

**2nd HALF YEARLY MONITORING REPORT
OF
INSTITUTE OF DEVELOPMENT STUDIES, JAIPUR
ON SSA AND MDM
FOR THE STATE/UT OF
RAJASTHAN
FOR THE PERIOD OF
February 1, 2009 to July 31, 2009**

DISTRICTS COVERED

- 1. Dungarpur**
- 2. Jaisalmer**
- 3. Pali**
- 4. Pratapgarh**



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R.S. Sharma

Raj Agrawal

**1. 2nd HALF YEARLY MONITORING REPORT OF INSTITUTE OF DEVELOPMENT STUDIES
ON SSA AND MDM FOR THE STATE/UT OF RAJASTHAN FOR THE PERIOD OF
FEBRUARY 1, 2009 TO JULY 31, 2009**

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	Institute of Development Studies, Jaipur
2.	Period of the report	February 1, 2009 to July 31, 2009
3.	No. of Districts allocated	4
4.	District names	1.Dungarpur 2.Jaisalmer 3.Pali, 4.Pratapgarh
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.Dungarpur April 09 to July 09 2.Jaisalmer April 09 to July 09 3.Pali April 09 to July 09 4.Pratapgarh April 09 to July 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.Dungarpur 2463 2.Jaisalmer 1376 3.Pali 2291 4.Pratapgarh 1777 Total 7907
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.Dungarpur 120 2.Jaisalmer 76 3.Pali 107 4.Pratapgarh 90 Total 393
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	1. Dungarpur - Yes (5.0 %) 2. Jaisalmer - Yes (5.5%) 3. Pali - Yes (4.8%) 4. Pratapgarh - Yes (5.1 %) Total - Yes (5.0%)
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).	1.Dungarpur Yes 2.Jaisalmer Yes 3.Pali Yes 4.Pratapgarh Yes
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	1.Dungarpur Yes 2.Jaisalmer Yes 3.Pali Yes 4.Pratapgarh 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	
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	
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.	

2. Executive Summary of all the district reports

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

District 1: (Dungarpur)	<p>In Dungarpur district, 14 NUPS have been upgraded. 14 (100.0%) had been opened but in 2008-09 there were no new school had been sanctioned. The Construction work had started in all the 10 NUPS schools. The stage of construction in these schools are Foundation stage 0. Lintel 5, Roofing 5,</p> <p>In this district we have surveyed 120 PS and UPS schools. There was no single newly opened school in the sample.</p>
District 2: (Jaisalmer)	<p>In Jaisalmer district, 26 NUPS have been upgraded. 26 (100.0%) had been opened but in 2008-09 there were no new school had been sanctioned. In the budget plan 2008-2009 the State Govt. had not sanctioned any new school but the above schools have been upgraded.</p> <p>In this district we have surveyed 76 PS and UPS schools. There was no single newly opened school in the sample.</p>
District 3: (Pali)	<p>In Pali district, 27 NUPS have been upgraded. 10 (37.0%) had been opened but in 2008-09 there were no new school had been sanctioned. In the budget plan 2008-2009 the State Govt..had not sanctioned any new school but the above schools have been upgraded, The land had been already identified for all 10 NUPS schools. The Construction work had started in all the 10 NUPS schools. The stage of construction in these schools are Lintel 5, Roofing 5,</p> <p>In this district we have surveyed 107 PS and UPS schools. There was no single newly opened school in the sample.</p>
District 4: (Pratapgarh)	<p>In Pratapgarh district, 42 UPS have been upgraded to Secondary school. The all 42 upgraded UPS schools created a new PS (class 1 to 5). Out of these only 8 schools have been sanctioned new buildings and reaming 34 schools are working in the old buildings. The district have already 26 building less PS. The Construction work had started in all the 8 NPS schools. The stage of construction in these schools are Foundation stage 7. Lintel 1, Roofing</p> <p>In this district we have surveyed 90 PS and UPS schools. There was no single newly opened school in the sample.</p>

(b) Civil Works:

District 1: (Dungarpur)	For 2008-09, Dungarpur district had a physical target (including spill over) of constructing 2 School building, 867 ACRs, 6 drinking water facility, 13 toilet facility, 9 BRC/CRC buildings and 94 special repairing. Till 30-06-2009, construction work of 1 school building, 726 ACR, 6 drinking water facilities, 13 toilets facility and 9 BRC/CRC buildings, 79 special repairing of building had been completed. Construction of 1 school building, 141 ACR, and 15 special repairing of building are under progress.
District 2: (Jaisalmer)	For 2008-09, Jaisalmer district had a physical target (including spill over) of constructing 565 ACRs, 7 drinking water facility, 12 toilet facility, 7 BRC/CRC buildings and 56 special repairing. Till 30-06-2009, construction work of 427 ACR, 6 drinking water facilities, 3 toilets facility and 6 BRC/CRC buildings, 30 special repairing of building had been completed. Construction of 138 ACR, 1 drinking water, 9 toilets, 1 BRC/CRC and 26 special repairing of building are under progress
District 3: (Pali)	For 2008-09, Pali district had a physical target (including spill over) of constructing 2 School building, 458ACRs, 15 drinking water facility, 32 toilet facility, 4 BRC/CRC buildings and 92 special repairing. Till 30-06-2009, construction work of 2 school building, 253 ACR, 5 drinking water facilities, 10 toilets facility and 4 BRC/CRC buildings, 34 special repairing of building had been completed. Construction of 205 ACR, and 10 drinking water, 22 toilet, 58 special repairing of building are under progress.
District 4: (Pratapgarh)	For 2008-09, Pratapgarh district had a physical target (including spill over) of constructing 125 ACRs, 17 special repairing. Till 30-06-2009, construction work of 125 ACR, 17 special repairing of building are under progress.

(c) Textbooks:

District 1: (Dungarpur)	<p>In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free text books.</p> <p>There was no delay in distribution of text books in the district. The schools had opened on 17-4-2009 in 2008-09. The textbooks were distributed to all students within a month of reopening of schools. The MI found that only in 2 (1.7%) out of 120 sample schools textbooks had not been distributed within one month of opening of schools.</p>
District 2: (Jaisalmer)	<p>In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free text books.</p> <p>The MI found that only in 3 (4.1%) out of 76 sample schools textbooks had not been distributed within one month of opening of schools.</p>
District 3: (Pali)	<p>In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free text books.</p> <p>The MI found that only in 9 (8%) out of 107 sample schools textbooks had not been distributed within one month of opening of schools.</p>
District 4: (Pratapgarh)	<p>In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free text books. The MI found that only in 2 (2%) out of 90 sample schools textbooks had not been distributed within one month of opening of schools.</p>

(d) School grants:

District 1: (Dungarpur)	In 2008-09, 1691 PS schools and 772 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.
District 2: (Jaisalmer)	In 2008-09, 1403 PS schools and 456 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.
District 3: (Pali)	In 2008-09, 2129 PS schools and 1346 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.
District 4: (Pratapgarh)	In 2008-09, 1363 PS schools and 480 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.

(e) Teachers and Teachers Training:

District 1: (Dungarpur)	Out of the 120 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 49 (11.1%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 379 (96.7%) were found to be present and 13 (3.3%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.
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District 2: (Jaisalmer)	Out of the 76 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 28 (14%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 167 (77%) were found to be present and 49 (23%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.
District 3: (Pali)	Out of the 107 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 58 (11%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 382 (85%) were found to be present and 70 (15%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.
District 4: (Pratapgarh)	Out of the 90 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 24 (9%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 234 (93%) were found to be present and 17 (7%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.

(f) Teaching Learning Material (TLM) grants:

District 1: (Dungarpur)	The DPO, in turn, had released this grant to 8327 (100.0%) teachers by 31-03-2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.
District 2: (Jaisalmer)	The DPO, in turn, had released this grant to 3003 (100.0%) teachers by 31-03-2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.
District 3:	The DPO, in turn, had released this grant to 9071 (100.0%) teachers by 31-03-

(Pali)	2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.
District 4: (Pratapgarh)	The DPO, in turn, had released this grant to 2942 (100%) teachers by 31-03-2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.

(g) EGS & AIE:

District 1: (Dungarpur)	For 2008-09, 18 AIE (Shiksha Mitra Kendra) 23 NRBCs and 14 RBC had been sanctioned and organized till 31-3-2009 The target and enrollment in SMK 778 boys and girls, NRBC 808 boys and girls and in RBC 598 boy & girls. All the enrolled children are attending the alternative schools facilities.
District 2: (Jaisalmer)	For 2008-09, 30 AIE (Shiksha Mitra Kendra) 3 NRBCs and 7 RBC had been sanctioned and organized till 31-3-2009. The target and enrollment in SMK 828 boys and girls, NRBC 140 boys and girls and in RBC 350 boy & girls. All the enrolled children are attending the alternative schools facilities.
District 3: (Pali)	For 2008-09, 24 AIE (Shiksha Mitra Kendra) 10 NRBCs and 1 RBC had been sanctioned and organized till 31-3-2009. The target and enrollment in SMK 639 boys and girls, NRBC 611 boys and girls and in RBC 33 boy & girls. All the enrolled children are attending the alternative schools facilities
District 4: (Pratapgarh)	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 31-3-2009

(h) Children with Special Needs (CWSN):

District 1: (Dungarpur)	Out of 6912 CWSN children identified in 2008-09, 6162 (89.1%) have been enrolled. The District had planned to enroll the rest 750 CWSN by June 2009. In
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	2008-09, 194 identified CWSN had been given aids and appliances in surveyed schools.
District 2: (Jaisalmer)	Out of 3920 CWSN children identified in 2008-09, 3444 (87.8%) have been enrolled. The District had planned to enroll the rest 476 CWSN by June 2009. In 2008-09 341 identified CWSN had been given aids and appliances surveyed schools.
District 3: (Pali)	Out of 9493 CWSN children identified in 2008-09, 9183 (97%) have been enrolled. The District had planned to enroll the rest 310 CWSN by June 2009. In 2008-09, 185 identified CWSN had been given aids and appliances surveyed schools.
District 4: (Pratapgarh)	Out of 2916 CWSN children identified in 2008-09, 2871 (98%) have been enrolled. The District had planned to enroll the rest 45 CWSN by June 2009. In 2008-09, 171 identified CWSN had been given aids and appliances

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

District 1: (Dungarpur)	54 clusters were targeted in the year 2008-2009 and 192 model cluster schools were started during the year. The target of additional classrooms was 192 and the achievement was 192 (100%). The target for drinking water facilities, toilet and electrification was 192 model cluster schools and the achievement was 192 (100%) schools. But the achievement of electrification was 158 (82.3 %)
District 2: (Jaisalmer)	36 clusters were targeted in the year 2008-2009 and 123 model cluster schools were started during the year.. The target of additional classrooms was 123 and the achievement was 123 (100%). The target for drinking water facilities, toilet and electrification was 123 model cluster schools and the achievement was 123 (100%) schools.
District 3: (Pali)	129 clusters were targeted in the year 2008-2009 and 190 model cluster schools were started during the year. The target of additional classrooms was 130 and the achievement was 124 (95%).
District 4: (Pratapgarh)	64 clusters were targeted in the year 2008-2009 and 101 model cluster schools were started during the year. The target of electrification was 101 and the achievement was 101 (100%).

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

District 1: (Dungarpur)	5 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are functioning. 22 post of teachers have been sanctioned for the KGBV. Out of them 10 teachers were to be appointed through deputation and 12 were to be selected on contract basis. In these 5 KGBVs only 3 teachers had been appointed on deputation and 16 teachers were selected on contract basis. Thus 3 (14 %) post of teachers are vacant. 25 post have been sanctioned for the other administrative staff while only 22 (88%) staff is available at KGBVs.
District 2: (Jaisalmer)	3 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are functioning. 12 post of teachers have been sanctioned for the KGBV. Out of them 3 teachers were to be appointed through deputation and 7 were to be selected on contract basis. In these 3 KGBVs only 3 teachers had been appointed on deputation and 7 teachers were selected on contract basis. Thus 2 (17 %) post of teachers are vacant. 15 post have been sanctioned for the other administrative staff while only 13 (87%) staff is available at KGBVs.
District 3: (Pali)	10 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are functioning. 44 post of teachers have been sanctioned for the KGBV. Out of them 15 teachers were to be appointed through deputation and 29 were to be selected on contract basis. In these 10 KGBVs only 15 teachers had been appointed on deputation and 24 teachers were selected on contract basis. Thus 5 (11 %) post of teachers are vacant. 50 post have been sanctioned for the other administrative staff while only 34 (68%) staff is available at KGBVs.
District 4: (Pratapgarh)	5 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are functioning. 19 post of teachers have been sanctioned for the KGBV. Out of them 5 teachers were to be appointed through deputation and 8 were to be selected on contract basis. In these 5 KGBVs only 5 teachers had been appointed on deputation and 8 teachers were selected on contract basis. Thus 6 (32 %) post of teachers are vacant. 25 post have been sanctioned for the other administrative staff while only 18 (72%) staff is available at KGBVs.

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

District 1: (Dungarpur)	An EMIS set up in each district of the state Computer set have been provided as per requirement by SSA
District 2: (Jaisalmer)	SSA has provided computer sets as per requirement.
District 3: (Pali)	SSA has provided computer sets as per requirement.
District 4: (Pratapgarh)	SSA has provided computer sets as per requirement.

(l) Research and Evaluation:

District 1: (Dungarpur)	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 studies have been sanctioned.
District 2: (Jaisalmer)	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 studies have been sanctioned.
District 3: (Pali)	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 studies have been sanctioned.
District 4: (Pratapgarh)	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 studies have been sanctioned.

(m) Functioning of the VEC:

District 1: (Dungarpur)	The District has 2463 schools covered under SSA and all the schools have constituted SDMCs. The DPO has issued a VEC guideline to different schools However during the field visit the MI found that 108 (90%) out of the 120 sample school have a copy of the VEC guidelines.
District 2: (Jaisalmer)	The District has 1369 schools covered under SSA and all the schools have constituted SDMCs. The DPO has issued a VEC guideline to different schools However during the field visit the MI found that 76 (100%) out of the 76 sample school have a copy of the VEC guidelines.

District 3: (Pali)	The District has 7966 schools covered under SSA and all the schools have constituted SDMCs. The DPO has issued a VEC guideline to different schools. However during the field visit the MI found that 103 (96%) out of the 107 sample school have a copy of the VEC guidelines.
District 4: (Pratapgarh)	The District has 1339 schools covered under SSA and all the schools have constituted SDMCs. The DPO has issued a VEC guideline to different schools. However during the field visit the MI found that 90 (100%) out of the 90 sample school have a copy of the VEC guidelines.

(n) Staffing at State and District Level:

District 1: (Dungarpur)	The total staffing positions sanctioned for DPO is 25 and 18 positions have been filled up. 7 post of DTO are vacant. DPO has taken necessary step to fill up against these vacant posts.
District 2: (Jaisalmer)	The total staffing positions sanctioned for DPO is 25 and 20 positions have been filled up. 5 post of DTO are vacant. DPO has taken necessary step to fill up against these vacant posts.
District 3: (Pali)	The total staffing positions sanctioned for DPO is 25 and 21 positions have been filled up. 4 post of DTO are vacant. DPO has taken necessary step to fill up against these vacant posts.
District 4: (Pratapgarh)	The SPO has specific program managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.

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

District 1: (Dungarpur)	
District 2: (Jaisalmer)	
District 3: (Pali)	
District 4: (Pratapgarh)	

(p) Any other issues relevant to SSA implementation

District 1: (Dungarpur)	The schools functioned for 225 days on an average in 2008-09. During field visit it was found that out of the 120 sample schools, 96 (80.0%) schools have clean environment; 41(34.0%) school have good building; 83(69.0%) schools have a playground. 114(95%) schools have classrooms with proper flooring, roof and windows; and 85(71%) schools have classrooms with proper lighting.
District 2: (Jaisalmer)	The schools functioned for 215 days on an average in 2008-09. During field visit it was found that out of the 76 sample schools, 50 (66%) schools have clean environment; 20(26%) school have good building; 41(54%) schools have a playground. 44(58%) schools have classrooms with proper flooring, roof and windows; and 72 (95%) schools have classrooms with proper lighting.
District 3: (Pali)	The schools functioned for 220 days on an average in 2008-09. During field visit it was found that out of the 107 sample schools, 41 (38%) schools have clean environment; 46(43.0%) school have good building; 55(51%) schools have a playground. 69(64%) schools have classrooms with proper flooring, roof and windows; and 80(75%) schools have classrooms with proper lighting.
District 4: (Pratapgarh)	The schools functioned for 228 days on an average in 2008-09. During field visit it was found that out of the 90 sample schools, 59 (65%) schools have clean environment; 29(32%) school have good building; 60(67%) schools have a playground. 55(61%) schools have classrooms with proper flooring, roof and windows; and 74 (82%) schools have classrooms with proper lighting.

Executive Summary of All the District Reports for Mid Day Meal

<p>District 1:(Dungarpur)</p>	<p>(a) Regularity in serving MDM:</p> <p>The MI has monitored MDM scheme for April 2009 to July 2009 in 120 schools and has found that in all (100%) schools, hot cooked MDM is served</p> <p>The average percentage of children attending school on the day of MI's visit was 84.0%. As per MDM register 99.0 % children avail the MDM. The percentage of children actually availing MDM was 87.0%.</p> <p>(b) REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL</p> <p>Out of 120 surveyed school NANDI Foudation and ANNAPURNA Samiti are providing MDM in 27 School and MDM department in 93 schools.</p> <p>83 (89%) schools were receiving food grain regularly. In only 10 (11%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain.</p> <p>(C) REGULARITY IN DELIVERING COOKING COST TO SCHOOL</p> <p>74(79%) schools have been receiving cooking cost in advance regularly, but 19 (21%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 27 (22.5%) schools MDM is served by NGOs through centralized kitchen facility.</p> <p>(d) SOCIAL EQUITY</p> <p>The MI has visited 120 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed..</p> <p>(E) VARIETY OF MENU</p> <p>A Weekly menu for MDM is displayed in all sample school. *</p> <p>(F) QUALITY & QUANTITY OF MEAL</p> <p>Out of the 120 schools children of 106 (88%) schools were satisfied with the quality of meal, Out of the 120 sample schools children of 107 (89%) schools were satisfied with the quantity of meal.</p> <p>(G) SUPPLEMENTARY</p> <p>According to MDM in charge or Teacher 89 (74%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically</p> <p>(H) STATUS OF COOKS</p> <p>In 63 (68%) schools the cook appointed by the department, in 7 (7%) schools the NGOs and in 23 (25%) schools other contractor are cooking and serving the MDM</p>
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	<p>(I) INFRASTRUCTURE</p> <p>Out of surveyed 93 sample checked schools, 87 (93 %) schools kitchen shed are constructed and 81 (87%) in use. Out of the 6 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 1 (%) schools, in 1 (1%) schools under the tin shed, in 2 (2%) schools at cooks residence and in 2 (2%) school where the NGO supplies they have their own resource.</p> <p>(J) COMMUNITY PARTICIPATION</p> <p>The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 120 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.</p> <p>(K) INSPECTION & SUPERVISION</p> <p>The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 40 (33%) school had been inspected by DPO during the last academic year. In 62 (52%) schools have been inspected by the BRC/CRC once in a monthly during the school visit</p> <p>(L) IMPACT</p> <p>Around 87 % teachers believe that MDM improves the enrollment attendance of children in schools and about 73 % teachers opine that MDM contributes to improve the general well being of children.</p>
<p>District 2: (Jaisalmer)</p>	<p>(a) Regularity in serving MDM:</p> <p>The MI has monitored MDM scheme for April 2009 to July 2009 in 76 schools and has found that in all (100%) schools, hot cooked MDM is served. The average percentage of children attending school on the day of MI's visit was 73.0%. As per MDM register 100.0 % children avail the MDM. The percentage of children actually availing MDM was 94.0%.</p> <p>(b) REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL</p> <p>Out of 76 surveyed school ANNAPURNA Samiti are providing MDM in 19 School and MDM department in 57 schools.</p> <p>49 (85%) schools were receiving food grain regularly. In only 8 (15%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain.</p> <p>Neither the Head Teacher nor the MDM functionaries of schools could say the prescribed date of delivery of food grains to schools and hence the MI could not calculate the extent of delay and the reasons for the same.</p>

(C) REGULARITY IN DELIVERING COOKING COST TO SCHOOL

11(19%) schools have been receiving cooking cost in advance regularly, but 46 (81%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 19 (25%) schools MDM is served by NGOs through centralized kitchen facility

(d) SOCIAL EQUITY

The MI has visited 76 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed..

(E)VARIETY OF MENU

A Weekly menu for MDM is displayed in all sample school. *

(F) QUALITY & QUANTITY OF MEAL

Out of the 76schools children of 65 (85%) schools were satisfied with the quality of meal. Out of the 76 sample schools children of 65 (85%) schools were satisfied with the quantity of meal.

(G) SUPPLEMENTARY

According to MDM in charge or Teacher 39 (51%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically

(H) STATUS OF COOKS

In 38 (67%) schools the cook appointed by the department, in 2 (4%) schools the NGOs and in 17 (30%) schools other contractor are cooking and serving the MDM.

In 19 surveyed Schools of the district Aanpurana Samiti provids MDM.

(I) INFRASTRUCTURE

Out of surveyed 57 sample checked schools, 33 (58%) schools kitchen shed are constructed and 26 (46%) school kitchen shed in use. Out of the 24 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 4 (17%) schools, in 3 (12.5%) schools under the tin shed, in 13 (54%) schools at cooks residence and in 4(17%) school where the NGO supplies they have their own resource.

(J) COMMUNITY PARTICIPATION

The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 76 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.

	<p>(K) INSPECTION & SUPERVISION</p> <p>The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 15(20%) school had been inspected by DPO during the last academic year. In 40 (53%) schools have been inspected by the BRC/CRC once in a monthly during the school visit</p> <p>(L) IMPACT</p> <p>Around 41 (54 %) school teachers believe that MDM improves the enrollment attendance of children in schools and about 72 % teachers opine that MDM contributes to improve the general well being of children</p>
<p>District 3: (Pali)</p>	<p>(a) Regularity in serving MDM:</p> <p>The MI has monitored MDM scheme for April 2009 to July 2009 in 107 schools and has found that in all (100%) schools, hot cooked MDM is served. The average percentage of children attending school on the day of MI's visit was 82.0%. As per MDM register 97.0 % children avail the MDM. The percentage of children actually availing MDM was 90.0%.</p> <p>(b) REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL</p> <p>out of 107 surveyed school ANNAPURNA Samiti are providing MDM in 5 School and MDM department in 102 schools.</p> <p>80 (78%) schools were receiving food grain regularly. In only 22 (22%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain.</p> <p>Neither the Head Teacher nor the MDM functionaries of schools could say the prescribed date of delivery of food grains to schools and hence the MI could not calculate the extent of delay and the reasons for the same</p> <p>(C) REGULARITY IN DELIVERING COOKING COST TO SCHOOL</p> <p>70(69%) schools have been receiving cooking cost in advance regularly, but 32 (31%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 5 (5%) schools MDM is served by NGOs through centralized kitchen facility.</p> <p>(d) SOCIAL EQUITY</p> <p>The MI has visited 107 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed (E)VARIETY OF MENU</p> <p>A Weekly menu for MDM is displayed in all sample school. *</p>

	<p>(F) QUALITY & QUANTITY OF MEAL</p> <p>Out of the 107 schools children of 87 (81%) schools were satisfied with the quality of meal Out of the 107 sample schools children of 78 (73%) schools were satisfied with the quantity of meal.</p> <p>(G) SUPPLEMENTARY</p> <p>According to MDM in charge or Teacher 54 (50%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically</p> <p>(H) STATUS OF COOKS</p> <p>In 92 (90%) schools the cook appointed by the department and 10 (10%) schools other contractor are cooking and serving the MDM.</p> <p>In 5 surveyed Schools of the district Aanpurana Samiti provids MDM..</p> <p>(I) INFRASTRUCTURE</p> <p>Out of surveyed 102 sample checked schools, 58 (57 %) schools kitchen shed are constructed and 48 (47%) school kitchen shed in use. Out of the 44 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 26 (59%) schools, in 10 (23%) schools under the tin shed, in 8 (18%) schools at cooks residence.</p> <p>(J) COMMUNITY PARTICIPATION</p> <p>The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 107 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.</p> <p>(K) INSPECTION & SUPERVISION</p> <p>The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 67 (63%) school had been inspected by DPO during the last academic year. In 70 (65%) schools have been inspected by the BRC/CRC once in a monthly during the school visit</p> <p>(L) IMPACT</p> <p>Around 90 (84%) school teachers believe that MDM improves the enrollment attendance of children in schools and about 76% teachers opine that MDM contributes to improve the general well being of children</p>
District 4: (Partapgarh)	<p>(a) Regularity in serving MDM:</p> <p>The MI has monitored MDM scheme for April 2009 and July 2009 in 90 schools and has found that in all (100%) schools, hot cooked MDM is served.</p> <p>The average percentage of children attending school on the day of MI's visit was 74.0%. As per MDM register 99% children avail the MDM. The percentage of children actually availing MDM was 77%.</p>

(b) REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL

Out of 90 surveyed school Mahila ANNAPURNA Samiti are providing MDM in 4 School and MDM department in 86 schools.

80 (93%) schools were receiving food grain regularly. In only 6 (7%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain.

Neither the Head Teacher nor the MDM functionaries of schools could say the prescribed date of delivery of food grains to schools and hence the MI could not calculate the extent of delay and the reasons for the same

(C) REGULARITY IN DELIVERING COOKING COST TO SCHOOL

40 (46%) schools have been receiving cooking cost in advance regularly, but 46 (54%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 4 (5%) schools MDM is served by NGOs through centralized kitchen facility.

(d) SOCIAL EQUITY

The MI has visited 90 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed (E)VARIETY OF MENU

A Weekly menu for MDM is displayed in all sample school. *

(F) QUALITY & QUANTITY OF MEAL

Out of the 90 schools children of 81 (90%) schools were satisfied with the quality of meal. Out of the 90 sample schools children of 75 (83%) schools were satisfied with the quantity of meal.

(G) SUPPLEMENTARY

According to MDM in charge or Teacher 81 (90%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically

(H) STATUS OF COOKS

In 69 (80%) schools the cook appointed by the department, in 7 (8%) schools the NGOs and in 10(12%) schools other contractor are cooking and serving the MDM.

In 4 surveyed Schools of the district Mahila Aanpurana Samiti provides MDM.

(I) INFRASTRUCTURE

Out of surveyed 86 sample checked schools, 66 (77 %) schools kitchen shed are constructed and 62 (72%) in use. Out of the 20 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 12 (60%) schools, in 2 (10%) schools under the tin shed, in 5 (25%) schools at cooks residence and in 1 (5%) school where the NGO supplies they have their own resource.

(J) COMMUNITY PARTICIPATION

The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 90 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.

(K) INSPECTION & SUPERVISION

The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 14 (15%) school had been inspected by DPO during the last academic year. In 70 (77%) schools have been inspected by the BRC/CRC once in a monthly during the school visit

(L) IMPACT

Around 68 (75 %) school teachers believe that MDM improves the enrollment attendance of children in schools and about 71 % teachers opine that MDM contributes to improve the general well being of children.

Chapter 1

District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR
2008-2010

(District 1: DUNGARPUR)

3.1	Name of the District	Dungarpur
3.2	Date of visit to the District/EGS/Schools	April 2009 to July 2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	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.
(i)	<p>As per SPO target of 64 NPS and 150 NUPS was proposed but no any new school was opened in the district.</p> <p>In Dungarpur district, 14 NUPS have been upgraded. 14 (100.0%) had been opened but in 2008-09 there were no new school had been sanctioned. In the budget plan 2008-2009 the State Govt..had not sanctioned any new school but the above schools have been upgraded.</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.
	The land had been already identified for all 14 NUPS schools.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher

	In 14 NUPS upgraded in 2008-09, the DPO had released money to VECs for construction in 10 schools, but the DPO had not released the money for 4 NUPS till 30-04-2009.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The Construction work had started in all the 10 NUPS schools. The stage of construction in these schools are as follow: Foundation stage 0. Lintel 5, Roofing 5,	
(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.
	As per SPO average 2 teachers in NPS and 3 teachers (including headmaster) in NUPS had been sanctioned for the new schools. As per DPO records 15 teachers had been appointed in these schools.	
(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.
	In this district we have surveyed 120 PS and UPS schools. There was no single newly opened school in the sample.	
(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.
	In the district there were only 14 newly upgraded schools. None of these schools were part of the sample covered by MI.	
(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 SPO had developed a TLE guideline and issued to district vide office order No. 75571 dated 21-1-2009.	

(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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	For 2008-09, Dungarpur district had a physical target (including spill over) of constructing 2 School building, 867 ACRs, 6 drinking water facility, 13 toilet facility, 9 BRC/CRC buildings and 94 special repairing. Till 30-06-2009, construction work of 1 school building, 726 ACR, 6 drinking water facilities, 13 toilets facility and 9 BRC/CRC buildings, 79 special repairing of building had been completed. Construction of 1 school building, 141 ACR, and 15 special repairing of building are under progress.	
(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.
	The MI sample checked the progress of construction in 22 Schools. 1 school building, 8-additional class room 4-toilet, 2 BRC building, 2 CRC building, 2-construction of ramp, 5-boundary wall and repairing of building	
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The MI interacted with 22 VECs who had got grants for civil works in 2008-09. It was found that 16 VECs had received training by technical person for execution of civil work. But VEC members of 6schools had not received the training.	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO Dungarpur for SSA had provided a manual for civil works in 22 schools. The on the spot verification revealed that only 14 schools had received the manual.	
(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).
	The DPO had given instructions for construction of ramps in all NPS and NUPS building after construction had been completed . The MI found that out of the 22 schools, in 2 schools where building construction was over, ramps had been made. In the remaining 20 schools, the ramps were already 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).
	The DPO had given specific instructions to the VECs to keep separate account of funds and construction materials for civil works. It was found during the field visit that only 14 (63.6%) VECs out of the 22 schools had kept a separate account.	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The senior technical Consultant (Assistant Engineer) and Technical Consultant (Junior Engineer) are designated to make technical Supervision of civil works at District and Block levels respectively.	

(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 DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. The MI found that in 17 schools Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction but in 5 schools reported that Technical Consultants visited only one time.	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds 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).
	According to SPO the drinking water facilities had been provided with 100 % funding from state government through PHED. In some schools drinking water facilities has been provided by TSC and SSA funds.	
(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).
	In 2 schools NGOs, are providing the drinking water facilities. Out of 120 surveyed schools 82 schools had Hand pump, 10 had taps and 26 schools had more than one source of drinking water facilities. 2 school have no any type drinking water facilities.	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The toilet facility in 184 schools was provided with 100% funding from Total Sanitation Campaign. Out of surveyed schools the toilet facilities in 2 schools it was provided by SSA. There were no case of TSC.	
(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).
	On the spot assessment of the quality of construction reveals that out of a sample of 22 schools the construction was found to be good in 9 schools and in 13 schools it was found to be average.	
(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	At SPO level, there is an Chief Executive Engineer who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluation of civil works had also been carried out	

(c) Textbooks:

(i)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
	<p>In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free text books.</p>	
(ii)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect to be enclosed along with the Monitoring Report.</p>
	<p>The text books had been received from the Rajasthan State Text book Board (RSTB) at BRC points. These were then distributed to CRC point from where the Head Teachers received the text books and distributed them to children in schools. The DPO had received an instruction in this regard from the SPO.</p>	
(iii)	<p>Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p>
	<p>There was no delay in distribution of text books in the district. The schools had opened on 17-4-2009 in 2008-09. The textbooks were distributed to all students within a month of reopening of schools. The MI found that only in 2 (1.7%) out of 120 sample schools textbooks had not been distributed within one month of opening of schools.</p>	
(iv)	<p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.</p>
	<p>Yes, free textbooks had been distributed for all subjects and for all classes and to all eligible children.</p>	

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
In 2008-09, 1691 PS schools and 772 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.		
(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.
In 2008-09 the school grant had been revised from Rs. 2000/- per schools to Rs. 5000/- per primary school and Rs. 7000/- per upper primary school. The DPO had therefore released the school grant at these rates to the VEC accounts. The school grant had been released to 2463 schools in July 2009.		
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
The DPO had not made centralized purchases of items for the school out of the schools grant. The VEC had been given responsibility to utilize the grant as per the guidelines.		
(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.
115 (95.8%) schools had received the school grants in their bank account and the rest had received till 30-09-2009. Yes, there was a delay of 4 months in disbursement of 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.
The last year's school grants received had been fully utilized by all sample schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO.		

(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.
	For 2008-09, no addition teacher had been sanctioned by the PAB and hence no posting of any new teacher had been made till 31-12-08	
(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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(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.
	VEC is not empowered to make appointment of new 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.
	Out of the 120 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 49 (11.1%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 379 (96.7%) were found to be present and 13 (3.3%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.	
(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.
	In all the sample schools, the MI has observed the existence of a good rapport between children and teacher.	

	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>(vii)</p>	<p>As per SPO the district had to give in-service training to 8774 teachers in 2008-09. It had given training for 10 days to 7653(87.2%) teachers. According to DPO the target for the various in services training was 6833 teachers and achievement was 6203 (90.7%) teachers. The MI visited 120 schools and in these schools 305 (77.8%) teachers had received in service training in the current financial year..</p> <p>The District had devised a training calendar for conducting the in-service teachers training.</p> <p>The various types of teachers training organized in the state include:</p> <p>Ten days content based teachers training; 3 days need based teachers training, 7 days capacity development of teachers by resource person in the schools, 12 days computer training, 3 days model cluster schools training 3 days gender training, 3 days lingua-lab training . Management training to head teachers is given by State project office through DPC, BRC,and CRC.</p> <p>In service teachers training organized at BRC level, Community mobilization and review meetings of Head teachers training conducted by CRCs.</p> <p>The training modules have been prepared by SIRET, SPO, DIETS and UNICEF at state level. Master trainers have been trained by subject specialist of SIERT, SPO and DIETS. The MTs further trained the teachers.</p> <p>The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised a regular system of getting feedback from teachers on the application and impact of training inputs but this has not been followed systematically.</p>	

	<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>
(viii)	<p>The district had to give orientation training of 30 days to 1509 newly recruited teachers but 651(43.1%) teachers were given 10 days training and 7 days training during the winter vacation The training modules were prepared by SIRET, SPO, DIETS and UNICEF at state level. Master trainers had been trained by subject specialist of SIERT, SPO and DIETS and these Master Trainers trained the teachers. The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised regular system of getting feedback from teachers on the application and impact of training inputs but this has been not followed properly.</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>
(x)	<p>There is no provision to select untrained teachers for the schools so the 60 days training had not been organized</p> <p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>Teachers in general had expressed satisfaction with the training facilities and contents. But they felt the need for more theme- based and hard spot identification training and training on activity based teaching. There is a need to create an interest in training. A pre-test system before training may be introduced.</p>	
		<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>

	<p>(a) The academic support given by BRC/CRC to the teachers, the frequency of such support: Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>Both BRC and CRC did not have a training calendar and follow up activities. They conducted the training as per instructions given by DPO from time to time. There is no BRC/CRC level follow up activities done in the district and hence the training inputs are not practiced by many teachers in schools.</p>	
	<p>(b) What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(xi)	<p>The expected number of monthly school visit to be made by BRCF are as follows: 5 school, 4 CRC, 2 RBC, 2ECCE and all the KGBVs running in the block. For the CRCF it is 15 schools and all the RBC are to be visited in a month. When the MI representative visited the schools and asked the BRC and CRC about the target and achievements they replied that they had achieved more than 100 percent of target. As the BRC/CRC did not prepare any school visit report and there is no any record of school visit so the MI could not cross check the number.</p>	
	<p>(c) What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRCC's and CRCC's also visit the schools but do not prepare school reports. According to VEC members and teachers,during school visits BRC and CRC mostly discuss administrative matters. Pedagogy improvement issues are taken up rarely. The BRC/CRC mostly visit the school when construction work is going on .</p>	
	<p>(d) Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	During the orientation and training of BRC's and CRC's the subject experts of DIET interacts with them. The DIET officers also provide academic support during their school visits for monitoring and research work.	
	(e) Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	Yes, the BRC/CRCs extend their academic support to EGS/AIE RBC and NRBC. But there are no reports to supplement the visits or support rendered.	
	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
(xii)	There is a specific post like that of Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of one Joint Director. The Quality aspects are reviewed in bimonthly meetings of District Pedagogy Coordinator held at SPO level and by quarterly meeting of DPCs of schools held at SPO level. The SPO has coordinated with the SIERT to develop the State Curriculum up to class X, textbooks up to Class VII and teacher training modules. DIET staff are also involved as DRG members for teacher training.	

(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.
For 2008-09, 8327 teacher were eligible to receive the TLM grants. By 31-03-2009, TLM grant has been released to all of them by SPO to DPO.		
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
The DPO, in turn, had released this grant to 8327 (100.0%) teachers by 31-03-2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.		
(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.
MI has further observed that in all sample schools the grant had been given to teachers after drawing from bank account by 31-03-2009. The teachers have utilized this grant for procuring materials to prepare TLMs and also for purchasing some readymade TLMs from the local markets. MI has found that 90(75%) out of the 120 sample checked schools, the TLMs have been displayed in classrooms and also given to children for use. There was no good example of TLM. The 96 (80 %) schools teachers have received special training on preparation of TLM. The training was organized for 3 days at BRC level. The master trainer was from DRG and BRG. There was no any cross sharing/demonstration of good practices among teachers.		

(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.
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	For 2008-09, 18 AIE (Shiksha Mitra Kendra) 23 NRBCs and 14 RBC had been sanctioned and organized till 30-3-2009	
(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.
	The target and enrollment in SMK 778 boys and girls, NRBC 808 boys and girls and in RBC 598 boy & girls. All the enrolled children are attending the alternative schools facilities.	
(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.
	The target and enrollment in AIE(SMK) is 778 boys and girls, in NRBC 808 boys and girls and in RBC 598 boy & girls. All the enrolled children are attending the alternative schools facilities.	
(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.
	As per DPO 48 EVs have been worked in RBC and NRBC. All EVs were giving training for 3 days at BRC level. During the field visit the MI could not found running RBC/NRBC/AIE .	
(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.
	Yes, the BRC/CRC are giving the academic support to EVs. The DPO has issued an instruction to BRC/CRC to extend academic support to EVs during the functioning the EGS.	
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	The educational qualification of EVs in sample EGS are senior secondary and most of them all B.STC and B.Ed. They have also given training for 3 days at BRC level.	
(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.
	The selection of EVs was through placement agencies. EVs were given Rs. 2400 per month The honorarium of EVs paid to placement agencies through Cheques. The placement agencies transfer the amount of honorarium in their bank accounts.	

(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Yes, According to SDMC members the EVs are regular in his attendance.	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	There is designated District Coordinator for AIE. The District Coordinator for planning is in charge of AIE. He had got any orientation and capacity building training on AIE	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	The DPO use monitoring format to provide AIE related data to SPO.	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	All EGS Centers in the District had been closed in 2007-08 and they are running RBC and NRBC camps, in the year 2008-09 the DPC have enrolled 813 children in regular school out of 1406 children enrolled in RBC/NRBC.	
(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.
	No, they try to enrolled the children in regular schools through RBC/NRBC	
(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.
	The RBC/NRBC are not working as regular EGS centers so the DPC they try to enrolled the children in regular schools through RBC/NRBC	
(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.
	No EGS have been upgraded as they were discontinued.	
(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.

	No EGS have been upgraded as they were discontinued.	
(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.
	All EGS centers have been closed in 2007-08	
(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.
	All EGS centers have been closed in 2007-08	
(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.
	All EGS centers have been closed in 2007-08	
(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.
	All EGS Centers in the District had been closed in 2007-08 and they are running RBC and NRBC camps, in the year 2008-09 the DPC have enrolled 813 children in regular school out of 1406 children enrolled in RBC/NRBC.	
(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.
	Yes, the infrastructure available in the EGS/AIE/RBC/NRBC centres, such as durries, blackboard, books, TLMs etc?	
(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.
	Yes , in the RBC meal facility made available by SSA	
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	The RBC/NRBC not functioning during the field visit MI.	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.

	The RBC/NRBC not functioning during the field visit MI.	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The RBC/NRBC not functioning during the field visit MI.	
(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.
	Yes, they RBC/NRBC children are using the Schools text books. The RBC/NRBC not functioning during the field visit MI.	

(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.
	Out of 6912 CWSN children identified in 2008-09, 6162 (89.1%) have been enrolled. The District had planned to enroll the rest 750 CWSN by June 2009.	
(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.
	In 2008-09, 194 identified CWSN had been given aids and appliances. The CWSN children were provided Tri cycle, Wheelchair, Hearing equipment . Baishaki/crutches and Caliper.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	The DPO stated that they had not faced any difficulty in procuring them.	
(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 DPO has identified 5 Resource Teachers for CWSN activity. The resource teachers have been posted in the 5 BRCs of 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 DPO has an IED Coordinator. He has been oriented on CWSN activity and had attended the capacity building training in 2008-09 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 SPO has prescribed a monitoring format for CWSN activity and the DPO has been submitting feedback to the SPO on monthly basis.	
(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.
	According to DPO in 2008-09, 339 school had been provided with grants for constructing ramps in the whole district. In sample schools 8 schools have been provided 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.
	107 CWSN have been provided home based education in 2008-09. Out of 120 surveyed schools 42 CWSN children were provided home based education.	
(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.
	As per DPO records, 160 parents have been advised in the district during the year 2008-09. In 54 Schools parents of CWSN have been given counseling in the same year., The MI also verified that parents of CWSN have been counseled in 54 schools.	
(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.
	At the time of visit to the sample the MI has found that in 54 schools, 332 (54.4%) out of the 610 enrolled CWSN were present on the day of the visit.	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	54 clusters were targeted in the year 2008-2009 and 192 model cluster schools were started during the year.	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.

	The target of additional classrooms was 192 and the achievement was 192 (100%). The target for drinking water facilities, toilet and electrification was 192 model cluster schools and the achievement was 192 (100%) schools. But the achievement of electrification was 158 (82.3 %)	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Gender sensitive teaching learning materials have been provided in the model cluster schools. Vocational training, bridge courses have been initiated in the selected schools. Gender sensitization training to teachers was organised in the February 2009. Additional efforts to mobilize community and women's groups in favor of girls education, were also carried out. MEENA MANCH has been constituted and Maa- beti Sammelan was also organized in the February 2009. Vocational training was given to girls in the model cluster schools	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	The funds have been released to each model cluster schools. The details of amount and dates are as follows: Total amount released is - RS 147.75 lakh in the month of Feb- March 2009.	
(v)	a. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes district gender coordinator has been appointed at district level.	
	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.
	The SPO has developed a monitoring format to check the progress on girls education. The review of progress on is carried out bi- monthly or quarterly.	
(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 per DPO 192 ECCE Center is operating under NPEGEL,	
(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 SPO has prescribed a monitoring format for ECCE activity but has not collected any feedback data on ECCE from the DPO since ECCE is not launched in 2008-09 under NPEGEL.
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(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.
	5 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are 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.
	For all the 5 sanctioned KGBVs land had been identified and in 4 KGBVs building constructions had been completed and in 1 KGBVs buildings are under 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.
	Yes, the state had drawn up detailed guidelines for running the KGBVs schools. The copy of guidelines were available at KGBVs.	
(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 the 5 sanctioned KGBVs land had been identified and in 4 KGBVs building construction had been completed and in 1 KGBVs building are under construction.	
(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.
	22 post of teachers have been sanctioned for the KGBV. Out of them 10 teachers were to be appointed through deputation and 12 were to be selected on contract basis. In these 5 KGBVs only 3 teachers had been appointed on deputation and 16 teachers were selected on contract basis. Thus 3 (14 %) post of teachers are vacant. 25 post have been sanctioned for the other administrative staff while only 22 (88%) staff is available at KGBVs.	
(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.
	A total of 450 girls are enrolled in all 5 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 availability of furniture, bedding, and others facilities in KGBVs was 60 to 80 percent. The main problems in the KGBVs of district visited are related to drinking water, electricity, toilet and bathrooms and budgetary provisions.</p>
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(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.
	An EMIS has been set up in each district of the state. Computer set have been provided as per requirement by SSA.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The SPO has given a time schedule to the DPO to take up DISE activity from September 2009 to 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 data capture formats will be provided in to schools in September 2009.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Teachers have been given training for filling up data in the data capture formats. A one day training was organised at district level in 2008 at BRC /CRC level.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	The CRC/BRC coordinators have been given the task of verifying DISE data. The SPO has planned to engage a third party for verifying the DISE data in this 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 DISE data are to be sent by the DPO to SPO by November 2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

(l) 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.					
	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 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.					
	<p>The situation of research proposal in last calendar year is as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Sanctioned</td> <td style="text-align: center;">completed</td> </tr> <tr> <td>District level</td> <td style="text-align: center;">53</td> <td style="text-align: center;">53 (100.0)</td> </tr> </table> <p>As per DPC record BRC/CRC and school level research and evaluation studies were not proposed in 2008-09. due to lack of budget provision.</p>			Sanctioned	completed	District level	53
	Sanctioned	completed					
District level	53	53 (100.0)					
(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.					
	Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the state Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SIERT and DIETS are involved in doing some research activities. There is a state Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects. DIETS conduct the district level research study of SSA and assist in conducting action research. State level studies are invited through notice and inviting tender for technical and financial proposal. District level studies and research are approved by District Research Advisory Committee.						

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	The District has 2463 schools covered under SSA and all the schools have constituted SDMCs.	

(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.
	<p>The DPO has issued a VEC guideline to different schools However during the field visit the MI found that 108 (90%) out of the 120 sample school have a copy of the VEC guidelines.</p>	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<p>The VEC guidelines have mentioned that a VEC should have at least 3 women members. The MI has observed that in all 120 schools, the VEC had at least 03 women members.</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>The VEC is to convene at least 1 meeting every month as per the VEC guidelines. But the MI found that this rule was followed only in 42 (35%) out of the 120 sample schools. In every VEC the total members should be 13 as per the VEC guidelines. MI verified that in 120 VECs, 8 members were present. During the period 1-4-09 to 31-7-09, on an average 8 members have regularly attended all VEC meetings. In 296 (61%) out of the 120 VECs, the women and SC/ST members have attended the VEC meetings regularly during the same period.</p>	
(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.
	<p>In 2008-09, 627(41%) schools VEC members have been trained till 30-06-09. For the remaining VECs members, the DPO had planned to conduct it in December 2009.</p>	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<p>Till 30-06-09 the MI found that out of 120 schools, 65 (54.0%) VECs have improved the school environment; 56(47%) VECs have helped in enrollment of children; 40 (33%) VECs have helped in improving students' attendance; and 35(29%) VECs have helped in raising teacher's attendance. Thus only a few VECs have contributed to school development.</p>	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.

	In 2008-09, 110(92%) of the 120 school VECs had recorded the grants released to their bank accounts.	
(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
	In the SPO, there is an officer-in –charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District coordinators for community mobilization. For capacity development, training modules have been revised. The Community mobilization officers published the message through Media. At schools level he also organized Shiksha Shanivaar (The program for social audit and capacity development).	

(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.
The SPO has specific program managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.		
(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.
Information regarding General Body and Executive Committee meeting was not provided by the SPO for 2008-09.		
(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 staffing positions sanctioned for DPO is 25 and 18 positions have been filled up. 7 post of DTO are vacant. DPO has taken necessary step to fill up against these vacant posts.		
(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 total BRC sanctioned in the district is 5 and all BRC positions have been filled up. 54 CRCs have been sanctioned and 50 (93 %) are functioning. 4 Post of CRC are vacant		
(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 for filling up various 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.

For PS and UPS Govt. provision is available with in 1 K.M and 3 K.M. radius. RBC, NRBC. SMK and Madarsha are available for girls and minority. In the district most of the habitation are under reach.

(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 schools functioned for 225 days on an average in 2008-09.	
(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 field visit it was found that out of the 120 sample schools, 96 (80.0%) schools have clean environment; 41(34.0%) school have good building; 83(69.0%) schools have a playground. 114(95%) schools have classrooms with proper flooring, roof and windows; and 85(71%) schools have classrooms with 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.
	Similarly, the MI observed that out of the 120 sample schools, 112(93%) schools have blackboard and 85 (71.0%) schools had TLMs and proper sitting arrangement.	
(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.
	80(67%) schools have conducted health camps for children	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	Only 70 (58%) schools gave adequate play materials to children.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	The day the MI visited the schools it was found that 73 percent of boys and girls were present. 27 percent children remained absent from school owing to illness, crop season and local festivals.	
(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 head Teachers have met the parents of the absentees and have motivated them to send their children regularly to schools.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	In all the 120 sample schools, the learning level of students are assessed by conducting 3 kinds of examinations such as Unit test, Half early and Annual.	
(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 the 120 sample schools there is a continuous process of evaluating the learning.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	In 50(42%) schools achievement level of the children was good, In 59 (49%) schools was average and in 11 (9%) schools was below average.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The teachers and students rapport was seen to has been good in all schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.

	In the 120 schools covered in the sample there were no overage children in any schools. The teachers did not report any under age children in their schools.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records. Dropout children were found in only 48 children and constituted 0.4 of total children enrolled.
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers. The state policy is that no child is to be retained in the same class in the primary stages.

(q) Any other issues relevant to SSA implementation

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

Generally the civil work is sanctioned as per requirement of the schools. During the filed visit the M.I. found that the construction of ACR in some schools was not require as per enrollment of children in the schools.

The requirement of the text book is estimated as per enrollment of previous session. In some schools M.I found that some students had not received all the subject books due short supply of text book from Text Book Board and DPC.

Though the targets of teacher training are achieved by SPD and DPC and most of the arrangement are made by them. During the field visit the M.I. found that teacher were not motivated to attend the training. The teachers did not feel the need to attend the training. It is evident that we need develop a mechanism to create a demand among teachers.

The monitoring and training support system of school needs to be strengthened .

Some UPS schools of the district are attached with CALP(Computer Added Learning Program) During the filed visit the M.I. found that computers are not in use due to lack of computer teacher, electricity and training of teachers.

Out of surveyed 120 schools only 95 (79%) schools have average condition of flooring and roof of school building while the remaining are in poor condition. 75 (62%) schools have boundary wall and plantations. 24 (20%) schools have library books, but the students of the schools reported that they rarely used the library.

Participation of schools children in CRC and BRC level tournament. The M.I. found that in 67 (56%) schools children had participated in tournament.

(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

<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>Could not be collected</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>Could not be collected</p>
<p>3- Annexure 3 – School Grant</p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>Could not be collected</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 to be enclosed in the Monitoring Report.</p>
<p>Could not be collected</p>
<p>4- Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>There is no habitual absentee teacher found in sample schools.</p>
<p>5- Annexure 5 – Teaching Learning Material (TLM) grants</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>
<p>Could not be collected</p>
<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>Could not be collected</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>
<p>Could not be collected</p>
<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>Could not be collected</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Could not be collected</p>
<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>
<p>Could not be collected</p>
<p>9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
<p>List of sample schools attached with report</p>

(S) First Half yearly Monitoring Report of Mid-Day Meal Scheme (1-2-2009 to 31-7-2009)

District - Dungarpur

(i)	Name of the Monitoring Institution	Institute of Development Studies Jaipur
(ii)	Period of the report	1-02-2009 to 31-07-2009
(iii)	Name of the District	Dungarpur
(iv)	Date of visit to the Districts/EGS/Schools	April 2009 to July 2009

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
	Information is to be given in this box only. Similarly for all the items. The MI has monitored MDM scheme for April 2009 and July 2009 in 120 schools and has found that in all (100%) schools, hot cooked MDM is served.	

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
		Enrollment	11743		11743
		No. of children attending the school on the day of visit	10155		9915
		No. of children availing MDM as per MDM Register	10155		9866
		No. of children actually availing MDM on the day of visit	10155		8617
The average percentage of children attending school on the day of MI's visit was 84.0%. As per MDM register 99.0 % children avail the MDM. The percentage of children actually availing MDM was 87.0%.					
3.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	(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?				
	83 (89%) schools were receiving food grain regularly. In only 10 (11%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain. Neither the Head Teacher nor the MDM functionaries of schools could say the prescribed date of delivery of food grains to schools and hence the MI could not calculate the extent of delay and the reasons for the same.				
	(ii) Is buffer stock of one-month's requirement is maintained?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
98 percent schools maintained the buffer stocks of one month requirement.					
(iii) Is the food grains delivered at the school?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries		

	In the all surveyed schools the food grains were delivered at the schools.	
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?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	74(79%) schools have been receiving cooking cost in advance regularly, but 19 (21%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 27 (22.5%) schools MDM is served by NGOs through centralized kitchen facility.	
	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay in delivering cooking cost in time, the Headmaster, MDM in charge and the cook manage on their own and purchase various items and adjust the amount when the payment is received.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
In 97 percent schools cooking cost paid was through banking channel and in 3 percent schools cooking cost was paid 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
	The MI has visited 120 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed.	
6.	<u>VARIETY OF MENU:</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	A Weekly menu for MDM is displayed in all sample school. *	
7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

	All schools provide MDM as per menu displayed on the notice board in the schools.	
	(iii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>All schools provide MDM as per menu displayed on the notice board in the schools. The weekly menu of MDM is as follows:</p> <p>Monday : Roti and green vegetable with Fruits</p> <p>Tuesday : Rice and Dal</p> <p>Wednesday: Namkeen Rice/ vegetable and chapati</p> <p>Thursday: Vegetable and Chapati/Namkeen Rice</p> <p>Friday: Dall and Baati</p> <p>Saturday: Chapati and Vegetables</p>	
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on	Observations of Investigation during MDM service
	a) Quality of meal:	
	Out of the 120 schools children of 106 (88%) schools were satisfied with the quality of meal	
	b) Quantity of meal:	Observations of Investigation during MDM service
	Out of the 120 sample schools children of 107 (89%) schools were satisfied with the quantity of meal.	
	c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service

	<p>The MDM is served satisfactory to children both in quantity and quality. Reason for dissatisfaction are as follows:</p> <p>Non availability of green vegetables and fruits</p> <p>Due to high cost green vegetables and fruits are not possible.</p> <p>In the centralized kitchen system MDM prepared early in the morning and children used after 1 pm. So the quality could not be maintained.</p> <p>Lack of cleanliness</p> <p>Centralized kitchen system of MDM may be increased.</p> <p>A separate unit for MDM scheme may be introduced in rural area.</p>	
	<p>SUPPLEMENTARY:</p> <p>(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>	Teachers, Students, School Record
	<p>According to MDM in charge or Teacher 89 (74%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically</p>	
	<p>(ii) Who administers these medicines and at what frequency?</p>	Teachers, Students, School Record
9.	<p>In 88 (73%) schools health department and in 32 (27%) schools women and child department is providing the medicines. The frequency of medicines availability is as flows:</p> <p>41 (34%) schools reporting monthly, 2 (2%) schools quarterly, 36 (30%) schools reporting twice in a year and 41 (34%) schools reporting once in the year.</p>	
	<p>(iii) Is there school Health Card maintained for each child?</p>	Teachers, Students, School Record
	<p>105(87.5%) schools have maintained health card for children, while 15 (12.5%) schools have not proper record.</p>	
10.	<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>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

<p>In 63 (68%) schools the cook appointed by the department, in 7 (7%) schools the NGOs and in 23 (25%) schools other contractor are cooking and serving the MDM.</p> <p>In 27 surveyed Schools of the district Nandi Foundation and Aanpurana Samiti provides MDM.</p>	
<p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In the surveyed schools MI found adequate number of cooks and helpers as per requirements of schools.</p>	
<p>(iii)What is remuneration paid to cooks/helpers?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>As per state MDM department 50 paisa per child per day is to be paid to cook and helper. In some school the fuel supply liability also include.</p>	
<p>(iv).Are the remuneration paid to cooks/helpers regularly?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In 81 (87%) percent schools cooks/helpers are gaiting the remuneration regularly, while in the remaining schools cook and helper get remuneration after 1 to 3 month.</p>	
<p>v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>

	<p>SC women in 4 (4%) schools, ST women in 52 (56%) schools, OBC women in 18 (19%) schools and general women 3 (3%) SC man in 1 (1%) school, ST man 10 (11%), OBC man in 2 (2%), Gen man in 2 (2%) are engaged as cook and helper.</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</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) Out of surveyed 93 sample checked schools, 87 (93 %) schools kitchen shed are constructed and 81 (87%) in use</p> <p>(b) 6(6%) kitchen shed are constructed but not in use under</p> <p>(c) Nil</p> <p>(d) 3(3 %) kitchen shed sanctioned, but construction not started yet.</p> <p>(e) 3 (3 %) kitchen shed are not sanctioned.</p>	
12.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>
	<p>Out of the 6 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 1 (%) schools, in 1 (1%) schools under the tin shed, in 2 (2%) schools at cooks residence and in 2 (2%) school where the NGO supplies they have their own resource.</p>	
13.	<p>Whether potable water is available for cooking and drinking purpose?</p>	<p>-do-</p>
	<p>Portable water is available for cooking and drinking purpose in 91 (98.0%) schools, but 2 (2%) schools reported that adequate potable water for drinking and cooking is not available.</p>	
14.	<p>Whether utensils used for king food are adequate?</p>	<p>Teachers/Organizer of MDM Programme</p>

	90 (97%) schools of the sample checked school have adequate number of utensils to cook the MDM while in 3 (3%) schools utensils for cooking for not adequate. In 27 (22.5%) schools the NGO served the MDM	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	In 24 (26%) schools are using Gas and 69 (74%) schools are using fire wood as fuel for cooking MDM. In 27 schools the MDM supply by the NGO	
16.	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene:	Observation
	In 108 (90%) schools the general impression of the environment, safety and hygiene is good. satisfactory.	
	Are children encouraged to wash hands before and after eating	observation
	In 112 (93%) schools children encouraged to wash hands before the meal and in the 100 % children wash hands after meals.	
	ii. Do the children partake meals in an orderly manner?	observation
	Yes most of the children partake meals in an orderly manner.	
	iv. Conservation of water?	Observation
	In all the sample schools children are careful about water conservation.	
16.	i. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	Yes in the 89 (96%) schools the cooking process and storage of fuel safe, not posing any fire hazard. The numbers of schools in which NGOs supplied the food is not included.	
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 120 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.	
18.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members

	<p>The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 40 (33%) school had been inspected by DPO during the last academic year. In 62 (52%) schools have been inspected by the BRC/CRC once in a monthly during the school visit.</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>Hadg not made any visits, School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>Around 87 % teachers believe that MDM improves the enrollment attendance of children in schools and about 73 % teachers opine that MDM contributes to improve the general well being of children.</p>	

List of Schools visited by MI District Dungarpur

S.No	Name of School
1	Govr. PS. Rot Falan, Simalwara
2	Govt. PS. Ward no.5, Simalwara
3	Govt. PS. Nawalpura, Simalwara
4	Govt. PS Jorawarpura, Simalwara
5	Govt. UPS Adarsh Basti, Simalwara
6	Govt. UPS girls Peeth, Simalwara
7	Govt. UPS Bathadi, Simalwara
8	Govt. PS. Badiawadli, Simalwara
9	Govt. PS Bansia, Simalwara
10	Govt. PS Ramsor Bansla, Simalwara
11	Govt. PS. Manderi, Simalwara
12	Govt. Ramsor Bansia, Simalwara
13	Govt. UPS Karawada, Simalwara
14	Govt. P.S. Naya Goon Baloo, Simalwara
15	Govt. P.S. Bakda, Simalwara
16	Govt. P.S. Holifalan, Simalwara
17	Govt. P.S. Doli falan, Simalwara
18	Govt.P.S. Hakrampura, Simalwara
19	Govt. UPS Kanba, Simalwara
20	Govt. P.S. Dondria, Simalwara
21	Govt. P.S. Gotipura, Simalwara
22	Govt. P.S. Jhalap, Simalwara
23	Govt. UPS Sheethal, Simalwara
24	Govt. UPS Girls Simalwara, Simalwara
25	Govt. PS padalia , Simalwara
26	Govt. PS. Rastapal, Simalwara
27	Govt. UPS Upala Rasta, Simalwara

28	Govt, P.S. Hosela, Simalwara
29	Govt. P.S Mataria, Simalwara
30	Govt. P.S.Danwadli, Simalwara
31	Govt. Sec. Jhalai, Simalwara
32	Govt. UPS Bhichiwara,
33	Govt. UPS Girls Bhichiwara
34	Govt. PS Raval Basti, Bhichiwara
35	Govt. PS Badugara, Bhichiwara
36	Govt. UPS Devpura, Bhichiwara
37	Govt. PS Sapantala kala, Bhichiwara
38	Govt. UPS Mahuli II, Bhichiwara
39	Govt. PS Badha Sira. Bhichiwara
40	Govt. PS Upala pada, Bhichiwara
41	Govt. PS Mahudi pal, Bhichiwara
42	Govt. PS aadi Kadai, Bhichiwara
43	Govt. PS Bashua, Bhichiwara
44	Govt. PS Nalfala Bhichiwara
45	Govt. PS Himatpura Bhichiwara
46	Govt. PS Gajighata Bhichiwara
47	Govt. PS. Amarpura Bhichiwara
48	Govt. UPS Vikas Nagar Bhichiwara
49	Govt. PS. Salampura Bhichiwara
50	Govt. UPS Girl Gangi Bhichiwara
51	Govt. PS Hariyafali Bhichiwara
52	Govt. PS. Mundala Bhichiwara
53	Govt. PS Tambafala Bhichiwara
54	Govt. PS. Nakafala Bhichiwara
55	Govt. PS. Bhayta Bhichiwara
56	Govt. PS. Vajaypura Bhichiwara
57	Govt. PS. Ranaka vata Bhichiwara

58	Govt. PS. Nalafalaya Bhichiwara
59	Govt. PS. Ramaya Bhichiwara
60	Govt. PS. Samitielayasatacart Bhichiwara
61	Govt. PS. Tantiya Aspur
62	Govt. PS.Karaliya Aspur
63	Govt. PS. Kala Subhara kuwa Aspur
64	Govt. PS. Ramgard Aspur
65	Govt.PS. Kanardkuwa Sangawada
66	Govt. PS. Laxamanpura Sangawada
67	Govt. UPS. Hardmala Sangawada
68	Govt. PS. Jawra, Hardmala Sangawada
69	Govt. UPS.Girl Kargada Sangawada
70	Govt. UPS Kargada Sangawada
71	Govt. UPS Sanskrit Sagarwada
72	Govt. Girls UPS UKO sagarwada
73	Govt UPS Limdi Sangawada
74	Govt. PS Ghordungari Limdi Sangawada
75	Govt. PS. Dodafala, Ghotad Sangawada
76	Govt. PS. Kishanpura Sangawada
77	Govt. PS. Aara Sangawada
78	Govt. PS. Kumarwada, Aara Sangawada
79	Govt. PS. Kajalafala, Aara Sangawada
80	Govt. PS. Madkoli Sangawada
81	Govt. S.S. Gowari Sangawada
82	Govt. PS. Chatrifala Sangawada
83	Govt. PS. Bagorafala Sangawada
84	Govt. PS. Panchwati Sangawada
85	Govt. PS. Odiyafala Sangawada
86	Govt. PS. Bamaniya fala Sangawada
87	Govt. PS. Waluwada Sangawada

88	Govt. PS. Samaliya Sangawada
89	Govt. PS. Mandila Sangawada
90	Govt. PS. Tamriya Sangawada
91	Govt. S.S.S. Bankoda Aspur
92	Govt Girls S S Bankoda Aspur
93	Govt. PS. Bankoda Aspur
94	Govt. KGBV Ghani Choti Aspur
95	Govt. UPS Badliya Aspur
96	Govt. PS. Godh Sandri Aspur
97	Govt. UPS Masan Aspur
98	Govt. PS Punjpura Aspur
99	Govt Girls UPS Punjpur Aspur
100	Govt. PS. Graiwala Aspur
101	Govt. PS. Balwa Aspur
102	Govt. UPS Bhatwara Aspur
103	Govt. PS. Antiya Aspur
104	Govt. PS. Sobai Aspur
105	Govt. PS aadi basti nihalpura Aspur
106	Govt. UPS. No.7 bula Dungarpur
107	Govt. UPS New Basti Dungarpur
108	Govt. Girls S.S. city Dungarpur
109	Govt. PS. No 16 Dungarpur
110	Govt. UPS. Teejwada Dungarpur
111	Govt. PS. Meera kuwa Dungarpur
112	Govt. PS. Salai Ki Chali Dungarpur
113	Govt. PS. Jhagola Fakhara Dungarpur
114	Govt. KGBV Bhagriya Dungarpur
115	Govt. UPS Nariyana Dungarpur
116	Govt. PS. Chitrati Dungarpur
117	Govt. PS Kanala Dungarpur

118	Govt. S.S Punali Dungarpur
119	Govt. UPS Punali Dungarpur
120	Govt. PS. Palshikhan Dungarpur

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Chapter 1

District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR
2008-2010

(District 1: Jaisalmer)

3.1	Name of the District	Jaisalmer
3.2	Date of visit to the District/EGS/Schools	April 2009 to July 2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	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.
(ix)	<p>As per SPO target of 151 NPS and 68 NUPS was proposed but no any new school was opened in the district.</p> <p>In Jaisalmer district, 26 NUPS have been upgraded. 26 (100.0%) had been opened but in 2008-09 there were no new school had been sanctioned. In the budget plan 2008-2009 the State Govt. had not sanctioned any new school but the above schools have been upgraded.</p>	
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The land had been already identified for all 26 NUPS schools.	
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher

	In 26 NUPS upgraded in 2008-09, the DPO had released money to VECs for construction in 22 schools, but the DPO had not released the money for 4 NUPS till 30-04-2009.	
(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The Construction work had started in all the 22 NUPS schools. The stage of construction in these schools are as follow: Foundation stage. Lintel 5, Roofing 5,	
(xiii)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	As per SPO average 2 teachers in NPS and 3 teachers (including headmaster) in NUPS had been sanctioned for the new schools. As per DPO records 15 teachers had been appointed in these schools.	
(xiv)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	In this district we have surveyed 76 PS and UPS schools. There was no single newly opened school in the sample.	
(xv)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	In the district there were only 14 newly upgraded schools. None of these schools were part of the sample covered by MI.	
(xvi)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	The SPO had developed a TLE guideline and issued to district vide office order No. 75571 dated 21-1-2009.	

(b) Civil Works:

(xiv)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
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	<p>As per SPO for 2008-09, Jaisalmer district had a physical target (including spill over) of constructing 565 ACRs, 7 drinking water facility, 12 toilet facility, 7 BRC/CRC buildings and 56 special repairing. Till 30-06-2009, construction work of 427 ACR, 6 drinking water facilities, 3 toilets facility and 6 BRC/CRC buildings, 30 special repairing of building had been completed. Construction of 138 ACR, 1 drinking water, 9 toilets, 1 BRC/CRC and 26 special repairing of building are under progress.</p> <p>As per DPO for 2008-09, Jaisalmer district had a physical target (including spill over) of constructing 339 ACRs, 6 drinking water facility, 12 toilet facility, none BRC/CRC buildings and 30 boundary wall of school and 23 HM room and 20 electrification. Till 30-06-2009, construction work of 167 ACR, 3 drinking water facilities, 6 toilets facility, 13 boundary wall of school, 14 HM room and 14 electrification had been completed. Construction of 148 ACR, 3 drinking water, 6 toilets, 17 boundary wall of school, 9 HM room and 6 electrification are under progress. In 24 ACR construction work has not been initiated.</p>	
(xv)	<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>The MI sample checked the progress of construction in 24 Schools. 4 school building, 10-additional class room 2-toilet, 6-construction of ramp, 2- boundary wall and repairing of building</p>	
(xvi)	<p>Whether SMC/VEC has been trained by technical persons for execution of civil work?</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
	<p>The MI interacted with 24VECs who had got grants for civil works in 2008-09. It was found that 19 VECs had received training by technical person for execution of civil work. But VEC members of 5 schools had not received the training.</p>	
(xvii)	<p>Whether community manual for civil works has been prepared and is available with VEC/SMC?</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
	<p>The DPO Jaisalmer for SSA had provided a manual for civil works in 24 schools. The on the spot verification revealed that only 23 schools had received the manual.</p>	
(xviii)	<p>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
	<p>The DPO had given instructions for construction of ramps in all NPS and NUPS building after construction had been completed. The MI found that out of the 24 schools, in 3 schools where building construction was over, ramps had been made. In the remaining 21 schools, the ramps were already constructed.</p>	
(xix)	<p>Is VEC/SMC keeping a separate account of funds and materials for construction?</p>	<p>By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).</p>

	The DPO had given specific instructions to the VECs to keep separate account of funds and construction materials for civil works. It was found during the field visit that only 18 (75%) VECs out of the 24 schools had kept a separate account.	
(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The senior technical Consultant (Assistant Engineer) and Technical Consultant (Junior Engineer) are designated to make technical Supervision of civil works at District and Block levels respectively.	
(xxi)	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 DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. The MI found that in 21 schools Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction but in 3 schools reported that Technical Consultants visited only one time.	
(xxii)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds 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).
	According to SPO the drinking water facilities had been provided with 100 % funding from state government through PHED. In some schools drinking water facilities has been provided by TSC and SSA funds and in 173 schools the facility was provided under ARWSP.	
(xxiii)	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).
	Out of 76 surveyed schools schools had 5 Hand pump, 10 had taps, 19 Tanka and 26 schools had more than one source of drinking water facilities. 16 schools have no any type drinking water facilities. The children of these schools carry water bottle or go to neighboring houses for drinking water.	
(xxiv)	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).
	The toilet facility in 211 schools was provided with 100% funding from Total Sanitation Campaign. Out of surveyed schools the toilet facilities in 2 schools it was provided by SSA. There were no case of TSC.	
(xxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	On the spot assessment of the quality of construction reveals that out of a sample of 24 schools the construction was found to be good in 5 schools and in 19 schools it was found to be average.	

(xxvi)	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.
	At SPO level, there is an Chief Executive Engineer who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluation of civil works had also been carried out	

(c) Textbooks:

(v)	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.
	In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free text books.	
(vi)	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 to be enclosed along with the Monitoring Report.
	The text books had been received from the Rajasthan State Text book Board (RSTB) at BRC points. These were then distributed to CRC point from where the Head Teachers received the text books and distributed them to children in schools. The DPO had received an instruction in this regard from the SPO.	
(vii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	There was no delay in distribution of text books in the district. The schools had opened on 17-4-2009 in 2008-09. The textbooks were distributed to all students within a month of reopening of schools. The MI found that only in 3 (4.1%) out of 76 sample schools textbooks had not been distributed within one month of opening of schools.	
(vii)	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, free textbooks had been distributed for all subjects and for all classes and to all eligible children.	

(d) School grants:

(vi)	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.
	In 2008-09, 1403 PS schools and 456 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.	
(vii)	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.
	In 2008-09 the school grant had been revised from Rs. 2000/- per schools to Rs. 5000/- per primary school and Rs. 7000/- per upper primary school. The DPO had therefore released the school grant at these rates to the VEC accounts. The school grant had been released to 1392 schools in July 2009.	
(viii)	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 DPO had not made centralized purchases of items for the school out of the schools grant. The VEC had been given responsibility to utilize the grant as per the guidelines.	
(ix)	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.
	57 (75%) schools had received the school grants in their bank account and the rest had received till 30-09-2009. Yes, there was a delay of 4 months in disbursement of school grants.	
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The last year's school grants received had been fully utilized by all sample schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO.	

(e) Teachers and Teachers Training:

(xiii)	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.
	For 2008-09, no addition teacher had been sanctioned by the PAB and hence no posting of any new teacher had been made till 31-12-08	
(xiv)	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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(xv)	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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(xvi)	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.
	VEC is not empowered to make appointment of new teachers.	
(xvii)	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 the 76 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 28 (14%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 167 (77%) were found to be present and 49 (23%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.	
(xviii)	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.
	In all the sample schools, the MI has observed the existence of a good rapport between children and teacher.	

	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>(xix)</p>	<p>As per SPO the district had to give in-service training to 3948 teachers in 2008-09. It had given training for 10 days to 2539(64%) teachers. According to DPO the target for the various in services training was 2636 teachers and achievement was 2256 (86%) teachers. The MI visited 76 schools and in these schools 182 (84%) teachers had received in service training in the current financial year..</p> <p>The District had devised a training calendar for conducting the in-service teachers training.</p> <p>The various types of teachers training organized in the state include:</p> <p>Ten days content based teachers training; 3 days need based teachers training, 7 days capacity development of teachers by resource person in the schools, 12 days computer training, 3 days model cluster schools training 3 days gender training, 3 days lingua-lab training . Management training to head teachers is given by State project office through DPC, BRC,and CRC.</p> <p>In service teachers training organized at BRC level, Community mobilization and review meetings of Head teachers training conducted by CRCs.</p> <p>The training modules have been prepared by SIRET, SPO, DIETS and UNICEF at state level. Master trainers have been trained by subject specialist of SIERT, SPO and DIETS. The MTs further trained the teachers.</p> <p>The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised a regular system of getting feedback from teachers on the application and impact of training inputs but this has not been followed systematically.</p>	

	<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>
(xx)	<p>The district had to give orientation training of 30 days to 939 newly recruited teachers but 384 (41%) teachers were given 10 days training and 7 days training during the winter vacation The training modules were prepared by SIRET, SPO, DIETS and UNICEF at state level.</p> <p>Master trainers had been trained by subject specialist of SIERT, SPO and DIETS and these Master Trainers trained the teachers.</p> <p>The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised regular system of getting feedback from teachers on the application and impact of training inputs but this has been not followed properly.</p>	
(xxi)	<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>
(xxii)	<p>There is no provision to select untrained teachers for the schools so the 60 days training had not been organized</p>	
	<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>
(xxii)	<p>Teachers in general had expressed satisfaction with the training facilities and contents. But they felt the need for more theme- based and hard spot identification training and training on activity based teaching. There is a need to create an interest in training. A pre-test system before training may be introduced.</p>	

	<p>(a) The academic support given by BRC/CRC to the teachers, the frequency of such support: Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>Both BRC and CRC did not have a training calendar and follow up activities. They conducted the training as per instructions given by DPO from time to time. There is no BRC/CRC level follow up activities done in the district and hence the training inputs are not practiced by many teachers in schools.</p>	
	<p>(b) What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(xxiii)	<p>The expected number of monthly school visit to be made by BRCF are as follows: 5 school, 4 CRC, 2 RBC, 2ECCE and all the KGBVs running in the block. For the CRCF it is 15 schools and all the RBC are to be visited in a month. When the MI representative visited the schools and asked the BRC and CRC about the target and achievements they replied that they had achieved more than 100 percent of target. As the BRC/CRC did not prepare any school visit report and there is no any record of school visit so the MI could not cross check the number.</p>	
	<p>(c) What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRCC's and CRCC's also visit the schools but do not prepare school reports. According to VEC members and teachers,during school visits BRC and CRC mostly discuss administrative matters. Pedagogy improvement issues are taken up rarely. The BRC/CRC mostly visit the school when construction work is going on .</p>	
	<p>(d) Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	During the orientation and training of BRC's and CRC's the subject experts of DIET interacts with them. The DIET officers also provide academic support during their school visits for monitoring and research work.	
	(e) Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	Yes, the BRC/CRCs extend their academic support to EGS/AIE RBC and NRBC. But there are no reports to supplement the visits or support rendered.	
	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.
(xxiv)	There is a specific post like that of Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of one Joint Director. The Quality aspects are reviewed in bimonthly meetings of District Pedagogy Coordinator held at SPO level and by quarterly meeting of DPCs of schools held at SPO level. The SPO has coordinated with the SIERT to develop the State Curriculum up to class X, textbooks up to Class VII and teacher training modules. DIET staff are also involved as DRG members for teacher training.	

(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
For 2008-09, 3570 teacher were eligible to receive the TLM grants. By 31-03-2009, TLM grant has been released to all of them by SPO to DPO.		
(v)	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.
The DPO, in turn, had released this grant to 3003 (100.0%) teachers by 31-03-2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.		
(vi)	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.
MI has further observed that in all sample schools the grant had been given to teachers after drawing from bank account by 31-03-2009. The teachers have utilized this grant for procuring materials to prepare TLMs and also for purchasing some readymade TLMs from the local markets. MI has found that 52 (68.4%) out of the 76 sample checked schools, the TLMs have been displayed in classrooms and also given to children for use. There was no good example of TLM. The 49 (64.5%) schools teachers have received special training on preparation of TLM. The training was organized for 3 days at BRC level. The master trainer was from DRG and BRG. There was no any cross sharing/demonstration of good practices among teachers.		

(g) EGS & AIE:

(xxvi)	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.
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	For 2008-09, 30 AIE (Shiksha Mitra Kendra) 3 NRBCs and 7 RBC had been sanctioned and organized till 31-3-2009	
(xxvi)	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.
	The target and enrollment in SMK 828 boys and girls, NRBC 140 boys and girls and in RBC 350 boy & girls. All the enrolled children are attending the alternative schools facilities.	
(xxvi)	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.
	The target and enrollment in AIE(SMK) is 828 boys and girls, in NRBC 140 boys and girls and in RBC 350 boy & girls. All the enrolled children are attending the alternative schools facilities.	
(xxix)	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.
	As per DPO 57 EVs have been worked in RBC and NRBC. All EVs were giving training for 3 days at BRC level. During the field visit the MI could not found running RBC/NRBC/AIE .	
(xxx)	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.
	Yes, the BRC/CRC are giving the academic support to EVs. The DPO has issued an instruction to BRC/CRC to extend academic support to EVs during the functioning the EGS.	
(xxxi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	The educational qualification of EVs in sample EGS are senior secondary and most of them all B.STC and B.Ed. They have also given training for 3 days at BRC level.	
(xxxii)	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.
	The selection of EVs was through placement agencies. EVs were given Rs. 2400 per month The honorarium of EVs paid to placement agencies through Cheques. The placement agencies transfer the amount of honorarium in their bank accounts.	

(xxxii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Yes, According to SDMC members the EVs are regular in his attendance.	
(xxxiii)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	There is designated District Coordinator for AIE. The District Coordinator for planning is in charge of AIE. He had got any orientation and capacity building training on AIE	
(xxxv)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	The DPO use monitoring format to provide AIE related data to SPO.	
(xxxv)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	All EGS Centers in the District had been closed in 2007-08 and they are running RBC and NRBC camps, in the year 2008-09 the DPC have enrolled 813 children in regular school out of 1406 children enrolled in RBC/NRBC.	
(xxxv)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	No, they try to enrolled the children in regular schools through RBC/NRBC	
(xxxv)	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.
	The RBC/NRBC are not working as regular EGS centers so the DPC they try to enrolled the children in regular schools through RBC/NRBC	
(xxxii)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	No EGS have been upgraded as they were discontinued.	
(xi)	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.

	No EGS have been upgraded as they were discontinued.	
(xli)	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.
	All EGS centers have been closed in 2007-08	
(xlii)	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.
	All EGS centers have been closed in 2007-08	
(xliii)	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.
	All EGS centers have been closed in 2007-08	
(xliv)	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.
	All EGS Centers in the District had been closed in 2007-08 and they are running RBC and NRBC camps, in the year 2008-09 the DPC have enrolled 460 (35%) children in regular school out of 1318 children enrolled in RBC/NRBC.	
(xlv)	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.
	Yes, the infrastructure available in the EGS/AIE/RBC/NRBC centres, such as durries, blackboard, books, TLMs etc?	
(xlvi)	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.
	Yes , in the RBC meal facility made available by SSA	
(xlvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	The RBC/NRBC not functioning during the field visit MI.	
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The RBC/NRBC not functioning during the field visit MI.	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.

	The RBC/NRBC not functioning during the field visit MI.	
(I)	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.
	Yes, they RBC/NRBC children are using the Schools text books. The RBC/NRBC not functioning during the field visit MI.	

(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.
	Out of 3920 CWSN children identified in 2008-09, 3444 (87.8%) have been enrolled. The District had planned to enroll the rest 476CWSN by June 2009.	
(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.
	In 2008-09, 341identified CWSN had been given aids and appliances. The CWSN children were provided Tri cycle, Wheelchair, Hearing equipment . Baishaki/crutches and Caliper.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	The DPO stated that they had not faced any difficulty in procuring them.	
(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 DPO has identified 2 Resource Teachers for CWSN activity. The resource teachers have been posted in the 2 BRCs of 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 DPO has an IED Coordinator. He has been oriented on CWSN activity and had attended the capacity building training in 2008-09 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 SPO has prescribed a monitoring format for CWSN activity and the DPO has been submitting feedback to the SPO on monthly basis.	
(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.
	According to DPO in 2008-09, 136 school had been provided with grants for constructing ramps in the whole district. In sample schools 6 schools have been provided 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.
	As per DPO 62 CWSN have been provided home based education in 2008-09. Out of 76 surveyed schools 6 CWSN children were provided home based education.	
(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.
	As per DPO records, 892 parents have been advised in the district during the year 2008-09. In 13 Schools parents of CWSN have been given counseling in the same year., The MI also verified that parents of CWSN have been counseled in 13 schools.	
(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.
	At the time of visit to the sample the MI has found that in 13 schools, 19 (82.6%) out of the 23 enrolled CWSN were present on the day of the visit.	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	36 clusters were targeted in the year 2008-2009 and 123 model cluster schools were started during the year.	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.

	The target of additional classrooms was 123 and the achievement was 123 (100%). The target for drinking water facilities, toilet and electrification was 123 model cluster schools and the achievement was 123 (100%) schools. But the achievement of electrification was 158 (82.3 %)	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Gender sensitive teaching learning materials have been provided in the model cluster schools. Vocational training, bridge courses have been initiated in the selected schools. Gender sensitization training to teachers was organised in the February 2009. Additional efforts to mobilize community and women's groups in favor of girls education, were also carried out. MEENA MANCH has been constituted and Maa- beti Sammelan was also organized in the February 2009. Vocational training was given to girls in the model cluster schools	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	The funds have been released to each model cluster schools. The details of amount and dates are as follows: Total amount released is – RS 66.51 lakh in the month of March 2009.	
(v)	c. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes district gender coordinator has been appointed at district level.	
	d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The SPO has developed a monitoring format to check the progress on girls education. The review of progress on is carried out bi- monthly or quarterly.	
(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 per DPO 123 ECCE Center is operating under NPEGEL,	
(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 SPO has prescribed a monitoring format for ECCE activity but has not collected any feedback data on ECCE from the DPO since ECCE is not launched in 2008-09 under NPEGEL.
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(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.
	3 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are 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.
	For all the 3 sanctioned KGBVs land had been identified and in 3 KGBVs building constructions had been completed.	
(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.
	Yes, the state had drawn up detailed guidelines for running the KGBVs schools. The copy of guidelines were available at KGBVs.	
(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 the 3 sanctioned KGBVs land had been identified and in 3 KGBVs building construction had been completed .	
(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.
	12 post of teachers have been sanctioned for the KGBV. Out of them 3 teachers were to be appointed through deputation and 7 were to be selected on contract basis. In these 3 KGBVs only 3 teachers had been appointed on deputation and 7 teachers were selected on contract basis. Thus 2 (17 %) post of teachers are vacant. 15 post have been sanctioned for the other administrative staff while only 13 (87%) staff is available at KGBVs.	
(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.
	A total of 238 girls are enrolled in all 3 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.
	The availability of furniture, bedding, and others facilities in KGBVs was 60 to 80 percent. The main problems in the KGBVs of district visited are related to drinking water, electricity, toilet and bathrooms and budgetary provisions.	

(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.
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	An EMIS has been set up in each district of the state. Computer set have been provided as per requirement by SSA.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The SPO has given a time schedule to the DPO to take up DISE activity from September 2009 to 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 data capture formats will be provided in to schools in September 2009.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Teachers have been given training for filling up data in the data capture formats. A one day training was organised at district level in 2008 at BRC /CRC level.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	The CRC/BRC coordinators have been given the task of verifying DISE data. The SPO has planned to engage a third party for verifying the DISE data in this 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 DISE data are to be sent by the DPO to SPO by November 2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
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	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 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.					
	<p>The situation of research proposal in last calendar year is as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Sanctioned</td> <td style="text-align: center;">completed</td> </tr> <tr> <td>District level</td> <td style="text-align: center;">53</td> <td style="text-align: center;">53 (100.0)</td> </tr> </table> <p>As per DPC record BRC/CRC and school level research and evaluation studies were not proposed in 2008-09. due to lack of budget provision.</p>			Sanctioned	completed	District level	53
	Sanctioned	completed					
District level	53	53 (100.0)					
(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>Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the state Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SIERT and DIETS are involved in doing some research activities. There is a state Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects. DIETS conduct the district level research study of SSA and assist in conducting action research. State level studies are invited through notice and inviting tender for technical and financial proposal. District level studies and research are approved by District Research Advisory Committee.</p>						

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	The District has 1369 schools covered under SSA and all the schools have constituted SDMCs.	
(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 DPO has issued a VEC guideline to different schools However during the field visit the MI found that 76 (100%) out of the 76 sample school have a copy of the VEC guidelines.	
(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 VEC guidelines have mentioned that a VEC should have at least 3 women members. The MI has observed that in all 76 schools, the VEC had at least 03 women members.	
(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 VEC is to convene at least 1 meeting every month as per the VEC guidelines. But the MI found that this rule was followed only in 2 (3%) out of the 76 sample schools. While 45 (59%) schools organized VEC meeting quarterly. In every VEC the total members should be 12 as per the VEC guidelines. MI verified that in 76 VECs, 9 members were present. During the period 1-4-09 to 31-7-09, on an average 9 members have regularly attended all VEC meetings. In 139 (20.8%) out of the 76 VECs, the women and SC/ST members have attended the VEC meetings regularly during the same period.	
(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.
	In 2008-09, 194 (21%) schools VEC members have been trained till 30-06-09. For the remaining VECs members, the DPO had planned to conduct it in December 2009.	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.

	Till 30-06-09 the MI found that out of 76 schools, 40 (53.0%) VECs have improved the school environment; 36(47%) VECs have helped in enrollment of children; 23 (30%) VECs have helped in improving students' attendance; and 20(26%) VECs have helped in raising teacher's attendance. Thus only a few VECs have contributed to school development.	
(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.
	In 2008-09, 65(85%) of the 76 school VECs had recorded the grants released to their bank accounts.	
(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
	In the SPO, there is an officer-in –charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District coordinators for community mobilization. For capacity development, training modules have been revised. The Community mobilization officers published the message through Media. At schools level he also organized Shiksha Shanivaar (The program for social audit and capacity development).	

(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.
	The SPO has specific program managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.	
(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.
	Information regarding General Body and Executive Committee meeting was not provided by the SPO for 2008-09.	
(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 staffing positions sanctioned for DPO is 25 and 20 positions have been filled up. 5 post of DTO are vacant. DPO has taken necessary step to fill up against these vacant posts.	
(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 total BRC sanctioned in the district is 3 and 2 BRC positions have been filled up. 36 CRCs have been sanctioned and 26 (72 %) are functioning. 1 Post BRC and 10 CRC are vacant	
(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 for filling up various 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.

For PS and UPS Govt. provision is available with in 1 K.M and 3 K.M. radius. RBC, NRBC. SMK and Madarsha are available for girls and minority. In the district most of the habitation are under reach.

(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 schools functioned for 215 days on an average in 2008-09.	
(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 field visit it was found that out of the 76 sample schools, 50 (38%) schools have clean environment; 20(26%) school have good building; 41(54%) schools have a playground. 44(58%) schools have classrooms with proper flooring, roof and windows; and 72 (95%) schools have classrooms with 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.
	Similarly, the MI observed that out of the 76 sample schools, 76(100%) schools have blackboard and 54 (71%) schools had TLMs and proper sitting arrangement.	
(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.
	58(76%) schools have conducted health camps for children	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	Only 31 (41%) schools gave adequate play materials to children.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	The day the MI visited the schools it was found that 65 percent of boys and girls were present. 35 percent children remained absent from school owing to illness, cold season and local festivals.	
(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 head Teachers have met the parents of the absentees and have motivated them to send their children regularly to schools.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	In all the 76 sample schools, the learning level of students are assessed by conducting 3 kinds of examinations such as Unit test, Half early and Annual.	
(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 the 76 sample schools there is a continuous process of evaluating the learning.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	In 4(5%) schools achievement level of the children was good, In 50 (66%) schools was average and in 22(29%) schools was below average.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The teachers and students rapport was seen to has been good in all schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.

	In the 106 schools covered in the sample there were no overage children in any schools. The teachers did not report any under age children in their schools.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	Dropout children were found in only 52 children and constituted 0.9% of total children enrolled.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	The state policy is that no child is to be retained in the same class in the primary stages.	

(q) Any other issues relevant to SSA implementation

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

Generally the civil work is sanctioned as per requirement of the schools. During the filed visit the M.I. found that the construction of ACR in some schools was not require as per enrollment of children in the schools.

The requirement of the text book is estimated as per enrollment of previous session. In some schools M.I found that some students had not received all the subject books due short supply of text book from Text Book Board and DPC.

Though the targets of teacher training are achieved by SPD and DPC and most of the arrangement are made by them. During the field visit the M.I. found that teacher were not motivated to attend the training. The teachers did not feel the need to attend the training. It is evident that we need develop a mechanism to create a demand among teachers.

The monitoring and training support system of school needs to be strengthened .

Some UPS schools of the district are attached with CALP(Computer Added Learning Program) During the filed visit the M.I. found that computers are not in use due to lack of computer teacher, electricity and training of teachers.

Out of surveyed 76 schools only 52(68%) schools have average condition of flooring and roof of school building while the remaining are in poor condition. 38(50%) schools have boundary wall and plantations. 26 (34%) schools have library books, but the students of the schools reported that they rarely used the library.

Participation of schools children in CRC and BRC level tournament. The M.I. found that in 27 (35%) schools children had participated in tournament.

(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

<p>7- 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>Could not be collected</p>
<p>8- 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>Could not be collected</p>
<p>9- Annexure 3 – School Grant</p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>Could not be collected</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</p>

<p>DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Could not be collected</p>
<p>10- Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>There is no habitual absentee teacher found in sample schools.</p>
<p>11- 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>
<p>Could not be collected</p>
<p>12- 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>Could not be collected</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>
<p>Could not be collected</p>
<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>Could not be collected</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>

Could not be collected
<p>9. 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>
Could not be collected
<p>9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
List of sample schools attached with report

(S) First Half yearly Monitoring Report of Mid-Day Meal Scheme (1-2-2009 to 31-7-2009)

District - Jaisalmer

(i)	Name of the Monitoring Institution	Institute of Development Studies Jaipur
(ii)	Period of the report	1-02-2009 to 31-07-2009
(iii)	Name of the District	Jaisalmer
(iv)	Date of visit to the Districts/EGS/Schools	April 2009 to July 2009

20.	<u>REGULARITY IN SERVING MEAL:</u>	Students, Teachers & Parents
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Information is to be given in this box only. Similarly for all the items.</p> <p>The MI has monitored MDM scheme for April 2009 to July 2009 in 76 schools and has found that in all (100%) schools, hot cooked MDM is served.</p>	

21.	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
		Enrollment	6000		6000
		No. of children attending the school on the day of visit	4418		4141
		No. of children availing MDM as per MDM Register	4418		4141
		No. of children actually availing MDM on the day of visit	4418		3893
The average percentage of children attending school on the day of MI's visit was 73.0%. As per MDM register 100.0 % children avail the MDM. The percentage of children actually availing MDM was 94.0%.					
22.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (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?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	49 (85%) schools were receiving food grain regularly. In only 8 (15%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain. Neither the Head Teacher nor the MDM functionaries of schools could say the prescribed date of delivery of food grains to schools and hence the MI could not calculate the extent of delay and the reasons for the same.				
	(v) Is buffer stock of one-month's requirement is maintained?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
	48 (84%) schools maintained the buffer stocks of one month requirement.				
(vi) Is the food grains delivered at the school?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries		

	In the all surveyed schools the food grains were delivered at the schools.	
23.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	11(19%) schools have been receiving cooking cost in advance regularly, but 46 (81%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 19 (25%) schools MDM is served by NGOs through centralized kitchen facility.	
	(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay in delivering cooking cost in time, the Headmaster, MDM in charge and the cook manage on their own and purchase various items and adjust the amount when the payment is received.	
	(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
In 47 (82%) percent schools cooking cost paid was through banking channel and in 10 (18%) schools cooking cost was paid in cash.		
24.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	The MI has visited 76 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed.	
25.	<u>VARIETY OF MENU:</u> (iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	A Weekly menu for MDM is displayed in all sample school. *	
26.	(v) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

	All schools provide MDM as per menu displayed on the notice board in the schools.	
	(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>All schools provide MDM as per menu displayed on the notice board in the schools. The weekly menu of MDM is as follows:</p> <p>Monday : Roti and green vegetable with Fruits</p> <p>Tuesday : Rice and Dal</p> <p>Wednesday: Namkeen Rice/ vegetable and chapati</p> <p>Thursday: Vegetable and Chapati/Namkeen Rice</p> <p>Friday: Dall and Baati</p> <p>Saturday: Chapati and Vegetables</p>	
27.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on	Observations of Investigation during MDM service
	c) Quality of meal:	
	Out of the 76schools children of 65 (85%) schools were satisfied with the quality of meal	
	d) Quantity of meal:	Observations of Investigation during MDM service
	Out of the 76 sample schools children of 65 (85%) schools were satisfied with the quantity of meal.	
	c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service

	<p>The MDM is served satisfactory to children both in quantity and quality. Reason for dissatisfaction are as follows:</p> <p>Non availability of green vegetables and fruits</p> <p>Due to high cost green vegetables and fruits are not possible.</p> <p>In the centralized kitchen system MDM prepared early in the morning and children used after 1 pm. So the quality could not be maintained.</p> <p>Lack of cleanliness</p> <p>Centralized kitchen system of MDM may be increased.</p> <p>A separate unit for MDM scheme may be introduced in rural area.</p>	
	<p><u>SUPPLEMENTARY:</u></p> <p>(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>	Teachers, Students, School Record
	<p>According to MDM in charge or Teacher 39 (51%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically</p>	
	<p>(v) Who administers these medicines and at what frequency?</p>	Teachers, Students, School Record
28.	<p>In 39 (51%) schools health department and in 37 (49%) schools women and child department is providing the medicines. The frequency of medicines availability is as flows:</p> <p>7(9%) schools reporting monthly, 3 (4%) schools quarterly, 10 (13%) schools reporting twice in a year and 56 (74%) schools reporting once in the year.</p>	
	<p>(vi) Is there school Health Card maintained for each child?</p>	Teachers, Students, School Record
	<p>56(74%) schools have maintained health card for children, while 20 (26%) schools have not proper record.</p>	
29.	<p><u>STATUS OF COOKS:</u></p> <p>(ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

<p>In 38 (67%) schools the cook appointed by the department, in 2 (4%) schools the NGOs and in 17 (30%) schools other contractor are cooking and serving the MDM.</p> <p>In 19 surveyed Schools of the district Aanpurana Samiti provides MDM.</p>	
<p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In the surveyed schools MI found adequate number of cooks and helpers as per requirements of schools.</p>	
<p>(iii)What is remuneration paid to cooks/helpers?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>As per state MDM department 50 paisa per child per day is to be paid to cook and helper. In some school the fuel supply liability also include.</p>	
<p>(iv).Are the remuneration paid to cooks/helpers regularly?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In 21 (37%) schools cooks/helpers are gaiting the remuneration regularly, while in the remaining schools cook and helper get remuneration after 1 to 3 month.</p>	
<p>v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>SC women in 2 (4%) schools, ST women in 10 (18%)schools, OBC women in 21 (37%) schools and general women 18 (32%) minority in 6 (10%) are engaged as cook and helper.</p>	

30.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(f) Constructed and in use</p> <p>(g) Constructed but not in use</p> <p>(h) Under construction</p> <p>(i) Sanctioned, but constructed not started</p> <p>(j) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<p>(f) Out of surveyed 57 sample checked schools, 33 (58%) schools kitchen shed are constructed and 26 (46%) school kitchen shed in use</p> <p>(g) 7(12%) kitchen shed are constructed but not in use under</p> <p>(h) Nill</p> <p>(i) 12 (21 %) kitchen shed sanctioned, but construction not started yet.</p> <p>(j) 12 (21%) kitchen shed are not sanctioned.</p>	
31.	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	<p>Out of the 24 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 4 (17%) schools, in 3 (12.5%) schools under the tin shed, in 13 (54%) schools at cooks residence and in 4(17%) school where the NGO supplies they have their own resource.</p>	
32.	<p>Whether potable water is available for cooking and drinking purpose?</p>	-do-
	<p>Portable water is available for cooking and drinking purpose in 38 (67.0%) schools, but 19 (33%) schools reported that adequate potable water for drinking and cooking is not available.</p>	
33.	<p>Whether utensils used for king food are adequate?</p>	Teachers/Organizer of MDM Programme
	<p>50 (88%) schools of the sample checked school have adequate number of utensils to cook the MDM while in 7 (12%) schools utensils for cooking for not adequate. In 19 (25%) schools the NGO served the MDM</p>	
34.	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p>	Observation
	<p>In 7 (12%) schools are using Gas and 50 (88%) schools are using fire wood as fuel for cooking MDM.</p> <p>In 19 schools the MDM supply by the NGO</p>	

35.	SAFETY & HYGIENE: iii. General Impression of the environment, Safety and hygiene:	Observation
	In 71 (93%) schools the general impression of the environment, safety and hygiene is good. satisfactory.	
	Are children encouraged to wash hands before and after eating	observation
	In 44(58%) schools children encouraged to wash hands before the meal and in the 71 % children wash hands after meals.	
	ii. Do the children par take meals in an orderly manner?	Observation
	Yes most of the children partake meals in an orderly manner.	
	iv. Conservation of water?	Observation
	In all the sample schools children are careful about water conservation.	
36.	i. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	Yes in the 56 (98%) schools the cooking process and storage of fuel safe, not posing any fire hazard. The numbers of schools in which NGOs supplied the food is not included.	
36.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 76 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.	
37.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 15(20%) school had been inspected by DPO during the last academic year. In 40 (53%) schools have been inspected by the BRC/CRC once in a monthly during the school visit.	
38.	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.	Hadg not made any visits, School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Around 41 (54 %) school teachers believe that MDM improves the enrollment attendance of children in schools and about 72 % teachers opine that MDM contributes to improve the general well being of children.	

List of Schools visited by MI District Jaisalmer

S.NO	Name of Schools
1	Govt.Upper Primary School, Devikot, Sam
2	Govt.PrimarySchool,Devikot, Sam
3	Govt. Primary School,Bhilon Ki Dhani, Sam
4	Govt. Upper Primary school, Kehar fakir Ki , Sam
5	Govt. Primary School,Khalak, Sam
6	Govt.PS.Punasar, Sam
7	Govt.PS,Aziz Ki Dhani, Sam
8	Govt.UPS, achala, Sam
9	Govt.PS,Lala, Sam
10	Govt.PS,Karada, Sam
11	Govt.PS,Khokharon, Sam
12	Govt.PS,Ramgardh no.2, Sam
13	Govt.UPS,Ramgardh(Sanskrit), Sam
14	Govt.PS,Ramgardh no,1, Sam
15	Govt.PS,(SKP)Dhani Ramdhan, Sam
16	Govt.PS,Tanot, Sam
17	Govt.UPS,Gantiali, Sam
18	Govt.PS,Biradwal, Sam
19	Govt.PS,(SKP)Kundia Beri, Sam
20	Govt.PS Gandhi Colony, Sam
21	Govt.UPS Meghwalbas Jaisal, Sam
22	Govt.UPSKumharpara No.3Jaisalmer, Sam
23	Govt.PS Beldaron Ki Dhani, Sam
24	Govt. PS Satta, Sam

25	Govt.PS Dhani Ranchhod, Sam
26	Govt. UPS Ward 16, Sam
27	Govt. UPS NO 4, Sam
28	Govt. PS Railway station, Sam
29	Govt. PS(boys)Nachna, Sam
30	Govt. PS(girls)Nachna, Sam
31	Govt.UPS(girls)IGNP, Sam
32	Govt UPS Punam KI Dhani, Sam
33	Govt. PS 1-5 JWD, Sam
34	Govt. PS Tapriwala, Sam
35	Govt. PS Jaluwala, Sam
36	Govt. PS Rampura, Sam
37	Govt.PS MGM, Sam
38	Govt. PS Jaladhari, Sam
39	Govt. PS Khanpura, Sam
40	Govt. PS Khatikpura Pokaran
41	Govt. Primary Schol No.1Pokaran
42	Govt. Primary School no 5 Bheel Bhani Pokaran
43	Govt. Primary School Mahsagai Kachibasti, Pokaran
44	Govt. PS Hazipur , Pokaran
45	Govt PS Kachhi Basti Pokaran, Pokaran
46	Govt. PS ward no5 Khetalai Chacha, Pokaran
47	Govt PS Chattala wara Odaoniya Khatdoi, Pokaran
48	Govt PS Daresoi ki Dhani Vill. Mahesan Ki Dhani, Pokaran
49	Govt. PS. Meghaval Basti Gomoth, Pokaran
50	Govt. PS. Kosa Ka Bas Gomath Ramdevra, Pokaran
51	Govt. PS . Umrdi Ka Dhani Gomath. Pokaran
52	Govt. PS. School no.2 Rampal. Pokaran

53	Govt. PS. Sundar nagar. Pokaran
54	Govt. PS ward 19 Bhil Basti Bhawanipura, Pokaran
55	Govt. PS. Katchi Basti ward no 15 , Pokaran
56	Govt. PS Sivbang Katchi Basti, Pokaran
57	Govt. PS Magwalo ki Dhani Kalaish , Pokaran
58	Govt Girls UPS Ramdavra, Pokaran
59	Govt PS Brijpura, Pokaran
60	Govt PS Polharpura, Pokaran
61	Govt UPS Sanskrit Vidhyali Ramdevra, Pokaran
62	Govt PS Malavsingh Dhani, Pokaran
63	Govt PS RCP Colony, Pokaran
64	Govt PS Lakh Singh Ki Dhani, Pokaran
65	Govt. PS Kundlion Ki Dhani, Pokaran
66	Govt UPS Setasar, Pokaran
67	Govt UPS Mava. Pokaran
68	Govt. PS Veeramdeovra. Pokaran
69	Govt PS Ameerpura, Pokaran
70	Govt PS Kasamkha Ki Dhani, Pokaran
71	Govt. UPS Enka, Pokaran
72	Govt PS Khetapabn Kothup, Pokaran
73	Govt. PS Khivsingh Ki Dhani Kalasihi, Pokaran
74	Govt. PS . Nathu Singh Ki Dhani Dalshi, Pokaran
75	Govt. PS. Fajju Khan ki Dhani, Pokaran
76	Govt. PS Amanaram Ki dhani, Pokaran

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Chapter 1

District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR
2008-2010)

(District 1: Pali)

3.1	Name of the District	Pali
3.2	Date of visit to the District/EGS/Schools	April 2009 to July 2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	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.
(xvii)	<p>As per SPO target of NPS and 27 NUPS was proposed but no any new school was opened in the district.</p> <p>In Pali district, 27 NUPS have been upgraded. 10 (37.0%) had been opened but in 2008-09 there were no new school had been sanctioned. In the budget plan 2008-2009 the State Govt..had not sanctioned any new school but the above schools have been upgraded.</p>	
(xviii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The land had been already identified for all 10 NUPS schools.	
(xix)	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

	In 10 NUPS upgraded in 2008-09, the DPO had released money to VECs for construction in 10 schools, but the DPO had not released the money for 4 NUPS till 30-04-2009.	
(xx)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The Construction work had started in all the 10 NUPS schools. The stage of construction in these schools are as follow: Foundation stage 0. Lintel 5, Roofing 5,	
(xxi)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	As per SPO average 2 teachers in NPS and 3 teachers (including headmaster) in NUPS had been sanctioned for the new schools. As per DPO records 15 teachers had been appointed in these schools.	
(xxii)	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.
	In this district we have surveyed 120 PS and UPS schools. There was no single newly opened school in the sample.	
(xxiii)	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.
	In the district there were only 14 newly upgraded schools. None of these schools were part of the sample covered by MI.	
(xxiv)	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 SPO had developed a TLE guideline and issued to district vide office order No. 75571 dated 21-1-2009.	

(b) Civil Works:

(xxvii)	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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	For 2008-09, Pali district had a physical target (including spill over) of constructing 2 School building, 458ACRs, 15 drinking water facility, 32 toilet facility, 4 BRC/CRC buildings and 92 special repairing. Till 30-06-2009, construction work of 2 school building, 253 ACR, 5 drinking water facilities, 10 toilets facility and 4 BRC/CRC buildings, 34 special repairing of building had been completed. Construction of 205 ACR, and 10 drinking water, 22 toilet, 58 special repairing of building are under progress.	
(xxviii)	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.
	The MI sample checked the progress of construction in 30 Schools. 17- additional class room, 1 drinking water, 10-toilet, 1 CRC building, 17-construction of ramp, 1 kitchen shed 2- boundary wall and repairing of building	
(xxix)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The MI interacted with 29 VECs who had got grants for civil works in 2008-09. It was found that 29 VECs had received training by technical person for execution of civil work. But VEC members of 1 schools had not received the training.	
(xxx)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO Pali for SSA had provided a manual for civil works in 25 schools. The on the spot verification revealed that only schools had received the manual.	
(xxxii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO had given instructions for construction of ramps in all NPS and NUPS building after construction had been completed . The MI found that out of the 30 schools, in 17 schools where building construction was over, ramps had been made. In the remaining 13 schools, the ramps were already constructed.	
(xxxiii)	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).
	The DPO had given specific instructions to the VECs to keep separate account of funds and construction materials for civil works. It was found during the field visit that only 18 (60%) VECs out of the 30 schools had kept a separate account.	
(xxxiv)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The senior technical Consultant (Assistant Engineer) and Technical Consultant (Junior Engineer) are designated to make technical Supervision of civil works at District and Block levels respectively.	
(xxxv)	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 DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. The MI found that in 19 schools Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction but in 11 schools reported that Technical Consultants visited only one time.	
(xxxv)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds 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).
	According to SPO the drinking water facilities had been provided with 100 % funding from state government through PHED. In some schools drinking water facilities has been provided by TSC and SSA funds.	
(xxxvi)	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).
	Out of 107 surveyed schools 36 schools had Hand pump, 16 Tanka, 24 had taps and 21 schools had more than one source of drinking water facilities. 10 school have no any type drinking water facilities.	
(xxxvi)	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).
	The toilet facility in 126 schools was provided with 100% funding from Total Sanitation Campaign. Out of surveyed schools the toilet facilities in 10 schools it was provided by SSA. There were no case of TSC.	
(xxxvi)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	On the spot assessment of the quality of construction reveals that out of a sample of 30 schools the construction was found to be good in 21 schools and in 19 schools it was found to be average.	
(xxxix)	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.
	At SPO level, there is an Chief Executive Engineer who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluation of civil works had also been carried out	

(c) Textbooks:

(ix)	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.
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	<p>In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free 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?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect to be enclosed along with the Monitoring Report.</p>
(x)	<p>The text books had been received from the Rajasthan State Text book Board (RSTB) at BRC points. These were then distributed to CRC point from where the Head Teachers received the text books and distributed them to children in schools. The DPO had received an instruction in this regard from the SPO.</p>	
	<p>Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p>
(xi)	<p>There was no delay in distribution of text books in the district. The schools had opened on 17-4-2009 in 2008-09. The textbooks were distributed to all students within a month of reopening of schools. The MI found that only in 9 (8%) out of 107 sample schools textbooks had not been distributed within one month of opening of schools.</p>	
	<p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.</p>
(xii)	<p>Yes, free textbooks had been distributed for all subjects and for all classes and to all eligible children.</p>	

(d) School grants:

(xi)	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.
	In 2008-09, 2129 PS schools and 1346 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.	
(xii)	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.
	In 2008-09 the school grant had been revised from Rs. 2000/- per schools to Rs. 5000/- per primary school and Rs. 7000/- per upper primary school. The DPO had therefore released the school grant at these rates to the VEC accounts. The school grant had been released to 2463 schools in July 2009.	
(xii)	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 DPO had not made centralized purchases of items for the school out of the schools grant. The VEC had been given responsibility to utilize the grant as per the guidelines.	
(xiv)	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.
	102 (95%) schools had received the school grants in their bank account and the rest had received till 30-09-2009. Yes, there was a delay of 4 months in disbursement of school grants.	
(xv)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The last year's school grants received had been fully utilized by all sample schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO.	

(e) Teachers and Teachers Training:

(xxv)	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.
	For 2008-09, no addition teacher had been sanctioned by the PAB and hence no posting of any new teacher had been made till 31-12-08	
(xxvi)	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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(xxvii)	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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(xxviii)	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.
	VEC is not empowered to make appointment of new teachers.	
(xxix)	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 the 107 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 58 (11%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 382 (85%) were found to be present and 70 (15%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.	
(xxx)	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.
	In all the sample schools, the MI has observed the existence of a good rapport between children and teacher.	

	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>(xxxii)</p>	<p>As per SPO the district had to give in-service training to 2583 PS teacher and 6602 UPS teachers in 2008-09. It had given training for 10 days to 8524(93%) teachers. According to The MI visited 107 schools and in these schools 392 (87%) teachers had received in service training in the current financial year..</p> <p>The District had devised a training calendar for conducting the in-service teachers training.</p> <p>The various types of teachers training organized in the state include:</p> <p>Ten days content based teachers training; 3 days need based teachers training, 7 days capacity development of teachers by resource person in the schools, 12 days computer training, 3 days model cluster schools training 3 days gender training, 3 days lingua-lab training . Management training to head teachers is given by State project office through DPC, BRC,and CRC.</p> <p>In service teachers training organized at BRC level, Community mobilization and review meetings of Head teachers training conducted by CRCs.</p> <p>The training modules have been prepared by SIRET, SPO, DIETS and UNICEF at state level. Master trainers have been trained by subject specialist of SIERT, SPO and DIETS. The MTs further trained the teachers.</p> <p>The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised a regular system of getting feedback from teachers on the application and impact of training inputs but this has not been followed systematically.</p>	

	<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>
(xxxii)	<p>The district had to give orientation training of 30 days to 720 newly recruited teachers but 300(42%) teachers were given 10 days training and 7 days training during the winter vacation The training modules were prepared by SIRET, SPO, DIETS and UNICEF at state level. Master trainers had been trained by subject specialist of SIERT, SPO and DIETS and these Master Trainers trained the teachers. The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised regular system of getting feedback from teachers on the application and impact of training inputs but this has been not followed properly.</p>	
(xxxiii)	<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>
(xxxiv)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>Teachers in general had expressed satisfaction with the training facilities and contents. But they felt the need for more theme- based and hard spot identification training and training on activity based teaching. There is a need to create an interest in training. A pre-test system before training may be introduced.</p>	

	<p>(a) The academic support given by BRC/CRC to the teachers, the frequency of such support: Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>Both BRC and CRC did not have a training calendar and follow up activities. They conducted the training as per instructions given by DPO from time to time. There is no BRC/CRC level follow up activities done in the district and hence the training inputs are not practiced by many teachers in schools.</p>	
	<p>(b) What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(xxxv)	<p>The expected number of monthly school visit to be made by BRCF are as follows: 5 school, 4 CRC, 2 RBC, 2ECCE and all the KGBVs running in the block. For the CRCF it is 15 schools and all the RBC are to be visited in a month. When the MI representative visited the schools and asked the BRC and CRC about the target and achievements they replied that they had achieved more than 100 percent of target. As the BRC/CRC did not prepare any school visit report and there is no any record of school visit so the MI could not cross check the number.</p>	
	<p>(c) What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRCC's and CRCC's also visit the schools but do not prepare school reports. According to VEC members and teachers,during school visits BRC and CRC mostly discuss administrative matters. Pedagogy improvement issues are taken up rarely. The BRC/CRC mostly visit the school when construction work is going on .</p>	
	<p>(d) Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	During the orientation and training of BRC's and CRC's the subject experts of DIET interacts with them. The DIET officers also provide academic support during their school visits for monitoring and research work.	
	(e) Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	Yes, the BRC/CRCs extend their academic support to EGS/AIE RBC and NRBC. But there are no reports to supplement the visits or support rendered.	
	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.
(xxxvi)	There is a specific post like that of Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of one Joint Director. The Quality aspects are reviewed in bimonthly meetings of District Pedagogy Coordinator held at SPO level and by quarterly meeting of DPCs of schools held at SPO level. The SPO has coordinated with the SIERT to develop the State Curriculum up to class X, textbooks up to Class VII and teacher training modules. DIET staff are also involved as DRG members for teacher training.	

(f) Teaching Learning Material (TLM) grants:

(vii)	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.
For 2008-09, 9071 teacher were eligible to receive the TLM grants. By 31-03-2009, TLM grant has been released to all of them by SPO to DPO.		
(vii)	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.
The DPO, in turn, had released this grant to 9071 (100.0%) teachers by 31-03-2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.		
(ix)	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.
MI has further observed that in all sample schools the grant had been given to teachers after drawing from bank account by 31-03-2009. The teachers have utilized this grant for procuring materials to prepare TLMs and also for purchasing some readymade TLMs from the local markets. MI has found that 75(70%) out of the 107 sample checked schools, the TLMs have been displayed in classrooms and also given to children for use. There was 12 school good example of TLM. The 45 (42 %) schools teachers have received special training on preparation of TLM. The training was organized for 3 days at BRC level. The master trainer was from DRG and BRG. There was no any cross sharing/demonstration of good practices among teachers.		

(g) EGS & AIE:

(ii)	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.
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	For 2008-09, 24 AIE (Shiksha Mitra Kendra) 10 NRBCs and 1 RBC had been sanctioned and organized till 30-3-2009	
(iii)	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.
	The target and enrollment in SMK 639 boys and girls, NRBC 611 boys and girls and in RBC 33 boy & girls. All the enrolled children are attending the alternative schools facilities.	
(liii)	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.
	The target and enrollment in AIE(SMK) is 639 boys and girls, in NRBC 611 boys and girls and in RBC 33 boy & girls. All the enrolled children are attending the alternative schools facilities.	
(liv)	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.
	As per DPO 55 EVs have been worked in RBC and NRBC. All EVs were giving training for 3 days at BRC level. During the field visit the MI could not found running RBC/NRBC/AIE .	
(lv)	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.
	Yes, the BRC/CRC are giving the academic support to EVs. The DPO has issued an instruction to BRC/CRC to extend academic support to EVs during the functioning the EGS.	
(lvi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	The educational qualification of EVs in sample EGS are senior secondary and most of them all B.STC and B.Ed. They have also given training for 3 days at BRC level.	
(lvii)	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.
	The selection of EVs was through placement agencies. EVs were given Rs. 2400 per month The honorarium of EVs paid to placement agencies through Cheques. The placement agencies transfer the amount of honorarium in their bank accounts.	
(lviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.

	Yes, According to SDMC members the EVs are regular in his attendance.	
(lix)	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 designated District Coordinator for AIE. The District Coordinator for planning is in charge of AIE. He had got any orientation and capacity building training on AIE	
(lx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	The DPO use monitoring format to provide AIE related data to SPO.	
(lxi)	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.
	All EGS Centers in the District had been closed in 2007-08 and they are running RBC and NRBC camps, in the year 2008-09 the DPC have enrolled 488 (38%) children in regular school out of 1283 children enrolled in RBC/NRBC.	
(lxii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	No, they try to enrolled the children in regular schools through RBC/NRBC	
(lxiii)	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.
	The RBC/NRBC are not working as regular EGS centers so the DPC they try to enrolled the children in regular schools through RBC/NRBC	
(lxiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	No EGS have been upgraded as they were discontinued.	
(lxv)	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.

	No EGS have been upgraded as they were discontinued.	
(lxvi)	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.
	All EGS centers have been closed in 2007-08	
(lxvii)	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.
	All EGS centers have been closed in 2007-08	
(lxvii)	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.
	All EGS centers have been closed in 2007-08	
(lxix)	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.
	All EGS Centers in the District had been closed in 2007-08 and they are running RBC and NRBC camps, in the year 2008-09 the DPC have enrolled 488 (38%) children in regular school out of 1283 children enrolled in RBC/NRBC.	
(lxx)	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.
	Yes, the infrastructure available in the EGS/AIE/RBC/NRBC centres, such as durries, blackboard, books, TLMs etc?	
(lxxi)	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.
	Yes , in the RBC meal facility made available by SSA	
(lxxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	The RBC/NRBC not functioning during the field visit MI.	
(lxxii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.

	The RBC/NRBC not functioning during the field visit MI.	
(lxxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The RBC/NRBC not functioning during the field visit MI.	
(lxxv)	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.
	Yes, they RBC/NRBC children are using the Schools text books. The RBC/NRBC not functioning during the field visit MI.	

(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.
	Out of 9493 CWSN children identified in 2008-09, 9183 (97%) have been enrolled. The District had planned to enroll the rest 310 CWSN by June 2009.	
(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.
	In 2008-09, 185 identified CWSN had been given aids and appliances. The CWSN children were provided Tri cycle, Wheelchair, Hearing equipment . Baishaki/crutches and Caliper.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	The DPO stated that they had not faced any difficulty in procuring them.	
(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 DPO has identified 8 Resource Teachers for CWSN activity. The resource teachers have been posted in the 10 BRCs of 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 DPO has an IED Coordinator. He has been oriented on CWSN activity and had attended the capacity building training in 2008-09 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 SPO has prescribed a monitoring format for CWSN activity and the DPO has been submitting feedback to the SPO on monthly basis.	
(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.
	According to DPO in 2008-09, Majority of CWSN children school had been provided with grants for constructing ramps in the whole district. In sample schools 17 schools have been provided 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.
	SPO 186 CWSN have been provided home based education in 2008-09. Out of 107 surveyed schools 36 CWSN children were provided home based education.	
(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.
	As per DPO records, 186 parents have been advised in the district during the year 2008-09. In 55 Schools parents of CWSN have been given counseling in the same year., The MI also verified that parents of CWSN have been counseled in 55 schools.	
(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.
	At the time of visit to the sample the MI has found that in 36schools, 106 (80%) out of the 135 enrolled CWSN were present on the day of the visit.	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	129 clusters were targeted in the year 2008-2009 and 190 model cluster schools were started during the year.	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	The target of additional classrooms was 130 and the achievement was 124 (95%).	

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Gender sensitive teaching learning materials have been provided in the model cluster schools. Vocational training, bridge courses have been initiated in the selected schools. Gender sensitization training to teachers was organised in the February 2009. Additional efforts to mobilize community and women's groups in favor of girls education, were also carried out. MEENA MANCH has been constituted and Maa- beti Sammelan was also organized in the February 2009. Vocational training was given to girls in the model cluster schools	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	The funds have been released to each model cluster schools. The details of amount and dates are as follows: Total amount released is - RS 147.75 lakh in the month of Feb- March 2009.	
(v)	e. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes district gender coordinator has been appointed at district level.	
	f. 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 SPO has developed a monitoring format to check the progress on girls education. The review of progress on is carried out bi- monthly or quarterly.	
(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 per DPO 192 ECCE Center is operating under NPEGEL,	
(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 SPO has prescribed a monitoring format for ECCE activity but has not collected any feedback data on ECCE from the DPO since ECCE is not launched in 2008-09 under NPEGEL.	

(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.
	10 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are 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.
	For all the 10 sanctioned KGBVs land had been identified and in 7 KGBVs building constructions had been completed and in 3 KGBVs buildings are under 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.
	Yes, the state had drawn up detailed guidelines for running the KGBVs schools. The copy of guidelines were available at KGBVs.	
(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 the 10 sanctioned KGBVs land had been identified and in 7 KGBVs building construction had been completed and in 3 KGBVs building are under construction.	
(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.
	44 post of teachers have been sanctioned for the KGBV. Out of them 15 teachers were to be appointed through deputation and 29 were to be selected on contract basis. In these 10 KGBVs only 15 teachers had been appointed on deputation and 24 teachers were selected on contract basis. Thus 5 (11 %) post of teachers are vacant. 50 post have been sanctioned for the other administrative staff while only 34 (68%) staff is available at KGBVs.	
(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.
	A total of 651 girls are enrolled in all 10 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.
	The availability of furniture, bedding, and others facilities in KGBVs was 60 to 80 percent. The main problems in the KGBVs of district visited are related to drinking water, electricity, toilet and bathrooms and budgetary provisions.	

(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.
	An EMIS has been set up in each district of the state. Computer set have been provided as per requirement by SSA.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The SPO has given a time schedule to the DPO to take up DISE activity from September 2009 to 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 data capture formats will be provided in to schools in September 2009.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Teachers have been given training for filling up data in the data capture formats. A one day training was organised at district level in 2008 at BRC /CRC level.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	The CRC/BRC coordinators have been given the task of verifying DISE data. The SPO has planned to engage a third party for verifying the DISE data in this 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 DISE data are to be sent by the DPO to SPO by November 2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

(l) 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.					
	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 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.					
	<p>The situation of research proposal in last calendar year is as follows:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Sanctioned</td> <td style="text-align: center;">completed</td> </tr> <tr> <td>District level</td> <td style="text-align: center;">53</td> <td style="text-align: center;">53 (100.0)</td> </tr> </table> <p>As per DPC record BRC/CRC and school level research and evaluation studies were not proposed in 2008-09. due to lack of budget provision.</p>			Sanctioned	completed	District level	53
	Sanctioned	completed					
District level	53	53 (100.0)					
(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.					
	Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the state Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SIERT and DIETS are involved in doing some research activities. There is a state Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects. DIETS conduct the district level research study of SSA and assist in conducting action research. State level studies are invited through notice and inviting tender for technical and financial proposal. District level studies and research are approved by District Research Advisory Committee.						

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	The District has 7966 schools covered under SSA and all the schools have constituted SDMCs.	

(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 DPO has issued a VEC guideline to different schools However during the field visit the MI found that 103 (96%) out of the 107 sample school have a copy of the VEC guidelines.	
(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 VEC guidelines have mentioned that a VEC should have at least 3 women members. The MI has observed that in all 107 schools, the VEC had at least 03 women members.	
(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 VEC is to convene at least 1 meeting every month as per the VEC guidelines. But the MI found that this rule was followed only in 32 (30%) out of the 103 sample schools. In every VEC the total members should be 13 as per the VEC guidelines. MI verified that in 107 VECs, 8 members were present. During the period 1-4-09 to 31-7-09, on an average 8 members have regularly attended all VEC meetings. In 230 (58%) out of the 107 VECs, the women and SC/ST members have attended the VEC meetings regularly during the same period.	
(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.
	In 2008-09, 345(24%) schools VEC members have been trained till 30-06-09. For the remaining VECs members, the DPO had planned to conduct it in December 2009.	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	Till 30-06-09 the MI found that out of 107 schools, 53 (50.0%) VECs have improved the school environment; 48(45%) VECs have helped in enrollment of children; 32 (30%) VECs have helped in improving students' attendance; and 29(27%) VECs have helped in raising teacher's attendance. Thus only a few VECs have contributed to school development.	
(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.
	In 2008-09, 92(86%) of the 107 school VECs had recorded the grants released to their bank accounts.	

	<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>
(viii)	<p>In the SPO, there is an officer-in –charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District coordinators for community mobilization. For capacity development, training modules have been revised. The Community mobilization officers published the message through Media. At schools level he also organized Shiksha Shanivaar (The program for social audit and capacity development).</p>	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	The SPO has specific program managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.	
(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.
	Information regarding General Body and Executive Committee meeting was not provided by the SPO for 2008-09.	
(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 staffing positions sanctioned for DPO is 25 and 21 positions have been filled up. 4 post of DTO are vacant. DPO has taken necessary step to fill up against these vacant posts.	
(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 total BRC sanctioned in the district is 10 and 3 BRC positions have been filled up. 129 CRCs have been sanctioned and 114 (88%) are functioning. 7 Post of BRC and 15 Post of CRC are vacant	
(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 for filling up various 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.

For PS and UPS Govt. provision is available with in 1 K.M and 3 K.M. radius. RBC, NRBC. SMK and Madarsha are available for girls and minority. In the district most of the habitation are under reach.

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

(i)	The number of days the school functioned during the last academic year? The schools functioned for 220 days on an average in 2008-09.	Information to be obtained from the School records.
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting? During field visit it was found that out of the 107 sample schools, 41 (38%) schools have clean environment; 46(43.0%) school have good building; 55(51%) schools have a playground. 69(64%) schools have classrooms with proper flooring, roof and windows; and 80(75%) schools have classrooms with proper lighting.	Information to be recorded on the basis of observation.
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials? Similarly, the MI observed that out of the 107 sample schools, 107(100%) schools have blackboard and 98 (91.0%) schools had TLMs and proper sitting arrangement.	Information to be recorded on the basis of observation.
(iv)	Whether health camp facility was made available to the children during the previous six months? 95(89%) schools have conducted health camps for children	Information to be recorded on the basis of school records.
(v)	Whether the school has adequate play material for the children? Is it used? Only 56(52%) schools gave adequate play materials to children.	Information to be recorded on the basis of observation.
(vii)	If there is low attendance the reasons for the same? The day the MI visited the schools it was found that 81 percent of boys and girls were present. 19 percent children remained absent from school owing to illness, crop season and local festivals.	Information to be obtained from the teachers/VEC.
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? The schools head Teachers have met the parents of the absentees and have motivated them to send their children regularly to schools.	Information to be obtained from the teachers and VECs etc.
(ix)	What is the present process of assessing the achievement level of students? In all the 107 sample schools, the learning level of students are assessed by conducting 3 kinds of examinations such as Unit test, Half early and Annual.	Information to be recorded on the basis of school records.
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? In all the 107 sample schools there is a continuous process of evaluating the learning.	Information to be recorded on the basis of school records.
(xi)	The achievement level of children. In 16(15%) schools achievement level of the children was good, In 87 (81%) schools was average and in 4 (4%) schools was below average.	Assessment to be undertaken by the MI on the day of visit.
(xii)	The rapport of the children with the teachers? The teachers and students rapport was seen to has been good in all schools.	Assessment on the basis of observation by MI.
(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 the 107 schools covered in the sample there were no overage children in any schools. The teachers did not report any under age children in their schools.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	Dropout children were found in only 258 children and constituted 2.0 of total children enrolled.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	The state policy is that no child is to be retained in the same class in the primary stages.	

(q) Any other issues relevant to SSA implementation

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

Generally the civil work is sanctioned as per requirement of the schools. During the filed visit the M.I. found that the construction of ACR in some schools was not require as per enrollment of children in the schools.

The requirement of the text book is estimated as per enrollment of previous session. In some schools M.I found that some students had not received all the subject books due short supply of text book from Text Book Board and DPC.

Though the targets of teacher training are achieved by SPD and DPC and most of the arrangement are made by them. During the field visit the M.I. found that teacher were not motivated to attend the training. The teachers did not feel the need to attend the training. It is evident that we need develop a mechanism to create a demand among teachers.

The monitoring and training support system of school needs to be strengthened .

Some UPS schools of the district are attached with CALP(Computer Added Learning Program) During the filed visit the M.I. found that computers are not in use due to lack of computer teacher, electricity and training of teachers.

Out of surveyed 107 schools only 76 (71%) schools have average condition of flooring and roof of school building while the remaining are in poor condition. 56 (52%) schools have boundary wall and plantations. 55 (51%) schools have library books, but the students of the schools reported that they rarely used the library.

Participation of schools children in CRC and BRC level tournament. The M.I. found that in 68 (63%) schools children had participated in tournament.

(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

<p>13- 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>Could not be collected</p>
<p>14- 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>Could not be collected</p>
<p>15- Annexure 3 – School Grant</p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>Could not be collected</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 to be enclosed in the Monitoring Report.</p>
<p>Could not be collected</p>
<p>16- Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>There is no habitual absentee teacher found in sample schools.</p>

<p>17- 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>
<p>Could not be collected</p>
<p>18- 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>Could not be collected</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>
<p>Could not be collected</p>
<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>Could not be collected</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Could not be collected</p>
<p>10. 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>
<p>Could not be collected</p>
<p>9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
<p>List of sample schools attached with report</p>

(S) First Half yearly Monitoring Report of Mid-Day Meal Scheme (1-2-2009 to 31-7-2009)

District - Pali

(i)	Name of the Monitoring Institution	Institute of Development Studies Jaipur
(ii)	Period of the report	1-02-2009 to 31-07-2009
(iii)	Name of the District	Pali
(iv)	Date of visit to the Districts/EGS/Schools	April 2009 to July 2009

39.	<u>REGULARITY IN SERVING MEAL:</u>	Students, Teachers & Parents
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same? Information is to be given in this box only. Similarly for all the items.</p> <p>The MI has monitored MDM scheme for April 2009 to July 2009 in 107 schools and has found that in all (100%) schools, hot cooked MDM is served.</p>	

40.	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
		Enrollment	12687		12687
		No. of children attending the school on the day of visit	10800		10478
		No. of children availing MDM as per MDM Register	10768		10249
		No. of children actually availing MDM on the day of visit	10768		9218
The average percentage of children attending school on the day of MI's visit was 82.0%. As per MDM register 97.0 % children avail the MDM. The percentage of children actually availing MDM was 90.0%.					
41.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	(vii) 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?				
	80 (78%) schools were receiving food grain regularly. In only 22 (22%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain. Neither the Head Teacher nor the MDM functionaries of schools could say the prescribed date of delivery of food grains to schools and hence the MI could not calculate the extent of delay and the reasons for the same.				
	(viii) Is buffer stock of one-month's requirement is maintained?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
92 (90%) schools maintained the buffer stocks of one month requirement.					
(ix) Is the food grains delivered at the school?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries		

	In the all surveyed schools the food grains were delivered at the schools.	
42.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (vii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	70(69%) schools have been receiving cooking cost in advance regularly, but 32 (31%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 5 (5%) schools MDM is served by NGOs through centralized kitchen facility.	
	(viii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay in delivering cooking cost in time, the Headmaster, MDM in charge and the cook manage on their own and purchase various items and adjust the amount when the payment is received.	
	(ix) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
In 74 (73%)schools cooking cost paid was through banking channel and in 28 (27%) schools cooking cost was paid in cash.		
43.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	The MI has visited 107 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed.	
44.	<u>VARIETY OF MENU:</u> (vii) 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.
	A Weekly menu for MDM is displayed in all sample school. *	
45.	(viii) 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.

	All schools provide MDM as per menu displayed on the notice board in the schools.	
	(ix) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>All schools provide MDM as per menu displayed on the notice board in the schools. The weekly menu of MDM is as follows:</p> <p>Monday : Roti and green vegetable with Fruits</p> <p>Tuesday : Rice and Dal</p> <p>Wednesday: Namkeen Rice/ vegetable and chapati</p> <p>Thursday: Vegetable and Chapati/Namkeen Rice</p> <p>Friday: Dall and Baati</p> <p>Saturday: Chapati and Vegetables</p>	
46.	QUALITY & QUANTITY OF MEAL:	Observations of Investigation during MDM service
	Feedback from children on	
	e) Quality of meal:	
	Out of the 107 schools children of 87 (81%) schools were satisfied with the quality of meal	
	f) Quantity of meal:	Observations of Investigation during MDM service
Out of the 107 sample schools children of 78 (73%) schools were satisfied with the quantity of meal.		
c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service	

	<p>The MDM is served satisfactory to children both in quantity and quality. Reason for dissatisfaction are as follows:</p> <p>Non availability of green vegetables and fruits</p> <p>Due to high cost green vegetables and fruits are not possible.</p> <p>In the centralized kitchen system MDM prepared early in the morning and children used after 1 pm. So the quality could not be maintained.</p> <p>Lack of cleanliness</p> <p>Centralized kitchen system of MDM may be increased.</p> <p>A separate unit for MDM scheme may be introduced in rural area.</p>	
	<p><u>SUPPLEMENTARY:</u></p> <p>(vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>	Teachers, Students, School Record
	<p>According to MDM in charge or Teacher 54 (50%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically</p>	
	<p>(viii) Who administers these medicines and at what frequency?</p>	Teachers, Students, School Record
47.	<p>In 50(47%) schools health department and in 57 (53%) schools women and child department is providing the medicines. The frequency of medicines availability is as flows:</p> <p>46 (43%) schools reporting monthly, 12(11%) schools quarterly, 15 (14%) schools reporting twice in a year and 45 (42%) schools reporting once in the year.</p>	
	<p>(ix) Is there school Health Card maintained for each child?</p>	Teachers, Students, School Record
	<p>89(83%) schools have maintained health card for children, while 18 (17%) schools have not proper record.</p>	
48.	<p><u>STATUS OF COOKS:</u></p> <p>(iii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

<p>In 92 (90%) schools the cook appointed by the department and 10 (10%) schools other contractor are cooking and serving the MDM.</p> <p>In 5 surveyed Schools of the district Aanpurana Samiti provides MDM.</p>	
<p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In the surveyed schools MI found adequate number of cooks and helpers as per requirements of schools.</p>	
<p>(iii)What is remuneration paid to cooks/helpers?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>As per state MDM department 50 paisa per child per day is to be paid to cook and helper. In some school the fuel supply liability also include.</p>	
<p>(iv).Are the remuneration paid to cooks/helpers regularly?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In 86 (84%) percent schools cooks/helpers are gaiting the remuneration regularly, while in the remaining schools cook and helper get remuneration after 1 to 3 month.</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>

	SC women in 13 (13%) schools, ST women in 5 (5%) schools, OBC women in 76 (75%) schools and general women 8 (8%) are engaged as cook and helper.	
49.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: (k) Constructed and in use (l) Constructed but not in use (m) Under construction (n) Sanctioned, but constructed not started (o) Not sanctioned Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	(k) Out of surveyed 102 sample checked schools, 58 (57 %) schools kitchen shed are constructed and 48 (47%) school kitchen shed in use (l) 4 (4%) kitchen shed are constructed but not in use under (m) Nil (n) 20(20 %) kitchen shed sanctioned, but construction not started yet. (o) 24 (24%) kitchen shed are not sanctioned.	
50.	In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	Out of the 44 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 26 (59%) schools, in 10 (23%) schools under the tin shed, in 8 (18%) schools at cooks residence.	
51.	Whether potable water is available for cooking and drinking purpose?	-do-
	Portable water is available for cooking and drinking purpose in 82 (77.0%) schools, but 25 (23%) schools reported that adequate potable water for drinking and cooking is not available.	
52.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	100 (98%) schools of the sample checked school have adequate number of utensils to cook the MDM while in 2 (2%) schools utensils for cooking for not adequate. In 27 (22.5%) schools the NGO served the MDM	

53.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<p>In 1 (1%) schools are using Gas and 101 (99%) schools are using fire wood as fuel for cooking MDM.</p> <p>In 5 schools the MDM supply by the NGO</p>	
54.	<u>SAFETY & HYGIENE:</u> v. General Impression of the environment, Safety and hygiene:	Observation
	In 105 (98%) schools the general impression of the environment, safety and hygiene is good. satisfactory.	
	Are children encouraged to wash hands before and after eating	observation
	In 78 (73%) schools children encouraged to wash hands before the meal and in the 95 (89 %) school children wash hands after meals.	
	ii. Do the children par take meals in an orderly manner?	observation
	Yes most of the children partake meals in an orderly manner.	
	iv. Conservation of water?	Observation
	In all the sample schools children are careful about water conservation.	
55.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 107 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.	
56.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 67 (63%) school had been inspected by DPO during the last academic year. In 70 (65%) schools have been inspected by the BRC/CRC once in a monthly during the school visit.	

57.	<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>Hadg not made any visits, School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>Around 90 (84%) school teachers believe that MDM improves the enrollment attendance of children in schools and about 76% teachers opine that MDM contributes to improve the general well being of children.</p>	

List of Schools visited by MI District Pali

S.NO	Name School
1	Govt. UPS Nadol Dasuri
2	Govt. UPS Girls Nadol Dasuri
3	Govt. PS Maru Dhani Dasuri
4	Govt. PS Eye mata ki Dhani Dasuri
5	Govt. PS Bharokakar Dasuri
6	Govt. UPS Narlai Dasuri
7	Govt. UPS Dehsuri Dasuri
8	Govt. PS Charbhuj Road Desuri
9	Govt. PS. Rampura ki Dhani Rohat
10	Govt. UPS. Rampur Rohat
11	Govt. UPS Rohat Rohat
12	Govt. PS Rohat Rohat
13	Govt. UPS Mukunpura Rohat
14	Govt. UPS Singari Rohat
15	Govt. UPS Moriya Rohat
16	Govt. UPS Kherwa Marwar Jc.
17	Govt. PS Dhamali Marwar Jc.
18	Govt. PS Bara Bawabata Marwar Jc.
19	Govt. PS Banta Marwar Jc.
20	Govt. UPS Girls Banta Marwar Jc.
21	Govt. UPS Naya Gou Marwar Jc.
22	Govt. PS bawariya ki dhani Marwar Jc.
23	Govt. UPS Sugaliya Marwar Jc.
24	Govt. UPS. Dharmali Marwar Jc.
25	Govt. PS. Bararupa Marwar Jc.
26	Govt. PS. Satiyoki Kani karali Marwar Jc.
27	Govt. UPS. Radawas Marwar Jc.
28	Govt. PS Gudana ki Dhani Marwar Jc.
29	Govt. PS Gudana Marwar Jc.

30	Govt. UPS Ranakawas Marwar Jc.
31	Govt. PS. Rai Ki Dhani Marwar Jc.
32	Govt. UPS. Siyat Sojat
33	Govt. PS. No.1 Sojat
34	Govt. UPS. Sojat Road Sojat
35	Govt. UPS Basana Sojat
36	Govt. UPS Boyal Sojat
37	Govt. UPS Chitriya Sojat
38	Govt. PS Indra Colony Sojat
39	Govt. PS National Line Sojat
40	Govt. UPS Sardarpura Sojat
41	Govt. PS Nayal Kundi Sojat
42	Govt. PS Ghachiyo ki Dohmli Sojat
43	Govt. PS Sandiya Sojat
44	Govt. UPS Barahadki Sojat
45	Govt. PS. Meena Ki Dhani Rani
46	Govt. UPS Railway Fatak Rani
47	Govt. UPS Bhagwanpura Rani
48	Govt. UPS Nadana Rani
49	Govt. UPS Balika Rani
50	Govt. PS Jawali Rani
51	Govt. PS Khod Rani
52	Govt. PS. Angore Sumerpur
53	Govt. UPS Girls Jawai Bandh Sumerpur
54	Govt. UPS Girls Balwana Sumerpur
55	Govt. PS No.1 Balwana Sumerpur
56	Govt. UPS Galthali Sumerpur
57	Govt. UPS Ramnagar Sumerpur
58	Govt. PS No.2 Balwana Sumerpur
59	Govt. PS. Bagdi Dhani Khimada Sumerpur
60	Govt. UPS Chamundari Madityan Bali

61	Govt. PS Dhani (Pul) Bali
62	Govt. UPS balika Dhani Bali
63	Govt. PS Ambaji nagar falna Bali
64	Govt. PS Falana Bali
65	Govt. UPS Jadari Bali
66	Govt. PS No.1 Kot Bali
67	Govt. UPS balika kot Bali
68	Govt. UPS Sadalawa Dipari Bali
69	Govt. PS No.3 Mundat Bali
70	Govt. PS Barayanadi Bali
71	Govt. Govt. Sec School Padarla Bali
72	Govt. PS Khindawa Bali
73	Govt. PS Meena ki Dhani Khindawa Bali
74	Govt. UPS Sanskrit Sawadi Bali
75	Govt. UPS wisvkarma Sawadi Bali
76	Govt. PS Falana Bali
77	Govt. PS Bali
78	Govt. UPS Bhakharwas Jaitaran
79	Govt. PS Sojjana Ki Dhani Jaitaran
80	Govt. PS Gorla Bera Jaitaran
81	Govt. UPS Bagatpura Jaitaran
82	Govt. PS Jagatia Jaitaran
83	Govt. UPS Kanya Kheri Jaitaran
84	Govt. PS Bus stand Jaitaran
85	Govt. UPS Sabji Mandi Jaitaran
86	Govt. UPS Jujhanda Jaitaran
87	Govt. PS Hamajh Bera Jaitaran
88	Govt. UPS Bhingarh Jaitaran
89	Govt. PS Jawangarh Jaitaran
90	Govt. UPS Raas(Boys) Jaitaran
91	Govt. PS Phoolsagar Jaitaran

92	Govt. AKA Madarsa Jaitaran
93	Govt. UPS Bar (girls) Raipur
94	Govt. PS Bar (boys) Raipur
95	Govt. UPS Deogarh Raipur
96	Govt. PS Jhalamand Raipur
97	Govt.PS Pratapgarh Raipur
98	Govt. PS Ramgarh Raipur
99	Govt. UPS Chadhavera Ki Dhani Raipur
100	Govt PS Bhopal Singh Raipur
101	Govt. UPS Bhanwaria Raipur
102	Govt. PS Roond Rail Raipur
103	Govt. PS Dhani Nayakan Raipur
104	Govt. PS Maharaj Ki Dhooni Raipur
105	Govt. UPS Dholia Raipur
106	Govt. PS Hatola Raipur
107	Govt. PS Kuratia Raipur



Chapter 1

District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR
2008-2010)

(District 1: Pratapgarh)

3.1	Name of the District	Pratapgarh
3.2	Date of visit to the District/EGS/Schools	April 2009 to July 2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

	<p>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?</p>	<p>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>
(xxv)	<p>As per SPO target of 0 NPS and 0 NUPS was proposed but no any new school opened in the district.</p> <p>In Pratapgarh district, 42 UPS have been upgraded to Secondary school. The all 42 upgraded UPS schools created a new PS (class 1 to 5). Out of these only 8 schools have been sanctioned new buildings and reaming 34 schools are working in the old buildings. The district have already 26 building less PS.</p> <p>In 2008-09 there were no new school had been sanctioned. In the budget plan 2008-2009 the State Govt..had not sanctioned any new school but the above schools have been upgraded.</p>	
(xxvi)	<p>Has the land for construction of the school been identified?</p>	<p>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>
	<p>The land had been already identified for all 42 PS schools.</p>	

	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
(xxvi)	In 8 NPS created in 2008-09, the DPO had released money to VECs for construction in 8 schools,	
	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.
(xxvi)	The Construction work had started in all the 8 NPS schools. The stage of construction in these schools are as follow: Foundation stage 7. Lintel 1, Roofing ,	
	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.
(xxix)	As per SPO average 2 teachers in NPS and 3 teachers (including headmaster) in NUPS had been sanctioned for the new schools. As per DPO records teachers had been appointed in these schools.	
	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.
(xxx)	In this district we have surveyed 90 PS and UPS schools. There was no single newly opened school in the sample.	
	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.
(xxxi)	In the district there were only 42 newly upgraded schools. None of these schools were part of the sample covered by MI.	
	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.
(xxxi)	The SPO had developed a TLE guideline and issued to district vide office order No. 75571 dated 21-1-2009.	

(b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
(xi)	As Per SPO records For 2008-09, Pratapgarh district had a physical target (including spill over) of constructing 125 ACRs, 17 special repairing. Till 30-06-2009, construction work of 125 ACR, 17 special repairing of building are under progress. As per DPO records for 2008-09, Pratapgarh district had a physical target (including spill over) of constructing 6 school building, 28 ACRs, 6 boundary wall, 5 HM room, 5 special repairing. Till 30-06-2009, construction work of 6 building, 28 ACR, 6 boundary wall, 5 HM room and 5 special repairing of building are under progress.	
(xli)	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.
	The MI sample checked the progress of construction in 30 Schools. 18- additional class room, 1 drinking water, 5-toilet, 12-construction of ramp, 1 kitchen shed, 2- boundary wall and repairing of building	
(xlii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The MI interacted with 30 VECs who had got grants for civil works in 2008-09. It was found that 29 VECs had received training by technical person for execution of civil work. But VEC members of 1 schools had not received the training.	
(xliii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO Pratapgarh for SSA had provided a manual for civil works in 30 schools. The on the spot verification revealed that only 30 schools had received the manual.	
(xliv)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The DPO had given instructions for construction of ramps in all NPS and NUPS building after construction had been completed. The MI found that out of the 30 schools, in 12 schools where building construction was over, ramps had been made. In the remaining 18 schools, the ramps were already constructed.	
(xlv)	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).
	The DPO had given specific instructions to the VECs to keep separate account of funds and construction materials for civil works. It was found during the field visit that only 18 (60%) VECs out of the 30 schools had kept a separate account.	

	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).
(xlvi)	The senior technical Consultant (Assistant Engineer) and Technical Consultant (Junior Engineer) are designated to make technical Supervision of civil works at District and Block levels respectively.	
	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).
(xlvii)	The DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. The MI found that in 28 schools Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction but in 2 schools reported that Technical Consultants visited only one time.	
	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds 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).
(xlviii)	According to SPO the drinking water facilities had been provided with 100 % funding from state government through PHED. In some schools drinking water facilities has been provided by TSC and SSA funds.	
	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).
(xlix)	Out of 90 surveyed schools 78 schools had Hand pump, 4 Tank/Taka, 2 had taps and 2 schools had more than one source of drinking water facilities. 4 school have no any type drinking water facilities.	
	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).
(l)	The toilet facility in 67 schools was provided with 100% funding from Total Sanitation Campaign. Out of surveyed schools the toilet facilities in 5 schools it was provided by SSA. There were no case of TSC.	
	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
(li)	On the spot assessment of the quality of construction reveals that out of a sample of 30 schools the construction was found to be good in 9 schools and in 21 schools it was found to be average.	
	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.
(lii)		

	At SPO level, there is an Chief Executive Engineer who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluation of civil works had also been carried out
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(c) Textbooks:

(xii)	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.
	In the district, all ST and SC boys were to get free text books from SSA funds and all other categories of boys from State Government funds. In 2008-09, All ST boys and SC boys were approved by the PAB to receive free text books from SSA Funds. All of them had received the free text books.	
(xiv)	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 to be enclosed along with the Monitoring Report.
	The text books had been received from the Rajasthan State Text book Board (RSTB) at BRC points. These were then distributed to CRC point from where the Head Teachers received the text books and distributed them to children in schools. The DPO had received an instruction in this regard from the SPO.	
(xv)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	There was no delay in distribution of text books in the district. The schools had opened on 17-4-2009 in 2008-09. The textbooks were distributed to all students within a month of reopening of schools. The MI found that only in 2 (2%) out of 90 sample schools textbooks had not been distributed within one month of opening of schools.	
(xvi)	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, free textbooks had been distributed for all subjects and for all classes and to all eligible children.	

(d) School grants:

(xvi)	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.
	In 2008-09, 1363 PS schools and 480 UPS schools had been approved to receive school grant. The grant for these schools had been released by the SPO to the DPO in 2008 and the DPO had further released the grant in November-December 2008 to schools. However the schools did not receive the grant within 03 months of their opening, i.e. 1-5-2009. The DPO had of course issued a school grant guideline to each school.	
(xv)	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.
	In 2008-09 the school grant had been revised from Rs. 2000/- per schools to Rs. 5000/- per primary school and Rs. 7000/- per upper primary school. The DPO had therefore released the school grant at these rates to the VEC accounts. The school grant had been released to 1337(72%) schools in March 2009.	
(xvi)	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 DPO had not made centralized purchases of items for the school out of the schools grant. The VEC had been given responsibility to utilize the grant as per the guidelines.	
(xix)	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.
	85 (94%) schools had received the school grants in their bank account and the rest will received till 30-09-2009. Yes, there was a delay of 4 months in disbursement of school grants.	
(xx)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The last year's school grants received had been fully utilized by all sample schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO.	

(e) Teachers and Teachers Training:

(xxxvii)	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.
	For 2008-09, no addition teacher had been sanctioned by the PAB and hence no posting of any new teacher had been made till 31-12-08	
(xxxviii)	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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(xxxix)	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.
	No teacher had been recruited in 2008-09 and till 30-6-2009	
(xl)	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.
	VEC is not empowered to make appointment of new teachers.	
(xli)	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 the 90 sample schools, the MI noticed that sanctioned teaching posts had remained vacant in 24 (9%) schools as on 30-06-2009. Furthermore, on the day of MI's visit to sample schools, all teachers in position 234 (93%) were found to be present and 17 (7%) were not present in schools. The teachers were absent either due to official assignment given to them or they had taken leave. In none of the sample schools, a habitually absent teacher was identified.	
(xlii)	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.
	In all the sample schools, the MI has observed the existence of a good rapport between children and teacher.	

	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>(xliii)</p>	<p>As per SPO the district had to give in-service training to 4930 teachers in 2008-09. It had given training for 10 days to 3052(62%) teachers. According to DPO the target for the various in services training was 2870 teachers and achievement was 2662 (93%) teachers. The MI visited 90 schools and in these schools 205 (82%) teachers had received in service training in the current financial year..</p> <p>The District had devised a training calendar for conducting the in-service teachers training.</p> <p>The various types of teachers training organized in the state include:</p> <p>Ten days content based teachers training; 3 days need based teachers training, 7 days capacity development of teachers by resource person in the schools, 12 days computer training, 3 days model cluster schools training 3 days gender training, 3 days lingua-lab training . Management training to head teachers is given by State project office through DPC, BRC,and CRC.</p> <p>In service teachers training organized at BRC level, Community mobilization and review meetings of Head teachers training conducted by CRCs.</p> <p>The training modules have been prepared by SIRET, SPO, DIETS and UNICEF at state level. Master trainers have been trained by subject specialist of SIERT, SPO and DIETS. The MTs further trained the teachers.</p> <p>The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised a regular system of getting feedback from teachers on the application and impact of training inputs but this has not been followed systematically.</p>	

	<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>
(xliv)	<p>The district had to give orientation training of 30 days to 470 newly recruited teachers but 470(100%) teachers were given 10 days training and 7 days training during the winter vacation</p> <p>The training modules were prepared by SIRET, SPO, DIETS and UNICEF at state level.</p> <p>Master trainers had been trained by subject specialist of SIERT, SPO and DIETS and these Master Trainers trained the teachers.</p> <p>The DPC, Addl. DPC and the District Pedagogy Coordinator had supervised the operation of training whereas the CRCC and the Addl. BRCC had supervised the BRC levels training. However, the DPO had devised regular system of getting feedback from teachers on the application and impact of training inputs but this has been not followed properly.</p>	
(xlv)	<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>There is no provision to select untrained teachers for the schools so the 60 days training had not been organized</p>	
	<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>
(xlvii)	<p>Teachers in general had expressed satisfaction with the training facilities and contents. But they felt the need for more theme- based and hard spot identification training and training on activity based teaching. There is a need to create an interest in training. A pre-test system before training may be introduced.</p>	

	<p>(a) The academic support given by BRC/CRC to the teachers, the frequency of such support: Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>Both BRC and CRC did not have a training calendar and follow up activities. They conducted the training as per instructions given by DPO from time to time. There is no BRC/CRC level follow up activities done in the district and hence the training inputs are not practiced by many teachers in schools.</p>	
	<p>(b) What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(xlvii)	<p>The expected number of monthly school visit to be made by BRCF are as follows: 5 school, 4 CRC, 2 RBC, 2ECCE and all the KGBVs running in the block. For the CRCF it is 15 schools and all the RBC are to be visited in a month. When the MI representative visited the schools and asked the BRC and CRC about the target and achievements they replied that they had achieved more than 100 percent of target. As the BRC/CRC did not prepare any school visit report and there is no any record of school visit so the MI could not cross check the number.</p>	
	<p>(c) What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The BRCC's and CRCC's also visit the schools but do not prepare school reports. According to VEC members and teachers,during school visits BRC and CRC mostly discuss administrative matters. Pedagogy improvement issues are taken up rarely. The BRC/CRC mostly visit the school when construction work is going on .</p>	
	<p>(d) Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	During the orientation and training of BRC's and CRC's the subject experts of DIET interacts with them. The DIET officers also provide academic support during their school visits for monitoring and research work.	
	(e) Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	Yes, the BRC/CRCs extend their academic support to EGS/AIE RBC and NRBC. But there are no reports to supplement the visits or support rendered.	
	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.
(xlviii)	There is a specific post like that of Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of one Joint Director. The Quality aspects are reviewed in bimonthly meetings of District Pedagogy Coordinator held at SPO level and by quarterly meeting of DPCs of schools held at SPO level. The SPO has coordinated with the SIERT to develop the State Curriculum up to class X, textbooks up to Class VII and teacher training modules. DIET staff are also involved as DRG members for teacher training.	

(f) Teaching Learning Material (TLM) grants:

(x)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p> <p>For 2008-09, 3775 teacher were eligible to receive the TLM grants. By 31-03-2009, TLM grant has been released to all of them by SPO to DPO.</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
(xi)	<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>The DPO, in turn, had released this grant to 2942 (100%) teachers by 31-03-2009. The DPO claimed to have issued a guideline in respect of utilization of TLM to each school. The MI has observed that by 31-03-2009 TLM had been released directly to the bank account of the schools. All the sample schools had got the TLM guideline by 31-03-2009.</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>
(xii)	<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>MI has further observed that in all sample schools the grant had been given to teachers after drawing from bank account by 31-03-2009. The teachers have utilized this grant for procuring materials to prepare TLMs and also for purchasing some readymade TLMs from the local markets. MI has found that 65(72%) out of the 90 sample checked schools, the TLMs have been displayed in classrooms and also given to children for use. There was no good example of TLM. The 69 (76.7 %) schools teachers have received special training on preparation of TLM. The training was organized for 3 days at BRC level. The master trainer was from DRG and BRG. There was no any cross sharing/demonstration of good practices among teachers.</p>	<p>information to be verified on the spot in respect of schools visited by MI.</p>

(g) EGS & AIE:

(lxxv)	<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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	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(lxxv)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(lxxvi)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(lxxix)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(lxxx)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(lxxx)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(lxxx)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(lxxx)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	

(lxxx)	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. For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009
(lxxx)	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. For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009
(lxxx)	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. For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009
(lxxx)	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. For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009
(lxxx)	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. For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009
(lxxx)	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. For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009
(xc)	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. For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009
(xci)	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.

	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(xcii)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(xciii)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(xciv)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(xcv)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(xcvi)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(xcvii)	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.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	
(xcviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The RBC/NRBC not functioning during the field visit MI.	
(xcix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009	

(c)	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.
For 2008-09, 18 NRBCs and 9 RBC had been sanctioned but could not organized till 30-3-2009		

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
Out of 2916 CWSN children identified in 2008-09, 2871 (98%) have been enrolled. The District had planned to enroll the rest 45 CWSN by June 2009.		
(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.
In 2008-09, 171 identified CWSN had been given aids and appliances. The CWSN children were provided Tri cycle, Wheelchair, Hearing equipment . Baishaki/crutches and Caliper.		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
The DPO stated that they had not faced any difficulty in procuring them.		
(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 DPO has identified 1 Resource Teachers for CWSN activity. The resource teachers have been posted in the BRCs of 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 DPO has an IED Coordinator. He has been oriented on CWSN activity and had attended the capacity building training in 2008-09 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 SPO has prescribed a monitoring format for CWSN activity and the DPO has been submitting feedback to the SPO on monthly basis.	
(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.
	According to DPO in 2008-09, no any school had been provided with grants for constructing ramps in the whole district. In sample schools 12 schools have been provided 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.
	As per SPO and DPO no CWSN have been provided home based education in 2008-09. Out of 90 surveyed schools 12 (20%) CWSN children were provided home based education.	
(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.
	As per DPO records, no parents have been advised in the district during the year 2008-09. In 50 Schools parents of CWSN have been given counseling in the same year., The MI also verified that parents of CWSN have been counseled in 50 schools.	
(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.
	At the time of visit to the sample the MI has found that in 36 schools, 67 (81%) out of the 83 enrolled CWSN were present on the day of the visit.	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	64 clusters were targeted in the year 2008-2009 and 101 model cluster schools were started during the year.	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	The target of electrification was 101 and the achievement was 101 (100%).	
(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.

	Gender sensitive teaching learning materials have been provided in the model cluster schools. Vocational training, bridge courses have been initiated in the selected schools. Gender sensitization training to teachers was organised in the February 2009. Additional efforts to mobilize community and women's groups in favor of girls education, were also carried out. MEENA MANCH has been constituted and Maa- beti Sammelan was also organized in the February 2009. Vocational training was given to girls in the model cluster schools	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	The funds have been released to each model cluster schools. The details of amount and dates are as follows: Total amount released is - RS 22.90 lakh in the month of March 2009.	
(v)	g. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes district gender coordinator has been appointed at district level.	
	h. 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 SPO has developed a monitoring format to check the progress on girls education. The review of progress on is carried out bi- monthly or quarterly.	
(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 per DPO 101 ECCE Center is operating under NPEGEL,	
(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 SPO has prescribed a monitoring format for ECCE activity but has not collected any feedback data on ECCE from the DPO since ECCE is not launched in 2008-09 under NPEGEL.	

(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.
	5 KGBVs have been sanctioned in the district and all the sanctioned KGBVs are 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.
	For all the 5 sanctioned KGBVs land had been identified and in 5 KGBVs building constructions had been completed.	
(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.
	Yes, the state had drawn up detailed guidelines for running the KGBVs schools. The copy of guidelines were available at KGBVs.	
(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 the 5 sanctioned KGBVs land had been identified and in 5 KGBVs building construction had been completed	
(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.
	19 post of teachers have been sanctioned for the KGBV. Out of them 5 teachers were to be appointed through deputation and 8 were to be selected on contract basis. In these 5 KGBVs only 5 teachers had been appointed on deputation and 8 teachers were selected on contract basis. Thus 6 (32 %) post of teachers are vacant. 25 post have been sanctioned for the other administrative staff while only 18 (72%) staff is available at KGBVs.	
(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.
	A total of 400 girls are enrolled in all 5 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.
	The availability of furniture, bedding, and others facilities in KGBVs was 60 to 80 percent. The main problems in the KGBVs of district visited are related to drinking water, electricity, toilet and bathrooms and budgetary provisions.	

(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.
	An EMIS has been set up in each district of the state. Computer set have been provided as per requirement by SSA.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The SPO has given a time schedule to the DPO to take up DISE activity from September 2009 to 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 data capture formats will be provided in to schools in September 2009.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Teachers have been given training for filling up data in the data capture formats. A one day training was organised at district level in 2008 at BRC /CRC level.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	The CRC/BRC coordinators have been given the task of verifying DISE data. The SPO has planned to engage a third party for verifying the DISE data in this 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 DISE data are to be sent by the DPO to SPO by November 2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

(l) 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.					
	The DPO had proposed to undertake 53 research studies in 2008-09. Out of them 53 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.					
	<p>The situation of research proposal in last calendar year is as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Sanctioned</td> <td style="text-align: center;">completed</td> </tr> <tr> <td>District level</td> <td style="text-align: center;">53</td> <td style="text-align: center;">53 (100.0)</td> </tr> </table> <p>As per DPC record BRC/CRC and school level research and evaluation studies were not proposed in 2008-09. due to lack of budget provision.</p>			Sanctioned	completed	District level	53
	Sanctioned	completed					
District level	53	53 (100.0)					
(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.					
	Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the state Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SIERT and DIETS are involved in doing some research activities. There is a state Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects. DIETS conduct the district level research study of SSA and assist in conducting action research. State level studies are invited through notice and inviting tender for technical and financial proposal. District level studies and research are approved by District Research Advisory Committee.						

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	The District has 1339 schools covered under SSA and all the schools have constituted SDMCs.	
(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 DPO has issued a VEC guideline to different schools However during the field visit the MI found that 90 (100%) out of the 90 sample school have a copy of the VEC guidelines.	
(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 VEC guidelines have mentioned that a VEC should have at least 3 women members. The MI has observed that in all 90 schools, the VEC had at least 03 women members.	
(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 VEC is to convene at least 1 meeting every month as per the VEC guidelines. But the MI found that this rule was followed only in 48 (53%) out of the 90 sample schools. In every VEC the total members should be 13 as per the VEC guidelines. MI verified that in 120VECs, 8 members were present. During the period 1-4-09 to 31-7-09, on an average 8 members have regularly attended all VEC meetings. In 211 (30%) out of the 90 VECs, the women and SC/ST members have attended the VEC meetings regularly during the same period.	
(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.
	In 2008-09, 440(63%) schools VEC members have been trained till 30-06-09. For the remaining VECs members, the DPO had planned to conduct it in December 2009.	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	Till 30-06-09 the MI found that out of 90 schools, 44 (49.0%) VECs have improved the school environment; 43(47%) VECs have helped in enrollment of children; 38 (42%) VECs have helped in improving students' attendance; and 35(40%) VECs have helped in raising teacher's attendance. Thus only a few VECs have contributed to school development.	
(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.
	In 2008-09, 80(89%) of the 90 school VECs had recorded the grants released to their bank accounts.	

	<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>(viii)</p>	<p>In the SPO, there is an officer-in –charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District coordinators for community mobilization. For capacity development, training modules have been revised. The Community mobilization officers published the message through Media. At schools level he also organized Shiksha Shanivaar (The program for social audit and capacity development).</p>	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	The SPO has specific program managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.	
(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.
	Information regarding General Body and Executive Committee meeting was not provided by the SPO for 2008-09.	
(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 staffing positions sanctioned for DPO is 25 and 18 positions have been filled up. 7 post of DTO are vacant. DPO has taken necessary step to fill up against these vacant posts.	
(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 total BRC sanctioned in the district is 5 and all BRC positions have been filled up. 74 CRCs have been sanctioned and 69 (93 %) are functioning. 5 Post of CRC are vacant	
(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 for filling up various 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.

For PS and UPS Govt. provision is available with in 1 K.M and 3 K.M. radius. RBC, NRBC. SMK and Madarsha are available for girls and minority. In the district most of the habitation are under reach.

(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 schools functioned for 228 days on an average in 2008-09.	
(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 field visit it was found that out of the 90 sample schools, 59 (65%) schools have clean environment; 29(32%) school have good building; 60(67%) schools have a playground. 55(61%) schools have classrooms with proper flooring, roof and windows; and 74 (82%) schools have classrooms with 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.
	Similarly, the MI observed that out of the 90 sample schools, 90(100%) schools have blackboard and 59 (65%) schools had TLMs and proper sitting arrangement.	
(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.
	67(74%) schools have conducted health camps for children	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	Only 44 (49%) schools gave adequate play materials to children.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	The day the MI visited the schools it was found that 68.0 percent of boys and girls were present. 32 percent children remained absent from school owing to illness, cold season and local festivals.	
(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 head Teachers have met the parents of the absentees and have motivated them to send their children regularly to schools.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	In all the 90 sample schools, the learning level of students are assessed by conducting 3 kinds of examinations such as Unit test, Half early and Annual.	
(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 the 90 sample schools there is a continuous process of evaluating the learning.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	In 7(8%) schools achievement level of the children was good, In 51 (57%) schools was average and in 32 (36%) schools was below average.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The teachers and students rapport was seen to has been good in all schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	In the 90 schools covered in the sample there were no overage children in any schools. The teachers did not report any under age children in their schools.	

(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
Dropout children were found in only 124 children is and constituted 1.4% of total children enrolled.		
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
The state policy is that no child is to be retained in the same class in the primary stages.		

(q) Any other issues relevant to SSA implementation

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

Generally the civil work is sanctioned as per requirement of the schools. During the filed visit the M.I. found that the construction of ACR in some schools was not require as per enrollment of children in the schools.

The requirement of the text book is estimated as per enrollment of previous session. In some schools M.I found that some students had not received all the subject books due short supply of text book from Text Book Board and DPC.

Though the targets of teacher training are achieved by SPD and DPC and most of the arrangement are made by them. During the field visit the M.I. found that teacher were not motivated to attend the training. The teachers did not feel the need to attend the training. It is evident that we need develop a mechanism to create a demand among teachers.

The monitoring and training support system of school needs to be strengthened .

Some UPS schools of the district are attached with CALP(Computer Added Learning Program) During the filed visit the M.I. found that computers are not in use due to lack of computer teacher, electricity and training of teachers.

Out of surveyed 90 schools only 61 (68%) schools have average condition of flooring and roof of school building while the remaining are in poor condition. 38 (42%) schools have boundary wall

and plantations. 36 (40%) schools have library books, but the students of the schools reported that they rarely used the library.

Participation of schools children in CRC and BRC level tournament. The M.I. found that in 41 (45%) schools children had participated in tournament.

(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

<p>19- 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>Could not be collected</p>
<p>20- 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>Could not be collected</p>
<p>21- Annexure 3 – School Grant</p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>Could not be collected</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</p>

<p>obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Could not be collected</p>
<p>22- Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>There is no habitual absentee teacher found in sample schools.</p>
<p>23- 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>
<p>Could not be collected</p>
<p>24- 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>Could not be collected</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>
<p>Could not be collected</p>
<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>Could not be collected</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Could not be collected</p>

11. 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.

Could not be collected

9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks

List of sample schools attached with report

(S) First Half yearly Monitoring Report of Mid-Day Meal Scheme (1-2-2009 to 31-7-2009)

District - Pratapgarh

(i)	Name of the Monitoring Institution	Institute of Development Studies Jaipur
(ii)	Period of the report	1-02-2009 to 31-07-2009
(iii)	Name of the District	Pratapgarh
(iv)	Date of visit to the Districts/EGS/Schools	April 2009 to July 2009

58.	<u>REGULARITY IN SERVING MEAL:</u>	Students, Teachers & Parents
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	
	The MI has monitored MDM scheme for April 2009 and July 2009 in 90 schools and has found that in all (100%) schools, hot cooked MDM is served.	

59.	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
		Enrollment	8953		8953
		No. of children attending the school on the day of visit	6836		6610
		No. of children availing MDM as per MDM Register	6695		6590
		No. of children actually availing MDM on the day of visit	6695		5103
The average percentage of children attending school on the day of MI's visit was 74.0%. As per MDM register 99 % children avail the MDM. The percentage of children actually availing MDM was 77%.					
60.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL: (x) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	80 (93%) schools were receiving food grain regularly. In only 6 (7%) schools there was a delay of one week. The delay was due to non-availability of regular cooks and food grain. Neither the Head Teacher nor the MDM functionaries of schools could say the prescribed date of delivery of food grains to schools and hence the MI could not calculate the extent of delay and the reasons for the same.				
	(xi) Is buffer stock of one-month's requirement is maintained?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
	68 (79%) schools maintained the buffer stocks of one month requirement.				
(xii) Is the food grains delivered at the school?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries		

	In the all surveyed schools the food grains were delivered at the schools.	
61.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (x) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	40 (46%) schools have been receiving cooking cost in advance regularly, but 46 (54%) schools are receiving cost after 1 to 3 month. The main reason of delay in delivering cooking cost include delay in preparing MDM reports due to o extra work load on MDM in charge. In 4 (5%) schools MDM is served by NGOs through centralized kitchen facility.	
	(xi) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay in delivering cooking cost in time, the Headmaster, MDM in charge and the cook manage on their own and purchase various items and adjust the amount when the payment is received.	
	(xii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
In 84 (97%) schools cooking cost paid was through banking channel and in 2 (3%) schools cooking cost was paid in cash.		
62.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	The MI has visited 90 schools and has found that all children irrespective of their caste, religion and gender variation are served MDM together and are allowed to eat together, The MDM is also cooked at one place for all or them. Discrimination of any kind was not noticed.	
63.	<u>VARIETY OF MENU:</u> (x) 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.
	A Weekly menu for MDM is displayed in all sample school. *	
64.	(xi) 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.

	All schools provide MDM as per menu displayed on the notice board in the schools.	
	(xii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>All schools provide MDM as per menu displayed on the notice board in the schools. The weekly menu of MDM is as follows:</p> <p>Monday : Roti and green vegetable with Fruits</p> <p>Tuesday : Rice and Dal</p> <p>Wednesday: Namkeen Rice/ vegetable and chapati</p> <p>Thursday: Vegetable and Chapati/Namkeen Rice</p> <p>Friday: Dall and Baati</p> <p>Saturday: Chapati and Vegetables</p>	
65.	QUALITY & QUANTITY OF MEAL: Feedback from children on g) Quality of meal:	Observations of Investigation during MDM service
	Out of the 90 schools children of 81 (90%) schools were satisfied with the quality of meal	
	h) Quantity of meal:	Observations of Investigation during MDM service
	Out of the 90 sample schools children of 75(83%) schools were satisfied with the quantity of meal.	
	c) {If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service

	<p>The MDM is served satisfactory to children both in quantity and quality. Reason for dissatisfaction are as follows:</p> <p>Non availability of green vegetables and fruits</p> <p>Due to high cost green vegetables and fruits are not possible.</p> <p>In the centralized kitchen system MDM prepared early in the morning and children used after 1 pm. So the quality could not be maintained.</p> <p>Lack of cleanliness</p> <p>Centralized kitchen system of MDM may be increased.</p> <p>A separate unit for MDM scheme may be introduced in rural area.</p>	
66.	<p>SUPPLEMENTARY:</p> <p>(x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>	Teachers, Students, School Record
	<p>According to MDM in charge or Teacher 81 (90%) schools are providing the Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically</p>	
	<p>(xi) Who administers these medicines and at what frequency?</p>	Teachers, Students, School Record
	<p>In 46 (51%) schools health department and in 44 (49%) schools women and child department is providing the medicines. The frequency of medicines availability is as flows:</p> <p>5(6%) schools reporting monthly, 40(45%) schools quarterly, 35 (39%) schools reporting twice in a year and 10 (11%) schools reporting once in the year.</p>	
	<p>(xii) Is there school Health Card maintained for each child?</p>	Teachers, Students, School Record
	<p>80 (89%) schools have maintained health card for children, while 10 (11%) schools have not proper record.</p>	
67.	<p>STATUS OF COOKS:</p> <p>(iv) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

<p>In 69 (80%) schools the cook appointed by the department, in 7 (8%) schools the NGOs and in 10(12%) schools other contractor are cooking and serving the MDM.</p> <p>In 4 surveyed Schools of the district Mahila Aanpurana Samiti provids MDM.</p>	
<p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In the surveyed schools MI found adequate number of cooks and helpers as per requirements of schools.</p>	
<p>(iii)What is remuneration paid to cooks/helpers?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>As per state MDM department 50 paisa per child per day is to be paid to cook and helper. In some school the fuel supply liability also include.</p>	
<p>(iv).Are the remuneration paid to cooks/helpers regularly?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>In 54 (63%) percent schools cooks/helpers are gaiting the remuneration regularly, while in the remaining schools cook and helper get remuneration after 1 to 3 month.</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>

	SC women in 1 (1%) schools, ST women in 60 (70%)schools, OBC women in 17 (20%) schools and general women 6 (7%) ST man 2 (2%) are engaged as cook and helper.	
68.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(p) Constructed and in use</p> <p>(q) Constructed but not in use</p> <p>(r) Under construction</p> <p>(s) Sanctioned, but constructed not started</p> <p>(t) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<p>(p) Out of surveyed 86 sample checked schools, 66 (77 %) schools kitchen shed are constructed and 62 (72%) in use</p> <p>(q) 4 (4%) kitchen shed are constructed but not in use under</p> <p>(r) Nill</p> <p>(s) 10 (12 %) kitchen shed sanctioned, but construction not started yet.</p> <p>(t) 10 (12 %) kitchen shed are not sanctioned.</p>	
69.	In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	Out of the 20 schools that do not have a pucca kitchen shed, and storing facilities of food grains MDM is cooked in open space in 12 (60%) schools, in 2 (10%) schools under the tin shed, in 5 (25%) schools at cooks residence and in 1 (5%) school where the NGO supplies they have their own resource.	
70.	Whether potable water is available for cooking and drinking purpose?	-do-
	Portable water is available for cooking and drinking purpose in 80 (89.0%) schools, but 10 (11%) schools reported that adequate potable water for drinking and cooking is not available.	
71.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	80(89%) schools of the sample checked school have adequate number of utensils to cook the MDM while in 6 (11%) schools utensils for cooking for not adequate. In 27 (22.5%) schools the NGO served the MDM	
72.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation

	In 2 (2%) schools are using Gas and 84 (98%) schools are using fire wood as fuel for cooking MDM. In 4 schools the MDM supply by the NGO	
73.	SAFETY & HYGIENE: vii. General Impression of the environment, Safety and hygiene:	Observation
	In 78 (87%) schools the general impression of the environment, safety and hygiene is good. satisfactory.	
	Are children encouraged to wash hands before and after eating	observation
	In 60 (67%) schools children encouraged to wash hands before the meal and in the 80 (89 %) school children wash hands after meals.	
	ii. Do the children partake meals in an orderly manner?	observation
	Yes most of the children partake meals in an orderly manner.	
	iv. Conservation of water?	Observation
	In all the sample schools children are careful about water conservation.	
74.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	The participation of both parents and VECs in monitoring and Supervision of MDM is quite satisfactory. In 90 (100%) schools, parents/vec/panchayats bodies supervise and monitor MDM several times in a month.	
75.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	The State level MDM officials usually do not inspect the operation of MDM scheme at schools level. In 14 (15%) school had been inspected by DPO during the last academic year. In 70 (77%) schools have been inspected by the BRC/CRC once in a monthly during the school visit.	

76.	<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>Hadg not made any visits, School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>Around 68 (75 %) school teachers believe that MDM improves the enrollment attendance of children in schools and about 71 % teachers opine that MDM contributes to improve the general well being of children.</p>	

List of Schools visited by MI District Pratapgarh

S.No.	Name of School
1	Govt. Primary School, Nagdeda, Arnod
2	Govt. Girls UPS, Nogawa, Arnod
3	Govt. Boy UPS, Nogawa, Arnod
4	Govt PS Faradi, Arnod
5	Govt. PS, nai abadi Faradi, Arnod
6	Govt. UPS , Cupana, Arnod
7	Govt. UPS, Tanda, Arnod
8	Govt. PS, Richa, Arnod
9	Govt. PS, Devaldi, Arnod
10	Govt. PS, Chikat, Arnod
11	Govt. PS. Odha, Arnod
12	Govt. PS, Kanad, Arnod
13	Govt. PS, Muhali Khelda, Arnod
14	Govt. PS, Kakriya, Arnod
15	Govt. U.P.S . Windodiyar Kheda, Partapgarh
16	Govt. UPS. Kherot, Arnod, Partapgarh
17	Govt. UPS. Basad, Partapgarh
18	Govt. P.S. boys Mokhanpura, Partapgarh
19	Govt. P.S. Girls Mokhanpura, Partapgarh
20	Govt. U.P.S. Hantuniya, Partapgarh
21	Govt. P.S Manchlana, Partapgarh
22	Govt. PS. Morejhar, Partapgarh
23	Govt. PS. Machlani, Partapgarh
24	Govt. PS. Katkdi, Partapgarh

25	Govt. UPS. Boys Kukrni, Partapgarh
26	Govt. PS. Rajpuriya, Partapgarh
27	Govt. PS. Kanthar, Partapgarh
28	Govt. UPS. Salarpura, Partapgarh
29	Govt. PS NO.3 Partapgarh, Partapgarh
30	Govt. P.S. Madarsha, Partapgarh
31	Govt. PS. Raghunathpura, Partapgarh
32	Govt. PS. Malakheda, Partapgarh
33	Govt. PS. Hingoliya, Partapgarh
34	Govt. PS Navin Kashba, Partapgarh
35	Govt. PS. Salamgard, Partapgarh
36	Govt. PS. Dhariawad , Partapgarh
37	Govt. UPS Girls Dhariawad, Dhariawad
38	Govt. UPS Bijoliya , Dhariawad
39	Govt. UPS Jhawar Nagar-3, Dhariawad
40	Govt. UPS Tanda, Dhariawad
41	Govt. UPS Girls Sunta, Dhariawad
42	Govt. UPS Limbakhedha. Dhariawad
43	Govt. PS Nathaboriya. Dhariawad
44	Govt. PS Junikurmari, Dhariawad
45	Govt. PS Limbdifala. Dhariawad
46	Govt. PS junaboriya. Dhariawad
47	Govt. PS Talabfala, Dhariawad
48	Govt. PS Vadiyafala, Dhariawad
49	Govt. PS Mungana, Dhariawad
50	Govt. PS Lambabhatada, Dhariawad

51	Govt. PS.Hawala, Dhariawad
52	Govt. PS. Bawalikhada, Dhariawad
53	Govt. PS. Kashriyawad, Dhariawad
54	Govt. PS. Bhawagar, Dhariawad
55	Govt. PS. Geebatfala, Dhariawad
56	Govt. PS. Maghwalfala, Dhariawad
57	Govt. PS. Mandotfala, Dhariawad
58	Govt. PS. Soldev, Dhariawad
59	Govt. PS. Matanagri, Dhariawad
60	Govt. UPS. Gomana, Choti Sadhri
61	Govt. PS Roopganj, Choti Sadhri
62	Govt. UPS. Girl Roopganj, Choti Sadhri
63	Govt. PS. Ramdevji, Choti Sadhri
64	Govt. PS. Barkari, Choti Sadhri
65	Govt. PS. Sakriya, Choti Sadhri
66	Govt. PS. Manpura Bhatiya, Choti Sadhri
67	Govt. UPS Kheda, Choti Sadhri
68	Govt. PS. Bhojpura, Choti Sadhri
69	Govt. PS. Ramakhda, Choti Sadhri
70	Govt. UPS. Randa, Pipal Khut
71	Govt. UPS Sandalpur, Pipal Khut
72	Govt. PS. Pipalpada, Pipal Khut
73	Govt. PS. Chapanpada, Pipal Khut
74	Govt PS. Rana Ki Harbaru, Pipal Khut
75	Govt. UPS. Kasarpuri, Pipal Khut
76	Govt. PS Sindari Mouroni, Pipal Khut

77	Govt. PS. Ratnanagar pad, Pipal Khut
78	Govt. PS. Borisan, Pipal Khut
79	Govt. PS Cholikeda chaya, Pipal Khut
80	Govt. PS. Raskhori, Pipal Khut
81	Govt. PS. Dotal, Pipal Khut
82	Govt. PS. Choti Dotal, Pipal Khut
83	Govt. PS. Hangari Kheda, Pipal Khut
84	Govt. PS. Bandri Khali, Pipal Khut
85	Govt. PS Sagaliya, Pipal Khut
86	Govt. PS. Palkhenda, Pipal Khut
87	Govt. PS. Rekha, Pipal Khut
88	Govt. PS. Bhakhatpura, Pipal Khut
89	Govt. PS. Kharopada, Pipal Khut
90	Govt. PS. Khuntal Ganawa, Pipal Khut

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