. by November? 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? Information to be obtained from SPO	arging of the
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oriented for this on 6 October 2008. It was reported that the CRC coordinators are disch this responsibility fairly. SPO has not engaged any independent or third party verification data. (vi) Whether the data collected and complied by the DPO was passed on to the State well in time i. e. by November? 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	arging of the
this responsibility fairly. SPO has not engaged any independent or third party verification 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 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 Information to be obtained from SPO	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 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	
(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 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	O and
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well in time i. e. by November? 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	
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	
(vii)Is there an MIS in charge at State level?Information to be obtained from SPOIs he fully conversant with needs of SSA	
Is he fully conversant with needs of SSA	
	D.
in MIS? How many workshops/trainings	
has he attended in GOI/NIEPA?	
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 Information to be obtained from SP	0 and
undertaken during the current financial to be updated from DPO.	
year district-wise and the actual number	
of research sanctioned.	
It is seen from the DPO data that a total of 6 research studies are sanctioned during the c financial year.	urrent
(ii) The number of studies sanctioned in the Information to be obtained from the	
previous calendar year and the number office and to be updated from the D	e SPO
of them completed.	
of them completed. There were a total of 6 studies sanctioned in the previous calendar year and they we	OPO.
	OPO.
There were a total of 6 studies sanctioned in the previous calendar year and they we	OPO.

(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 evalu	ation programme. There is a prescribed contract
	format for commissioning of research study.	
(m) Functioning of the VEC :	
(i)	The total number of village/schoollevel/managementcommitteesconstituted, district-wise?	Information to be obtained from the SPO and to be updated from DPO.
1		
	It was seen from the DPO data that, there are	a total of 924 village education committees
	It was seen from the DPO data that, there are and 34 school management committees constit	-
(ii)		uted in the district .
(ii)	and 34 school management committees constit	uted in the district .
(ii)	and 34 school management committees constit A copy of the guidelines on delegation of	uted in the district . Information to be collected from the
(ii)	and 34 school management committees constit A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	uted in the district . Information to be collected from the SPO/DPO and to be verified from the
(ii)	and 34 school management committees constit A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC? A copy of guidelines on delegation of powers to	uted in the district . Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI.
(ii)	and 34 school management committees constit A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC? A copy of guidelines on delegation of powers to	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI. the VEC and adequate representation (50%) to of each VEC, who is the Headmaster of these
(ii) (iii)	and 34 school management committees constit A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC? A copy of guidelines on delegation of powers to Women in the VEC was given to the secretary	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI. the VEC and adequate representation (50%) to of each VEC, who is the Headmaster of these
	and 34 school management committees constit A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC? A copy of guidelines on delegation of powers to Women in the VEC was given to the secretary particular schools and the guide lines were avail	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field Visit by MI.the VEC and adequate representation (50%) to of each VEC, who is the Headmaster of these able with the headmaster.Information to be collected from the

in the VEC of the school visited 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	Information to be obtained from VEC and
	the guidelines and the actual dates of	verified on the basis of records, in
	meeting of the committee during the six	villages/schools visited by MI.
	months preceding the visit of MI? The	······ J ······························
	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?	
		VEC meetings were conducted monthly and also
		number of VEC members in the schools visited
	were 534 and out of them 308 (57.68%) attend	
(v)		Information to be collected from the
		SPO/DPO and to be verified from the
	members oriented? When these	VEC/SMC during the Field visit by MI.
	trainings were held? Who conducted the	
	trainings? What is the VECs perception of	
	the trainings?	
	During the current financial year orientation of VEC members was organized on 11 and 12	
	November and also on 18 and 19 November 20	008. 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	Information to be obtained from VEC and
	improving the environment of the school,	verified on the basis of records by MI
	enrolment and attendance of teachers	during field visits.
	and students?	
	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	Information to be obtained on scrutiny of
	record of funds received by them.	records of VEC and to be cross-checked
		with DPO.
	It was noticed that, out of 61 schools /VECs, 8 s	schools/ VECs did not maintain proper records of
	funds.	

(viii)	Is there any programme officer in-charge	Information to be obtained at SPO level.
	for Community mobilization/	See formats and record of SPO
	participation at SPO level? Is the person	
	aware of his/her role? What types of	
	monitoring or capacity building is done?	
	There was an In-charge programmer officer for	community mobilization at the DPO level.
(r	n) Staffing at State and District Level	:
(i)	The total number of staff sanctioned	Information to be obtained from SPO.
	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?	
	Data not collected	
(ii)	The number of meetings of the General	Information to be obtained from SPO and
	Body and EC held during the pervious	verified from their records.
	financial year?	
	Data not collected	
(iii)	The total number of staff sanctioned	Information to be obtained from SPO and
	category wise in the district office and	verified at DPO at level in districts
	the number in position and action taken	visited by MI.
	to fill up the vacancies?	
	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?	Information to be obtained from SPO/
	Staffing position and action taken to fill	DPO and to be verified in respect of
	vacancies?	BRCs /CRCs visited by MI.
	In Gondia district there are 8 Blocks and hence	ce 8 BRCC, 8 DATA Entry operator, 8 Accounts
	clerk, 8 Junior Engineers, were sanctioned ar	nd all of them were in position .Out of 48
	sanctioned IED Mobile teachers 37 teachers were	e in position.
(v)	Does SPO have clearly laid down	To be verified at SPO through checking
	rules/regulations for filling up posts of	of records.
	SSA?	
	It was noticed that the SPO have laid down ru	les /regulations for filling up posts 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.

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 Information to be obtained from the	
	functioned during the last academic School records.	
	year? 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.WhethertheschoolhascleanInformation to be recorded on the basis	
(ii)		
	environment, good buildings, of observation.	
	playgrounds, good classrooms with	
	proper flooring, roof and windows?	
	Whether the classrooms have proper	
	lighting?	
	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.	
(iii)	Whether the classes have proper sitting Information to be recorded on the basis	
	arrangement for children, a black board, of observation.	
	and TLM materials?	
	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.	
(iv)	Whether health camp facility was made Information to be recorded on the basis	
	available to the children during the of school records.	
	previous six months?	
	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	
1	a year.	

(v)	Whether the school has adequate play	Information to be recorded on the basis			
	material for the children? Is it used?	of observation			
	Out of 61 schools, 33 schools (54.09%) have a	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	Information to be obtained from the			
	the same?	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	Information to be obtained from the			
	the school and by the VEC/SMC/PTA etc?	teachers and VECs etc.			
	Steps were taken to improve attendance in 4 se	chools 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 bas 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	of achool records			
		of school records.			
	introduced for students?				
	We did not find the application of continuous an	d comprehensive evaluation system in any			
	We did not find the application of continuous an school. Grading system has not been introduce	nd comprehensive evaluation system in any d in core subjects. Grades were given in			
	We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience,	nd comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc.			
(xi)	We did not find the application of continuous an school. Grading system has not been introduce	nd comprehensive evaluation system in any d in core subjects. Grades were given in			
(xi)	We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children.	nd comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI on the day of visit.			
(xi)	 We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children. A total of 61 schools were visited. It was observed to the second second	nd comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI on the day of visit. Gerved that, achievement level of children in 12			
(xi)	 We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children. A total of 61 schools were visited. It was observed to the second second	nd comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI on the day of visit. Gerved that, achievement level of children in 12			
	 We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children. A total of 61 schools were visited. It was obs schools (19.67%) was good, in 45 schools (73. was poor. 	nd comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI			
	 We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children. A total of 61 schools were visited. It was obs schools (19.67%) was good, in 45 schools (73. was poor. 	nd comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI on the day of visit. Served that, achievement level of children in 12 .77%) was average and in 4 school (6.56 %) it			
	 We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children. A total of 61 schools were visited. It was obs schools (19.67%) was good, in 45 schools (73. was poor. The rapport of the children with the 	Ad comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI on the day of visit. Gerved that, achievement level of children in 12 .77%) was average and in 4 school (6.56 %) it Assessment on the basis of observation by MI.			
(xii)	 We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children. A total of 61 schools were visited. It was obs schools (19.67%) was good, in 45 schools (73. was poor. The rapport of the children with the teachers? It was observed that the rapport between the children the school has under age or over age children if so, their number and 	 ad comprehensive evaluation system in any ad in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI on the day of visit. Gerved that, achievement level of children in 12 77%) was average and in 4 school (6.56 %) it Assessment on the basis of observation by MI. ildren and teachers was good in all schools. Information to be recorded on the basis 			
(xi) (xii) (xiii)	 We did not find the application of continuous an school. Grading system has not been introduce subjects like Physical training, Work experience, The achievement level of children. A total of 61 schools were visited. It was obs schools (19.67%) was good, in 45 schools (73. was poor. The rapport of the children with the teachers? It was observed that the rapport between the children the school has under age or over age children if so, their number and percentage? 	 ad comprehensive evaluation system in any d in core subjects. Grades were given in Drawing etc. Assessment to be undertaken by the MI on the day of visit. Gerved that, achievement level of children in 12 77%) was average and in 4 school (6.56 %) it Assessment on the basis of observation by MI. iildren and teachers was good in all schools. Information to be recorded on the basis 			

(xiv)	The number of children who have	To be ascertained from teachers / VEC				
	dropped out of the school during the	schools records.				
	previous six months. Whether they are continuing their studies in any private					
	schools?					
	A total of 61 schools were visited. It was found that a total of 07 children (4 boys, 3 gir fromZPPs Kohamara (Sadak Arjuni), ZPPS Gotabodi (Deori) and ZPPS Itkhed Esapur (Arju					
	mor) have dropped out of the school during the previous six months.					
(xv)	The number of children who have been	Information to be obtained on the basis				
	retained in the same class from the	of school records and discussion with				
	previous academic year and their	teachers.				
	percentage grade wise?					
	Classwise retained children in the same class from	m 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 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 intervation 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 (ii) page no 238.

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 125

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 128

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 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.

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

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 (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

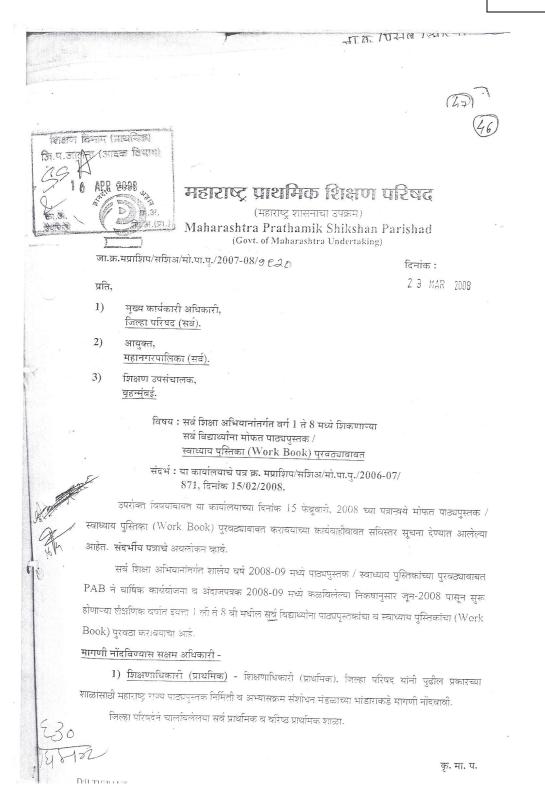
programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

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 139.

Annexure-2



ज्यांना शिक्षणाभिकारी (प्रार्थामक). जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खार अनुदानित अथवा अंशतः अनुदानित प्रार्थामक व वरिष्ठ प्रार्थामक शाळा.

- 2 -

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 हद्यांनील सर्व अनुदानित अथवा अंशत: अनुदा खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / वालकामगारांसाठी चालविलेल्या शाळा. जिल्हा परिषद क्षेत्रात चार्लविलेल्या अनुदानित खाजगी शाळा. शासकीय आश्रम शाळा, बालकामगारांर असलेल्या शाळा यातील सर्व मुली आणि अनुसूचित जाती-जमातीच्या मुलांकरीता पाठ्यपुस्तके पुरविण् यावीत.

जिल्हा परिषद क्षेत्रात चार्लविलेल्या अनुदानित खाजगी आश्रम शाळेतील विद्यार्थ्यांपैकी मुली आणि अनुसू जाती-जमातींची 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 / परि विभाग, बृहन्मुंबई यांचे कार्यक्षेत्रातील सर्व अनुदानित अथवा अंशतः अनुदानित माध्यमिक शाळा यांचेकरीता मा नोंदवावी. (जिल्हा परिषदांची मागणी जिक्षणाधिकारी (प्राथ.) यांचे मार्फत प्राथ. व माध्यमिक / जिल्ह्र मागणी एकत्रितपणे नोंदवावी).

 ड्राक्षणाधिकारो / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका / शिक्षण मंडर महानगरपालिकने चार्लविलेल्या सर्व प्रार्थामक व वरिष्ठ प्रार्थीमक शाळा.

महानगरपालिकेतर्फ ज्यांना अनुदान वितरीत करण्यात येते, अशा सर्व अनुदानित अथवा अंशतः अनुद खाजगी प्रार्थामक शाळा-

कृ. पु

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शालेय वर्ष 2008-09 या वर्षात उयत्ता 1 या त 8 वा या वर्गातील शिक्षण घेत असलेल्या विद्यार्थ्यांना राज्य शासनाच्या योजनेतगंत - 103 विकास गटातील विद्यार्थी, पुस्तक पंढी योजनेतील लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुर्रावण्यात येत असलेले विद्यार्थी वगळून उर्वीरत सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा कगवयाचा आहे.

- 3 -

संचालक. महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडव्र, 'बालभारती', पुणे यांचेकडे पुस्तकांची मागणी नोंदविताना या कार्यालयांचे पत्र क. गर्प्राशिप संशिक्ष/मोपापु/2007-08/871, दिनांक 15 फेब्रुवारी, 2008 चे पत्रासांवत जोडण्यात आलेल्या । तं 7 प्रपत्रात इवता । तं 8 माध्यम निहाय बिद्यार्थी संख्या सोबत जोडलेल्या प्रपत्रात सादर करावी व त्यानुसार संचालक. महाराष्ट्र राज्य पाठयपुस्तक 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. २

> (सही/-) राज्य प्रकल्प संचालक,

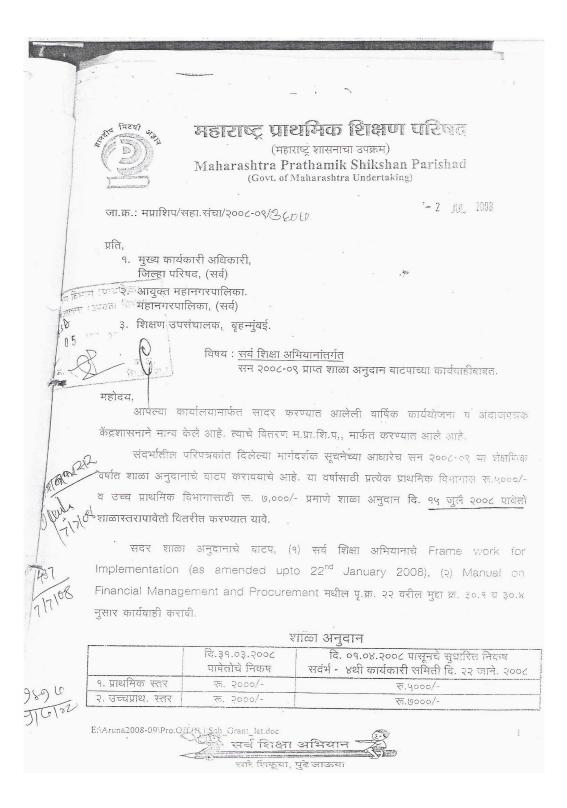
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वर्ग 9 ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग 9 ते ४ पर्यंतची आणि वर्ग ५ ते ७ पर्यंतची अशा अनुक्रमे प्राथमिक व उच्च प्राथमिक अशा दोन स्वतंत्र शाळा धरण्यात याव्यात आणि निधी वितरित करतांना प्राथमिक विभागास रू.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रू.७,०००/- वितरीत करावे मात्र तो निधी रू.५,०००/- प्राथमिक शाळा व रू.७.०००/- उच्च ,% प्राथमिक शाळा अशा स्वतंत्र शिर्षांतर्गत 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 रू.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.

राज्ये प्रकल्प संचालक,

म.प्रा.शि.प., मुंबई.

प्रत माहितीसाठी :-

शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-9

२) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

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

6

(a)



Completed School building: Waiting for inauguration (Gondia)



Construction of new school building at finishing stage (Gondia)



Z.P. Khursipar (Tiroda): Science Lab & School Library (Gondia)



School Garden: Z.P Khursipar (Tiroda) an Unique Example (Gondia)

(S) SECOND HALF YEARLY MONITORING REPORT OF MID-DAY-MEAL SCHEME 01-02-2009 TO31-07-2009

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.	REGULA	RITY IN SERVIN	<u>G MEAL:</u>	Students, Tea	achers & Paren	ts
	Whether	the school is	serving hot			
	cooked	meal daily? If	f there was			
	interrup	tion, what was th	ne extent and			
	reasons	for the same?				
	A total o	f 61 schools were	e visited during	5-8 March 200	9, out of which	1 60 schools
	(98.36%) were serving hot cooked meal da			ily. Interruption	was noticed due	to delay in
	receipt o	of food grains in 22	2 schools (36.06	%) and majority	y of these schoo	Is were from
	Gondia,	Goregaon, Saleka	asa and Amgao	n blocks of the	district. Details g	iven below-
				Interruption		
		Month/ Year	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	00	
				•		

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. ced in school enrolment records and actual		
	number of children attending the school on t			
3.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:	School level registers, MDM Registers		
	(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?	Head Teachers, School level MDM functionaries received regularly. It was noticed that in 22		
		m Tahsil Head Quarter there was 5-10 days		
		pol, November 08, 3 schools, December 08, 1		
	, , , , , , , , , , , , , , , , , , , ,	09, 2 schools. 11-20 days delay was found		
		, 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 scho	ool respectively.		
	(ii) Is buffer stock of one-month's	School level registers, MDM Registers		
	requirements is maintained?	Head Teachers, School level MDM		
		functionaries		
	Demand of requirement has made in ad	vance by each school but no buffer stock of		
	one month was found in any school.			
	(iii) Is the food grains delivered at the	School level registers, MDM Registers		
	school?	Head Teachers, School level MDM		
		functionaries		
	It was reported that the food grains are delive			
4.	REGULARITY IN DELIVERING	School level registers, MDM Registers		
	COOKING COST TO SCHOOL LEVEL:	Head Teachers, School level MDM		
	(i) Is school receiving cooking cost in	functionaries		
	advance regularly? If there is delay in			
	delivering cooking cost what is the			
	extent of delay and reasons for it?			
	Not a single school received cooking cost in a	advance.		

	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	Head Teachers, School level MDM functionaries
		redit from the local shopkeeper and managed
	to ensure that the feeding programme was	
	(iii) Is cooking cost paid by Cash or	
	through banking channel?	Head Teachers, School level MDM
		functionaries
	The coking cost was paid through banking c	hannel.
5.	SOCIAL EQUITY :	Observations
	Did you observe any gender or caste	
	or community discrimination in	
	cooking or serving or seating	
	arrangements?	
	No discrimination of any kind was observed	in any school.
6.	VARIETY OF MENU : (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	
		ekly menu card was displayed in 48 schools
	(78.69%) and it was followed by 48 schools	s (78.69%).
7.	(ii)Is there variety in the food served	Observations and discussion with
	or is the same food served daily?	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	Observations and discussion with
	rice/ wheat preparation, dal and	
	vegetables?	members , Gram Panchayat members
		and cooks.
	The daily menu included Khichadi. Sakhar F	Bhaat, Masala Bhaat, Dal Bhaat, Bhaaji Bhaat.
	Seasonable green vegetables were used in 4	· · · · ·
8.	QUALITY & QUANTITY OF MEAL :	Observations of Investigation during
	Feedback from children on	MDM service
	(a) Quality of meal :	
		found to be good
	In 56 schools (91.88%) quality of meal was	iouna to be good.

1	(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.	MDM service	
	The children reported that they 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	
	It was noticed that out of 61 schools 31 sch de-worming medicines.	ools, (50.81%) had given micronutrients and	
	(ii)Who administers these medicines	Teachers, Students, School Record	
	and at what frequency?		
	Primary Health Centre administerd these medicines. In 31schools it was given yearly.		
	(iii)Is there school Health Card	Teachers, Students, School Record	
	maintained for each child?		
	Out of 61 schools, 45 schools (73.75%) have	e maintained a Health card for each child.	
10	STATUS OF COOKS :	Observations and discussion with	
10.	(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	children, teachers, parents, VEC members , Gram Panchayat members and cooks.	
10.	(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) In most of the schools (80.33%) the cook w	children, teachers, parents, VEC members , Gram Panchayat members	
10.	(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	children, teachers, parents, VEC members , Gram Panchayat members and cooks.	
10.	 (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) In most of the schools (80.33%) the cook w serves the meal. (ii) Is the number of cooks and helpers adequate to meet the 	children, teachers, parents, VEC members , Gram Panchayat members and cooks. vas appointed by the VEC /SMC and the Cook Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
10.	 (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) In most of the schools (80.33%) the cook w serves the meal. (ii) Is the number of cooks and helpers adequate to meet the requirement of the school? 	children, teachers, parents, VEC members , Gram Panchayat members and cooks. vas appointed by the VEC /SMC and the Cook Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
10.	 (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) In most of the schools (80.33%) the cook was serves the meal. (ii) Is the number of cooks and helpers adequate to meet the requirement of the school? It was reported that the number of cooks are (iii) What is remuneration paid to cooks/helpers? 	children, teachers, parents, VEC members , Gram Panchayat members and cooks. vas appointed by the VEC /SMC and the Cook Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks. e adequate to meet the requirement. Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members	
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	(iv)Are the remuneration paid to	Observations and discussion with			
	cooks / helpers regularly?	children teachers, parents, VEC			
		members , Gram Panchayat members			
	and cooks				
	It was found that the remuneration was pa	id very irregularly. Almost all schools get the			
	cooking cost after 2/3 months.				
	(v) Social Composition of cooks Observations and discussi				
	/helpers?(SC/ST/OBC/Minority)	children teachers, parents, VEC			
		members, Gram Panchayat members			
		and cooks.			
	Out of 61 schools in 25 schools (39.68) the o	cook was appointed from the underprivileged			
	section of the society and most of them we	re females.			
11.	INFRASTRUCTURE :School records, discussion with headIs a pucca kitchen shed – cum -store :store :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 s	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 $\ensuremath{\textbf{classroom}}$ or in			
	the headmaster's office in 45 schools. (73.77%)				

food are adequate? Programme Almost all schools have adequate utensils. 15. 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 (93.44%). LPG was used in 3 schools (4.92%) Observation 16. SAFETY & HYGIENE : (i) General Impression of the environment , Safety and hygiene : Observation It was noticed that out of 61 schools, in 30 schools (49.19%) safety was It was	Less than 5%			
of the schools did not have their own water source. 14. Whether utensils used for cooking food are adequate? Teachers/Organizer OProgramme Almost all schools have adequate utensils. Almost all schools have adequate utensils. Programme 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 (93.44%). LPG was used in 3 schools (4.92%) Observation 16. SAFETY & HYGIENE : (i) General Impression of the environment , Safety and hygiene : Observation It was noticed that out of 61 schools, in 30 schools (49.19%) safety was schools (11.47 %) it was poor. In 27 schools (44.26%) hygiene was mage.				
14. Whether utensils used for cooking food are adequate? Teachers/Organizer of Programme Almost all schools have adequate utensils. 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 (93.44%). LPG was used in 3 schools (4.92%) Observation 16. SAFETY & HYGIENE : (i) General Impression of the environment , Safety and hygiene : Observation It was noticed that out of 61 schools, in 30 schools (49.19%) safety was schools (11.47 %) it was poor. In 27 schools (44.26%) hygiene was model	of MDM			
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schools (11.47 %) it was poor. In 27 schools (44.26%) hygiene was m				
	good and in 7			
and in 8 schools (13.11%) it was poor which needs to be attended.	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 Observation				
hands before and after eating				
Almost in all schools children were being encouraged to wash their han	ds before and			
after eating.	after eating.			
(iii) Do the children partake meals in Observation				
an orderly manner?				
It was observed that the children in all schools took meals in an orderly m	anner.			
(iv) Conservation of water? Observation				
It was observed that the children were being encouraged to conserve water				
(v) Is the cooking process and Observation				
storage of fuel safe, not posing any				
fire hazard?				
It was found that in 52 schools (85.25%) the cooking process and storage of	f fuel was			
safe and not posing any fire hazard.				

17.	COMMUNITY PARTICIPATION :	Discussion with head teacher,		
	Extent of participation by parents	teachers, VEC, Gram Panchayat		
	VECs/ Panchayats/ Urban bodies in	members		
	daily supervision, monitoring,			
	participation			
	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.	INSPECTION & SUPERVISION:	School records, discussion with head		
	Has the mid day meal programme	teacher, teachers, VEC, Gram		
	been inspected by any state /district	Panchayat members.		
	/block level officers/officials?			
	In most of the schools (90.48%) the Mid-o	ay Meal programme was inspected regularly,		
	either by teachers and head masters. In so	me schools it were the CRC, Block and District		
	level officials. But Sate level inspection was	found to be almost missing .		
19.	IMPACT: Scho	ol records, discussion with head teacher,		
	Has the mid day meal teacl	ners, VEC, Gram Panchayat members.		
	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?			
	It was reported that, in 54 schools (88.52	%), the Mid-day Meal programme has helped		
	to improve the attendance of children in s	chool. In 55 schools (90.16%) children's well		
	being was improved but no direct impact or	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	1		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	1		Zpps Dawaki	I-VII
33	1		Baburao Madavi Vidyalaya Deori	V-X
34	1		Zpps Gotabodi	I-IV
35	1	Goregaon	Zpps Babai	I-VII
36	1		Zpps Chanditola	I-VII
37			Zpps Halbitola (Tanda)	I-IV
38	1		Zpps Malpuri	I-IV
39	1		Parshuram Vidyalaya Mohgaon (Bk)	VII-X
40	1		Zpps Palewada	I-IV
41		Sadak- Arjuni	Zpps Baki	I-IV I-IV
42			Zpps Chirchadi	I-IV

43		Zpps Kanharpayali	I-IV
44		Zpps Kohmara	I-VII
45		Damodhar Varisht Prathmik Shala	I-VII
		Khodshivni	
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	I-VII
		Pimperiya	
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	16-03-2009 to 25-03-2009	
	/School		
3.3	Tasks	The Monitoring Institutes will obtain	
		information on the following areas and	
		include them in their report.	
(a) Opening of Schools (both prim	ary and upper primary):	
(i) What is the number of schools Information is to be obtained		Information is to be obtained from the State	
	sanctioned in the current financial	Project office of SSA and to be updated by	
	year in the state (including spill	DPO in respect of the district visited by MI.	
	over) district wise and how many		
	of them have been opened district		
	wise?		
The data collected from the District Project Office, shows that upgrada		Project Office, shows that upgradation of 486 EGS	
	including spill over to primary school is s	sanctioned in the district in the current financial year	
	and they were opened.		
(ii)	Has the land for construction of	Information to be obtained from DPO and	
	the school been identified?	sample check to be carried on the spot with	
		the assistance of VEC/SMC and School	
Teacher.		Teacher.	
	The land for construction is identified f	or 315 School buildings. During the monitoring visit	
	new primary schools at Nagare wasti (F	ullambri block), Mukundwadi (Sillod block), Pratap	
	tanda and Vetalwasti (Khultabad block	Vetalwasti (Khultabad block), were visited and the status of construction work	
	was verified.		
(iii)	Whether VEC/SMC etc. have	Information to be obtained from DPO and	
	received any Funds for	sample check to be carried on the spot with	
	construction of the school.	the assistance of VEC/SMC and School	
		Teacher.	
	The Village Education Committee has received 75% of funds for construction of s		

(iv)	Has the construction started and	Information to be obtained from DPO and
	what is the stage of construction	sample check to be carried on the spot with
	(foundation, lintel and roofing	the assistance of VEC/SMC and School
	etc.)?	Teacher.
	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 vi	isited and verified the status of construction work.
(v)	Number of Teachers sanctioned for	Information to be obtained from SPO.
	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?	
	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.		
(vi)	Have Teacher been put in new	Updated information to be obtained from
	schools in district visited?	check to be carried out on the spot in respect
		of new schools visited by MI.
It was found that the only para		rs have been put in new schools in the district.
(vii)	In the school visited by MI	To be verified on the spot from the Bank
	whether one-time grants of	passbook of VEC/SMC etc. and expenditure
	Rs20,000/-for Teaching and	statement maintained by the school.
	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?	
	The one time grant of Rs.20000/- for	Teaching Learning Equipments at primary level has
	been received by the parent school just o	ne day before (17/03/2009) MI's school visit.

(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 under this grant.		O for the items to be provided for the new school

(b)Civil Works:

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

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.

(ii)	Sample cheek by MI, of civil works in	To be checked on the spot with assistance of
	a district, so that each category of	VEC/SMC and School Teachers.
	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.	
	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.	

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

(ix)	If there any convergence with	Status to be obtained from SPO updated at				
	Swajaldhara and Total Sanitation	DPO in districts visited by MI. TO be verified				
	Campaign (TSC) taking place in	on the spot with assistance of VEC/SMC and				
	respect of drinking water facilities	School Teachers (sample as in (ii) above)				
	provided in the schools visited by					
	MI? The quantum of funds utilized					
	from Swajaldhara and TSC and SSA					
	in the sites visited?					
	It was reported that there is no converge	nce with Swajaldhara and Total Sanitation				
	Campaign (TSC) in respect of drinking wate	r facilities in the schools.				
(x)	Whether construction of drinking	To be verified on the spot with assistance of				
	water facilities in schools is being	VEC/ SMC and School Teachers (sample as				
	carried out by a specialized Agency	in (ii) above)				
	or VEC/SMC?					
	No such work in the district is being carri	ed out by a specialized agency or VEC.				
(xi)	Is there any convergence with Total	Status to be obtained from SPO updated at				
	Sanitation Campaign (TSC) taking	DPO in districts visited by MI. TO be verified				
	place in respect of toilet facilities in	on the spot with assistance of VEC/SMC and				
	the schools? The quantum of funds	school Teachers (sample as in (ii) above)				
	the schools? The quantum of funds available from TSC and SSA in the	school Teachers (sample as in (ii) above)				
	-	school Teachers (sample as in (ii) above)				
	available from TSC and SSA in the sites visited?	school Teachers (sample as in (ii) above) nce with Total Sanitation Campaign (TSC) taking				
	available from TSC and SSA in the sites visited?	nce with Total Sanitation Campaign (TSC) taking				
(xii)	available from TSC and SSA in the sites visited? It was reported that there is no converge	nce with Total Sanitation Campaign (TSC) taking				
(xii)	available from TSC and SSA in the sites visited? It was reported that there is no converge place in respect of toilet facilities in the school	nce with Total Sanitation Campaign (TSC) taking pols.				
(xii)	available from TSC and SSA in the sites visited? It was reported that there is no converge place in respect of toilet facilities in the scho What is MI's impression of quality construction in sites visited by MI?	nce with Total Sanitation Campaign (TSC) taking pols. To be assessed on the spot. (sample as in (ii)				
(xii)	available from TSC and SSA in the sites visited?It was reported that there is no converge place in respect of toilet facilities in the schoolWhat is MI's impression of quality construction in sites visited by MI?During the monitoring visit the construction	nce with Total Sanitation Campaign (TSC) taking ools. To be assessed on the spot. (sample as in (ii) above)				
(xii)	available from TSC and SSA in the sites visited?It was reported that there is no converge place in respect of toilet facilities in the schoolWhat is MI's impression of quality construction in sites visited by MI?During the monitoring visit the construction	nce with Total Sanitation Campaign (TSC) taking pols. To be assessed on the spot. (sample as in (ii) above) on sites in Aurangabad, Fullambri, Sillod and				
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(xiii)	Is there a civil works in charge at Sta	tus to be obtained from SPO and to be				
()	SPO level? Is it an engineering verified from schools visited by MI					
	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?					
		ncharge at SPO level and he is an engineering				
	person. Monthly review is taken by him. To ensu					
	a third party evaluation. In Aurangabad district					
	to Structon Consultant Pvt Ltd. Solapur.					
((c) Textbooks:					
(i)	Total number of children (district-wise) to	Information to be obtained from SPO				
()	whom free textbooks are distributed in	and to be updated from DPO in respect				
	the State with a particular reference to	of Districts visited by MI.				
	SC/ST/Girls? Which category of children					
	are receiving free textbooks from SSA					
	funds and State Government funds?					
	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.					
	standard received free text books from SSA funds	-				
(ii)	When were the textbooks actually	Information is to be obtained from DPO				
	received and distributed in the district?	of district visited by MI. A copy of the				
	Any instruction /circulars received from	circular/instructions issued by SPO to				
	the SPO office in this respect?	DPO in this respect be enclosed along				
		with the Monitoring Report.				
	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	nanner and in same manner the district has				
	distributed the books to the blocks. The detail ir	structions / circulars has been received from				
	the SPO office in this respect.					

(iii) To these part of	alay in distribution of the	To be verified in the schools/ECC/AIE			
	elay in distribution of the				
	books are to be distributed				
	onth of opening of the				
-	ere was delay, the reasons				
-	y. Indicate the date of				
	nd date of opening of				
schools in the d	listrict visited.				
During the aca	During the academic year, 2008-09 the schools in Aurangabad district opened on 16 th June				
2008. It was notic	ced from the schools visited tha	t the text books were received within one month			
in 74 schools (67	.27%).				
(iv) Whether free	textbooks have been	To be verified in the schools/EGS/AIE			
distributed for	all subjects and for all	centres visited by MI. Reasons for non			
classes and to a	all eligible children?	supply of textbooks, if any, for all			
		subjects and all classes be verified at			
		DPO and SPO by MI.			
It is noticed f	from the field data that, out of	110 schools, in 78 schools (70.90%) free text			
books have been	distributed for all subjects.				
(d) School gran	its:				
(i) Total number	of schools district-wise in	Information to be obtained from SPO			
primary and	upper primary to whom	office and to be updated from the DPO			
school grants a	re approved for the current	in districts visited by MI. A copy of the			
financial year?	Have these funds released	guidelines is to be enclosed with the			
to the district	s if so when (the school	Monitoring Report.			
grants are to	be received by the school				
within two mo	nths of opening)? Whether				
any guidelines	have been issued to the				
schools on how	to utilize this grant?				
Under school	grant, to a total of 2479 schoo	ls (1573 Primary schools and 906 upper primary			
schools) are appr	roved for the current financial y	ear. The district has released this fund through			
blocks in August 2	2008.				

(ii)	Whether the DPO has released funds for	Information to be obtained from DPO in						
	school grants @ Rs. 5000/- and 7000/-	district visited by MI and to be verified in						
	for primary and upper primary	schools visited by MI. A copy of the						
	respectively to the school/VEC/SMC	guidelines is to be enclosed in the Monitoring Report.						
	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?							
	The DPO has not released funds for school g	rant to the school / VEC accounts directly. It is						
	released through blocks in August 2008. The D	PO has circulated guidelines to the school for						
	utilization of the school grant.							
(iii)	Has the DPO made centralized purchases	Information to be obtained from DPO of						
	for schools out of the school grant? If so,	districts visited by MI.						
	for what purpose and what is the amount							
	utilized?							
	It was reported that the DPO has not made a	any centralized purchases for schools out of the						
	school grant.							
(iv)	The actual date of receiving school	To be verified on the spot from the						
	grants by school/VEC and the utilization	passbook and expenditure statement						
	of the grants. Whether there was any	maintained by school/VEC.						
	delay in receipt of grants?							
	A total of 110 schools (5%) were visited in th	e 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 200							
	November 2008, 12 schools (10.90%) received							
	received in January 2009. In 15 schools (13.64	%) we could not get the records.						
(v)	Utilization details (percentage of	To be verified on the spot from the						
	utilization and items) for the last year's	passbook and expenditure statement						
	school grants received by the	maintained by school/ VEC.						
	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	Information is to be obtained from				
	district- wise under SSA in primary and upper	SPO and to be updated in DPO in				
	primary schools and the number of Teachers in	respect of districts visited by MI				
	position therein?					
	It was seen from the DPO data that there are no ac	Iditional teachers against PTR sanctioned				
	under SSA.					
(ii)	What is the mode of recruitment of the	Information is to be obtained from				
	teacher and the level/authority (DPO/VEC	SPO and to be updated in DPO in				
	etc), which recruits the teachers? What is the	respect of districts visited by MI.				
	procedure followed in the recruitment of					
	teachers?					
	The appointment of teachers whenever require	d 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 t	he 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	n written and oral interview selection of the				
	teacher is made.					
(iii)						
()	Nature of appointment of teachers i.e.	Information is to be obtained from				
 ,	Nature of appointment of teachers i.e. whether it is a regular appointment or					
	whether it is a regular appointment or	SPO and to be updated in DPO in respect of districts visited by MI.				
	whether it is a regular appointment or contract basis?	SPO and to be updated in DPO in respect of districts visited by MI.				
(iv)	 whether it is a regular appointment or contract basis? It was reported that the appointment of the part others are on regular basis. If VEC/ Panchayat etc. is empowered to make 	SPO and to be updated in DPO in respect of districts visited by MI.				
	whether it is a regular appointment or contract basis? It was reported that the appointment of the part others are on regular basis.	SPO and to be updated in DPO in respect of districts visited by MI.				
	whether it is a regular appointment or contract basis? It was reported that the appointment of the par others are on regular basis. If VEC/ Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have	SPO and to be updated in DPO in respect of districts visited by MI. To be ascertained from DPO and				
	whether it is a regular appointment or contract basis?It was reported that the appointment of the par others are on regular basis.If VEC/ Panchayat etc. is empowered to make decentralized recruitment of teachers	SPO and to be updated in DPO in respect of districts visited by MI. To be ascertained from DPO and				
	whether it is a regular appointment or contract basis? It was reported that the appointment of the par others are on regular basis. If VEC/ Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have	SPO and to be updated in DPO in respect of districts visited by MI. To be ascertained from DPO and				
	 whether it is a regular appointment or contract basis? It was reported that the appointment of the part others are on regular basis. 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 	SPO and to be updated in DPO in respect of districts visited by MI. To be ascertained from DPO and				
	whether it is a regular appointment or contract basis? It was reported that the appointment of the par others are on regular basis. 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	SPO and to be updated in DPO in respect of districts visited by MI. Ta teachers is made on contract basis and To be ascertained from DPO and VEC.				
	<pre>whether it is a regular appointment or contract basis? It was reported that the appointment of the par others are on regular basis. 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?</pre>	SPO and to be updated in DPO in respect of districts visited by MI. a teachers is made on contract basis and To be ascertained from DPO and VEC.				
	<pre>whether it is a regular appointment or contract basis? It was reported that the appointment of the par others are on regular basis. 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? It was reported that the VEC/ Panchayat is</pre>	SPO and to be updated in DPO in respect of districts visited by MI. a teachers is made on contract basis and To be ascertained from DPO and VEC.				
	<pre>whether it is a regular appointment or contract basis? It was reported that the appointment of the par others are on regular basis. 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? It was reported that the VEC/ Panchayat is</pre>	SPO and to be updated in DPO in respect of districts visited by MI. a teachers is made on contract basis and To be ascertained from DPO and VEC.				

(v)	In respect of the schools visited by MI, the	Information is to be obtained from					
	number of teacher sanctioned for the schools,	the school and from the VEC. The list					
	the number of teachers in position, the	of the names of teachers absent and					
	number of teachers present in school on the	those who are habitually absent					
	day of visit, the names of the teachers absent	must be given in the report.					
	on the day of visit. Whether any teacher is						
	habitual absentee?						
	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	n and out of 798 teachers, 742 teachers					
	(92.98%) were present on the day of visit. There w	vas no habitual absentee teacher found in					
	sampled schools.						
(vi)	How was the rapport between children and	To be ascertained from the VEC and					
	the teachers in the schools visited?	observed during the visit by MI.					
	It was observed during the school visit that ou	It of 110 schools, in 103 schools rapport					
	between children and the teachers was found to be go	ood.					
(vii)	The target number of teachers district-wise to	To be ascertained from the SPO and					
	be given in service training and the actual	updated from the DPO in respect of					
	number of teachers given such training in	the districts visited by the MI and to					
	state/ district visited? Is there a training	be verified from the teachers in					
	calendar for teachers training? What was the	schools visited by MI.					
	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?						
	It is seen from the DPO data that, the district h	as a target of 10579 teachers to whom					
	inservice training of 20 days is to be given. As per the	e training calendar drawn by the SCERT,					
	the district has covered almost all teachers under in	service training. The first session of the					
	training (10 days) was before the beginning of aca	ademic year i.e. 16 June 2008 and 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 ware the trainers. The content and Module for training was prepared by the SCERT.

(viii)	The target number of newly recruited	To be ascertained from the SPO and			
(•)	teachers district-wise, to be given orientation	updated from the DPO in respect of			
	training of 30 days and the actual number of				
	teachers given such training, and venue of the	be verified from the teachers in			
	training , for how many days and who were	schools visited by MI.			
	the Master Trainers? What was the				
	monitoring done for ensuring quality of the				
	training?				
	It is seen from the DPO data that, there are a to	btal of 1004 newly recruited teachers for 30			
	days training. Other details we could not get from the				
(ix)	The target number of teachers district-wise,				
	to be given refresher training of 60 days and	updated from the DPO in respect of			
	the actual number of teachers given such	the districts visited by the MI and to			
	training. What was the mode of training	be verified from the teachers in			
	(institutional or distance); venue of training?	schools visited by MI.			
	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?				
	It is seen from the DPO data that, there are no ur	trained teachers to whom 60 days training			
	is to be given in the district.				
(x)	The satisfaction level of training? Whether	To be ascertained from the teachers			
	there are any areas, which the teacher would	on the spot in respect of schools			
	like to get trained?	visited by MI.			
	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.				

(xi)	The academic support given by BRC/CRC to	To be ascertained from BRC/CRC (at
	the teachers, the frequency of such support:	least 5 each) and the teachers on
	a. please specify the role of BRC/CRC's	the spot in respect of schools/ EGS
	in teacher training (in service/in induction	Centres visited by MI.
	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)?	
1		1

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.

b. What is the expected number of school	To be ascertained from BRC/CRC(at			
visits to be made by BRC/CRC in state and in	least 5 each)and the teachers on			
the districts visited? Is it being followed?	the spot in respect of school/ EGS			
	centers visited by MI.			

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.

c. What are the BRCC's and CRCC's doing	To be ascertained from BRC/CRC
during these visits? Cheek their reports? How	(at least 5 each)and the teachers
much of it relates to pedagogic improvement	on the spot in respect of schools/
issues and how much on "administrative"	EGS centers visited by MI.
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?	

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.

d. Is the DIET interacting, with BRC/CRCs and	To be ascertained from BRC/CRC
what is their role in capacity building;	(atleast 5 each)and the teachers on
academic supervision and guidance; action	the spot in respect of school/ EGS
research and monitoring of BRC/CRCs?	centers visited by MI.

It was reported that the DIET is interacting with BRCs and CRCs, other details we could not get from the BRC/CRCs

e.	Are	the	BRC/CRCs	extending	their	То	be	ascertained	from	BRC/CRC
academic support to EGS/AIE centres/courses				(atleast 5 each)and the teachers on						
in their area? If so how in what manner? If				the spot in respect of school/ EGS			hool/ EGS			
not, why?				cen	ters	visited by M	Γ.			

It was found that the BRC/ CRCs are extending their academic support to AIE centres in their area.

(xii)	Does the SPO have a Quality Coordinate What is their role? Do they Have a system a format to review district wise programme What is the frequency? What is the arrangement for coordination with SCERT a DIETS?	nd es? he
	aspect.	tor cell at 3FO, which looks after the quality
((f) Teaching Learning Material (TLM)	grants:
(i)	The total number of teachers' eligible to	Information to be obtained from SPO
	receive TLM grants, district-wise and the	and updated by DPO in respect of the
	details of grants released to the districts?	district to be visited by MI.
	The data collected from the DPO shows that	at, a total of 13132 teachers are eligible to
	receive TLM grant which included 8258 primary t	eachers and 4874 upper primary teachers.
(ii)	The date of release of TLM grant from	Information to be obtained from DPO
	DPO and the number of teachers covered?	and to be verified in schools visited by
	Whether any Instructions have been	MI. A copy of the instructions be
	issued in respect of utilization TLM grants	enclosed with the report.
	by DPO/SPO?	
	Looking at the data collected from the field, i	t is seen that TLM grant was released to Blocks
	in August 2008. A total of 13132 teachers are co	overed in the district. Instructions in respect of
	utilization of TLM grant have been issued by the S	
(iii)		
(,	The date of receipt of TLM grant by the	Information to be verified on the spot
	The date of receipt of TLM grant by the teacher and details of its utilization?	
()	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed	Information to be verified on the spot
,	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?	Information to be verified on the spot
,	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	Information to be verified on the spot
	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	Information to be verified on the spot
	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	Information to be verified on the spot
	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	Information to be verified on the spot
	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	Information to be verified on the spot
	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	Information to be verified on the spot
	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	Information to be verified on the spot
	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?	Information to be verified on the spot
	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?	Information to be verified on the spot

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 **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.

(g) EGS & AIE:

(i)	What is the number of EGS/AIEInformation is to be obtained from 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 beInformation is to be obtained from respect of the district visited by the MI.
	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.)
	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.

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

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.

(iii)	The number of children enrolled and	To be verified on the spot in respect of
	actually attending the centre?	centre visited by MI. The MI will visit
		all categories of such centres in a
		district on sample basis.

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.

(1) Rajiv Gandhi Sandhi Shala: Sarola (Sillod)

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,

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.

(2) Mahatma Phule Education Guarantee Centre

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.

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 oppointed 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.

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.

(3) Seasonal hostel

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.

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.

(iv)	The number of EVs working in a district	Information to be obtained from DPO
	and the number of EVs trained. Kind of	and to be verified from the EVS of the
	training given to them indicating the	centres visited by MI.
	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?	
	We could not get the details from the DPO.	
(v)	Whether the EVs are given academic	Information to be obtained from
	support by the BRC/CRC regularly. The	DPO/BRC/CRC and to be verified from
	frequency of such academic support be	the EVs of the centres visited by MI.
	ascertained. Whether any instructions	Copy of the instructions to be enclosed
	have been issued by DPO on this?	with the report.
	While interviewing the BRCCs and CRCCs, it v	vas found that they are giving academic support
	to the Education Volunteers of the AIE centres in	n their area.
·		

(vi)	The educational qualification of the EVs,	Information to be obtained from the EVs
	the training received by him and	during the field visits to EGS/AIE
	whether he is receiving any academic	centres/ courses by MI.
	support if so of what nature?	
	During the visit to the EGS/ MPEGS centre in	n the district it was noticed that the educational
	qualification of the EVs, is minimum 12 th standa	rd passed and also more than that.
(vii)	The amount of monthly honorarium	Information to be obtained from the EVs
	received by the EV. Whether this is paid	during the field visits by MI.
	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?	
	The centres which were visited during the mo	pnitoring visit has been started in January
	2009 . It was found that the EVs have not received	ived any honorarium up to the our visit and also
	they do not know how much honorarium they w	ill 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	Information to be obtained from DPO
	Coordinator for EGS/AIE in the district	and from the Coordinators of the
	visited by MI? Whether that Coordinator	district visited by MI.
	has been oriented? Has the person	
	received any capacity building training	
	conducted by SPO?	
	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 doe	es not know more about the EGS /AIE
	interventions.	

(x)	Is there any monitoring format available	Information to be obtained from DPO
	with DPO on which SPO takes	and District Coordinator for EGS/AIE by
	information regarding EGS/AIE centres	MI in districts visited. Copy of the format
	operating in the district? The frequency	to be obtained and enclosed with the
	with which the information is furnished	report of the MI.
	to the SPO?	
	There is monitoring format developed by the	SIS but we could not get it from the DPO.
(xi)	Number of EGS/AIE centres (including	Information to be obtained from SPO
	spillovers) targeted to be upgraded,	and updated from DPO in respect of the
	district wise during the current financial	districts visited by MI.
	year? What is the achievement so for?	
	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	Information to be obtained from SPO
	instructions to the DPOs with reference	office and updated from DPO office in
	to upgradation of EGS centres to primary	respect of the districts visited by MI.
	schools, and whether funds have been	
	released for the same?	
	The SPO has issued necessary instructions (G	ovt Resolution) to the DPO with reference to
	upgradation of EGS centres to primary school an	d funds also have been released by the SPO.
(xiii)	The number of EGS centres actually	Information to be obtained from the
	upgraded in the district and the details	SPO office and updated from DPO office
	of funds transferred to VEC and the	in respect of th districts visited by MI.
	details of the instructions issued by DPO	
	in this respect?	
	It is seen from the DPO data that, a total of 48	36 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	To be verified on the spot with the
	centre has taken place?	assistance of VECs during field visits of
		MI.

(xv)	Has the land for construction of the	Information to be obtained from DPO	
	upgraded primary school (from EGS)	and to be verified on the spot with the	
	been indentifield?	assistance of VEC/SMC and school	
		Teacher during field visit by MI.	
	It was noticed that, out of 486 new schools,	the land for constriction is identified for only	
	315 schools.		
(xvi)	Whether VEC/SMC etc. have received	To be verified on the spot with	
	any funds for construction of schools?	assistance of VEC/SMC and school	
		Teachers during field visit by MI.	
	The VECs have received 75% of the total cos	st for construction school building.	
(xvii)	Has the construction started and what is	To be verified on the spot with	
	the stage of construction (foundation,	assistance of VEC/SMC and school	
	lintel and roofing)?	Teachers during field visit by MI.	
	During the monitoring visit the upgraded new	v primary schools at Nagare wasti, (Fullambri	
	block), Mukundwadi (Sillod block) and Partaptanda and Vetal 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 occupi	ed the new school building at Vetal 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		
	for the new schools. The para teachers were in	-	
	for the new schools. The para teachers were in appointment of the regular teachers was found	position in these new schools but the	
(xix)		position in these new schools but the	
(xix)	appointment of the regular teachers was found	position in these new schools but the to be in process.	
(xix)	appointment of the regular teachers was found The number of children actually	position in these new schools but the to be in process. Information to be obtained from	
(xix)	appointment of the regular teachers was found The number of children actually mainstreamed from EGS/AIE	position in these new schools but the to be in process. Information to be obtained from SPO/DPO. To be verified from the	
(xix)	appointment of the regular teachers was found The number of children actually mainstreamed from EGS/AIE centres/courses? During the last	position in these new schools but the to be in process. Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby	
(xix)	appointment of the regular teachers was found The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the	position in these new schools but the to be in process. 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	
(xix)	appointment of the regular teachers was found The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private	position in these new schools but the to be in process. 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	
(xix)	appointment of the regular teachers was found 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?	position in these new schools but the to be in process. 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	
(xix)	appointment of the regular teachers was found 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	position in these new schools but the to be in process. 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.	

(xx)	What is the infrastructure available in	To be ascertained and observed during
	the EGS/AIE centres, such as durries,	the Field visit with the assistance of
	blackboard, books, TLMs etc?	VEC/EV by MI.
	During the monitoring visit Rajiv Gandhi Sa	ndhi Shala (upper primary centre) at Sarola
	(sillod block) visited on 24/3/2009 and MPEGS of	entre 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 Scien	ce, 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	d in the centre. The other centre in Village
	panpoi –Jatwada road in Aurangabad block whic	h was visited on 25/3/2009 also have no
	accommodation. It was found that the children a	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. The	re was no Black board. The volunteer teacher
	has not undergone any kind of training. She does not know the objectives of the intervention.	
(xxi)	Whether Mid-day Meal is being supplied	To be ascertained and observed during
	to the children in EGS/AIE centres?	the Field visit with the assistance of
		VEC/EV by MI.
	It was noticed that the Mid –day Meal is not b	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. T	he other MPEGS centre at Panpoi- Jatwada road
	is also not getting food grains.	
(xxii)	The number of children enrolled and	To be ascertained and observed during
	actually present in the EGS/AIE	the Field visit with the assistance of
	centre/courses, on the date of visit of	VEC/EV, by MI.
	MI? Gender-wise details be given?	
	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.	
(xxiii)	The achievement level of children	Assessment to be undertaken during
	studying in EGS/AIE facilities	Field visit by MI.
	It was observed in both the centres a very po	or performance of the children and also
	Education Volunteers.	

(xxiv)	The rapport of the EV with the children?	Observation during Field visit, by MI.
	The rapport of the EV with children was foun	d to be good.
(xxv)	Whether EGS/ AIE centres are using the	
	school textbooks or/and any other	To be ascertained from SPO/DPO and
	materials? If latter, please specify the	verified during the Field visit with the
	details of those learning materials? If	assistance of VEC/EV, by MI.
	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?	
	It was reported that the MPEGS, RGSS and A	IE 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 pr	imary 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):
(i)	The number of CWSN children identified,	Information to be obtained from SPO
	district-wise, and the number of children	and to be updated by DPO in respect
	enrolled during the current financial year.	of the district visited by MI.
	Looking at the DPO data, it is noticed that, there are a total of 11907 Children with	
	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	Information to be obtained from the
	provided with aids and appliances,	SPO and to be updated by DPO in
	district-wise during the current financial	respect of the districts visited by MI and
	year.	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	s and Hearing aids.
(ii)(b)	Whether there are any difficulties in	Information to be obtained from
	getting and utilizing the aids and	SPO/DPO
	appliances.	
	appliances. It was reported that there are no difficu	lties in getting and utilizing the aids and
		lties in getting and utilizing the aids and

(iii)	The number of resource teachers	Information to be obtained from
	identified in the districts? The list of	SPO/DPO. List of NGOs and copies of
	NGOs associated with CWSN in the	guidelines to be attached with the report
	district? The details of guidelines issued	of MI. Sample checks be done during
	for the resource teachers/NGOs?	field visits by MI to ascertain the tasks
		being done by Resource Teachers/NGOs
		for CWSN.
	reported that no NGO is associated with CW guidelines issued for the resource teachers we c	
(iv)	Whether the district has an IED	Information to be obtained from DPO of
(a)	coordinator? whether he has been	districts visited by MI.
	oriented and whether he has attended	
	any capacity building programme at the	
	State level?	
	The district has appointed an IED Coordinat	or and 2 assistants and they are oriented. They
	were found to be aware of their work and respo	nsibilities.
(iv)	Whether the State has prescribed any	Information to be obtained from DPO
(b)	monitoring format and the frequency	/District IED in charge/Coordinator.
	with which the information is furnished	Copy of the format to be obtained any
	to SPO? Is there an IE Coordinator of	enclosed with a report of MI.
	SPO? How knowledgeable if her or she in	
	this area? How many trainings and	
	workshops has she/he attended?	
	It was reported that the State (SIS) has pres	cribed monitoring format and every quarter the
	information is furnished to SPO.	
(v)	How many schools have been provided	Information to be obtained from m the
	with ramps?	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	Information to be obtained from
	home based support during the current	SPO/DPO and one or two sample checks
	financial year?	be done by MI.
	It was reported that, a total of 65 children h	have been provided home based support during
	the current financial year.	
	,	

(vii)	How many parents have been given counseling during the current financial	Information to be obtained from SPO/ DPO and to be verified during field visit
	year?	by MI, with help from VECs / school.
	The details we could not get from the DPO.	
(viii)	The number of CWSN children stated to	Information to be verified on the spot
	be enrolled and actually present in the	with the assistance of VEC/Teachers.
	schools/EGS centres visited by MI?	
	Data not collected.	

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

(i)	The number of clusters targeted district-	Information to be obtained from SPO
	wise and the number of model cluster	and to be updated from the DPO. Spot
	schools actually made functional during	verifications be done in sample of EBB
	the current financial year?	by MI.
	The NPEGEL programme is not applicable to the	he district, so it is not introduced in the AWP $\&$
	B 2008-09, of the district.	
	The target number of additional	Information to be obtained from the
(ii)	classrooms. drinking water, toilet, and	SPO and to be updated from the DPO of
	electrification etc. sanctioned in model	the district visited by MI. The State
	clusters, during the current financial year	should provide information item-wise
	and the present status of construction	progress such as completed, work in
	etc?	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 c	listrict.
(iii)	Whether model clusters in the districts	Informarion to be obtained from the
	have been provided with gender	SPO to be updated from DPO. The actul
	sensitize teaching learning materials	implementation to be verified in respect
	vocational training, bridge courses,	of MCS visited by MI in schools and local
	gender sensitization to teachers and	community.
	additional efforts to mobilize community	
	and women's groups in favour of girl's	
	education?	
	The NPEGEL programme does not exist in the	district.

	Whether funds have been released for	Information to be obtained from the SPO
	NPEGEL programme in time and district-	to be updated from DPO visited by MI.
(iv)	wise quantum of funds and date of	
	release of funds?	
	The NPEGEL programme does not exist in the	district.
(v)	a. Whether a district gender coordinator	To be ascertained from DPO with District
	is in	Gender Coordinator. A copy of monitoring
	Position?	format be enclosed in Report.
		Information to be taken from SPO.
	At present district Gender coordinator was no	ot in position in the district.
	b. Whether a monitoring system to check	To be ascertained from DPO with District
	progress in girls education	Gender Coordinator. A copy of monitoring
	interventions, has been developed in	format be enclosed in Report.
	State SSA programme and with what	Information to be taken from SPO.
	periodicity is it reviewed?	
	At present district Gender coordinator was not in position. We could not get the details from	
	DPO.	
(vi)	The number of ECCE centers operational	Information to be obtained from the SPO
	under Innovation Head funds (RS. 15	to be updated at DPO level. The actual
	lakhas for girls education) and /or	implementation to be verified in field
	NPEGEL, district- wise?	visits by MI.
	At present district Gender coordinator was no	ot in position. We could not get the details.
(vii)	Whether the State has prescribed any	Information to be obtained from
	monitoring format for this activity and	SPO/DPO. Copy of the format to be
	the frequency with which the information	
		obtained and enclosed with a report of
	is furnished to SPO?	obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	is furnished to SPO? A district Gender coordinator was not in posit	MI. Sample check by MI in the field visit.
(MI. Sample check by MI in the field visit. ion. We could not get the details.
(i)	A district Gender coordinator was not in posit	MI. Sample check by MI in the field visit. ion. We could not get the details.
	A district Gender coordinator was not in posit j) Kasturba Gandhi Balika Vidayalaya	MI. Sample check by MI in the field visit. ion. We could not get the details. (KGBV):
	A district Gender coordinator was not in posit j) Kasturba Gandhi Balika Vidayalaya Number of KGBV sanctioned district-wise	MI. Sample check by MI in the field visit. ion. We could not get the details. (KGBV): Information to be obtained from SPO
	A district Gender coordinator was not in posit j) Kasturba Gandhi Balika Vidayalaya Number of KGBV sanctioned district-wise and block-wise and the number of KGBV	MI. Sample check by MI in the field visit. tion. We could not get the details. (KGBV): Information to be obtained from SPO office and to be updated from DPO in
	A district Gender coordinator was not in posit j) Kasturba Gandhi Balika Vidayalaya Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	MI. Sample check by MI in the field visit. tion. We could not get the details. (KGBV): Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample

(ii)	The number of KGBV in the State in	Information to be obtained from the SPO
	respect of which land have been	office and to be updated from DPO in
	identified, district- wise.	respect of disctric visitsed by MI.
	The KGBV activity does not exist in the distric	t.
(iii)	Whether the State has drawn up any	Information to be obtained from SPO
	detailed guidelines for running the KGBV	office and to be updated from DPO in
	schools.	respect of dis tricts visited by MI.
	The KGBV activity does not exist in the distric	t.
(iv)	The number of KGBV in respect of which	Information to be obtained from SPO
	all formalities for construction have been	office and to be updated from DPO in
	completed.	respect of districts visited by MI.
	The KGBV activity does not exist in the distric	t.
(v)	The number of posts sanctioned for the	To be obtained from DPO and to be
	KGBV (teachers and other staff) in the	verified in respect of KGBV visited by MI.
	district and the present position of filling	
	up of these posts.	
	The KGBV activity does not exist in the distric	t.
(vi)	The number of students admitted in the	To be obtained from DPO and to be
	KGBVs started in the district.	verified in respect of KGBV visited by MI.
	The KGBV activity does not exist in the distric	t.
(vii)	The details of facilities available such as	To be obtained on the spot in respects o
	furniture, bedding meals to be verified by	KGBV visited by MI.
	MI in respects of KGBV visited.	
	The KGBV activity does not exist in the district	-

(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	To be obtained from SPO and cross
	the State / UT for DISE/EMIS for the	checked in districts whether they have
	current year?	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	Information to be obtained from DPO and
	supplied to all schools latest by August?	to be verified from teachers of the
		schools visited by MI.
	It was seen from the DPO data that, data ca	apture format have been supplied to all schools
	latest by August.	
(iv)	Whether any training has been imparted	Information to be obtained from DPO and
	to the teachers for filling up data in the	to be verified from teachers of the
	data capture format? If so when,	schools visited by MI.
	duration where was the training held?	
	The district MIS incharge reported that no training	ining has been imparted to the teachers.
	Whether CRC/BRC coordinators have	Information to be obtained from
(v)	been given task of verifying 5% of the	SPO/DPO and cross checked during the
	data collected? Have they been oriented	Field visit by MI to BRCs/CRCs and
	/trained for this? If so when? How are	schools.
	they discharging this responsibility? Has	
	the SPO also engaged independent/third	
	party to verify the data? If so, please	
	give details, including findings?	
	It was found that CRC and BRC coordinators h	ave 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.	
	Whether the data collected and complied	Information to be obtained from DPO and
(vi)	by the DPO passed on to the State well in	SPO.
	time i.e. by November?	
	It was reported that, the data collected a	nd complied was not passed to the state in

	Is there an MIS in charge at State level?	Information to be obtained from SPO.
	Is he fully conversant with needs of SSA	
	in MIS? How many workshops/trainings	
(vii)	has he attended in GOI/NIEPA?	
	There is an MIS incharge at DPO.	
(I) Research and Evaluation:	
(i)	The number of Research to be	Information to be obtained from SPO and
	undertaken during the current financial	to be updated from the DPO.
	year district-wise and the actual number	
	of research sanctioned.	
	At present the post of Research and Evaluation	on coordinator is vacant, so we could not get the
	details.	
(ii)	The number of studies sanctioned in the	Information to be obtained from the SPO
	previous calendar year and the number	office and to be updated from the DPO.
	of them completed.	
	At present the post of Research and Evaluation	on coordinator is vacant, so we could not get the
	details.	
(iii)	Is there a Research /Evaluation in-	Information to be obtained from SPO
	charge at SPO level? What is the	office and to be updated from DPO .
	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?	
	Data not collected.	
(m) Functioning of the VEC:	
(i)	The total number of village/school	Information to be obtained from the SPO
	level/management committees	and to be updated from DPO.
	constituted, district-wise?	
	It was seen from DPO data that, there are a t	total of 1467 village/ school level committees
		-

constituted in the district.

(ii)	A copy of the guidelines on delegation of	Information to be collected from the
	powers to VEC/SMC and whether this	SPO/DPO and to be verified from the
	guideline is available with the VEC?	VEC/SMC during the Field visit by MI.
	A copy of guidelines on delegation of powe	rs to the VEC is given to the secretary of each
	VEC, who is the headmaster of these particul	ar schools. Out of 110 schools, a copy of the
	guidelines was available in 65 schools (59.09%).	
(iii)	Guidelines given on adequate	Information to be collected from the
	representation to women in VEC/SMC?	SPO/DPO and to be verified from the
	The actual number of women associated	VEC/SMC during the Field visit by MI.
	in the VEC of the school visited by MI?	
	The guidelines on adequate representation to	women in VEC/SMC has been given. During the
	monitoring visit a total of 110 schools were visite	ed. It is seen from the field data that, there are a
	total of 943 VEC members associated in the VEC	s 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.	
(iv)	The frequency of meeting of VEC as per	Information to be obtained from VEC and
	the guidelines and the actual dates of	verified on the basis of records, in
	meeting of the committee during the six	villages/schools visited by MI.
	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?	
	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%) me	etings were conducted bimonthly. In 16 schools
	(14.54%) it was conducted quarterly and in 7 s	chools (6.36%) it was conducted yearly. we did
	not find VEC meeting record in 2 schools in Gan	gapur block, 1 school in Sillod block,4 schools in
	Vaijapur block and 2 schools in Khultabad block	of the district.

(v)	Whether members of the VEC have been	Information to be collected from the
	oriented and the percentages of the	SPO/DPO and to be verified from the
	members oriented? When these	VEC/SMC during the Field visit by MI.
	trainings were held? Who conducted the	
	trainings? What is the VECs perception of	
	the trainings?	
	The members of VEC have been oriented du	ring the year. It was reported that, 50% of the
	members have been oriented during the last of	quarter of the financial year. These orientation
	prgrammes were held in February 2009 and CRC	conducted these trainings.
(vi)	The contribution made by VEC in	Information to be obtained from VEC and
	improving the environment of the school,	verified on the basis of records by MI
	enrolment and attendance of teachers	during field visits.
	and students?	
	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	Information to be obtained at SPO level.
	for Community	See formats and record of SPO
	mobilization/participation at SPO level?	
	Is the person aware of his/her role?	
	What types of monitoring or capacity	
	building is done?	
	It was reported that there is programme	officer incharge for community mobilization
	programme at SPO level.	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned	Information to be obtained from SPO.
	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?	
	Data not collected.	
(ii)	The number of meeting of the General Body and EC held during the pervious	Information to be obtained from SPO and verified from their records.
	financial year? Data not collected.	
(iii)	The total number of staff sanctioned	Information to be obtained from SPO and
	category wise in the district office and	worlding at DDO at level in districts
		verified at DPO at level in districts
	the number in position and action taken	visited by MI.
	the number in position and action taken to fill up the vacancies?	
	the number in position and action taken to fill up the vacancies? All sanctioned staff of Management and MIS	visited by MI.
	the number in position and action taken to fill up the vacancies? All sanctioned staff of Management and MIS	visited by MI. was in position in Aurangabad district. But the
(iv)	the number in position and action taken to fill up the vacancies? All sanctioned staff of Management and MIS programme coordinators for Gender / Girls	visited by MI. was in position in Aurangabad district. But the
(iv)	the number in position and action taken to fill up the vacancies? All sanctioned staff of Management and MIS programme coordinators for Gender / Girls pedagogy were not in position.	visited by MI. was in position in Aurangabad district. But the education, Research and Evaluation, Quality
(iv)	the number in position and action taken to fill up the vacancies? All sanctioned staff of Management and MIS programme coordinators for Gender / Girls pedagogy were not in position. The number of BRCs /CRCs sanctioned	visited by MI.was in position in Aurangabad district. But the education, Research and Evaluation, QualityInformationtobeobtainedfrom
(iv)	the number in position and action taken to fill up the vacancies? All sanctioned staff of Management and MIS programme coordinators for Gender / Girls pedagogy were not in position. The number of BRCs /CRCs sanctioned Staffing position and action taken to fill vacancies?	visited by MI. 5 was in position in Aurangabad district. But the education, Research and Evaluation, Quality Information to be obtained from SPO/DPO and to be verified in respect of
(iv)	the number in position and action taken to fill up the vacancies? All sanctioned staff of Management and MIS programme coordinators for Gender / Girls pedagogy were not in position. The number of BRCs /CRCs sanctioned Staffing position and action taken to fill vacancies? In Aurangabad districts, there are 09 blocks	visited by MI. was in position in Aurangabad district. But the education, Research and Evaluation, Quality Information to be obtained from SPO/DPO and to be verified in respect of BRCs /CRCs visited by MI.

(v)	Does SPO have clearly laid down rules /	To be verified at SPO through checking
	regulations for filling up posts of SSA?	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 Information to be obtained from the	
	functioned during the last academic school records.	
	year?	
	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 Information to be recorded on the basis	
	environment, good buildings, play of observation.	
	grounds, good classrooms with proper	
	flooring, roof and windows? Whether the	
	classrooms have proper lighting?	
	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	Information to be recorded on the basis
	arrangement for children, a black board,	of observation
	TLM materials?	
	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	n good condition and in 23 schools were in poor
	condition. Out of 110 schools, 63 schools (57.2)	7%) have displayed TLM on the classroom walls
	and children were using TLM. But in 47 schools (42.73%) no TLM was found.	
	Whether health camp facility was made	Information to be recorded on the basis
(iv)	available to the children during the	of school record.
	previous six months?	
	Out of 110 schools, 81 schools have health cl	neck-up facility which was made available during
	the previous six months. The frequency of healt	h camp facility was found to be once in a year.
(v)	Whether the school has adequate play	Information to be recorded on the basis
	material for the children? Is it used?	of observation
	Out of 110 schools, 33 schools (51.82%) have	ve adequate play material. 57 schools (51.82%)
	were using play material.	
(vii)	If there is low attendance the reasons for	Information to be abtained from the
	the same?	teachers/ VEC.
		as 35048 (Boys 18832, girls 16216) and the
	Total enrollment of the schools visited w	-
	Total enrollment of the schools visited w attendance on the day of the visit was 86%. The school of the visit was 86%.	as 35048 (Boys 18832, girls 16216) and the
	Total enrollment of the schools visited w attendance on the day of the visit was 86%. Th percentage of girls was around 85 %. Out of	as 35048 (Boys 18832, girls 16216) and the ne percentage of boys was around 88% and the
	Total enrollment of the schools visited w attendance on the day of the visit was 86%. Th percentage of girls was around 85 %. Out of	as 35048 (Boys 18832, girls 16216) and the ne percentage of boys was around 88% and the 110 schools, 7 schools (6.36%) have reported
(viii)	Total enrollment of the schools visited w attendance on the day of the visit was 86%. Th percentage of girls was around 85 %. Out of about low attendance (80%or below) problem of school.	as 35048 (Boys 18832, girls 16216) and the e percentage of boys was around 88% and the 110 schools, 7 schools (6.36%) have reported
(viii)	Total enrollment of the schools visited w attendance on the day of the visit was 86%. Th percentage of girls was around 85 %. Out of about low attendance (80%or below) problem of school.	as 35048 (Boys 18832, girls 16216) and the the percentage of boys was around 88% and the 110 schools, 7 schools (6.36%) have reported due to poverty in 6 schools and migration in 01
(viii)	Total enrollment of the schools visited w attendance on the day of the visit was 86%. The percentage of girls was around 85 %. Out of about low attendance (80% or below) problem of school. Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	as 35048 (Boys 18832, girls 16216) and the he percentage of boys was around 88% and the 110 schools, 7 schools (6.36%) have reported due to poverty in 6 schools and migration in 01 Information to be obtained from the teachers and VECs etc.
(viii)	Total enrollment of the schools visited w attendance on the day of the visit was 86%. The percentage of girls was around 85 %. Out of about low attendance (80% or below) problem of school. Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	as 35048 (Boys 18832, girls 16216) and the the percentage of boys was around 88% and the 110 schools, 7 schools (6.36%) have reported due to poverty in 6 schools and migration in 01 Information to be obtained from the
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(viii) (ix)	Total enrollment of the schools visited w attendance on the day of the visit was 86%. The percentage of girls was around 85 %. Out of about low attendance (80% or below) problem of school. Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? Out of 110 schools visited, 07 schools (6.36)	as 35048 (Boys 18832, girls 16216) and the he percentage of boys was around 88% and the 110 schools, 7 schools (6.36%) have reported due to poverty in 6 schools and migration in 01 Information to be obtained from the teachers and VECs etc. %) have reported about low attendance (80%
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(x)	Whether continuous and comprehensive	Information to be recorded on the basis
	evaluation and grading system has been	of school records.
	introduced for students?	
	We did not find the application of continuou	is 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, Drawin	g etc.
	The achievement level of children.	Assessment to be undertaken by the MI
(xi)		on the day of visit.
	A total of 110 schools were visited. It was o	oserved that, achievement level of children in 12
	schools (10.90%) was good, in 83 schools (75.4	15%) was average and in 15 schools (13.64 %)
	was poor.	
(xii)	The rapport of the children with the	Assessment on the basis of observation
	teachers?	by MI.
	It was observed that the rapport between the	e children and teacher was "good" in all schools.
(xiii)	Whether the school has under age or	Information to be recorded on the basis
	over age children if so, their number and	of school records and observations.
	percentage?	
	A total of 110 schools were visited. It is noticed that there ware a total of 55 under age	
	children in 13 schools and 56 overage children in	16 schools.
(xiv)	The number of children who have	To be ascertained from teachers / VEC
	dropped out of the school during the	schools records.
	previous six months. Whether they are	
	continuing their studies in any private	
	schools?	
	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.	
(xv)	The number of children who have been	Information to be obtained on the basis
	retained in the same class from the	of school records and discussion with
	previous academic year and their	teachers.
	percentage grade wise?	
	A total of 110 schools were visited during m	onitoring visit in the district. Class wise retained
	chidren in the same class from previous academ	ic year was found as class 1st (6.63%), class
	2^{nd} (4.200%) class 2^{rd} (2.75%) class	4 th (1.82%), class 5 th (2.73%), class 6 th
	(4.20%), Class 5 $(2.75%)$, Class 7	+ (1.02%) , CldSS 5 (2.75%) , CldSS 0

(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 intervation 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 (ii) page no 238

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 (i) attached in page no 179

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 182

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 techer 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 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

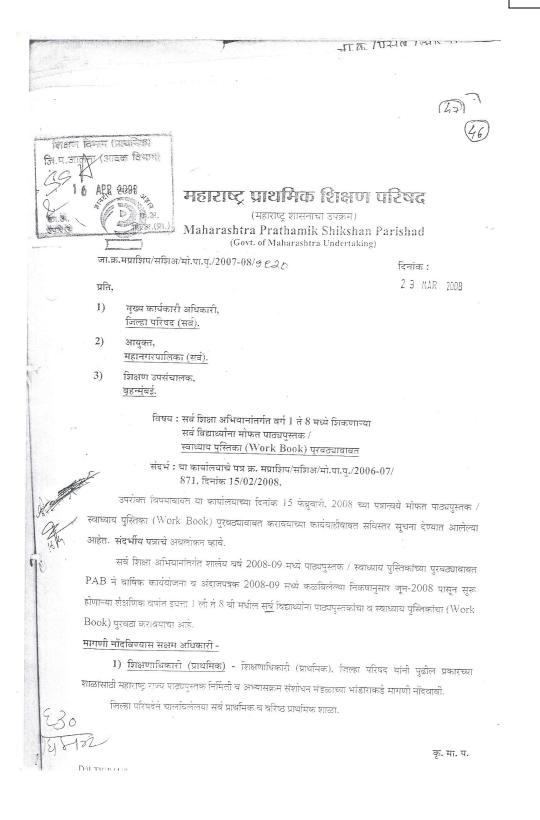
check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

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

Annexure-2



ज्यांना शिक्षणाभिकारी (प्रार्थामक). जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खार अनुदानित अथवा अंशतः अनुदानित प्रार्थामक व वरिष्ठ प्रार्थामक शाळा.

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

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांनी चार्लीवलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा. नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांच्या हद्दीनील सर्व अनुदानित अथवा अंशतः अनुदा खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / वालकामगारांसाठी चालविलेल्या शाळा.

जिल्हा परिषद क्षेत्रात चार्लावलेल्या अनुदानित खाजगी शाळा. शासकीय आश्रम शाळा, बालकामगारांर असलेल्या शाळा यातील सर्व मुली आणि अनुसूचित जाती-जमातीच्या मुलांकरीता पाठ्यपुस्तके पुरविण् यावीत.

जिल्हा परिषद क्षेत्रात चार्लीवलेल्या अनुदानित खाजगी आश्रम शाळेतील विद्यार्थ्यांपैकी मुली आणि अनुस् 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 / परि विभाग, बृहन्मुंबई बांचे कार्यक्षेत्रातील सर्व अनुदानित अथवा अंशतः अनुदानित माध्यमिक शाळा यांचेकरीता मा नोंदवावी. (जिल्हा परिषदांची मागणी शिक्षणाधिकारी (प्राथ.) यांचे मार्फत प्राथ. व माध्यमिक / जिल्ह माराणी एकत्रितपणे नोंदवावी).

 डाक्षणाधिकारो / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका / शिक्षण मंडर महानगरपालिकने चालविलेल्या सर्व प्रार्थामक व वरिष्ठ प्रार्थामक शाळा.

महानगरपालिकेतर्फ ज्यांना अनुदान वितरीत करण्यात येते, अशा सर्व अनुदानित अथवा अंशतः अनुद खाजगी प्रार्थामक शाळा.

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शालेय वर्ष 2008-09 या वर्षांत इयत्ता 1 की त 8 वी या वर्षांतील शिक्षण घेत असलेल्या विद्यार्थ्यांना राज्य शासनाच्या योजनेंतगंत - 103 विकास गटातील विद्यार्थी, पुस्तक पंढी योजनंतील लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुर्रावण्यात येत असलेले विद्यार्थी वगळून उर्वारत सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा कगवयाचा आहे.

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संचालक. महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पुस्तकांची मागणी नोंदविताना या कार्यालयांचे पत्र क. गप्राशिप संशिअ/मोपापु/2007-08/871, दिनांक 15 फेब्रुवारी, 2008 चे पत्रासांवत जोडण्यात आलंक्या 1 ते 7 प्रपत्रात इयत्ता 1 ते 8 माध्यम निहाय विद्यार्थी संख्या सोबत जोडलेल्या प्रपन्नात सादर करावी व त्यानुसार संचालक. महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पाठ्यपुस्तक / स्वाध्याय पुस्तिकेसाठी मागणी नोंदविण्यात यांबी.

सन 2008-09 या वर्षात वार्षिक कार्ययोजना व अंदाजपत्रकात मंजूर विद्यार्थी संख्येपेक्षा जास्तीची मागणी मोंदविण्यात येणार नाही यांची दक्षता ध्यावी. 7

> (सही/-) राज्य प्रकल्प संचालक,

12- 1714108

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Annexure-3 (i)

महाराष्ट्र प्राथमिक शिक्षण परिषद निरवरे (महाराष्ट्रं शासनाचा उपक्रम) Maharashtra Prathamik Shikshan Parishad (Govt. of Maharashtra Undertaking) '**- 2** jul 2008 जा.क.: मप्राशिप/सहा.संचा/२००८-०९/३८//१ प्रति, 9. मुख्य कार्यकारी अधिकारी, जिल्हा परिषद, (सर्व) . 44 हिया पार्टा हे. आयुक्त महानगरपालिका. 1356तः ^{िभ्}महानगरपालिका, (सर्व) B शिक्षण उपसंचालक, बृहन्म्ंबई. 3. 05 विषय : सर्व शिक्षा अभियानांतर्गत सन २००८-०९ प्राप्त शाळा अनुदान वाटपाच्या कार्यवाहीबाबत. महोदय, आपेल्या कार्यालयामार्फत सादर करण्यात आलेली वार्षिक कार्ययोजना व अंदाजएत्रक केंद्रशासनाने मान्य केले आहे. त्याचे वितरण म.प्रा.शि.प,, मार्फत करण्यात आले आहे. 18 m 22 संदर्भातील परिपत्रकांत दिलेल्या मार्गदर्शक सूचनेच्या आधारेच सन २००८-०९ या शंक्षणिक वर्षात शाळां अनुदानाचे वाटप करावयाचे आहे. या वर्षासाठी प्रत्येक प्राथमिक विभागास रू.५०००/-व उच्च प्राथमिक विभागासाठी रू. ७,०००/- प्रमाणे शाळा अनुदान दि. १५ जुलै २००८ पावेतो ॰ शाळास्तरापावेतो वितरीत करण्यात यावे. सदर शाळा अनुदानाचे वाटप, (१) सर्व शिक्षा अभियानाचे Frame work for Implementation (as amended upto 22nd January 2008), (R) Manual on Financial Management and Procurement मधील पृ.क्र. २२ वरील मुद्दा क्र. ३०.९ व ३०.४ नुसार कार्यवाही करावी. शाळा अनुदान दि.३९.०३.२००८ दि. ०१.०४.२००८ पासूनचे सुधारित निकष पावेतोचे निकष सदर्भ - ४थी कार्यकारी समिती दि. २२ जाने. २००८ १. प्राथमिक स्तर रू. २०००/-रु.५०००/-२. उच्चप्राथ. स्तर रू. २०००/-丙. 10000/-E:\Aruna2008-09\Pro.Off.(1) Sch_Grant_let.doc सर्व शिक्षा अभियान सारे शिक्या, पुढे जाऊया

वर्ग 9 ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग 9 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 रू.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रू.७,०००/- वितरीत करावे मात्र तो निधी रू.५,०००/- प्राथमिक शाळा व रू.७.०००/- उच्च .% प्राथमिक शाळा अशा स्वतंत्र शिर्षांतर्गत 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 रू.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.

राज्ये प्रकलप संचालक, म.प्रा.शि:पॅ., मुंबई.

प्रत माहितीसाठी :-

शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-9

२) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

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

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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 TO31-07-2009

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/	16-03-2009 to 25-03-2009.	
	Schools		

1.	REGULARITY IN SERVING MEAL:	Students, Teachers & Parents	
	Whether the school is serving hot		
	cooked meal daily? If there was		
	interruption, what was the extent and		
	reasons for the same?		
	A total of 110 schools were visited duri	ng 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, S	September, October, December 2008 and	
	January 2009 due to delay in receipt of food g	grains in 24 schools (21.81 %).	
2.	TRENDS : Extent of variation (As per school records vis-à-vis Actual on the day of visit)		
	No significant extent of variation was notic	ed in school's enrolment records and actual	
	number of children attending the school on th	e day of visit.	
3.	REGULARITY IN DELIVERING FOOD	School level registers, MDM	
	GRAINS TO SCHOOL LEVEL:	Registers Head Teacher, School level	
	(i) Is school receiving food grains	MDM functionaries	
		ribiti functionalies	
	regularly? If there is delay in		
	regularly? If there is delay in delivering food grains, what is the		
	delivering food grains, what is the		
	delivering food grains, what is the extent of delay and reasons for the same?	6) food grains was received regularly delay	

	(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 adv	ance by each school but no buffer stock of		
	one month was found in any school.			
	(iii) Is the food grains delivered at the	School level registers, MDM		
	school?	Registers Head Teachers, School		
		level MDM functionaries		
	Almost all schools reported that, the food g	rains were delivered at the school.		
4.	REGULARITY IN DELIVERING	School level registers, MDM		
	COOKING COST TO SCHOOL LEVEL:	Registers Head Teachers, School		
	(i) Is school receiving cooking cost in	level MDM functionaries		
	advance regularly? If there is delay in			
	delivering cooking costm what is the			
	extent of delay and reasons for it?			
	Most of the schools (100 %) did not received	e cooking cost in advance. It was received		
	after 2/3 months.			
	(ii) In case of delay, how schools	School level registers, MDM		
	manage to ensure that there is no	Registers Head Teachers, School		
	disruption in the feeding programme?	level MDM functionaries		
	The school head masters bought things on	credit from the local shopkeeper and		
	managed to ensure that the feeding program	me to be continued.		
	(iii) Is cooking cost paid by Cash or	School level registers, MDM		
	through banking channel?	Registers Head Teachers, School		
		level MDM functionaries		
	The Cooking cost was paid through bankir	ig channel only.		
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 observe	d in any school.		
6.	VARIETY OF MENU :	Observations and discussion with		
	(i) Has the school displayed its weekly	children, teachers, parents,VEC		
	menu, and is it able to adhere to the	members ,Gran Panchayat members		
	menu displayed?	and cooks.		
	It was found that a weekly menu card wa was followed by 94 schools (97.92%).	as displayed in 96 schools (87.27 %) and it		

7.	(ii) Is there variety in the food served	Observations and discussion with	
	or is the same food served daily?	children teachers, parents, VEC	
		members, Gram Panchayat members	
		and cooks.	
	In 106 schools (96.36 %), varieties in t	he food preparation like Khichadi, Sakhar	
	Bhaat, Masala Bhaat, Dal Bhaat, Bhaaji Bhaa	t was found. Seasonable green vegetables	
	were used in 83 schools (75.45%).		
	(iii) Dose the daily menu include rice/	Observations and discussion with	
	wheat preparation, dal and	children teachers, parents, VEC	
	vegetables?	members, Gram Panchayat members	
		and cooks.	
	It was observed that the daily menu inc	luded variety of rice preparation, dal and	
	vegetables. But use of pulses was found inac	dequate. Seasonable vegetables were used	
	in some schools.		
8.	QUALITY & QUANTITY OF MEAL :	Observations of Investigation	
	Feedback from children on	during MDM service	
	(a) Quality of meal :		
	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 report	ted that quantity of meal was enough.	
	(c) {If children were not happy Please	Observations of Investigation during	
	5 55	MDM service	
	improve.}	re happy with what they were being served	
	It was found that most of the children we		
	in their mid-day meal.		
9.	SUPPLEMENTARY :	Teachers, Students, School Record	
	(i) Whether children are given		
	micronutrients (Iron, folic acid,		
	vitamin - A dosage) and de-worming		
	medicine periodically?		
	The district was found to perform inadequent	uately in terms of giving micronutrients and	
	deworming medicines periodically. In 9 school	ls (8.18%) it was given quarterly and in 52	
	schools (47.27%) it was given yearly.		

	(ii) Who administers these medicines	Teachers, Students, School Record		
	and at what frequency?			
	It was noticed that, in 29 schools P	imary Health Centre administered the		
	medicines and also NRHM in 6 schools an	d NGO in one school administered the		
	medicines.			
	(iii) Is there school Health Card	Teachers, Students, School Record		
	maintained for each child?			
	It was found from the field data that, out	of 110 schools, 85 schools (77.27%) ha		
	maintained a Health Card for each child.			
	STATUS OF COOKS :	Observations and discussion with		
	(i) Who cooks and serves the meal?	children, teachers, parents, VEC		
	(Cook/helper appointed by the	members, Gram Panchayat membe		
	Department or Self Help Group, or	and cooks.		
	NGO or Contractor)			
	Out of 110 schools, in 107 schools (97.27%) the cook appointed by the VEC and SH			
member cooks and serves the meal. In 3 schools (2.73%) per		ools (2.73%) peon of the school cooks a		
	serves the meal.			
(ii) Is the number of cooks and helpers		Observations and discussion wit		
	(II) Is the number of cooks and helpers	Observations and discussion w		
	adequate to meet the requirement of			
	.,	children teachers, parents, V		
	adequate to meet the requirement of			
	adequate to meet the requirement of	children teachers, parents, V members, Gram Panchayat membe and cooks.		
	adequate to meet the requirement of the school?	children teachers, parents, V members, Gram Panchayat membe and cooks.		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82%	children teachers, parents, V members, Gram Panchayat member and cooks.) reported that the number of cooks		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82% adequate to meet their requirement.	children teachers, parents, V members, Gram Panchayat member and cooks.) reported that the number of cooks		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82% adequate to meet their requirement. (iii) What is remuneration paid to	children teachers, parents, V members, Gram Panchayat member and cooks.) reported that the number of cooks Observations and discussion with		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82% adequate to meet their requirement. (iii) What is remuneration paid to	children teachers, parents, W members, Gram Panchayat members and cooks.) reported that the number of cooks Observations and discussion with children, teachers, parents, VEC		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82% adequate to meet their requirement. (iii) What is remuneration paid to	children teachers, parents, V members, Gram Panchayat member and cooks.) reported that the number of cooks Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82% adequate to meet their requirement. (iii) What is remuneration paid to cooks / helpers?	 children teachers, parents, Weight members, Gram Panchayat members and cooks. and cooks. reported that the number of cooks Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks neration pattern. Out of 110 schools, 		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82% adequate to meet their requirement. (iii) What is remuneration paid to cooks / helpers? There seems to be a variation in remu	children teachers, parents, W members, Gram Panchayat member and cooks.) reported that the number of cooks Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks neration pattern. Out of 110 schools, g cost to the cook which included fuel a		
	adequate to meet the requirement of the school? Out of 110 schools, 90 schools (81.82% adequate to meet their requirement. (iii) What is remuneration paid to cooks / helpers? There seems to be a variation in remu schools (50%) gave 25% of the total cookin	 children teachers, parents, W members, Gram Panchayat members and cooks.) reported that the number of cooks Observations and discussion with children, teachers, parents, VEC members , Gram Panchayat members and cooks Ineration pattern. Out of 110 schools, g cost to the cook which included fuel a 0% of the total cooking cost and the comparison of the total conduction of the total compari		

	(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	Observations and discussion with			
	/helpers?(SC/ST/OBC/Minority)	children teachers, parents, VEC			
		members, Gram Panchayat members			
		and cooks.			
	Social composition wise data was not co	llected 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.	INFRASTRUCTURE :	School records, discussion with			
	<u>Is a pucca kitchen shed – cum -</u>	headteacher, teacher, VEC members,			
	<u>store :</u>	Gram Panchayat members.			
	(a)Constructed and in use				
	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 constrution				
	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	Discussion with head teacher,		
	available, where is the food being	teacher, VEC, Gram Panchayat		
	cooked and where the food grains	members, Observation		
	/other ingredients are being stored?			
	It was observed that, where a kitchen shed was not available, the food was cook			
	in the school verandah in 19 schools (17.27%), unutilized spare classroom, in 3			
	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 i	n the classroom in 31 schools (28.18%)		
	and in the headmaster's office in 27 school	s (24.54%).		
	Whether potable water is available for	-do-		
13.	cooking and drinking purpose?			
	It was seen from the field data that, ou	t of 110 schools, 98 schools (89.09%) have		
	potable water for cooking and drinking and 1	2 schools (10.91%) did not have their own		
	water source.			
14.	Whether utensils used for kind food	Teachers/Organizer of MDM		
	are adequate?	Programme		
	Out of 110 schools, 101 schools (91.82%) reported that they have adequate			
	for cooking.			
15.	What is the kind of fuel used? (Gas	Observation		
	based / firewood etc.)			
	It was found that Fire wood was used a	as fuel to prepare the Mid-day Meal in 89		
	schools (80.90%). LPG was used in 20 School	ols (18.18%).		
	SAFETY & HYGIENE :	Observation		
16.	i. General Impression of the			
	environment, Safety and hygiene :			
	Out of 110 schools, in 59 schools (53.640	%) 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 por	or.		
	ii. Are children encouraged to wash	Observation		
	hands before and after eating			
	It was observed that students were being	encouraged to wash their hands before and		
	after eating food in all schools.			

	iii. Do the children par take meals i	n Observation	
	an orderly manner?		
	It was observed that the children in all se	ools took meals in an orderly manner.	
	iv. Conservation of water?	Observation	
	It was noticed that the children were e	encouraged to conserve water in all schools.	
	v. Is the cooking process and storag of fuel safe, not posing any fir hazard?		
		in 89 schools (81%) the cooking process and	
	storage of fuel was safe and not posing any	y fire hazard.	
17.	17. <u>COMMUNITY PARTICIPATION :</u> Extent of participation by Parents/ VECs/ Panchayats/ Urban bodies in daily supervision, monitoring, participation		
	A total of 110 schools visited in the	e 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 VE		
	participation in cash and kinds was found to	o be adequate.	
10	Has the mid day meal programme teacher, teachers, VEC, Gram been inspected by any state /district Panchayat members. /block level officers/officials?		
18.	Has the mid day meal programm been inspected by any state /distric /block level officers/officials?	e teacher, teachers, VEC, Gram t Panchayat members.	
18.	Has the mid day meal programm been inspected by any state /distric /block level officers/officials? In most of the schools (90.48%) th	eteacher, teachers, VEC, GramPanchayat members.eMid-dayMealprogrammewasinspected	
18.	Has the mid day meal programm been inspected by any state /distric /block level officers/officials? In most of the schools (90.48%) th regularly, either by teachers and head mas	eteacher, teachers, Panchayat members.VEC, GrameMid-dayMealprogrammewasinspectedsters.In 83 (75.45%) schools it was found to	
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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			Devgiri 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	1		Zpps Dinwada	I-IV
36			Zpps Fulshivra	I-VII
37	1		Zphs Gangapur	V-X
38	1		New English School Gangapur	V-X
39	1		Zpps Golegaon	I-IV
40	1		Zpps Harsuli	I-IV
41	1		Zpps Kamlapur	I-IV
42	1		Zpps Sheeregaon	I-VII
43	1	Kannad	Zpps Ambala	I-IV
44	1		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	Kilaitabaa	Zpps Daswadi	I-IV
59		Zpps Daswadi Zpps Dhamngaon Tanda	I-IV
60		Zpps Golegaon	I-VII
61		Muktanand Vidya Mandir Khultabad	I-VII I-VII
62		P S Sonkheda	I-VII I-VII
63	Paithan	Zpps Ram Nagar	I-VII I-VII
64	Faitiali	Cps Balanagar	I-VII I-VII
65		S B Vidyalaya Bidkeen	V-X
66		Zpps Chinchala	I-IV
67		Zpps Wahegaon	I-IV I-VII
68		Zpps Wanegaon Zpps Higni	I-VII I-IV
69		Zpps Katpur	I-IV I-VII
70		Zpps Nanegaon	I-VII I-VII
71			V-XII
72		Jawahar Vidyalaya Pachod Bk Zpps No.1 Paithan	I-IV
73		Aswad Prashala Paithan	I-IV I-VII
74		Zpps Sonwadi Bk	I-VII I-IV
75	Phulmbri	Cps Babra	I-IV I-IV
76	Phumbri	Zpps Chincholi N	I-IV I-VII
77		Zpps Jalgaon Mete	I-VII I-V
78			V-X
79		Jai Bhavani Vidya Mandir Shegaon Zpps Sultanwadi	I-V
80		Zpps Sultanwadi Zpps Daregaon (Dari)	I-V I-VII
81	Sillod	Zpps Bhavani Nagar Andhari	I-VII I-IV
82	Sillou	Zpps Bodhwad	I-IV I-VII
83		Zpps Chinchkheda	I-VII I-V
84		Zpps Georaishemi	I-V I-VII
85		Zpps Jambhai	I-VII I-VII
86		Zpps Mangrul	I-VII I-VII
87		Education Dept Modha Kh	I-VII I-VII
88		Zpps Railgaon	I-VII I-VII
89		Cps Sillod	I-VII I-IV
90		National Urdu P S	I-IV I-IV
			I-IV I-V
91		Zpps Takli Kh	
92	Contraction of the second seco	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 Kavitkheda	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	13-07-2009 to 18-07-2009
	/Schools	
3.3	Tasks	The Monitoring Institutes will obtain
		information on the following areas and
		include them in their report.
(a) Opening of Schools (both prima	ary and upper primary):
(i)	What is the number of schools	Information is to be obtained from the State
	sanctioned in the current financial	Project office of SSA and to be updated by
	year in the state (including spill	DPO in respect of the district visited by MI.
	over) district wise and how many	
	of them have been opened district	
	wise?	
	The data collected from the district pr	oject office shows that, upgradation of 5009 EGS to
primary schools in the state and upgradation of 79		radation of 79 EGS to primary schools (including
	spillover) is sanctioned in the district in the current financial year. A total	
	upgraded new schools were opened in the district.	
(ii)	Has the land for construction of	Information to be obtained from DPO and
	the school been identified?	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	Information to be obtained from DPO and
	received any funds for construction	sample check to be carried on the spot with
	of the school.	the assistance of VEC/SMC and School
		Teacher.
	It was found that, out of 78 VECs, 42 V	ECs have received 75% of funds for construction of
	school building.	

(iv)	Has the construction started and	Information to be obtained from DPO and	
	what is the stage of construction	sample check to be carried on the spot with	
	(foundation, lintel and roofing etc.)	the assistance of VEC/SMC and School	
		Teacher.	
	It is seen from the field data that, consi	truction of 62 school buildings has started, out of	
		ere at lintel stage and 8 were at roofing stage.	
(v)		Information to be obtained from SPO.	
	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?		
		billover) are sanctioned for the new schools, out of	
		para teachers. The appointment of the regular and	
	para teachers has been made in the distri		
(vi)	Have Teachers been put in new	Updated information to be obtained from	
	schools in district visited?	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	To be verified on the spot from the Bank	
	whether one-time grants of	passbook of VEC/SMC etc. and expenditure	
	Rs20,000/-for Teaching and	statement maintained by the school.	
	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?		
	It was reported that the one time g	rant of Rs 20,000/- for Teaching Learning Equipments	
	for primary school has been released thro	ough- development blocks. It was seen from the	
	school visited at Gandhi nagar in Jalna blo	ock that, the grant was not received by the school up	
	to the MI's visit (13/07/2009).		

(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	the been any guidennes have been	copy of chedial / ofders to be obtained from	
	issued either by SPO and or DPO	SPO and DPO. A copy of the instructions be	
	for the items to be provided for the	enclosed along with MI report.	
	new school under this grant?		
	The guidelines have been issued by SPO and DPO for the items to be purchased for the		
	new school under this grant.		
(b)	b)Civil Works:		
(i)	What are the targets (including	Information is to be obtained from SPO	
	spillover) for construction of school	along with district-wise break-up. SPO to	
	buildings, additional classroom,	furnish item-wise progress: completed	
	drinking water, toilets, BRCs / CRCs	works, works in progress and works not	
	and other items like rain water	started. To be updated at the DPO districts	
	harvesting etc. for the current	being visited by MI.	
	financial year and what is the		
	progress till the previous quarter?		
	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 bui	ldings, 07 were at plinth level, 4 were at lintel level,	
	07 were at slab level, 02 were at massor	hary stage, 25 were completed and 9 were not yet	
	started. Out of 100 classrooms, 06 were	e 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	To be checked on the spot with assistance of	
	a district, so that each category of	VEC/SMC and School Teachers.	
	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.		
	During the monitoring visit, sample ch	neck 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.		

(viii) Whether any guidelines have been Copy of circular / orders to be obtained from

(iii)	Whether SMC/VEC has been trained	To be verified on the spot with assistance of
	by technical prepared for execution	VEC/SMC and School Teachers (sample as in
	of civil work?	(ii) above).
	It was found that the VEC has been train	ned by the technical person, Executive Engineer and
	Junior Engineer for execution of civil work.	
(iv)	Whether community manual for civil	To be verified on the spot with assistance of
	works has been prepared and is	VEC/ SMC and School Teachers (sample as in
	available with VEC/SMC?	(ii) above).
	It was told (EE) that, construction manua	al far 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	To be verified on the spot with assistance of
	constructed (new schools as well as	VEC/ SMC and School Teachers (sample as in
	building less school), whether a	(ii) above).
	ramp is being constructed?	
	It was seen that, the school building be	ing constructed (new school)a ramp is being
	constructed.	
(vi)	Is VEC/ SMC keeping a separate	By physical verification by the MI in respect
	account of funds and materials for	of construction sites visited (sample as in (ii)
	construction?	above).
	It was found that, the VEC was keeping a separate account of funds and materials for	
	construction.	
(vii)	Who is designated for Technical	To be obtained from the SPO/DPO and then
	Supervision for civil works? What	verified on the field with VEC/SMC and
	level (Block/ District/ Sub-District)?	School Teachers. (sample as in (ii)above).
	Executive Engineer at district and a Juni	ior Engineer at Block level is designated for the
	technical supervision for civil works.	
(viii)	The number of times the technical	To be verified on the spot with assistance of
	person visited the construction site	VEC/ SMC and School Teachers (sample as
	and guided the construction process?	in (ii)above).
	Did he visit at the foundation stage,	
	lintel and roof stage?	
	During the discussion with VEC and schoo	l Teachers it was found that the JE gives the layout
	of the building and every stage of construct	ion makes visits and Executive Engineer also makes
	visits to the construction site frequently and	guide them.

	If there any convergence with	Status to be obtained from SPO updated at
	Swajaldhara and Total Sanitation	DPO in districts visited by MI. TO be verified
(ix)	Campaign (TSC) taking place in	on the spot with assistance of VEC/SMC and
(,	respect of drinking water facilities	School Teachers (sample as in (ii) above).
	provided in the schools visited by	
	MI? The quantum of funds utilized	
	from Swajaldhara and TSC and SSA	
	in the sites visited?	
	It was reported that, there is converge	nce with Swajaldhara and Total Sanitation Campaign
	(TSC) taking place in respect of drinking wa	ter 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	To be verified on the spot with assistance of
	water facilities in schools is being	VEC/ SMC and School Teachers (sample as
	carried out by a specialized Agency	in (ii) above)
	or VEC/SMC?	
	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	Status to be obtained from SPO updated at
	Sanitation Campaign (TSC) taking	DPO in districts visited by MI. TO be verified
	place in respect of toilet facilities in	on the spot with assistance of VEC/SMC and
	the schools? The quantum of funds	school Teachers (sample as in (ii) above).
	available from TSC and SSA in the	
	sites visited?	
		nce 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	
(xii)	What is MI's impression of quality	
	construction in sites visited by MI?	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.	

	Is there a civil works in charge at	Status to be obtained from SPO and to be
	SPO level? Is it an engineering	verified from schools visited by MI
	person or other? What format &	
(xiii)	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?	
	There is a civil works incharge at SPO an	d DPO level and both are an engineering person.
	The SIS has developed format for monthly re	view of civil works. Monthly review and actual site
	visits are made to ensure quality in civil work	s and also to ensure quality in civil works SPO has
	appointed a third party evaluation. In Jalna d	istrict third party evaluation is given to Structon
	Consultant, Solapur.	
(0	:)Textbooks:	
(i)	Total number of children (district-wise)	to Information to be obtained from SPO
	whom free textbooks are distributed	in and to be updated from DPO in respect
	the State with a particular reference	to of Districts visited by MI.
	SC/ST/Girls? Which category of childre	en
	are receiving free textbooks from S	5A
	funds and State Government funds?	
	It is seen from DPO data that, free te	xtbooks were distributed to a total of 3, 19,247
	children (Boys-164158, Girls 155089) in the d	strict 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.	
(ii)	When were the textbooks actua	lly Information is to be obtained from DPO
	received and distributed in the distric	t? of district visited by MI. A copy of the
	Any instruction /circulars received from	m circular/instructions issued by SPO to
	the SPO office in this respect?	DPO in this respect be enclosed along
		with the Monitoring Report.
	The district has received text books from Divis	ional Text Book Bureau in 29 phases from 1 st June
	2008 to 4^{th} September 2008. Instruction / circ	ulars has been received from the SPO office and it
	was available with DPO.	

(iii)	Is there any delay in distribution of the	To be verified in the schools/EGS/AIE	
	textbooks (textbooks are to be distributed	centres visited by MI. Reasons for delay	
	within one month of opening of the	be verified at DPO and SPO by MI.	
	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.		
	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 16 th June 2008	3. The district has distributed text books in	
	phased manner from 1 st June 2008 to 4 th Septem	ber 2008.	
(iv)	Whether free textbooks have been	To be verified in the schools/EGS/AIE	
	distributed for all subjects and for all	centres visited by MI. Reasons for non	
	classes and to all eligible children?	supply of textbooks, if any, for all	
		subjects and all classes be verified at	
		DPO and SPO by MI.	
	During the monitoring visit a total of 82 school	s 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 16 th June 2008 and 4 th September 2008.		
(d) School grants:		
(i)	Total number of schools district-wise in	Information to be obtained from SPO	
	primary and upper primary to whom	office and to be updated from the DPO	
	school grants are approved for the current	in districts visited by MI. A copy of the	
	financial year? Have these funds released	guidelines is to be enclosed with the	
	to the districts if so when (the school	Monitoring Report.	
	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?		
	Under school grant the district has approve	ed school grant to a total of 1959 schools, which	
	included 1284 primary schools and 675 upper pri	mary schools. It is seen from the DPO data that	
	these funds have been released by SIS to the	e district on 3 July 2009. Detail guidelines on	
	utilization of the grants also have been issued by	the SIS.	

. ,	Whether the DPO has released funds for	Information to be obtained from DPO in
1	school grants @ Rs. 5000/- and 7000/-	district visited by MI and to be verified in
	for primary and upper primary	schools visited by MI. A copy of the
	respectively per school to the	guidelines is to be enclosed in the
	school/VEC/SMC accounts, if so when?	Monitoring Report.
	The number of schools to whom releases	5 1
	have been made? Has DPO circulated	
	guidelines to the school level for	
	utilization of the school grant?	
	The DPO has released funds for school gran	nt @ Rs 5000/- for primary and @ Rs 7000/- for
	upper primary through Blocks on 28 July 2008, a	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.	
(iii)	Has the DPO made centralized purchases	Information to be obtained from DPO of
	for schools out of the school grant? If so,	districts visited by MI.
	for what purpose and what is the amount	
	utilized?	
	It was reported that the DPO has not made	any centralized purchases for schools out of the
	school grant.	
	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?	
		district. Most of the schools (51.22%) have not
	received school grant within two months of op	ening. 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 school	ols (9.75%) received in November 2008, 10
	schools (12.19%) received in December 2008	3, and 5 schools (6.09%) received in January
	2009.	
(v)	Utilization details (percentage of	To be verified on the spot from the
	utilization and items) for the last year's	passbook and expenditure statement
	school grants received by the	maintained by school/VEC .
	school/VEC.	
	It was found that the schools have utilized	last year's grant for school stationery, Furniture
	(book cases for school library) to develop as "G	ammat" (recreational) shala and painting school

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned	Information is to be obtained from
	district- wise under SSA in primary and upper	SPO and to be updated in DPO in
	primary schools and the number of Teachers in	respect of districts visited by MI
	position therein?	
	It is seen from the DPO data that there are no a	dditional teachers against PTR sanctioned
	under SSA.	
(ii)	What is the mode of recruitment of the	Information is to be obtained from
	teacher and the level/authority (DPO/VEC	SPO and to be updated in DPO in
	etc), which recruits the teachers? What is the	respect of districts visited by MI.
	procedure followed in the recruitment of	
	teachers?	
	The appointment of teachers whenever require	
	recruitment of the teachers an advertisement is given	
	papers for inviting applications. The district level s	
	executive officer of the district panchayat scrutinizes t norms published in the news paper. According to the	
	called for interview and on the basis of performance	
	teacher is made.	in written and oral interview selection of
(iii)	Nature of appointment of teachers i.e.	Information is to be obtained from
()	whether it is a regular appointment or	
	contract basis?	respect of districts visited by MI.
	It was reported that the appointment of the pa	ara teachers is made on contract basis and
	It was reported that the appointment of the pa others are on regular basis.	ara teachers is made on contract basis and
(iv)		
(iv)	others are on regular basis.	
(iv)	others are on regular basis. If VEC/ Panchayat etc. is empowered to make	To be ascertained from DPO and
(iv)	others are on regular basis. If VEC/ Panchayat etc. is empowered to make decentralized recruitment of teachers	To be ascertained from DPO and
(iv)	others are on regular basis. If VEC/ Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have	To be ascertained from DPO and
(iv)	others are on regular basis. 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	To be ascertained from DPO and
(iv)	others are on regular basis. 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	To be ascertained from DPO and VEC.
(iv)	others are on regular basis. 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.
(iv)	others are on regular basis. 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? It was reported that the VEC/ Panchayat is	To be ascertained from DPO and VEC.
(iv)	others are on regular basis. 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? It was reported that the VEC/ Panchayat is	To be ascertained from DPO and VEC.

(v)	In respect of the schools visited by MI, the	Information is to be obtained from
	number of teacher sanctioned for the schools,	the school and from the VEC. The list
	the number of teachers in position, the	of the names of teachers absent and
	number of teachers present in school on the	those who are habitually absent
	day of visit, the names of the teachers absent	must be given in the report.
	on the day of visit. Whether any teacher is	
	habitual absentee?	
	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 ar	nd out of 523 teachers 485 (92.73%) were
	present on the day of visit. No habitual absentee teach	her was found in sampled schools.
(vi)	How was the rapport between children and	To be ascertained from the VEC and
	the teachers in the schools visited?	observed during the visit by MI.
	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.	
(vii)	The target number of teachers district-wise to	To be ascertained from the SPO and
	be given in service training and the actual	updated from the DPO in respect of
	number of teachers given such training in	the districts visited by the MI and to
	state/ district visited? Is there a training	be verified from the teachers in
	calendar for teachers training? What was the	schools visited by MI.
	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?	
	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 tota	I of 6305 teachers have been given such
	training in the district. The training was conducted a	t DPO and BRC level. Teacher's handbook
	and other training module were prepared by the SC	ERT. With the help of Master trainers and
	Resource Persons training has been conducted. It w	vas reported that the DRG supervised and
	monitored the training programmes and CRCCs take re-	egular feedback from the teachers.

(viii)	The target number of newly recruited	To be ascertained from the SPO and
(,	teachers district-wise, to be given orientation	updated from the DPO in respect of
	training of 30 days and the actual number of	• •
	teachers given such training, and venue of the	be verified from the teachers in
	training, for how many days and who were	schools visited by MI.
	the Master Trainers? What was the	
	monitoring done for ensuring quality of the	
	training?	
	It is seen from DPO data that, there are total of	f 360 newly recruited teachers for 30 days
	training in the district, and all of them have given such	n training by the DIET and district.
(ix)	The target number of teachers district-wise,	To be ascertained from the SPO and
	to be given refresher training of 60 days and	updated from the DPO in respect of
	the actual number of teachers given such	the districts visited by the MI and to
	training. What was the mode of training	be verified from the teachers in
	(institutional or distance); venue of training?	schools visited by MI.
	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?	
	The district has a target of 259 teachers to w	hom refresher training of 60 days is to be
	given. It was reported by the APO that no such training	ng has been conducted during the year.
(x)	The satisfaction level of training? Whether	To be ascertained from the teachers
	there are any areas, which the teacher would	on the spot in respect of schools
	like to get trained?	visited by MI.
	A total of 82 schools visited in the district. The to	eachers in 63 schools (76.83%) expressed
	that the training was good and they told that t	hey would like to get trained in Child
	Psychology, Computer, English, Maths, Teaching	g aids and special teaching techniques
	for the student who are slow learner.	
1		

(xi)	The academic support given by BRC/CRC to	To be ascertained from BRC/CRC (at
	the teachers, the frequency of such support:	least 5 each)and the teachers on
	a. Please specify the role of BRC/CRC's	the spot in respect of schools/ EGS
	in teacher training (in service/in induction	Centres visited by MI.
	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)?	
		1

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.

b. What is the expected number of school	To be ascertained from BRC/CRC(at
visits to be made by BRC/CRC in state and in	least 5 for each)and the teachers on
the districts visited? Is it being followed?	the spot in respect of school/ EGS
	centers visited by MI.

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.

c. What are the BRCC's and CRCC's doing	To be ascertained from BRC/CRC
during these visits? Check their reports? How	(at least 5 for each) and the
much of it relates to pedagogic improvement	teachers on the spot in respect of
issues and how much on "administrative"	schools/ EGS centers visited by MI.
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?	

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.

d. Is the DIET interacting, with BRC/CRCs	To be ascertained from BRC/CRC
and what is their role in capacity building;	(atleast 5 for each) and the teachers
academic supervision and guidance ; action	on the spot in respect of school/
research and monitoring of BRC/CRCs ?	EGS centers visited by MI.

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.

e.	Are	the	BRC/CRCs	extending	their	То	be	ascertained	from	BRC/CRC
academic support to EGS/AIE centres/courses						(at	leas	t 5 each)and	the te	achers on
in their area? If so how in what manner? If					er? If	the	spo	ot in respect	of sc	hool/ EGS
not,why?				cen	ters	visited by M	Ι.			

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.

(xii)	Does the SPO have a Quality Coordinate	er? To be ascertained from SPO.
(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	What is their role?do they Have a system a	
	format to review district wise programmes	
	What is the frequency? What is t	
	arrangement for coordination with SCERT a	
	DIETs?	
There is a Quality Control Cell at SIS which looks after the g		oks after the quality aspect in the entire state.
(1	f) Teaching Learning Material (TLM) g	
(i)	The total number of teacher's eligible to	Information to be obtained from SPO
	receive TLM grants, district-wise and the	and updated by DPO in respect of the
	details of grants released to the districts?	district to be visited by MI.
	The data collected from the DPO shows t	hat, a total of 7784 teachers were eligible to
	receive TLM grants which included 4347 in primar	y schools and 3437 in upper primary schools. It
	was found that, the SIS has released TLM grants	to each district on 3 rd July 2008.
	total of 7784 teachers were covered. The DP	MI. A copy of the instructions be enclosed with the report. y 2008 through blocks to each school / VEC. A O has also issued instructions in respect of
	utilization of TLM grants.	
(iii)	The date of receipt of TLM grant by the	Information to be verified on the spot
	teacher and details of its utilization?	in respect of schools visited by MI.
	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	
	I IISING THEM AS WELL OF HOLY ARE THERE ANY	
	good examples? If so, the name of	
	good examples? If so, the name of teachers and nature of use of his/her TLM	
	good examples? If so, the name of teachers and nature of use of his/her TLM be decribed in enclosures? Have the	
	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	
	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?	
	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?	

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)	What is the number of EGS/AIE	Information is to be obtained from
	centres/NRBC/RBC/ school camps,	SPO and updated from the DPO in
	category wise sanctions and started? The	respect of the district visited by the
	number of such centres which were	MI.
	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.)	
	It is seen from the DPO data that, there	are a total of 413 centres sanctioned in the

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.

(ii)	The target number of children and	Information is to be obtained from SPO
	number of children actually enrolled in	and updated from the DPO in respect of
	the centres category wise, district-wise?	the district visited by the MI.
	It is noticed from the DPO data that a to	otal 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 (up	per primary), 34 children in RGSS (primary),33
	children in RGSS (upper primary), 8043 childre	n are enrolled in AIE centres and 854 children
	are enrolled in Back to school camp (seasonal sc	hools).
(iii)	The number of children enrolled and	To be verified on the spot in respect of
	actually attending the centre?	centre visited by MI. The MI will visit
		all categories of such centres in a
		district on sample basis.
	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 Gi	rls) were enrolled in this centre. Due to heavy
	rain, the centre was closed on the day of visit.	
(iv)	The number of EVs working in a district	Information to be obtained from DPO
	and the number of EVs trained. Kind of	and to be verified from the EVS of the
	training given to them indicating the	centres visited by MI.
	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?	
	It is seen from the DPO data that, there are	e a total of 473 Education Volunteers working in
	the distinct. It was reported that they are all	trained by the DIET and the duration of the
	training was 10 days. The modules developed by	y the SCERT were used in the training and they
	are all found to be appropriate.	
(v)	Whether the EVs are given academic	Information to be obtained from
	support by the BRC/CRC regularly. The	DPO/BRC/CRC and to be verified from
	frequency of such academic support be	the EVs of the centres visited by MI.
	ascertained. Whether any instructions	Copy of the instructions to be enclosed
	have been issued by DPO on this?	with the report.
	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	o be very inadequate.

It was noticed from the DPO data that the educational qualification of EVs is a 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 VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received? It was found that the EV is getting Rs 85/- per child as honorarium and it is paid by But it was noticed that there is delay in monthly honorarium which affects the workin centres. (viii) Whether EV is regular in his attendance? To be ascertained from VEC d visits by MI. It was noticed that the EV was regular in his attendance? Information to be obtained and from the Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator district visited by MI? Whether that Coordinator at DPO and he has been oriented 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 and District Coordinator for E is operating in the district? The frequency with which the information is furnished to the SPO?	from the EVs to EGS/AIE
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The SPO has developed monitoring format and it was available with DPO. Inform	
	formation
regarding EGS/AIE centers in operation in the district is furnished quarterly to the SP	

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		upgraded new school at Gandhinagar in Jalna bl	ock was visited.
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		upgraded primary school (from EGS)	and to be verified on the spot with the
been identified? assistance of VEC/SMC and school		been identified?	assistance of VEC/SMC and school
			Teacher during field visit by MI.
leacher during field visit by MI.		It was found that the land for construction	of the upgraded new primary schools has been
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(xvi)	Whether VEC/SMC etc. have received	To be verified on the spot with				
	any funds for construction of schools?	assistance of VEC/SMC and school				
		Teachers during field visit by MI.				
	It was found that, the VEC has received 75	5% of funds for construction of school building				
	in between September and October 2008.					
(xvii)	Has the construction started and what is	To be verified on the spot with				
	the stage of construction (foundation,	assistance of VEC/SMC and school				
	lintel and roofing)?	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	e. It was seen from the DPO data that				
	construction of 9 school building has not started	yet.				
(xviii)	Number of Teachers sanctioned for the	Information to be obtained from the SPO				
	new upgraded (from EGS) primary	and verified at DPO. Also to be				
	school? Have Teachers been put in	checked at school level from VEC etc.,				
	position in this new school? Are Teachers	during field visit by MI.				
	in position?					
	It was seen from the DPO data that, ther	e are a total of 158 teachers sanctioned for the				
	new upgraded primary schools. The teachers h	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					
	teacher were working and both were present on the day of visit.					
(xix)	The number of children actually	Information to be obtained from				
	mainstreamed from EGS/AIE	SPO/DPO. To be verified from the				
	centres/courses? During the last	EV/VEC and if the child is in the nearby				
	academic year. Whether the	school this could be verified from the				
	mainstreaming has been done in private	child/parents during field visit of MI.				
	school/Govt. aided school/Govt. School?					
	Difficulties, if any, experienced in					
	mainstreaming of students?					
	It was reported that a total of 3577 children (1653 boys, 1924 girls) mainstreamed from					
	EGS/AIE centres during the last academic year a	and the mainstreaming has been made in				
	Government and Government aided schools. The	e district experienced some difficulties in				
		•				
	mainstreaming and these were Overage, Migra					

(xx)	What is the infrastructure available in	To be ascertained and observed during		
	the EGS/AIE centres, such as durries,	the Field visit with the assistance of		
	blackboard, books, TLMs etc?	VEC/EV by MI.		
	MPEGS-upper primary centre visited in villag	e Mantha, has only one RBB which was poor in		
	condition. The children have not received text be	ooks. No TLM of any kind was found in the		
	centre.			
(xxi)	Whether Mid-day Meal is being supplied	To be ascertained and observed during		
	to the children in EGS/AIE centres?	the Field visit with the assistance of		
		VEC/EV by MI.		
	MPEGS upper primary centre which was v	isited in village Matha, we found that Mid-day		
	Meal is not being served to the children.			
(xxii)	The number of children enrolled and	To be ascertained and observed during		
	actually present in the EGS/AIE	the Field visit with the assistance of		
	centre/courses, on the date of visit of	VEC/EV, by MI.		
	MI? Gender-wise details be given?			
	The MPEGS-upper primary centre visited at	the village Mantha ,has an enrollment of 17		
	children (11 boys, 6 girls) and the centre was clo	osed-due to heavy rain on the day of visit.		
(xxiii)	The achievement level of children	Assessment to be undertaken during		
	studying in EGS/AIE facilities	field visit by MI.		
	The other centres which we visited in the dis	trict 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	To be ascertained from SPO/DPO and		
	school textbooks or/and any other	verified during the Field visit with the		
	materials? If latter, please specify the	assistance of VEC/EV, by MI.		
	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?			
	It was reported that the MPEGS and all other ce	ntres 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,	Information to be obtained from SPO
	district-wise, and the number of children	and to be updated by DPO in respect
	enrolled during the current financial year.	of the district visited by MI.
	Looking at the DPO data, it is noticed that t	here are a total of 8196 Children With Special
	Needs identified in the district and out of 8196 ch	ildren, 4408 children are enrolled in the schools
	and 3788 children are out of school.	
(ii)	The number of children who have been	Information to be obtained from the
(a)	provided with aids and appliances,	SPO and to be updated by DPO in
	district-wise during the current financial	respect of the districts visited by MI and
	year.	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 g	etting and utilizing the aids and appliances.
(iii)	The number of resource teachers	Information to be obtained from
	identified in the districts? The list of	SPO/DPO. List of NGOs and copies of
	NGOs associated with CWSN in the	guidelines to be attached with the report
	district? The details of guidelines issued	of MI. Sample checks be done during
	for the resource teachers/NGOs?	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 Netr	ralaya (2) Mission Hospital (3) Deepak Hospital
	are associated with CWSN programme in the dist	rict.
(iv)	Whether the district has an IED	Information to be obtained from DPO of
(a)	coordinator? whether he has been	districts visited by MI.
	oriented and whether he has attended	
	any capacity building programme at the	
	State level?	
		urce persons and they have been oriented. The

(iv)	Whether the State has prescribed any	Information to be obtained from DPO
(b)	monitoring format and the frequency	/District IED in charge/Coordinator.
	with which the information is furnished	Copy of the format to be obtained any
	to SPO? Is there an IE Coordinator of	enclosed with a report of MI.
	SPO? How knowledgeable if her or she in	
	this area? How many trainings and	
	workshops has she/he attended?	
	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	Information to be obtained from m the
	with ramps?	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	Information to be obtained from
	home based support e during the current	SPO/DPO and one or two sample checks
	financial year?	be done by MI.
	Looking at the DPO data, it was noticed the	hat a total of 119 children have been provided
	home based support during the current financial	year.
(vii)	How many parents have been given	Information to be obtained from SPO/
	counseling during the current financial	DPO and to be verified during field visit
	year?	by MI, with help from VECs/school
		teachers.
	It was reported that, a total of 4187 parents	s have been given counseling during the current
	financial year but details we could not get.	
(viii)	The number of CWSN children stated to	Information to be verified on the spot
	be enrolled and actually present in the	with the assistance of VEC/Teachers.
	schools/EGS centres visited by MI?	
	A total of 82 schools were visited in the dis	trict. 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-	Information to be obtained from SPO
	wise and the number of model cluster	and to be updated from the DPO. Spot
	schools actually made functional during	verifications be done in sample of EBB
	the current financial year?	by MI.
	-	istrict during 2006-07 and it is continued in the
	current financial year. Looking at the DPO data	-
	from the 7 blocks of the district and a total of	
	functional in the selected clusters.	SI SY Model cluster schools have been made
	The target number of additional	Information to be obtained from the
(ii)	classrooms. drinking water, toilet, and	SPO and to be updated from the DPO of
	electrification etc. sanctioned in model	the district visited by MI. The State
	clusters, during the current financial year	should provide information item-wise
	and the present status of construction	progress such as completed, work in
	etc?	progress and works not started. Sample
		spot verification be done by MI with
		help of local VEC and women's groups.
	It is seen from the DPO data that, a total of 9	97 additional classrooms, 97 drinking water, 97
	toilet and 83 electrification which were sancti	
	completed.	5, , , ,
(iii)	Whether model clusters in the districts	Information to be obtained from the
	have been provided with gender	SPO to be updated from DPO. The actual
	sensitize teaching learning materials	implementation to be verified in respect
	vocational training, bridge courses,	of MCS visited by MI in schools and local
	gender sensitization to teachers and	community.
	additional efforts to mobilize community	
	and women's groups in favour of girl's	
	education?	
	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	ng the current financial year.
1		

(iv)	Whether funds have been released for	Information to be obtained from the SPO
	NPEGEL programme in time and district-	to be updated from DPO visited by MI.
	wise quantum of funds and date of	
	release of funds?	
	It is seen from DPO data that, funds have be	en released for NPEGEL programme. Recurring
	grant has been released on 26 November 200	08 and other funds have been released on 31
	January and 27 February 2009.	
(v)	a. Whether a district gender coordinator	To be ascertained from DPO with District
	is in Position?	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	ne district.
	b. Whether a monitoring system to check	To be ascertained from DPO with District
	progress in girls education interventions,	Gender Coordinator. A copy of monitoring
	has been developed in State SSA	format be enclosed in Report.
	programme and with what periodicity is	Information to be taken from SPO.
	it reviewed?	
	It was reported that the follow up of the activit	y has been taken through BRC and CRC but no
	Particular format for monitoring has been develo	ped by the DPO.
(vi)	The number of ECCE centers operational	Information to be obtained from the SPO
	under Innovation Head funds (RS. 15	to be updated at DPO level. The actual
	lakha for girls education) and /or	implementation to be verified in field
	NPEGEL, district- wise?	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	Information to be obtained from
	monitoring format for this activity and	SPO/DPO. Copy of the format to be
	the frequency with which the information	obtained and enclosed with a report of
	is furnished to SPO?	MI. Sample check by MI in the field visit.
		Mi. Sample check by Mi in the field visit.
		r this activity has been prescribed either by SPO

(j) Kasturba Gandhi Balika Vidayalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise	Information to be obtained from SPO
	and block-wise and the number of KGBV	office and to be updated from DPO in
	operational during the current financial	respect of districts visited by MI. Sample
	year.	cheek by MI in the field visit.
	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 sanction	ed during the year 2005-06, 01 KGBV sanctioned
	in the year 2007-08 and remaining 4 are sancti	oned during the current financial year and all of
	them were in operation during the current finance	cial year.
(ii)	The number of KGBV in the State in	Information to be obtained from the SPO
	respect of which land have been	office and to be updated from DPO in
	identified, district wise.	respect of district visited by MI.
	Data not collected.	
(iii)	Whether the State has drawn up any	To be obtained from SPO and verified
	detailed guidelines for running the KGBV	from DPO-KGBVs visited by MI
	schools.	
	The state has drawn up detailed guidelines for	or running KGBV and it was available with KGBV
	school and DPO.	
(iv)	The number of KGBV in respect of which	Information to be obtained from SPO
	all formalities for construction have been	office and to be updated from DPO in
	completed.	respect of districts visited by MI.
	All formalities for construction have been com	pleted only for 4 KGBVs.
(v)	The number of posts sanctioned for the	To be obtained from DPO and to be
	KGBV (teachers and other staff) in the	verified in respect of KGBV visited by MI.
	district and the present position of filling	
	up of these posts.	
	A total of 35 full time teachers were sand	tioned for the 7 KGBVs, out of which only 15
	teachers were in position and out of 21 part time	e teachers, 19 were in position. A total of 42 non
	teaching post are sanctioned for 7 KGBV, out of	which 27 were in position.
(vi)	The number of students admitted in the	To be obtained from DPO and to be
	KGBVs started in the district.	verified in respect of KGBV visited by MI.
	It is seen from the DPO data that, intake ca	apacity of each KGBV is 100 girl students and at
	present a total of 490 girls students were admitt	ed in 7 KGBVs.

(vii)	The details of facilities available such as	To be obtained on the spot in respects o
	furniture, bedding meals to be verified by	KGBV visited by MI.
	MI in respects of KGBV visited.	
		Badanapur and Jalana blocks were visited. At Iding, meals are provided, but furniture was not
(k) District Information System for Ed	ucation (DISE):
(i)	Whether EMIS set up in each district of	Information to be obtained from the SPO
	the State /UT and whether requisite	office and to be updated from DPO of the
	computers and computer operators have	district visited by MI.
	been put in position?	
	It was found that EMIS set was in each bloc	k. Requisite number of computers and computer
	operators have been put in 7 Block Resource Cen	ntres in the district.
(ii)	What is the time schedule drawn up by	To be obtained from SPO and cross
	the State / UT for DISE/EMIS for the	checked in districts whether they have
	current year?	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	e schedule drawn up by the State for DISE /EMIS
	for the current year.	
(iii)	Whether data capture format have been	Information to be obtained from DPO and
	supplied to all schools latest by August?	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	Information to be obtained from DPO and
	to the teachers for filling up data in the	to be verified from teachers of the
	data capture format? If so when,	schools visited by MI.
	duration where was the training held?	
	One day training on 14 October 2008 has be	en imparted to the teachers at the cluster level.

	Whether CRC/BRC coordinators have	Information to be obtained from
(v)	been given task of verifying 5% of the	SPO/DPO and cross checked during the
	data collected? Have they been oriented	Field visit by MI to BRCs / CRCs and
	/trained for this? If so when? How are	schools.
	they discharging this responsibility? Has	
	the SPO also engaged independent/third	
	party to verify the data? If so, please	
	give details, including findings?	
	It was reported that CRC coordinators have be	en 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	Information to be obtained from DPO and
	by the DPO passed on to the State well in	SPO.
	time i.e. by November?	
	It was reported that the data collected and	complied by the DPO passed on to the State on
	18 December 2008.	
	Is there an MIS incharge at State level?	Information to be obtained from SPO.
	Is he fully conversant with needs of SSA	
	in MIS? How many workshops/trainings	
(vii)	has he attended in GOI/NIEPA?	
	It was reported that there is an MIS incharge a	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	Information to be obtained from the SPO
	undertaken during the current financial	and to be updated from the DPO.
	year district-wise and the actual number	
	of research sanctioned.	
		arch studies were sanctioned during the current
	financial year.	
(ii)	The number of studies sanctioned in the	Information to be obtained from the SPO
	previous calendar year and the number	office and to be updated from the DPO.
	of them completed.	
	The second stand that we were all the discussion	a constigned in the providue colondar year
	It was reported that, no research studies we	e sanctioned in the previous calendar year.

(iii)	Is there a Research /Evaluation incharge	Information to be obtained from SPO
	at SPO level? What is the person's role?	office and to be updated from DPO.
	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?	
	It was found that there is no Research/Evalu	ation incharge at DPO level since 2006 -07. The
	SRG identifies the research subject related to SSA implementation. The teachers are encourage	
	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

(m) Functioning of the VEC:

study.

(i)	The total number of village/school	Information to be obtained from the SPO	
	level/management committees	and to be updated from DPO .	
	constituted, District-wise?		
	It was seen from the DPO data that, there are	a total of 1990 village education committees	
	constituted in the district.		
(ii) A copy of the guidelines on delegation of Information to be coll		Information to be collected from the	
	powers to VEC/SMC and whether this	SPO/DPO and to be verified from the	
	guideline is available with the VEC?	VEC/SMC during the Field visit by MI.	
	A copy of guidelines on delegation of pow	on delegation of powers to VEC has been given to the secretary o	
	each VEC, who is the Headmaster of these p	articular schools and it was available with the	
	headmaster of 58 schools (70.73%) in the district.		
(iii)	Guidelines given on adequate	Information to be collected from the	
	representation to women in VEC/SMC? SPO/DPO and to be verified		
	The actual number of women associated	VEC/SMC during the Field visit by MI.	
	in the VEC of the school visited by MI?		
	Guidelines have stipulated an adequate repr	resentation 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 associate	d in the 82 VECs.	

(iv)	The frequency of meeting of VEC as per	Information to be obtained from VEC and
	the guidelines and the actual dates of	verified on the basis of records, in
	meeting of the committee during the six	villages/schools visited by MI.
	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?	
	It was found from the field data that as	per guidelines given by the district, the VEC
	meetings were conducted bimonthly and also ac	cording 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 m	nembers of VEC and out of them 407 members
	(57%). were attending the meeting regularly. I	t was observed that out of 82 VECs in 34 VECs
	there was regular participation of women and SC	Z/ST.
(v)	Whether members of the VEC have been	Information to be collected from the
	oriented and the percentages of the	SPO/DPO and to be verified from the
	members oriented? When these	VEC/SMC during the Field visit by MI.
	trainings were held? Who conducted the	
	trainings were held? Who conducted the trainings? What is the VECs perception of	
	trainings? What is the VECs perception of the trainings?	C have been oriented on 11 and 12 February and
	trainings? What is the VECs perception of the trainings?	
vi)	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted	,
vi)	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted	these trainings.
vi)	trainings? What is the VECs perception of the trainings?It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conductedThe contribution made by VEC in	these trainings. Information to be obtained from VEC and
vi)	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted The contribution made by VEC in improving the environment of the school,	these trainings. Information to be obtained from VEC and verified on the basis of records by MI
vi)	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	these trainings. Information to be obtained from VEC and verified on the basis of records by MI
vi)	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It was observed that the VEC has made co	these trainings. Information to be obtained from VEC and verified on the basis of records by MI during field visits.
<u>vi)</u>	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It was observed that the VEC has made co schools (74.39%) In 66 schools (80.49%)	these trainings. Information to be obtained from VEC and verified on the basis of records by MI during field visits.
vi)	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It was observed that the VEC has made co schools (74.39%) In 66 schools (80.49%)	these trainings. Information to be obtained from VEC and verified on the basis of records by MI during field visits. Intribution in improving the environment in 61 the VEC has made contribution in improving
	trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It was observed that the VEC has made co schools (74.39%) In 66 schools (80.49%) enrolment and in 63 schools (76.83%) VEC has	these trainings. Information to be obtained from VEC and verified on the basis of records by MI during field visits. Intribution in improving the environment in 61 the VEC has made contribution in improving
(vi) (vii)	<pre>trainings? What is the VECs perception of the trainings? It was seen from the DPO data that, the VEC on 20 and 21 February 2009 and CRC conducted The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? It was observed that the VEC has made co schools (74.39%) In 66 schools (80.49%) enrolment and in 63 schools (76.83%) VEC has students. Whether VEC is maintaining proper record of funds received by them.</pre>	these trainings. Information to be obtained from VEC and verified on the basis of records by MI during field visits. Intribution in improving the environment in 61 the VEC has made contribution in improving s made contribution in improving attendance of Information to be obtained on scrutiny of records of VEC and to be cross-checked

(viii)	Is there any programme officer in-charge	Information to be obtained at SPO level.
	for Community mobilization/	See formats and record of SPO
	participation at SPO level? Is the person	
	aware of his/her role? What types of	
	monitoring or capacity building is done?	
	There is an incharge programme officer f	or 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	Information to be obtained from SPO.
	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?	
	Data not collected.	
(ii)	The number of meeting of the General	Information to be obtained from SPO and
	Body and EC held during the pervious	verified from their records.
	financial year?	
	Data not collected.	

(iii)	The total number of staff sanctioned	Information to be obtained from SPO and
	category wise in the district office and	verified at DPO at level in districts
	the number in position and action taken	visited by MI.
	to fill up the vacancies?	
	Looking at the DPO data that, all sanctioned	posts for management and MIS were filled up.
	But for programmes, the post of EGS/AIE coor	rdinator, one post of IED- RPs and the post of
	Research/ Evaluation was found to be vacant ar	nd it was found that action has been taken to fill
	up the vacancies.	
(iv)	The number of BRCs /CRCs sanctioned	Information to be obtained from SPO/
	Staffing position and action taken to fill	DPO and to be verified in respect of
	vacancies?	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	To be verified at SPO through checking
	rules/regulations for filling up posts of	of records.
	SSA?	
	It was noticed that SPO have laid down ru	ules/ 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?		
	Data not collected.		
(ii)	Whether the school has clean	Information to be recorded on the basis	
	environment, good buildings,	of observation.	
	playgrounds, good classrooms with		
	proper flooring, roof and windows?		
	Whether the classrooms have proper		
	lighting?		
	Regarding the school environment, it was no	pticed 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.		
(iii)	Whether the classes have proper sitting Information to be recorded on the basis		
	arrangement for children, a black board,	of observation	
	TLM materials?		
	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.		
	Whether health camp facility was made	Information to be recorded on the basis	
(iv)	available to the children during the		
(10)	previous six months?	of school records.	
	•	pue health check up facility which was made	
	Out of 82 schools, 78 schools (95.12%) h	ave health check-up facility which was made	
	Out of 82 schools, 78 schools (95.12%) h available during the previous six months. It was	have health check-up facility which was made found that the frequency of health camp facility	
	Out of 82 schools, 78 schools (95.12%) h	. ,	
	Out of 82 schools, 78 schools (95.12%) h available during the previous six months. It was	. ,	

(v)	Whether the school has adequate play	Information to be recorded on the basis
	material for the children? Is it used?	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	Information to be obtained from the
	the same?	teachers/ VEC.
	Total enrollment of the schools visited wa	s 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 G	%).
(viii)	Steps taken to promote attendance by	Information to be obtained from the
	the school and by the VEC/SMC/PTA etc?	teachers and VECs etc.
	Out of 82 schools visited, 35 schools (42.689	%) have reported about low attendance (80% or
	below) problems due to poverty in 33 schools a	and migration in 02 schools. Steps are taken to
	improve attendance in 35 schools both by teache	ers and the VEC.
(ix)	What is the present process of assessing	Information to be recorded on the basis
	the achievement level of students?	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 seme	ster and written and oral examination at the end
	of each semester.	
(x)	Whether continuous and comprehensive	Information to be recorded on the basis
	evaluation and grading system has been	of school records.
	introduced for students?	
	We did not find the application of continuou	is and comprehensive evaluation system in any
	school. Grading system has not been introduced	I in core subjects. Grades were given in subjects
	like physical education work experience, Drawing	g 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 ob-	served that, achievement level of children in 25
	schools (30.49%) was good, in 51 schools (62.19	9%) was average and in 4 school (4.88%) it was
	poor.	
(xii)	The rapport of the children with the	Assessment on the basis of observation
	teachers?	by MI.
	A total of 82 schools were visited, in 71 scho	ools (86.58%) the rapport between the children
	and teacher was found to be good.	
	I	

(xiii)	Whether the school has under age or	Information to be recorded on the basis
	over age children if so, their number and	of school records and observations.
	percentage?	
	A total of 82 schools were visited. It was no	bticed that there were a total of 38 under age
	children in 9 schools and a total 8 overage childr	en in 6 schools.
(xiv)	The number of children who have	To be ascertained from teachers / VEC
	dropped out of the school during the	schools records.
	previous six months. Whether they are	
	continuing their studies in any private	
	schools?	
	A total of 82 schools were visited. It was fou	nd 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	Information to be obtained on the basis
	retained in the same class from the	of school records and discussion with
	previous academic year and their	teachers.
	percentage grade wise?	
	A total of 82 schools were visited, during the m	onitoring visit in the district. Class wise retained
	children in the same class from previous acader	nic year was found as class 1st (7.46%), class
	2 nd (5.54%), class 3 rd (4.35%), class 4	th (1.25%), class (5 th 4.37%), class 6 th
	(4.49%), class 7 th (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 intervation 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 techer 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 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? 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 cheeks 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.

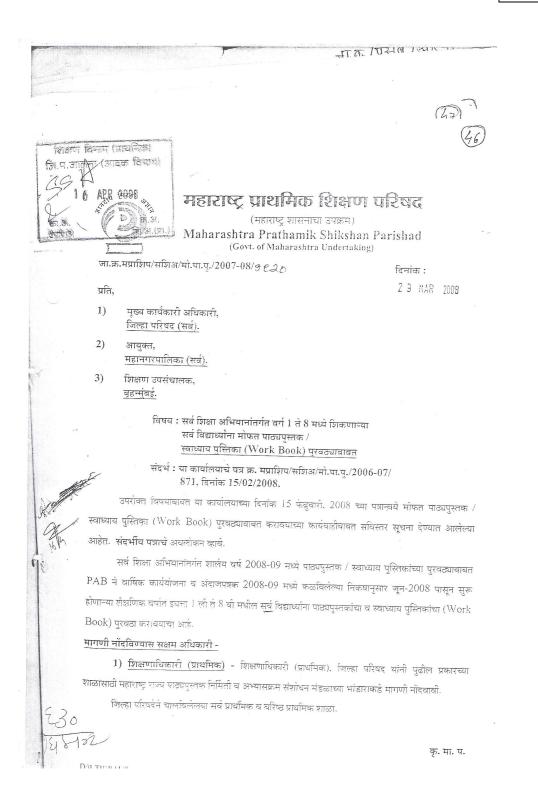
Annexure 8 - National programme for education of girls at Elementary level (NPGEL):

 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.



ज्यांना शिक्षणाभिकारी (प्रार्थामक). जिल्हा परिषद यांचेकडून अनुदान वितरीत होते, अशा सर्व खार अनुदानित अथवा अंशत: अनुदानित प्रार्थामक व वरिष्ठ प्रार्थामक शाळा.

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जिल्हा परिषदेने चालविलेल्या आणि ज्यात । ते 8 चे वर्ग आहंत, अशा सर्व माध्यमिक शाळा.

नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांनी चार्लीवलेल्या सर्व प्राथमिक व वरिष्ठ प्राथमिक शाळा. नगरपालिका, नगरपरिषदा आणि कटक मंडळे यांच्या हद्दीनील सर्व अनुदानित अथवा अंशतः अनुदा खाजगी प्राथमिक व वरिष्ठ प्राथमिक शाळा.

जिल्हा परिषदेच्या हद्दीत चालविलेल्या सर्व वस्तीशाळा / वालकामगारांसाठी चालविलेल्या शाळा.

जिल्हा परिषद क्षेत्रात चार्लावलेल्या अनुदानित खाजगी शाळा. शासकीय आश्रम शाळा, बालकामगारांर असलेल्या शाळा यातील सर्व मुली आणि अनुसूचित जाती-जमातीच्या मुलांकरीता पाठ्यपुस्तके पुरविण् यावीत.

जिल्हा परिषद क्षेत्रात चालविलेल्या अनुदानित खाजगी आश्रम शाळेतील विद्यार्थ्यांपैकी मुली आणि अनुमू जाती-जमातींची मुले यांना पाठ्यपुस्तके / स्वाध्याय पुस्तिका (Work Book) पुरविण्यात यावीत. पुस्तके पुरविण्यापूर्वी त्यांना इतर योजनेतून मोफत पाठ्यपुस्तके मिळत नाहीत, याची खात्री घ्यावी.

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

 <u>शिक्षणाधिकारो / प्रशासन अधिकारी / शिक्षण प्रमुख, महानगरपालिका / शिक्षण मंडर</u> महानगरपालिकेने चालविलेल्या सर्व प्रार्थामक व वरिष्ठ प्रार्थामक शाळा.

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

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शालय वर्ष 2008-09 वा वर्षात उपत्ता । तो त X वो या वर्गातील शिक्षण घेत असलेल्या विद्यार्थ्यांता राज्य शासनाच्या योजनेंतर्गत - 103 विकास गटातील विद्यार्थी, पुस्तक पंढी योजनेतील लाभार्थी विद्यार्थी व इतर कोणत्याही योजनेमधून पाठ्यपुस्तके पुर्रावण्यात येत असलेले विद्यार्थी वगळून उर्वरित सर्व विद्यार्थ्यांना पाठ्यपुस्तकांचा व स्वाध्याय पुस्तिकांचा पुरवठा करावयाचा आहे.

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संचालक. महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडं पुस्तकांची मागणी नोंदविताना या कार्यालयांचे पत्र क. गप्राशिप सांशअ/मोपापु/2007-08/871, दिनॉक 15 फेन्नुवारी, 2008 चे पत्रासांवन जोडण्यान आलंख्या 1 ते 7 प्रपत्रत इयता 1 ते 8 माध्यम निहाय विद्यार्थी संख्या सोबत जोडलेल्या प्रपत्रात सादर करावी व त्यानुसार संचालक. महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, 'बालभारती', पुणे यांचेकडे पाठ्यपुस्तक / स्वाध्याय पुस्तिकेसाठी मागणी नोंदविण्यात याबी.

सन 2008-09 या वर्षात वार्षिक कार्ययोजना व अंदाजपत्रकात मंजूर विद्यार्थी संख्येपेक्षा जास्तीची मागणी नोंदविण्यात येणार नाही याची दक्षता घ्यावी. 7

> (सही/-) राज्य प्रकल्प संचालक,

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IIE/SSA/Monitoring/2nd Half Yearly 08-09

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महाराष्ट्र प्राथमिक शिक्षण परिषद चिटवरे (महाराष्ट्रं शासनाचा उपक्रम) Maharashtra Prathamik Shikshan Parishad (Govt. of Maharashtra Undertaking) - 2 JUL 2008 जा.क.: मप्राशिप/सहा.संचा/२००८-०९/3/2/1/ प्रति, 9. मुख्य कार्यकारी अधिकारी, जिल्हा परिषद, (सर्व) ्रिया पार्ट्से आयुक्त महानगरपालिका. क्लना (अवतः िभ्महानगरपालिका, (सर्व) ३. शिक्षण उपसंचालक, बृहन्म्बई. B 05 विषय : सर्व शिक्षा अभियानांतर्गत सन २००८-०९ प्राप्त शाळा अनुदान वाटपाच्या कार्यवाहीबाबत. महोदय, आपेल्या कार्यालयामार्फत सादर करण्यात आलेली वार्षिक कार्ययोजना व अंदाजएत्रक केंद्रशासनाने मान्य केले आहे. त्याचे वितरण म.प्रा.शि.प., मार्फत करण्यात आले आहे. Man22 संदर्भातील परिपत्रकांत दिलेल्या मार्गदर्शक सूचनेच्या आधारेच सन २००८-०९ या शैक्षणिक वर्षात शाळां अनुदानाचे वाटप करावयाचे आहे. या वर्षासाठी प्रत्येक प्राथमिक विभागास रू.५०००/-व उच्च प्राथमिक विभागासाठी रू. ७,०००/- प्रमाणे शाळा अनुदान दि. ९५ जुलै २००८ पावेतो शाळास्तरापावेतो वितरीत करण्यात यावे. सदर शाळा अनुदानाचे वाटप, (१) सर्व शिक्षा अभियानाचे Frame work for Implementation (as amended upto 22nd January 2008), (2) Manual on Financial Management and Procurement मधील पृ.क्र. २२ वरील मुद्दा क्र. ३०.१ व ३०.४ नुसार कार्यवाही करावी. शाळा अन्दान दि.३१.०३.२००८ दि. ०१.०४.२००८ पासूनचे सुधारित निकष पावेतोचे निकष सदर्भ - ४थी कार्यकारी समिती दि. २२ जाने. २००८ प्राथमिक स्तर रज. २०००/-रु.५०००/-२. उच्चप्राथ. स्तर रू. २०००/-रू.७०००/-E:\Aruna2008-09\Pro.Off.ft Sah Grant let.doc सर्व शिक्षा अभियान सारे शिकूया, पुढे जाऊया

वर्ग 9 ते ७ पर्यंतची प्राथमिक शाळा असली तरी वर्ग 9 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 रू.५०००/- प्रमाणे व उच्च प्राथमिक विभागास रू.७,०००/- वितरीत करावे मात्र तो निधी रू.५,०००/- प्राथमिक शाळा व रू.७.०००/- उच्च ,% प्राथमिक शाळा अशा स्वतंत्र शिर्षांतर्गत 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 रू.७०००/- प्रमाणे अनुदानाचे वितरण करण्यात यावे व त्याचा अहवाल या कार्यालयास सादर करावा.

राज्ये प्रकल्प संचलिक

म.प्रा.शि:प., मूंबई.

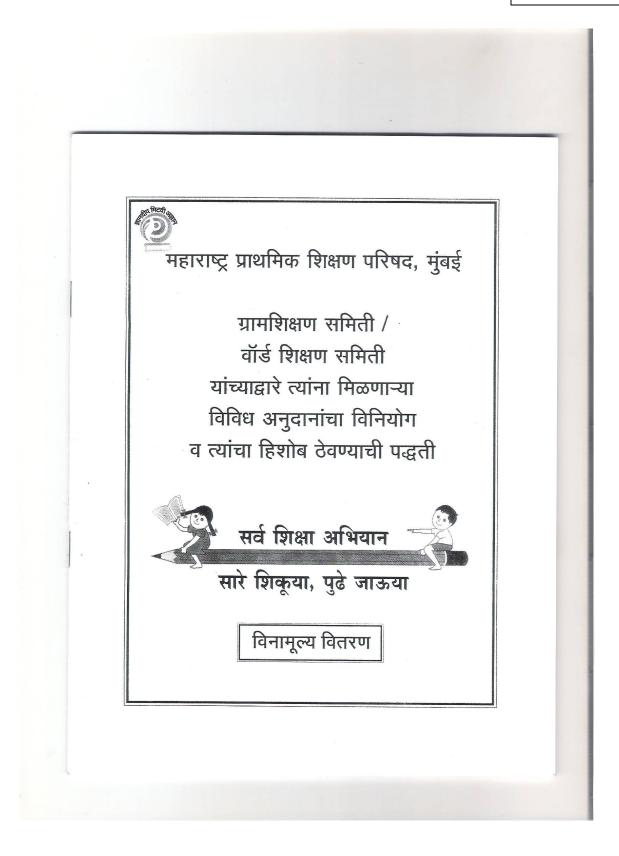
प्रत माहितीसाठी :-

- शिक्षण संचालक (प्राथमिक), प्राथमिक शिक्षण संचालनालय, पुणे-9
- २) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

प्रत माहिती व कार्यवाहीसाठी :

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

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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. <u>त्याकरिता यापुढे फक्त समिती असाच उल्लेख केला आहे.</u> ग्रामशिक्षण समिती गठीत करणे, त्यांचे अधिकार व कर्तव्ये याबाबत शिक्षण विभागाने शासन निर्णय क्र. <u>पीआरई-२००१/(२७६१)/प्राशि-१, दि.१६.४.२००३ नुसार</u> सविस्तर सुचना दिल्या आहेत. तो शासन निर्णय सोबत जोडला आहे.

ही अनुदाने समितीस एकतर गटक्षिणाधिकाऱ्यामार्फत 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 <u>परिपत्रक क्रमांक ०७८, दिनांक ३०.३.०४ पाहावे.</u>
- 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.
- р 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 सर्वसाधारणत: 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. खर्चच 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 राहील. 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. З

३. अनुदान कशावर खर्च करावे

(अ) <u>शाळा अनुदान</u>

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 राहील.

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)

जिल्हा, महाराष्ट्र राज्य (प्राकृतिक व राजकीय)

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

(ब) अध्ययन साहित्य

१. नकाशे

प्रत्येकी संच

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)

(ক)	शैक्षणिक खेळणी	
१.	क्विडम ब्लॉक्स (बुद्धिकौशल्यवर्धक ठोकळे) 🛛 एक संच विविधार कोठमू सिर्फ	
२.	पक्षी आणि प्राण्यांची कोडी – एक संच	
ર .	भाषिक खेळ	
۲.	मेकॅनो	
ц.	ब्रेनो	
ξ.	गणिताचे सोपे खेळ	
٥.	शैक्षणिक अध्ययन/अध्यापनविषयक साधने	• . F
	लोगडों अल्पाती/पेरी	
(ड)	क्रीडा साहित्य	
ξ .	उड्या मारावयाची दोऱ्या	
२.	चेंडू (अ) कास्को फूटबॉल (ब) रबरी चेंडू पांच गयी डिएमप्रणीडाय पिए	
з.	मैदान मोजन्याची टेप	
٧.	कसरतीची गादी	
ц.	रबर रिंग (टेनिक्वाईट)	
ξ.	डंबेल्स जोड	
9.	लेझीम	
٤.	घुंगूरकाठी विश्वि	
9.	निशाणी	
१०.	टिपऱ्या नगड	
११.	झोका घेण्यासाठी दोरीला बांधलेले टायर	
१२.	क्रिकेट बॅट, स्टम्प्स व रबरी चेंडू	
(इ)	साहित्यपेट्या व हत्यारे	
१.	प्राथमिक विज्ञान साहित्य पेटी	
२.	छोट्या हत्यारांची पेटी नाम नगर उत्तावराज्य निर्वान मार्थात्वर निर्वाह में स्वयंत्र ह	
З.	गणिताची पेटीज निर्वतने इस्टीव विदेशीय गणनावीर व संर्थावर जन्मीक्षीय प्रवास स्थापन	
γ.	एकात्मिक विज्ञान पेटी (इ. ५ वी ते ७वी साठी) "वर्षप्रत्वी जीपर "णवारी वर्णाव	
4.	बागकामासाठी आवश्यक हत्यारे	
ξ.	प्रथमोपचार पेटी	
6.	फ्लॅनेल बोर्ड	
	4	

(ई)	वाचनालयाची पुस्तके		
8.	संदर्भ पुस्तके - ज्ञानकोष		
२.	विधाया त्रयालापालाण उल्लाम	मने आणि प्राप्याची कोली – भू	
з.	शिक्षकांसाठी मासिके, वृत्तपत्रे, संदर्भ पुस्तके		
	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
(फ)	फर्निचर व अन्य साहित्य		
۶.	फळे (ब्लॅक बोर्ड)		
२.	टेबल खुर्ची		
R.	लोखंडी अलमारी/पेटी		
Υ.	तरणपट्या/बस्करे		
ц.			
ξ.	पाणी साठविण्यासाठी पिंप, ओगराळे व भांडी		
6.	आरसा		
٤.	कचरा पेटी		
(क)	संगीतविषयक साहित्य		
ξ.	ढोलक		
र. २.	झांझा		
र. ३.	रगरण खंजिरी		
×. X.	डफ		
ч.	धुंगरू		
ξ.	राळ		
(ड)	पूरक वाचनासाठी पुस्तके		
٤.			
۲. ۲.	पाठ्यपुस्तके मंडळाने प्रकाशित केलेली अभ्यासोत्तर		
र. ३.	महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिष	देने प्रसिद्ध केलेली सर्व पुस्तके	
۶. ४.	"जीवन शिक्षण" आणि "किशोर" मासिके (पाठ्य	पुस्तक मंडळ)	
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### वरिष्ठ प्राथमिक शाळांमधील इ.५ ते ७ या वर्गासाठी अतिरिक्त साहित्य

- १. प्रथमोपचार पेटी
- २. बालवीर व वीरबाला पथकासाठी आवश्यक साहित्य
- 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

कात्री (१२")

दाबयंत्र

आयलेट पंच

ड्राईंग बोर्ड

हातोडी (१ पौंडी)

#### 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 सुरी (१२") सरसपात्र पोगर पट्टी करवत (१४") टोचा, ब्रश (३") लोखंडी मोजपट्टी आयलेटस

#### <u>शारीरिक शिक्षण व आरोग्य</u>

क्रिकेटचा संच हॉकी स्टिक्स बॉल बास्केटबॉल कसरत गोळाफेक

व्हॉल्टींग बॉक्स 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

पर्यावरण संतुलन अन्नसाखळी

सजीव व निर्जीव यांचे वर्गीकरण बियांचे रुजणे (विविध टप्पे) हाडांची रचना, मानवी शरीर जीवाणू-विषाणू विविध ऊर्जा स्रोत रेणू-रचना वनस्पती/प्राण्यांचे वर्गीकरण

संसर्गजन्य रोग सूर्य मुख्य स्रोत तक्ता जलचर

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 प्रामशिक्षण समिती/वॉर्ड शिक्षण समिती/प्रभाग शिक्षण समिती अथवा शालेय समितीची मंजुरी घ्यावी. साहित्य खरेदी केल्यानंतर त्याची नोंदवहीत नोंद घेऊन दैनंदिन अध्यापनात वापरण्यात यावीत. दरवर्षीच 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 अध्यापनात 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 राहील.

शिक्षक विद्यार्थ्यांना शिकविण्यासाठी शैक्षणिक अध्ययन - अध्यापन 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 सदरच्या साहित्यातील सामानाच्या किमतीवर विचार करून आवश्यक ते अग्रिम शिक्षकाला देतील अथवा शिक्षकाने स्वत: खर्च केला असल्यास प्रत्येक वर्षाला शिक्षक अनुदानासाठी प्राप्त झालेल्या निधीच्या मर्यादेत राहून शिक्षकांनी केलेल्या खर्चाची प्रतिपूर्ती करतील. या सर्व खर्चाला ग्रामशिक्षण समिती / वॉर्ड शिक्षण समिती किंवा शालेय समिती यांची मंजुरी घेण्यात यावी.

प्रत्येक शिक्षकामागे रु. ५००/- पर्यंत खर्च करावयाचा आहे. याचा अर्थ ती शाळा या मर्यादेपर्यंत साहित्य तयार करण्यासाठी अनुदानांचा 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, पूर्वमंजुरी आवश्यक आहे.

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

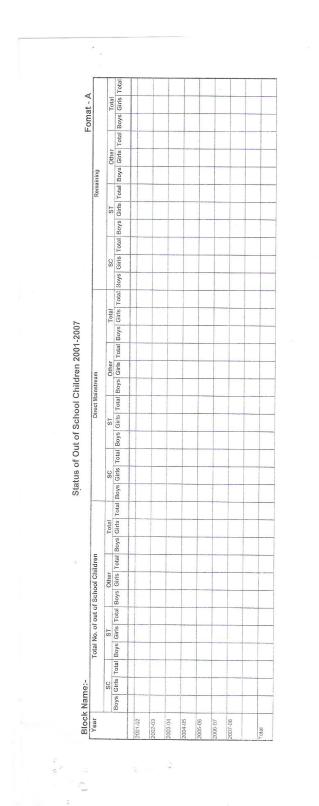
मिळालेल्या अनुदानापेक्षा जास्त खर्च अपेक्षित असल्यास तो लोकवर्गणीतून करणे आवश्यक आहे. ह्या कामाकरिता इतर योजनांमधील अनुदान उपलब्ध असल्यास, तेही वापरता येईल. ह्या अनुदानातून करावयाच्या कामांची अंमलबजावणी, समितीमार्फतच करावी. निविदा पद्धतीने कामे करू नयेत.

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 ९५% 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 स्तॅब टाकून झाल्यावर २०%, व काम पूर्ण झाल्यानंतर एकूण खर्चाच्या मर्यादेत 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.)



Annexure 6- (ii)

C:IDocuments and SettingsAdministrator.MPSPJALNAIDesktophe_mail_06_02_2008IEmail-EGSAIENFormatABCDEFFG&S

	Total Rs. in Lakh Girls Total									
	No. of cleaners SC 3T Other Total Boys Girls Total Boys G						×			
Mainstream from Vastishala	ST ys Girls Total Boys					_				
Mainstre	SC ys Girls Total Boy									
and a second	No. of Centers oys Girls Total Bc									
	Boys Girls Total B									
ala	Other Boys Girls Total I									
Enrollment of Vastishala	Boys Girls Total									Ŧ
Ent	Boys Girls Total									
	vo. of Centers oys Girls Total									

IIE/SSA/Monitoring/2nd Half Yearly 08-09

-

	EGS (P.)	SC ST Other Total Boys Girls Total Boys					
Mo. of Carters         Enrolment of N           Boys Grits Total         Boys Grits Total         Soc           Boys Grits Total         Soc         Grits Total         Boys Grits Total	Enrollment of MPEGS (P.)	No. of Centers SC ST Boys Girls Total Boys Girls Total Boys Girls Tota					

IIE/SSA/Monitoring/2nd Half Yearly 08-09

$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	Expenditure Rs.	Total Lakh			2		
ST         Other         Total         No.         Of Centers         SC           St         Other         Other         Total         Boys         Grits         Grits </td <td>Mainstream from MPEGS (11P.)</td> <td>s Total Boys Girls Total Boys Girls Total</td> <td></td> <td></td> <td></td> <td></td> <td></td>	Mainstream from MPEGS (11P.)	s Total Boys Girls Total Boys Girls Total					
tof MPEGS (UP.) St Gifts Total Boys Gifts Total Boys Gifts (H)		No. of Centers SC Total Bovs Girls Total Bovs Gir					
		ST Other Total Bovs Girls Total Bovs Girls Girls Girls Girls Girls (Girls )					

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Out of School Children 2001-2007         Ministream from Bridge Course (Non Res.)         Total       Ministream from Bridge Course (Non Res.)       E         Total       Boys       Gins       Total       Boys       Gins       Total         I Gins       Total       Boys       Gins       Total       Boys       Gins       Total         I Gins       Total       Boys       Gins       Total       Boys       Gins       Total       Boys       Gins       Total         I Gins       Total       Boys       Gins       Total       Dis       Gins       Gins       Gins       Total       Dis       Gins       Total       Dis       Dis </th
Out of School Children 2001-2007
Total     Mainstream from Bridge Course (Non Res.)       Total     No. of Conters     SC       I foul     SO     ST       I foul     Boys     Girls       I foul     I foul     I foul
Intelline         No. of Centrers         SC         Total         No. of Centrers         SC         ST         Other         SC         ST         Other         SC         S
Total     No. of Centrors       Initial Total     No. of Centrors
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IIE/SSA/Monitoring/2nd Half Yearly 08-09

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प्रति,

# महाराष्ट्र प्राथमिक शिक्षण परिषद

(महाराष्ट्र शासनाचा उपक्रम) Maharashtra Prathamik Shikshan Parishad (Govt. of Maharashtra Undertaking) दिनांक :

जा.क्र.मप्राशिप/सशिअ/IED/२००७-००/ २८४०

JUL 2003 16

9. 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 अभियांनामधील 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 मागदर्शक 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 करुन देणे या बाबींचाही समावेश करण्यात आला आहे.

उपक्रमांतर्गत प्रत्येक टप्प्याची निश्चिती करुन 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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Jawahar Bal Bhavan, Netaji Subhash Marg, Charni Road, Mumbai - 400 004. Tal + 022-236 36 314 236 79 267 Eas + 022-236 36 315 Fmail menmah@venl.com . menmah@omail.con

3T

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.

🖕 म.प्रा.शि.प्र, मुंबई

#### सह पत्र :-

- 9. 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:-

- शिक्षणाधिकारी (प्राथ), जिल्हा परिषद (सर्व).
- २. प्रशासनाधिकारी/शिक्षणाधिकारी महानगरपालिका (सर्व)
- ३. लेखाधिकारी (सर्व)

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४. जिल्हा/महानगरपालिका समन्वयक IED (सर्व)

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манаRaSHTRA PRATHAMIK SHIKSHAN PARISHAD, MUMBAI (SSA) Inclusive Education Programme for CWSN	Basic Information of the age group of 0-5 District / Block / Cluster/School         Taluka         Taluka level camp CWSN         Total CWSN           atify CWSN through         CWSN Present at Taluka         Taluka level camp CWSN         Total CWSN         Total CWSN           atify CWSN through         CWSN Present at Taluka         Taluka level camp CWSN         Total CWSN         Total CWSN           atify CWSN through         CWSN Present at Taluka         Taluka level camp CWSN         Total CWSN         Total CWSN	T B G T B G T B G T B G T B G T																						
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IIE/SSA/Monitoring/2nd Half Yearly 08-09

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# (S) SECOND HALF YEARLY MONITORING REPORT OF MID-DAY MEAL SCHEME 01-02-2009 TO31-07-2009 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/	13-18 July 2009
	Schools	

1.	REGULARI	TY IN SERVING	MEAL:	Students, Te	achers & Pare	nts
	Whether	the school is	serving hot			
	cooked n	neal daily? If	there was			
	interruptio	on, what was th	e extent and			
	reasons fo	r the same?				
	A total o	f 82 schools wer	e visited during	13-18 July 200	9, out of which	77 schools
	(93.90%) v	vere serving hot	cooked meal.	Interruption wa	as noticed due	to delay in
	receipt of fo	ood grains in 42 so	chools (52.20 %	). Details given l	below-	
				Interruption		
		Month / Year	5 -10 Days No.of	11 -20 Days No.of schools	21 -30 Days No.of schools	
		June 08	schools 07	06	07	
		July 08	01	06	01	
		August 08	00	04	00	
		September 08	02	00	00	
		October 08	00	01	01	
		November 08	04	08	02	
		December 08	04	03	04	
		January 09	00	00	03	
		February 09	02	01	00	
		March 09	01	01	00	

2.	TRENDS :	School level registers, MDM
	Extent of variation ( As per school	Registers Head Teachers, Schools
	records vis-à-vis Actual on the day of	level MDM functionaries /
	visit)	Observation of the monitoring team.
	No significant extent of variation was not	ced in school's enrolment reords and actual
	number of children attending the school on th	e day of visit.
3.	<b>REGULARITY IN DELIVERING FOOD</b> <b>GRAINS TO SCHOOL LEVEL:</b> (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
		re received regularly. There was delay in
	delivering food grains in 30 schools (36.58%)	
	7 schools, July 08, 1 school, September	
	December 08, 4 schools, February 09, 2 sch	· · · · · ·
	delay was abserved in June 08, in 6 schools	
	November 08, 8 schools, December 08, 3 sch	·
	respectively. <b>21-30 days</b> delay was noticed	
	schools, December 08, 4 schools and January	
	(ii) Is buffer stock of one-month's requirements is maintained?	School level registers, MDM Registers Head Teachers, School level MDM functionaries
	It was observed that the buffer stock of one r	nonth was maintained in 30 schools and no
	buffer stock of one month was found in 53 sc	hools.
	(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 del	ivered at the school in 73 schools (89.02%)
4.	<b>REGULARITY IN DELIVERING</b>	School level registers, MDM
	COOKING COST TO SCHOOL LEVEL:	Registers Head Teachers, School
	(i) Is school receiving cooking cost in	level MDM functionaries
	advance regularly? If there is delay in	
	delivering cooking costm what is the	
	extent of delay and reasons for it?	

	(ii) In case of delay, how schools	School level registers, MDM		
	manage to ensure that there is no	Registers Head Teachers, School		
	disruption in the feeding programme?	level MDM functionaries		
	The school head masters bought things on cr	edit from the local shopkeeper and		
	managed to ensure the feeding programme to	b be continued.		
	(iii) Is cooking cost paid by Cash or	School level registers, MDM		
	through banking channel?	Registers Head Teachers, School		
		level MDM functionaries		
	Cooking cost was paid through banking ch	annel.		
5.	SOCIAL EQUITY :	Observations		
	Did you observe any gender or caste			
	or community discrimination in			
	cooking or serving or seating			
	arrangements?			
	No discrimination of any kind was observe	d in any school.		
	VARIETY OF MENU :	Observations and discussion with		
6.	(i) Has the school displayed its weekly	children, teachers, parents, VEC		
	menu, and is it able to adhere to the	members, Gram Panchayat members		
	menu displayed?	and cooks.		
	It was found that a weekly menu card wa	s displayed in 72 schools (87.80 %) and it		
	was followed by 69 schools (84.15%)			
7.	(ii) Is there variety in the food served	Observations and discussion with		
	or is the same food served daily?	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/	Observations and discussion with		
	wheat preparation, dal and	children teachers, parents, VEC		
	vegetables?	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 :	Observations of Investigation	
	Feedback from children on	during MDM service	
	(a) Quality of meal :		
	In 73 schools (89.02%) quality of food was	s good.	
	(b) Quantity of meal :	Observations of Investigation during	
		MDM service	
	In 74 schools (89.02%) the quantity of food v	was enough.	
	(c) {If children were not happy Please	Observations of Investigation during	
	give reasons and suggestions to	MDM service	
	improve.}		
	In 75 schools (91.46%) the children were	happy with what they were being served in	
	their mid-day meal.		
9.	SUPPLEMENTARY :	Teachers, Students, School Record	
	(i) Whether children are given		
	micronutrients (Iron, folic acid,		
	vitamin - A dosage) and de-worming		
	medicine periodically?		
	Out of 82 schools in 59 schools (71.95%	) micronutrients and deworming medicines	
	were given. In 5 schools it was given quarter	ly and in 42 schools it was given yearly.	
	(ii) Who administers these medicines	Teachers, Students, School Record	
	and at what frequency?		
	It was noticed that in 49 schools, P	rimary Health Centre administered these	
	medicines and in 11 schools it was administered by others.		
	(iii) Is there school Health Card	Teachers, Students, School Record	
	maintained for each child?		
	Out of 82 schools, 76 schools (92.68%) have maintained a Health Card for each child		
	STATUS OF COOKS :	Observations and discussion with	
10.	(i) Who cooks and serves the meal?	children, teachers, parents, VEC	
	(Cook/helper appointed by the	members, Gram Panchayat members	
	Department or Self Help Group, or	and cooks.	
	NGO or Contractor)		
	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.		

the school?members, Gram Panchayat members and cooks.It was reported that the number of cook is adequate to meet the requirement of the school.(iii) What is remuneration paid to cooks/helpers?Observations and discussion with children, teachers, parents, VEC members and cooksThere 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.(iv) Are the remuneration paid to cooks/helpers regularly?Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooksOut of 82 schools only 2 schools (2.44%) have paid remuneration regularly.Observations and discussion with children teachers, parents, VEC members, gram Panchayat members and cooks(v) Social Composition of cooks /helpers?(SC/ST/OBC/Minority)Observations and discussion with children teachers, parents, VEC	(ii) Is the number of cooks and helpers	Observations and discussion with
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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.         INFRASTRUCTURE :         Is a pucca kitchen shed – cum -         store :	(v) Social Composition of cooks	Observations and discussion with
and cooks.         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.         INFRASTRUCTURE :       School records, discussion with head         is a pucca kitchen shed – cum -       store :         Store :       Gram Panchayat members.	/helpers?( SC/ST/OBC/Minority )	children teachers, parents, VEC
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.         INFRASTRUCTURE :         Is a pucca kitchen shed – cum -         store :         Gram Panchayat members.		members, Gram Panchayat members
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from advanced community and 6 females (7.41%) were from VJNT community.INFRASTRUCTURE :School records, discussion with headIs a pucca kitchen shed – cum -teacher, teacher, VEC members,store :Gram Panchayat members.	females (3.70%) were from SC, 4 females (4	.94%) were from ST, 22 females (27.16%)
INFRASTRUCTURE :School records, discussion with headIs a pucca kitchen shed - cum -teacher, teacher, VEC members,store :Gram Panchayat members.	were from OBC, 19 females (23.46%) were	from Minority, 27 females (33.33%) were
Is a pucca kitchen shed – cum - store :teacher, teacher, VEC members, Gram Panchayat members.		10() wore from VINT community
store : Gram Panchayat members.	from advanced community and 6 females (7.4	(1%) were norn volvi community.
(a) Constructed and in use.	INFRASTRUCTURE :	School records, discussion with head
	<u>INFRASTRUCTURE :</u> <u>Is a pucca kitchen shed – cum -</u>	School records, discussion with head teacher, teacher, VEC members,

	(b)	Constructed but not in use.	
	In 2 scho	ols (2.44%) the kitchen shed was	constructed but not in use.
	(c)	Under construction.	
	In 3 school	s (3.66%) the kitchen shed was ur	nder construction.
	(d)	Sanctioned, but	
		construction not started.	
	In 5 schoo	ols (6.09%) the kitchen shed was s	anctioned but construction has not started
	(e) No	t sanctioned	
	In 11 schoo	ols (13.41%) the kitchen shed was	not sanctioned.
	(f) Any	y other (specify)	
		Nil	
12.	In case th	ne pucca kitchen shed is not	Discussion with head teacher,
	available,	where is the food being	teacher, VEC, Gram Panchayat
	cooked ar	nd where are the food grains	members, Observation
	/other ing	redients being stored.	
	Where a	a kitchen shed was not availab	le, the food was cooked in the <b>school</b>
	verandah	(2.41%), unutilized spare class	sroom, (13.25%) on open yard (4.81 %)
	cooks hou	ise (4.81%) Large no of schools	lacked storing place for food items. We
	observed tl	nat the food grains were stored in	the classroom in <b>24</b> schools (29.29%)
	and in the	headmaster's office in 22 sch	nools (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	d in kitchen shed.	
	Whether	potable water is available for	-do-
13.	cooking a	nd drinking purpose?	
	About (74	4.70%) of the schools have pot	able water for cooking and drinking and
	(25.30%) c	of the schools did not have their ow	vn water source.
14.	Whether	utensils used for kind food	Teachers/Organizer of MDM
	are adequ	ate?	Programme
	Most of t	he schools (84.34%) have adequat	te utensils.
15.	What is the kind of fuel used? (Gas		Observation
	based/fire	ewood etc.)	
	Fire wood	d was used as fuel to prepare the	Mid-day Meal in 76 schools (92.68%). LPG
	was used ir	n 4 Schools (4.88%) and kerosene	in 2 schools (2.44%).

	SAFETY & HYGIENE :	Observation
16.	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	Observation
	hands before and after eating	
	In most of the schools (95.18%) stude	nts were being encouraged to wash their
	hands before and after eating food.	
	iii. Do the children partake meals in an	Observation
	orderly manner?	
	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 en	couraged to conserve water.
	v. Is the cooking process and storage Observation	
	of fuel safe, not posing any fire	
	hazard?	
	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.	<b>COMMUNITY PARTICIPATION :</b>	Discussion with head teacher,
	Extent of participation by Parents/	teachers, VEC, Gram Panchayat
	VECs/ Panchayats/ Urban bodies in	members
	daily supervision, monitoring,	
	participation	
		) it was noticed that the VEC is supervising
	and monitoring the Mid day Meal schem	
	participation was noticed to be adequate. But	participation of VEC and Parents in cash or
	kind was poor in (65.06%) schools.	

18.	<b>INSPECTION &amp; SUPERVISION:</b>	School records, discussion with head
	Has the mid day meal programm	e teacher, teachers, VEC, Gram
	been inspected by any state /distric	t Panchayat members.
	/block level officers/officials?	
	Out of the 82 schools, in 20 schools	(24.39%) the Mid-day Meal programme was
	inspected either by the teachers and he	admasters. In 75 schools (91.46%) it was
	inspected by the Block level officials, in 7	0 schools (85.36%) it was inspected by the
	Cluster level officials but State level inspect	on was found almost missing.
19.	IMPACT:	School records, discussion with head
	Has the mid day meal improved the	teacher, teachers, VEC, Gram
	enrollment, attendance of children	Panchayat members.
	in school, general well being	
	(nutritional status) of children? Is	
	there any other incidental benefit	
	due to serving cooked meal in	
	schools?	
	In 77 schools (93.90%) the Mid-day N	leal programme has helped to improve the
	attendance. In 64 schools (78.05%) childre	en's well being was improved. It was reported
	that in 75 schools (91.46%) it has helped to	p improve the enrollment.

-	Name of District	Block Name	Name of The School	Categor y
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 Vidyalya Shewga	V-X
10			Zpps Shobha nagar	I-IV
12			Zpps Waghalkheda	I-VII
13		Badnapur	Ganpatrao Pawar School	I-VII
15		Daunapui	Badnapur	1-11
14			Zpps Dhoksal	I-VII
15			Zpps Dinoksal Zpps Dongargaon	I-VII I-VII
16			Matasaheb Minatai Thakre	I-VII I-VII
10			Prathmik Ashram Shala	1-11
			Dhamngaon	
17			Shri Rajureshwar Vidyalaya	V-X
17			Nanegaon	V A
18			Zpps Vasantnagar Tanda	I-IV
10			Zpps Dhopteshwar	I-VII
20			Zpps Dhamngaon Tanda	I-IV
20		Bhokardan	Shivaji Vidyalaya Bhokardan	V-X
22		Briokardan	Zpps Bhorkheda	I-VII
23			Zpps Dagadwadi	I-VII
24			Zpps Hasnabad	I-VII
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	V-XII
51			Madhmik Shala Bhokardan	V-VII
32			Zpps Lokmanya Nagar	I-IV
33			Zpps Pardh	I-IV I-VII
34		Ghansawangi	Zpps Avalgaon Kh	I-VII I-IV
35		Juansawanyi	Zpps Avaigaon Kn Zpps Bhadali Kh.	I-IV I-VII
			• • •	I-VII I-IV
36 37			Zpps Dahalegaon Mastyodari Primary School	
57			Ghansavangi	I-IV
38				I-IV
			Zpps Ghonsi Tanda-2	I-IV I-VII
39			Zpps Gurupimpri	I-VII I-IV
40			Zpps Mandala	
41			Zpps Panewadi	I-VII

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

42		L.B.S.V. Paradgaon	V-X
43		Zpps Ranjani	I-VII
44	Jafrabad	Zpps Sawangi	I-IV
45	Janabaa	Zpps Ganeshpur	I-IV 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 Hivrdi	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	I-VII
		Mastghad	
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

# ABBREVATIONS

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
ΜΤΑ	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
ΡΑ	Private Aided
ΡΤΑ	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