

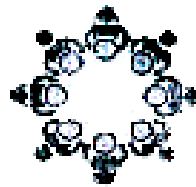
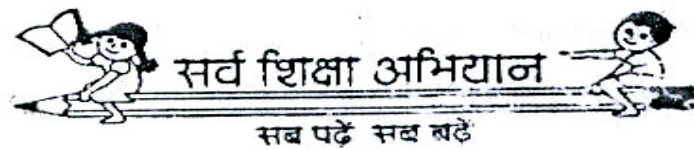
**2nd HALF YEARLY MONITORING REPORT OF
DR.P.M.INSTITUTE OF ADVANCED STUDY
IN EDUCATION, SAMBALPUR (ORISSA)
on
SSA and MDM**

**FOR THE STATE OF ORISSA
FOR THE PERIOD
OF**

1st February 2009 to 31st July 2009

Districts Covered

- 1. Nabarangpur**
- 2. Nuapada**
- 3. Koraput**



विद्यया ऽमृतमश्नुते
शिक्षणं मृतमश्नुते

**2nd HALF YEARLY MONITORING REPORT OF
DR.P.M.INSTITUTE OF ADVANCED STUDY IN EDUCATION,
SAMBALPUR (MONITORING INSTITUTIONS) ON SSA AND MDM FOR
THE STATE/UT OF ORISSA FOR THE PERIOD OF
1ST FEBRUARY, 2009 to 31ST JULY, 2009**

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	Dr.P.M.IASE., Sambalpur
2.	Period of the report	1st February, 2009 to 31st July, 2009
3.	No. of Districts allocated	03
4.	District names	Nabarangpur, Nuapada, Koraput
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	1. Nabarangpur – 23.07.09 to 01.08.09 2. Nuapada – 27.07.09 to 04.08.09 3. Koraput – 06.08.09 to 14.08.09
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, District 3 etc)	1. Nabarangpur – 1722 2. Nuapada – 1034 3. Koraput – 2431
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. Nabarangpur – 91 2. Nuapada – 62 3. Koraput – 120
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
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	No
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Sharing was scheduled on 27.11.2009 but SPO did not turn up
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	Not Applicable

P R E F A C E

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community ownership of the school system. It is a comprehensive programme with a clear cut time frame to attain UEE covering the entire country in a mission mode. SSA was launched in 2001-2002 in partnership with the State Government and Local Self Government. The programme aims to provide useful and relevant elementary education to all children in the 6 to 14 age group by 2010. It is a programme with its own targets, norms and processes. The gigantic dimensions of the programme and the financial implications call for meticulous planning, rigorous appraisal, monitoring, supervision and feed back.

Dr. P.M.Institute of advanced Study in Education, Sambalpur is one of the 41 external agencies selected for broad based monitoring and supervision of the SSA programme covering 12 districts of Orissa and to submit half yearly report to the government of India.

This is the second half yearly report and it is based on the data collected from three districts of Orissa namely Nabarangpur, Nuapada and Koraput on SSA parameters.

I am highly impressed with the work of the team and their report which is prepared with in time schedule for submission to government of India.

I further hope that the findings of the report would be helpful to both the Govt. of India and Govt. of Orissa to get a clear picture of the functioning and progress of SSA in the State, so that further measures can be taken up to achieve the targets of SSA with in the timeframe.

In this context I extend my hearty thanks to Dr.U.P.Khadanga and his team members who have taken pain to visit the schools, EGS and AIE centres in interior areas and prepared the report in time. My thanks are also due to the authorities of the State Office and district offices for their unhesitating cooperation.

(Dr.M.K.Pathy)

Principal,

ACKNOWLEDGEMENT

This report would not have been possible without the active support of the State Project Office (OPEPA) and the district offices in the respective districts covered. We thank the State Project Director and the District Project Coordinators for their cooperation.

Our heartfelt thanks are due to the block and cluster functionaries who helped the members of the visiting team in conducting field visit and to all the headmasters and teachers in the schools visited who provided us with relevant information.

Special mention must be made of Prof.(Dr.) Sebak Tripathy, Director, TE & SCERT, Orissa, Bhubaneswar and our Principal, Dr.M.K.Pathy for their valuable contribution and feed back in preparing the report.

We also thank all others who have cooperated in the Monitoring and Supervision work.

(Dr. Umesh Prasad Khadanga)
Nodal Officer
Monitoring and Supervision, SSA

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EXECUTIVE SUMMARY OF ALL THE DISTRICTS REPORT

(a) Opening of Schools (Both Primary & Upper Primary)

- District -1 : As per PAB the district had to open 82 number of primary (Nabarangpur) schools and 68 number of upper primary schools out of which only 10 primary schools and 62 number of primary schools have been opened. Necessary steps may be taken to open more number of upper primary schools.
- District -2 : In 2008-09, 49 number of primary schools and 37 number of (Nuapada) upper primary schools were sanctioned by PAB for the district. Out of that 26 primary schools 37 upper primary schools have been opened. Land has not been identified for these schools. These schools have not received TLE grant.
- District -3 : In Koraput district 30 New Primary Schools and 102 New (Koraput) Upper Primary Schools were sanctioned and all 30 NPS and 102 NUPS have been opened till 31.03.2009.

(b) Civil Work

- District -1 : VECs have not yet received funds for construction of new (Nabarangpur) buildings though the financial year of 2008-09 has ended. Even in case of additional class room the progress is not satisfactory. Nearly 70 percent of work is yet to be completed. More effort is needed in this sphere.
- District -2 : The district had a target (including spill over) of constructing (Nuapada) additional classroom in 221 schools, the work is completed in 206 schools, in 14 it is in progress and in 01, the work is not yet started. The district had no target for making provision of drinking water source and had a target for constructing 26 toilets for which the work is not yet started. Most of the schools visited, are not maintaining proper record of expenditure and cash book.

District -3 : For the construction of School building for NPS the target
(Koraput) was 250 and for NUPS the target was 148. As on 31.03.2009 in case of NPS 123 schools the work is completed and in 127 schools it is in progress. Again in case of NUPS in 57 schools the work is completed and in 91 schools the work is in progress.

(c) Text Book

District -1 : The distribution of text books in the year 2008-09 was done
(Nabarangpur) phase wise (in three phases) and till the end of January, 09 the distribution was not completed. As reported by the students all of them had not received the full set of books till the half yearly examination. The authority should take measures to distribute all the books at the time of beginning of session not at the middle of session.

District -2 : In the district SC boys, ST boys and all girls students have
(Nuapada) received free text books from SSA fund and other students have received from state government fund. There was a delay of 04 to 05 months in the distribution of free text books in the district.

District -3 : A total number of 1,72,582 children have received free text
(Koraput) books in the district. Out of which 18,766 SC students, 58,625 ST students and 95,191 girls students received free text books from SSA fund in the district. There is a delay in distribution of all the text books to the school.

(d) School Grants

District -1 : The last year school grants had been released just in the
(Nabarangpur) month of July. The funds have been utilized. But this year the grants have been released in the month of October, 2009. The reason of such delay was not explained by the

SSA authority satisfactorily to the MI team. It should be distributed at the beginning of the session. The SSA authority is not purchasing anything centrally.

District -2 : The schools have received the grant between July 2008 to
(Nuapada) November, 2008. There was delay in receipt of grant ranging from 02 months to 06 months.

More than 50% of the schools visited have not utilized the grant due to various reasons.

District -3 : The school grants have been approved for 617 number of
(Koraput) schools in the district. The district office released a sum of Rs.115.03 lakhs in the month of August, 2008. The district office has not made any centralized purchase for schools out of the school grant.

(e) Teachers and Teachers Training

District -1 : In the last academic session there was no recruitment of
(Nabarangpur) teachers though there are lot of vacancies in every schools except few urban schools. Immediate steps should be taken to recruit trained teachers in all the upgraded upper primary schools where class VIII and IX have been opened. Without trained hands it is difficult to teach High School subjects. There are 245 single teacher schools in the district.

District -2 : In the district 98 number of additional teachers for primary
(Nuapada) schools and 111 number of additional teachers for UPS have been sanctioned and filled up on contractual basis. During field visit, three teachers were found to be absent in the school un-authorisedly.

The district has conducted inservice training and 60 days refresher training for teachers, however, 30 days orientation training is not conducted. Most of the teachers of the district feel the necessity of training in English language and

science subjects.

District -3 : No additional teachers have been sanctioned for the session
(Koraput) 2008-09 under SSA for Primary and Upper Primary Schools in the district. The target of teachers to be given inservice training in the district during 2008-09 year was 605, but till 31.03.2009 not a single teachers have undergone such training in the district.

(f) Teaching Learning Material (TLM) Grants

District -1 : The TLM grants have been released by the district authority
(Nabarangpur) to the respective schools in the month of August, 2008. As observed by the MI team the teachers were not clear about the use of TLM. There was no TLM corner, no regular maintenance of TLM register, no use of TLM during the transaction of subjects except a very few schools.

District -2 : Release of TLM grant to teachers is not satisfactory in the
(Nuapada) district. So also preparation, use and display of TLM in the schools of the district is not satisfactory. In most of the schools TLM corners are not there.

District -3 : In the district a total number of 1278 teachers were eligible
(Koraput) to receive TLM grants and all of them received the TLM grants. An amount of Rs.25.38 lakhs were released to 1278 number of teachers till 31.03.2009.

(g) EGS & AIE

District -1 : The district has no EGS & AIE centres.
(Nabarangpur)

District -2 : The district is not having EGS / AIE centres / NRBC/ RBC
(Nuapada) and school camps.

District -3 : In 2008-09 the Government of Orissa abolished the EGS
(Koraput)

scheme and upgraded the existing EGS centres to New Primary and New Upper Primary Schools.

(h) Children with Special Needs (CWSN)

- District -1 : There is no regular IED co-ordinator in the district. The
(Nabarangpur) tribal co-ordinator is in charge of IED. Thus the progress in this head is very negligible.
- District -2 : In the district 4278 CWSN have been enrolled out of 4623
(Nuapada) identified. The role of the resource teachers in the district was found to be very poor and ineffective. The district needs to pay more attention to CWSN activity.
- District -3 : During 2008-09 session 5846 children with special needs
(Koraput) have been identified in the district and out of which 4409 have been enrolled. A total number of 395 enrolled CWSN have been provided with aids and appliances.

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

- District -1 : In case of girls education the progress is very poor. In the
(Nabarangpur) district 185 MCS are functioning. But not a single gender sensitive training had been imparted. As reported 31 ECCE centres were functioning but in reality the MI visited 9 centres and found none of them were functioning.
- District -2 : In the district 100 MCS are in operation. But they are not
(Nuapada) functioning properly. The MCS coordinators and the headmasters under whom the MCS coordinators are working have not seen MCS guidelines and have very poor idea about role and function of MCS.
- District -3 : For the district, there is no target for opening of new MCS
(Koraput) during 2008-09. However during 2008-09 PAB has approved the budget for the functioning of existing 248

number of MCS centre. In all 248 number of MCS there is gender sensitive TLM and vocational training facility.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV)

District -1 : In the district a total number of 11 KGBVs are functioning. 6
(Nabarangpur) number of KGBVs started functioning in the year 2008-09. In the year 2004-05 five number of KGBVs had been started functioning. But in none of the KGBV the building have been completed. The inmates were staying in their regular class room with much difficulties. There was no regular appointment of warden, teachers and other staffs of KGBV. All the schools were under staffed.

District -2 : For the district one KGBV has been sanctioned by PAB for
(Nuapada) 2008-09, which has been made operational. Land has been identified for construction of hostel, but fund has not yet been placed. The district has 05 KGBVs. The KGBVs of Sinapali block is presently functioning in Jharbandh UPS but its hostel building which was under construction in Sinapali NOUPS is discontinued since long due to disputes.

District -3 : A total number of 07 KGBV have been sanctioned for the
(Koraput) district during 2008-09 and all the 07 KGBV are operational in 2008-09. Land has been identified for building construction for all 0-7 kGBV sanctioned.

(k) District Information System for Education (DISE)

District -1 : The district has an EMIS unit furnished with requisite number
(Nabarangpur) of computer and computer operators except one vacancy. The data are sent to state office regularly as per requirement.

District -2 : In the district there exists EMIS set up. Required number of
(Nuapada) computers and computer operators are in position in the district. As proposed, the DISE activity will commence from

August / September, 2009.

District -3 : The district Office has EMIS setup and requisite number of computers and computer operator have been put in position. The data capturing format have been given to all schools in time. A one day training was organized for teachers to train them about DISE data filling.
(Koraput)

(l) Research and Evaluation

District -1 : In the last financial year 30 action research and 2 small scale research had been sanctioned and reports had been submitted to the office in time.
(Nabarangpur)

District -2 : In the district 06 number of research studies have been sanctioned for the current financial year.
(Nuapada)

The number of research studies sanctioned in the previous year was 05 and all of them have been completed.

District -3 : The number of research studies to be undertaken in 2008-09 was small scale 4 and Action Research 14, out of which 3 small scale and 13 action research have been sanctioned and granted by district office. In the previous year 42 action research were sanctioned and all 42 research studies were completed.
(Koraput)

(m) Functioning of the VEC

District -1 : In the district 55% of the VECs are holding meeting once in a month. The average number of members attending the meeting was six. The participation of women members was very poor.
(Nabarangpur)

District -2 : During field visit it was found that in Nodal UPS Sinapali VEC is not constituted for last one year. More than 50% of the VECs cross checked did not have VEC guidelines on delegation of powers. VECs are not able to keep records of expenditure and
(Nuapada)

in most of the schools visited cash book is not up-to-date. The district needs to revamp training of the VEC members.

District -3 : In the district a total number of 2431 VECs have been
(Koraput) constituted and all the VECs are supplied with the guidelines on delegation of powers. In all VECs there are 09 members, out of which 03 are women members.

(n) Staffing at State and District Level

District -1 : The total number of sanctioned staff in the district office was 42
(Nabarangpur) out of which 33 were in position. Out of 10 sanctioned BRCCs there were only 7 BRCCs and out of total 143 sanctioned CRCCs only, 126 CRCCs are in position.

District -2 : The two vacant posts of data entry operators and two post of
(Nuapada) programme assistants need to filled up in the district. Further 12 posts of CRCCs are vacant in the district.

District -3 : A total number of 52 posts have been sanctioned for the district
(Koraput) office, out of which 39 are in position and 13 posts are laying vacant. The district office has moved the state office for filling up those vacant post.

(o) Outreach of Primary/ Upper Primary Educational Facilities to SC, ST, Monitory Groups and to Girls as Well, Especially in Special Focus Districts

District -1 : Though the district is a focused district and dominated by ST
(Nabarangpur) population, special steps have not yet been designed to fulfill the special needs of tribal children. As observed by the MI there was poor attendance in the most of the schools.

District -2 : So far outreach activities are concerned the performance of the
(Nuapada) district is not satisfactory. During field visit, the MI hold focused group discussion and felt that the district has to undertake more realistic and comprehensive steps for the enrolment, retention

and education of the SC, ST, minority students, girls and children of migrant families.

District -3 : The out reach of Primary / Upper Primary educational facilities to SC,ST, minority groups and to girls students in the district is satisfactory.
(Koraput)

(p) Any other Issues Relevant to SSA Implementation

District -1 : A large number of school going children were moving during the school hours as observed by the team. In the class also there was poor attendance. This shows that schools were not able to attract the tribal children. Thus special efforts should be made to attract the tribal children in terms of schools activities, timing, vacation text books, teaching learning materials. The teachers should be proactive to meet the special needs of the tribal. The school should be closely linked with the life and costume of tribal children with active co-operation of the community.
(Nabarangpur)

District -2 : The district has to pay attention for provision of child friendly elements, game and sports material and organization of health camps in the schools.
(Nuapada)

The district needs to revamp the training programme for VEC/PTA/MTA members, counseling of parents of

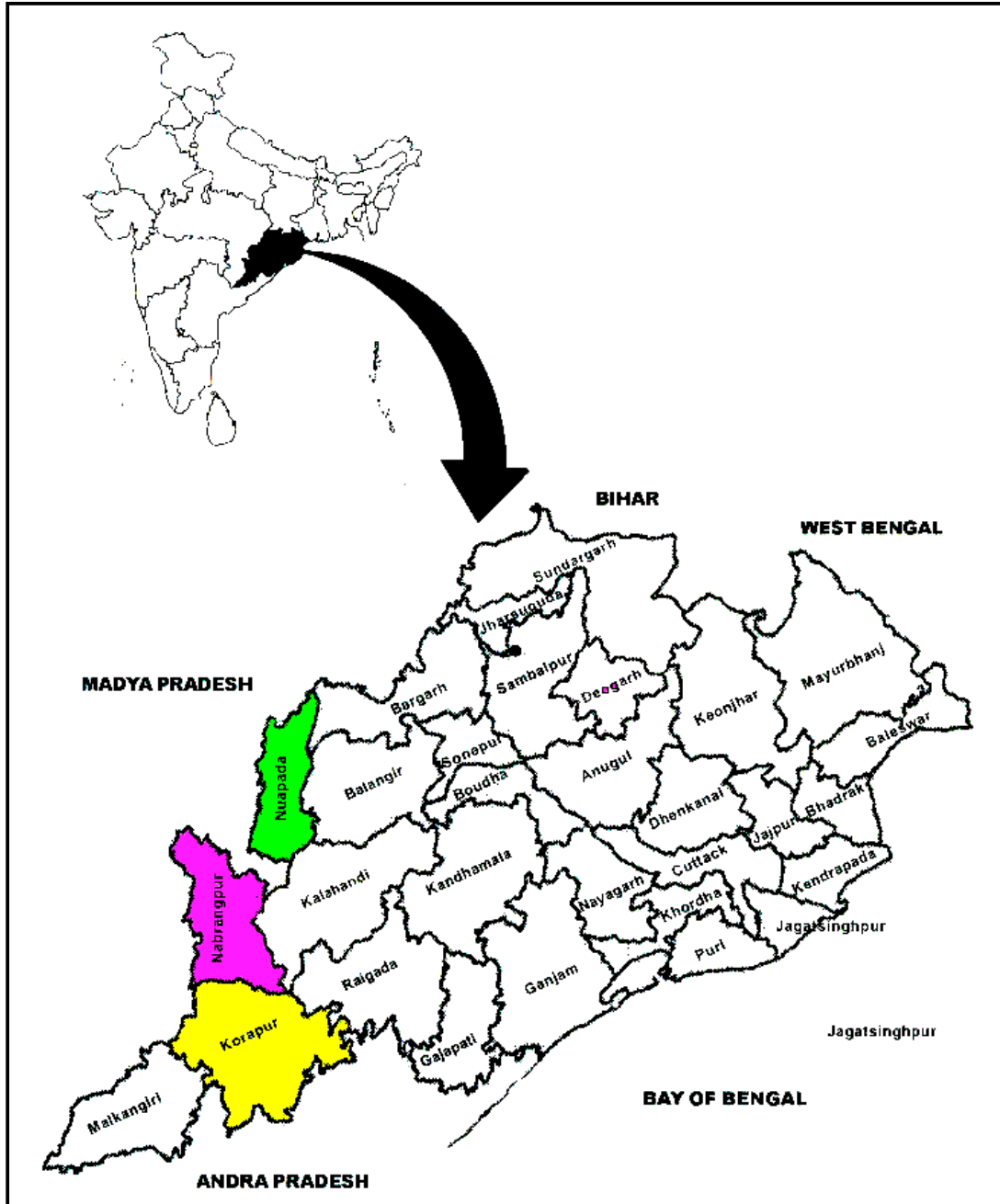
CWSN and more specially the trainers of these training programmes.

District -3 : The provision of computer education should be expanded to all schools of the district. Free text books should be available to all students in all subjects in time without any delay. In case of single teacher and under staff schools more teachers should be appointed immediately.
(Koraput)

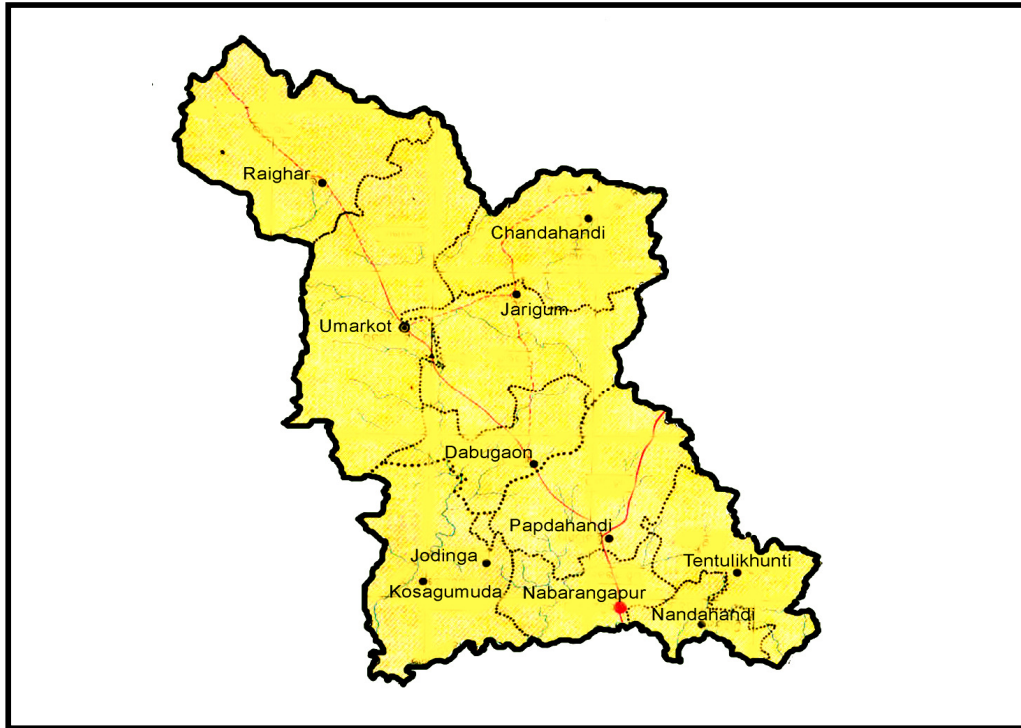
INTRODUCTION :

The 2st half yearly visit for 2008-09 to Nabarangpur, Nuapada and Koraput districts of Orissa was conducted by Dr.P.M.IASE., Sambalpur for Monitoring and Supervision of SSA activities as per provision of MHRD, Govt. of India.

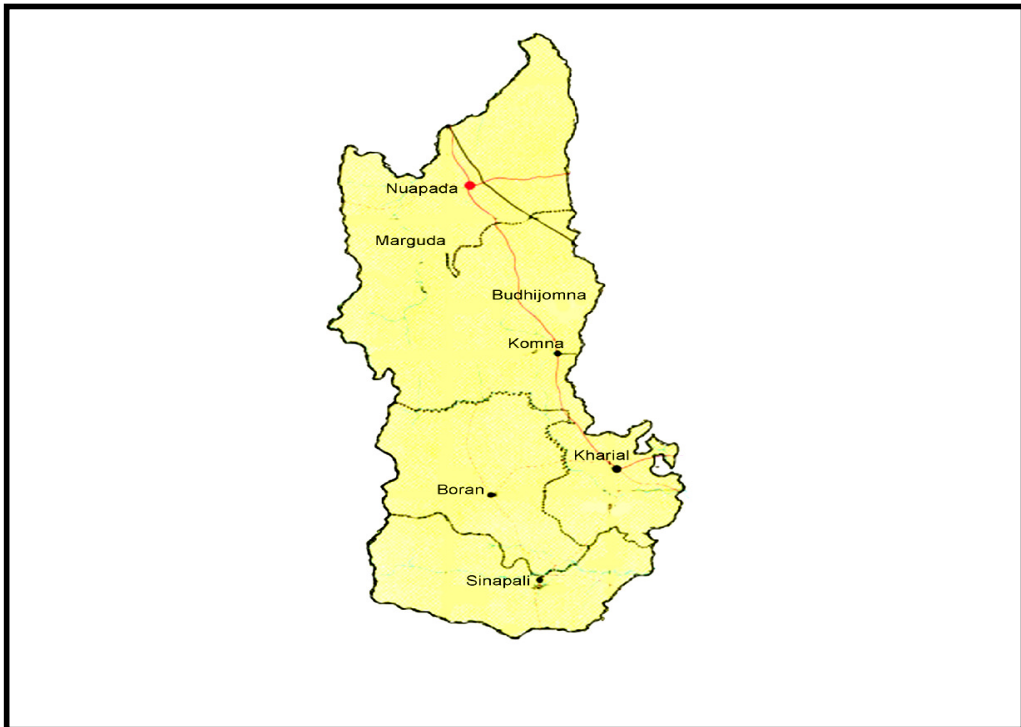
MAP OF ORISSA



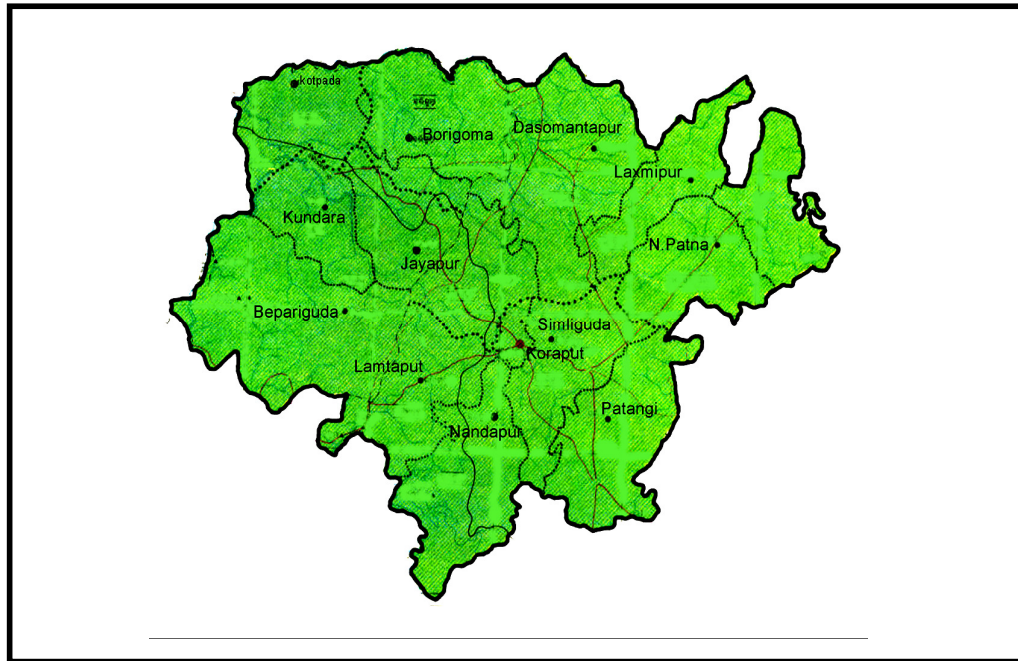
MAP OF NABARANGPUR



MAP OF NUAPADA



MAP OF KORAPUT



These three revenue districts are economically and educationally most backward districts of the state. These three districts have also high tribal concentration and have been identified as special focus districts by MHRD, Govt. of India for 2008-09. The table below shows the demographic position of the districts.

TABLE-1
POPULATION OF THE DISTRICTS COVERD IN 2nd SIX MONTHS

Name of the District	Total Population (All Community)			SC				ST			
	Male	Female	Total	Male	Female	Total	% total population	Male	Female	Total	% total population
Nabarangpur	515162	510604	1025766	72982	71672	144654	14.10	282472	282008	564480	55.03
Nuapada	264111	266368	530479	36061	36235	72296	13.63	90901	93320	184221	34.73
Koraput	590743	589894	1180637	76754	77178	153932	12.52	290306	295524	585830	49.63

The table above indicates that the three districts have a tribal concentration of more than 35% to total population. Of these three districts Nabarangapur district is having the highest concentration of tribal population, that is 55% to total population.

TABLE-2
LITERACY RATE OF THE THREE DISTRICTS

Name of the District	ST			SC			GENERAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Nabagrangpur	36.86	11.12	24	58.53	31.97	45.36	47.04	20.67	43.93
Nuapada	-	-	-	-	-	-	58.46	25.79	42.00
Koraput	29.25	8.3	18.68	48.52	22.45	35.43	47.20	24.26	35.72
Orissa	51.48	23.37	37.37	70.47	40.33	55.53	75.35	50.51	63.08
India	59.17	34.76	47.1	66.64	41.9	54.69	75.26	53.67	64.84

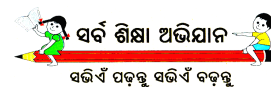
So far the rate of literacy is concerned these three districts fall behind the national and state average. Further percentage of people below poverty line is very high in these three districts.

For alleviation of poverty and total development of these districts and other adjacent backward districts, Govt. of India has made provision of special economic package in the name of KBK districts. A separate cell is working in Govt. of India to implement the package. Under this backdrop implementation of SSA interventions in true spirit is highly essential in these districts.

The Institute conducted monitoring and supervision of SSA in these districts in three different phases.

To conduct the monitoring and supervision in most objective manner the institute has developed three data capture formats, one for the state office, second for the district office and the third for the schools and EGS/ AIE centres. These DCFs are on all functional areas of SSA as envisaged in the TOR. Along with these one observation schedule was used to record information/ observation during school visit.

DISTRICT LEVEL HALF YEARLY MONITORING REPORT



1. Name of the District : **NABARANGPUR**
2. Date of visit to the Districts/EGS/schools : **From 23.07.2009 TO 01.08.2009**
3. Tasks : **Sharing in the District Office, Collection of relevant information from District Office, field visit to schools.**

(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 district had 82 number of Primary Schools to open as sanctioned by PAB out of which 10 schools were opened till 31.03.2009. Similarly out of 68 number of Upper Primary Schools sanctioned 62 number of Schools were opened. The Monitoring team visited 3 Primary Schools and 30 Upper Primary Schools and found correct.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Land for the construction of all the 10 Primary schools have been identified. The Monitoring team visited 3 new Primary Schools and found it correct.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Not a single VEC has received funds for the construction of school building either in Primary Schools or in Upper Primary schools. The M&S team verified 3 Primary Schools and 30 Upper Primary Schools and found it correct.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable.	

	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.
(v)	As reported by state office as well as by district office the number of sanctioned teachers is 368 and till 31.3.2009 all the 368 teachers had been appointed. But in the mean time many teachers have retired, The last recruitment of teachers was in 2006-07. The recruitment of teachers had not been done in 2008-09.	
	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.
(vi)	However, in the newly opened schools the teachers had been posted on deputation from other schools.	
	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.
(vii)	Guidelines have been issued to schools opened in 2008-09 by the DPO.	
	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.
(viii)	The district office did not supply the data.	

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
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	Civil Works : ACR :			
	Target	Work Completed	Work in Progress	Work not sta
	371	169	78	124
	Drinking Water :			
	-	-	-	-
	Toilet :			
	-	-	-	-
	BRC :			
	-	-	-	-
	CRC :			
	4	2	2	0
	<p>As per PAB the district had no target for providing drinking water facility, toilet and construction of BRC building. In case of CRC building the target was for 4 building out of which two had been completed and two were in progress. The visiting team verified two CRC building and found the progress in linal level. The district had a target of providing ACR to 371 schools out of which 169 have been completed.</p>			
	<p>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.</p>	<p>To be checked on the spot with assistance of VEC/SMC and School Teachers.</p>		
(ii)	<p>At block level there are technical consultants to supervise the civil works and at district level there is a senior technical consultant to supervise the civil work. In this district there are 9 TCs at block level and one senior TC at district level. So far s ACR is concerned the district had a target (including spill over in 2008-09) of constructing 371 building out of which 169 have been completed, construction of 78 ACR is in progress and in 124 schools the work had not yet started. The team visited 30 schools</p>			

	<p>out of which 40 percent were not up to the mark, where as 60 percent the construction was very qualitative. In those schools where the VECs were active the building was qualitative e.g. in Bibekananda Primary School, Umarkot the building was very good where as in New Primary School, Marangpali of Raighar Block the building was very poor. It is very interesting to note that already 2008-09 financial year was over. Still the construction of ACR in 78 had not been completed and 124 schools the construction had not yet started. The team visited the two completed CRC building and found the quality was satisfactory and the progress of two other CRC building the progress was not satisfactory though the financial year had ended it was still in linal stage.</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).
	<p>The MI team had visited 50 number of schools where the ACR had completed and 38 building were in progress. Out of 124 the team had visited 31 where the construction had not yet started. In case of 38 buildings, where the work was in progress visited by MI, the members of VEC had not been trained by technical persons. However the TC was coming to the schools regularly and helping them in construction works as reported by them.</p>	
(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).
	<p>The community manual has been prepared and supplied to the VECs as reported by the VEC members and teachers of concerned school.</p>	
(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).
	<p>Yes, most of the school building constructed have the provision of ramps. The MI team has visited all 16 schools and found in 6 schools the ramps had been constructed and the quality was satisfactory.</p>	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).

	Yes, the VECs are maintaining separate account of funds and materials for construction. The MI team visited 30 schools and all the schools (100%) are maintaining a separate account of funds and materials for construction.	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	Technical consultants at block level and senior technical consultant at district level are the designated persons to supervise the 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 technical person visited the construction site very frequently and guided the construction process. They visited at the foundation stage, lintel and roof stage as reported by the members of VECs. The MI team had interacted with the VEC members of 15 schools (50%) and found it correct.	
(ix)	Is there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes, the district had convergence with Swajaldhara and Total sanitation Campaign. In all schools visited by the team there is the provision of tube well by the block authority and also provision of toilet. The schools could not provide the data relating to funds utilized from TSC and SSA in the sites visited.	
(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).
	Yes, Department of RWSS, Govt. of Orissa is undertaking the activities through specialized agency.	

(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).
	Yes, toilet facilities in the schools had been provided by the concerned Block authority. But the school could not provide the data relating to provision of funds.	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality of construction in sites visited was satisfactory. In sixty percent schools the quality was satisfactory while in 40 percent it was not satisfactory.	
(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.
	There is a civil works in charge at SPO level who is an engineering person. Review of progress are taken up at SPO level using the formats. There is specialized agency as third party (NIIT Rourkela) to review the civil works. But as reported by the district authority they have not visited the district till the date of visit by MI.	

(c) **Textbooks:**

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	A total number of 16730 SC boys 54059 ST boys and all girls 89178 had been supplied with free text books. All SC, ST boys and all girls have received free text books from SSA funds where as all other boys from general category have received text books from state government funds.	

	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.
(ii)	The district office reported that, it had received the free text books on 19.07.2008 as per the letter issued by Addl. Director (General) vide letter No.6898/TB dt. 19.07.2008, but could not provide the copy of that letter. However, it was ascertained from the school points that text books were supplied to them in phased manner from the district office.	
	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.
(iii)	As reported the State Office had not supplied the text book at a time. It had supplied the books in four phases. The District Office had also distributed the text books Phase wise for which there was delay in FTB distribution.	
	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.
(iv)	Yes, free text books had been distributed to all subjects for all classes and to all eligible children up to class VIII. The MI team had verified 91 schools and found it correct. But all the students agreed that the distribution of text book was not in time for which they were very disappointed.	

(d) School Grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
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	<p>The total number of both Primary and Upper Primary Schools which had been approved for school grants by P & B 2008-09 was 467. Grants on this purpose were released to the district in July 2008. Guidelines had been issued to the schools on how to utilize this grant. The MI team had visited 91 schools and found it correct.</p>	
	<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 whom 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>
(ii)	<p>The DPO had released funds for all eligible school @ Rs.2,000/- per school to the school/VEC/CMC accounts in July 2008. The MI team had verified 91 schools and found it correct. The DPO had circulated guidelines to schools for utilization of the school grant. However in 40 percent schools the MI team could not find the guidelines.</p>	
	<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>
(iii)	<p>No, the DPO had not made any centralized purchases for schools out of school grant.</p>	
	<p>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?</p>	<p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p>
(iv)	<p>The actual date of receiving school grants by the school was in the month of August and they had utilized the grant in the month of September and October. There was delay in receipts of grants as the district office could not send it in time. Out of the total schools visited by MI in 60 percent schools the utilization of school grant was done in the month of October, 2008.</p>	
	<p>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</p>	<p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p>
(v)	<p>In 80 percent school the school grants was utilized for white washing of school building and minor repair. However in 20 percent schools it was utilized for the maintenance of chair, table and blackboard and fencing of school boundary.</p>	

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	No additional teacher posts were sanctioned by the state office.	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	The recruitment of teachers is as per the resolution of school and Mass Education Department letter No.150106-673 dt.10.01.08.	
(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.
	Contractual	
(iv)	If VEC/ Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	The VEC/ Panchayat etc. is not empowered to make decentralized recruitment of teachers.	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee ?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	It was observed by the MI while visiting the schools that in most of the schools there are vacancy of teachers. Since two years there was no new appointment, many teachers had been retired or died in the mean time. This year in many schools class VIII have been introduced but no new recruitment of teachers had been done. There is no trained hand to teach Science and Mathematics in these new schools.	

	<p>Immediate appointment of teachers should be done in all the schools. In the district there are 265 number of single teacher schools. It is really difficult to manage 5 classes by one teacher. Even in schools having two teachers for five classes is difficult to manage even if the number of children in five classes is less. It was observed by MI that in Primary School, Keshariguda, Nabarnipur both the teachers were not present at 11 a.m. on the day of visit. So also in case of Primary School, Paraja Miniguda Nandahandi Block the head mistress Pravati Pati had not come to school till noon on the day of visit. However, there were no habitual absentees among the teachers.</p>	
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<p>The rapport between children and the teachers in the schools was good as observed by the MI team.</p>	
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<p>As per PAB the district had a target to impart in-service training to 311 teachers for 6220 Mandays. The district office has a training calendar for teacher training. The venue was BRC, CRC or CT Schools. The modules for training for 2008-09 are (i) For inservice training of Primary teachers UNMESH-III, English (2) For Upper Primary Teachers UDAY-III and (3) For newly recruited SS teachers, JAGRUTI. However the exact data relating to training of teachers for 2008-09 was not given by the district office.</p>	

	<p>There is a monitoring team in the district. Some DIET members, DRG members and the resourceful teachers constitute the monitoring team. The DI of schools and the BRCs and Additional BRCCs Supervise the Classes and check the quality of training.</p> <p>The BRCCs and CRCCs of the district visit the class room and submit their report in the review meeting of the district chaired by the DPC and pedagogy co-ordinator in each month and the pedagogy co-ordinator submits his report in the review meeting held at SPO in each quarter.</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 target number of newly recruited teachers to be given orientation training of 30 days in the district was 746 out of which only 43 Nos. of teachers had been trained. The training was conducted at the BRC/CRC level. The DRG members were the master trainers. There is a monitoring team consisting of DPC, DI, District Co-ordinators and DIET faculty members.</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 teachers approved by PAB to be given refresher training of 60 days in 2008-09 was 163. But the district office exceeded the target and imparted training to 229 teachers. The module and content of training was prepared by SCERT and imparted through DIET faculty under the supervision of DIET, SPO & DPO. Four hundred thirty two untrained teachers are still left to be covered in the district. The district office has planned to cover them in the next academic session / year.</p>	
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
	<p>As observed by the MI team the satisfaction level of training among the teachers was good. However teachers were in need of more training on various subjects. As viewed by them some teachers demanded for training on community participation, computer education etc.</p>	

(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <ol style="list-style-type: none"> Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed? What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning? Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs? Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why? 	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>(a) During the teachers training the BRC and CRCs organize the programme and look after both logistic and academic conduct of programme. The members of the DRG, the impart the training. They have prepared a calendar of training for the whole year. Accordingly conducted the training and visited the school to see the impact of training. However as viewed by all the BRCCs they were over pressured with official works for which they faced a lot of difficulties in monitoring the class visit and to support the academic works. The CRCCs also provide academic feed back to teachers. However as observed by the MI team there was no systematic recording and reporting of CRCCs and BRCCs visit either at block level or cluster level or school level.</p>	

(xi)	<p>(b) The CRCCs are expected to visit each schools at least once in a month for academic support. So also BRCCs are expected to visit at lest two schools per week but as viewed by the BRCCs and CRCCs they hardly do it due to pressure of official work.</p> <p>(c) Most of the visit of BRCCs and CRCCs are administrative in nature as viewed by them. Only 20 percent of those visits was for pedagogic improvement. They never delivered model lesson nor random tests nor did conduct any innovative tests as reported by the teachers of schools to the MI team.</p> <p>(d) The role of DIET was only to provide venue for training and to impart training. They had not been involved in academic guidance or action research and monitoring of BRC/ CRCs.</p> <p>(e) No, the BRC and CRCs were not extending their academic support to EGS/AIE centers/ Courses in their area, as the centres have been closed.</p>				
(e)	<table border="1" style="width: 100%;"> <tr> <td data-bbox="414 955 959 1150">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?</td> <td data-bbox="959 955 1398 1150">To be ascertained from SPO.</td> </tr> <tr> <td colspan="2" data-bbox="414 1150 1398 1398">The state office has a quality coordinator to look after the quality component of SSA especially the pedagogy aspect. The progress is reviewed on quarterly basis. There is coordination between SPO, SCERT and DIETs to develop new text books, conduct teachers' training and research studies.</td> </tr> </table>	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.	The state office has a quality coordinator to look after the quality component of SSA especially the pedagogy aspect. The progress is reviewed on quarterly basis. There is coordination between SPO, SCERT and DIETs to develop new text books, conduct teachers' training and research studies.	
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(f) Teaching Learning Material (TLM) grants:

(i)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p> <p>As per the PAB approval the total number of teachers eligible to receive TLM grants was 1270 out of which 1209 were given such grants.</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
(ii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	<p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>

	<p>The TLM grants was released from the District office in October, 2008 for Primary and August, 2008 for upper primary School. As per the report of district office instruction had been issued to each school regarding the utilization of TLM grant. But most of the school could not show the guide line to the MI team and 85 percent teachers reported that they have not gone through the guideline.</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)	<p>The TLM grants were received by the teachers in the month of October-November, 2008. In 45 percent of schools the TLM grant had not been utilized properly. As reported by the teachers they had utilized the grant in purchasing of chart paper, pencils etc. But in 89 percent schools the TLM materials were not displayed in classroom. There are good examples like Bibekananda Primary Schools, Umarkot where the TLM were displayed properly. Teachers had received the training in the year 2006-07. It was for two days and organized at block level.</p> <p>No, there was no such examples of cross sharing and demonstration of good practices amongst teachers done in the district.</p>	

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	<p>Not applicable as the district had closed all EGS/AIE centers as per the decision of state office.</p> <p>PAB sanction (NRBC/RBC) – NIL</p> <p>Functioning of NRBC/RBC - NIL</p> <p>No center continued from previous year.</p>	
(ii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	NIL	
(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	NIL	
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	No EVS working in the district.	
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	NIL	
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	NIL	

(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	NIL	
(viii)	Whether EV is regular in his attendance ?	To be ascertained from VEC during field visits by MI.
	NIL	
(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.
	Planning Coordinator is in-charge of AIE in the district.	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	Information are sent through the format in each quarters.	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	NIL	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	NIL	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	NIL	
(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.
	NIL	

(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.
	NIL	
(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.
	NIL	
(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.
	NIL	
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.
	NIL	
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	NIL	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	NIL	
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	NIL	
(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.
	NIL	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	NIL	

(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	NIL	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Not Applicable	

(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.
	No. of CWSN children identified 2731 out of which 1361 have been enrolled till 31.03.200. The MI team had interacted with 31 numbers of enrolled CWSN in the visited 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.
	NIL (due to non-availability of doctors for assessment in the district)	
(ii)(b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	Due to lack of physicians in the district the medical assessment could not be done. The ALIMCO has assured to provide the aids and appliances.	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	07 resource teachers are in position. No NGO has been associated with CWSN in the district. The guidelines (handbook on Inclusive Education) have been supplied to resource teachers.	

(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.
	No, IED coordinator is not in position. The tribal co-ordinator is in charge of IED. He has attended 04 state level, 01 National level review on mobilization of CWSN children and 01 National Conference on IED.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	The state has prescribed monitoring format on which quarterly progress are furnished. One IE coordinator and one technical person are engaged at SPO level and they have attended more than 10 training and workshop till 31.05.2009.	
(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.
	Two hundred and seventy schools have been provided with ramps till 31.3.2009. The MI team had visited 37 schools where quality ramps had been constructed.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	NIL	
(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.
	1825 parents have been counselled during 2008-09. The MI team had interacted with 21 number of parents who have been given counselling.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	The number of CWSN children stated to be enrolled is 58 out of which 31 CWSN were found present in the sample schools.	

(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.
NIL		
	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.
(ii)	The target under MCS for construction of Additional Class room was 30 out of which 09 had been completed and in 21 the work was in progress. The team visited 2 schools where the ACR was completed and 06 schools where it was in progress. The concerned / MCS schools should accelerate the progress. There was no any target for provision of drinking water facility, toilet and electrification for the MCS in the district.	
	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
(iii)	<p>In the district as reported by both the district office and state office a total number of 185 MCS were functioning and all of them have been given gender sensitive TLM, 75 centres are imparting vocational training. But not a single training on gender sensitization to teachers has been conducted in 2008-09. A total number of 168 MCS have mobilized community and women group on girls education in the district.</p> <p>The MCS are not provided with bridge course facility. The MI visited 9 MCS and found that the centres were not functioning properly. The functioning of MCS was not satisfactory. They should be made functional. The MI tried to locate the MCS Co-ordinators but could not find one while visiting.</p>	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.

	<p>Funds were received from SPO for NPEGEL Programme in time and the quantum of funds and date of receipt of funds by district office in 2008-09 is follows :</p> <p>26.11.2008 – Rs.20,00,000/-</p> <p>14.02.2009 – Rs.40,00,000/-</p> <p>21.03.2009 – Rs.25,89,000/-</p>	
(v)	<p>a. Whether a district gender coordinator is in position?</p> <p>b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?</p>	<p>To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
	<p>(a) The district office has a Gender Coordinator in position as on 31.03.2009.</p> <p>(b) The state has a Monitoring system to check the progress of girls education intervention from time to time.</p>	
(vi)	<p>The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?</p>	<p>Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.</p>
	<p>Number of ECCE centers operated under innovation head were 05 and under NPEGEL were 26 in 2008-09. The MI had verified 05 ECCE centres, and found all 05 centres were not properly functioning.</p>	
(vii)	<p>Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?</p>	<p>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.</p>
	<p>The state has prescribed monitoring format for this activity and the information is furnished to the SPO on monthly basis.</p>	

(j) **Kasturba Gandhi Balika Vidyalaya (KGBV):**

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	Total No. of KGBV sanctioned in the district is 11 which have been made operational. Out of these 06 have been made operational during the financial year 2008-09 and previously 05 had been functioning.	
(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.
	In all the six newly set up KGBV land had been identified during the year 2008-09.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The state has drawn up detailed guidelines in Oriya for running KGBV schools.	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The number of KGBV in respect of which all formalities for construction have been completed during 2008-09 till 31.03.2009 is 06.	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.

<p>The number of posts sanctioned for KGBV (Teachers and other staff) in the district and the present position of filling of these posts as on 31.03.2009.</p>																			
<table border="1"> <thead> <tr> <th colspan="2">Sanctioned Post</th> <th colspan="2">Position</th> <th colspan="2">Engaged by VEC</th> </tr> <tr> <th>Teacher</th> <th>Other Staff</th> <th>Teacher</th> <th>Other Staff</th> <th>Teacher</th> <th>Other Staff</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>39</td> <td>05</td> <td>09</td> <td>11</td> <td>17</td> </tr> </tbody> </table>		Sanctioned Post		Position		Engaged by VEC		Teacher	Other Staff	Teacher	Other Staff	Teacher	Other Staff	66	39	05	09	11	17
Sanctioned Post		Position		Engaged by VEC															
Teacher	Other Staff	Teacher	Other Staff	Teacher	Other Staff														
66	39	05	09	11	17														
<p>The total number of sanctioned post for teachers was 66 out of which only five teachers were in position. Like wise in case of other staff the sanctioned post was 39 out of which only 9 were in position. Thus the KGBV authorities were facing a lot of difficulties in managing the affairs. The VEC had engaged 11 teachers and 17 other staff in order to over come the difficulties. The MI team had visited 3 old and 3 new KGBV and had interacted with the teachers and inmates. Not a single KGBV had completed their buildings. The KGBV, Tentulikhunti had been functioning from 2006-07 but the building had not been completed. The inmates were facing a lot of difficulties by staying in the same classroom. New teachers, warden had not yet been appointed. The district authority should take immediate steps in this regard.</p>																			
(vi)	<p>The number of students admitted in the KGBVs started in the district.</p>	<p>To be obtained from DPO and to be verified in respect of KGBV visited by MI.</p>																	
	<p>The number of students admitted in the KGBVs started in the district as on 31.03.2009 is 979.</p>																		
(vii)	<p>The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.</p>	<p>To be obtained on the spot in respect of KGBV visited by MI.</p>																	
	<p>Bedding, meals had been provided in all the KGBV and while interacting with the inmates all of them were very satisfied. However all of them were dissatisfied regarding their accommodation. As they had to manage in the classroom they were not using furniture as observed by the MI team.</p>																		

(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 district has an EMIS unit furnished with requisite numbers of computers and computer operators except one post lying vacant.	
(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 time schedule for DISE/EMIS activities for 2008-09 <ul style="list-style-type: none"> ▪ Printing and supply of formats : During August, 2009 after receiving revised S/W from NUEPA. ▪ Training at State/District / Block / Cluster Level : Sept, 2009 ▪ Data Collection Dy : 1st – 15th October, 2009. ▪ Data entry and Compilation by December, 2009. 	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	The DISE activities have not yet commenced for this session in the district.	
(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.
	As per the state office, training will commence in September, 2009.	
(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 BRC/ CRC coordinators are assigned task of verifying 5% of the data collected after properly trained for that. No third party verification has yet been done in respect of the DISE activities of the district.	

(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	The data collected and compiled by the DPO are sent to the State office in the month of December.	
(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 the state level and 05 programmers assisting him. He is fully conversant with the needs of SSA in MIS. He has attended all the workshop conducted by NUEPA/ GOI from time to time on different activities of DISE.	

(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.
	Research Studies sanctioned : During 2008-09, the district had a target to undertake 20 Action Research and 01 Small scale study. The MI verified that the studies have been sanctioned.	
(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.
	Research Studies Sanctioned in the previous year was 30 action research and 02 small scale studies. The MI had verified that all of the action research and small scale studies had been completed in time and submitted their report.	
(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.
	There is a research/ evaluation in-charge at SPO level to look after all studies at SPO and DPO level. There is a state level committee to sanction research proposals.	

(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.
	Total No. of VECs functioning in the district as on 31.03.2009 is 1708 as against total no. of schools 1722.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The guidelines titled "Sahayak Pustika" prepared by OPEPA has been supplied to all VECs. The new members of VEC are supplied with the Xerox copy of the book. The MI had verified from 320 VEC members and found it correct.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The norm for constituting VEC as laid down in the guideline have properly been followed. The MI had verified 40 schools and found it correct.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	The frequency of meeting as per the guidelines should be once at least in every month. But it was observed that 55% of the VECs are holding meeting regularly once in every month. The total number of members of VEC was 9 and out of them 6 to 7 members were attending the meeting regularly. Women and SC/ST members of these bodies were attending the meeting and as reported they were not participating actively.	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.

	15372 VEC members were oriented in 2008-09 till 31.03.2009. The training were held in 2nd and 3rd quarter in 2008-09. The Resource persons of different interventions oriented VEC members at cluster level. The members of the VEC were benefited as reported by 70 percent of VECs members during the field visit of MI.	
(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.
	As discussed by the MI team with the members of VEC, they were contributing a lot towards improving the environments of the school, enrolment and attendance of teachers and students. But 60 percent of them were active where as in most of the schools the attendance of students were very low. Even in some schools, it was less than 40 percent as observed by the MI team. When asked the VEC members replied it was due to cultivation season. The school going children were taking care of their siblings in the absence of their parents.	
(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.
	Each of the VEC has its own records relating to funds received and utilized.	
(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 one programme officer in-charge of Community Mobilisation at SPO level. He is aware of his roles and responsibilities. He has attended the National level orientation/ workshop. The quarterly review and monitoring of the programme is done at SPO level.	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	<p style="text-align: center;">In the state office one out of two sanctioned posts of additional director, 02 out of 05 sanctioned posts of Dy. Directors, one post of PS to SPO, one out of three sanctioned posts of Asst. Director, one post of Internal Auditor, one post of Programmer-cum-Training Officer, one post of legal consultant, one post of Librarian, one post out of five posts of Senior Programme Asst., two out of three posts of Technical Consultant, one out of three posts of Training Assistant, two out of five posts of Senior Office Assistant, three out of nine posts of Steno, one out of two posts of sweeper and two posts of Night Watchman are vacant.</p> <p style="text-align: center;">There are specific programme coordinators for different interventions and all are oriented about the tasks.</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.
	No Governing Body meeting was held during 2007-08. One EC meeting was held on 31.05.2007.	

(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.
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Sl. No.	Name of the Post	Nos of post sanctioned	Nos. in position	Vacant
1.	Sr.TC	01	01	-
2.	FC	01	01	-
3.	T.C.	10	09	01
4.	Pedagogy Coordinator	01	01	-
5.	Planning Coordinator	01	01	-
6.	Tribal Coordinator	01	01	-
7.	Gender Coordinator	01	01	-
8.	IE Coordinator	01	-	01
9.	Programmer	01	01	-
10.	Stenographer	01	01	-
11.	DEO	04	02	02
12.	Programme Assistant	02	01	01
13.	Office Assistant	02	01	01
14.	Cashier	01	01	-
15.	Accountant	01	01	-
16.	Peon	02	02	-
17.	Night Watcher	01	01	-
TOTAL		32	26	06
BRT		10	07	03
G.TOTAL		42	33	09
(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.		
	The sanctioned posts for BRCCs/ CRCCs in the district as on 31.03.2009 are Sanctioned : BRCC-10, CRCC-143 In Position : BRCC-07, CRCC-126			
(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 have clearly laid down rules/ regulations for filling up the posts of SSA.			

- (o) **Outreach of Primary/Upper Primary Educational Facilities to SC, ST, Minority Groups and to Girls as well, especially in Special Focus Districts.**

The district under study was a focused district. It is also a tribal district. The district should be proactive in achieving the target. But as observed by the team the district had not adopted any measures for the education of SC/ST/Minority groups. The progress of NEPGEL is not satisfactory. The MCS are not functioning properly. The dropout among the group is very high. The district should be alert in this respect. In the KGBV the girls were very dissatisfied for the accommodation facility as the building was not completed.

(p) **Additional Items to Check during School Visit by MI:**

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	The average no. of days the schools functioned during the last academic session is 218.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	<i>The data gathered and observed during the field visit of MI revealed following findings :</i> Seventy percent schools had clean environment, good buildings, play ground, good classrooms, with proper flooring, roof and windows. They had also proper lighting.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	Seventy three percent schools had proper sitting arrangement for children, a blackboard But Ninety five percent schools had no proper provisions of TLM materials.	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	No health camp facility was made available to the children during the previous six months. However in KGBV doctors were invited for regular check up as per the provision.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.

	Forty percent schools had adequate play materials. There was no provision of play materials for girls.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	As observed by the team there was very low attendance in all most all schools except a few schools of urban set up. The attendance among children was less than 40 percent. The reason was due to rainy season and pressure of agricultural work as reported by the teachers and parents.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	No steps was taken by the school to promote attendance as observed by the team.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	The present process of assessing the achievement level of students was continuous and comprehensive evaluation through unit test, half yearly and annual test.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	Yes, the continuous and comprehensive evaluation and grading system has been introduced as observed by the MI team.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The achievement level of children as observed by the team is very poor. Most of the students were tribal students. Sixty percent students were below 30 percent mark. Only 20 percent students were above 60 percent.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teachers were satisfactory in all schools. Regarding the regular attendance of students the teachers were not very serious as observed by the team.	
(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.

	In 4 schools there were 20 under age children and in 16 schools there were 114 over age children as observed by the MI team.	
(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.
	NIL	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise ?	Information to be obtained on the basis of school records and discussion with teachers.
	A total of 195 students belonging to classes- I to V were found to have been detained in 21 number of sample schools. When discussed, the teachers were not serious about the issue.	

(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.

<ol style="list-style-type: none"> 1. The total No. of MTAs constituted in the district as on 31.03.2009 is 1685. 2. A copy of the MTA guidelines has been given to all the schools. 3. Each of the 16850 members of MTA have been oriented in 2008-09 in the 4th quarter with the help of BRCC. 4. The district has 20 schools having computer aided education (CAE) as on 31.03.2009 and another 30 number of schools had been identified to be included under CAE. 5. Toilet facilities and water supply provisions exists as on 31.03.2009 is PS & NPS-667 and UP-212. 6. No. of schools having Child Friendly Element (CFE) Slide –575, Swing-328 (Since 2004-05 to till date) 7. Provision of multilingual education (MLE) in the schools to tribal children under SC/ST education has not been taken up in the district. 8. 03 no. of small scale research studies funded by SPO/ DPO have been conducted and its findings have been utilized in preparing he district Annual work plan for 2009-10.
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9. A total of 1722 schools have prepared habitation plan/ Micro Plan for 2009-10.
10. All of the 126 CRCs have prepared Annual work plan for 2009-10.
11. Similarly, all of the 7 BRCs have also prepared Annual Work Plan 2009-10.

- (q) 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.

<p>1. Annexure -1 : For the function area of Opening of Schools (Both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
<p>Attached</p>
<p>2. Annexure - 2 : Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>The District Office could not supply the copy of the letter / circular.</p>
<p>3. Annexure - 3 : School Grant</p> <p>Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p> <p>(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</p>

to be enclosed in the Monitoring Report.
Attached
<p>4. Annexure - 4 : Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
Attached
<p>5. Annexure - 5 : Teaching Learning Material (TLM) Grants</p> <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? 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>
Attached
<p>6. Annexure - 6 : EGS and AIE</p> <p>(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.</p> <p>(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</p>
Not Applicable
<p>7. Annexure - 7 : Children with Special Needs (CWSN)</p> <p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p> <p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops</p>

has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
The district office could not supply the guidelines.
<p>8. Annexure - 8 : National Programme for Education of Girls at Elementary Level (NPGEL)</p> <p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
The District Office could not supply the guidelines
<p>9. Annexure - 9 : List of Schools / EGS/ AIE Visited in each Districts is to be enclosed to each District Report</p>
Attached

Annexure-1**DISTRICT PROJECT OFFICE
DPEP/SSA, NABARANGPUR**Letter No. 914 / Pedagogy/08Date: 10/04/2008

To
The Head Master & VEC President of NPS and PUPS
(As per list)

Sub: - Utilization of funds under TLE.

Sir,

You are aware that an amount of Rs.10,000/- to New Primary Schools and Rs.50,000/- to New Upper Primary Schools have been released and credited in respective VEC accounts towards Teaching Learning Equipments (TLE). This amount is to be utilized in the schools where the school buildings have been completed. The TLE are to be selected as per local context and need to be determined by the teachers/ Parents and the school committee. The suggestive list of TLE to be procured is enclosed. The school committee will decide on the best mode of procurement and make a resolution to the effect.

Collector has constituted a Purchase Committee at the VEC level comprising of the VEC President, Head Master of the school and another Sr. Teacher of the next / nearby school in order to ensure quality of the articles. Collector has further ordered that after the purchase is made it will be recorded in the dead stock register and a copy of it be sent to DPC to computerize the data. The BRCC/CRCC officers of DPO will verify such stock with reference to the dead stock register on their visit. The utilization Certificate along with Xerox copies of the vouchers with stock entry certificates must be submitted to the undersigned within 15 days from the date of purchase through the BRCC concerned.

It has been provided in the Financial Rules 107.2.1 (b) of Financial Management and Procurement, Deptt. of Elementary Education and Literacy, MHRD, Govt. of India

Contd...P/2

Annexure-4**DISTRICT PROJECT OFFICE
DPEP/SSA, NABARANGPUR**Letter No. 649 /Pdg/06

Date : 07.03.06

To

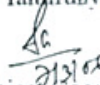
All the BRCCs of Nabarangpur District

Sub: Utilization of funds under TLM, SIG and R&M.

Sir,

Extract of chapter-V (Retention) brought out from DPEP & SSA, Orissa at a glance 2004-05 published by OPEPA , Bhubaneswar is enclosed; from which you can find the guidelines on utilization of funds under TLM grant, SIG and R&M grant . You are requested to go through the guideline and instruct the VECs and Teachers to utilize the funds as per the norm prescribed there in.

Yours faithfully,


 District Project Coordinator
 DPEP/SSA, Nabarangpur
Memo No 650/Pdg/06 date 07.03.06

copy furnished to all BRCCs Nabarangpur & appropriate information and necessary action.

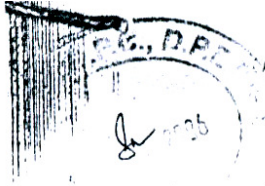

 District Project Coordinator
 DPEP/SSA, Nabarangpur

Annexure-5

TRAINING CALENDER FOR THE YEAR 2008-09 DPEP/SSA, NABARANGPUR

Sl No.	Quarter	Primary Teachers	Upper Primary teachers	SS/Para Teachers	Community members
1	1st (April-June)	UNMESH-III	UDAY-III (DRG)		
		01 MSM	01 MSM		
2	2nd (July-Sept.)	UNMESH-III	UDAY-III at Block level	Jagruti (30 days)	MTA training
		Formation of BRG on SRUJAN			
3	3rd (Oct-Dec)	02 MSM	03 MSM		
		Training on Meena Communication		Jagruti (30 days)	
4	4th (Jan-March)	01 MSM	03 MSM		MTA Training
		03 MSM	03 MSM		

Annexure- 6



STATE PROJECT DIRECTOR
PRIMARY EDUCATION PROGRAMME AUTHORITY
SHRESHTHA SOUDA, UNIT V, BHU BANESWAR

2/4/TT/06

Date: 9/1/06

To: The District Project Coordinator,
D.P.E., Sawarangpur

Subject: Supply of TLM to schools

Reference: Order No. 6197 d. 28.11.2005.

Handwritten notes in blue ink: 'All Schools', 'Annexure 5', and a signature 'P. Rajag'.

In view of the above the subject cited above I am directed to issue the following instructions:

- The teachers should be encouraged to prepare TLMs out of locally available material.
- Some portion of the TLM grant may be used to procure TLM as per rules out of the suggestive list enclosed herewith.
- TLM preparation and procurement should be done with the knowledge of VEC as per SSA norm

Yours faithfully,

Additional
Secretary

9/1/06

Encl: As above

129
20/1/06

Memo No. 302/06

Date: 28-02-06

Copy to all HMC / BRCC / C RCC

For information of all concerned

Annexure-9
LIST OF THE SCHOOLS

SL. NO	NAME OF THE SCHOOL	BLOCK
1.	U.G. U.P. School, Sarguli	Raighar Block
2.	U.G.U.P. School, Kumuli	Raighar Block
3.	Lalpada Govt. Primary School	Raighar Block
4.	Kotepada N.P. School	Raighar Block
5.	Bagabeda U.P. School	Raighar Block
6.	Maulibhata Primary School	Raighar Block
7.	Ganjapada P.U.P. School	Raighar Block
8.	Block Colony Primary School	Raighar Block
9.	Block Colony M.E. School	Raighar Block
10.	Marangapali N.P.School	Raighar Block
11.	Govt. U.P. School, Jodinga	Raighar Block
12.	Vibekananda V.Mandir (PUPS)	Umerkote Block
13.	Govt. M.E. School, Gulipatna	Umerkote Block
14.	Gulipatna Primary School	Umerkote Block
15.	Ex.Board U.G.M.E. School	Umerkote Block
16.	Govt.U.P School(KGBV), Burja	Umerkote Block
17.	Indira Colony N.P School, Umerkote	Umerkote Block
18.	Paraja Muniguda T.O.M.E School	Nandahandi Block
19.	B. Maliguda Primary School	Nandahandi Block
20.	Gamblariguda Primary School	Nandahandi Block
21.	Nishankandi U.G.U.P School (SS)	Nandahandi Block
22.	Govt. SSD Primary School	Nandahandi Block
23.	Kakalipadarguda Primary School	Nandahandi Block
24.	Saruguda P U P School	Nandahandi Block
25.	U G M E School, Naudahandi	Nandahandi Block

26	Govt. Primary School, Sagurkunda	Nandahandi Block
27	U.G.U.P School (KGBV) Sindhiguda	Nandahandi Block
28	Govt. Primary School Dengarlbeja	Nandahandi Block
29	Chauramula U.G.U.P School (KGBV)	Tentulikhunti Block
30	Govt. Primary School Chauramula	Tentulikhunti Block
31	U.G.U.P School, Kangra	Tentulikhunti Block
32	Primary School, Maliguda	Tentulikhunti Block
33	P U P School, Gudra	Tentulikhunti Block
34	U.P School, Patraput(SS)	Tentulikhunti Block
35	Primary School, Anchalgumma	Tentulikhunti Block
36	Kumarkot Primary School	Tentulikhunti Block
37	U.G.U.P School, Tentulikhunti	Tentulikhunti Block
38	Govt. U.P School (KGBV), Taragaon	Nabaragpur Block
40	Keshriguda Primary School	Nabaragpur Block
41	Bhagabati Streat Primary School	Nabaragpur Block
42	Ichhabatiguda Primry School	Nabaragpur Block
43	Bhatisalguda Primary School	Nabaragpur Block
44	Govt primary school, Sorishpadar	Papadahandi Block
45	U.G.P School. Siriski	Papadahandi Block
46	P.U.P School, Dengaguda	Papadahandi Block
47	UGUP School. Papadakaudi	Papadahandi Block
48	Block Colony Primary School, Papadahandi	Papadahandi Block
49	P.U.P. School, Padhariguda	Papadahandi Block
50	Primary School, Bankasargi	Papadahandi Block
51	Primary School, Turubarla	Papadahandi Block
52	T.O.M.E School, Maidalpur	Papadahandi Block
53	Govt.primary School, Maidalpur	Papadahandi Block
54	U.G.U.P School, Dunaripada	Papadahandi Block

55	Govt. Primary School, Makendri	Papadahandi Block
56	Block Colony Primary School, Dabugaon	Dabugaon Block
57	Govt. M.E.School, Dabugaon	Dabugaon Block
58	Ex-Board U.G.U.P School	Dabugaon Block
59	Nuaguda Primry School	Dabugaon Block
60	Govt. Panchayat High School	Dabugaon Block
61	Govt. Primary School Danguriguda (Ka)	Dabugaon Block
62	N.P. School, Jayantinagar	Dabugaon Block
63	Primary School, Cherchetiaguda	Dabugaon Block
64	Primary School, Bhimaguda	Dabugaon Block
65	U.G.U.P School, Medana	Dabugaon Block
67	Primary School, Bhutiaguda	Dabugaon Block
68	U.P School Ramasa	Jharigam Block
69	Sevashram School, Palia	Jharigam Block
70	Phupugaon U.P School	Jharigam Block
71	Primary School, Palsagaon	Jharigam Block
72	Primary School, Kutrichapadar	Jharigam Block
73	Govt. M.E School, Jharigaon	Jharigam Block
74	Primary School, Jayanti Village	Jharigam Block
75	Ex-Board Primary School, Jharigaon	Jharigam Block
76	P.U.P School, Daliamba	Jharigam Block
77	P.U.P School, Banjiamba	Jharigam Block
78	Priamry School, Mehandi	Jharigam Block
79	U.P School (KGBV), Karmauri	Jharigam Block
80	P.U.P School, Bhikya	Jharigam Block
81	Block Colony Primary School	Chandahandi Block
82	Jamadapada U.P School	Chandahandi Block
83	Semalaguda Primary School	Chandahandi Block

84	Ex- Board Primary School, Kodinga	Kosagumuda Block
85	Govt. T.O.M.E School, Kodinga	Kosagumuda Block
86	N.P.S Jahajabhata	Kosagumuda Block
87	Kandapuri P.U.P School	Kosagumuda Block
88	Chhelipadar Primary School	Kosagumuda Block
89	T.O.M.E School, Kosagumuda	Kosagumuda Block
90	UG UP School, Pondaguda	Kosagumuda Block
91	Ex- Board P.U.P School Kosagumuda	Kosagumuda Block

**DISTRICT LEVEL HALF YEARLY MONITORING REPORT ON MDM
FOR NABARANGAPUR DISTRICT**

Name of the District : NABARANGAPUR DISTRICT
 Date of Visit to the District : From 23.07.2009 to 01.08.2009
 Tasks : Monitoring & Supervision of MDM Programme.



(a) Mid-Day Meal Scheme

1.	REGULARITY IN SERVING MEAL: Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Students, Teachers & Parents	
	Yes, the schools are serving hot cooked meals daily for children. However in Raigarh Block most of the schools had not served meal due to non supply of food grains from block.				
2.	TRENDS: Extent of variation (As per school records vis-à-vis Actuals on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	No.	Details	Day previous to date of visit		On the day of visit
	I.	Enrollment	14467		14467
	II.	No. of children attending the school on the day of visit	9104		9472
	III.	No. of children availing MDM as per MDM Register	7365		7672
	IV.	No. of children actually availing MDM on the day of visit	6511		6773

	<p>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</p> <p>(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>(ii) Is buffer stock of one-month's requirement is maintained?</p> <p>(iii) Is the food grains delivered at the school?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
3.	<p>(i) In eighty percent schools they receive the food grain regularly, Yes, but in Raighar Block the highest distant block from district head quarter there was no supply of food grains under MDM as the block had not supplied the food grains.</p> <p>(ii) Buffer stock of one month's requirement is not maintained in all schools. They depend on the mercy of the block.</p> <p>(iii) Yes, food grains are delivered at the school point.</p>	
4.	<p>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p> <p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>(i) No school receive cooking cost in advance regularly. Yes, there is delay in delivering cooking cost.</p> <p>(ii) SHG groups are trying to provide MDM to the children till the stock lasts.</p> <p>(iii) Cooking cost is paid to them in cash.</p>	
5.	<p>SOCIAL EQUITY:</p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	<p>Observations</p>
	<p>There is no gender or caste or community discrimination in cooking or serving or seating arrangements in MDM.</p>	

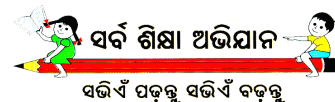
6.	<p>VARIETY OF MENU:</p> <p>Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>No, the schools have not displayed its weekly menu.</p>		
7.	<p>(i) Is there variety in the food served or is the same food served daily?</p> <p>(ii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>(i) The same food is served daily i.e. Rice and Dalma and boiled egg is served twice a week. sometimes once in a week. In Tentulikhunti block the supply of egg is once per week. It depends on the mercy of block authority. The school/SHG has no freedom of choice.</p> <p>(ii) The daily menu includes rice and dal and occasionally vegetables.</p>		
8.	<p>QUALITY & QUANTITY OF MEAL:</p> <p>Feedback from children on</p> <p>a) Quality of meal:</p> <p>b) Quantity of meal:</p> <p>c) {If children were not happy Please give reasons and suggestions to improve.}</p>	<p>Observations of Investigation during MDM service</p>
<p>(i) As most of the children are from tribal poor families they are satisfied with the quality of food.</p> <p>(ii) Regarding the quantity they are not satisfied.</p> <p>(iii) More vegetables should be added and quantity should be increased for older children.</p>		
9.	<p>SUPPLEMENTARY:</p> <p>(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p>(ii) Who administers these medicines and at what frequency?</p> <p>(iii) Is there school Health Card maintained for each child?</p>	<p>Teachers, Students, School Record</p>

	<p>(i) No micronutrients and de-worming medicines are supplied to children.</p> <p>(ii) N.A.</p> <p>(iii) Schools health card is not maintained for each children in any school.</p>	
	<p>STATUS OF COOKS:</p> <p>(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p> <p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p> <p>(iii) What is remuneration paid to cooks/helpers?</p> <p>(iv) Are the remuneration paid to cooks/helpers regularly?</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>
10.	<p>(i) Cook appointed by self-help group.</p> <p>(ii) No, in big schools where the number of children is more, more number of helpers should be appointed.</p> <p>(iii) Rs.200/- to cook and Rs.100/- to the helper.</p> <p>(iv) The remuneration is not paid regularly, sometimes it is quarterly sometimes in six months basis.</p> <p>(v) As most of them are SC/ST/OBC Minority they should be paid the honorarium regularly.</p>	
11.	<p>INFRASTRUCTURE:</p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use</p> <p>(b) Constructed but not in use under</p> <p>(c) Under construction</p> <p>(d) Sanctioned, but constructed not started</p> <p>(e) Not sanctioned</p> <p>Any other (specify)</p>	<p>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p>

	<p>(a) 60%</p> <p>(b) –</p> <p>(c) 20%</p> <p>(d) 10%</p> <p>(e) 10%</p>	<p>There are schools (10%) + 10% where there is no provision of Kitchen room. During rainy season the children are facing a lot of difficulties. The SHG members are cooking MDM in their community which are away from the schools. The children had to go there and take their meal even if it is raining. They should be instructed to cook their meals in school premises. Kitchen room provision should be made immediately. In the said district the block is constructing Kitchen Shed for all schools.</p>
12.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored.</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>
	<p>In the house of SHG leaders in the village.</p>	
13.	<p>Whether potable water is available for cooking and drinking purpose?</p>	<p>-do-</p>
	<p>Yes, in all schools there is the provision of water for cooking and drinking purpose.</p>	
14.	<p>Whether utensils used for king food are adequate?</p>	<p>Teachers/Organizer of MDM Programme</p>
	<p>Not adequate as reported by the cook. In 40% schools the utensils are not adequate.</p>	
15.	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p>	<p>Observation</p>
	<p>Fire wood</p>	
16.	<p>SAFETY & HYGIENE:</p> <p>i. General Impression of the environment, Safety and hygiene:</p> <p>ii. Are children encouraged to wash hands before and after eating</p> <p>iii. Do the children partake meals in an orderly manner?</p> <p>iv. Conservation of water?</p> <p>v. Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	<p>Observation</p>

	<p>(i) In eighty percent schools the environment is hygienic. But in 20 percent schools the environment after MDM is very nasty.</p> <p>(ii) Yes, they are washing their hands before and after eating.</p> <p>(iii) In eighty percent schools the children take meals in an orderly manner.</p> <p>(iv) Conservation of water is not encouraged in any school.</p> <p>(v) Yes, the cooking and storage of fuel is safe, not posing any fire hazard.</p>	
17.	<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>The extent of participation by parents is very negligible. Some VEC members supervise but members of Panchayat / Urban bodies never supervise MDM.</p>	
18.	<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>Never, the mid-day-meal programme has never been inspected by any state/ district/ block level officials during previous 6 months.</p>	
19.	<p>IMPACT : Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>Yes, the enrollment and attendance have increased due to mid-day-meal programme. However the teachers and parents have very positive view regarding the serving of MDM programme.</p>	

DISTRICT LEVEL HALF YEARLY MONITORING REPORT



1. **Name of the District** : **NUAPADA**
2. **Date of visit to the Districts/EGS/schools** : **From 27.07.2009 to 04.08.2009**
3. **Tasks** : **Sharing in the District Office, Collection of relevant information from District Office, field visit to schools.**

(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.
	In 2008-09, 49 number of primary schools were sanctioned by PAB and 26 have been opened. Similarly 37 Upper Primary schools have been sanctioned and all the 37 Upper primary schools have been opened in the district. The MI cross checked 03 NPS and 02 NUPS and found correct.	
(ii)	Has the land for construction of the school been identified ?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Land has not been identified for any of the NPS and NUPS opened during 2008-09.	
(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 VECs of these newly opened NPS and NUPS have not received any funds for construction of school building.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Construction have not been started.	

(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.
<p style="text-align: center;">As reported by the State Office 209 number of teachers have been sanctioned in PAB and 209 teachers have been appointed by 31.03.2009 for these new schools.</p> <p style="text-align: center;">But as per the data supplied by the district office 871 number of Gana Shikshyaka (Para Teachers) have been engaged in the district in 2008-09.</p> <p style="text-align: center;">The data supplied by the state office does not match with the district data.</p>		
(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.
<p style="text-align: center;">The MI observed that a good number of para teachers have been engaged in the district during 2008-09 in the new schools.</p>		
(vii)	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.
<p style="text-align: center;">The VECs of 03 NPS and 02 NUPS visited by the MI have not received the one time TLE grant from the district office.</p>		
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
<p style="text-align: center;">Guidelines have been issued by SPO to DPO which have been circulated to schools for the items to be procured under TLE grant.</p>		

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
<p>The target (including spillover) for construction of additional classroom in the district was 221, the work have been completed in 206 schools 14 are in progress and in case of 01 the work is not started. So far provision of drinking water source (tube well) is concerned the district has no target in 2008-09 as per the PAB. With regard to the construction of toilet, the district had a target of constructing 26 toilets, the work for which is not started in the district. Relating to the construction of BRC and CRC building the district has no target in 2008-09.</p>		
(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 conducted a sample check of civil work in 19 schools where the construction work is completed as reported by the SPO and the DPO and found that though the work is completed, in 06 schools TLM corner and blackboard at ground level have not been constructed.</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).
<p>During field visit to the above 19 schools, it was ascertained that the members of the VECs have been trained by technical persons for execution of civil work.</p>		
(iv)	Whether community manual for civil	To be verified on the spot with assistance

	works has been prepared and is available with VEC/SMC?	of VEC/SMC and School Teachers (sample as in (ii) above).
	The MI did not find community manual for civil works in any school /VEC (19 schools visited for cross checking of civil work)	
(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).
	Ramps have been constructed in the schools visited.	
(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).
	In the schools visited it was observed that the VECs are not keeping a separate account of funds for construction of civil work and in 14 sites out of 19 visited the accounts are not upto date.	
(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).
	There are technical consultants at block level and one senior technical consultant at the district level for technical supervision of civil works.	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	As reported by the members of the VECs the technical consultants have visited the construction sites and have guided the construction process at regular intervals.	
(ix)	If there any convergence with Swajaldhara and Total Sanitation	Status to be obtained from SPO updated at DPO in districts visited by MI. To be

	Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There is no convergence with Swajaldhara and Total Sanitation Campaign (TSC) in the district in respect of drinking water facilities.	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The district had no target for construction of drinking water facilities in schools during 2008-09.	
(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).
	There is no convergence with Total sanitation Campaign (TSC) in the district in respect of toilet facilities in the schools.	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	So far the impression of the MI on quality of construction of additional classroom is concerned, it is satisfactory.	
(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.
	There is a civil works in charge at SPO level. He is an engineering person. As per the guideline of Ed.CIL, TSG and MHRD, GOI review of activities are taken up at SPO level using the prescribed formats. There is provision of third party evaluation of civil work in the state, NIT, Rourkela has been entrusted with the evaluation work.	

(c) Textbooks:

(i)	Total number of children (district-wise) to whom	Information to be obtained
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	free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	from SPO and to be updated from DPO in respect of Districts visited by MI.
	In the district 8274 SC boys 19185 ST boys and 49995 girls students have received free text books from SSA fund and other students have received from State Govt. fund.	
(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 books were received by the district in five phases from Feb, 2008 to July 2008 and were distributed/ sent to BRC point for distribution. The State office has issued instruction in respect of distribution of free text books.	
(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.
	As reported by the State Office and District Office, there was delay in distribution of free text books as it is dealt by the Directorate of TBP&M, Govt. of Orissa.	
	The MI observed that there was delay of 04 to 05 months in the distribution of free text books. The session begins from 1st April. During the visit of the MI students had not received FTB in a few subjects.	
(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 subjects for all classes have not been distributed to all the eligible students due to receipt of text books in different phases and inadequately or not as per requirement.	
	The MI likes to suggest that the agency responsible for text book production, the SPO and the DPOs should jointly evolve a foolproof strategy beginning from need assessment to production and distribution with in a time frame.	

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(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
<p>School grants have been approved for 339 schools by PAB for 2008-09 As reported by SPO the school grants have been released to the district between July 2008 to March, 2009 where as the schools reopened in the district on 1st April, 2008. But the DPO has reported that the grant has been released to the schools in June, 2008. It is also reported that guidelines have been issued for utilization of the school grant.</p>		
(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.
<p>The DPO has released funds for school grant to the schools in July 2008 along with guidelines for utilization. The MI also verified the school records and found that they have received the grants and the guidelines.</p>		
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
<p>The DPO has not made any centralized purchase for the schools out of the school grant.</p>		
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.

	The schools have received the grant between July 2008 to Nov., 2008. There was delay in receipt of grant ranging from 02 months to 06 months.	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	More than 50% of the schools visited have not utilized the grant for various reasons like the headmasters were not made aware of the purposes of the fund credited to their account, many headmasters are not willing to utilize the grant as they have been given an impression that only after the approval of the district office, they can utilize the grant.	

(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 reported by the state office post of additional teachers have not been sanctioned by PAB in 2008-09. But the district office reported that 98 additional teachers for primary and 111 additional teachers for upper primary schools have been sanctioned and they are in position.	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	The mode of recruitment of teachers is as per the resolution of school and Mass Education Deptt. letter No.150106-673 dt.10.01.2008.	
(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 nature of appointment of teachers is on contract basis.	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.

	The VEC/Panchayat etc. is not empowered to make decentralized recruitment of teachers.	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	The MI found that in 06 schools visited there are less number of teachers than the sanctioned number and in 14 schools there more number of teachers than the sanctioned number of teachers. Except one school, in all the schools teachers were present on the day of visit. In Ratipali Primary School of Nuapada Block three teachers (Asim Ch. Mahapatra, Tijja Soni and Mona Singh Thakur) were unauthorizedly absent in the school. The MI did not find any teacher who is a habitual absentee.	
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	The rapport between the children and the teachers were found to be good in all the schools visited.	
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	The target number of teachers to be given inservice training in 2008-09 as approved by PAB was 506 upper primary school teachers and 1893 primary school teachers. As reported by the DPO such number of teachers have been covered under inservice training during 2008-09.	
	The district office reported that training calendar for teacher training are there in the schools. But the MI did not find any training calendar for teacher training in any school or BRC/CRC point. The	

	<p>headmaster/BRCC/CRCC could not show any training calendar.</p> <p>As reported by teachers, BRCCs and CRCCs training programmes are held in BRC point focusing mainly on capacity building of teachers, identifying hard spots, and sharing of innovative ideas. The modules for training are UNMESH and UDAY prepared by the State Office, SCERT and ELTI jointly.</p> <p>The members of the District Resource Group and faculties of the DRC/DIET have acted as the trainers who have been trained by the State Resource Group at the District./State level.</p> <p>The district office has a monitoring team to ensure the quality of teacher training consisting of DPC, D.I of Schools, Principal, DIET. There is also a system of getting feed back from teachers in monthly sharing meeting.</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 district had not any target for 30 days orientation training for newly recruited teachers. However the MI found that in all the schools visited newly recruited teachers are there in position who need 30 days orientation 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 number of teachers to be given refresher training of 60 days in 2008-09 as approved by PAB was 79. As reported by the SPO and DPO 226 teachers have been given such training in the district through distance</p>	

	<p>mode and DRC was the venue of teacher training.</p> <p>The members of the DRC and DRG were the trainers. The district has also a monitoring mechanism consisting of members from SCERT and SPO. In the State 14055 untrained teachers are there to be given refresher training of 60 days, out of which in this district 475 untrained teachers are left to be covered in the refresher training.</p> <p>The state office is planning to impart training to them in distance mode during puja holidays to be operationalised by TE and SCERT, Orissa.</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>It was ascertained from the teachers during field visit that the training programmes have been useful to them. Most of the teachers do feel the necessity of training on English language and Science subjects.</p> <p>The MI also observed that with the opening of Class-VIII in Upper Primary Schools there is a need of appointing more qualified teachers to teach English, Science and Mathematics.</p> <p>In many such schools visited the teachers expressed their helplessness in teaching the Class-VIII students. In Gbantiguda UPS of Sinapali block the students expressed their deplorable condition of not having teachers to teach science and mathematics. Even they informed the members of the MI, they would leave the school, if teachers are not engaged immediately to teach science and mathematics.</p>
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>f. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	<p>perceived by teachers and BRCC/CRCC) ?</p> <p>g. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p> <p>h. What are the BRCC's and CRCC's doing during these visits? Check their reports ? How much of it relates to pedagogic improvement issues and how much on "administrative" matters ? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better ? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning ?</p> <p>i. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs ?</p> <p>j. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area ? If so how and in what manner? If not, why ?</p>	
<p>It was ascertained that the BRCCs, CRCCs are giving academic support to the teachers during their visit to schools and during training and workshop. However the MI did not find any training calendar in any BRC or CRC and found that the BRC and CRC points have become dumping yards for text books and tri cycles. The training hall were seemed to be abandoned and there was lack of resource materials like model TLM or reference books.</p> <p>The teachers reported that the frequency of school visit by BRCCs and CRCCs are also less. The members of the MI also obtained information from the teachers, VEC members, CWSN children and their parents, girls students of MCS centres and KGBVs that the BRCCs, CRCCs and coordinators and consultants of the district office do not visit any school. The MI during their field visit felt the necessity of regular visit of the coordinators and consultants of the district office to oversee and monitor the progress of their interventions. Following incidents corroborate the above observations.</p> <p>a. In 80% of schools visited cash books are not up to date.</p>		

	<p>b. In 90% of schools visited TLM is not displayed in the TLM corner and students are not using the TLM.</p> <p>c. The MCS coordinator and the headmaster under whom she is working have not seen the MCS guidelines.</p> <p>d. Resource teachers are not visiting the schools.</p> <p>The local DIET/DRC is extending academic support in shape of workshop, capacity building programme and training of teachers.</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>The state office has a quality coordinator to look after the quality component of SSA more specifically the pedagogy aspect. The progress is reviewed in every quarter. There is convergence and coordination between SPO, SCERT and DIETs for developing new text books, conducting teacher training, monitoring of classroom processes and conduct of research.</p>

(f) Teaching Learning Material (TLM) grants:

(i)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts ?</p> <p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p> <p>As reported by SPO, 585 number of teachers were eligible to receive TLM grants in 2008-09 as approved by PAB. The state office has released Rs.292,500/- towards TLM grants till 31.03.2009. However the data supplied by the district office is related to 2007-08, the district is silent about the state data.</p>
(ii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p> <p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p> <p>The district office has released TLM grant to 2478 teachers on dt.30.09.2008.</p>
(iii)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether</p> <p>information to be verified on the spot in respect of schools visited</p>

<p>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>by MI.</p>
<p>The whole picture of release of TLM grant by SPO to DPO and from DPO to schools is not very clear. More than 50% of the schools visited have not yet received the TLM grant and those who have received have not utilized the grant. The reason being that they have been given an impression that they have to obtain approval from the district office.</p> <p>In many schools visited TLM are not displayed in the TLM corner and students are not encouraged to use them. The TLM are kept in boxes or almirahs centrally and are rarely used by the teachers. The members of the team did not find any good/ innovative TLM in any school. Long back TLM training was given to teachers as reported by them and in the mean time many new teachers have joined, so there is necessity for TLM training for new teachers and refresher training on TLM for old teachers. The MI also felt that the resource persons for TLM training should be carefully chosen.</p> <p>So also in many schools the MI did not find Black board at ground level, and wherever it was found it was seen that it is not used by the students.</p>	

(g) EGS & AIE:

<p>(i)</p>	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
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The district is not having EGS/AIE centres/ NRBC/RBC/ school camps.	
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p> <p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p> <p style="text-align: center;">Not Applicable</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 centres in a district on sample basis.</p> <p style="text-align: center;">Not Applicable</p>
(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p> <p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p> <p style="text-align: center;">Not Applicable</p>
(v)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?</p> <p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p> <p style="text-align: center;">Not Applicable</p>
(vi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p> <p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p> <p style="text-align: center;">Not Applicable</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> <p style="text-align: center;">Not Applicable</p>

(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Not Applicable	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	There is a designated district coordinator for AIE in the district and he has attended orientation programme at SPO level.	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	Not Applicable	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	Not Applicable	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not Applicable	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not Applicable	
(xiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Not Applicable	

(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Not Applicable	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not Applicable	
(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.
	Not Applicable	
(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.
	Not Applicable	
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	Not Applicable	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Not Applicable	
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	Not Applicable	
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI?	To be ascertained and observed during the Field visit with the

	Gender-wise details be given?	assistance of VEC/EV, by MI.
	Not Applicable	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Not Applicable	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Not Applicable	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Not Applicable	

(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.
	As reported by the state office and the district office the number of CWSN identified for enrollment in 2008-09 was 4623 and the number of CWSN enrolled in 2008-09 was 4278.	
(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.
	The number of enrolled CWSN provided with aids and appliances in 2008-09 till 31.03.2009 as reported by SPO is 478 and as reported by DPO is 428. The MI crosschecked 22 CWSN and found 10 of them have received aids and appliances.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and	Information to be obtained from SPO/DPO.

	appliances.	
	It was reported that the district office is not facing any difficulty in getting and utilizing the aids and appliances.	
	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
(iii)	In the district 04 resource teachers have been engaged for CWSN by the DPO, NGOs have not been made associated with CWSN activity in the district. The members of the MI could not meet any of the resource teacher during their visit. The members of the MI interacted with the head teachers, teachers, VEC members and parents of the CWSN about the role and function of the resource teachers and it was learnt that they are not performing their role properly and are not visiting the schools where CWSN are there. It was also learnt that they have been engaged by BRCCs in some other activities. The MI also did not find any guideline relating to CWSN with any BRCCs.	
	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.
(iv) (a)	The district has an IED coordinator who has been oriented on CWSN activity. However the MI felt that for effective implementation of CWSN activity in the district the IED coordinator and resource teachers should attend capacity building programme being conducted by Rehabilitation council of India. The DPO needs to pay attention in this direction.	
	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)	The state has prescribed a monitoring format for CWSN.	

	<p>Information is furnished to SPO by DPO in every quarter.</p> <p>One IE coordinator and one technical person have been engaged at SPO level. They have attended more than ten training and workshops till 31.03.2009.</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.
	<p>In the district 400 schools have been provided with ramps till 31.03.2009. The MI found ramps in 98% of the schools visited.</p>	
(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.
	<p>As reported by the SPO and DPO 50 children have been provided home based support during current financial year. The MI conducted a sample check of 03 CWSN said to have given home based support and did not get any feed back from their parents relating to home based support.</p>	
(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.
	<p>As reported by the SPO and DPO 2000 parents of CWSN have been given counseling during current financial year. The MI crosschecked 22 parents and found 11 parents have been given counseling.</p>	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI ?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<p>A total number of 32 CWSN have been enrolled in the schools visited by MI and on the day of visit 22 CWSN were actually present in the schools.</p>	

(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	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample
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	the current financial year?	of EBB by MI.
	There is no target for opening of MCS during 2008-09. However PAB has approved the budget for the functioning of 100 MCS centres for 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.
	<p>In 2008-09 there is no fresh approval for construction of MCS. Only the spillover amount has been approved. The target including spillover for construction of MCS building was 62 in the district. Out of which in 45 MCS the work is completed, in 14 the work is in progress and in 03 it is not started.</p> <p>There is no target for provision of drinking water facility, toilet and electrification.</p>	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of 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.
	<p>As reported by the State office and District office 100 MCS are functioning in the district. All the 100 MCS have gender sensitive TLM and 99 MCS have been provided with vocational training and 99 MCS have made additional effort to mobilize community and women group in favour of girls education. No MCS have been provided with bridge course facility and gender sensitization training to teachers.</p> <p>The MI visited 06 MCS and found that in 02 MCS vocational training facility (only tailoring) have been provided. The members of the MI did not find provision of gender sensitive TLM, in any MCS. So also community mobilization is not taken up by any MCS.</p> <p>The members of the MI interacted with the MCS coordinators and the headmasters and found that they have not gone through the guideline and have poor idea about the role and function of MCS. The MI felt that MCS is</p>	

	not functioning properly 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.
	Funds have been released for NPEGEL programme. The SPO has released Rs.71,00,000/- on Dt. 01.07.2008, Rs.15,00,000/- dt.14.02.2009 and Rs.4,77,000/- on dt.28.03.2009.	
(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 be enclosed in Report. Information to be taken from SPO.
	A district gender coordinator is in position in the district. A monitoring system to check progress in girls education intervention has been developed at SPO level and the DPO provides the progress report in every two months.	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	As reported by the State office and district office 26 number of ECCE centres have been made operational under innovation head in 2008-09 and 66 number of ECCE centres have been made operational under NPEGEL in 2008-09. The MI during field visit could not trace the functioning of such centres in the district, when the BRCC and CRCC were asked they could not give any satisfactory answer.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The state office has developed and provided monthly progress report format and quarterly review meeting format to DPO for monitoring of ECCE	

	activities in the district and to furnish the information to SPO.
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(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	For the district one KGBV has been sanctioned by PAB for 2008-09, which has been made operational. The KGBV and its hostel has been functioning in Nodal Upper Primary School Parkod of Nuapada Block. The MI visited the school and found that the girls students are residing and reading the school.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Land has been identified for construction of hostel for girls.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The state has prepared a detailed guidelines for running the KGBV which are available with the DPO and the school.	
(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.
	As reported by the SPO and DPO all formalities for construction have been completed in respect of the KGBV. However during field visit it was found that though land has been identified, funds have not been placed yet.	
(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.
	For the KGBV made operational in 2008-09 one sanctioned post of warden is filled up, out of 03 sanctioned post of part time teacher one is in position, one sanctioned post of office Asst.-cum-Accountant is not filled	

	up, one sanctioned post of watchman-cum-sweeper is filled up, one sanctioned post of cook is filled up, two sanctioned post of Asst. cook are vacant and one sanctioned post of peon is filled up.	
(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.
	There are 05 KGBVs in the district where 471 students have been admitted as reported by the district office, during field visit it was ascertained that 486 students have been admitted to the 05 KGBVs.	
(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.
	<p>The MI visited all the 05 KGBVs. In all the KGBVs students are given meals bedding and other consumables. But furniture for students have not been procured in any KGBV.</p> <p>The KGBV of Sinapali Block is presently functioning in Jharbandh Upper Primary School but its hostel building which was under construction in Sinapali Nodal UPS is discontinued since long due to certain dispute, which may be sorted out immediately, so that the students will get better accommodation.</p>	

(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.
	As reported by the SPO and updated from the DPO, it was found that EMIS set up exists in the district and requisite number of computers and computer operators are in position in the district.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The state has prepared a time schedule for DISE/EMIS for the current	

	financial year in the following manner : <ol style="list-style-type: none"> 1. Printing and supply of formats – Aug, 2009. 2. Training at State / District/ Block / Cluster level – Sept., 2009. 3. Data collection day – 1st – 15th October, 2009. 4. Data entry and compilations by Dec., 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.
	<p>As per the time schedule drawn up by SPO, the DISE activity will commence from August / September, 2009.</p> <p>But the district office has reported that the data capture formats have been supplied to schools and during field visit no schools were found to have received such formats, so the district office has supplied the data in a very casual manner.</p>	
(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.
	<p>As per SPO, training will commence during Sept., 2009.</p> <p>But DPO has reported that the training has commenced.</p> <p>During field visit, it was ascertained that no such training have been imparted to teachers. The DPO has supplied data relating to 2007-08 which is not relevant.</p>	
(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.
	<p>The BRC/ CRC coordinators had been given the task of verifying 5% of the data collected. It was completed by Sept., 2008 They had been oriented for the task and had completed the task satisfactorily. The SPO had engaged independent party (NKCCDS, Bhubaneswar) to verify the data. The findings are as follow :</p> <ul style="list-style-type: none"> ▪ The percentage of deviation for total children enrolled varies from 0.51 to 0.96 percent in the 03 sample districts. The percentage of 	

	<p>deviation between DISE and PES data is found to be substantially less than 1 per cent at aggregate level.</p> <ul style="list-style-type: none"> ▪ As far as the figures relating to number of repeaters are concerned, the deviation of the DISE data from PES data ranges from 0.36% to 49.12% across the sample districts. ▪ Enrollment of children with disabilities, there exists substantially higher level of deviation (29.84%) at aggregate level of DISE data from PES data. ▪ There exists deviation to the extent of 1.38%, 0.84% and 0.23% on children enrolled, appeared and passed respectively at aggregate level between the DISE and PES data. ▪ Analysis made on 06 school characteristics between the DISE and PES data taking all the 03 sample districts together shows (Table 2.17) that the percentage of school showing difference varies from 1.50% to 7.23% with 4.07% at aggregate level. <p>- The overall deviation on these selected comparable items is limited to 0.79% with 99.21% precision.</p>	
(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.
	No, it was compiled and passed on to the state by December, 2008.	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes, there is a MIS in charge at the State level (Asst. Director (MIS) and 05 programmers. He is fully conversant with the needs of SSA in MIS. He has attended all the workshop conducted by NUEPA/ GOI from time to time on DISE, CTS, CAL and planning.	

(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.
	As reported by SPO and updated at DPO level 06 number of research	

	studies have to be undertaken in the district during current financial year, which have been sanctioned in 2008-09 till 31.03.2009.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	The number of research studies sanctioned in the previous calendar year was 05 and all of them have been completed by 31.03.2009.	
(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>There is a research / Evaluation in charge at SPO level. She looks after all the studies to be undertaken at the SPO and DPO level as per AWP &B. She coordinates with the research institutions for their cooperation in providing resource persons for undertaking research related works. She also coordinates with the MIs for collection of information, sharing of the findings etc. There is an Evaluation committee for sanction of research proposals and projects. There is also a state level committee for the purpose under the chairmanship of principal Secretary, S & ME, Deptt.</p> <p>There is a prescribed contract format for commissioning of research proposals or executing of agreement with the selected institutions.</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.
	As reported by the State office and district office 1034 schools have been covered under SSA and all the 1034 schools have VECs. But during field visit it was observed that in Nodal UPS of Sinapali in Sinapali block VEC is not constituted for last one year.	

(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
The district office has reported that the guidelines on delegation of powers to VEC has been supplied to schools. But during field visit 50% of the schools could not show the copy to the MI.		
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
As reported by the SPO and DPO, guidelines have been supplied to schools on adequate representation of women in VEC. But during field visit it was ascertained that following schools have not adequate women members in the VEC. (as per guideline 03 women members should be there in VEC).		
<p style="text-align: center;"><u>No. of Women Member</u></p> <ol style="list-style-type: none"> 1. Dumerpali NOUPS – Nuapada Block - 01 2. Sarabang NOUPS – Nuapada Block - NIL 3. Mahagan P.S. – Sinapali Block – 01 4. Pithapara P.S. – Sinapali Block – 01 5. Meherpara P.S. – Sinapali Block – NIL <p>Besides many schools visited by MI have only 02 women members in their VECs.</p>		
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

	<p>As per guideline, the VEC meeting should be held once in every month. But during field visit it was ascertained that 30% schools have not held the VEC meeting regularly every month. Tikrapada UPS of Komna block has not invited the meeting of the VEC during 2009. The last meeting was held on 22.12.2008.</p> <p>There are 09 members in each VEC, on an average 06 members are attending the meeting, however 06 number of VECs were found to very inactive. Women and SC/ST members were found to be attending the meeting regularly.</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?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(v)	<p>As reported by the DPO 3264 members have been oriented during 2008-09. The training programmes were conducted by BRCCs.</p> <p>During field visit it was learnt that more number of VEC members need to be covered under such training as most of the VECs are newly constituted. Further it was learnt that the training has no desired level of impact on the members. So to revamp the training programme suitable persons should be selected as trainer and should be trained by master trainer.</p>	
	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.
(vi)	<p>During field visit it was found that 40% of the VECs have contributed for improvement of school environment and enrolment and attendance of students.</p>	
	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.
(vii)		

	<p>When the Cash Book, Stock Register etc. were checked it was found that in 80% of schools cash book is not up to date. Most of the headmasters were found to be incapable to maintain the cash book. The MI feels that this is due to ineffective training programme for VEC members and headmasters on maintenance of records. Further the Financial Consultant or other representative from the DPO should visit the schools to oversee the maintenance of cash book.</p> <p>In colony P.S. Khariar cash book is not upto date since July, 2008, in Mahagam P.S. it is not upto date since February, 2008, and in Mahagam SVNUPS of Sinapali, it is not up to date since 2005 and funds like SIG, TLM & R&M are not utilized since then.</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>There is one programme officer-in-charge for community Mobilisation at SPO level. He is aware of his roles and responsibilities. He has attended the national level orientation workshop. Quarterly review and monitoring of the programme is done at SPO level.</p>	

(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme</p>	<p>Information to be obtained from SPO.</p>
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	Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	
	<p>In the state office one out of two sanctioned posts of additional director, 02 out of 05 sanctioned posts of Dy. Director, one post of PS to SPD, one out of three sanctioned posts of Asst. Director, one post of Internal Auditor, one post of Programmer-cum- Training Officer, one post of Legal Consultant, one post of Librarian, one out of five posts of Sr. Programme Asst, two out of three posts of Technical Consultant, one out of three posts of Training Assistant two out of five posts of Sr.Office Assistant, three out of nine posts of Steno, one out of two posts of Sweeper and two posts of Night Watchman are vacant.</p> <p>There are specific programme coordinators for different interventions and all are oriented about the tasks.</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 GB meeting was held during 2007-08. One EC meeting was held on 31.5.2007.</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.

The total number of Staff sanctioned category wise in DPO is as follow:			
Category of Staff	Sanctioned	In Position	Vacant
Sr.T.C.	01	01	0
TC	05	06	0
Financial Consultant	01	01	0
Pedagogy Coordinator	01	01	0
Planning Coordinator	01	01	0
Gender Coordinator	01	01	0
Tribal Coordinator	01	01	0
IED Coordinator	01	01	0
Programmer	01	01	0
Stenographer	01	01	0
Accountant	01	01	0
Cashier	01	01	0
DEO	03	01	02
Progrmme Asst.	02	0	02
Office Asst.	02	02	0
Peon	02	02	0
Night Watchman	01	01	0
Steps have been taken to fill up 02 vacant posts of DEO and 02 posts of progrmme assistant.			
(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>For the district 05 number of BRCs are sanctioned which have been filled up and 85 number of CRCCs have been sanctioned and 73 are in position.</p> <p>The DPO could not give any information relating to the steps taken to fill up the vacant CRC posts.</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 have clearly laid down rules and regulations for filling up the posts of SSA.	

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

<p>Nuapada district is a special Focus District identified by MHRD, Govt. of India. Being a special focus district, provision of Primary / Upper Primary educational facilities to SC, ST, children from minority groups and girls bear special significance.</p> <p>Nuapada is a tribal dominated district with a literacy rate below state average and the percentage of people below poverty line is above state average.</p> <p>Two serious problems of the district are –</p> <ol style="list-style-type: none"> a. A high percentage of people migrate to other states with family during off season in search of Job/work/wage earning along with school going children. Special provision need to be done for such children. The district has done something in this direction – but it is very inadequate. b. Three out of 05 blocks of the district are fluorosis prone blocks. Most of the children are affected with fluorosis. Special medical attention is required under SSA. During field visit the MI observed that no school is maintaining health card for children and health camp is not organized in any school. The DPO need to pay special attention in this direction. <p>In the district the Sunabeda hill area and Maraguda valley areas are inhabited by most primitive tribes. For their education EGS/AIE centers need to be opened. The district need to plan in this direction.</p> <p>During field visit the MI hold focused group discussion and felt that the</p>

district has to undertake more realistic and comprehensive steps for the enrolment, retention and education of the SC, ST, minority students, girls and children of migrant families.

In this connection the district office has to be revamped to give better leadership. There is a necessity of capacity building among the consultant and coordinators working in the district office.

(p) Additional Items to Check during School Visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
On an average the schools of the district functioned for 220 days during last academic year.		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
<p>Most of the schools visited have good building and clean environment. However following 07 schools have poor school building and are in unhygienic condition.</p> <ol style="list-style-type: none"> 1. Mahagam P.S. - Sinapali Block 2. Gambhariguda P.S. - Sinapali Block 3. Pithapara P.S. - Sinapali Block 4. Bahalpada P.S. - Sinapali Block 5. Harijanpada P.S. - Sinapali Block 6. Meherpada P.S. - Sinapali Block 7. Utkalbandhu UPS - Khariar Block <p>It was also observed that 40% schools do not have playground and play materials and 80% schools have good classrooms with proper flooring, roof, windows and have proper lighting.</p>		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.

	<p>All the schools visited have classes having proper sitting arrangement for children and blackboards in the classes. However, 30% schools do not have blackboard at ground level (especially in lower classes) and TLM corner. In 70% schools where TLM corner are there TLM are not displayed in majority of schools.</p>	
(iv)	<p>Whether health camp facility was made available to the children during the previous six months?</p>	<p>Information to be recorded on the basis of school records.</p>
	<p>Health camp facility was not made available to the children in any schools of the district visited during the previous six months.</p> <p>In the district there are 05 KGBVs where tribal girls students are staying and there is also a good number of low cost hostel for tribal students. These hostel need special medical attention. But it was seen that health camp facility has not been provided to these students.</p> <p>Further it was seen that more than 80% of schools visited do not have stock of phynail / other disinfectant and first aid. This can be met out of maintenance grant. The district office can ensure this.</p>	
(v)	<p>Whether the school has adequate play material for the children? Is it used?</p>	<p>Information to be recorded on the basis of observation.</p>
	<p>It was observed that 40% of the schools visited do not have play material for the students.</p>	
(vi)	<p>If there is low attendance the reasons for the same?</p>	<p>Information to be obtained from the teachers/VEC.</p>
	<p>During focused group discussion the MI ascertained that during harvesting, festivals and migration of people to other states the attendance of children is decreasing in the schools. During training programme of VEC members, PTA/MTA members this can be ensured.</p>	
(vii)	<p>Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?</p>	<p>Information to be obtained from the teachers and VECs etc.</p>

	In 20% of the schools visited the VEC and PTA have taken steps to promote attendance of the students.	
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	In all the schools visited unit test, half yearly and annual examinations are conducted to assess the achievement level of the students.	
(ix)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	In all the schools visited continuous and comprehensive evaluation and grading system has been introduced for students and a uniform progress card is used in all the schools.	
(x)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The achievement level of children was found to be average in all the schools visited. The District Office is required to take few concrete steps to enhance the achievement level of the students. The frequency of the visit of BRCC and CRCC should be increased and during their visit they may give more emphasis on giving academic input.	
(xi)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teachers was found to be good in all the schools visited.	
(xii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	The MI did not find any case of underage and over age children in the schools visited.	
(xiii)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.

	No student has dropped out of any school visited during previous six months.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	No student has been retained in the same class during last academic year in the schools visited by the MI.	

(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.

In all the 1034 schools MTAs have been constituted in the district and as reported by DPO the schools have MTA guidelines. In the district 680 MTA members have been oriented. During field visit and on the basis of focused group discussion, the MI felt that the MTAs are not very dynamic and active in the district, even not a single MTA member was found to have supervised the MDM programme in any school visited by MI. So the training of the MTA members need to be revamped.

In the district computer aided education is provided in 10 schools. The MI visited 03 such schools and found that students are showing high internet in it. It is also enhancing daily attendance. The schools are supplied with CDs/ROMs related to syllabus prepared by Ajim Premji Group. More schools may be covered under this scheme.

In the district 333 schools have toilet facility and only very few schools have water supply to toilet. Most of the toilets are not properly maintained in the schools. The DPO should take steps for provision of toilet in other schools specially in upper primary schools where girls students are reading. The headmasters should be instructed to maintain the stock of phynile and bleaching powder from maintenance grant. Few headmasters complained that during holidays and off hours, few people are creating nuisance in toilet. This issue can be address in VEC/PTA/MAT meetings / training.

As reported by the DPO only in 15 schools there is provision of child friendly elements. The MI during field visit found child friendly element in 04 schools which were not in functional condition. So the DPO need to give attention for provision of

CFE in more schools.

Nuapada district is a tribal dominated district inhabited by different tribal communities speaking different dialects. So there should be provision of multi lingual education (MLE) to tribal children. The state office has done significant work in this connection. But the DPO has not yet introduced MLE in the district.

In the field of research and evaluation more teachers/ teacher educators and researcher should be involved to undertake research studies and the DPO should take necessary steps to utilize the finding of the study in preparing District Annual Work Plan, so also BRCC and CRCC should be involved in the process of preparation of Annual work plan for the district.

In the district many schools are located in remote inaccessible areas where low cost hostels are also there and students are staying. In these schools there is no electricity, so provision of solar light may be made for these schools.

- (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.

Attached

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.

Attached

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.

Attached

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.

Attached

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.

DPO/ SPO could not supply

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

Not applicable

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.

DPO could not supply

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.

DPO could not supply

9. Annexure - 9 : List of Schools/EGS/AIE visited in each districts is to be enclosed to each district report

Attached

Annexure – 1



OFFICE OF THE STATE PROJECT DIRECTOR
ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY
SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR.

No. 10869(30)/17/05

Date: 25/2/05

Shri Santosh Kumar Sarangi, IAS,
State Project Director, DPEP/SSA,
and Director, Elementary Education,
Orissa, Bhubaneswar.

To

All the District Project Coordinators,
SSA districts.

Sir,

This is to inform you that there is a provision of TLE @ Rs.10,000/- and Rs.50,000/- for a new primary school and an upper primary school respectively under SSA norm.

The TLE are to be procured keeping in view local context and need. Teachers and parents are to be involved in TLE selection and procurement. The mode of procurement is to be decided by School Committee in consultation with the teachers. However, the School Committee may recommend district level procurement if there are advantages of scale.

You are requested to release funds for procurement of TLE in respect of those new primary schools and upper primary schools as per SSA norm where buildings have been constructed.

A suggestive list of TLE to be procured by schools with the concurrence of VEC is enclosed herewith for your reference. The list is suggestive and the VECs and teachers may add any item taking into consideration their own context.

While releasing the funds, you are requested to ensure that proper procedure is followed to procure the TLE.

Steps taken in the matter may please be reported to the undersigned.

Yours faithfully,


State Project Director,
OPEPA.

Encl.: As above.

Handwritten signature

746
14/3/05

Annexure - 2

OFFICE OF THE STATE PROJECT DIRECTOR
ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY
SIKHYA SOUDHA: UNIT - V, BHUBANESWAR.

Letter No 6898/TB/08 / Date 19/7/08 /
M(FSTP) -37.

To All District Project Coordinators
DPEP/SSA

Sub: Supply of free text Books to the class VIII students of Block Grant High Schools.

Sir,

At present the students of class VIII reading in Block grant High Schools are not being provided with the free text books. The Block Grant Schools are coming in the category of Govt. Aided Schools. As such, the students are eligible to get free text books as per SSA norm.

You are requested to supply free text books to all SC/ST/Girls reading in class-VIII in Block Grant High Schools, if not supplied earlier.

Yours faithfully,


Addl. Director (Gen.)
OPEPA

Date 19/7/08

Memo No 6899/TB/08
Copy forwarded to the private Secretary to the Hon'ble Minister School and Mass Education, Orissa for information with reference to UOI No. 406 dated 8.7.2008.


Addl. Director (Gen.)
OPEPA

Annexure - 9
LIST OF THE SCHOOLS

Sl. No.	Name of the School	Block
1.	Radhakrishna Pada P.S.	Nuapada Block
2.	Ratipali Primary School	Nuapada Block
3.	Dianmunda Primary School	Nuapada Block
4.	Dumevpali NO UPS	Nuapada Block
5.	Bhainamundi PUPS	Nuapada Block
6.	Ratapali U.P.S	Nuapada Block
7.	Sarabang NOUPS	Nuapada Block
8.	Parkod NOUPS	Nuapada Block
9.	Negipali PS	Nuapada Block
10.	Kodopali PUPS	Nuapada Block
11.	Girila PUPS	Komna Block
12.	Boys UPS komna	Komna Block
13.	Tikrapada UPS	Komna Block
14.	Krishna Primary School	Komna Block
15.	Tarbod UPS	Komna Block
16.	Tarbod HS	Komna Block
17.	Reng UPS	Komna Block
18.	Ulva UPS	Komna Block
19.	Kureswar PS	Komna Block
20.	Bisibahal UGUPS	Komna Block
21.	Bhella Girls PS	Komna Block
22.	Anupagarh PS	Komna Block
23.	Sarasmal PS	Komna Block
24.	Bartansil PS	Boden Block
25.	Boirgaon UPS	Boden Block

26.	Boden CPS	Boden Block
27.	Kerapadar UPS	Boden Block
28.	Binapur PUPS	Boden Block
29.	Ranimunda Block Colony PS	Boden Block
30.	Karangamal UPS	Boden Block
31.	Pharsora SS	Boden Block
32.	Amguda UPS	Boden Block
33.	Rajpur PS	Boden Block
34.	Palsamal PS	Boden Block
35.	Barpadar PS	Sinapal Block
36.	Ghantiguda PUPS	Sinapal Block
37.	Mahagaon PS	Sinapal Block
38.	Mahagaon SVN UPS	Sinapal Block
39.	Gambhariguda PS	Sinapal Block
40.	Pithapara PS	Sinapal Block
41.	Govt. NUPS Sinapali	Sinapal Block
42.	Bahalpada pro PS	Sinapal Block
43.	Harijanpada PS	Sinapal Block
44.	Meherpada PS	Sinapal Block
45.	Godal NUPS	Sinapal Block
46.	Tileimal PS	Sinapal Block
47.	Bar Maheswari UPS khariar	Khariar Block
48.	Utkalbandhu UPS Khariar	Khariar Block
49.	Colony PS Khariar	Khariar Block
50..	Sandhibahali UPS	Khariar Block
51.	Amlapali UPS	Khariar Block
52.	Goimundi PS	Khariar Block
53.	Kotipadar PS	Khariar Block

54.	Khaliyamunda PS	Khariar Block
55.	Kasipalla pro. PS	Khariar Block
56.	Saraswati UPS, Langi	Khariar Block
57.	Junani PS	Khariar Block
58.	Bhojpur UPS	Khariar Block
59.	Damapala PS	Khariar Block
60.	Dabri UGUPS	Khariar Block
61.	Salepada UPS	Khariar Block
62.	Nehena TOUPS	Khariar Block

**DISTRICT LEVEL HALF YEARLY MONITORING REPORT ON MDM
FOR NUAPADA DISTRICT**

Name of the District : NUAPADA
Date of Visit to the District : From 27.07.2009 TO 04.08.2009
Tasks : Monitoring & Supervision of MDM Programme.



(a) Mid-Day Meal Scheme

1.	<p><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?</p>	Students, Teachers & Parents																				
<p>The schools of the district are serving hot cooked meal to children daily. However in following schools MDM was not served to the children as observed by the MI on the days of visit.</p>																						
<table border="1"> <tr> <td>1.</td> <td>Gambhariguda P.S.</td> <td>Sinapali Block</td> <td>For last one month</td> </tr> <tr> <td>2.</td> <td>Pithapara P.S.</td> <td>Sinapali Block</td> <td>For last one week</td> </tr> <tr> <td>3.</td> <td>Harijanpada P.S.</td> <td>Sinapali Block</td> <td>For last 3 months.</td> </tr> <tr> <td>4.</td> <td>Bar Maheswari UPS</td> <td>Khariar Block</td> <td>For last one week</td> </tr> </table>				1.	Gambhariguda P.S.	Sinapali Block	For last one month	2.	Pithapara P.S.	Sinapali Block	For last one week	3.	Harijanpada P.S.	Sinapali Block	For last 3 months.	4.	Bar Maheswari UPS	Khariar Block	For last one week			
1.	Gambhariguda P.S.	Sinapali Block	For last one month																			
2.	Pithapara P.S.	Sinapali Block	For last one week																			
3.	Harijanpada P.S.	Sinapali Block	For last 3 months.																			
4.	Bar Maheswari UPS	Khariar Block	For last one week																			
<p>The reasons for interruption was non delivery of food grain and withdrawal of SHG</p>																						
2.	<p><u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actual on the day of visit)</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Details Enrolmet</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>9272</td> <td>9272</td> </tr> <tr> <td>(ii)</td> <td>No. of children attending the school on the day of visit</td> <td></td> <td>6963</td> </tr> <tr> <td>(iii)</td> <td>No. of children availing MDM as per MDM Register</td> <td>9272</td> <td></td> </tr> <tr> <td>(iv)</td> <td>No. of children actually availing MDM on the day of visit</td> <td>-</td> <td>6963</td> </tr> </tbody> </table>	No.	Details Enrolmet	Day previous to date of visit	On the day of visit	(i)	Enrollment	9272	9272	(ii)	No. of children attending the school on the day of visit		6963	(iii)	No. of children availing MDM as per MDM Register	9272		(iv)	No. of children actually availing MDM on the day of visit	-	6963	<p>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</p>
No.	Details Enrolmet	Day previous to date of visit	On the day of visit																			
(i)	Enrollment	9272	9272																			
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(iv)	No. of children actually availing MDM on the day of visit	-	6963																			

3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL 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> <p>(v) Is buffer stock of one-month's requirement is maintained?</p> <p>(vi) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>(i) The schools are receiving food grain regularly. Delay in receiving of food grain was observed in case of two schools for which MDM has been stopped for last one week. Those two schools are –</p> <p>a. Pithapara P.S. of Sinapali Block</p> <p>b. Bar Maheswari UPS of Khriar Block</p> <p>In general there is no delay in delivery of food grains.</p> <p>(ii) Buffer stock of one months requirement is maintained in all the schools/ SHG house.</p> <p>(iii) The food grain is delivered at school point or SHG point. (SHGs are daily supplying the ration to the cook in the school)</p>	
4.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p> <p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>a. In 92% of schools, MDM is managed by SHGs. As per their statement, cooking cost is not given in advance. The extent of delay range from two months to six months.</p> <p>b. In such situation the SHGs manage the MDM from their fund.</p> <p>c. Cooking cost is paid to SHGs through bank channel.</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>	Observations

	The MI did not observe any gender or caste or community discrimination in cooking or serving or in seating arrangement in MDM.	
6.	<p><u>VARIETY OF MENU:</u></p> <p>Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	The schools have not displayed its weekly menu for MDM.	
7.	<p>(i) Is there variety in the food served or is the same food served daily?</p> <p>(ii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>a. There is no variety in the food served.</p> <p>b. The daily menu includes Rice, Dal/ Dalma (in 20% schools vegetables are added to dal, and in 30% schools Soya nuddles are given)</p> <p>Fruits and eggs are not given in any school.</p>	
8.	<p><u>QUALITY & QUANTITY OF MEAL :</u></p> <p>Feedback from children on</p> <p>(i) Quality of meal:</p> <p>(ii) Quantity of meal:</p> <p>(iii) {If children were not happy Please give reasons and suggestions to improve.}</p>	<p>Observations of Investigation during MDM service</p>
	<p>a. In 90% schools children are not happy with the quality of dal.</p> <p>b. The children are happy with the quantity of meal in all the schools visited.</p> <p>c. The MI found that the quality of dal is very poor in the following schools.</p> <ol style="list-style-type: none"> 1. Ratipali P.S. – Nuapada Block 2. Dianmunda P.S. – Nuapada Block 3. Parkod UPS – Nuapada Block <p>The MI would like to suggest that the quality and quantity of dal need to be improved.</p>	

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> <p>(ii) Who administers these medicines and at what frequency?</p> <p>(iii) Is there school Health Card maintained for each child?</p>	Teachers, Students, School Record
	<p>(i) Children are not given micro-nutrients and de-worming medicine in any school.</p> <p>(ii) This being a technical job- M.I. suggests that the Health Deptt. should be entrusted the job – in an inter departmental approach.</p> <p>(iii) Excepting KGBVs the schools have not maintained health card for children.</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> <p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p> <p>(iii) What is remuneration paid to cools/helpers?</p> <p>(iv) Are the remuneration paid to cooks/helpers regularly?</p> <p>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>(i) The cook and helper engaged by SHG/ schools cook and serve the meal to the children.</p> <p>(ii) The number of cooks and helpers are adequate in all the schools visited.</p> <p>(iii) The cook gets a remuneration of Rs.200/- p.m. and the helper gets a remuneration of Rs.100/- p.m.</p> <p>(iv) Remuneration is not paid to them regularly.</p> <p>(v) In all the schools visited the cook and helpers are from SC/ST community.</p>	

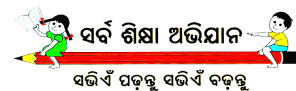
11.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use</p> <p>(b) Constructed but not in use under</p> <p>(c) Under construction</p> <p>(d) Sanctioned, but constructed not started</p> <p>(e) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<p>i. In 24 schools out of 62 schools visited there is pucca kitchen shed-cum-store constructed and are in use.</p> <p>ii. NIL</p> <p>iii. In 13 schools out of 62 it is under construction.</p> <p>iv. In 16 schools funds has been sanctioned but construction not started.</p> <p>v. For 09 schools sanction has not been made.</p> <p>The MI observed that in 17 schools MDM is cooked in varandha and in 02 schools MDM is cooked in SHG house.</p> <p>The MI further observed that the kitchen shed which are under construction are discontinued since long which are undertaken by the revenue blocks.</p>	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	<p>In schools where pucca kitchen shed is not available, food is cooked in varndha or in a thatched house or in SHG house. Inmost of the cases food grains are kept in SHGs house.</p>	
13.	Whether potable water is available for cooking and drinking purpose?	-do-

	<p>The MI visited 62 schools of the district and found that in following 07 schools water is not available for cooking and drinking purposes within the school campus.</p> <ol style="list-style-type: none"> 1. Korangamal UPS – Boden Block 2. Mahagan P.S. – Sinapli Block 3. Gambhariguda P.S. – Sinapali Block 4. Harijanpada P.S. – Sinapali Block 5. Bar Maheswari P.S.– Khariar Block 6. Goimundi P.S. – Khariar Block 7. Kasipalla P.S. – Khariar Block 	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
Adequate utensils are available in all the schools for cooking.		
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
In all the schools fire wood is used as fuel.		
16.	<p><u>SAFETY & HYGIENE:</u></p> <ol style="list-style-type: none"> (i) General Impression of the environment, Safety and hygiene: (ii) Are children encouraged to wash hands before and after eating (iii) Do the children partake meals in an orderly manner? (iv) Conservation of water? (v) Is the cooking process and storage of fuel safe, not posing any fire hazard? 	Observation

	<p>(i) In all the schools MDM is organized properly. The impression of the MI in respect of environment, safety and hygiene is good except the following 07 schools.</p> <ol style="list-style-type: none"> 1. Mahagan P.S. – Sinapali Block 2. Gambhariguda P.S. – Sinapali Block 3. Pithapara P.S. – Sinapali Block 4. Bahalpada P.S. – Sinapali Block 5. Harijanpada P.S. – Sinapali Block 6. Meherpada P.S. - Sinapali Block 7. Utkal bandhu UPS – Khariar Block <p>(ii) The children are encouraged in all the schools to wash their hands before and after eating.</p> <p>(iii) The children do take meal in orderly manner.</p> <p>(iv) The teachers were found to have developed the idea of conservation and economical use of water by the pupils in MDM.</p> <p>(v) Safety and cleanliness have been maintained in the cooking process in all the schools.</p> <p>Regarding storage, food grains are stored in the SHG houses. So SHG members need to be trained in storage process as buffer stock is supplied to them.</p>	
17.	<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>
	<p>Participation of PTA/MTA/VEC member in daily supervision of and monitoring of MDM is not taking place in any school of the district visited. The MI feels that during training of the PTA/MTA and VEC members this should be given due emphasis.</p>	
18.	<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>
	<p>The MDM programme is not inspected by the State and district level officials in any school visited during last six months. The block level officials have visited and monitored the MDM of 09 schools visited by the MI.</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? Is 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>The MI observed that the MDM programme has improved enrolment, attendance of children in schools, in general well being of the children. This was also the opinion of the members during focused group discussion.</p> <p>The children were found to have developed healthy practices like community lunch and other values through MDM programme. The MI likes to suggest for the provision of plates/ trays for the students which will be uniform, decent and will save time as in villages students are going to home to bring plates during MDM.</p>		

DISTRICT LEVEL HALF YEARLY MONITORING REPORT



1. Name of the District : KORAPUT
2. Date of visit to the Districts/EGS/schools : From 06.08.2009 to 14.08.2009
3. Tasks : Sharing in the District Office, Collection of relevant information from District Office, field visit to schools.

(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.
	<p>In Koraput district 30 New Primary Schools and 102 New Upper Primary Schools were sanctioned and all 30 NPS and 102 NUPS have been opened till 31.03.2009.</p> <p>As per the SPO data also all 30 NPS and 102 NUPS have been opened in the district till 31.03.2009.</p> <p>The Monitoring team during the field visit ascertained that all the 30 NPS and 102 NUPS have been opened in the district.</p>	
(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.
	<p>Land has been identified for all 30 NPS and 112 NUPS.</p>	
(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
	<p>Funds have been received by VECs for construction of the school. The VECs are taking all steps for construction of school building.</p>	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	<p>Construction have not been started.</p>	

(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.
For 132 New Primary and New Upper Primary Schools, 366 posts of teachers have been sanctioned for the district and all the 366 teachers have been appointed till 31.03.2009 as per the district and State Office data.		
(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.
The newly recruited teachers have been put in position in the new schools of the district. The MI observed that a good number of para teachers have been engaged in the district during 2008-09 in the new schools.		
(vii)	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.
No schools have received TLE grants for the 2008-09 academic session.		
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
The district office as well as the state office have issued guidelines for the items to be provided to the new school under TLE grants.		

(b) Civil Works:

(i)	<p>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?</p>	<p>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.</p>
<p>For the construction of school building for NPS target was 250. As on 31.3.09 in case of 123 schools the work is completed, in 127 schools it is in progress. In case of NUPS is concerned the target was 148. In case of 57 schools the works is completed and in 91 schools the work is in progress. So far as construction of additional classroom is concerned the district has a target of providing additional classroom in 683 number of schools. In 361 schools additional classroom have been already constructed, in 311 number of schools the work is in progress and in 11 number of schools work is not yet started.</p> <p>For provision of drinking water, the district had a target of providing the facility in 15 schools and in all 15 schools the facility has been provided. So far as civil work relating to toilet is concerned, the physical target was 209 and in all 209 schools the works completed.</p> <p>The district had a target of constructing 1 BRC building and the said BRC building work is not yet started. In case of construction of CRC building the target was 11 and in case of 5 the CRC building have been constructed and 06 are in progress.</p>		
(ii)	<p>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.</p>	<p>To be checked on the spot with assistance of VEC/SMC and School Teachers.</p>
<p>Sample check in each category of civil work (i.e school building, additional classroom, drinking water, toilets and BRCs /CRCs) with the assistance of VEC members and teachers revealed that the progress is satisfactory. The MI during field visit did not find any variance between the state office and district office data and actual data collected from field visit.</p>		
(iii)	<p>Whether SMC/VEC has been trained by technical persons for execution of</p>	<p>To be verified on the spot with assistance of VEC/SMC and School</p>

	civil work?	Teachers (sample as in (ii) above).
	Yes, the VEC's has been trained by technical persons for execution of Civil Works.	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes, the community manual /guidelines for Civil Work is available with VEC's.	
(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).
	Yes, in case of newly constructed school building ramp is being constructed.	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	Yes, all the schools visited by the Monitoring team do maintain separate account of funds for Civil Work.	
(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).
	At district level there is a senior technical consultant and in each block there is one technical consultant for supervision of Civil Work in the district.	
(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).
	Once in a week the technical person visited the construction site and guided the construction process. TC also visited the construction site at the foundation stage, lintel and roof stage as verified from the members of VEC.	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with

	respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	All the schools visited by the monitoring team have their own source of drinking water (tube well in most of the rural schools and PHD water supply in urban schools). Though there is convergence with total sanitation campaign in respect of toilet facilities in the school the progress is slow. The district office as well as state office did not provide any data regarding the quantum of funds utilized in swajaldhara, TSC and SSA for the district.	
(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).
	Yes, construction of drinking water facilities in school is carried out by specialized agency.	
(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).
	Yes, there is convergence with Total sanitation campaign (TSC) taking place in respect of toilet facilities in the schools. However the details of fund available from SSA was not provided by the state office as well as district office.	
(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 Monitoring Institute (MI) feels that the quality of Civil Work in the district is satisfactory.	
(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.

	<p>Yes, there is a civil works in charge at State Project Office and he is an engineering person. As per the guideline of Ed.CIL, TSG and MHRD, GOI review of activities are taken up at SPO level. To ensure quality in civil works the civil works in change field visits, monitoring and supervision at the construction sites. The National Institute of Technology, Rourkela has been entrusted for the third party evaluation of civil works in the state.</p>
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(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	<p>A total number of 1,72,582 children have received free text books in the district. Out of which 18766 SC students, 58625 ST students and 95191 girls students received free text books from SSA fund.</p>	
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect ?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	<p>The District Office received the books for distribution in the month of May to August and distributed the same to children in the month May to August. The District Office has received instruction and guidelines from the State Office.</p>	
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools) ? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	<p>There is a delay in distribution of all the text books to the school. The distribution of text books is dealt by the Directorate of TBP&M, Govt. of Orissa. The schools opened on 18.6.2008 in the district after summer vacation.</p>	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at

	DPO and SPO by MI.
Yes, the free text books have been distributed in all subject and for all classes and to all eligible children.	

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
The school grants have been approved for 617 number of schools in the district. The district office released the fund to these schools in the month of August, 2008(Dt.28.8.2008). Guidelines have been supplied to the schools on how to utilize the grant.		
(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.
The District project office released a sum of Rs.115.03 lakhs in the month of August,2008. For 617 number of school grants have been released. The D.P.O also circulated guidelines to the school for the utilization of the school grant. As per the report of the state project office, instruction were given to DPO to release the school grants within two months of opening of schools. School grants for primary schools have been released form DPEP funds.		
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.

	The district office has not made any centralized Purchase for schools out of the school grant.	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	In August ,2008 the school received school grants.	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	In 95 percent of schools, the school grants have been utilized for the year 2008-09.	

(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.
	No additional teachers post have been sanctioned for the session 2008-09 under SSA for primary and upper primary schools in the district.	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teacher are generally recruited at district level. The selection committee consists of the Collector as chairman, District Employment officer, District Inspector of schools, Circle Inspector of school and District project coordinator as member as the members.	
(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 teachers were appointed on contractual basis.	

(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
There is no such provision of VEC/ panchayat is empowered to make decentralized recruitment of teachers in Orissa.		
(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.
Out of 120 schools visited by MI in 48 number of schools there are vacancies in the sanctioned teaching post. The team during their field visit found that Bljay Kumar Khatua, Headmaster and Pravasini Moharama, Asst. Teacher of Upper Primary School, Disariguda and Priyamada Behera of Upper Primary School, Dangar Paunsi of Kundra Block were unauthorisedly absent on the day of visit. However, there was no report of habitual absentee.		
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
The rapport between children and teachers in the schools visited were very good.		
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

	The target of teachers to be given inservice training in the district during 2008-09 year was 605, but till 31.3.09 not a single teacher have been trained in the district.	
(viii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	The district had a target of providing orientation training of 30 days to 671 newly recruited teachers. But till 31.3.09 teacher have not been given such orientation training in the district.	
(ix)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it ?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	There was no such target to be given refresher training of 60 days to teachers in the district.	
(x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	Though no teacher has undergone any inservice training in the 2008-09 session, those who participated in such training earlier were highly satisfied with inservice training programme.	
(xi)	The academic support given by BRC/CRC to the teachers, the frequency of such support: a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in

	<p>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>a. 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>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's learning ?</p> <p>c. 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>d. 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>respect of schools/EGS centres visited by MI.</p>
	<p>The BRCCs and CRCCs were conducting inservice teachers training programmer on a regular basis. They also hold weekly meeting of the teachers to discuss on hard spots and effective teaching techniques. The BRCCs and CRCCs visited school regularly and both pedagogic and administrative matters of the schools were solved by them.</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>The SPO has a quality coordinator. He looks after the quality component of SSA in general and activities related to LEP, ADEPTS and QMT in particular. The quality coordinator quarterly basis review district wise programmers. There is convergence and coordination between SPO,</p>	

	SCERT and DIETs for developing new text books, conducting teachers training, monitoring the classroom process, conducting research etc.
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(f) Teaching Learning Material (TLM) Grants:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts ?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	A total member of 1276 teachers were eligible to receive TLM grants and all of them received the TLM grants by 31.03.2009.	
(ii)	The data of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	The date of release of TLM grant from DPO to teachers could not be provided by the District office. But an amount of Rs.25.38 lakhs were released to 1276 number of teachers till 31.3.2009 in the district.	
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.
	The teachers received TLM grants by September 2008. In 80% of schools TLM materials are displayed in the classroom. Both hand made and readymade TLM are available in the schools of district. The children were using TLM in the classroom as well. Teachers have received training on TLM development and use. In most of the schools of the district there were large number of TLM displays and kept in the TLM corner.	

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the
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	number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	MI.
The district is not having EGS/AIE centres/ NRBC/ RBC / School Camps.		
(ii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
Not Applicable		
(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
Not Applicable		
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
Not Applicable		
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
Not Applicable		
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
Not Applicable		
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid	Information to be obtained from the

	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?	EVs during field visits by MI.
	Not Applicable	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Not Applicable	
(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.
	Not Applicable	
(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.
	Not Applicable	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	Not Applicable	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not Applicable	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not Applicable	
(xiv)	Whether the actual upgradation of EGS	To be verified on the spot with the

	centre has taken place?	assistance of VECs, during field visits of MI.
	Not Applicable	
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Not Applicable	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not Applicable	
(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.
	Not Applicable	
(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.
	Not Applicable	
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	Not Applicable	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Not Applicable	
(xxi)	Whether Mid-day Meal is being supplied	To be ascertained during the Field

	to the children in EGS/AIE centres?	visit with the assistance of VEC/EV by MI.
	Not Applicable	
(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.
	Not Applicable	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Not Applicable	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Not Applicable	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Not Applicable	

(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.
	During 2008-09 session 5846 children with specials needs have been identified in the district and out of which 4409 have been enrolled.	
(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.
	395 number of enrolled CWSN have been provided with aids and	

	appliances.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	The district office is not facing any difficulties in getting 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.
	The State Office as well as District Office could not provide any data about no. of resource teachers and association of NGOs in CWSN in the district.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	The district has a designated IED coordinator who has been oriented in CWSN activity and he has attended capacity building programme at the state level.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	The state has a prescribed monitoring format. The District office is to furnish quarterly progress report to SPO. One state IED coordinator and one technical person have been engaged by state office. They have attended more than 10 training and workshops till 31.03.2009.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.

	All the schools visited by the MI have been provided with ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	No children have been provided home based support in the district in 2008-09.	
(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.
	A total number of 1680 number of parents have been given counseling during 200-09.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI ?	Information to be verified on the spot with the assistance of VEC/Teachers.
	On the day of visit 69 number of CWSN children were stated to be enrolled and 57 were actually present in the schools.	

(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.
	In Koraput, there is no target for opening of new MCS during 2008-09. However during 2008-09 PAB has approved the budget for the functioning of existing 248 number of MCS centre.	
(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.

	<p>So far as progress of civil work is concerned, there was a target of constructing additional classroom in 124 MCS, against which work is completed in 51 MCS, in case of 56 the work is in progress and in 17 MCS work has not yet started. The district had no target for providing drinking water facility, toilet and electrification.</p>	
(iii)	<p>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?</p>	<p>Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.</p>
	<p>In 248 number of MCS functioning in the district gender sensitive TLM and vocational training facility have been provided. There is no bridge course facility in any of the MCS center and teachers have also not got any gender sensitization training. All the 248 MCS are taking additional efforts to mobilize community and women's group in favour of girls education.</p> <p>The MI during field visit found that MCS centre in the district are not functioning properly. The MI cross checked 12 MCS centers and found that large amount of money is kept in the MCS passbook meant for vocational training and other activities. There is a urgent need of capacity building of MCS coordinator and Headmaster for better functioning of MCS in the district.</p>	
(iv)	<p>Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?</p>	<p>Information to be obtained from the SPO to be updated from DPO visited by MI.</p>
	<p>For the district an amount of Rs 63,22,000/- was released on 24.9.08 and Rs 6,00,000/- has been released on 14.02.2009 for NPEGEL. There is no delay in releasing the fund.</p>	
(v)	<p>(vi) Whether a district gender coordinator is in position?</p> <p>(vii) Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?</p>	<p>To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
	<p>The district has a gender coordinator in position. The district office gives data to state office in quarterly review meeting and monthly progress</p>	

	report.	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	In the district 12 ECCE centers are operating under innovation heads and 285 ECCE centers are operating under NPEGEL in 2008-09.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The state office has provided the monthly progress report format and quarterly review meeting format to DPO for monitoring the ECCE activities.	

(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.
	A total number of 07 KGBV have been sanctioned for the district during 2008-09 and all the 07 KGBV are operational in 2008-09.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	For all 07 KGBV sanctioned, land has been identified for building construction.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The state office has developed guidelines for running KGBV which have been supplied to the District office.	
(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.

	For all 07 KGBV sanctioned for the district all formalities of building construction have been completed during 2008-09.	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<p>Regarding number of posts sanctioned for the KGBV (teacher and other staff) the state office as well as district office could not supply any data.</p> <p>However, the MI during field visit to KGBVs ascertained that post like part time teachers and attendant posts were filled up.</p>	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	At present 1400 students are admitted in the 14 KGBVs of 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.
	<p>In the KGBVs of the district facilities like meals, consumables like soap toothpaste and brush etc. are available to students.</p> <p>The MI during their field visit to KGBVs found that although the students are residing in new hostel building bed, bedding and library facilities are not available to them.</p>	

(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 district office has EMIS setup and has requisite numbers of computers and computer operator have been put in position.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI

	<p>The state office has given a time schedule on DISE activity and at district level there is no deviation of time schedule. For the 2009-10 financial year the time schedule drawn by state office are :</p> <ol style="list-style-type: none"> 4. Printing and supply of formats : During August, 2009 after receiving revised s/w from NUEPA. 5. Training at state/district/block/cluster level : During Sept. 2009. 6. Data collection – from 1st -15th October.,2009 7. Data entry and compilation –By December,2009. 	
(iii)	<p>Whether data capture format have been supplied to all schools latest by August?</p>	<p>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</p>
	<p>The data capturing format have been given to all schools in time.</p>	
(iv)	<p>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?</p>	<p>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</p>
	<p>A one day training was organized for teachers to train them about DISE data filling. The training was held at BRCC point.</p>	
(v)	<p>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. ?</p>	<p>Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.</p>
	<p>The whole task of DISE data collection has been completed by BRCCs and CRCCs. The BRCCs and CRCCs were trained for this on September, 2008. The BRCCs and CRCCs discharging their responsibility satisfactorily. The SPO also engaged Nabakrushna Choudhury Centre for Advanced Studies, Bhubaneswar as independent/ third party to 5% random cross checking of DISE data for 2008-09.</p>	
(vi)	<p>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</p>	<p>Information to be obtained from DPO and SPO.</p>

	The compiled DISE Data were sent by DPO to SPO by December, 2008.	
	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.
(vii)	There is an MIS in-charge at state level with 5 programmers. He is fully conversant with needs of SSA in MIS. He had attended all workshop / training conducted by NUEPA/ GOI time to time on DISE, CTS, CAL and planning.	

(I) Research and Evaluation:

	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.
(i)	The number of research studies to be undertaken in 2008-09 was small scale -04 and Action research – 14, out of which 3 small scale and 13 action research have been sanctioned and granted by district office.	
	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.
(ii)	In the previous year 42 action research were sanctioned and all 42 research studies were completed.	
	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.
(iii)	There is a research / Evaluation in-charge at SPO level. She looks after all the studies to be undertaken at the SPO and DPO level as per AWP&B. She coordinates with the research institutions for their cooperation in providing resource persons for undertaking research	

	<p>related works. Director, TE & SCERT is a member of State level Research Approval Committee. He is also a member of Evaluation Committee for awarding the studies to different eligible research institution. DIET faculty members are included in the District Level Resource Group.</p> <p>OPEPA has a empanelled list of research institutions selected through open advertisement and screening process Research proposals are invited from the empanelled institutions. The proposals (both Technical and Financial) were scrutinized and finalized by an Evaluation Committee.</p> <p>Evaluation Committee at state level has been constituted by the Principal Secretary, S &ME Deptt. Who is the Chairman of the State Level Research Approval Committee. A prescribed contract format is used for executing the agreement with the selected institution.</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.
	In the district a total number of 2431 VECs have been constituted.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	All the 2431 VECs are supplied with the guidelines on delegation of powers.	
(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.
	As per the guidelines, in each VEC, three women members are there. The MI during the field visit ascertain that in all VECs three women members are there.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

	women and SC/ST members of these Bodies participate regularly in the meeting?	
	The VEC meeting should be held every month as per the guidelines. In case of 70% VEC's is verified by MI have held meeting every month and all VECs have 09 members as per the guidelines. On an average 05 members attend VEC meeting regularly. 70% women, SC and ST members attend meeting regularly.	
	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(v)	Regarding orientation of VEC members, place of orientation, who conducted the trainings ? information could not provided by State as well as District Office. However interaction with VEC members during field visit, ascertained that many of them were oriented by BRCCs. The VECs members are highly benefited from the training.	
	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.
(vi)	In the district 58% of VEC members are highly instrumental in improving the school environment and improving enrolment. Nearly 42% VEC members helped in raising students attendance and all VECs helped in raising teachers attendance.	
	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.
(vii)	The VECs is maintaining proper record of funds received by them.	
	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
(viii)	There is one programme officer-in-charge of community mobilization at SPO level. He is aware of his roles and responsibilities. He has attended	

	the National level orientation workshop. The quarterly review and monitoring of the programme is done at SPO level.
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(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>In the state office one out of two sanctioned posts of additional director, 02 out of 05 sanctioned posts of Dy. Director, one post of PS to SPD, one out of three sanctioned posts of Asst. Director, one post of Internal Auditor, one post of Programmer-cum- Training Officer, one post of Legal Consultant, one post of Librarian, one out of five posts of Sr. Programme Asst, two out of three posts of Technical Consultant, one out of three posts of Training Assistant two out of five posts of Sr.Office Assistant, three out of nine posts of Steno, one out of two posts of Sweeper and two posts of Night Watchman are vacant.</p> <p>There are specific programme coordinators for different interventions and all are oriented about the tasks.</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.		
	No GB meeting was held during 2007-08 only one EC meeting was held on 31.05.2007.			
(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.		
	A total number of 52 sanctioned posts are there for the District Office, out of which only 39 are in position. The staff position are given below :			
	Category of Staff	Sanctioned	In Position	Vacant
	DPC	01	01	0

	Sr.TC	01	01	0
	FC	01	01	0
	DC (Planners)	01	01	0
	DC (Pedagogy)	01	01	0
	DC (Gender)	01	01	0
	DC (IED)	01	01	0
	DC (Tribal)	01	01	0
	Programmer	01	01	0
	TC	14	12	02
	Steno	01	01	0
	Accountant	01	0	01
	Cashier	01	0	01
	DEO	05	04	01
	PA	02	02	0
	OA	02	01	01
	BRT(IED)	14	07	07
	Peon	02	02	0
	Night Watchman	01	01	0
	TOTAL	52	39	13
	Out of 52 number of posts sanctioned 39 are in positions and 13 posts laying vacant. The District Office has moved the state office for filling up those vacant post.			
(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.	
	There are 15 posts of BRCC and 13 are in position. In the district there are 226 clusters, for which 226 posts of CRCCs have been sanctioned and 123 CRCCs are in position. To fill up the vacant CRCCs post, the District Office conducted test to select the CRCC.			
(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 has clearly laid down rules / regulations for filling up posts of SSA.			

- (o) **Outreach of Primary/Upper Primary Educational Facilities to SC, ST, Minority Groups and to Girls as well, especially in special focus districts.**

The out-reach of primary / upper primary educational facilities to SC, ST, Minority groups and to girls students in the district is satisfactory. Koraput district is a special focus district in each and every respect including education. Since the district is a tribal dominated district large number of low cost hostel of 40 seated is available. As well as the Tribal Welfare Deptt. also opened 100 seated girls

hostel in different schools of the district. The district also getting UNICEF assisted teaching learning materials for class-I and Class-II students.

(p) Additional Items to Check during School Visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	The school functioned for 230 days during last academic year.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	During School visit it was observed that most of the schools of the district have clean environment, good building, play ground, good classrooms with proper flooring, roof and windows. The classrooms have also proper lighting. The MI during their field visit also found that there are some schools with one or two rooms available, they require additional classroom, there are also few schools functioning in unhygienic conditions. The schools are Upper Primary school, Kundra of Kundra Block and Sasaguda Primary School of Pottangi Block.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	All schools have proper sitting arrangement for children, black board and TLM for use in the class.	
(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.
	In no schools health camp facility was made available to children during the previous six months.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	In only 53 percent of schools adequate play materials are there for children and this is used by them.	
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.

	The reasons for the low attendance of children were rainy season and tribal area. During field visit it was ascertained that among boys 69 percent and among girls 73% were present on the dates of visit to school.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	The schools and VEC / PTA create awareness among parents to send their children to schools regularly.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	In all the schools visited have adopted continuous comprehensive evaluation and awarding grades to the students.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	In all schools continuous comprehensive evaluation and grading system has been introduced.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	In more than 67 percent of schools visited the over all achievement level of children is average and above average and 33 percent of schools the level of achievement is below average.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the children with the teachers is good.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	During visit not a single case of overage, under age, dropout and detained children was identified in any school visited.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.

	No dropout cases of children have been reported for last six months.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	Since the schools have adopted non-detention policy, no children were retained in the same class.	

(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.

The team during their visit found that in 20 schools of the district there is provision of computer education. The schools are supplied with CD Roms on different subjects of the syllabus. The CDs are developed by OPEPA and the students are taking advantage of these CDs. Students were found to be highly motivated in using computers, so the provision of computer education should be expanded to other schools.

The MI during field visit found that free text books are not available in time and also they are not properly distributed. Due to delay of getting text books academic activities are seriously hampered. Thus State authority should take appropriate steps, so that text books should be made available to all students in all subjects within few days of starting of new academic session.

The team during their visit observed that only in few schools there are child friendly elements like slippery and up and down. These type of child friendly structures should be constructed in all primary schools of the district.

A large number of schools are under staffed and managed by single teacher and at the same time there are also good number of schools particularly in urban areas with more teachers. Thus there is a need for rationalization of teachers in all parts of the district.

The MI during their visit observed that books are written in tribal language for class-I student but teachers hardly use the same books due to lack of acquaintance

with the tribal language. The district Office should take steps to train such teachers in tribal language and use of appropriate methodology of transaction.

During field it was observed that Low Cost Hostel with a capacity of 40 students are available in one leading school of most of the Gram Panchayat. Still the hostel facilities is not adequate. More students wanted to avail such facilities. Koraput district being a tribal district with hills and mountains steps should be taken to either increase the capacities to accommodate more students or a second hostel should be opened in every Gram Panchayat.

Through Koraput district has done well particularly in preparation of Teaching Learning Materials (TLM), their proper display in classroom and in TLM corner is lacking. The MI during field visit observed that a good number of schools have not disbursed TLM grant of 2008-09 to teachers and the same TLM grant still remain in school passbook.

The MI during the field visit observed that in 40 per cent of schools the school cash Book were not up to date, even in some schools cash book were not maintained from 2007. There are also some cases where the cash book were not maintained properly and cash book were maintained in ordinary register not in the standard cash book format available in market. Thus there is an urgent need to orient the headmasters regarding proper maintenance of cash book.

- (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 :

- 8. 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.

Attached

- 9. 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.

Attached**10. 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.

Attached**11. 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.

Not Attached**12. 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.

Attached**13. 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

Not Applicable

14. 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.

Attached

15. Annexure 8 – National Programme for Education of Girls at Elementary Level (NPGEL)

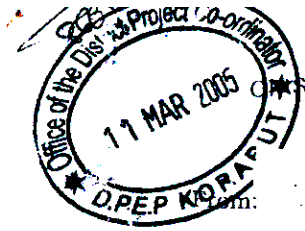
(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring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

The District office could not supply

16. Annexure 9 -List of Schools/EGS/AIE visited in each districts is to be enclosed to each district report

Attached

Annexure - 1



OFFICE OF THE STATE PROJECT DIRECTOR
SSA PRIMARY EDUCATION PROGRAMME AUTHORITY
SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR.

No.

10869(30)/17/05

Date:

25/2/05

Shri Santosh Kumar Sarangi, IAS,
State Project Director, DPEP/SSA,
and Director, Elementary Education,
Orissa, Bhubaneswar.

To

All the District Project Coordinators,
SSA districts.

Sir,

This is to inform you that there is a provision of TLE @ Rs.10,000/- and Rs.50,000/- for a new primary school and an upper primary school respectively under SSA norm.

The TLE are to be procured keeping in view local context and need. Teachers and parents are to be involved in TLE selection and procurement. The mode of procurement is to be decided by School Committee in consultation with the teachers. However, the School Committee may recommend district level procurement if there are advantages of scale.

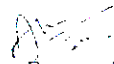
You are requested to release funds for procurement of TLE in respect of those new primary schools and upper primary schools as per SSA norm where buildings have been constructed.

A suggestive list of TLE to be procured by schools with the concurrence of VEC is enclosed herewith for your reference. The list is suggestive and the VECs and teachers may add any item taking into consideration their own context.

While releasing the funds, you are requested to ensure that proper procedure is followed to procure the TLE.

Steps taken in the matter may please be reported to the undersigned.

Yours faithfully


State Project Director,
OPERA

Encl. As above.

Annexure – 2



OFFICE OF THE STATE PROJECT DIRECTOR
ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY
SIKSHA SOUDHA, UNIT – V, BHUBANESWAR

No. 3482/TB/807/07/1

Dt. 9/5/07

Shri Deorajan Kumar Singh, I.A.S.
State Project Director, OPEPA and
First Appellate Authority,
Bhubaneswar.

To

All DPCs of SSA / DPEP Districts

Sub: Supply of Free Text Books for Class VIII for the academic year 2007-08 for the students of SC, ST and General Girls.

Ref: OPEPA Office letter No.8325(30) /PLG dt.29.11.2006.

Sir / Madam,

I am to say that the national structure provides that all the children in the age group of 6-14 studying in Primary and Upper Primary Classes i.e. Class I-VIII are to be brought to the fold of SSA. The students and teachers teaching in Class VIII are to be provided with the benefits of SSA like supply of free text books, exemption of annual examination fees, TLM grant etc.. Government of Orissa in School & Mass Education Department have been pleased to decide to include Class VIII in the framework of SSA vide their letter No.22232 dt.14.11.2006. Budgetary provision regarding SSA benefits has been made in the Annual Work Plan and Budget for the year 2007-08.

For printing and supply of free text books, Board of Secondary Education, Orissa, Cuttack has been entrusted to print and supply the text books of Class VIII to the block points for all focus group children namely all girls / SC & ST children of Govt. Schools, Govt. aided schools and aided Madrasas. It has been decided that the supply of text books will be commenced from 15th May'07 by the Board of Secondary Education, Orissa, Cuttack. The district-wise / block-wise Class VIII enrolment figure for Govt. and Govt. aided school is shown in Annexure-A.

In view of the above, it is requested to make all necessary arrangements and issue instruction to BRCs / S.I of Schools to receive the books and distribute the same immediately to the focus group students as the academic session 2007-08 has already been started. Further, it is stated that while receiving the books from the Board of Secondary Education, Orissa, Cuttack, necessary stock entry certificate must be made and submit the same in State Project Office immediately.

Handwritten signature and date: 8/5/07

Handwritten number: 4284

Handwritten signature and date: 9/5/07

Memo No. 3483(32)/T.2/07 /Dt. 9/5/07

Copy to Commissioner-cum Director, Secondary Education, Orissa, Bhubaneswar, President Board of Secondary Education, Orissa, Cuttack / all Collectors for favourable information and necessary action. President Board of Secondary Education, Orissa, Cuttack is requested to send the detail transportation plan of supply of text book of Class VIII for focus group children may be sent to DIC of SSA / DPEP districts well in advance to avoid any dislocation at the time of supply of text books.

State Project Director,
OPEPA

Memo No. 3484(94)/T.2/07 /Dt. 9/5/07

Copy to all D.I of Schools / Inspector of Schools for information and necessary action.

State Project Director,
OPEPA

S.S.P./SSA, Koraput

Memo No. 2271/2007 dtd. 13.7.07

Copy to all BODs / S.I. for information and necessary action. They are requested to receive the N.P. Books and distribute the same immediately to the focus group students.

Dist. Project Co-ordinator
DPEP/SSA, Koraput

Memo No. 2272/2007

Copy to D.I of Schools, Koraput / Jaydane all the BODs for information and necessary action.

Dist. Project Co-ordinator
DPEP/SSA, Koraput

Annexure – 3

No. 0081 ORISSA
 OFFICE OF THE STATE PROJECT DIRECTOR
 PRIMARY EDUCATION PROGRAMME AUTHORITY
 SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR.
 No. 2491/CM/09 Dt. 25.03.09

Shri. Nikunja Bihari Dhal, I.A.S.
 Commissioner-cum-State Project Director

All District Project Co-ordinators,
 SSA.

2009
 RAPUT

Sub: Utilisation of School Grant and Maintenance Grant for schools.

Sir/Ms,

As you know School Grant & Maintenance Grant is provided to each Primary/ Upper Primary school every year under SSA. It has come to the notice that the above grants are not being utilised properly for the benefit of the school as well as children.

A detailed oriya guideline for utilisation of School Grant, Maintenance Grant is enclosed herewith for circulation among all schools under your administrative control.

You are requested to ensure that the above grants are utilised as per the guideline.

Yours faithfully,

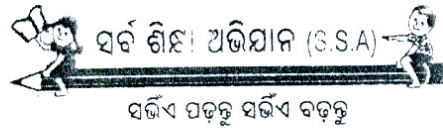
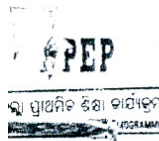

 Commissioner-cum-SPD
 OPEPA

10 Enclosure: As above

Annexure – 5

DISTRICT PRIMARY EDUCATION PROGRAMME

SIKSHA SADAN, KORAPUT - 764 024



☎ : (06852) 252421

Fax : (06852) 252421

Letter No ୧୧୧୫ /Ped./08Date ୧୨ /୧୨/2008

To

All the Headmaster of PS/UPS of the District

Sub: - *Guideline for Utilizing SIG&TLM Grants*

Sir,

I am to inform you that, the School Improvement Grant (SIG) grants have already been released in favour of VEC (P) & HM account for Rs. 5000/- per Primary School and Rs. 7000/- per Upper Primary School.

Therefore, you are instructed to maintain the following guideline for proper utilisation of the funds: -

Primary School

- | | | |
|----|---|------------|
| 1. | Colouring of walls-Aquamarine & Border Brick Red. Green chalkboard
Wall Painting with Bannali Activities, inside & outside class room, information board | Rs 2500/- |
| 2. | Chalk, Duster, Register, Xerox etc (Official Contingency) | Rs. 300/- |
| 3. | Annual Day- (Cultural, Sport activities and Prize) | Rs. 300/- |
| 4. | Green Fencing (If not available) | Rs. 300/- |
| 5. | Drinking Water Facility (Steel container with cover & Guss),
If not available. | Rs. 600/- |
| 6. | First Aid Box, If not available | Rs 100/- |
| 7. | Photograph & Documentation of activities duly certified by HM shall be submitted within a month. | Rs 500/- |
| 8. | Evaluation, question papers (half yearly), Reading corner & Science Corner | Rs. 400/- |
| | | Rs. 5000/- |

Upper Primary School

- | | | |
|----|---|------------|
| 1. | Colouring of walls-Aquamarine & Border Brick Red. Green chalkboard
Wall Painting with Bannali Activities, inside & outside class room, information board | Rs 2500/- |
| 2. | Chalk, Duster, Register, Xerox etc (Official Contingency) | Rs. 300/- |
| 3. | Annual Day- (Cultural, Sport activities and Prize) | Rs. 300/- |
| 4. | First Aid Box, If not available | Rs100/- |
| 5. | Photograph & Documentation of activities duly certified by
HM should be submitted within a month. | Rs 500/- |
| 6. | Green Fencing If not available | Rs 500/- |
| 7. | Steel Amirah | Rs 2500/- |
| 8. | Evaluation, question papers (half yearly), Reading corner & Science Corner | Rs. 500/- |
| | | Rs. 7000/- |

Collector cum Chairman
DPEP SSA, Koraput

No. 9195 /08

Copy submitted to the Commissioner-cum-State Project Director, OPEPA, Bhubaneswar for kind information and necessary action.

Date 22/12/2008

Collector-cum-Chairman
DPEP/SSA, Koraput

Memo No. 9196 /08

Copy forwarded to all the Block Development Officers of the district/ Inspector of schools, Koraput & Jeypore for information and necessary action.

Date 22/12/2008

Collector-cum-Chairman
DPEP/SSA, Koraput

Memo No. 9197 /08

D.I. of schools, Koraput & Jeypore/ all the BRC Coordinators of the district for information and necessary action.

Date 22/12/2008

Collector-cum-Chairman
DPEP/SSA, Koraput

Memo No. 9198 /08

Copy to the President, Zilla Parisad, Koraput/all the members of Zilla Parisad, Koraput district for information and necessary action.

Date 22/12/2008

Collector-cum-Chairman
DPEP/SSA, Koraput

Annexure - 7

PROFORMA-D (Information of CWSN)

Name of the District: KORAPUT

1	CWSN Identified								
	VI	HI	SI	OI	MR	CP	MD	LD	TOTAL
	1	2	3	4	5	6	7	8	9
	853	1447		1208	774			1564	846

2	CWSN Enrolled								
	VI	HI	SI	OI	MR	CP	MD	LD	TOTAL
	1	2	3	4	5	6	7	8	9
	539	1007		796	503			1564	1409

3	CWSN not Covered								
	VI	HI	SI	OI	MR	CP	MD	LD	TOTAL
	1	2	3	4	5	6	7	8	9
	314	440		412	271				1437

4	No of CWSN requiring assistive devices			
	OI	HI	VI	TOTAL
	250	142	81	473

5	No of CWSN provided assistive devices										
	Tricycle	w.chair	crutch	calipers	shoes	brace	splints	A.limb	hearing aid	spectacles	Total
	232	20	14	-	-	-	-	-	-	-	-

6	No of CWSN requiring Escort allowance	No of CWSN provided escort allowance
	280	Nil

7	allowance	allowance
	56	Nil

8	Total No of schools (Pry.& U.P)	No of schools made physical barrier free
	1767+664=2431	461

9	Total Teachers in Pry./U.P.Schools	Total Teachers trained on IE through 20 day	Total Teachers trained for 3-5 days on IE	Total Teachers trained for 45/90 days on IE
	2865+1949=4814	Nil	1600	Nil

10	Total number of VECs constituted	Total number of VECs having parent of a disabled child as member
	2431	157

11	Total No. of IEPs developed:	Nil

12	Budget on IE	Expenditure
	5000	5454

Signature & Seal of the IE Co-ordinator,
D.P.E.P./S.S.A. Koraput

Signature & Seal of the District Project Coordinator,
D.P.E.P./S.S.A. Koraput

PROFORMA-III

1	No of visually impaired children provided Braille Books	No of children with low vision provided enlarged/large print books	No of resource teachers appointed only for visually impaired children	No of NGOs on visual impairment involvement in SSA	Average of Assistance	No of visually impaired children covered through bridge courses	No of visually impaired children covered through home based education
	81	Nil	1	7	04 Blocks	Nil	Nil

2	No of Resource Teachers Appointed	Level of Appointment of Resource Teacher (District/Block/Cluster)	No of Blocks covered by Resource Teacher	No of Schools covered by Resource Teacher	Average No of CWSN covered by the Resource Teacher II (Ratio of available to 10) kindly specify	Major Areas of work
	7	Block	14	2654	4409	Mainstreaming of CWSNs

Has the district involved any NGOs for IE ? If Yes, please provide the following information

3	Name of the NGO	Block Covered	No of Blocks covered	Areas of Assistance
	1. T.A. K. SUDHAKAR PRAVAHAKSHI TRUST Sudhakar Prava Sankalpa Bhava Sudhakar Prava Sankalpa Bhava	KORAPUT Sudhakar Prava Sankalpa Bhava	1	IE

Signature & Seal of the IE Co-ordinator
D. P. E. P. S. S. A., Koraput

Signature & Seal of the District Project Coordinator
D. P. E. P. S. S. A., Koraput

Performance (Community Mobilisation) till 30.9.2008

Name of the District	No of schools		No of VEC formed		Total	Total nos. of VEC	Total no. of Women members	Expense incurred
	Primary School	Upper Primary Schools	Primary School	Upper Primary schools				
	0-4	23	18	602	241			

[Signature]
 IED, Coordinator,
 DPEP/SSA, Koraput

[Signature]
 District Project Coordinator
 DPEP/SSA, Koraput

Annexure - 9
LIST OF THE SCHOOLS

Sl. No.	Name of the School	Block
1.	Goudasahi U.P. School	Boipariguda Block
2.	Nodal U.P. School, Baipariguda	Boipariguda Block
3.	Block Colony P.School, Baipariguda	Boipariguda Block
4.	Primary School, Kuspar	Boipariguda Block
5.	Upper Primary School, Tangriguda	Boipariguda Block
6.	Nodal U.P. School, Pujariput	Boipariguda Block
7.	Govt. U.P. School, Dasarisahi	Borigumma Block
8.	Govt. Primary School, Borigumma	Borigumma Block
9.	Govt. U.P. School, Borigumma	Borigumma Block
10.	New U.P. School, Bondaguda	Borigumma Block
11.	Govt. U.P. School, Sasahandi	Borigumma Block
12.	Govt. Primary School, Dengapadar	Borigumma Block
13.	Govt. U.P. School, Kamra	Borigumma Block
14.	Govt. U.P. School, Benagam	Borigumma Block
15.	Govt. Sevashrama, Podaguda	Dasmantpur Block
16.	Govt. U.P. School, Pattamaliguda	Dasmantpur Block
17.	Govt. U.P. School, Lamptaput	Dasmantpur Block
18.	Govt. U.P. School, K.Nuagada	Dasmantpur Block
19.	Govt. Primary School, Chotaguda	Dasmantpur Block
20.	Project U.P. School, Banasil	Dasmantpur Block
21.	KGBV, Banasil	Dasmantpur Block
22.	Govt. U.P. School, Dasmantpur	Dasmantpur Block
23.	Govt. Primary School, Ratabandha	Dasmantpur Block
24.	Sevashrama, Balia	Jayapore Block
25.	Govt. U.P. School, Kuntarakhal	Jayapore Block

26.	Govt. Primary School, Panjiaguda	Jayapore Block
27.	Govt. U.P. School, Rondapali	Jayapore Block
28.	Govt. U.P. School, Barniput	Jayapore Block
29.	Dhobasahi Primary School	Jayapore MPL
30.	South U.P. School	Jayapore MPL
31.	South Primary School	Jayapore MPL
32.	Sunarisahi U.P. School	Jayapore MPL
33.	Kumbharsahi U.P. School	Jayapore MPL
34.	P.R. Peta Primary School	Jayapore MPL
35.	Harijan Street U.P. School	Jayapore MPL
36.	OMP U.P. School	Koraput NAC
37.	OMP Primary School	Koraput NAC
38.	Railway Colony Primary School	Koraput NAC
39.	Malisahi U.P. School	Koraput NAC
40.	Forest Colony U.P. School	Koraput NAC
41.	Ex-Board U.P. School	Koraput NAC
42.	Pujariput U.P. School	Koraput NAC
43.	Govt. Primary School, Jhadiguda	Koraput
44.	Govt. U.P. School, Lauriguda	Koraput
45.	Govt. Primary School, Dumripadar	Koraput
46.	Govt. U.P. School, Mangra	Koraput
47.	Govt. U.P. School, Chappar	Koraput
48.	Govt. Primary School, Badamput	Koraput
49.	Govt. Primary School, Bidhargudi	Kotpad Block
50.	Nodal U.P. School, Dhamanahandi	Kotpad Block
51.	Nodal U.P. School, Batakuhudi	Kotpad Block
52.	Govt. U.P. School, Chandli	Kotpad Block
53.	Govt. Primary School, Girla	Kotpad Block

54.	Jamal U.P. School	Kotpad NAC
55.	KGBV, Jamal	Kotpad NAC
56.	Aided Primary School	Kotpad NAC
57.	Telugusahi Primary School	Kotpad NAC
58.	Dulupur Sahi Primary School	Kotpad NAC
59.	Govt. Primary School, Kundra	Kundra Block
60.	Govt. U.P. School, Disariguda	Kundra Block
61.	Govt. U.P. School, Dangar Paunsi	Kundra Block
62.	Govt. Primary School, Disapur	Kundra Block
63.	Govt. U.P. School, Digapur	Kundra Block
64.	Govt. U.P. School, Nadiapali	Kundra Block
65.	Govt. U.P. School, Banuaguda	Kundra Block
66.	Govt. Primary School, Kaudiaguda	Kundra Block
67.	Govt. U.P. School, Kaliakada	Kundra Block
68.	Govt. Primary School, Jiraguda	Kundra Block
69.	Govt. Primary School, Kenduguda	Kundra Block
70.	Nodal U.P. School, Bhejahandi	Kundra Block
71.	KGBV, Bhejahandi	Kundra Block
72.	Govt. Primary School, karanguda	Kundra Block
73.	Govt. U.P. School, Kakrigumma	Laxmipur Block
74.	KGBV, Kakrigumma	Laxmipur Block
75.	New Primary School, Hatapada	Laxmipur Block
76.	Ex-Board Pr. School, Kakrigumma	Laxmipur Block
77.	Govt. Primary School, Burja	Laxmipur Block
78.	Govt. U.P. School, Dumuripadar	Laxmipur Block
79.	Govt. U.P. School, Goudaguda	Laxmipur Block
80.	Govt. U.P. School, Kanimusa	Laxmipur Block
81.	Govt. U.P. School, Laxmipur	Laxmipur Block

82.	Block Colony Pr. School, Laxmipur	Laxmipur Block
83.	Govt. U.P. School, Kapsiput	Laxmipur Block
84.	Govt. Primary School, Sasaguda	Pottangi Block
85.	Govt. U.P. School, G.B.Palli	Pottangi Block
86.	Ex-Board Primary School, Pottangi	Pottangi Block
87.	Govt. Primary School, Badgaon	Pottangi Block
88.	Govt. U.P. School, G.R.Pur	Pottangi Block
89.	Govt. U.P. School, Ampavalli	Pottangi Block
90.	Govt. U.P. School, Kusuma	Pottangi Block
91.	Govt. U.P. School, Sunki	Pottangi Block
92.	Govt. U.P. School, Rallegada	Pottangi Block
93.	Govt. U.P. School, Maliput	Pottangi Block
94.	Govt. Primary School, Bodaliguda	Pottangi Block
95.	Govt. Primary School, Bodagam	Pottangi Block
96.	Project U.P. School, Aligaon	Semiliguda Block
97.	KGBV, Aligaon	Semiliguda Block
98.	Govt. U.P. School, Pakjhola	Semiliguda Block
99.	Govt. Primary School, Doliamba	Semiliguda Block
100.	JECC U.P. School, Doliamba	Semiliguda Block
101.	Govt. Primary School, Pakjhola	Semiliguda Block
102.	Govt. Primary School, Hataguda	Semiliguda Block
103.	Govt. U.P. School, Dudhari	Semiliguda Block
104.	Govt. U.P. School, Kunduli	Semiliguda Block
105.	Project U.P. School, Luhaba	Semiliguda Block
106.	Govt. Primary School, Renu	Semiliguda Block
107.	Govt. Primary School, Sadam	Semiliguda Block
108.	Govt. Primary School, Renga	Semiliguda Block
109.	Govt. Primary School, Pipalguda	Semiliguda Block

110.	Govt. U.P. School, Mukhibedei	Semiliguda Block
111.	Govt. Primary School, Kakiriguda	Semiliguda Block
112.	Govt. Primary School, Ranikora	Semiliguda Block
113.	ADAV Primary School, Sunabeda	Sunabeda NAC
114.	R.Zone Primary School, Sunabeda	Sunabeda NAC
115.	A.Zone Primary School, Sunabeda	Sunabeda NAC
116.	Govt. Primary School, Chargaon	Sunabeda NAC
117.	Ex-Board Primary School, Sunabeda	Sunabeda NAC
118.	Govt. Primary School, Ward No. 2	Sunabeda NAC
119.	L.zone Primary School, Sunabeda	Sunabeda NAC
120.	Govt. Primary School, Ganjam Colony, Sunabeda	Sunabeda NAC

**DISTRICT LEVEL HALF YEARLY MONITORING REPORT ON MDM
FOR KORAPUT DISTRICT**

Name of the District : KORAPUT DISTRICT
 Date of Visit to the District : From 06.08.2009 to 14.08.2009.
 Tasks : Monitoring & Supervision of MDM Programme.



(a) Mid-Day Meal Scheme

1.	<p><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?</p>	Students, Teachers & Parents																				
<p>The schools were serving hot cooked meal daily. Out of 120 schools visited, in all schools except 02 schools hot cooked meal were served daily. In urban areas of the district MDM is available to primary school children only, Class-VI and VII students are out of MDM programme.</p>																						
2.	<p><u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actual on the day of visit)</p> <table border="1" data-bbox="423 1045 1151 1556"> <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>19,014</td> <td>19,014</td> </tr> <tr> <td>(ii)</td> <td>No. of children attending the school on the day of visit</td> <td>15,151</td> <td>14,362</td> </tr> <tr> <td>(iii)</td> <td>No. of children availing MDM as per MDM Register</td> <td>15,151</td> <td>14,362</td> </tr> <tr> <td>(iv)</td> <td>No. of children actually availing MDM on the day of visit</td> <td>15,151</td> <td>13,257</td> </tr> </tbody> </table>	No.	Details	Day previous to date of visit	On the day of visit	(i)	Enrollment	19,014	19,014	(ii)	No. of children attending the school on the day of visit	15,151	14,362	(iii)	No. of children availing MDM as per MDM Register	15,151	14,362	(iv)	No. of children actually availing MDM on the day of visit	15,151	13,257	School level registers, MDM Registers, Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
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3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>(ii) Is buffer stock of one-month's requirement is maintained?</p> <p>(iii) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				

	The schools were receiving food grain regularly. All the schools are having food grains for one additional month except 02. The food grains are also delivered at the school point.	
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it? (ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? (iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	All the schools are receiving cooking cost in advance regularly. The cooking cost is paid to schools in cash.	
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	During school visit the monitoring team did not find any school where MDM is cooked separately or served separately for any specific category of children. There is no gender or caste or community discrimination in cooking or serving or seating arrangement so far MDM programme is concerned.	
6.	<u>VARIETY OF MENU:</u> 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.
	The schools were not displaying the weakly menu. However, the menu of MDM programme is common in all the schools.	
7.	(i) 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.
	(ii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	

	In all schools rice and dal are common food served daily, but in 95 percent of schools vegetables were also included in the every day menu. Again in all schools Eggs are given once in a week.	
8.	<p><u>QUALITY & QUANTITY OF MEAL :</u></p> <p>Feedback from children on</p> <ol style="list-style-type: none"> Quality of meal: Quantity of meal: {If children were not happy Please give reasons and suggestions to improve.} 	Observations of Investigation during MDM service
	All the children are satisfied with the quality and quantity of meal.	
9.	<p><u>SUPPLEMENTARY:</u></p> <ol style="list-style-type: none"> Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? Who administers these medicines and at what frequency? Is there school Health Card maintained for each child? 	Teachers, Students, School Record
	Only in few schools micronutrients (iron tablets, vitamin-A dosage) and deworming medicine are given to children. The health workers administer these medicines. Only 25 percent schools maintain health card for children.	
10.	<p><u>STATUS OF COOKS:</u></p> <ol style="list-style-type: none"> Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) Is the number of cooks and helpers adequate to meet the requirement of the school? What is remuneration paid to cooks/helpers? Are the remuneration paid to cooks/helpers regularly? Social Composition of cooks /helpers? (SC/ST/OBE/Minority) 	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The meal is cooked and served by the cook and helper. In 37% of school they were appointed by government in 01% school by NGO and in 62% school by SHGs. All the schools have engaged adequate number of cook and helper. The cook gets a remuneration of Rs.200/- and the helper gets remuneration of Rs.100/- per month. The cook and helper are paid	

	remuneration regularly. All the cooks and helpers were women and they belong to under privileged community.	
11.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <ol style="list-style-type: none"> Constructed and in use Constructed but not in use under Under construction Sanctioned, but constructed not started Not sanctioned <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	In 13 percent of schools Pucca kitchen sheds are there in the district. In the district recently Pucca Kitchen Shed-cum Store are Sanctioned and they are under construction stage.	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	In case the pucca kitchen shed is not available, food is being cooked in the veranda and food grains are stored in office room.	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	In all schools potable water is available for cooking and drinking purpose.	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	In all schools adequate utensils are used for cooking food.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	All the schools use fire wood as fuel for cooking MDM.	
16.	<p><u>SAFETY & HYGIENE:</u></p> <ol style="list-style-type: none"> General Impression of the environment, Safety and 	Observation

	<p>hygiene:</p> <ol style="list-style-type: none"> 2. Are children encouraged to wash hands before and after eating 3. Do the children partake meals in an orderly manner? 4. Conservation of water? 5. Is the cooking process and storage of fuel safe, not posing any fire hazard? 	
	<p>In all schools the environment, safety and hygiene are looked into. All the children wash their hands before and after taking meal. The children partake meals in an orderly manner and conserve water while washing dishes. Again there is no schools where cooking place pose any fire hazard.</p>	
(vi)	<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>As regards to community participation parents usually supervise MDM. 50 percent VEC members supervise MDM many times in a month and 20 percent VEC members came to school always to supervise MDM. Again Panchayat and urban bodies members occasionally supervise MDM programme.</p>	
(vii)	<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>The extent of inspection of MDM programme by MDM officials is concerned, State, District and Block officials occasionally inspected MDM programme not at regular intervals.</p>	
(viii)	<p>IMPACT : Has the mid day meal improved the enrollment, attendance of children in school, general well being</p>	<p>School records, discussion with head teacher,</p>

	(nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	teachers, students, VEC, Gram Panchayat members.
<p style="text-align: center;">The Mid-day-meal Programme certainly helps in improving the enrolment and attendance of children in school as opined by 30 percent headmaster and teacher. Again 22 percent headmaster and teacher opined that general health of children increases due to MDM programme.</p> <p style="text-align: center;">The MI during field visit observed that MDM programme have a positive impact particularly in backward / rural areas, which help for increasing enrollment and retention of school children particularly the days when egg are serve in MDM programme the enrolment of students is better as compared to other days of week.</p>		

CONCLUSION :

The three districts visited by the Monitoring Institute for monitoring and supervision of SSA activities are three tribal dominated districts of the state. These districts are also economically very backward. The literacy rate is far below the state and national average and majority of the population live below poverty line. For the economic development of these districts, Govt. of India has launched a scheme in the name of KBK districts. Education and health services need to be given top priority for the total development of these districts. So it demands sincere and effective implementation of SSA interventions in these districts.

During monitoring and supervision of the progress under SSA, it was revealed that the performance of Nabarangpur and Koraput was found to be satisfactory, though these two districts have to pay more attention to interventions like NPEGEL/ MCS and KGBV.

On the other hand the performance of Nuapada district was not found to be satisfactory. The district is not doing well in many interventions. The MI feels the necessity of capacity building of the consultants / intervention heads of the district office. Special attention of the state office is highly essential to bring improvement upon the situation.

On the basis of field visit to these three districts, the MI likes to suggest for revamping the training programmes under various interventions and for this master trainers should be selected carefully and should be trained effectively. The MI also likes to emphasise on the extensive field visit by field functionaries like CRCCs, BRCCs and intervention heads and consultants of the district offices.



