

**2ND HALF YEARLY MONITORING REPORT OF
MIZORAM UNIVERSITY ON SSA AND MDM
FOR THE PERIOD OF
1STFeb - 31ST Aug, 2009**

DISTRICTS COVERED

- 1. AIZAWL**
- 2. CHAMPHAI**



1. 2nd HALF YEARLY MONITORING REPORT OF MIZORAM UNIVERSITY: AIZAWL. (MONITORING INSTITUTIONS) ON SSA AND MDM FOR THE STATE OF MIZORAM FOR THE PERIOD FROM 1ST FEBRUARY, 2009 to 31ST AUGUST, 2009

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	Mizoram University, Aizawl
2.	Period of the report	1ST FEB., 2009 to 31ST AUG., 2009
3.	No. of Districts allocated	Two Districts
4.	District names	1. Aizawl 2. Champhai
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2 etc)	1. <u>Aizawl District</u>: 29th May, 1st June, 3rd to 5th June, 8th June, 10th to 12th June, 17th & 18th June 2009. 2. <u>Champhai District</u>: 27th -31st July, 2009.
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e. District 1, District 2, etc)	1. <u>Aizawl District</u>: a) Primary Schools: 342 b) Upper Primary Schools: 272 2. <u>Champhai District</u> a) Primary Schools: 179 b) Upper Primary Schools: 126
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	1. <u>Aizawl District</u> : a) Primary schools: 18 b) Upper Primary Schools: 16 2. <u>Champhai District</u> : a) Primary Schools: 09 b) Upper Primary Schools: 07

8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	Yes
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (While most of the states start their academic year in June/ July there are few states with academic year starting in January / April).	No. However, it needs to be mentioned that while undertaking the field work for first monitoring report, relating this financial year, 5% of the schools in one District (Kolasib) were visited well within the first month of starting of the academic session.
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	Yes
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	Yes
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes
13.	Whether your institution is a lead institute, if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	No, Our Institute is not a lead institute

2. Executive Summary of all the Districts Report

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

District 1:(Aizawl District)	The two new schools, namely, Aizawl District Music Academy and Aizawl District Sports Academy, sanctioned in the current financial year have been opened. The land for each of these two academies, as per the
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	information submitted by the DPO, has been identified. The funds for the construction of Aizawl District Music Academy and Aizawl District Sports Academy, at the rate of Rs.859000/ each have been released on 26.11.08 and 01.06.2008, respectively. The construction of both of these academies is at roofing stage.
District 2: (Champhai District)	All the 11 new UPS sanctioned in the district during the current financial year have been opened. The land for each of the 11 new schools, as claimed by the DPC office, has been identified and funds for construction of building, to the tune of Rs.2,38,750/- for each new UPS, have been released through the concerned VECs by the DPC Office in two installments on 10.9.2008 & 12.3.2009 . However, no civil works has yet been taken up.

(b) Civil Works:

District 1:(Aizawl Distt)	The DPO, Aizawl was supposed to complete civil works for 1 school, 92 additional classroom, 406 toilets, 400 separation walls, 410 boundary walls, 2 residential hostels and Electrification in 413 schools. The civil works for 1 school,11 additional classroom,350 toilets, 200 separation walls , 110 boundary walls, 2 residential hostels and electrification in 413 schools is in progress and the civil works for the rest of targets have not been started yet.
District 2:(Champhai Distt.)	As per the information received from DPO, the civil work for the target 11 additional classrooms in primary schools and 17 additional classrooms in upper primary schools has been completed. Besides, one residential hostel that was to be completed during this financial year has also been completed.

(c) Textbooks:

District 1:(Aizawl District.)	As per the information submitted by DPO, Aizawl 33761 primary school children have been provided with free textbooks, of which 32386 are STs and 1375 are SCs. Further, 27148 upper primary schools children have been provided free textbooks of which 26052 are STs and 1096 are SCs. However, no information with regard to the number of girls in the district to whom free text books have been distributed has been provided. There was no delay in the distribution of text books to schools. However children
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	of English medium schools have not been given text books in all subjects
District 2:(Champhai Distt.)	As per the information submitted by DPO, Champhai district 13839 primary school children have been provided with free textbooks, of which 5248 are girls. Further, 5987 upper primary schools children have been provided free textbooks of which 3167 are girls. It may be noted that all of these children, to whom free textbooks have been provided, belong to ST category. However, English medium school children have not been supplied free text books for all subjects due to limited funds available for this purpose.

(d) School grants:

District 1:(Aizawl District)	<p><u>1.School Grant:</u> The number of schools to which school grants has been approved is <u>342</u> primary schools and <u>272</u> upper primary schools. The funds for school grant were released by the DPO, Aizawl to VECs vide DPO Order G.27011/1/07-SSA(DPOA),Dated 23rd March,2009. It needs to be mentioned that no centralized purchase has been made by the DPO from school grants.</p> <p><u>2.Maintenance Grant</u> The number of schools, as per the information received from the DPC Office, to which maintenance grant has been approved is 325 primary schools and 274 upper primary schools. The funds for maintenance grant were released by the DPO, Aizawl to VECs through their respective BRCs vide DPO Order G.27011/1/07-SSA(DPOA)/74,Dated 18th March,2009.</p>
District 2:(Champhai distt.)	As per the information received from the DPC Office, the number of schools to which school grant has been approved is 179 primary schools and 126 upper primary schools. However, it needs to be mentioned that the school grant for the <u>primary school</u> was received by the DPC Office from SPD Office on 5.3.2009 and released to the schools through their respective VECs on 12. 3. 2009. However, the school grant for all the <u>upper primary schools</u> , amounting to 8.82lakhs, has been utilized by the DPC Office for the centralized purchase and supply of cooking and service utensils like cooking pots, service plates and spoon etc for MDM service.

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(e) Teachers and Teachers Training:

District 1:(Aizawl District)	<p>The number of additional teachers sanctioned in the district for primary and upper primary schools during the current financial year was 76 and 91 respectively. As per the information submitted by the DPO all the additional teachers in both PS and UPS have been appointed and are in their respective positions.</p> <p><u>1.In-service Training:</u> As per the information submitted by the DPO there are 3856 teachers who were to be provided in-service training. The information with regard to the actual number of teachers who have been provided this training has not been submitted by the DPO, as the reports from the BRCs have not yet been received.</p> <p><u>2. Induction Training:</u> The newly appointed 22 Education Volunteers have been given 3 days induction training</p> <p><u>3. Training to Untrained Teachers:</u> There are 121 untrained teachers in the district that were to be given 60 days refresher training. However, information with regard to the actual number of teachers who have been provided this training has not been submitted by the DPO</p>
District 2:(Champhai Distt.)	<p>As per the information received from the DPC Office, 11 additional teachers were sanctioned for upper primary school during the current financial year. The DPC Office has conducted the interview for selection of these additional teachers and list of the selected candidates has been communicated to SPO for approval and further necessary action.</p> <p><u>1.Inservice Training:</u> The DPO claims that all of the 1594 teachers have been provided in-service training.</p> <p><u>2. Induction Training:</u> The newly appointed 56 teachers have not yet been provided any Induction/orientation training so far..</p> <p><u>3. Training to Untrained Teachers:</u> There are 28 untrained teachers in the district who were to be provided training through distance education mode. However, they have not yet been trained.,</p>

(f) Teaching Learning Material (TLM) grants:

District 1:(Aizawl District)	<p>1. The number of schools to which TLM Grant (Teachers grant)has been approved is <u>342</u> primary schools and <u>273</u> upper primary schools. The</p>
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	<p>funds for TLM(teachers) grant amounting to Rs.1613000/ were released by the DPO, Aizawl to VECs through their respective BRCs vide DPO Order G.27011/1/07-SSA(DPOA),Dated 23rd March,2009.</p> <p>2. The TLM grant @ Rs.500/- amounting to Rs.1, 84,000/-has also been released to 369 Class 8th teachers in 111 High Schools. The funds for TLM (Teachers) grant were released by the DPO, Aizawl to VECs through their respective BRCs vide DPO Order G.27011/1/07-SSA (DPOA), Dated 23rd March, 2009.</p>
District 2: (Champhai District)	The DPC Office has received the TLM grant of Rs, 8.58 lakh from the SPO on 5.3.2009 and the same has been released to the schools through their respective VECs on 12.3.2009.

(g) EGS & AIE:

District 1:(Aizawl District)	As per the information received from the DPC Office there is no EGS centre in the district under reference. However there are 20 AIE Centres, 11 NRBC and 12 RBC centres in the district
District 2: (Champhai District)	As per the information received from the DPC Office there is no EGS and NRBC in the district at present. However, there is one AIE centre and one RBC centre in the district. It may be noted that these were sanctioned and opened this year.

(h) Children with Special Needs (CWSN):

District 1:(Aizawl District)	The District has identified 1352 CWSN of which 1344 have been enrolled. However, only 142 of these CWSN have been provided with the required aids and appliances.
District 2: (Champhai District)	The district has identified 787 CWSN of which 755 have already been enrolled. However, only 16 of these CWSN have been provided with the required aids and appliances.

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

District 1(Aizawl District)	The NPEGEL is not in operation in Aizawl district.
District 2: (Champhai District)	The NPEGEL is not in operation in Champhai district.

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

District 1(Aizawl District)	The KGBV is not in operation in Aizawl district.
District 2: (Champhai District)	The KGBV is not in operation in Champhai district.

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

District 1:(Aizawl District)	The EMIS with the requisite number of computers, printers and manpower has been established.
District 2: (Champhai District)	The EMIS with the required number of computers, printers and manpower (computer operators) has been established.

(l) Research and Evaluation:

District 1:(Aizawl District)	Prior to 2008-2009 the district has completed 3 research projects. However, during 2008 -09, all funds under Research & Evaluation were deducted by SPO to meet the expenditure incurred on statewide Household Survey. Therefore, no research project was undertaken in the district during 2008-09.
District 2: (Champhai District)	As per the information received from the DPO, they have not received and sanctioned any research project during 2008 – 2009. However, the DPO claims to have completed a research project during 2007 – 08, but no details with regard to the completed project has been provided.

(m) Functioning of the VEC:

District 1:(Aizawl District)	The total number of VECs constituted in the district is 179. The DPO claims that the guidelines on delegation of powers to VECs and adequate representative of women have been communicated to all the VECs in the district. The DPC office claims that VECs maintain proper records of SSA grants for which training has been provided either at CRCs / BRCs / DPC office.
District 2: (Champhai District)	The total number of VECs constituted in the district is 102. The DPO claims that the guidelines on delegation of powers to VECs and adequate representative of women have been communicated to all the VECs in the district. The DPO claims that VECs maintain proper records of SSA grants for which training has been provided either at CRCs / BRCs / DPO.

(n) Staffing at State and District Level:

District 1:(Aizawl District)	The DPO has 26 staff members of which 5 are on deputation and the rest of 21 are on contract. The 5 BRCs in the district have 25 staff members including 5 Coordinators of BRCs. Likewise the 55 CRCs in district have 80 staff members including 55 Coordinators of CRCs.
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District 2: (Champhai District)	As per the information received from DPO, the total number of posts sanctioned for DPO is 29, of which 28 are in position and one post is lying vacant. It is pertinent to mention here that out of the existing 28 staff members, 4 are on deputation and the rest 24 are on contract basis. The 4 BRCs in the district are staffed by 20 staff including 4 BRCCs On the other hand 23 CRCs in the district are staffed by one CRCC each
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(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts

District 1:(Aizawl District)	<p>1. More than 90%of population in the district belongs to ST category as well as religious minority (Christians)</p> <p>2. Overall position of girls education in terms of female literacy and enrolment at all levels of education in the state, including the district under reference, is quite satisfactory and encouraging</p>
District 2: (Champhai District)	<p>1. More than 90%of population in the district belongs to ST category as well as religious minority (Christians)</p> <p>2. Overall position of girls education in terms of female literacy and enrolment at all levels of education in the state, including the district under reference, is quite satisfactory and encouraging</p>

(p) Any other issues relevant to SSA implementation

District 1:(Aizawl District)	NO
District 2: (Champhai District)	NO

(q) Mid Day Meal

District 1:(Aizawl District)	<p>1. Around 18% of sample schools from the district under reference are not serving hot cooked meal on daily basis</p> <p>2. Almost 71% of sample from the district reported that the supply of food grains for MDM is not regular.</p> <p>3. Buffer stock of one month has not been issued to any sample school in the district</p> <p>4. All sample schools (100%) reported that food grain is not delivered at the school rather they have to make their own arrangement for its transportation to the school</p> <p>5. None of the sample school has ever received the cooking cost in advance. It is generally released to the schools through their respective VECs quarterly.</p>
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	<p>6. All sample schools reported that they have been receiving the conversion cost in cash</p> <p>7. In view of none release of cooking cost in advance school either do not serve MDM or purchase cooking ingredients on credit.</p> <p>8. No case of discrimination on the basis of gender or caste in cooking and serving of MDM were reported.</p> <p>9. Around 94 % of the sample schools do not display the weekly menu for MDM</p> <p>10. Daily menu for MDM includes rice, dal / local vegetables. Wheat preparation are rarely served</p> <p>11. Almost all children from the sample schools expressed their happiness and satisfaction with the quantity and quality of MDM served to them in school.</p> <p>12. Around 94% of sample schools do not serve micro-nutrients (Iron, folic acid, and vitamin A) and de-worming medicine to children.</p> <p>13. A large majority ((72%) of sample schools do not maintain health cards for their children.</p> <p>14. All sample schools have appointed cooks for MDM service.</p> <p>15. None of the sample schools has engaged any self help group or contractor for MDM</p> <p>16. All sample schools have adequate number of cooks to meet the MDM requirements.</p> <p>17. In every sample schools cook is being paid remuneration of Rs. 1200/- per month and helper, if applicable, is paid remuneration of Rs. 800/- per month.</p> <p>18. All cooks and helpers from the sample schools reported that they do not get remuneration every month, but bi-monthly or quarterly.</p> <p>19. In term of gender composition 26% of cooks are male and 74% are female.</p> <p>20. In terms of social composition, 86% of cooks in sample schools belong to ST category, 11% to SC category and 3% to OBC category.</p> <p>21. All of the sample primary schools have constructed their kitchen sheds and using these for MDM service.</p> <p>22. All of the sample upper primary schools have not yet been</p>
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	<p>sanctioned funds for kitchen shed for MDM</p> <p>23. Almost all sample schools have potable water for cooking and drinking purposed.</p> <p>24. Around 41% of sample schools do not have adequate utensils for cooking and serving MDM</p> <p>25. Around 53% of sample schools make use of only LPG, 35% depend only on firewood and the rest 12% make use of both LPG and firewood..</p> <p>26. In terms of <u>safety</u> 47% of sample schools in the district are very good, 47% are good and 6% are fair.</p> <p>27. In terms of <u>hygiene</u> 15% of sample schools are very good, 79% are good and 6% are fair.</p> <p>28. In terms of cleanliness 12% of sample schools are very good, 82% are good 3% are fair and 3% are poor.</p> <p>29. In terms of discipline 41% of sample schools are very good, 56% are good and 3% are just fair</p> <p>30. All sample schools claimed to encourage children to wash hands before and after MDM</p> <p>31. Discipline and order is maintained but children while taking MDM</p> <p>32. Cooking process is by and large safe in all sample schools</p> <p>33. Participation of parents in the inspection and supervision of MDM is fair in 9% of sample schools but poor in 91%.</p> <p>34. Participation of VEC members in the inspection and supervision of MDM is good in 3% of sample schools, fair in 38% but poor in 59%.</p> <p>35. Participation of teachers in the management and supervision of MDM is very good in 94% of sample schools, but just fair in the rest 6% schools.</p> <p>36. Inspection of MDM programme by State and District Level Officers is almost nil.</p> <p>37. Inspection of MDM programme by Block and Circle Level Officers is also not regular.</p> <p>38. A large majority of the sample schools claim that the introduction of MDM has improved the attendance, enrolment and general well being of children.</p>
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District 2: (Champhai District)

1. Around 13% of sample schools from the district under reference are not serving hot cooked meal on daily basis
2. Almost 47% of sample from the district reported that the supply of food grains for MDM is not regular.
3. None of the sample schools has ever received the buffer stock of food grains
4. All sample schools (100%) reported that food grain is not delivered at the school, rather they have to make their own arrangement for its transportation to the school
5. None of the sample school has ever received the cooking cost in advance. It is generally released to the schools through their respective VECs quarterly.
6. All sample schools reported that they have been receiving the conversion cost in cash
7. In view of the non release of cooking cost in advance school either do not served MDM or purchase cooking ingredients on credit.
8. No case of discrimination on the basis of gender or caste in cooking and serving of MDM were reported.
9. None of the sample schools has displayed the weekly menu for MDM
10. The daily menu includes rice, dal / local vegetables. Wheat preparation are rarely served
11. Almost all children from the sample schools express their happiness and satisfaction with the quantity and quality of MDM served to them in school.
12. More than 90% of sample schools do not serve micro-nutrients (Iron, folic acid, and vitamin A) and de-worming medicine to children.
13. A large majority of sample schools do not maintain health cards for their children.
14. All sample schools have appointed cooks for MDM service.
15. None of the sample schools in the district under reference has engaged any self help groups or contracted for MDM
16. All sample schools have adequate number of cooks to meet the MDM requirements.

	<p>17. In every sample schools cook is being paid remuneration of Rs. 1200/- per month and helper, wherever applicable, is being paid remuneration of Rs. 800/- per month.</p> <p>18. All cooks and helpers in the sample schools reported that they do not get their remuneration every month, but bi-monthly or quarterly.</p> <p>19. In term of gender composition 17% of cooks are male and 83% are female.</p> <p>20. All the cooks and helpers in the sample schools belong to ST category.</p> <p>21. All of the sample primary schools have constructed their kitchen sheds and are using these for MDM service.</p> <p>22. All of the sample upper primary schools in the district have not yet been sanctioned any fund for construction of kitchen sheds for MDM</p> <p>23. Almost all sample school s have potable water for cooking and drinking purpose.</p> <p>24. Around 19% of sample schools do not have adequate utensils for cooking and serving MDM</p> <p>25. A large majority of sample schools (around 75%) are dependent solely on firewood for cooking of MDM, whereas, the rest of 25% make use of both LPG and firewood as per their requirements.</p> <p>26. In terms of <u>safety</u> 81% of sample schools in the district are good, 13% are fair and 6 % are poor.</p> <p>27. In terms of <u>hygiene</u> 13% of sample schools are very good, 37% are good and 50% are fair.</p> <p>28. In terms of <u>cleanliness</u> 8% of sample¹ schools are very good, 38% are good and 44% are fair.</p> <p>29. In terms of discipline 12% of sample schools are very good, 50% are Good and 38% are fair.</p> <p>30. All sample schools claim to encourage children to wash hands before and after MDM.</p> <p>31. Discipline and order is maintained by children while taking MDM</p> <p>32. Cooking process is by and large safe in all sample schools.</p> <p>33. Participation of parents in the inspection and supervision of MDM is</p>
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	<p>good in 6% of sample schools, fair in 13%, and poor in 81% .</p> <p>34. Participation of VEC members in the inspection and supervision of MDM is fair in 13% of sample schools, but poor in 87%.</p> <p>35. Participation of teachers in the management and supervision of MDM is good in 62% of sample schools, fair in 31% but poor in the rest 7%.</p> <p>36. Inspection of MDM programme by State and District Level Officers is almost absent.</p> <p>35. Inspection of MDM programme by Block and Circle Level Officers is also not regular.</p> <p>37. A large majority of the sample schools claim that the introduction of MDM has improved the attendance, enrolment and general well being of school children.</p>
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1. District Level Half Yearly Monitoring Report

(The Ministry/TSG needs districts wise information/observation as per the TOR 2008-2010 for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)

1	Name of the District Monitored:	Aizawl
2	Total number of elementary schools / EGS / AIE Centers in the Districts	Primary schools: 342 Upper Primary Schools: 272
3.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Primary schools:18 Upper Primary Schools:16
.4	Date of visit to the Districts/EGS/schools	29th May, 1st June, 3rd – 5th June, 8th June, 10th-12th June, 17th &18th June, 2009.
5	Tasks	The Monitoring of the status of implementation of SSA intervention in Aizawl district of Mizoram.

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

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.								
	The two new schools, namely, Aizawl District Music Academy and Aizawl District Sports Academy, sanctioned in the current financial year have been opened									
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.								
	The land for each of these two academies, as per the information submitted by the DPO, has been identified									
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school:	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher								
	The funds for civil work for the construction both academies amounting to Rs.17,19,000/ have been released as per the details given as under: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Name</u></th> <th style="text-align: center;"><u>Amount</u></th> <th style="text-align: center;"><u>Date of Release</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Aizawl District Music Academy</td> <td style="text-align: center;">Rs.8,59,000/</td> <td style="text-align: center;">26.11.2008</td> </tr> <tr> <td style="text-align: center;">2. Aizawl District Sports Academy</td> <td style="text-align: center;">Rs.8,59,000/</td> <td style="text-align: center;">01.06.2008</td> </tr> </tbody> </table>		<u>Name</u>	<u>Amount</u>	<u>Date of Release</u>	1. Aizawl District Music Academy	Rs.8,59,000/	26.11.2008	2. Aizawl District Sports Academy	Rs.8,59,000/
<u>Name</u>	<u>Amount</u>	<u>Date of Release</u>								
1. Aizawl District Music Academy	Rs.8,59,000/	26.11.2008								
2. Aizawl District Sports Academy	Rs.8,59,000/	01.06.2008								
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.								
	As per the inputs received from the DPO the construction of both of these academies is in progress and is at roofing stage.									
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.								
	Two teachers (trainers) each have been appointed for both academies, namely: 1. Aizawl District Music Academy 2. Aizawl District Sports Academy									
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.								

	Yes ,the new teachers(trainers) appointed in the Aizawl District Sports Academy visited by the MI were in position	
(vii)	In the schools visited by MI whether one-time grant of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level has been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	The TLE Grant is meant only for the Primary and Upper Primary Schools not for the Sports and Music Academies	
(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.
	Since no TLE grant has been released to the aforesaid sports and music academies, therefore the question of issuing of guidelines for the procurement of items from TLE grant is not relevant.	

(b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
(i)	.The district under reference was supposed to undertake the civil work for the construction of 1 school building, 92 additional classrooms 406 toilets, 400 separation walls 410 boundary walls 2 residential hostels and electrification in 413 schools. As per the inputs received from the concerned DPO civil works for 1 school building 11 additional class rooms 350 toilets 200 separation walls 110 boundary walls 2 residential hostels and electrification 413 schools is in progress. However the civil works for 81 additional classrooms, 50 toilets 200 separation walls and 300 boundary walls has not yet been started.	
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.

	<p>The MI observers during their field visit to sample schools looked into the civil work grants received by sample schools during different years after the commencement of SSA scheme in Mizoram, and found that almost all sample schools have received civil work grant for toilets, drinking water, school building/ additional classroom / ramps / boundary walls etc. Most of the sample schools have also received of outdoor play equipments and have installed them in their school compounds.</p> <p style="text-align: center;">Electrification in majority of sample schools has been completed, and was in progress in some other sample schools on the day of the visit of MI observers. However, in one sample school electric fitting has been done almost six months back but the electric connection has not yet been provided to the school.</p>	
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes, the VECs members especially the Chairmen's and Secretaries, have been provided the due training for execution of civil works by technical persons under their respective BRCs/CRCs	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	As per the inputs received from the DPO, the community manual for civil works has been prepared and communicated to all VECs. However, many of the sample VECs could not produce the said manual on the day of the visit of MI's observers.	
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Since the MI observers did not visit any new schools where a new building was being constructed, therefore this question is not relevant. However, it needs to be mentioned that large majority of sample schools have received funds for the construction of ramps, but the quality of construction of these ramps in most schools, baring a few, is very poor.	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).

	Almost all of the sample VECs, visited by the MI observers, do maintain separate account of construction materials and submit their utilization certificates for the same to the DPO along with vouchers and receipts of expenditures. However, MI observers noticed certain anomalies in their accounts	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The technical supervision of civil works at district level is done by 1 Assistant Engineer, 3 Junior Engineers and 1 Field Supervisor. However, there is no technical person at Block level to supervise the quality of ongoing civil works	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The sample schools could not give a definite reply with regard to the number of visits by AE or JE from the DPC office for technical supervision of civil works at different stages. However, majority of the sample schools reported that work mangers supervised the civil works regularly at different stages of their completion.	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilized from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No there is no convergence with Swajaldhara and Total Sanitation Campaign in respect of drinking water facilities provided in sample schools.	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

	No, the construction of drinking water facilities in schools is not carried out by a specialized agency. Most of the sample schools have purchased readymade syntax tanks/tin tanks for the storage of water for all purposes. Some others have constructed underground/over ground cement tanks for storage of water. In many schools the civil works related construction water facility has been undertaken by VEC members	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No there is no convergence with Total Sanitation Campaign in respect of toilet facilities provided in sample schools	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The MI observers during their field visits to sample schools in the district found that the quality of civil works in 71% of the schools is good and in the rest 29% is average	
(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	Yes, there is a civil work in charge at SPO level, designated as Civil Work Coordinator/State Project Engineer, who is from engineering background and reviews the progress on quarterly basis as per standard format. To ensure quality of civil work in the state the following steps are taken:	
	<ol style="list-style-type: none"> 1. Quality of civil work is reviewed in the quarterly review meetings. 2. The third party has been engaged to check the quality of civil work. 3. State Project Engineer pay visits to the districts, as and when required, to check and supervise quality 	

(b)Textbooks:

(i)	Total numbers of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	The total number of children in the district, including girls, to whom free text books have been distributed is 60909, of which 33761 are primary school children (32386 STs and 1375 SCs), and 27148 are upper primary school children of which(26052ST and 1096 SC).The details regarding the number of girls to whom free text-books have been distributed was not submitted by the concerned DPO	
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	The School text books were received by the DPO from SPO between 17th – 23th Nov., 2008, and the same were distributed by the DPO to schools on 12th Jan.,2009, before the opening of schools.	
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	There was no delay in the distribution of text books to children in the district as these were distributed to the schools before the commencement of the academic session	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	Free text-books for all subject have not been distributed in English medium schools as the SSA Norms of Rs.150/-for Primary school and Rs.250/-for Upper primary school can not cover the cost of all text books of English medium schools	

(d) School grants:

(i)	Total number of schools district-wise in primary	Information to be obtained from SPO office and to
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	<p>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?</p>	<p>be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
	<p>1.School Grant:</p> <p>The number of schools to which school grants has been approved is <u>342</u> primary schools and <u>272</u> upper primary schools. The funds for school grant were released by the DPO, Aizawl to VECs vide DPO Order G.27011/1/07-SSA(DPOA),Dated 23rd March,2009. It needs to be mentioned that no centralized purchase has been made by the DPO from school grants.</p> <p>2.Maintenance Grant</p> <p>The number of schools, as per the information received from the DPC Office; to which maintenance grant has been approved is 325 primary schools and 274 upper primary schools. The funds for maintenance grant were released by the DPO, Aizawl to VECs through their respective BRCs vide DPO Order G.27011/1/07-SSA (DPOA)/74, Dated 18th March, 2009.</p> <p>The guidelines for the utilization of the school grant as well as maintenance grants were also communicated</p>	
(ii)	<p>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to which releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?</p>	<p>Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
	<p>1.Yes, the DPO has released the school grant to all the eligible and approved schools on 23.03.2009,well within three months of the commencement of the academic session in the state that starts in the mid of January.</p> <p>2. The number of such schools to which the school grant has been released is 614, of which 342 are primary schools and 242 are upper primary schools.</p> <p>3. Yes, the guidelines for the proper utilization of school grant have been issued by the DPO to the schools.</p>	
1.	<p>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</p>	<p>Information to be obtained from DPO of districts visited by MI.</p>
	<p>As per the information received from the DPO no centralized purchase has been made by the</p>	

DPO from the school grant		
2.	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The school grant for the financial year 2007-08 has been received and utilized by all the sample schools. However, the same for the financial year 2008-09, as reported by head masters and VEC members, was not been received by majority of the sample schools till the field visit of MI observers in May and June,2009	
3.	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The school grant or the last year 2007-08 has been utilized by all the sample schools. Few schools have utilized it for the procurement of items such as chalks, stationary, filters, chairs, buckets, dustbins etc. A large majority of sample schools have utilized it for the repair of school building.	

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	As per the information received from the DPO, 76 additional teachers were sanctioned for primary schools and 91 for upper primary schools, and all these teachers have been appointed and are in their respective positions	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.

	As per the information received from the SPO the selection to the posts of SSA teachers is through interview from open candidates, however the DPO has not responded to the said question. The authority for such appointments is the SPO. However, the DPO reported that no procedures have been laid down have been laid down for the appointment of teachers.	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	The appointment of additional teachers, as per the information submitted by SPO and DPO, is on contract not regular.	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	VECs are not empowered to make decentralized appointments. Since the VECs are not empowered for decentralized appointments, therefore, the questions related to the laying down of procedures for decentralized recruitment of teachers and level of satisfaction amongst local community about such appointments are not relevant	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	As per the information submitted by the DPO the 76 additional teachers posts sanctioned for primary school and 91 additional teachers posts sanctioned for upper primary school have been filled, and all of the additional teachers appointed against the afore said posts are in their respective position. However in view of the non submission of names of schools where these teachers have been attached, the MI's Observers could not verify their presence/absence in their schools.	
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	The MI Observers, during their field work, while interacting with the teachers, students, members of PTA and VEC found that the rapport between teachers and students is quite satisfactory in all sample schools	

(vii)	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What were the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What were the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>The target number of teachers that were to be given in-service training of 20 days each was 3856. However, the concerned DPO could not supply information on the number of teachers who have been provided such training, as the reports from the BRCs to this effect were still awaited. However, the inputs received from the teachers of sample schools, with regard to their participation in the in-service training programs as well as verification of records of various training programs conducted by sample BRCs and CRCs, reveals that they have conducted series of such training programmes wherein a large number of teachers of sample schools have participated. However, these training programme were of 2 to 3 days duration not of 20 days duration. Although all BRCs develop a training calendar for teacher training, they are not</p>	
(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>As per the information received from the DPO the newly recruited Education Volunteers (number not specified) have been provided three days orientation training from 11th to 13th August, 2009. However newly recruited 22 teachers have not yet been provided the required induction training</p>	

(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>The target number of number of untrained teachers that were to be provided 60 days refresher training in the district is 121. However, no information with regard to the status of their training has been submitted by the concerned DPO.</p>		
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
<p>While interacting with the MI's observer's majority of teachers from sample schools expressed their satisfaction with the quality of training programs. However, some teachers were not happy with the quality of the training programmes attended by them.</p>		
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>

<p>The district under reference has 5 BRCs and 55 CRCs that are responsible for conducting training programs for school teachers and members of village education committees.</p> <p>ii) The MI observers visited 4 BRCs and 6 CRCs. While interacting with their respective BRCCs and CRCCs and looking to their office records relating to the training programmes and school visits etc it was found that they have been conducting in-service training and induction training programmes for teachers, and training programmes for VEC members with regard to their role in the managements of schools and execution of civil works.</p> <p>iii) All of the sample BRCs do maintain schedules for the training of teachers and visits to schools under their respective jurisdictions., however, they have conducted much less number of training programs than what have been projected in their training calendars.</p> <p>v) Besides conducting of the training programs BRCCs and CRCCs claim that they do visit schools on regular intervals and look into students and teachers attendance, regularity of MDM program, quality of civil work, visit classes and conduct random tests on children.</p> <p>vi) The BRCCs and CRCCs also collect and verify (5%) DISE data before it is submitted to the SPD office. Further they also claimed that they extend the required regular support to schools in many other matters related to SSA</p>	
<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	
<p>The Coordinator of every BRC /CRC is expected to pay at least one visit to each school under his/her jurisdiction. However, many of them reported that, in view of limited funds available for TA/DA, are not able to do so.</p>	
<p>(b)What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children are learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>

	<p>i) The visits of BRCCs and CRCCs to schools are more administrative in nature than academic, as they generally look into attendance of teachers & students, collection DISE data,</p> <p>ii) They rarely conduct model lessons in classrooms because most of them are junior teachers and do not have the required experience and confidence in giving model lessons.</p> <p>iii) They, during their school visits, are not helping teachers to teach difficult topics.</p> <p>v) They rarely conduct random tests for assessing children learning outcomes.</p> <p>vi) They have not taken any innovative step to improve teachers performance and students' learning</p>	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
	<p>DIET of the concerned district provides required academic support to the BRCs and CRCs under its jurisdiction:</p> <p>(a) By providing resource person for various training programs conducted at BRC and CRC level</p> <p>(b) By conducting training for BRCCs and CRCCs</p> <p>(c) By developing teacher training modules</p> <p>(d) By under taking action research</p>	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
	<p>While interacting with the sample BRCs and CRCs it was found that they do extend their academic support to AIEs such as NRBCs and RBCs under their respective jurisdictions</p>	
(xii)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>

	<p>Yes, the SPO has a quality Coordinator, who claims to play the following role:</p> <p>1.Planning and preparing teachers training schedule</p> <p>2 Implementation of teachers training schedule</p> <p>3 Chalking out strategies for quality improvement</p> <p>Yes, there is a system and format to review district wise programme on monthly quarterly and annual basis. However the arrangement for coordination with SCERT and DIETs as reported by the SPO, is absent</p>
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(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
(i)	<p>As per the information received from the SPO the number of teachers eligible to receive TLM grant in the district, during 2008-09, was 2205 primary school teachers,1772 upper primary school teachers, and 109 VIII class teachers in high schools. The TLM grant has been released to 342 primary schools @ Rs.2271 per school,and 273 upper primary schools @ Rs.3334/-per school vide DPO Order No.G.27011/1/07-ssa(DPOA),Dated 23rd March,2008.</p>	
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<p>The TLM grant has been released to 342 primary schools @ Rs.2271 per school, and 273 upper primary schools @ Rs.3334/-per school vide DPO Order No.G.27011/1/07-SSA(DPOA),Dated 23rd March,2008. As per the information received from the SPO the number of teachers eligible to receive TLM grant in the district, during 2008-09, was 2205 primary school teachers,1772 upper primary school teachers, and 109 VIII class teachers in high schools</p>	

	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	<p>information to be verified on the spot in respect of schools visited by MI.</p>
(iii)	<ol style="list-style-type: none"> 1. The TLM grant was received by 9% of sample in March, by 32% schools in April, by 44% schools in May and by 6% schools in Aug/Sept. The rest of 9% of sample schools could not tell the date of receiving TLM grant. 2. The TLM was partially displayed in classrooms by 53% of sample schools 3. All sample schools had stored/displayed most of their TLM in teachers' common room/school office. 4. The TLM procured by sample schools was largely related to maps, pictures, charts, globe, science models, and other teaching aids etc. 5. Almost all sample schools reported that teachers make use of the available TLM in their classroom teaching. 6. There is no good example with regard to the development or use of TLM in any of the sample schools. 7. Around 88% of teachers in sample schools reported that they have not been provided any training for the development and use of TLM. However, 12% of teachers reported that one topic in their training was related to the use of TLM 	

(g) EGS & AIE:

(i)	<p>What is the number of EGS/AIE centers/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centers which were continued from previous years may be shown separately. The information is provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>1. The district under reference was sanctioned 20 AIE Centres, 11 NRBC Centres and 12 RBC centres. Of which only all 20 AIE Centres 8 NRBC Centres, and 4 RBC Centres have been sanctioned this year and the remaining centres are continued from the previous year..</p> <p>2. It has no EGS centre that is being continued from the previous year</p> <p>4. No new EGS centre has been sanctioned in the current financial year.</p>		
(ii)	<p>The target number of children and number of children actually enrolled in the centers category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<p>1. The number of children enrolled in existing AIE centers is 1505, in NRBC is 508, and in RBCs is 505 and the actually enrolled are 157.</p>		
(iii) *	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centers in a district on sample basis.</p>
<p>The MI observers could not visit any AIE/NRBC/RBC for spot verification of number of children enrolled and actually attending these centres</p>		
(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centers visited by MI.</p>

	<p>There are 157 EVs working at present in the district, who have been provided 10 to 15 days induction training by resource persons from BRCs, DIETs, DPO, CRCs etc. A brief description of the various Modules used for their training is given as under:</p> <ol style="list-style-type: none"> 1. SSA norms and achievements 2. Child centred education 3. Question setting and evaluation of answer papers 4. Minimum level of learning 5. Importance and use of TLM 6. Inclusive education 7. Effective classroom teaching 8. Child development 9. Identifying individual differences 	
(v)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support is ascertained. Whether any instruction has been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers visited by MI. Copy of the instructions to be enclosed with the report.</p>
	<p>As per the information submitted by the DPO, BRCs and CRCs extend the required support to the EVs on monthly basis.</p>	
(vi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centers/courses by MI.</p>
	<p>As explained earlier no new EV has been appointed this year. Most of the EVs that are continuing from the previous years are either 10th class or +2 pass. However, few of them are also graduates.</p>	
(vii)	<p>The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?</p>	<p>Information to be obtained from the EVs during field visits by MI.</p>

	1.The EVs with HSLC qualification are being paid a salary of Rs.2000/ 2. The EVs with +2 and above qualification are being paid a salary of Rs.2500/ per month	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	The EVs that are attached with the sample schools, BRCs and DPO were reported to be regular	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	Yes, there is a District Coordinator for EGS and AIE centers who has been given the required orientation and capacity building training conducted at SPO.	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	As reported by the DPO there is a monitoring format available on which the required information about EGS/AIE etc is submitted to the SPO on quarterly basis	
(xi)	Number of EGS/AIE centers (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	Two EGS/AIE centre are targeted to be upgraded to Aizawl Music Academy,Chhing Veng, and District Sports Academy,College Veng, Aizawl	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Yes the SPO has issued the necessary instructions to DPO with reference to the upgradation of these centres to the aforesaid academies, and the funds for the same have been received from SPO	

(xiii)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Both of these EGS/AIE centres have been upgraded to the aforesaid academies, and funds @ of Rs.10.86 lakh have been transferred to the VECs	
(xiv)	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Yes, the upgradation of these EGS/AIE centre to the aforesaid academies has actually taken place	
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Yes, the land has been identified	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes, the concerned VECs have received the funds for construction of the aforesaid academies	
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	The construction of both of these academies is at roofing stage.	
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Two trainers each for the afore said academies have been sanctioned and are in position	
(xix)	The number of children actually mainstreamed from EGS/AIE centers/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.

	A total number of 251 children have been mainstreamed from RBC centres to private schools 217 children from NRBC to government schools, and 129 children from AIE centre to private schools and 180 to government schools.	
(xx)	What is the infrastructure available in the EGS/AIE centers, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	The children in EGS/AIE use school text books. Other material provided to them is uniforms and school bags	
(xxi) *	Whether Mid-day Meal is being supplied to the children in EGS/AIE centers?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	There is no EGS center in the district at present. However, the children enrolled in AIE centers, as per the inputs given by State Nodal Office(MDM), are being served the MDM	
(xxii) *	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	There is no EGS center in the district at present.	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	There is no EGS center in the district at present.	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	There is no EGS center in the district at present.	
(xxv)	Whether EGS/AIE centers are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.

	<p>i). There is no EGS centre in the district.</p> <p>ii). Children enrolled AIEs centres use the school text books.</p> <p>iii). The children under reference, like regular school, have not received textbooks in all subjects.</p> <p>iv). Textbooks to the children enrolled in the aforesaid centers are supplied along with the children of regular schools.</p> <p>v) Textbooks to alternative education centers were supplied well within one month of the commencement of the academic session of schools in the state, that generally start in the mid of January</p>
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(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
Of 1352 CWSN identified in the district, only 1344 have been enrolled so far in schools		
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
Only 142 children have been provided the required aids and appliances		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
No difficulty has been reported with regard to getting and utilization of aids and appliances		
(iii)*	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

	<p>The district under reference has identified 8 resource teachers. The names of the NGOs associated with CWSN in the district are as under ;</p> <p>1.Spastic society of India</p> <p>2.MHIP(State Level Women Organisation)</p> <p>3.Young Mizo Association</p> <p>4 Samartian Association for the blind</p> <p>5.Moriah Association for the Blind</p> <p>6.State Referral Centre for Mentally Retarded</p>	
(iv) (a)	<p>Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?</p>	<p>Information to be obtained from DPO of districts visited by MI.</p>
	<p>There is one special educator at DPC office designated as IED Coordinator, who has not been oriented and given capacity building training at state level.</p>	
(iv) (b)	<p>Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?</p>	<p>Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
	<p>1.As per the inputs received from the SPO, the state has prescribed the monitoring format developed by MHRD, New Delhi, for quarterly submission information to SPD office with regard to the status of CWSN</p> <p>2.There is IED Coordinator at SPD office with Post- graduate Degree in Psychology, B.Ed in Special Education and has done a foundation course in IE in SCERT(Result awaited)</p> <p>3. She has been attending quarterly meeting organized every year at national level</p> <p>4.She has also been attending National Level Workshops conducted once a year</p>	
(v)	<p>How many schools have been provided with ramps?</p>	<p>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</p>

	No information with regard to the ramps provided in schools has been submitted by the DPO, as these have been covered in the earlier years. However, MI Observers during their field visits have seen the ramps in most of the sample schools in the district	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	As per the information received from the SPO no CWSN, in view of late receipt of funds, has been provided with home based support during the current financial year in the district under reference.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	In view of late receipt of funds no parent has seen provided the required counseling during the current financial year.	
X	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centers visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	The total number CWSN enrolled in the sample school was 46, of which 41 were present in their respective sample schools on the day of the visit of MI Observers	

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

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

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The NPEGEL is not operational 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 is not operational in the district	
(v)	a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format is enclosed in Report. Information to be taken from SPO.
	The NPEGEL is not operational in the district	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakh for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	The NPEGEL is not operational in the district	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The NPEGEL is not operational in the district	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	The KGBV is not operational in the district	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV is not operational in the district	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The KGBV is not operational in the district	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV is not operational in the district	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV is not operational in the district	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV is not operational in the district	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	The KGBV is not operational in the district	

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	The EMIS with the required number of computers and computer operators has been set up in the district project office SSA	

	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
(ii)*	<p>The following time schedule was drawn and followed for DISE:</p> <p>1.Filling of DCF was done from 1st to 31st October,2008</p> <p>2.Data entry was done from 15th Nov. to 15th Dec.,2008</p> <p>3. Finalization of data at state level and communication of the same to Govt. of India was done in Feb, 2009.</p>	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	All the sample schools did not receive DCF before august,2008	
	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
(iv)	As per the information received from the DPO the training of teachers for filling up of DCF has not yet been conducted in the current financial year and the same has been scheduled in the last week of August. Large majority of sample schools reported that no training program for teachers to fill up the DCF was conducted. In the absence of this training the task of filling up of DCF was done by the respective CRCCs. However some Headmasters reported that they had attended such training	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	The concerned BRCCs and CRCCs verify 5% of collected data through DCF for which the required training was conducted	

(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Yes, collected and compiled data was passed on to the SPD office in time	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes, there is a MIS in-charge at state level who is well versed with this task	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	No research project has been sanctioned in the current financial year as all funds under Research and Evaluation have deducted by the SPO to meet the expenditure on statewide household survey.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	So far only three research projects have been completed in the district under reference	
(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.

	<p>1.As per the information submitted by the SPO there is a Coordinator for Research and Evaluation, who is responsible to coordinate research activities in the state, and maintain records of research activities and evaluation of action plans.</p> <p>2. There is no set regulations with regard to coordination with SCERT/DIET, but wherever possible there is a positive working relationship.</p> <p>3. Yes there is a state level committee for the evaluation of research proposals.</p> <p>4. There is no prescribed contract form for commissioning of research.</p>
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(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	The total number of VECs constituted in the district is 179.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	As per the information received from the SPO and DPO the guidelines on delegation of powers have been communicated to the VECs. The MI observers while interacting with the VEC members enquired about the availability of these guidelines with VECs and were pleased to know that a copy of these guide lines were available with all VECs.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<p>1. The entire sample of VECs has received the guidelines on the adequate representation of women.</p> <p>2. It was pleased to know that 6% of sample VECs have 8-11 women members,</p> <p>3. Around 34% of VECs have 4-5 women members,</p> <p>4. About 50% of VECs have 2-3 women members and</p> <p>5.The remaining 10% of sample VECs have only 1 women member</p>	

	<p>The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?</p>	<p>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</p>
(iv)	<p>As per the VEC guidelines every VEC is suppose to have at least one meeting every month. The MI observers after looking into the records of proceedings of VECs meetings found that:</p> <ul style="list-style-type: none"> ii). Only 3% of the sample VEC had 7 meetings during the last six months. iii) Around 10% of the sample VEC had only 5 meetings during the last six months. iv). Around 21% of the VECs had 4meetings during the last 6 months. v) About 28% of the sample VECs had 3 meeting during the last six months vi).Around 14% of sample VECs had 2 meetings during the last six months. vi).Around 24% of the sample VECs had only 1 meeting during the last six months vii In 38% of sample VECs 75%-90% of its members attend meeting very regularly and in 34% of VECs the attendance of its members in meeting varies from 60%-74% and in the rest 28%of sample VECs the attendance of members in meetings varied from 50% to 60%. vii) Almost all members of the sample VECs belong to ST category, and regularly attend the meetings viii). Women members not only attend the VEC meetings regularly but also participate actively. A considerable number of the sample VECs has Women Cashiers. ix)About 81% of sample VECs have 10 or more members, and the remaining 19% of sample VECs have less than 10 members 	
(v)	<p>Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?</p>	<p>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</p>
<p>Beside Chairman, one to three members of every sample VEC have been provided the required orientation. Most of the training programmes for VEC members, as reported by them, were conducted during March and April, 2009, soon after the Village Council elections in Mizoram that was held in Feb, 2009. Around 69% of VECs reported that the training provided to them was good, however 31% reported that it was average.</p>		

(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	The VECs do organize social work for cleaning of school compounds as and when needed. They persuade and educate people in their respective villages to send their children regularly to schools. They also supervise teachers and students attendance in schools, but rarely take any action against defaulting teachers'	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	All sample VECs maintain Account Registers and Bank Pass Books for various SSA grants.	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	There is a Programme Coordinator in-charge for community mobilization at SPO level, who is aware of his role but the information with regard to what type of monitoring or capacity building is done by him/her has not been submitted by the SPO.	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
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	<p>1. There are 49 staff members in the SPO, out of which 2 are in 'Category A', 3 in 'Category B', 31 in 'Category C' and 13 are in 'Category D'.</p> <p>2. Yes, there are specific Coordinators for Quality/Pedagogy/Training, Gender, Civil work, Inclusive Education, EGS/AIE Interventions, Financial management Research and Evaluation, MIS, Planning, and Community Mobilization</p>																																					
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.																																				
	<p>No meeting of General Body was held during the previous year i.e 2008-09.</p> <p>Only one meeting off Executive Committee was held during the previous year i.e. on 3rd June,2008</p>																																					
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.																																				
	<p>There are 26 staff members in DPO, out which 4 are on deputation and the remaining 22 staff members are on contract. The designation was details of the staff in position are given as under:</p> <table border="1"> <thead> <tr> <th><u>Designation</u></th> <th><u>No.of Staff</u></th> <th><u>Nature of appointment</u></th> </tr> </thead> <tbody> <tr> <td>DPC</td> <td>1</td> <td>Deputation</td> </tr> <tr> <td>Dy.DPC</td> <td>2</td> <td>Deputation</td> </tr> <tr> <td>Account Officer</td> <td>1</td> <td>Deputation</td> </tr> <tr> <td>Sr.Accountant</td> <td>1</td> <td>Deputation</td> </tr> <tr> <td>Coordinator</td> <td>7</td> <td>Contract</td> </tr> <tr> <td>Junior Engineer</td> <td>2</td> <td>Contract</td> </tr> <tr> <td>Data Entry Operator</td> <td>1</td> <td>Contract</td> </tr> <tr> <td>LDC</td> <td>2</td> <td>Contract</td> </tr> <tr> <td>PA to DPC</td> <td>1</td> <td>Contract</td> </tr> <tr> <td>IV Grade</td> <td>5</td> <td>Contract</td> </tr> <tr> <td>Drivers</td> <td>3</td> <td>Contract</td> </tr> </tbody> </table>		<u>Designation</u>	<u>No.of Staff</u>	<u>Nature of appointment</u>	DPC	1	Deputation	Dy.DPC	2	Deputation	Account Officer	1	Deputation	Sr.Accountant	1	Deputation	Coordinator	7	Contract	Junior Engineer	2	Contract	Data Entry Operator	1	Contract	LDC	2	Contract	PA to DPC	1	Contract	IV Grade	5	Contract	Drivers	3	Contract
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(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.																																				

	<p>1. There are 5 BRCs sanctioned in the district, which are manned by 20 staff members including BRCCs.</p> <p>2. There are 55 CRCs sanctioned in the district, which are manned by 80 staff members including CRCCs.</p>	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	<p>Yes, the SPO has laid down the rules/regulations for filling up of posts of SSA; however, these are not always followed in appointing people against SSA posts. Many a times SSA posts are filled without proper advertisement</p>	

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

<p>i). More than 90% of population in the district belongs to ST category as well as religious minority (Christians)</p> <p>ii). Overall position of girls education in terms of female literacy and enrolment at all levels of education in the state, including the district under reference is quite satisfactory and encouraging</p>
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(p) Additional items to check during school visit by MI:

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	<p>As per the Academic calendar of schools for the year 2008-09 all schools were supposed to have 210 working days. However, examination of students/teachers attendance registers of sample schools revealed that:</p> <ol style="list-style-type: none"> 1. The working days in 12% of sample schools were between 200-210. 2. The working days in 21% of sample schools were between 190-199 3. The working days in 18% of sample schools were between 180-189 4. The working days in 21% of sample schools were between 170-179 4. The working days in 18% of sample schools were between 160-169 5. In case of 10% of sample schools attendance records of last year (2008-09) were not available 	

	Whether the school has clean environment, good building, playground, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
(ii)	<p>1. <u>Clean environment</u>: All the sample schools visited by the MI Observers have clean environment.</p> <p>2. <u>Good Building</u>: Around 65% of sample schools have good building.</p> <p>3. <u>Play Ground</u>: All of the sample schools visited by the MI Observers have playground; however, in case of 41% of sample schools these are very small.</p> <p>4. <u>Flooring</u>: Around 79% of sample schools have proper cemented flooring.</p> <p>5. <u>Roof</u>: All sample schools have proper roofs; however, in case of 23% of schools their roofs are very old and need repairs.</p> <p>6. <u>Windows</u>: All sample schools have adequate number of windows for natural light and cross ventilation however, in case of 23% of schools these need repairs.</p> <p>7. <u>Lighting</u>: Around 94% of sample schools have enough natural light in their class rooms, in the rest 6% of schools</p> <p>It needs improvement</p>	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, and TLM materials?	Information to be recorded on the basis of observation.
	<p>1. <u>Sitting Arrangement</u>: All sample schools benches and desks for the sitting arrangement of children</p> <p>2. <u>Black Boards</u>: All sample schools have Green Boards .</p> <p>3. <u>TLM</u>: Only 65% of sample schools have adequate TLM, however large majority these schools have kept it in either in teachers' common room or headmasters' room</p>	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<p>1. Only 26% of sample schools had arranged some health check-up for children</p> <p>2. Rest of 74% of sample schools did not do anything this regard.</p>	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	Only 47% of sample schools have adequate play materials for their children, where as the rest of 53% of schools have very little pay materials	

	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
(vii)	Attendance of students in all of the PS and UPS included in the sample is by and large good and satisfactory. On the day of the visit of MI observers the overall attendance in sample primary schools and upper primary schools was 80%.The percentage of attendance in primary schools was 73% and in upper primary schools it was 89%.	

Table
Percentage of Students Attendance in Primary Schools
in Aizawl District(2007-08)

Sl.No.	Name of Schools	Total No. of Roll Calls	Total No. of Absentees	Total No. of Present	% of Attendance
1	10th Assam Rifles	19892	1688	18204	91.51%
2	Kendriya Vidyalaya	55343	5505	49838	90.05%
3	Govt. Model Comprehensive School	19716	1089	18627	94.48%
4	Chanmari Primary School	4863	319	4544	93.44%
5	Comprehensive School, Chawlhmun	14885	1837	13048	87.66%
6	Sakawrtuichhun Primary School - I	10320	1351	8969	86.91%
7	Govt. Complex Primary School	4981	507	4474	82.82%
8	West Lungdar Primary School	19203	1243	17960	93.53%
TOTAL		149203	13539	135664	90.93%

Table
Percentage of Students Attendance in Upper Primary Schools
in Aizawl District (2007-08)

Sl.No.	Name of Schools	Total No. of Roll Calls	Total No. of Absentees	Total No. of Present	% of Attendance
1	10th Assam Rifles	8135	770	7365	90.53%
2	Kendriya Vidyalaya	46718	4927	41791	89.45%
3	Govt. Middle School Lungleng 'N'	5624	121	5503	97.85%
4	Govt. Model Comprehensive School	21390	1033	20357	95.17%
5	Government Middle School, Chanmari	5202	374	4828	92.81%
6	Electric Middle School	21185	1877	19308	91.14%
7	Govt. Complex Middle School	6840	312	6528	95.44%
8	Comprehensive School, Chawlhmun	9251	490	8761	94.70%
TOTAL		124345	9904	114441	92.04%

Note : Attendance records in the rest of sample schools were either not complete or attendance registers of last academic session were not available

(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
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	In view of satisfactory attendance of children in the sample schools no step has been taken by the VEC or schools for its further improvement	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	All sample schools conduct two term tests and one annual examination to assess the learning outcomes of children. However many schools also conduct unit tests. Oral tests are generally conducted in the class for recapitulation purpose only.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	The continuous and comprehensive evaluation, in its real sense, is absent in all sample schools	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The MI observers during their field visit to sample schools also paid random visits to some classes and found that the students achievement level; especially in math ,geometry and science; is very poor	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	While interacting with children and parents representative it was found that rapport of children with teachers was satisfactory in almost all sample schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	1. There were 29 overage and 6 under age children in 34 sample schools, wherein total enrollment was 2500 2. In terms of percentage overage children were 1.16%,and under age children were just 0.24%	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	During the previous 6 months, 48 children have dropped from the sample 34 schools, of which 10 are continuing their education in other schools	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.

No information to this effect was available in the sample schools

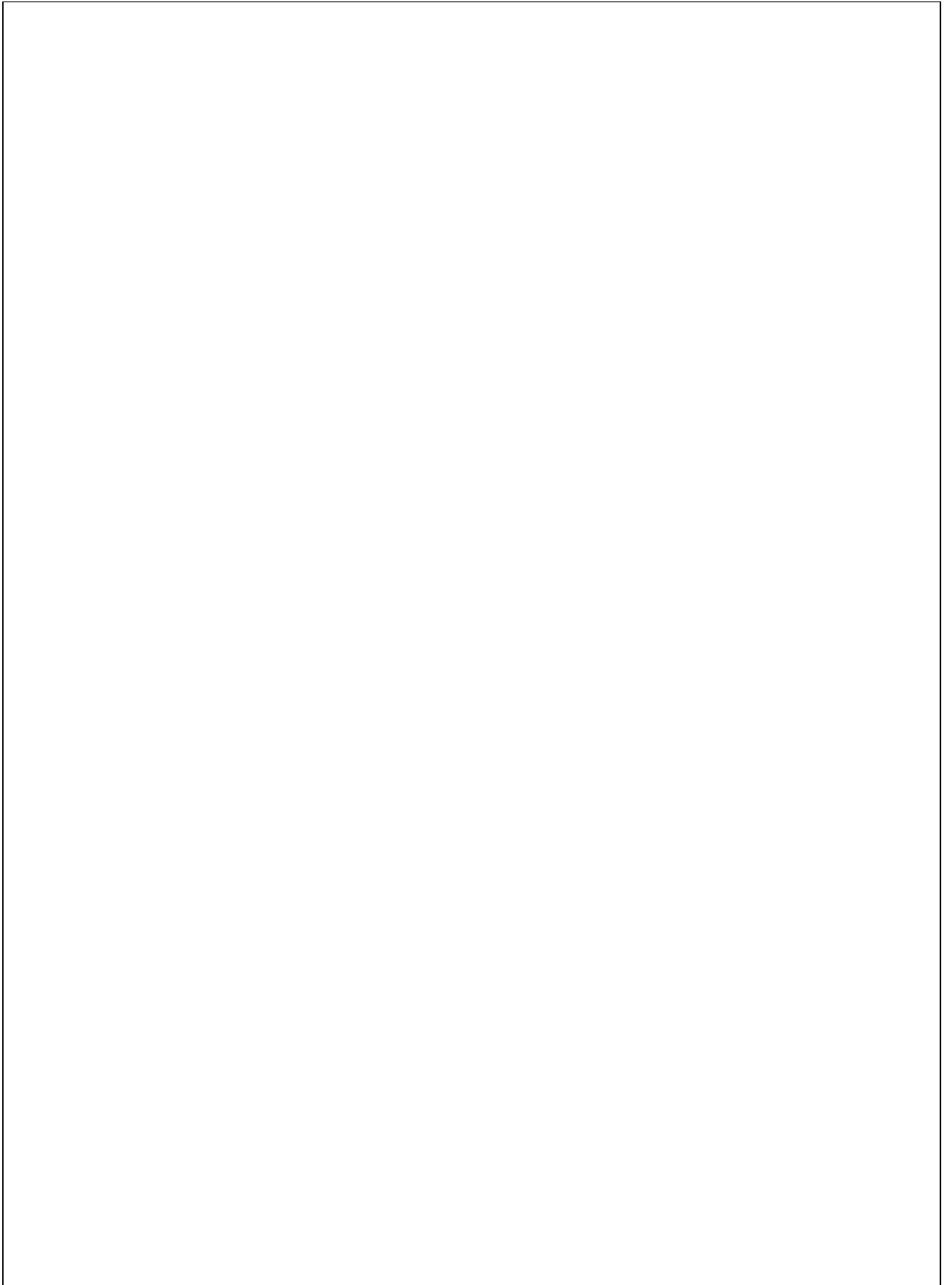
(q) Any other issues relevant to SSA implementation

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

All issues relating to SSA activities in Mizoram have been covered in the above report, there is no other issue relevant to SSA



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



(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)

Please include all the Annexure 1 to annexure 1 to 8

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.

2. **Annexure 2 – Text Books**

When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.

3. **Annexure 3 – School Grant**

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.

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

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.

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

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

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 district? The frequency with which the information is furnished to the SPO?

Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI

7. Annexure 7 – Children with special needs (CWSN)

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

(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.

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.

9. Annexure. 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

3. District Level Half -Yearly Monitoring Report

(The Ministry/TSG needs districts wise information/observation as per the TOR 2008-2010 for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)

3.1	Name of the District Monitored:	CHAMPHAI
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	1. Primary schools: 179 2. Upper Primary schools: 126
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	1. Primary schools : 9 2. Upper primary schools: 7
3.4	Date of visit to the Districts/EGS/schools	27th -31st July, 2009.
3.5	Tasks	Monitoring of the status of implementation of SSA interventions in Champhai district of Mizram

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

(ix)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	All of the 11 New Upper Primary Schools sanctioned in the district during the current financial year (2008-09) have been opened.	
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	As per the inputs provided by the DPC office, the land for construction of building for all of the 11 new primary schools has been identified	
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Funds for construction of buildings for all of the 11 new Upper Primary schools have been released to the concerned VECs by the DPC office on 12.3.2009	
(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The civil work for the construction of buildings for new upper primary schools has not yet been started	
(xiii)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.

	As per the information received from the SPD office 11 teachers' posts have been sanctioned for the 11 new upper primary schools opened during the current financial year, and all of these posts have been filled. However, as per the information provided by the concerned DPC office the number of such sanctioned posts is 22 and all of the 11 new upper primary schools have been provided 2 teachers each.	
(xiv)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	As per the inputs received from the DPC office two teachers each in the eleven new upper primary schools have been appointed.	
(xv)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	According to the information submitted by the DPC Office the funds for the TLE grant for all of the 11 new upper primary schools (@Rs.50,000/per school) have been utilized by the DPO for the centralized purchase as per the directives from the SPD Office.	
(xvi)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	In view of the utilization of TLE grant of all 11 new upper primary schools by the DPC Office for centralized purchase, the question of issuing of guidelines to schools for its utilization becomes irrelevant.	

(b) Civil Works:

(xiv)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
The district under reference was supposed to undertake the civil work for the construction of 11 additional classrooms in primary schools, 17 additional classrooms in upper primary schools and 1 residential hostel. As per the inputs received from the concerned DPC Office all these construction works have been completed.		
	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
(xv)	The MI observers during their visit to the sample schools looked into the civil work grant received by the sample schools during the different financial years after the commencement of SSA scheme in Mizoram, and found almost all sample schools have received civil work grant for toilets, drinking water, school building / additional classroom / ramps / boundary walls etc. Most of the sample schools have also received of outdoor play equipments and have installed them in their school compound.	
	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(xvi)	Around 81% of the sample VECs reported that their office bearers have been provided the required training by the technical persons for undertaking the civil works in the schools under their jurisdictions. On the other hand around 19% of sample VECs reported otherwise.	
	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(xvii)	As per the inputs received from the SPO and DPO it was found that a community manual for civil work has been prepared and distributed to all VECs. However, during the field work 25% of the sample VECs reported about the non availability of the said manual with them.	

(xvii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
The MI Observers did not visit any of these new schools.		
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
Around 44% of sample VECs do not maintain separate account for construction and material for construction. Many the theses claim to have sent the Utilization Certificates to the DPO but could not provide the office copy of the UC to the MI observers for their verification The remaining VECs do maintain separate account for construction and maintain the copy of the office copy of UC with vouchers that has been communicated to the DPO		
(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
The Junior Engineer, working in the DPC office on contract basis, is designated for technical supervision of the ongoing civil work in the schools. However, day to day supervision of civil work is done by the members and office bearers VECs including headmasters..		
	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(xxi)	During the field work while interacting with the VEC members and school headmasters it was found that: 1. Around 56%of the sample schools reported that technical supervisor visited and guided the construction when it was at the foundation stage. 2. Around 62% of the sample schools reported that technical supervisor visited and guided the construction when it was at the lintel and roof stage.	
(xxii)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilized from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

	No convergence with Swajaldhara and Total Sanitation Campaign. However, Public Health Engineering Department of State Govt. has provided water connection to all most all sample schools in the district free of cost.	
	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(xxii)	Around 82% of sample schools reported that civil works related to drinking water facility was undertaken by the concerned VECs, and no specialized agency was engaged for this purpose. However, certain sample schools have purchased and installed Syntax Tanks/Readymade water tanks	
(xxi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No convergence with Total Sanitation Campaign (TSC) has taken place in respect of toilet facilities in schools.	
	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
(xxv)	MI observers during their field visits to the sample schools found that in 69% of sample schools the quality of civil works related to school buildings, additional classrooms, drinking water, toilet facility etc is good, whereas, in the rest of 31% sample schools it is of average quality.	
(xxv)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	As per the information received from the SPO, there is a civil work coordinator at SPO level who is from engineering background. He maintains quarterly progress reports as per standard format. To ensure and improve quality he conducts quarterly review meetings and visits to construction sites as and when needed. Besides the state has engaged a third party for evaluation and monitoring of the quality of civil works.	

(c) Textbooks:

	<p>Total number of children (district-wise) to who free textbooks is distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
(v)	<p>As per the inputs received from the SPO, it has provided free text books to the district for 11800 primary school children and 7679 upper primary school children. However, the DPO claims that it has distributed free text books to 13839(including 5248 girls) primary school children and 5987(including 3167 girls) upper primary school children. The DPO claims to have distributed 347 more sets of text books than what it has received from the SPD office. Besides, the total sets of free text books claims to be distributed by DPO to primary and upper primary school children do not tally with the sets received from the SPO.</p>	
(vi)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
(vii)	<p>Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.</p>	<p>To be verified in the schools/EGS/AIE centers visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p>
	<p>There was no delay in the distribution of text books to schools, as these were distributed to the schools not only within one month of the commencement of the academic session but one day before the commencement of the academic session that started on 13th January,2009.</p>	

(viii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centers visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	Free text books for all subject have not been supplied to all classes in English medium schools due to high cost of English medium text books	

(d) School grants:

4.	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	As per the information submitted by the SPO the school grant for the financial year 2008-09 was approved and released to the district under reference for 175 primary schools and 124 upper primary schools in March, 2009. The same was received by the DPC office on 05.03.2009, well within two months of the commencement of academic session that started on 13th January, 2009. However the DPO Office claims that the school grant has been approved for 179 primary schools and 126 upper primary schools. The information received from the SPO and DPO office with regard to the number of schools is not in agreement.	
5.	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	Yes, the DPO had released the school grant in cash @ Rs.2000/ to 175 primary schools only on 12.03.2009 along with the guidelines for its utilization.	
6.	Has the DPO made centralized purchases for	Information to be obtained from DPO of districts visited by

	schools out of the school grant? If so, for what purpose and what is the amount utilized?	MI.
	Yes, the school grant for the all upper primary schools amounting to Rs.8.58 lakh, as per the directives of SPO, was utilized by the DPO for centralized purchase and supply of cooking and service utensils etc. to upper primary schools, wherein MDM service has been introduced from 1st August,2008.	
	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
7.	Almost all sample primary schools, from the district under reference, have received the school grant but on different dates in the month of March. There was no delay in the release of school grant to primary schools as it was received by the primary schools well within two months of the commencement of academic session that started on 13th Jan, 2009.	
	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
8.	The school grant for the last financial year(2007-08) has been utilized by the sample schools for the purchase of stationary for the day to day functioning of school, repair of existing furniture, purchase of plastic chairs by certain schools, wall paintings, white washing/painting of school building etc.	

e) Teachers and Teachers Training:

x

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	As per the information received from the SPO and DPO 11 additional teachers were sanctioned in the district under reference for the upper primary schools. Interview to fill the said posts has been held and the name of selected candidates has been sent to the SPO for approval and further necessary action.	
	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
(ii)	As per the information received from the SPO the selection to the posts of SSA teachers is through interview, however the DPO has not responded to the said question. The authority for such appointments is the SPO. The question, whether procedures have been laid down for, recruitment of teachers, has not been properly responded by the SPO, whereas the DPO reported that no such procedures have been laid down.	
	Nature of appointment of teachers i.e whether it is regular appointment or contract basis	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
(iii)	The appointment of additional teachers, as per the information submitted by SPO and DPO, is on contract not regular	

(iv)

If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
VECs are not empowered to make decentralized appointments. Since the VECs are not empowered for decentralized appointments therefore the questions related to the laying down of procedures for recruitment of teachers and level of satisfaction amongst local community about such appointments are not relevant	

(v)

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
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	<p>The sanctioned posts of teachers were by and large filled in almost all of the sample schools. On the day of MI's visit to sample schools all teachers in position were found to be present. Those who were not present were either on casual leave or official duty. In none of the sample schools a habitually absent teacher was identified.</p>	
(vi)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
	<p>Rapport between teachers and students is quite satisfactory in all sample schools</p>	
(vii)	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>As per the information received from the concerned DPO, all of the 1594 teachers that were supposed to be given 20 days in-service training have been provided such training. However, the inputs received from the teachers of sample schools ,with regard to their participation in the in-service training programs, as well as verification of records of various training programs conducted by sample BRCs and CRCs do not support the said claim, as a large number of teachers in the sample schools reported that they have either not attended any training program or have attended one or two training programs of 2 to 3 days duration not of 20 days duration, as claimed by DPO</p>	
(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>The number of newly recruited teachers that were to be given 30 days orientation / induction training was 56. As per the information submitted by DPO no induction/orientation training /programme has been conducted for these teachers.</p>	

(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>As per the inputs received from the DPO there were 28 untrained teachers, who were supposed to be trained through distance mode. However no training has yet been provided to them</p>		
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
<p>During the field work while interacting with the teachers who have attended in-service training it was found that majority of teachers are satisfied with the training imparted. However, the in-service training is as per SSA norms has to be of 20 days duration, whereas the training provided is for 2 to 3 days</p>		
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: b. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

- i) The district under reference has 4 BRCs and 23 CRCs that are responsible for conducting training programs for school teachers and members of village education committees.
- ii) The MI observers visited 2 BRCs and 4 CRCs. While interacting with their respective BRCCs and CRCCs and looking to their office records relating to the training programmes and school visits etc it was found that they have been conducting in-service training and induction training programmes for teachers, and training programmes for VEC members with regard to their role in the managements of schools and execution of civil works.
- iii) All of the sample BRCs do maintain schedules for the training of teachers and visits to schools under their respective jurisdictions., however, they have conducted much less number of training programs than what have been projected in their training calendars.
- v) Besides conducting of the training programs BRCCs and CRCCs claim that they do visit schools on regular intervals and look into students and teachers attendance, regularity of MDM program, quality of civil work, visit classes and conduct random tests on children.
- vi) The BRCCs and CRCCs also collect and verify (5%) DISE data before it is submitted to the SPD office. Further they also claimed that they extend the required regular support to schools in many other matters related to SSA

b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
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The Coordinator of every BRC /CRC is expected to pay at least one visit to each school under his/her jurisdiction. However, many of them reported that, in view of limited funds available for TA/DA, are not able to do so.

C What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
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- i) The visits of BRCCs and CRCCs to schools are more administrative in nature than academic, as they generally look into attendance of teachers& students, collection DISE data,
- ii) They rarely conduct model lessons in classrooms because most of them are junior teachers and do not have the required experience and confidence in giving model lessons.
- iii) They, during their school visits, are not helping teachers to teach difficult topics.
- v) They rarely conduct random tests for assessing children learning out comes.
- vi) They have not taken any innovative step to improve teachers performance and students' learning

d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
<p>DIET of the concerned district provides required academic support to the BRCs and CRCs under its jurisdiction:</p> <p>(a) By providing resource person for various training programs conducted at BRC and CRC level</p> <p>(b) By conducting training for BRCCs and CRCCs</p> <p>(c) By developing teacher training modules</p> <p>(d) By under taking action research</p>	
E .Are the BRC/CRCs extending their academic support to EGS/AIE centers/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
<p>While interacting with the sample BRCs and CRCs it was found that they do extend their academic support to AIEs/ NRBCs/ RBCs under their respective jurisdictions</p>	
Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
(xii)	<p>Yes, the SPO has a Quality Coordinator, who claims to play the following role:</p> <p>1.Planning and preparing teachers training schedule</p> <p>2 Implementation of teachers training schedule</p> <p>3 Chalking out strategies for quality improvement</p> <p>Yes, there is a system and format to review district wise programme on monthly quarterly and annual basis.</p> <p>However the arrangement for coordination with SCERT and DIETs as reported by the SPO , is absent</p>

(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
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	<p>As per the information received from the SPO the number of teachers that were eligible to receive TLM grant in the district, during 2008-09, was 868 primary school teachers, 754 upper primary school teachers, and 57 VIII class teachers in high school. However, this number for the year 2009-10, as per the information received from the DPO, is 863 primary school teachers, 725 upper primary school teachers, and 128 class VIII teachers in high schools. The TLM grant amounting to Rs.8.58 lakh was received by the DPO from SPO on 05.03.2009</p>	
(v)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	<p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
	<p>The TLM grant, as per the inputs received from the DPO, was released to the schools on 12.03.2009</p>	
	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	<p>information to be verified on the spot in respect of schools visited by MI.</p>
(vi)	<p>1. Majority of the sample schools had received the TLM grant in the last week of March, 2009, however certain sample schools received it during the month of April/May/June, 2009</p> <p>2. Only 13% of the sample schools have displayed the TLM in classrooms, whereas the rest of 87% of sample schools have kept it separately either in the teachers' common room or headmaster's room.</p> <p>3. Most of TLM relates to readymade charts and maps that have been procured from the market.</p> <p>4. As it is kept separately and away from children, they rarely get a chance to look at these teaching learning materials</p> <p>5. The MI observers did not find even a single good example in sample schools from the district for effective use of the available TLM that deserve a special mention.</p> <p>6. In 56% of sample schools teacher reported that no training has been provided to them on the development and effective use of TLM, whereas in the rest of 44% of sample schools teachers reported that it was one of the topic in their general training</p> <p>7. Since, no specific training on the development and effective use of TLM was organized, therefore, the questions related to its duration and trainers etc are irrelevant.</p>	

(g) EGS & AIE:

	<p>What is the number of EGS/AIE centers/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centers which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
	<p>The information received from the SPO and DPO is not in agreement. For instance as per the SPO the number of centres sanctioned in the district under reference are 18 AIE, 7NRBC and 5 RBC. However as per the inputs received from the DPO the number of such centres sanctioned this year is 1 AIE and 1RBC centre, and no information on these centres that are being continued from previous years have been provided.</p>	
(xxvi)	<p>The target number of children and number of children actually enrolled in the centers category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<p>1. The target number of children to be enrolled in existing AIE centers was 2195 and the actually enrolled are 1275.</p> <p>2. The target number of children to be enrolled in existing NRBCs was 204, and actually enrolled are 116.</p> <p>3. The target number of children to be enrolled in the existing RBCs was 31, and actually enrolled are 21.</p>	
(xxvii) *	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
	<p>The MI Observers' could not pay visit to any AIE centres</p>	

(xxviii)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centers visited by MI.
The DPC Office has not submitted any information on EVs with regard to their number, nature of training and modules used for their training. However, it claims that it has one Coordinator for EGS/AIE who has been oriented for his/her work.		
(xxix)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers visited by MI. Copy of the instructions to be enclosed with the report.
As per the inputs received from the DPO no academic support is given to EVs by BRCs and CRCs		
(xxx)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centers/courses by MI.
As explained earlier no new EV has been appointed this year. Most of the EVs that are continuing from the previous years are either 10th class or +2 pass. However, few of them are also graduates.		
(xxxi)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
1. The EVs with HSLC qualification are being paid a salary of Rs.2000/ 2. The EVs with +2 and above qualification are being paid a salary of Rs.2500/ per month		
(xxxii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.

	The EVs that are attached with the sample schools, BRCs and DPO were found to be regular	
(xxxiii)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	There is a Coordinator for EGS and AIE centers in DPO.	
(xxxiv)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centers operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	Since there is no EGS centre and only 3 AIE centers the DPO office does not submit any information to the SPO office	
(xxxv)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	No EGS centre is targeted to be upgraded	
(xxxvi)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	No EGS centre exists in the district	
(xxxvii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	No EGS centre has been upgraded this year in the district	
(xxxviii)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	No EGS centre has been upgraded this year exists in the district	

(xxxix)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Not relevant as no EGS centre exists in the district		
(xl)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Not relevant as no EGS centres exists in the district		
(xli)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Not relevant, as no EGS centre exists in the district		
(xlii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
Not relevant, as no EGS centre has been upgraded this year		
(xliii)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
A total number of 48 children have been mainstreamed from AIE,NRBC and RBC centres to regular schools(4 to private schools and 44 to govt.schools.		
(xliv) *	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
No EGS centre exists in the district and existing AIE centres are operating from regular schools having benches and desks ,green boardsTLM .The children enrolled in AIEV Centres,NRBC and RBC make use of regular school text books provided by SSA		
(xliv)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.

*	There is no EGS center in the district at present. However, the children enrolled in AIE centers, as per the inputs given by State Nodal Office(MDM), are being served the MDM	
(xlvii) *	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	The number of children claimed to be enrolled, as per the inputs received from DPO, are 1275 in AIE centres, 116 in NRBC centres and 21 in RBC centres. In view of not submission of information on the location of these centres the MI could not include these centres in its sample.	
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Cannot comment on the achievement level of children as MI observers could not visit any of these centres due to the reasons explained above	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Cannot comment on the rapport between EVs and children, as MI observers could not visit any of these centres due to the reasons explained above	
(xlix)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	As per the information submitted by the DPO, the children in these centre do not make use of any other material other than the school text books	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
Of 787 CWSN identified in the district, only 755 have been enrolled so far in schools		
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
Only 16 children have been provided the required aids and appliances		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
No difficulty has been reported with regard to getting and utilization of aids and appliances		
(iii)*	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
1. As per the inputs received from the DPO 3 resource teachers have been identified, who have orientation and given capacity building training at state level. 2. Only one community based NGO, namely, MHIP (State level Women Organization) has been associated with identification work relating to CWSN.		
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
The DPO has not submitted any information with regard to DPC office availability of a IED Coordinator In his/her office		

	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.
(iv) (b)	<p>1.As per the inputs received from the DPO, the state has prescribed monitoring format .However the information with regard to the frequency with which information collected through the said format is submitted by the DPO</p> <p>2.There is IED Coordinator at SPD office with Post- graduate Degree in Psychology, B.Ed in Special Education and has done a foundation course in IE in SCERT(Result awaited)</p> <p>3. She has been attending quarterly meeting organized every year at national level</p> <p>4.She has also been attending National Level Workshops conducted once a year</p>	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	As per the inputs received from the DPO, 40 schools have been provided ramp facility	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	Only 9 CWSN have been provided with home based support	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	Only 311 parents have been provided the required counseling	
X	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	The total number CWSN enrolled in the sample school was 45.However only few were present on the day of the visit of MI due to zonal sports	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	The NPEGEL is not operational in the district	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	The NPEGEL is not operational in the district	
(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 favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The NPEGEL is not operational 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 is not operational in the district	
(v)	c. Whether a district gender coordinator is in position? d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The NPEGEL is not operational in the district	

(vi)	The number of ECCE centers operational under Innovation Head funds (Rs.15 lakh for girls' education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	The NPEGEL is not operational in the district	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The NPEGEL is not operational in the district	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	The KGBV is not operational in the district	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV is not operational in the district	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The KGBV is not operational in the district	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV is not operational in the district	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV is not operational in the district	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV is not operational in the district	

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

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	The EMIS with the required number of computers and computer operators has been set up in the district project office SSA	
(ii)*	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The following time schedule was drawn and followed for DISE: 1.Filling of DCF was done from 1st to 31st October,2008 2.Data entry was done from 15th Nov. to 15th Dec.,2008 3. Finalization of data at state level and communication of the same to Govt. of India was done in Feb, 2009.	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	All the sample schools did not receive DCF before August,2008	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Large majority of sample schools reported that no training program for teachers to fill up the DCF was conducted. In the absence of this training the task of filling up of DCF was done by the respective CRCCs, whereas, the rest of school headmasters reported that they had attended such training	

(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	The concerned BRCCs and CRCCs verify 5% of collected data through DCF for which the required training was conducted	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Yes ,collected and compiled data was passed on to the SPD office late	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes there is a MIS in-charge at state level who is well versed with this task	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	Nil	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	NIL	

(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.
	<p>1.As per the information submitted by the SPO there is a Coordinator for Research and Evaluation, who is responsible to coordinate research activities in the state, and maintain records of research activities and evaluation of action plans.</p> <p>2. There is no set regulations with regard to coordination with SCERT/DIET, but wherever possible there is a positive working relationship.</p> <p>3. Yes, there is a state level committee for the evaluation of research proposals.</p> <p>4. There is no prescribed contract form for commissioning of research.</p>	

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	The total number of VECs constituted in the district, as per the inputs received from SPO, is 102	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	As per the information received from the SPO and DPO the guidelines on delegation of powers have been communicated to the VECs. The MI observers while interacting with the VEC members enquired about the availability of these guidelines with VECs and were pleased to know that a copy of these guidelines were available with 94% of VECs.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.

	<p>The entire sample of VECs has received the guidelines on the adequate representation of women in VECs. It was pleased to know that 38% of sample VECs have 4 women members, 19% of VECs have 3 women members and 43% of VECs have 2 women members</p>	
	<p>The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?</p>	<p>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</p>
(iv)	<p>As per the VEC guidelines every VEC is suppose to have at least one meeting every month. The MI observers after looking into the records of proceedings of VECs meetings found that:</p> <p>i). Only 31% of the sample VEC had 7 meetings each during the last six months.</p> <p>ii) About 6% of VECs had 6 meetings each during the last six months.</p> <p>iii) Around 13% of the VECs had 5 meetings each during the last 6 months. ,</p> <p>iv) About 6% of VECs had 4 meetings each during the last six months</p> <p>vi). About 6% of VECs had 4 meetings each during the last six months.</p> <p>vi) Around 38%% of the sample VEC had only 2 meetings each during the last six months</p> <p>vii In 50% of sample VECs more than 80%% of its members attend meeting very regularly and in 38% of VECs the attendance of its members in meeting ranged from 70%-79% and in the rest 12% of sample VECs the attendance of members in meetings varied from 60% to 69%.</p> <p>viii) Almost all members of the sample VECs belong to ST category, and regularly attend the meetings</p> <p>ix). Women members not only attend the VEC meetings regularly but also participate actively. A considerable number of the sample VEC has Women Cashiers.</p> <p>x). About 44% of sample VECs have 10 or more members, and the remaining 56% of sample VECs have less than 10 members</p>	
(v)	<p>Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?</p>	<p>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</p>

	<p>As per the information submitted by the DPO 35% of VEC members have been provided the required orientation. The MI observers during their field visit found that in most of the sample VECs only the chairman and secretary have been given the required orientation. Further it may also be noted that Village Council Election in Mizoram were held in February 2009 and many Village Councils have new chairman who have not attended any training so far. The training programs for VEC members are generally conducted at BRC and CRC level.</p> <p>iv) Almost all most all members of sample VECs, who attended such training programmes, expressed their satisfaction with these trainings</p>	
(vi)	<p>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</p>	<p>Information to be obtained from VEC and verified on the basis of records by MI during field visits.</p>
	<p>The attendance of students in elementary schools in Mizoram quite good and satisfactory, therefore, the VECs are not required to do much in this regard. However, they continue their efforts to ensure the present standard of attendance of students. Besides, the VECs are also playing an active role to enroll all the eligible children in the school and regulate teachers attendance in schools. VECs also organize social work to clean school compounds.</p>	
(vii)	<p>Whether VEC is maintaining proper record of funds received by them.</p>	<p>Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.</p>
	<p>The VEC of the sample villages maintain proper records of SSA grants for which training has been provided either at CRCs / BRCs / DPC office. However, a considerable percentage of the VECs do not maintained proper vouchers of various expenditures.</p>	
(viii)	<p>Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?</p>	<p>Information to be obtained at SPO level. See formats and record of SPO</p>
	<p>Yes, there is a program officer in-charge for community mobilization at SPD office who is aware of his duties and responsibilities. As per the inputs received from the SPD office he/she has been doing the quarterly monitoring and arranging training programs for capacity building.</p>	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	<p>1. There are 49 staff members in the SPO, out of which 2 are in 'Category A', 3 in 'Category B' ,31 in 'Category C' and 13 are in 'Category D'.</p> <p>2. Yes there are specific Coordinators for Quality/Pedagogy/Training, Gender, Civil work, Inclusive Education, EGS/AIE Interventions, Financial management Research and Evaluation, MIS, Planning, and Community Mobilization</p>	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	<p>No meeting of General Body was held during the previous year i.e 2008-09.</p> <p>Only one meeting off Executive Committee was held during the previous year i.e. on 3rd June,2008</p>	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.

<p>There are 28 staff members in DPO, out which 4 are on deputation and the remaining 24 staff members are on contract. The designation wise details of the staff in position are given as under:</p>			
	<u>Designation</u>	<u>No.of Staff</u>	<u>Nature of appointment</u>
	DPC	1	Deputation
	Dy.DPC	1	Deputation
	Account Coordinator	1	Contract
	Accountant	1	Contract
	Cashier	1	Contract
	Coordinators	7	Deput.(2),Cont.(5)
	IE coordinator	1	Contract
	Project Engineer	1	Contract
	Data Entry Operator	1	Contract
	Project Assistant	5	Contract
	Field Assistant	1	Contract
	PA to DPC	1	Contract
	IV Grade	4	Contract
	Drivers	2	Contract
	Total	28	Deput.=4, Contract=24
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.	
	<p>1. The total number BRC sanctioned in the district is 4. Each of these BRCs is manned by 5 staff members including Coordinator of BRC.</p> <p>2.The district under reference has 23 CRCs manned by 1 Coordinator each</p>		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.	
	The SPO Claims that it has laid down rules and regulations for filling up posts		

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

- i). More than 90% of population in the district belongs to ST category as well as religious minority (Christians)
 ii). Overall position of girls education in terms of female literacy and enrolment at all levels of education in the state, including the district under reference is quite satisfactory and encouraging

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	<p>As per the Academic calendar of schools for the year 2008-09 all schools were supposed to have 210 working days. However, examination of students/teachers attendance registers of sample schools revealed that:</p> <ol style="list-style-type: none"> 1. The working days in 31% of sample schools were between 200-210. 2. The working days in 25% of sample schools were between 190-199 3. The working days in 31% of sample schools were between 180-189 4. The working days in 13% of sample schools were between 170-179 	
	Whether the school has clean environment, good buildings, and playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
(ii)	<ol style="list-style-type: none"> 1. <u>Clean Environment</u>: In terms of clean environment 6% of sample schools are very good, 69% are good, 19% are fair and the remaining 6% are poor. 2. <u>Good Building</u>: In terms of good building 63% of sample schools are good, 25% are fair, 12% are poor. 3. <u>Play Ground</u>: In terms of play ground 63% of sample schools are good 37% are fair. 4. <u>Flooring</u>: In terms of flooring 50% of sample schools are good, 44% are fair, and 6% are very poor 5. <u>Roof</u>: In terms of roofs 56% of sample schools are good, and 44% are fair. 6. <u>Windows</u>: In terms of roofs 81% of sample schools are good, and 19% are fair. 7. <u>Lighting</u>: In terms of roofs 81% of sample schools are good, and 19% are fair 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.

	<p>1. <u>Sitting Arrangement</u>: All sample schools benches and desks for the sitting arrangement of children</p> <p>2. <u>Black Boards</u>: All sample schools have Green Boards .</p> <p>3. <u>TLM</u>: Around 90% of sample schools do not have adequate TLM, and even the little TLM that is available is kept separately either in teachers' common room or headmasters' room and is not used optimally for teaching learning processes.</p>	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	Around 94% of sample schools have not organized any health camp for the health check-up of their children	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	Only 19% of sample schools have adequate play material for children and the rest of 81% do not have adequate play material.	
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
(vii)	Attendance of students in all of the PS and UPS included in the sample is by and large good and satisfactory. On the day of the visit of MI observers the overall attendance in sample primary schools and upper primary schools was 84%. The percentage of attendance in primary schools was 79% and in upper primary schools it was 96%	

Table-3
Percentage of Students Attendance in Primary Schools
in Champhai District

Sl.No.	Name of Schools	Total No. of Roll Calls	Total No. of Absentees	Total No. of Present	% of Attendance
1	Kawlkulh Primary School - III	14970	559	14411	96.27%
2	Little Flower School, Khawzawl (Primary)	24575	1051	23524	95.72%
3	Farkawn Primary School - I	12015	627	11388	94.78%
4	Samthang Primary School	11260	165	11095	98.53%
5	Govt. Primary School - I, Hnahlan	15991	542	15449	96.61%
6	Vapar Primary School	18918	1821	17097	90.37%
7	Govt. Primary School, Ngur	31424	3830	27594	87.81%
8	Govt. Primary School -VI, Bethel, Champhai	22712	1476	21236	93.50%
9	Govt. Primary School - I, Champhai	14979	1337	13642	91.07%
	TOTAL	166844	11408	155436	93.16%

Table-4
Percentage of Students Attendance in Upper Primary Schools
in Champhai District

Sl.No.	Name of Schools	Total No. of Roll Calls	Total No. of Absentees	Total No. of Present	% of Attendance
1	Little Flower School, Khawzawl (UPS)	9050	309	8741	96.59%
2	Govt. Middle School, Khuangleng	11700	1015	10685	91.32%
3	Govt. Middle School, Khawbung	8703	64	8639	99.26%
4	Govt. Middle School, Dungtlang	7568	150	7418	98.02%
5	Govt. Hnahlan Middle School	20105	548	19557	97.27%
6	Govt. Middle School, Zote	9359	462	8897	95.06%
7	Govt. Middle School, Champhai	17389	829	16560	95.23%
	TOTAL	83874	3377	80497	95.97%

(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	In view of satisfactory attendance no specific step has been taken by the VEC or schools	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	All most all sample schools conduct two term tests and one annual examination to assess the learning outcomes of children. However, many schools occasionally conduct unit tests. Oral tests are generally conducted in the class for recapitulation purpose only.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	The continuous and comprehensive evaluation, in its real sense, is absent in all sample schools	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The MI observers during their field visit to sample schools also paid random visits to some classes and found that the students achievement level; especially in math ,geometry and science; is very poor	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	While interacting with children and parents representative it was found that rapport of children with teachers was satisfactory in almost all sample schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	1. There were 9 overage and 2 under age children in 16 sample schools, wherein the total enrollment was 1586 2. In terms of percentage overage children were 0.57%, and under age children were just 0.13%	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	During the previous 6 months 34 children have dropped from the 16 sample schools, of which 21 are continuing their education in other schools and no information about the rest of drop out children is available with the schools	

(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	The schools do not keep ready records on the number of children who have been retained in the same class from the previous academic year and their percentage grade wise	

(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)

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

(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)

Please include all the Annexure 1 to annexure 1 to 8

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.

2. Annexure 2 – Text Books

When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.

3. Annexure 3 – School Grant

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.

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

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.

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

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

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 district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI

7. Annexure 7 – Children with special needs (CWSN)

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

(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.

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.

9. Annexure. 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

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	Champhai
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	Primary schools:179 Upper primary schools:126
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Primary schools : 09 Upper primary schools:07
(iv)	Date of visit to the Districts/EGS/schools	27 th to 31 st July, 2009

1.	<u>REGULARITY IN SERVING MEAL:</u>	Students, Teachers & Parents
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	
As per the inputs received from children, parents and teachers around 13% of sample schools from the district under reference are not serving hot cooked meal on daily basis		

2.	<p><u>TRENDS:</u></p> <p>Extent of variation (As per school records vis-à-vis Actual on the day of visit)</p> <table border="1" data-bbox="272 373 993 1050"> <thead> <tr> <th>No.</th> <th>Details</th> <th>Day previous to date of visit</th> <th>On the day of visit</th> </tr> </thead> <tbody> <tr> <td>i.</td> <td>Enrollment</td> <td>513</td> <td>513</td> </tr> <tr> <td>i.</td> <td>No. of children attending the school on the day of visit</td> <td>498</td> <td>490</td> </tr> <tr> <td>i.</td> <td>No. of children availing MDM as per MDM Register</td> <td>498</td> <td>500</td> </tr> <tr> <td>v.</td> <td>No. of children actually availing MDM on the day of visit</td> <td>491</td> <td>491</td> </tr> </tbody> </table>	No.	Details	Day previous to date of visit	On the day of visit	i.	Enrollment	513	513	i.	No. of children attending the school on the day of visit	498	490	i.	No. of children availing MDM as per MDM Register	498	500	v.	No. of children actually availing MDM on the day of visit	491	491	<p>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</p>
No.	Details	Day previous to date of visit	On the day of visit																			
i.	Enrollment	513	513																			
i.	No. of children attending the school on the day of visit	498	490																			
i.	No. of children availing MDM as per MDM Register	498	500																			
v.	No. of children actually availing MDM on the day of visit	491	491																			
3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL</u></p> <p><u>LEVEL:</u></p> <p>(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>Almost 50% of sample from the district reported that the supply of food grains for MDM is not regular.</p> <p>(ii) Is buffer stock of one-month's requirement is maintained?</p> <p>Since the buffer stock of one month has never been issued to any sample school in the district, therefore, the question of its maintenance by schools does not arise.</p> <p>(iii) Is the food grains delivered at the school?</p> <p>All sample schools (100%) reported that food grain is not delivered at the school rather they have to make their own arrangement for its transportation to the school.</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p> <p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p> <p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>																				

	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL</u></p> <p><u>LEVEL:</u></p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
4.	<p>None of the sample school has ever received the cooking cost in advance. It is generally released to the schools through their respective VECs quarterly.</p> <p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>In view of the non release of cooking cost in advance the schools either do not serve MDM or purchase cooking ingredients on credit from village shops which they pay back after receiving the funds for conversion cost.</p>	
	<p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>All sample schools reported that they have been receiving the conversion cost in cash</p>	
5.	<p><u>SOCIAL EQUITY:</u></p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	<p>Observations</p>
	<p>No case of discrimination on the basis of gender or caste or community, in cooking and serving of MDM was brought to the notice of the MI observers by the VEC members or parents or children</p>	
6.	<p><u>VARIETY OF MENU:</u></p> <p>(i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>None of the sample schools from the district has displayed the weekly menu for MDM service.</p>	

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.
	The MI observers after interacting with the children, teachers and verification of records found that 80% to 90% of sample schools serve a variety of food in MDM	
	(iii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, the daily menu includes rice in one form or another plus dal (most often Masoor dal) or local vegetables. Wheat preparations are served only in the form of bread or cakes or biscuits that too very rarely. It may be noted that rice is the staple food of Mizos and other ethnic groups living in Mizoram. However, it is discouraging to report that green vegetables are rarely served in MDM by majority of the sample schools	
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	All children from the sample schools, other than some children from one primary school, expressed their satisfaction and happiness with the quality of food in MDM	
	b) Quantity of meal:	Observations of Investigation during MDM service
	None of the children from the sample schools has expressed his or her unhappiness about the quantity of food served in MDM	
	c) If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
	In spite of the happiness expressed by the children with quantity and quality of food served in MDM, the MI observers are of the view that quality of food its variety need to be improve further. More green vegetables and local fruits like bananas, pineapple, oranges, passion fruit as well as eggs need to be included.	

9.	<p><u>SUPPLEMENTARY:</u></p> <p>(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>	Teachers, Students, School Record
	<p>1. Around 94% of the sample schools from the district have never served the supplements like iron, folic acid, vitamin –A, and deworming medicines to its children.</p> <p>2. Only 6% sample schools claim to have served the aforesaid supplements to its children</p>	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	In 6%of sample schools that claim to have served the said micro-nutrient, these were administered by school teachers.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<p>1. Around 69% of sample schools do not maintain any health card for their children.</p> <p>2. Rest of the 31% of sample schools maintain height & weight records in registers.</p>	
10.	<p><u>STATUS OF COOKS:</u></p> <p>(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Cooking and service of MDM in all of the sample schools is done by the cooks. Certain sample schools, in view of the large enrolment of children, have more than one cooks or one cook and one helper. None of the sample schools has engaged any Self Help Group or Contractor.	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, all of the sample schools have adequate number of cooks and helpers to meet the requirements of schools	

	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	a) In every sample school the cook is being paid remuneration of Rs.1200/-per month. b) Those sample schools that have employed a helper to assist the cook are paying a remuneration of Rs.800/-per month to these helpers	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	All cooks and helpers in the sample schools from the district reported that they do not get their salary every month, because their salaries come along with the conversion cost that is released bi-monthly or quarterly.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	1. In terms of gender composition, out of 18 cooks and helpers employed in 16 sample schools, 3(16.67%) are males and 15(83.33%) are females. 2. All (100%) of these 18 cooks and helpers belong to ST category. 3. None of these 18 cooks and helpers belongs to SC or OBC category or minority group.	
11.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: (a) Constructed and in use (b) Constructed but not in use under (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

	<p>a) <u>Constructed and in Use:</u> All of the sample primary schools from the district included in this report have constructed their kitchen sheds and are using these for MDM service.</p> <p>b) <u>Constructed But not in Use:</u> No sample primary and upper primary school from this district falls in this category.</p> <p>c) <u>Under construction:</u> No sample primary and upper primary school from this district falls in this category.</p> <p>d) <u>Sanctioned But Construction not Yet Started:</u> No sample primary and upper primary school from this district falls in this category.</p> <p>e) <u>Not Sanctioned:</u> All of the 7 sample upper primary schools from the district under reference included in this monitoring report have not yet been sanctioned the funds for construction of kitchen sheds for MDM</p>	
12.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored.</p> <p>All the sample primary schools have their kitchen shed that is being used for MDM service. However, almost all of the sample upper primary schools, in the absence of proper kitchen shed, are using their extra room or store or a corner in the teachers' common room or verandah for cooking of MDM, as they have not yet received any grant for construction of kitchen-shed. Food grains and other cooking ingredients are stored either in headmaster's room or teachers' common room etc</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>
13.	<p>Whether potable water is available for cooking and drinking purpose?</p> <p>The MI during its field visit found that although all sample schools in the district have been provided with the grant for water facility that has been utilized by schools either for the construction of water storage facility or purchase of syntax tanks or steel tanks/drums. Some of them even have also been provided PHE water connection free of charges. But the water supply in the dry season(January to April or May),especially in remote and rural areas, is very irregular It is disappointing to report that certain sample schools in the district do not have adequate water for cooking and drinking purpose. In certain schools children and cooks have to go down to water springs to collect water for their daily requirements.</p>	<p>-do-</p>
14.	<p>Whether utensils used for king food are adequate?</p> <p>Around 19% of the sample schools from the district do not have adequate utensils for cooking and service of MDM. Consequently, in these schools children are required to bring service plates from their respective homes for MDM, which is quite inconvenient for children.</p>	<p>Teachers/Organizer of MDM Programme</p>

15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Around 75% of sample schools in the district are dependent solely on firewood for cooking of MDM, and the rest of 25% make use of both LPG and firewood as per their requirements. None of the sample schools from both districts make use of Kerosene stove for cooking of MDM. The MI team was pleased to know that some of the sample schools have availed double cylinder LPG connections from their savings of conversion costs and or school grants etc.	
	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment safety and hygiene:	Observation
	<u>Safety:</u> In terms of safety 81%% of sample schools in the district are good, 13% are fair, and 6% are poor. <u>Hygiene:</u> In terms of hygiene 13% of sample schools are very good, 37% are good, and 50% are fair.	
	ii.Are children encouraged to wash hands before and after eating	observation
16.	All the sample schools from the district covered in this report reported that they encourage children to wash their hands before and after meal, and the said activity is generally supervised by the cooks / teachers. However, the MI observers noticed that most of the sample schools keep little water in plastic buckets or tins for washing of hands by children. However, schools ,in view limited supply of water, cannot afford running water for washing of hands by children before and after MDM. Majority of the sample schools to overcome the problem of shortage of water for washing of hands before and after MDM have introduced the spoons for eating of MDM.	
	iii.Do the children partake meals in an orderly manner?	observation
	In all sample schools children line up in front of kitchen sheds for MDM and go back to their respective classrooms or verandah for eating, and maintain order and discipline.	
	Iv.Conservation of water?	Observation
	In view of general scarcity of water in State, the children through their socialization processes are trained to conserve water. However, school teachers also play their due role in imparting such raining.	

	<p>17. Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	<p>observation</p>
	<p>The cooking process is by and large safe in all the sample primary schools. However, almost all sample schools, that are using fire wood for cooking of MDM, store firewood in the kitchen itself just above the chullha for drying, which is not safe from fire hazard. In few sample schools kitchen sheds are very near to the classroom which is not safe from the point of view fire hazard.</p>	
	<p>COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members</p>
<p>17.</p>	<p>i) By Parents: Their participation in the inspection and supervision of MDM in 6% of sample schools is good almost all sample schools is very poor., in another 6% is fair and in the rest of 88% sample schools is very poor</p> <p>ii) By Teachers: Participation of teachers in the day-to-day management and supervision of MDM in 62% of sample schools is good, in 18% is just fair and in other 18% is poor.</p> <p>iii) By VECs: Participation of VEC members in the inspection and supervision of MDM in 13% of sample schools is fair and in the rest of sample schools it is poor and unsatisfactory. They rarely visit school for this purpose.</p>	
<p>18.</p>	<p>INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	<p>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members</p>

	<p>a) By State Level Officer : Around 88% the sample schools from the district reported that state level officer have never visited for the inspection and supervision of MDM, whereas 12% reported that state level officers visited their school once for inspection of MDM.</p> <p>b) District Level Officer: About 69% of sample schools while interacting with the MI's observers reported that District Level officers have never inspected their MDM service. The rest of 31% of sample schools reported that district level officers rarely visit sample schools for the inspection and supervision of MDM.</p> <p>c) Block Level Officer :Only 6% of sample schools reported that BRCC visit regularly for inspection of MDM, 63% reported that BRCC never visits, and the rest 31% reported that BRCC rarely visit schools for supervision of MDM.</p> <p>d) Circle Level Officer: The responsibility of inspection and supervision of MDM largely lies with CRCCs. However 6% of sample schools from the district reported that CRCC never come for such inspection, 81% reported that CRCC rarely inspect MDM, and 13% reported that CRCC regularly inspect and supervise MDM service in their schools.</p>	
19.	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children?</p> <p>Are there any other incidental benefits due to serving cooked meal in schools?</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>Around 88% of the sample schools from the district reported that introduction of MDM has improved the enrolment, attendance and general well being of students. However, such observation are based on their subjective impressions, as no research study on the impact of MDM on attendance and enrolment has yet been undertaken in the whole state of Mizoram including the district covered in this report.</p>	

20 .List of schools visited in the district

Champhai District			
Primary Schools		Middle Schools -	
1	Govt. P/S-III, Kawlkulh	1	Govt. Little Flower School, Khawzawl
2	L.F. School, Khawzawl	2	Govt. Khuangleng M/S
3	Govt. P/S-I, Farkawn	3	Khawbung GMS
4	Govt. P/S, Samthang	4	Govt. Lianchiari M/S, Dungtlang

5	Govt. P/S-I, Hnahlan	5	Govt. Hnahlan M/S
6	Govt. P/S, Vapar	6	Govt. Zote M/S
7	Govt. P/S, Ngur	7	Govt. Bethel M/S
8	Govt. P/S-VI, Champhai		CRCs
9	Govt. P/S-I, Champhai	1	CRC, Khuangleng
	BRCs	2	CRC, Khawbung
1	BRC, Khawbung	3	CRC, Hnahlan
2	BRC, Champhai	4	CRC, Champhai 'B'
	Computer Centres		
1	Computer Centre, Khawbung		
2	Computer Centre, Hnahlan		
3	Computer Centre, Bethel, Champhai		

Note : Please write the name of the schools visited in the districts for monitoring the MDM activities (even if the MI attached the information at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG has to send MDM report to MDM Section of Ministry of HRD)

9. 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.

10. Annexure 2 – Text Books

When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.

11. Annexure 3 – School Grant

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.

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

12. 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.

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

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

14. Annexure 6 – EGS and AIE

(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support is ascertained. Whether any instruction has been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers 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 centers operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI

15. Annexure 7 – Children with special needs (CWSN)

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

(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.

16. 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.

9. Annexure. 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

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	AIZAWL
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	Primary Schools:342 Upper Primary Schools:272

(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Primary schools 18; Upper primary Schools:16, s
(iv)	Date of visit to the Districts/EGS/schools	29th May, 1st June, 3rd to 5th June, 8th June, 10th to 12th June, 17th & 18th June 2009.

20.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	Students, Teachers & Parents																				
	Around 18% of sample schools in the district are not serving hot cooked food to the children on regular basis. In certain schools this interruption was for one week which was due to lack of food grain, and some other schools do not serve the MDM on rainy days as they in the absence kitchen sheds cook their MDM in open air. In the rest of 82% of sample schools the service of MDM is by and large regular.																					
21.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actual on the day of visit)	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.																				
	<table border="1"> <thead> <tr> <th data-bbox="297 1297 386 1444">No.</th> <th data-bbox="386 1297 695 1444">Details</th> <th data-bbox="695 1297 902 1444">Day previous to date of visit</th> <th data-bbox="902 1297 1036 1444">On the day of visit</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 1444 386 1499">vi.</td> <td data-bbox="386 1444 695 1499">Enrollment</td> <td data-bbox="695 1444 902 1499">2430</td> <td data-bbox="902 1444 1036 1499">2430</td> </tr> <tr> <td data-bbox="297 1499 386 1604">vii.</td> <td data-bbox="386 1499 695 1604">No. of children attending the school</td> <td data-bbox="695 1499 902 1604">1998</td> <td data-bbox="902 1499 1036 1604">2045</td> </tr> <tr> <td data-bbox="297 1604 386 1759">iii.</td> <td data-bbox="386 1604 695 1759">No. of children availing MDM as per MDM Register</td> <td data-bbox="695 1604 902 1759">2112</td> <td data-bbox="902 1604 1036 1759">2055</td> </tr> <tr> <td data-bbox="297 1759 386 1915">x.</td> <td data-bbox="386 1759 695 1915">No. of children actually availing MDM on the day of visit</td> <td data-bbox="695 1759 902 1915">2080</td> <td data-bbox="902 1759 1036 1915">2039</td> </tr> </tbody> </table>		No.	Details	Day previous to date of visit	On the day of visit	vi.	Enrollment	2430	2430	vii.	No. of children attending the school	1998	2045	iii.	No. of children availing MDM as per MDM Register	2112	2055	x.	No. of children actually availing MDM on the day of visit	2080	2039
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x.	No. of children actually availing MDM on the day of visit	2080	2039																			

22.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL</u></p> <p><u>LEVEL:</u></p> <p>(iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	About 71% of sample schools reported that the supply of food grains is not very regular.	
	<p>(v) Is buffer stock of one-month's requirement is maintained?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Since the buffer stock of one month has never been issued to any sample school in the district, therefore, the question of its maintenance by schools does not arise.	
	<p>(vi) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	All sample schools (100%) reported that food grain is not delivered at the school rather they have to make their own arrangement for its transportation to the school.	
23.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL</u></p> <p><u>LEVEL:</u></p> <p>(iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	None of the sample school has ever received the cooking cost in advance. It is, generally, released bi-monthly or quarterly to the schools through their respective VECs.	
	<p>(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In view of the non release of cooking cost in advance the schools either do not serve MDM or purchase cooking ingredients on credit from village shops which they pay back after receiving the funds for conversion cost.	

	(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	All sample schools reported that they have been receiving the conversion cost in cash	
24.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No case of discrimination on the basis of gender or caste or community, in cooking and serving of MDM was brought to the notice of the MI observers by the VEC members or parents or children	
25.	<u>VARIETY OF MENU:</u> (iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Only 6% of the sample schools from the district have displayed the weekly menu for MDM, and the rest of 94% of sample schools have not displayed any weekly menu for MDM. In the absence display of any weekly menu by large majority sample schools, the question	
26.	(v) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	As per the inputs received from the children, teachers and cooks and verification of records related to MDM it was found that all sample schools provide a limited variety of food items in MDM.	
	(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

	<p>Yes, the daily menu includes different preparations of rice with dal (most often masoor dal) or potato curry or nutrias or dry green peas etc. Wheat preparations like bread, cakes and biscuits are also served, but not very often. It may be noted that rice is the staple food of Mizos and other ethnic groups living in Mizoram. However, it is discouraging to report that green vegetables are rarely served in MDM by majority of the sample schools</p>	
27.	<p><u>QUALITY & QUANTITY OF MEAL:</u></p> <p>Feedback from children on</p> <p>c) Quality of meal:</p> <p>None of the children from the sample schools has expressed his or her unhappiness about the quality of food served in MDM</p> <p>d) Quantity of meal:</p> <p>All children from the sample schools expressed their satisfaction and happiness with the quantity of food served to them in MDM</p> <p>(c) If children were not happy Please give reasons and suggestions to improve.}</p> <p>Since all children of sample schools expressed their happiness and satisfaction with the quality and quantity of food served in MDM, therefore this question is not relevant. However ,the MI observers are of the view that quality of food and its variety need to be improved further by more frequent service of green vegetables, eggs and local fruits like bananas, pineapple, oranges, passion fruit etc.</p>	<p>Observations of Investigation during MDM service</p> <p>Observations of Investigation during MDM service</p> <p>Observations of Investigation during MDM service</p>
28.	<p><u>SUPPLEMENTARY:</u></p> <p>(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p>Only 6% sample schools claim to have served iron and calcium, provided by the Public Health Centre, as supplements to its children. And the rest of 94% of the sample schools from the district have never served the supplements like iron, folic acid, & vitamin –A, and deworming medicines to its children</p>	<p>Teachers, Students, School Record</p>

	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	In 6% of sample schools that claim to have served the said micro-nutrient, these were administered by school teachers.	
	(vi) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	About 70% of the sample schools do not maintain health cards of children, where as the rest of 30% do maintain records in registers only about the height and weight of children	
29.	<u>STATUS OF COOKS:</u>	
	(ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mid day meal in all sample schools is cooked by the cooks that have been appointed specifically for this purpose, and no sample school has engaged Self Help Group or NGO or Contractor for cooking of MDM	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, all the sample schools, visited by the MI observers, have adequate number of cooks to meet their requirement for MDM service. Some sample schools with more enrolment have two or more cooks or one cook and one helper.	
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	1. In every sample school the cook is being paid remuneration of Rs.1200/-per month. 2. Those sample schools that have employed a helper to assist the cook are paying remuneration of Rs.800/-per month to the helper.	
(iv). Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	

	<p>All cooks and helpers in the sample schools from the district reported that they do not get their remuneration every month, as it is comes along with the conversion cost that is released bi-monthly or quarterly.</p>	
	<p>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>1. In terms of gender 24% of cooks in sample schools are males and the rest of 76% are females. 2. About 89% of the cooks/helpers in sample schools belong to ST category, 8 % to SC category and 3% to OBC category.</p>	
<p>3.</p>	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned</p> <p>Any other (specify)</p>	<p>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p>
	<p>f) <u>Constructed and in Use:</u> All of the sample primary schools from the district included in this report have constructed their kitchen sheds and are using these for MDM service.</p> <p>g) <u>Constructed But not in Use:</u> No sample primary and upper primary school from this district falls in this category.</p> <p>h) <u>Under construction:</u> No sample primary and upper primary school from this district falls in this category.</p> <p>i) <u>Sanctioned But Construction not Yet Started:</u> No sample primary and upper primary school from this district falls in this category.</p> <p>j) <u>Not Sanctioned:</u> All of the 16 sample upper primary schools from the district under reference included in this monitoring report have not yet been sanctioned the funds for construction of kitchen sheds for MDM</p>	

4.	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
	All the sample primary schools have their kitchen sheds that are being used for MDM service. However, almost all of the sample upper primary schools, in the absence of proper kitchen shed, are using their extra room or store or a corner in the teachers' common room or verandah for cooking of MDM, as they have not yet received any grant for construction of kitchen shed. Food grains and other cooking ingredients are stored either in headmaster's room or teachers' common room etc	
5.	Whether potable water is available for cooking and drinking purpose?	-do-
	The MI during its field visit found that although all sample schools in the district have been provided with the grant for water facility that has been utilized by schools either for the construction of water storage facility or purchase of syntax tanks or steel tanks/drums. Some of them even have also been provided PHE water connection free of charges. But the water supply in the dry season(January to April or May),especially in remote and rural areas, is very irregular It is disappointing to report that certain sample schools in the district do not have adequate water for cooking and drinking purpose. In certain schools children and cooks have to go down to water springs to collect water for their daily requirements.	
6.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	Around 44% of the sample schools from the district do not have adequate utensils for cooking and service of MDM. Many of these schools have borrowed cooking utensils from local NGO (YMA)and children are required to bring service plates every day from their respective homes for MDM.	
7.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Around 53% of sample schools in the district are dependent solely on LPG for cooking of MDM, 35% are dependent only on fire-wood and the rest of 12% make use of both LPG and firewood as per their requirements. None of the sample schools from both districts make use of Kerosene stove for cooking of MDM. The MI team was pleased to know that some of the sample schools have availed double cylinder LPG connections from their savings of conversion costs and or school grants etc.	
8.	<u>SAFETY & HYGIENE:</u> ii. General Impression of the environment, Safety and hygiene:	Observation

<p><u>Safety:</u> In terms of safety 47%% of sample schools in the district are very good, 47% are good, and 6% just fair.</p> <p><u>Hygiene:</u> With regard to hygiene 15% of sample schools are very good, 79% are good, and 6% are fair. In terms of cleanliness 12% of schools are very good, 82% are good, 3% are just fair and 3% are poor.</p> <p><u>Discipline:</u> With regard to discipline 41% Of sample schools are very good 56% are good and 3 % are just fair</p>	
ii.Are children encouraged to wash hands before and after eating	observation
<p>All the sample schools from the district covered in this report reported that they encourage children to wash their hands before and after meal, and the said activity is generally supervised by the cooks / teachers. However, the MI observers noticed that most of the sample schools keep little water in plastic buckets or tins for washing of hands by children. However, schools, in view limited supply of water, cannot afford running water for washing of hands by children before and after MDM. Majority of the sample schools to overcome the problem of shortage of water for washing of hands before and after MDM have introduced the spoons for eating of MDM.</p>	
ii.Do the children partake meals in an orderly manner?	observation
<p>In most sample schools children line up in front of kitchen sheds for MDM and go back to their respective classrooms or verandah for eating, and maintain order and discipline. However, in certain sample schools every day 4 to 5 children on rotation are asked to serve the MDM to the rest of children in their respective classrooms. The Mi observers were very much pleased to see the children wearing beautiful aprons while serving MDM to their school mates. In some other schools cooks/helpers serve the MDM to children in their respective classrooms.</p>	
iv.Conservation of water?	Observation
<p>In view of general scarcity of water in State, the children through their socialization processes are trained to conserve water. However, school teachers also play their due role in imparting such raining.</p>	
Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
<p>The cooking process in 97% of sample schools in the district is by and large safe from fire; however, in 3% of sample schools it is not safe.</p>	

	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members</p>
9.	<p><u>By Parents:</u> The level of parents participation in inspection and supervision of MDM is good in 3% of sample schools, fair in another 3%,and poor in the rest 94% of sample schools.</p> <p><u>By Teachers:</u> The level of parents participation in inspection and supervision of MDM is good in 3% of sample schools, fair in another 3%,and poor in the rest 94% of sample schools.</p> <p><u>By VEC:</u> The participation of Members VEC in the day to day supervision and management of MDM is good in 3% of sample schools, fair in 38% schools and poor in 59%of sample school.</p>	
	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	<p>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members</p>
10.	<p>e) <u>By State Level Officer:</u> Around 91% the sample schools reported that state level officer have never visited for the inspection and supervision of MDM, whereas 9% reported that state level officers rarely visit their school for inspection of MDM.</p> <p>f) <u>District Level Officer:</u> About 76% of sample schools while interacting with the MI's observers reported that District Level officers have never inspected their MDM service. The rest of 24% of sample schools reported that district level officers rarely visit schools for the inspection and supervision of MDM.</p> <p>g) <u>Block Level Officer :</u>Only 82% of sample schools reported that BRCC has never visited their school for the inspection of MDM, whereas 18% of sample schools reported that block level officers rarely visit the school for the inspection of MDM.</p> <p>h) <u>Circle Level Officer:</u> The responsibility of inspection and supervision of MDM largely lies with CRCCs. However, 26% of sample schools from the district reported that CRCC never come for such inspection, and 59%% reported that CRCC rarely inspect and supervise MDM service in their schools. Only 15% of sample schools reported that their CRCCs regularly inspect their MDM service</p>	

11.	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Are there any other incidental benefits due to serving cooked meal in schools?</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<ol style="list-style-type: none"> 1. Around 47% of the sample schools from the district reported that introduction of MDM has improved the enrolment children 2. About 76% of the sample schools from the district reported that introduction of MDM has improved the attendance of children 3. Almost all sample schools from the district reported that introduction of MDM has improved the general well being of children 	

20. List of schools visited in the districts

Aizawl District			
Sl.No	Primary School -	Sl.No.	Middle School -
1	10th Assam Rifle P/S	1	Govt. M/S, Electric Veng
2	Kendrya Vidyalaya P/S	2	Kendrya Vidyalaya M/S
3	HFCM P/S, Lungleng I	3	North Lungleng M/S
4	Comp.Model School, Mission Veng	4	Comp.Model M/S
5	Govt. P/S English Medium, Chanmari	5	Chanmari M/S
6	Govt. P/S-II, Lengpui	6	Govt. Complex M/S
7	Govt. P/S-I, Sakawrtuichhun	7	Comp. M/S, Chawlhmun
8	West Lungdar P/S	8	Govt. M/S, Reiek
9	Reiek P/S-I	9	MICE Venghloi
10	Durtlang P/S-II	10	RKM Middle School, Zemabawk
11	MICE P/S, Venghloi	11	Govt. M/S, Sihphir
12	Model P/S, Upper Republic	12	Govt. M/S-I, Sialsuk
13	Govt. P/S, Nausel	13	Govt. M/S, Aibawk
14	Govt. P/S, Samlukhai	14	Govt. M/S, Chaltlang
15	Govt. P/S, Sateek	15	Chhinlung Academy, Vaivakawn
16	Govt. P/S, Falkawn	16	Govt. M/S, Sairang

17	Chhinlung Academy P/S, Vaivakawn		CRCs
18	Govt. P/S, Laipuitlang	1	CRC, Electric, Aizawl
	BRCs	2	CRC, Reiek
1	BRC East, Bawngkawn, Aizawl	3	CRC, Sateek
2	BRC Sikulpuikawn, Aizawl	4	CRC, Durtlang, Aizawl
3	BRC South, Aibawk		Academies
1	Computer Centres	1	T.T. Academy, Mission Vengthlang, Aizawl
	Computer Centre, Chhinlung Academy	2	Music Academy, Chhinga Veng, Aizawl
	Computer Centre, Aibawk	3	Teakwondo Academy, Chhinga Veng
	Computer Centre, Zemabawk	4	Football Academy, Chaltlang, Aizawl
	Computer Centre, Reiek	5	Football Academy, Sialsuk
			Girls' Hostel
		1	Girls Hostel, Chhinga Veng, Aizawl
<p>Note : Please write the name of the schools visited in the districts for monitoring the MDM activities (even if the MI attached the information at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG has to send MDM report to MDM Section of Ministry of HRD)</p>			