

**2nd HALF YEARLY MONITORING REPORT OF
INDIAN INSTITUTE OF MANAGEMENT BANGALORE
ON SSA AND MDM
FOR THE STATE/UT OF TAMIL NADU
FOR THE PERIOD OF
1ST FEBRUARY, 2009 to 31ST JULY, 2009**

DISTRICTS COVERED

- 1. Thiruchirapally**
- 2. Salem**
- 3. Dharmapuri**
- 4. Krishnagiri**



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By

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INDIAN INSTITUTE OF MANAGEMENT
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2. Executive Summary of all the district reports

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

<i>District 1:(Triruchirapalli)</i>	<i>As per the information provide by DPO, in 2007-08, 29 new primary schools and 71 new upper primary schools were sanctioned. For the year 2008-10, 33primary schools and 12 new upper primary schools are sanctioned. All the sanctioned primary and upper primary schools had become operational. Lands for construction of these school buildings are also identified. Constructions of all the primary school buildings are completed. However constructions of new upper primary schools are in progress. 7 buildings are at finishing level and one building is completed.</i>
<i>District 2: (Salem)</i>	<p>25 new primary schools were sanctioned in the year 2007-08. No new primary schools have been sanctioned for the year 2008-10. All the schools were opened by March 2009. Land for construction of these schools has been also identified and the VECs had already received funds for the construction of the building.</p> <p>25 new upper primary schools were sanctioned in the year 2007-08 and 118 schools were sanctioned for opening in the year 2008-10. By March 2009, 82 schools were opened. Land for construction of these schools has been identified and VECs of 82 schools had received funds for construction. Constructions of all the new primary school buildings are completed. Construction of 82 upper primary schools buildings are in progress.</p>
<i>District 3: (Dharmapuri)</i>	<i>As per the information provide by SPO and DPO, in 2007-08, 113 new primary schools and 246 new upper primary schools were opened. For the year 2008-10, 94 new upper primary schools are sanctioned. Till date 286new upper primary schools are opened. The VECs of 40 schools have received funds for construction of the same. Constructions of all the 13 new upper primary school buildings are completed. 24 school buildings are at finishing level and rest of the 3 school buildings are at foundation level.</i>
<i>District 4 (Krishnagiri)</i>	<i>13 primary schools were sanctioned till 2007-08 and all the schools were opened by March, 2009. Similarly in the year 2007-08, 15 new upper primary schools were sanctioned and for the year 2008-10, 40 new upper primary schools are sanctioned. As per the information, all the 55 new upper primary schools were opened by March, 2009. Constructions of all primary schools are completed. Constructions of 10 upper primary schools are completed. 27 upper primary schools are at finishing level.</i>

(b) Civil Works:

<i>District 1:(Triruchirapalli)</i>	Total number of additional classrooms (2CLR and 3CLR) allotted for the year 2008-09 are 301 including the spill over. As per the current status, only 65 class rooms are completed. Remaining 236 classrooms are at finishing level. At district level civil work is supervised by Assistant Executive Engineer. At block level the in charge is civil consultant.
<i>District 2: (Salem)</i>	<i>Constructions of 57 upper primary school buildings are completed.</i>

	<i>496 additional classrooms were proposed for construction including the spill over. Constructions of 296 classrooms are completed and 127 classrooms are under construction. 75 common toilets, 204 girls' toilet and 28 drinking water facilities were proposed for the year 2008-10. Work has not been started in this respect.</i>
<i>District 3: (Dharmapuri)</i>	<i>Construction of 13 new upper primary school buildings is completed. 27 buildings are under construction. Out of the sanctioned 80 classrooms, 20 classrooms are ready and rest of the 60 is under construction. For the year 2009-10, 54 upper primary school buildings are sanctioned but work has not started yet. Sanction has been made for 11 common toilets, 72 girls toilet and 10 drinking water facilities but work for the same has not been started yet.</i>
<i>District 4 (Krishnagiri)</i>	<i>Constructions of 13 primary schools are completed. Constructions of 10 upper primary schools are completed. 27 upper primary schools are at finishing level. For the year 2008-10, 353 additional class rooms (including the spill over) were sanctioned. 282 classrooms are completed and 71 classrooms are under construction.</i>

(c) Textbooks:

<i>District 1:(Triruchirapalli)</i>	<i>Budget is allotted for buying ABL materials.</i>
<i>District 2: (Salem)</i>	<i>Budget is allotted for buying ABL materials.</i>
<i>District 3: (Dharmapuri)</i>	<i>Budget is allotted for buying ABL materials.</i>
<i>District 4 (Krishnagiri)</i>	<i>Budget is allotted for buying ABL materials.</i>

(d) School grants:

<i>District 1:(Tiruchirapalli)</i>	<p>1325 primary schools and 554 upper primary schools have been approved of school grants for the year 2008-09. The school grants were released to DPO in March 2008 and then to respective VECs in the month of June. The school grants were released to DPO in March 2008 and then to respective VECs in the month of June.</p> <p>96% schools have received grant by the month of July and 98% schools have utilized 100% of the grant. Records were verified by the team to understand the nature of spending done by the schools. Most of the schools (66.2%) used the grant for buying furniture likes chair, table, steel almirah etc. A considerable majority of schools (23.4%) have also the grant for buying stationeries like register book, clip box, note books etc. School grants are provided for buying teaching and learning equipments.</p>
<i>District 2: (Salem)</i>	Information related to approval of school grant has been collected from SPO as well as DPO office. As per the data provided, 1553 primary schools and 561 upper primary schools have been approved

	<p>of school grant. The school grants were released to DPO in June 2008 and then to respective VECs in the month of June 2008. 98% schools have received grant by the month of July and 94% of the schools have utilized 100% of the grant. The sample schools have utilized the grant under various heads. Records were verified by the team to understand the nature of spending done by the schools. Most of the schools (59.6%) used the grant for buying furniture likes chair, table, steel almirah etc. A considerable majority of schools (30.5%) have also spent the grant for buying stationeries like register book, clip box, note books etc.</p>
<i>District 3: (Dharmapuri)</i>	<p>Information related to approval of school grant has been collected from SPO as well as DPO office. As per the data provided by DPO, 852 primary schools and 442 upper primary schools have been approved of school grant for the year 2008-09. The school grants were released to DPO in May 2008 and then to respective VECs in the month of June 2008.</p> <p>98% schools have received grant by the month of July and 97% of the schools have utilized 100% of the grant. Schools (94%) have taken adequate care to maintain the cash book by entering the details of receipt and expenditure done by the schools. Except a few exceptions, all most all the schools (94%) have received VECs approval for utilization of grant.</p> <p>The sample schools have utilized the grant under various heads. Records were verified by the team to understand the nature of spending done by the schools. Most of the schools (55.7%) used the grant for buying furniture likes chair, table, steel almirah etc. A considerable majority of schools (30.1%) have also spent the grant for buying stationeries like register book, clip box, note books etc.</p>
<i>District 4 (Krishnagiri)</i>	<p><i>As per the DPO data, 1115 primary schools and 473 upper primary schools have been approved of school grants for the year 2008-09. Guideline is provided. The school grants were released in the month of April 2008. 96% schools have received grant by the month of July. 89% of the schools have utilized 100% of the grant. 87%the schools have also presented utilization certificate and 81% the receipt and expenditure in the cash book. However, only 80% schools have been able to utilize the grants with the approval of VECs.</i></p>

(e) Teachers and Teachers Training:

<i>District 1:(Tiruchirapalli)</i>	<p>All the teachers in the district are recruited on a regular basis by Directorate of school education, competitive exam.</p> <p>In the sample schools, 683 teachers were sanctioned for the 100 schools. 619 positions are filled. On the day of visit 533 teachers</p>
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were present on the day of visit. There were no habitual absentee.

7934 teachers are targeted for in-service training for the year 2008-10. All the identified teachers have received training. The DPO of Tiruchirapalli has a training calendar for giving in-service training.

Trainings are conducted at BRC level and CRC level. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by DIET faculty and other senior lecturers. The quality of training is normally supervised by CEO, APO and BRCs. There is provision for getting regular feedback from teachers. 58% of the teachers found the training very useful and 39.2% found the training moderately effectively.

<p><i>District 2: (Salem)</i></p>	<p>As per the information provided by DPO, 25 new primary schools and 57 new upper primary schools teachers were sanctioned. All the teachers in the district are recruited on a regular basis by Teacher Recruitment Board, competitive exam. Teachers are recruited on the basis of seniority.</p> <p>For the year 2008-10, 9458 teachers were targeted for in service training and all the teachers has received training by the end of 30th September, 2008. The DPO of Salem has a training calendar for giving in-service training.</p> <p>The training modules are prepared by SPO. Trainings are conducted at BRC level and CRC level. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by state resource persons. 66.2% of the teachers found the training moderately effective and 29.4% found the training very helpful.</p>
<p><i>District 3: (Dharmapuri)</i></p>	<p>All the teachers in the district are recruited on a regular basis by Teacher Recruitment Board on seniority basis For the year 2008-10, 3086 primary school teachers and 3400 upper primary school teachers were targeted for in service training and 3015 primary teachers and 1668 upper primary teachers have received training. The DPO of Dharmapuri prepares a tentative training calendar for giving in-service training.</p> <p>The training modules are prepared by SPO. Trainings are conducted at BRC level and CRC level. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by KRPs. The quality check is done by state officials. 70.8% of the teachers found the training useful.</p>
<p><i>District 4 (Krishnagiri)</i></p>	<p><i>All the teachers in the district are recruited on a regular basis by Directorate of School Education. For the year 2008-10, 6052 teachers were targeted for in service training of all the teachers had received in service training by the end of March, 2009. The ADPC said that the training modules are prepared by SPO. There are 20 training days for a teacher at BRC level and CRC level. They maintain a training calendar. Training is done at BRCs and CRCs. The BRTEs train the teachers. BRTEs are trained by state and district officials. Yes there is a mechanism of regular feedback. Similarly 6052 teachers are to receive orientation training in the year 2008-10. All teachers have already received the 20 days orientation training by March 2008. The training is normally given at BRCs and CRCs. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by sate and district official.</i></p>

(f) Teaching Learning Material (TLM) grants:

<i>District 1:(Tiruchirapalli)</i>	<i>Not applicable as TLM grants are diverted for buying Activity Based Learning Cards</i>
<i>District 2: (Salem)</i>	<i>Not applicable as TLM grants are diverted for buying Activity Based Learning Cards</i>
<i>District 3: (Dharmapuri)</i>	<i>Not applicable as TLM grants are diverted for buying Activity Based Learning Cards</i>
<i>District 4 (Krishnagiri)</i>	<i>Not applicable as TLM grants are diverted for buying Activity Based Learning Cards</i>

(g) EGS & AIE:

<i>District 1:(Tiruchirapalli)</i>	<p>Total of 106 Non residential bridge course and 5 residential bridge course had been sanctioned for the year 2008-10. By 2009 March 106 NRBC and 4 RBCs were operational. As per the information provided by DPO, 2482 children were targeted for enrolment in NRBC and 200 children were targeted for enrolment in RBC in the year 2008-10. Actual numbers of children enrolled by March 2009 were 1186 in NRBC and 132 in RBC. 110 EVs are working in these centers. All the EVs have received training of 3 days duration on ABL and ALM. They are provided with academic support from BRCs. The DPO has instructed the BRTEs to take classes in EGS centers.</p> <p>The sample blocks do not have EGS.</p>
<i>District 2: (Salem)</i>	<p><i>In Salem district there are 68 Non Residential and Residential Bridge courses sanctioned for the year 2008-10. Number of such centers started functioning till date is 32. Number of children targeted for enrolment is 6944. Children targeted for enrolment were 6944 and only 1780 children were enrolled. 44 EVs are appointed for these Centers. All the EVs have received ABL and ALM training for 2 days. The sample blocks do not have EGS.</i></p>
<i>District 3: (Dharmapuri)</i>	<p>In Dharmapuri district there are 129 Non Residential Bridge course, 26 residential bridge course and 7 summer camps have been sanctioned. 56 Non Residential Bridge course and 17 Residential Bridge course have been started in the year 2008-09. Children targeted for enrolment were 3785 and 988 children were enrolled. 56 EVs are appointed for these Centers. Sample blocks do not have EGS.</p>
<i>District 4 (Krishnagiri)</i>	<p>There are 82 Summer camps, 160 Non Residential Bridge Course and 19 Residential Bridge Courses were sanction for the year 2008-10. Till March 2009, 44 Summer Camps, 77 NRBC and 10 RBCs have been functioning. Number for children targeted for enrollment in Summer Camps are 2060, NRBC are 3993 and RBC are 950. Number of</p>

	children actually enrolled in Summer camp are 685, in NRBC 1037 and in RBC 393. 140 EVs are working in these AIE centers. The EVs have attended 3 days ABL and ALM trainings.
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(h) Children with Special Needs (CWSN):

<i>District 1:(Tiruchirapalli)</i>	<i>5558 children with special needs were identified for enrollment for the year 2008-10. 3562 children were enrolled by end of March 2009. Only 741 of them have received aids and appliances. 30 resource teachers are appointed. One NGO is associated with the CWSN activities. Guidelines are provided by the DPO to the NGO and resource teachers. The district data reveals 19 schools have ramp facility for these children. As per the data collected from DPO 904 children who are provided home based support.</i>
<i>District 2: (Salem)</i>	<i>A total of 6026 CWSN children were identified in the district and 5885 children were enrolled. 435 children were provided with aids and appliances. 42 resource teachers were identified. Two NGOs are associated with CWSN activities in the district. 376 children were provided home based support. 1807 parents were counseled.</i>
<i>District 3: (Dharmapuri)</i>	<i>A total of 2810 CWSN children were identified in the district in the year 2008-09, and 2123 children were enrolled. 356 children were provided with aids and appliances. 16 resource teachers were identified. One NGO is associated with CWSN activities in the district. 379 children were provided home based support and 2075 parents were counseled.</i>
<i>District 4 (Krishnagiri)</i>	<i>In the district, 8207 children with special needs were identified for enrollment for the year 2008-10. 149 children were given aids and appliances. A total of 44 resource teachers are appointed. Two NGOs are working.</i>

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

<i>District 1:(Tiruchirapalli)</i>	<i>The district doesn't have NPEGEL centers.</i>
<i>District 2: (Salem)</i>	<i>There are 180 MCS targeted for opening in the year 2008-10 in the district. All the centers were made functional by 31st March, 2009. The construction of additional 136 classrooms are completed. All these MCS have facilities of vocational training. Selected blocks do not have MCS centers.</i>
<i>District 3: (Dharmapuri)</i>	<i>Number of MCS targeted for opening in the year 2008-10 in the district is nil. 126 centers are already function since 2007-08. The construction of additional 77 classrooms is in progress. All these MCS have facilities of vocational training. Selected blocks do not have MCS centers.</i>
<i>District 4 (Krishnagiri)</i>	<i>There were 110 MCS targeted for opening in the year 2008-10 in the district. All the centers were made functional by the March, 2009. 110 MCS have gender sensitive TLM and facilities of</i>

	<i>vocational training. Selected blocks do not have MCS centers.</i>
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(j) Katurba Gandhi Balika Vidyalaya (KGBV):

<i>District 1:(Tiruchirapalli)</i>	<i>The district doesn't have KGBV centers.</i>
<i>District 2: (Salem)</i>	<i>As per the data received from DPO, there are 4 KGBVs which are operational since 2005. Land has been identified for the construction of the building and all formalities for construction have been completed. 550 students were enrolled in the district.</i>
<i>District 3: (Dharmapuri)</i>	<i>As per the data received from DPO, Dharmapuri district has 3 KGBV which is operational since 2005. 44 positions are sanctioned and all are filled. 200 students were enrolled in the district. The sample blocks do not have KGBV schools.</i>
<i>District 4 (Krishnagiri)</i>	<i>3 KGBVs have been sanctioned and are operational. As per the data received from DPO, 13 teaching and other posts were sanctioned and 9 posts are filled up. 250 children were admitted in KGBV till March, 2009.</i>

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

<i>District 1:(Tiruchirapalli)</i>	<i>DISE format has been received by all the sample schools of the district. EMIS set up exists in the district.</i>
<i>District 2: (Salem)</i>	<i>DISE format has been received by all the sample schools of the district. EMIS set up exists in the district.</i>
<i>District 3: (Dharmapuri)</i>	<i>DISE format has been received by all the sample schools of the district. EMIS set up exists in the district.</i>
<i>District 4 (Krishnagiri)</i>	<i>DISE format has been received by all the sample schools of the district. EMIS set up exists in the district.</i>

(l) Research and Evaluation:

<i>District 1:(Tiruchirapalli)</i>	<i>160 studies were sanctioned for the year 2007-08 and all are completed.</i>
<i>District 2: (Salem)</i>	<i>210 studies were sanctioned for the year 2007-08 and all are completed. For the year 2008-10, 210 studies have been sanctioned.</i>
<i>District 3: (Dharmapuri)</i>	<i>80 studies were sanctioned for the year 2007-08 and all are completed. For the year 2008-10, 160 studies have been sanctioned.</i>
<i>District 4 (Krishnagiri)</i>	<i>100 studies were sanctioned for the year 2007-08 and all are completed. For the year 2008-10, 100 studies have been sanctioned.</i>

(m) Functioning of the VEC:

<i>District 1:(Tiruchirapalli)</i>	<i>In Tiruchirapalli 1560 VECs are there. All these VECs possess VEC guidelines. The total numbers of women members in all the VECs are 534 in the district. Each of these VECs composed of only 1/3 of women members.</i>
<i>District 2: (Salem)</i>	<i>In Salem there are 1778 VECs. According to DPO and SPO all these VECs possess VEC guidelines. As per the guidelines there should be 6 women members per VEC. As per the information provided by DPO, meetings are held monthly once. As per the information given by DPO 7112 VEC members have received training. Training was held in July 2008. Training was conducted by Head Masters of the school.</i>
<i>District 3: (Dharamapuri)</i>	<i>In Dhramapuri there are 1282 VECs. According to DPO and SPO 958 VECs possess VEC guidelines. As per the guidelines there are 6110 women members are there in all these VECs. As per the information provided by DPO, meetings are held monthly twice.</i>
<i>District 4 (Krishnagiri)</i>	<i>In Krishnagiri total numbers of 1564 VECs are existing as per March, 2009. 1560 VECs possess VEC guidelines. As per the guidelines there are 534 women members are there in all these VECs. Meeting is held once in a month.</i>

(n) Staffing at State and District Level:

<i>District 1:(Tiruchirapalli)</i>	<i>Number of staff sanctioned in the district is 32 and 29 staff are in position currently. 3 the technical staff position are vacant at the DPO.</i>
<i>District 2: (Salem)</i>	<i>Number staff sanctioned in the district is 35 and 30 positions are filled.</i>
<i>District 3: (Dharmapuri)</i>	<i>Number staff sanctioned in the district is 29 and 26 positions are filled.</i>
<i>District 4 (Krishnagiri)</i>	<i>Number staff sanctioned in the district is 24 and 22 positions are filled.</i>

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

<i>District 1:(Tiruchirapalli)</i>	<i>Not applicable</i>
<i>District 2: (Salem)</i>	<i>Not applicable</i>
<i>District 3: (Dharmapuri)</i>	<i>Not applicable</i>

<i>District 4 (Krishnagiri)</i>	<i>Not applicable</i>
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(p) Any other issues relevant to SSA implementation

<i>District 1:(Tiruchirapalli)</i>	<p>As per the DISE data ABL methodology has been implemented in all Government Local Body and Aided primary schools in Tamil Nadu. In Tiruchirapalli 1332 schools are implementing ABL methodologies. Selves and racks were received by 1002 schools. Logo and ladders have been introduced in 1186 schools.</p> <p>However from the sample study, it is found out that ABL has been introduced in 89% schools. When enquired, the teachers could not give any reason for the same.</p> <p>Activity Based Learning was introduced in most of the school since 2007. In the year 2008, 5% schools were provided with this methodology of class room teaching.</p> <p>In this regard the MI tried to find out whether teachers had received any training on ABL methodologies. Of the 533 teachers present on the day of visit 388 teachers had received the ABL training. Each of these teachers attended training for on an average 9 days. The training was provided by BRTes.</p>
<i>District 2: (Salem)</i>	<p>Activity Based Learning is given more importance for enhancing the quality of education. This facility is provided to all children with special attention to those children whose learning competency is less. As per the DISE data ABL methodology has been implemented in all Government Local Body and Aided primary schools in Tamilnadu. In Salem 1553 schools are implementing ABL methodologies. How ever from the sample study, it is found out that ABL has been introduced in 94% schools.</p> <p>Activity Based Learning was introduced in most of the school since 2007. In the year 2008, 13% schools were provided with this methodology of class room teaching. Of the 522 teachers present on the day of visit 438 teachers had received the ABL training. Each of these teachers attended training for on an average 10 days.</p>
<i>District 3: (Dharmapuri)</i>	<i>The Activity Based Learning methodology had been introduced in</i>

	<p><i>several schools before 2007. However, Activity Based Learning was introduced in majority of the school (71%) since 2007. In the year 2008, 10% schools were provided with this methodology of class room teaching. The team tried to find out whether teachers had received any training on ABL methodologies. Out of the 528 teachers present on the day of visit 425 teachers had received the ABL training. Each of these teachers attended training for on an average 9 days. The training was provided by BRTEs.</i></p>
<p><i>District 4 (Krishnagiri)</i></p>	<p>Activity Based Learning is given more importance for enhancing the quality of education. This facility is provided to all children with special attention to those children whose learning competency is less. As per the DISE data ABL methodology has been implemented in all Government Local Body and Aided primary schools in Tamilnadu. In Krishnagiri 1406 schools are implementing ABL methodologies. However from the sample study, it is found out that ABL has been introduced in 93% schools. ABL had been introduced in 85% school in 2007.</p> <p>Of the 392 teachers present on the day of visit 324 teachers had received the ABL training. Each of these teachers attended training for on an average 10 days. Majority of the teachers had received training by BRTEs.</p>

(q) Mid Day Meal

<p><i>District 1:(Tiruchirapalli)</i></p>	<p>Hot cooked meal is served in all the schools. All the sample schools covered serve hot meal to children. All the schools as per the norm get the delivery of food grain at the school. All the sample schools also maintain the buffer stock of one month. 65% schools get cooking cost in advance. A substantial number of schools (34%) suffer from the delay in receiving cooking cost. The schools revealed that the cooking cost advance is usually delayed for one month.</p> <p>In the absence of advance the schools have informed that the organizers spend the money from their own pocket. 74% schools receive the cooking cost in form of cash. Only 14% schools receive in form of cheque. A substantial majority of schools (92%) seek to make the Mid-Day-Meal nutritious by providing curry with rice and sambar. But other food items like carrot, beet root, spinach, brinjal etc are provided in relatively few schools. It is also found out that 94% schools</p>
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provide fruits and eggs.

94% schools have confirmed of constructing new pukka kitchen and using it. 4% of the kitchen are constructed but not in use. A considerable number of schools (85%) store the food grain in safe place. 94.9%schools have adequate water facility for cooking and cleaning purpose. 92.9% of the sample possess adequate utensils for cooking.

<p><i>District 2: (Salem)</i></p>	<p>Hot cooked meal is served in all the sample schools. All the schools as per the norm get the delivery of food grain at the school. All the sample schools also maintain the buffer stock of one month. Grains are delivered at the school. 82% schools get cooking cost in advance. A substantial number of schools suffer from the delay in receiving cooking cost. The schools reported that the cooking cost advance is usually delayed for one month. 26% schools say the funds are not released on time at the block level. In the absence of advance the schools have informed that the organizers spend the money from their own pocket.</p> <p>54% schools receive the cooking cost in form of cash. Only 44% schools receive in form of cheque. It is also found out that 90% schools and majority of upper primary schools (93.9%) provide fruits and eggs. 92% schools have new pukka kitchen and using it. There are 2 schools where kitchen is under construction. Kitchens of the rest of the schools are either under construction or the construction has not started.</p> <p>A considerable number of schools (88%) store the food grain in safe place. More number of upper primary schools have safe place for the purpose. A negligible part of the sample schools (10%) store grain in the class rooms. 89% of the schools have adequate water facility for cooking and cleaning purpose. 92% of the schools of the sample schools possess adequate utensils for cooking. Fire wood is used for cooking meals in 98% schools and there is no provision of LPG except 2 schools.</p>
<p><i>District 3: (Dharmapuri)</i></p>	<p>All the sample schools covered serve hot meal to children. All the schools as per the norm get the delivery of food grain at the school. All the sample schools also maintain the buffer stock of one month. Only 80% schools get cooking cost in advance. A substantial number of schools suffer from the delay in receiving cooking cost. The schools revealed that the cooking cost advance is usually delayed for one month. 32% schools say the funds are not released on time at the block level.</p> <p>In the absence of advance the schools have informed that the organizers spend the money from their own pocket. 74% schools receive the cooking cost in form of cash. Only 21% schools receive in form of cheque.</p> <p>Most of the schools (89%) seek to make the Mid-Day-Meal nutritious by providing curry with rice and sambar. But other food items like carrot, beet root, spinach, brinjal etc are provided in relatively few schools (26%). It is also found out that 86% schools provide fruits and eggs.</p> <p>90% schools have confirmed of constructing new pukka kitchen and</p>

	<p>using it. There are 3% schools where kitchen is constructed but not in use. Kitchens of the rest of the schools are either under construction or the construction has not started. Safe place to store food grain has been provided to 85% schools. A further analysis reveals, upper primary schools (88.8%) are well endowed in this respect. 13.4% primary schools do not have a proper place and hence store food grain in classrooms or office room. 86% of the schools have adequate water facility for cooking and cleaning purpose. 90% of the schools of the sample schools possess adequate utensils for cooking. Fire wood is used for cooking meals in all the schools.</p>
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District 4 (Krishnagiri)

Regularity is maintained in receiving food grains. If there is a delay, it is for one month. All the sample schools also maintain the buffer stock of one month. Only 68% schools get cooking cost in advance. A substantial number of schools suffer from the delay in receiving cooking cost. 30% schools reveal that the cooking cost advance is usually delayed for one month.

27% schools say the funds are not released on time at the block level.

In the absence of advance 30% schools have informed that the organizers spend the money from their own pocket. 70% schools receive the cooking cost in form of cash. Only 23% schools receive in form of cheque. Most of the schools (80%) try to make the Mid-Day-Meal nutritious by providing curry with rice and sambar. It is also a comforting fact that 69% which includes 71.2% primary schools provide other food items like carrot, beet root, spinach, brinjal etc. This shows the effort of these schools to provide more healthy food to the children.

It is also found out that 89% schools and majority of upper primary schools (96.3%), provide fruits and eggs. 94% schools have constructed a separate kitchen and using it. There are 3 schools where kitchen is under construction. Few schools cook in open place. A considerable number of schools (72%) possess safe place for the proper storing of food grains. More number of upper primary schools have safe place for the purpose. A small part of the sample schools (23%) store grain in the class rooms. 95% schools have adequate water facility for cooking and cleaning purpose. 96% of the schools of the sample schools possess adequate utensils for cooking. Regarding the use of fuel all schools use firewood as the fuel for cooking.

3. District Level of Half yearly Monitoring Report

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

3.1. Name of the District: **Tiruchirapalli**

3.2. Date of visit to the Districts/EGS/schools: **June-August 2009**

3.3. Tasks : **Monitoring**

The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	As per the information provide by DPO, in 2007-08, 29 new primary schools and 71 new upper primary schools were sanctioned. For the year 2008-10, 33primary schools and 12 new upper primary schools are sanctioned. All the sanctioned primary and upper primary schools had become operational.	
(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.
	Lands for construction of these school buildings are also identified.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	All the VECs have received funds for construction of the same.	
(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.

	Constructions of all the primary school buildings are completed. However constructions of new upper primary schools are in progress. 7 buildings are at finishing level and one building is completed..	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	A total of 8 new primary and 34 new upper primary teachers have been appointed in the same year.	
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	Yes, New teachers were put in position.	

(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.
	Total number of additional classrooms (2CLR and 3CLR) allotted for the year 2008-09 are 301 including the spill over. As per the current status, only 65 class rooms are completed. Remaining 236 classrooms are at finishing level.	
(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	To be checked on the spot with assistance of VEC/SMC and School Teachers.

	indicated.	
	None of the school buildings of the sample were under construction.	
(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).
	Adequate responses were not available in this respect	
(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).
	Adequate responses were not available in this respect	
(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).
	In two schools ramps were being constructed.	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	Adequate responses were not available in this respect	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	At district level it is Assistant Executive Engineer. At block level the in charge is civil consultant.	
(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).
	Adequate responses were not available in this respect	
(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	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

	TSC and SSA in the sites visited?	School Teachers (sample as in (ii) above).
	Nil	
(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).
	VEC	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Not applicable	
(xii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	Yes there is a staff at SPO level to verify Civil work. He is a Civil Engineer.	

(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
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	Budget allotted for purchasing ABL materials.	
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	Copy attached in the annexure.	
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	As per the school data textbooks were distributed on time in all the sample schools.	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	YES	

(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.
	1325 primary schools and 554 upper primary schools have been approved of school grants for the year	

	2008-09. Yes guidelines have been issued by SPO.	
(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	The school grants were released to DPO in March 2008 and then to respective VECs in the month of June.	
(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.
	No	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The school grants were released to DPO in March 2008 and then to respective VECs in the month of June. 96% schools have received grant by the month of July and 98% schools have utilized 100% of the grant.	
(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.
	Records were verified by the team to understand the nature of spending done by the schools. Most of the schools (66.2%) used the grant for buying furniture likes chair, table, steel almirah etc. A considerable majority of schools (23.4%) have also the grant for buying stationeries like register book, clip box, note books etc. School grants are provided for buying teaching and learning equipments.	

(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.
	58 primary and 377 upper primary schools are sanctioned. All the teachers are not in position yet.	
(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.
	All the teachers in the district are recruited on a regular basis by Directorate of school education, competitive exam.	
(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.
	Regular	
(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.
	No	
(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.

	683 teachers were sanctioned for the 100 schools. 619 positions are filled. On the day of visit 533 teachers were present on the day of visit. There were no habitual absentee.	
(vi)	<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>7934 teachers are targeted for in-service training for the year 2008-10. All the identified teachers have received training. The DPO of Tiruchirapalli has a training calendar for giving in-service training.</p> <p>Trainings are conducted at BRC level and CRC level. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by DIET faculty and other senior lecturers. The quality of training is normally supervised by CEO, APO and BRCs. There is provision for getting regular feedback from teachers. 58% of the teachers found the training very useful and 39.2% found the training moderately effectively.</p>	
(vii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school</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>visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</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>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>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>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	
		<p>a. BRC Coordinators of the sample blocks, their duties involve visiting schools, preparing school visit plan for BRTEs, conducting achievement tests for pupils, planning and coordinating the training programmes, monitoring and supervising of training programmes, civil work coordination etc. The responsibilities of CRCs include compiling reports and submitting to the department, checking of attendance, arranging meetings at CRC level, collecting PMIS forms from different schools, preparation of cluster level PMIS forms etc.</p>

	<p>b. From the available responses, 31% schools confirm that the BRC coordinators visit at least once in a month. The Block Resource Trainer Educators, who are expected to make more frequent visits to schools, appear to do so. Teachers of 55% schools confirmed that BRTes visit their schools more than five times in a month which is appreciating. However, it is interesting to note that BRTes made more visits to primary schools than upper primary schools. Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent. In-service training is received by two BRC coordinators. They have received ABL and ALM enrichment training trainings. Two CRC coordinators have received ABL enrichment trainings.</p> <p>c. During their schools visit the BRC coordinators basically solve administrative issues, conduct model classes, help teachers in teaching difficult topics and they also conduct random tests. For further improvement the BRCs also distribute education CDs in schools. All of them have confirmed that they assist teachers in conducting model lessons in classroom, help teachers in teaching difficult topics and also conduct random tests. The BRPs are more involved in assisting teachers in class room transactions (12.2%) and conducting test in class (10.6%). Their responsibilities also include providing assistance in using contingency grant and cluster level trainings. Negligible responses are available regarding the support provided by CRCCs, DIET and DPO officials.</p> <p>d. All the BRCs regularly interact with DIET and receive guidance with respect to capacity building, academic supervision and guidance and action research.</p> <p>e. They extend support to EGS/AIE schools.</p>				
(vii)	<table border="1"> <tr> <td data-bbox="250 1528 870 1797">Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</td> <td data-bbox="870 1528 1396 1797">To be ascertained from SPO.</td> </tr> <tr> <td colspan="2" data-bbox="250 1797 1396 1841">Yes he has a quality coordinator. He receives the review format monthly once. The SCERT and DIET help</td> </tr> </table>	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.	Yes he has a quality coordinator. He receives the review format monthly once. The SCERT and DIET help	
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.				
Yes he has a quality coordinator. He receives the review format monthly once. The SCERT and DIET help					

	in preparing training modules, capacity building programmes etc.
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(f) Teaching Learning Material (TLM) grants:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
The TLM grants have been diverted towards purchasing Activity Based Learning Cards.		

(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.
	Total of 106 Non residential bridge course and 5 residential bridge course had been sanctioned for the year 2008-10. By 2009 March 106 NRBC and 4 RBCs were operational.	
(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.
	As per the information provided by DPO, 2482 children were targeted for enrolment in NRBC and 200	

	children were targeted for enrolment in RBC in the year 2008-10.	
(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.
	Actual numbers of children enrolled by March 2009 were 1186 in NRBC and 132 in RBC.	
(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.
	110 EVs are working in these centers. All the EVs have received training of 3 days duration on ABL and ALM. The sample blocks do not have EGS.	
(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.
	They are provided with academic support from BRCs. The DPO has instructed the BRTEs to take classes in EGS centers.	
(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 sample blocks do not have EGS Centers	
(vii)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.

	Yes he is oriented by SPO.	
(viii)	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.
	Monitoring format is not available.	
(ix)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	No information is furnished in this regard from DPO.	
(x)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Nil	
(xi)	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.
	Information is not furnished by DPO in this respect	
(xii)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	The sample blocks do not have EGS.	
(xiii)	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.

	Information is not furnished by DPO in this respect	
(xiv)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	The sample blocks do not have EGS.	
(xv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	The sample blocks do not have EGS.	
(xvi)	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.
	Information is not furnished by DPO in this respect	
(xvii)	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.
	Till March 2009, 2341 children have been mainstreamed to government schools as per the information provided by DPO. No problem reported in mainstreaming the children.	

(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.
	5558 children with special needs were identified for enrollment for the year 2008-10. 3562 children	

	were enrolled by end of March 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.
	Only 741 of them have received aids and appliances. As per the findings of the study only 80 children have received aids and appliances.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NO	
(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.
	30 resource teachers are appointed. One NGO is associated with the CWSN activities. Guidelines are provided by the DPO to the NGO and resource teachers.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	The IED coordinator is oriented regarding CWSN activities. Capacity building programmes also has been attended by him.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	The state has provided a monitoring format and feed back is provided to SPO yearly 6 times.	

(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.
	The district data reveals 19 schools have ramp facility for these children. 58% sample schools ramps have been constructed in order to help these children to move comfortably.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	As per the data collected from DPO 904 children who are provided home based support.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	No information is furnished by DPO.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	There are 194 children with special need enrolled in the sample schools. On the day of visit 169 children were present.	

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

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

(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.
	Nil	

(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.
	Yes	
(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
	No information is furnished by SPO in this aspect. However as per the information of DPO and sample schools the data capture format has been received by all the schools by August 2006.	
(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.
	Yes	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.

	<p>All the BRCs and CRCs have received one day training on DISE data verification.</p> <p>All the sample schools have received DISE format. As per the finding 100 teachers have received training in filling up DISE format. The training is conducted at BRCs and CRCs.</p>	
(v)	<p>Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?</p>	<p>Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.</p>
	<p>As per the information provided by 99 schools, the DISE data collected by the teachers are verified by the BRCs.</p>	
(vi)	<p>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</p>	<p>Information to be obtained from DPO and SPO.</p>
	<p>Yes</p>	
(vii)	<p>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?</p>	<p>Information to be obtained from SPO.</p>
	<p>A fulfilled MIS unit has been established at state and district level with hardware and staff supports.</p> <p>At State level the following staff are attached</p> <ul style="list-style-type: none"> • Programmer - 1 • Junior Programmer - 2 • Computer operator - 2 	

	<p style="text-align: center;">HARDWARE</p> <ul style="list-style-type: none"> • Server - 1 • Components - 5 • Printer - 2 <p style="text-align: center;">SOFTWARE</p> <ul style="list-style-type: none"> • House hold survey/Child Labour. • Cohort study. • DISE - form NUPEA. <p>Similarly Officers and staff at SPO are also to be given computer training on programming and to use the software supplied by NUPEA for dissemination of data for planning and monitoring.</p>

(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.
	160	
(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.
	160 and all are completed	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.

<p>The State Research Council, District Research Councils and Block Research Councils have been formed with committed Professors, senior officials and teachers to foster research skills among teachers and other functionaries of the project and to identify talented teachers and supervisory personnel so as to encourage them in research and evaluation. The State Advisory Committee has been formed consisting of eminent Professors in the area of education.</p> <p>The Functions of State Research advisory committee are</p> <ol style="list-style-type: none">1) Planning the research agenda based on District-specific issues.2) Adopting a strategy for deciding the priority areas of research.3) Scrutinizing and approving research proposals.4) Monitoring the progress of the approved studies <p>During 2007-2008, of the 5,214 action research studies planned, all studies have been completed. All the 313 evaluation studies planned have been completed. Moreover, the following studies have also been completed by the State in the current year.</p> <ul style="list-style-type: none">• Cohort studies• Teacher absenteeism• Student attendance• Community study• Organisational behaviour• Classroom process and academic achievement <p>The following two studies are in the pipeline.</p> <ul style="list-style-type: none">• Effectiveness of training programmes and• Education volunteers
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(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	In Tiruchirapalli 1560 VECs are there. All these VECs possess VEC guidelines. The total numbers of women members in all the VECs are 534 in the district. Each of these VECs composed of only 1/3 of women members.	
(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.
	In the sample 60% schools' VECs do not possess any 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.
	On an average 8 women members are present in each VEC.	
(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.
	Nearly 8 meetings were conducted last year. The mean numbers of members present in VEC meetings last year were only 13. Participation of women(7) and SC/ST (3)members were also very less.	
(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.
	No information is furnished by DPO in this regard. Negligible percentage of members have been provided orientation.	
(vi)	The contribution made by VEC in improving the	Information to be obtained from VEC and

	environment of the school, enrolment and attendance of teachers and students?	verified on the basis of records by MI during field visits.
	So far as the contribution of VECs in improving school environment is concerned, VECs of most of the schools (93%) enthusiastically celebrate National Day e.g. Independence Day, Republic Day etc. They also take active participation in conducting awareness meetings irrespective of the category of schools (90%). A substantial number of school VECs (52%) also interact personally with parents. So far as fund mobilization is concerned, very few VECs contribute in this regard.	
(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.
	Yes	
(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
	<p>SSA Assigns greater importance on systematic Mobilisation of the community in planning and implementing and monitoring the programme.</p> <p>The VEC, BEC, DEC have been formed at Village, Block and District Level respectively with community members. The success of the SSA depends on the quality of the community based planning process. Since the tremendous requirement for developing capacities in communities is accepted, all the community members are given Orientation and capacity building training in planning and Implementation and Monitoring to achieve the objectives of SSA.</p> <p>The role of the VEC in monitoring the programme implementations are,</p> <ul style="list-style-type: none"> • The pupil's attendance. • The teacher's attendance. 	

	<ul style="list-style-type: none"> • Progress of civil works. • Conveyance of schools in providing water, toilet, health components. • Procuring of commodities. • Supply of materials. • Supply of noon meal. • Function of AIE centre. • ABL progress. • Child progress.
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(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%; text-align: center;">S. No.</th> <th style="width: 60%; text-align: center;">Name of the Post</th> <th style="width: 30%; text-align: center;">No. of Posts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>State Project Director</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Joint Directors (Deputation from School Education Department)</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Secretary to SPD (Deputy Director) (Deputation from School Education Department)</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">4.</td> <td>Finance and Accounts Officer (Under Secretary - Finance)</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	S. No.	Name of the Post	No. of Posts	1.	State Project Director	1	2.	Joint Directors (Deputation from School Education Department)	4	3.	Secretary to SPD (Deputy Director) (Deputation from School Education Department)	1	4.	Finance and Accounts Officer (Under Secretary - Finance)	1	
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	5.	MIS Co-ordinator (Deputation from Statistics Department)	1
	7.	Co-ordinators (Hr. Sec. School HMs)	5
	8.	Deputy Co-ordinators (P.G. Assistants)	4
	9.	Assistant Co-ordinators B.T. Assistants)	7
	Total		24
	Ministerial Staff		
	1	Superintendent	4
	2	Assistant	7
	3	Typist	3
	4	Steno-Typist	3
	5	Driver	3
	6	Office Assistant	5
	Total		25
	1	Consultant on consolidated pay	7
	2	Staff on Consolidated service fees	19
	Total		23
	Grand Total		72
	<ul style="list-style-type: none"> ○ Five-day training to officials and staff for management. ○ Two-day training to community members for planning implementing and monitoring the programme. ○ Computer training and data management to MIS staff. 		
(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 with this regard has not been obtained by SPO.		
(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.
	Designation	Staff Sanctioned	Staff in position	
	DPC	1	1	
	APO	1	1	
	Statistical officer	1	1	
	MDO	1	1	
	Superintendent	1	1	
	Upgraded Superintendent	1	1	
	Assistant	2	2	
	District Coordinator	5	4	
	Consolidated Staff			
	AE Engineer	1	1	
	Civil Engineer	7	4	
	Consultant Office	1	1	
	Accounts Manager	1	1	
	Data Entry Operator	2	2	
	Computer	1	1	

	Programmer							
	Block Accountant	4	4					
	Office Assistant	1	1					
(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.
	No of blocks	No of BRCs sanctioned	No of BRTEs sanctioned	No of BRTEs in position	No of CRCs sanctioned	No of CRTEs sanctioned	No of CRTEs in position	
	16	15	62	55	183	183	174	
	In the sample blocks all the positions at BRCs and CRCs are filled.							
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?							To be verified at SPO through checking of records.
	Yes, the SPO have clearly laid down rules/regulations for filling up posts of SSA							

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

Not applicable as it is not a special focus district.

(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.
51% of the schools reportedly have functioned for mandatory 220 days. 17.2% of schools had worked less than the mandatory 220 days.		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
<p>All the schools have well ventilated classrooms. A further analysis shows 79% schools have well ventilated classrooms. 19% schools have very good ventilation facility.</p> <p>86% schools are well maintained with respect to cleanliness. 4% schools keep the school surroundings very clean.</p> <p>Similarly, in 84% of the schools the rooms are reasonably adequate for carrying out classroom transactions.</p> <p>Play ground is sufficiently available only in 70% of the schools. Upper primary schools are relatively well endowed in this regard.</p> <p>14% schools do not have proper play ground and in 12% schools the same is not available.</p> <p>90% schools have electricity.</p>		

	<p>Drinking water is available within the school premise in 91.1% of the schools of the sample covered which is a very encouraging fact.</p> <p>58 % of the sample schools have exclusive usable toilets which are used regularly by the pupils. A further break up reveals that relatively higher proportion of upper primary schools have such a facility as compared to that of primary schools (66.7% and 53.7% respectively). The condition is not satisfactory for 26% schools where the toilets are not maintained properly but are being used by children which are highly unhygienic.</p> <p>79.8% have separate toilet facility for boys and girls.76% schools have sufficient water available in toilets. It's highly unhygienic to use the toilets of 16.7% schools due to water insufficiency.</p>	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<p>96% schools covered have maintained better approach to school.</p> <p>Children are able to seat comfortably in 62% schools.</p> <p>14% schools have very good space to accommodate pupils comfortably.</p> <p>24% schools lack proper seating arrangements and hence need attention.</p> <p>Good blackboards are there in 92% school. 3% schools have very good and well maintained blackboard.</p>	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<p>61.6% schools have distributed health cards.</p> <p>47% schools have done health check up once in last six months. 39% schools have not conducted any health check up.</p>	
(v)	Whether the school has adequate play material for	Information to be recorded on the basis of

	the children? Is it used?	observation.
	Only 45% schools (32.8% primary and 69.7% upper primary schools) have sufficient sports equipment. Rest of the schools either have insufficient or no sports material indicating the dire need for adequate sport equipment in these schools.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	Negligible percentages of children were absent.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<p>The major strategies adopted by VECs were, arranging processions to create awareness (94%) about importance of attending school regularly</p> <p>They also conduct village level meetings (84%).</p> <p>They also interact with parents personally (70%) to explain the benefit of educating their child.</p>	

(p) 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.

As per the DISE data ABL methodology has been implemented in all Government Local Body and Aided primary schools in Tamil Nadu. In Tiruchirapalli 1332 schools are implementing ABL methodologies. Selves and racks were received by 1002 schools. Logo and ladders have been introduced in 1186 schools.

However from the sample study, it is found out that ABL has been introduced in 89% schools. When enquired, the teachers could not give any reason for the same.

Activity Based Learning was introduced in most of the school since 2007. In the year 2008, 5% schools were provided with this methodology of class room teaching.

In this regard the MI tried to find out whether teachers had received any training on ABL methodologies. Of the

533 teachers present on the day of visit 388 teachers had received the ABL training. Each of these teachers attended training for on an average 9 days. The training was provided by BRTEs.

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

Please include all the Annexure 1 to annexure 1 to 8

1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)

Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

a. Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.

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

4. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

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

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

6. Annexure 6 – EGS and AIE

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

(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.

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

(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.

(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>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>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>

(r) Mid-Day Meal Scheme:

1.	<u>REGULARITY IN SERVING MEAL:</u>				Students, Teachers & Parents
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
2.	No.	Details	Day previous to date of visit	On the day of visit (actual)	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
	<p><u>TRENDS:</u></p> <p>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p>				

	i.	Enrollment	13732	13746	
	ii.	No. of children attending the school on the day of visit	11568	11873	
	iii.	No. of children availing MDM as per MDM Register	10086	9035	
	iv.	No. of children actually availing MDM on the day of visit		1038	
3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>				School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>(ii) Is buffer stock of one-month's requirement is maintained?</p> <p>(iii) Is the food grains delivered at the school?</p>				
	All the sample schools covered serve hot meal to children. All the schools as per the norm get the delivery of food grain at the school. All the sample schools also maintain the buffer stock of one month.				
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u>				School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?</p> <p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <p>(iii) Is cooking cost paid by Cash or through banking channel?</p>				
	65% schools get cooking cost in advance. A substantial number of schools (34%) suffer from the delay in receiving cooking cost. The schools revealed that the cooking cost advance is usually delayed for one month.				
	In the absence of advance the schools have informed that the organizers spend the money from their				

	<p>own pocket.</p> <p>74% schools receive the cooking cost in form of cash. Only 14% schools receive in form of cheque.</p>	
5.	<p><u>SOCIAL EQUITY:</u></p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>No</p>	Observations
6.	<p><u>VARIETY OF MENU:</u></p> <p>Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p> <p>There is no weekly menu of the Mid Day Meal. However though not displayed, 51% schools confirms that they have a weekly menu and they adhere to it.</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
7.	<p>(i) Is there variety in the food served or is the same food served daily?</p> <p>(ii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p> <p>A substantial majority of schools (92%) seek to make the Mid-Day-Meal nutritious by providing curry with rice and sambar. But other food items like carrot, beet root, spinach, brinjal etc are provided in relatively few schools.</p> <p>It is also found out that 94% schools provide fruits and eggs.</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
8.	<p><u>QUALITY & QUANTITY OF MEAL :</u></p> <p>Feedback from children on</p> <p>a) Quality of meal:</p> <p>b) Quantity of meal:</p> <p>c) {If children were not happy Please give reasons and suggestions to improve. }</p> <p>As per the findings in all the schools children are happy with the quality of meal being served and also find the quantity of meal served is enough for them.</p>	Observations of Investigation during MDM service

<p>9.</p>	<p><u>SUPPLEMENTARY:</u></p> <p>(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p>(ii) Who administers these medicines and at what frequency?</p> <p>(iii) Is there school Health Card maintained for each child?</p>	<p>Teachers, Students, School Record</p>
<p>74% schools distribute these micronutrients periodically. A further break up shows 72.2% primary schools distribute these micronutrients at a regular basis. Upper primary schools which are not getting these medicines need attention in this regard.</p> <p>41.4% schools provide these medicines more than three times in a year.</p> <p>As per the information gathered from schools, the distributions of these medicines are administered mostly by VHN and PHC.</p>		
<p>10.</p>	<p><u>STATUS OF COOKS:</u></p> <p>(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p> <p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p> <p>(iii) What is remuneration paid to cooks/helpers?</p> <p>(iv) Are the remuneration paid to cooks/helpers regularly?</p> <p>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>Government department appoints the cook of all the schools.</p> <p>All schools have adequate cooks and helpers to administer the MDM effectively.</p> <p>Range of remuneration varies from Rs 1000 to Rs 1500 for cooks. For helpers it varies from Rs 900 to Rs 1300.</p> <p>Only 18.2% schools have SC/ST cooks which indicate the social distancing is suffered by this disadvantage community.</p>		

	As per the information provided by 90% schools remuneration is paid regularly to the cooks and helpers	
11.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use</p> <p>(b) Constructed but not in use under</p> <p>(c) Under construction</p> <p>(d) Sanctioned, but constructed not started</p> <p>(e) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	94% schools have confirmed of constructing new pukka kitchen and using it. 4% of the kitchen are constructed but not in use.	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	<p>Schools where new kitchen construction is not completed use either thatched or mixed kitchen. It has been found out through out the course of study that very few schools cook in open place irrespective of the existence of a kitchen.</p> <p>A considerable number of schools (85%) store the food grain in safe place.</p>	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	94.9% schools have adequate water facility for cooking and cleaning purpose.	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	92.9% of the sample possess adequate utensils for cooking	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Regarding the use of fuel, fire wood is used for cooking meals in all schools.	
16.	<p><u>SAFETY & HYGIENE:</u></p> <p>i. General Impression of the environment, Safety and hygiene:</p> <p>ii. Are children encouraged to wash hands before and after eating</p>	Observation

	<p>iii. Do the children partake meals in an orderly manner?</p> <p>iv. Conservation of water?</p> <p>v. Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	
	<ul style="list-style-type: none"> The study team's observation regarding observance of safety in MDM preparation reveals that 54.5% of the sample schools have taken fair safety measures. Further, 56% schools are rated fair in terms of cleanliness of surroundings where MDM is prepared and stored. However majority of upper primary schools (60.6% upper primary schools) maintain cleanliness for cooking and storing the meals which is highly unhygienic It is noted that efforts are made by the teachers and other staff members of the schools in maintaining discipline among children while having MDM. Pupils of 55.6% of the schools maintain good discipline while having MDM. Hygiene is fairly maintained by pupils (44.4%) like washing hands before having meal. 59% of the schools have good sense of water conservation. 	
17.	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members</p>
	<ul style="list-style-type: none"> Participation of VECs in MDM supervision is rated as good as per the opinion of 23% schools and fair as per the opinion of 32% schools 	
18.	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	<p>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members</p>
	<p>MDM programme is monitored by the state or district officials e.g. AEEO, BDO, BRCs, Accounts officer etc. in almost half of the schools. 51% schools are monitored so far as the MDM programme is concerned. Teachers of 18% schools confirmed that the officials visit their schools two times in a year for MDM inspection. As per the findings remaining schools are inspected year once or thrice by the officers.</p>	
19.	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>Adequate responses were not available in this respect</p>	

3. District Level of Half yearly Monitoring Report

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

3.1. Name of the District : Salem

3.2. Date of visit to the Districts/EGS/schools: July-August 2009

3.3. Tasks : Monitoring

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.
25 new primary schools were sanctioned in the year 2007-08. No new primary schools have been sanctioned for the year 2008-10. All the schools were opened by March 2009. Land for construction of these schools has been also identified and the VECs had already received funds for the construction of the building. 25 new upper primary schools were sanctioned in the year 2007-08 and 118 schools were sanctioned for opening in the year 2008-10. By March 2009, 82 schools were opened. Land for construction of these schools has been identified and VECs of 82 schools had received funds for construction.	
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.
Lands for construction of 25 primary schools buildings and 82 upper primary school buildings are identified.	
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
VECs of 25 primary schools and 82 upper primary schools have received funds for construction of the same.	
Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
Construction of all the new primary school buildings is completed. Construction of 82 upper primary schools buildings are in progress.	
Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
A total of 50 new primary and 88 new upper primary teachers have been appointed in the same year.	
Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
Yes, teachers are put in position.	
In the schools visited by MI whether one-time grants of	To be verified on the spot from the Bank

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?	passbook of VEC/SMC etc. and expenditure statement maintained by the school.
One new upper primary school has received the grant. But purchasing details were not furnished by the VEC.	
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.
Yes	

(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.
Construction of 57 upper primary school buildings is completed. 496 additional classrooms were proposed for construction including the spill over. Construction of 296 classrooms is completed and 127 classrooms are under construction. 75 common toilets, 204 girls' toilet and 28 drinking water facilities were proposed for the year 2008-10. Work has not been started in this respect.	
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 e 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 samples do not cover any school where construction is going on.	
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).
Adequate responses were not available in this respect	
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).
Adequate responses were not available in this respect	
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).
Not applicable as the schools covered in the sample blocks have their own building and no construction work were sanctioned for these schools at the time of monitoring.	

	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).
	VECs maintain separate records.	
	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).
	Civil Engineers at Block level and Assistant Executive Engineer at district level.	
	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).
	Not applicable as the schools covered in the sample blocks have their own building and no construction work were sanctioned for these schools at the time of monitoring.	
	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).
	Nil.	
	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	It is carried out by VEC. However during sample check, adequate responses were not available in this respect	
	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).
	Nil	
	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	Not applicable	
	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	Yes there is a staff at SPO level to verify Civil work. He is a Civil Engineer.	

(c) Textbooks:

	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.
	Information is not furnished by DPO in this regard.	
	When were the textbooks actually received and distributed in the district? Any	Information is to be obtained from DPO of district visited by MI. A copy of the circular/

instruction/circulars received from the SPO office in this respect?	instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
During the sample check it was revealed that text books were received in the month of June.	
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 centers visited by MI. Reasons for delay be verified at DPO and SPO by MI.
No.	
Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centers visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
Yes	

(d) School grants:

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.
Information related to approval of school grant has been collected from SPO as well as DPO office. As per the data provided, 1553 primary schools and 561 upper primary schools have been approved of school grant.	
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.
As per the information collected from DPO, 1553 primary schools and 561 upper primary schools have been approved of school grants for the year 2008-09. The school grants were released to DPO in June 2008 and then to respective VECs in the month of June 2008.	
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.
Nil	
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.
98% schools have received grant by the month of July and 94% of the schools have utilized 100% of the grant.	
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 sample schools have utilized the grant under various heads. Records were verified by the team to understand the nature of spending done by the schools. Most of the schools (59.6%) used the grant for	

	buying furniture likes chair, table, steel almirah etc. A considerable majority of schools (30.5%) have also spent the grant for buying stationeries like register book, clip box, note books etc.
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(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	As per the information provided by DPO, 25 new primary schools and 57 new upper primary schools teachers were sanctioned.	
	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.
	All the teachers in the district are recruited on a regular basis by Teacher Recruitment Board, competitive exam. Teachers are recruited on the basis of seniority.	
	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.
	Regular	
	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.
	No recruitment by VEC/Panchayat	
	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.
	610 teachers were sanctioned for the 100 schools. 592 teachers are in position. On the day of visit 522 teachers were present in schools. The study found out that none of the schools have habitual absentees. However 70 teachers were not present in the school to carry out academic activities.	
	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	For the year 2008-10, 9458 teachers were targeted for in service training and all the teachers have received training by the end of 30 th September, 2008. The DPO has a training calendar for giving in-service training. The training modules are prepared by SPO. Trainings are conducted at BRC level and CRC level. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by state resource persons.	

<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>Information regarding number of new teachers to be provided orientation training has not been provided. However the orientation training is conducted by BRTE and State Resource Persons train the BRTEs in this regard.</p>	
<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>No information is furnished by DPO in this respect.</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>
<p>66.2% of the teachers found the training moderately effective and 29.4% found the training very helpful.</p>	
<p>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)? What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed? What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning? Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>

<p>and guidance; action research and monitoring of BRC/CRCs? Are the BRC/CRCs extending their academic support to EGS/AIE centers/courses in their area? If so how and in what manner? If not, why?</p>	
<p>BRC Coordinators of the sample blocks, their duties involve visiting schools, preparing school visit plan for BRTes, conducting achievement tests for pupils, planning and coordinating the training programmes, monitoring and supervising of training programmes etc. The responsibilities of CRCs include compiling reports and submitting to the department, checking of attendance, arranging meetings at CRC level etc. 23% schools confirm that the BRC coordinators visit at least once in a month.</p> <p>The Block Resource Trainer Educators, who are expected to make more frequent visits to schools, appear to do so. Teachers of 47% schools confirmed that BRTes visit their schools more than five times in a month which is appreciating. However, it is interesting to note that BRTes made more visits to upper primary schools than primary schools. Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent.</p> <p>The Block Resource Persons basically concentrate providing academic support to schools. The BRPs are more involved in assisting teachers in class room transactions (16.7%) and conducting test in class (13.2%). Their responsibilities also include providing assistance in using contingency grant and cluster level trainings. In order to improve the school administration, the BRC Coordinators feel training on capacity building should be organized. Awareness programmes for VECs to increase the participation in schools issue is also essential. They have also suggested that subject wise training should be conducted regularly for teachers.</p> <p>All the BRCs regularly interact with DIET and receive guidance with respect to capacity building, academic supervision and guidance and action research. Yes they extend help to EGS/AIE centers.</p>	
<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
<p>Yes he has a quality coordinator. He receives the review format monthly once. The SCERT and DIET help in preparing training modules, capacity building programmes etc.</p>	

(f) Teaching Learning Material (TLM) grants:

<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
<p>TLM grants are diverted to purchase Activity Based Learning Cards</p>	

(g) EGS & AIE:

<p>What is the number of EGS/AIE centers/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centers which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise</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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	information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	
	In the district there are 68 Non Residential and Residential Bridge courses sanctioned for the year 2008-10. Number of such centers started functioning till date is 32. Number of children targeted for enrolment is 6944.	
	The target number of children and number of children actually enrolled in the centers category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	Children targeted for enrolment were 6944 and only 1780 children were enrolled	
	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 centers in a district on sample basis.
	Block selected for monitoring do not have such centers	
	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centers visited by MI.
	44 EVs are appointed for these Centers. All the EVs have received ABL and ALM training for 2 days.	
	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers visited by MI. Copy of the instructions to be enclosed with the report.
	YES. They are provided with academic support as per the information provided by DPO.	
	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centers/courses by MI.
	The sample blocks do not have EGS	
	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 sample blocks do not have EGS	
	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	The sample blocks do not have EGS	
	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	Yes , there is a designated District Coordinator for EGS/AIE in the district. Regarding orientation, no information is provided by DPO.	
	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centers operating in the district? The frequency with which the information is furnished	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.

	to the SPO?	
	Information is not furnished in this respect.	
	Number of EGS/AIE centers (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	Information is not furnished in this respect.	
	Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Information is not furnished in this respect.	
	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Information is not furnished in this respect.	
	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	The sample blocks do not have EGS	
	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	The sample blocks do not have EGS	
	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not applicable	
	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not applicable	
	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.
	Information is not furnished in this respect.	
	The number of children actually mainstreamed from EGS/AIE centers/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	A total of 3891 children were mainstreamed to government schools.	
	What is the infrastructure available in the EGS/AIE centers, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Not applicable	
	Whether Mid-day Meal is being supplied to the children in EGS/AIE centers?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	Not applicable	
	The number of children enrolled and actually	To be ascertained and observed during the Field

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

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	A total of 6026 CWSN children were identified in the district and 5885 children were enrolled.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	435 children were provided with aids and appliances. As per the findings of 22 children of the sample schools were provided aids and appliances.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NO	
(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.
	42 resource teachers were identified. Two NGOs are associated with CWSN activities in the district. No guidelines are issued. The schools informed that the resource teachers take up several activities like physical exercise, mobility training for visually impaired and orthopedically handicap, counseling of parents etc. From the table below it can be observed resource teachers of most of the schools and particularly upper primary schools (73%) are concentrating on counseling the parents. Resource teachers of 56.8% upper primary schools also carry out physical exercises for the children.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	The district has an IED coordinator. Regarding Capacity building no response is available. However he has received orientation from SPO regarding CWSN activities.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format

	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?	to be obtained and enclosed with a report of MI.
	Yes. It has been provided. Every month the information is furnished.	
(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.
	19 schools. In 66.3% sample schools ramps have been constructed in order to help these children to move comfortably.	
(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.
	376 children.	
(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.
	1807 parents. 70 parents of children with special needs have been counseled till the day of monitoring.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centers visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	There are 132 children with special need enrolled in the sample schools. On the day of visit 101 children were present.	

(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.
	There are 180 MCS targeted for opening in the year 2008-10 in the district. All the centers were made functional by 31 st March, 2009.	
(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 construction of additional 136 classrooms are completed.	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girl's education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	All these MCS have facilities of vocational training.	
(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.
	No information is furnished by DPO in this respect.	

(v)	Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girl's education interventions has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes, there is a district gender coordinator in the district. No information is furnished by DPO in this respect.	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girl's 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.
	No information is furnished by DPO in this respect.	
(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.
	No information is furnished by DPO in this respect.	

(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.
	As per the data received from DPO, there are 4 KGBVs which are operational since 2005.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Land has been identified for the construction of the building and all formalities for construction have 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	
(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.
	Four	
(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.
	176	
(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.
	550 students were enrolled in the district. The selected samples do not have KGBV schools. All the sanctioned posts were filled.	
(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 selected blocks do not have KGBV schools.	

(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.																	
	YES																		
(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																	
	Information not available																		
(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.																	
	YES																		
(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.																	
	Training is imparted to teachers on September 2008. As per the finding one teacher from each school has been trained in filling up DISE format.																		
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.																	
	As per the information provided by 96 schools, the DISE data collected by the teachers are verified by the BRCs.																		
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.																	
	Yes.																		
(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.																	
	<p>A full-fledged MIS unit has been established at state and district level with hardware and staff supports.</p> <p>At State level the following staff are attached</p> <table> <tr> <td>Programmer</td> <td>-</td> <td>1</td> </tr> <tr> <td>Junior Programmer</td> <td>-</td> <td>2</td> </tr> <tr> <td>Computer operator</td> <td>-</td> <td>2</td> </tr> </table> <p>HARDWARE</p> <table> <tr> <td>Server</td> <td>-</td> <td>1</td> </tr> <tr> <td>Components</td> <td>-</td> <td>5</td> </tr> <tr> <td>Printer</td> <td>-</td> <td>2</td> </tr> </table>		Programmer	-	1	Junior Programmer	-	2	Computer operator	-	2	Server	-	1	Components	-	5	Printer	-
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	<p style="text-align: center;">SOFTWARE</p> <p>House hold survey/Child Labour. Cohort study. DISE - form NUPEA.</p> <p>Similarly Officers and staff at SPO are also given computer training on programming and to use the software supplied by NUPEA for dissemination of data for planning and monitoring.</p>
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(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.
	210 research studies were sanctioned for the year 2008-10.	
(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.
	210 research studies were sanctioned. All of them have been completed	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	The State Research Council, District Research Councils and Block Research Councils have been formed with committed Professors, senior officials and teachers to foster research skills among teachers and other functionaries of the project and to identify talented teachers and supervisory personnel so as to encourage them in research and evaluation. The State Advisory Committee has been formed consisting of eminent Professors in the area of education.	
	<p>The Functions of State Research advisory committee are</p> <p>Planning the research agenda based on District-specific issues.</p> <p>Adopting a strategy for deciding the priority areas of research.</p> <p>Scrutinizing and approving research proposals.</p> <p>Monitoring the progress of the approved studies</p> <p>During 2007-2008, of the 5,214 action research studies planned, all studies have been completed. All the 313 evaluation studies planned have been completed. Moreover, the following studies have also been completed by the State in the current year.</p> <p>Cohort studies</p> <p>Teacher absenteeism</p> <p>Student attendance</p> <p>Community study</p> <p>Organisational Behaviour</p> <p>Classroom processes and academic achievement</p> <p>The following two studies are in the pipeline.</p> <p>Effectiveness of training programmes and Study of Education Volunteers</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.
	In there are 1778 VECs	
(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.
	According to DPO and SPO all these VECs possess VEC guidelines. However in the sample, 64% schools' VECs do not possess any 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.
	As per the guidelines there should be 6 women members per VEC. On an average 5 women members are there in the VECs of the schools visited.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	As per the information provided by DPO, meetings are held monthly once. The VECs organize meeting almost every month. The mean numbers of members present in VEC meetings last year were only 11.32. Participation of women (4) and SC/ST members (2) were also very less.	
(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.
	As per the information given by DPO 7112 VEC members have received training. Training was held in July 2008. Training was conducted by Head Masters of the school. In each of the VECs, on an average 2 male members had received training and the mean number of women (1) and SC/ST members (1) who have received training is even less.	
(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.
	VECs of most of the schools (84%) take active participation in conducting awareness meetings irrespective of the category of schools. They also enthusiastically celebrate National Day (90%) e.g. Independence Day, Republic Day etc. A substantial number of school VECs (56%) also interact personally with parents.	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	YES	
(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

	<p>SSA Assigns greater importance on systematic Mobilization of the community in planning and implementing and monitoring the programme.</p> <p>The VEC, BEC, DEC have been formed at Village, Block and District Level respectively with community members. The success of the SSA depends on the quality of the community based planning process. Since the tremendous requirement for developing capacities in communities is accepted, all the community members are given Orientation and capacity building training in planning and Implementation and Monitoring to achieve the objectives of SSA.</p> <p>The role of the VEC in monitoring the programme implementations are,</p> <p>The pupil's attendance. The teacher's attendance. Progress of civil works. Conveyance of schools in providing water, toilet, health components. Procuring of commodities. Supply of materials. Supply of noon meal. Function of AIE centre. ABL progress. Child progress.</p>
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(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>																											
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 70%;">Name of the Post</th> <th style="width: 20%;">No. of Posts</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>State Project Director</td> <td>1</td> </tr> <tr> <td>2.</td> <td>Joint Directors (Deputation from School Education Department)</td> <td>4</td> </tr> <tr> <td>3.</td> <td>Secretary to SPD (Deputy Director) (Deputation from School Education Department)</td> <td>1</td> </tr> <tr> <td>4.</td> <td>Finance and Accounts Officer (Under Secretary - Finance)</td> <td>1</td> </tr> <tr> <td>5.</td> <td>MIS Co-coordinator (Deputation from Statistics Department)</td> <td>1</td> </tr> <tr> <td>7.</td> <td>Co-coordinators (Hr. Sec. School HMs)</td> <td>5</td> </tr> <tr> <td>8.</td> <td>Deputy Co-coordinators (P.G. Assistants)</td> <td>4</td> </tr> <tr> <td>9.</td> <td>Assistant Co-coordinators B.T. Assistants)</td> <td>7</td> </tr> </tbody> </table>	S. No.	Name of the Post	No. of Posts	1.	State Project Director	1	2.	Joint Directors (Deputation from School Education Department)	4	3.	Secretary to SPD (Deputy Director) (Deputation from School Education Department)	1	4.	Finance and Accounts Officer (Under Secretary - Finance)	1	5.	MIS Co-coordinator (Deputation from Statistics Department)	1	7.	Co-coordinators (Hr. Sec. School HMs)	5	8.	Deputy Co-coordinators (P.G. Assistants)	4	9.	Assistant Co-coordinators B.T. Assistants)	7	
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	Total		24
	Ministerial Staff		
	1	Superintendent	4
	2	Assistant	7
	3	Typist	3
	4	Steno-Typist	3
	5	Driver	3
	6	Office Assistant	5
	Total		25
	1	Consultant on consolidated pay	7
	2	Staff on Consolidated service fees	19
	Total		23
	Grand Total		72
(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.	
(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.	
	Designation	Staff Sanctioned	Staff in position
	DPC	1	1
	APO	1	1
	SO	1	1
	MDO	1	1
	Superintendent	1	1
	Upgraded superintendent	1	1
	Assistant	1	1
	District coordinator	5	5
	Consolidated Staff		
	AE Engineer	1	0
	Civil Engineer	10	9
	Consultant Office	1	1
	Computer Programmer	1	1
	Data Entry Operator	3	3
	Accounts Manager	1	1
	Block Accountant	5	3
	Office Assistant	1	0
(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.	

	No of blocks	No of BRCs sanctioned	No of BRTes sanctioned	No of BRTes in position	No of CRCs sanctioned	No of CRTes sanctioned	No of CRTes in position
	21	21	21	21	174	174	174
In the sample BRCs all the positions are filled All the positions in the sample CRCs are filled.							
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?			To be verified at SPO through checking of records.			
Yes, the SPO have clearly laid down rules/regulations for filling up posts of SSA							

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

<p>Not applicable as Salem is not a special focus district.</p>
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(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.
61% schools reported that the number of days worked was 220 days while 19% of schools had worked less than the mandatory 220 days.		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
<p>Proper care has been taken for providing enough ventilation in class rooms of 86% of schools in satisfactory manner. It is also heartening to find out that 13% are very happy with the existing ventilation facility. One school is unsatisfied with the lack proper ventilation in class rooms.</p> <p>84% schools are well maintained with respect to cleanliness. At the same time it is observed that 29.3% upper primary schools are relatively unclean. Few schools (4% schools) are relatively very well maintained in terms of cleanliness which is commendable.</p> <p>81% of the schools covered, the rooms are reasonably adequate for carrying out classroom transactions. 17% schools face difficulty in carrying out class room transactions as they do not have adequate rooms.</p> <p>Play ground is sufficiently available only in 57% of the schools. 28% schools irrespective of school category do not have proper play ground and in 15% schools the same is not available. Schools</p>		

	<p>suffering with this inadequacy need attention.</p> <p>47% of the schools do not have compound wall of which 62.7% are primary schools. In this regard upper primary schools are marginally in better position (62.7% of schools have compound wall). Drinking water is available within the school premise in 93% of the schools of the sample covered which is a very encouraging fact.</p> <p>Only 54 % of the sample schools have exclusive usable toilets which are used regularly by the pupils. A further break up reveals that relatively higher proportion of primary schools have such a facility as compared to that of upper primary schools (56.7% and 48.5 % respectively). Interestingly, in 5% schools, 4.5% primary and 6.1% upper primary, toilets are used exclusively by the teachers and students were restricted from using these toilets. Further, in 10% schools there is no toilet facility whatsoever.</p> <p>Only 47% schools have separate toilet facilities for boys and girls.</p> <p>Only 49% schools have sufficient water availability in toilets. It's highly unhygienic to use the toilets of 47% schools due to water insufficiency. The toilets 4% schools do not have water at all.</p>	
(iii)	<p>Whether the classes have proper sitting arrangement for children, a black board, TLM materials?</p>	<p>Information to be recorded on the basis of observation.</p>
	<p>Approach to school is found to be satisfactory in 98% of the schools.</p> <p>Seating arrangement is satisfactory in 89% schools where as 10% schools lack proper seating arrangements and face difficulty. It is heartening to note that the facility of black board and TLM is satisfactory in 94% of the schools.</p> <p>96 schools have electricity which includes all the upper primary schools covered in the sample.</p>	
(iv)	<p>Whether health camp facility was made available to the children during the previous six months?</p>	<p>Information to be recorded on the basis of school records.</p>
	<p>69% schools have conducted health camps for check up once in last six month. 21% schools have performed health check up twice in last six months and the performance of primary school is better with this respect.</p>	

(q) Any other issues relevant to SSA implementation

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

<p>Activity Based Learning is given more importance for enhancing the quality of education. This facility is provided to all children with special attention to those children whose learning competency is less. As per the DISE data ABL methodology has been implemented in all Government Local Body and Aided primary schools in Tamilnadu. In Salem 1553 schools are implementing ABL methodologies. How ever from the sample study, it is found out that ABL has been introduced in 94% schools.</p> <p>Activity Based Learning was introduced in most of the school since 2007. In the year 2008, 13% schools were provided with this methodology of class room teaching. Of the 522 teachers present on the day of visit 438 teachers had received the ABL training. Each of these teachers attended training for on an average 10 days.</p>

(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>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>9. Annexure 3 – School Grant</p> <p>a. Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</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>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>

12. Annexure 6 – EGS and AIE

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

(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centers operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.

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

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

(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.

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

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

9. 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

(s) Mid-Day Meal Scheme:

	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	Students, Teachers & Parents																				
	Hot cooked meal is served in all the sample schools																					
	<u>TRENDS:</u> 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.																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">No.</th> <th style="width: 55%;">Details</th> <th style="width: 20%;">Day previous to date of visit</th> <th style="width: 20%;">On the day of visit</th> </tr> </thead> <tbody> <tr> <td></td> <td>Enrollment</td> <td>11066</td> <td>11279</td> </tr> <tr> <td></td> <td>No. of children attending the school on the day of visit</td> <td>10164</td> <td>10258</td> </tr> <tr> <td></td> <td>No. of children availing MDM as per MDM Register</td> <td>10667</td> <td>9435</td> </tr> <tr> <td></td> <td>No. of children actually availing MDM on the day of visit</td> <td>NA</td> <td>9758</td> </tr> </tbody> </table>	No.	Details	Day previous to date of visit	On the day of visit		Enrollment	11066	11279		No. of children attending the school on the day of visit	10164	10258		No. of children availing MDM as per MDM Register	10667	9435		No. of children actually availing MDM on the day of visit	NA	9758	
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	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> 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? Is buffer stock of one-month's requirement is maintained? Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				
	All the sample schools covered serve hot meal to children. All the schools as per the norm get the delivery of food grain at the school. All the sample schools also maintain the buffer stock of one month. Grains are delivered at the school																					
	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> 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? In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				

<p>82% schools get cooking cost in advance. A substantial number of schools suffer from the delay in receiving cooking cost. The schools reported that the cooking cost advance is usually delayed for one month. 26% schools say the funds are not released on time at the block level. In the absence of advance the schools have informed that the organizers spend the money from their own pocket. 54% schools receive the cooking cost in form of cash. Only 44% schools receive in form of cheque.</p>	
<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements? No</p>	<p>Observations</p>
<p><u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed? 48% schools display weekly menu of the Mid Day Meal. However All the schools in the sample claim that they adhere to the weekly menu.</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>Is there variety in the food served or is the same food served daily? Dose the daily menu include rice / wheat preparation, dal and vegetables? Most of the schools (91%) seek to make the Mid-Day-Meal nutritious by providing curry with rice and sambar. But other food items like carrot, beet root, spinach, brinjal etc are provided in relatively few schools (34%).</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p><u>QUALITY & QUANTITY OF MEAL :</u> Feedback from children on Quality of meal: Quantity of meal: {If children were not happy Please give reasons and suggestions to improve.}</p>	<p>Observations of Investigation during MDM service</p>
<p>As per the findings in all the responded 98% schools, children are happy with the quality of meal being served and also find the quantity of meal served is enough for them.</p>	
<p><u>SUPPLEMENTARY:</u> Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? Who administers these medicines and at what frequency? Is there school Health Card maintained for each child?</p>	<p>Teachers, Students, School Record</p>
<p>It is also found out that 90% schools and majority of upper primary schools (93.9%) provide fruits and eggs. 85% schools distribute these micronutrients periodically. 37% schools provide medicines more than four times in six months. The distributions of these medicines are administered mostly by VHN and PHC staff.</p>	
<p><u>STATUS OF COOKS:</u> Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) Is the number of cooks and helpers adequate to meet the requirement of the school? What is remuneration paid to cools/helpers? Are the remuneration paid to cooks/helpers regularly? 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>Government department appoints the cook of all the schools. 72% of sample schools do not have adequate cooks and helpers to administer the MDM effectively. Range of remuneration varies from Rs 1000 to Rs 1500 for cooks and Rs 900 to Rs1300 for helpers.</p>	

	90% schools remuneration is paid regularly to the cooks and helpers which is a heartening feature. 19% schools have SC/ST cooks and the rest are from other castes.	
	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: Constructed and in use Constructed but not in use under Under construction Sanctioned, but constructed not started Not sanctioned Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	92% schools have new pukka kitchen and using it. There are 2 schools where kitchen is under construction. Kitchens of the rest of the schools are either under construction or the construction has not started.	
	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
	Schools where new kitchen construction is not completed use either thatched or mixed kitchen. It has been found out through the course of study that very few schools cook in open place irrespective of the existence of a kitchen. A considerable number of schools (88%) store the food grain in safe place. More number of upper primary schools have safe place for the purpose. A negligible part of the sample schools (10%) store grain in the class rooms.	
	Whether potable water is available for cooking and drinking purpose?	-do-
	89% of the schools have adequate water facility for cooking and cleaning purpose.	
	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	92% of the schools of the sample schools possess adequate utensils for cooking.	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	fire wood is used for cooking meals in 98% schools and there is no provision of LPG except 2 schools.	
	<u>SAFETY & HYGIENE:</u> General Impression of the environment, Safety and hygiene: Are children encouraged to wash hands before and after eating Do the children partake meals in an orderly manner? Conservation of water? Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	The study team's observation regarding observance of safety in MDM preparation reveals that 53% of the sample schools have taken fair safety measures while 40% schools have relatively poorer safety standards Further, half of schools (55%) are rated fair in terms of cleanliness of surroundings where MDM is prepared and stored. However majority of upper primary schools do not maintain cleanliness for cooking and storing the meals which is highly unhygienic It is noted that efforts are made by the teachers and other staff members of the schools in maintaining discipline among children while having MDM. Pupils of 67% of the schools maintain good discipline while having MDM. Hygiene is fairly maintained by pupils (62%) like washing hands before having meal. Attitude of children of 40% schools are very good in this regard.	

	In 63% of the schools maintenance of conserving water is good.	
	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
	60% of the sample reports VECs do not participate actively in the supervision of MDM programme. Only in 32% schools they supervise MDM in fair manner.	
	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
	MDM programme is monitored by the state or district officials e.g. AEEO, BDO, BRCs, Accounts officer etc. in majority of the schools (91%).	
	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.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Adequate responses were not available in this respect.	

3. District Level of Half yearly Monitoring Report

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

3.1. Name of the District : Dharmapuri

3.2. Date of visit to the Districts/EGS/schools: August 2009

3.3. Tasks : Monitoring

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.
	As per the information provide by SPO and DPO, in 2007-08, 113 new primary schools and 246 new upper primary schools were opened. For the year 2008-10, 94 new upper primary schools are sanctioned. Till date 286new upper primary schools are opened.	
	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.
	Lands for construction of 40 upper primary schools buildings are also identified	
	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	The VECs of 40 schools have received funds for construction of the same.	
	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.
	Constructions of all the 13 new upper primary school buildings are completed. 24 school buildings are at finishing level and rest of the 3 school buildings are at foundation level.	
	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	A total of 80 new primary and 112 new upper primary teachers have been appointed in the year 2007-08.	
	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	Yes, teachers are put in position.	
	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.
	One primary school has received grant. Purchase details are not available.	

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.
Yes	

(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.
Construction of 13 new upper primary school buildings is completed. 27 buildings are under construction. Out of the sanctioned 80 classrooms, 20 classrooms are ready and rest of the 60 is under construction. For the year 2009-10, 54 upper primary school buildings are sanctioned but work has not started yet. Sanction has been made for 11 common toilets, 72 girls toilet and 10 drinking water facilities but work for the same has not been started yet.	
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.
None of the schools from the sample selected are under construction.	
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).
Not much responses were available in this aspect.	
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).
Not much responses were available in this aspect.	
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).
Not much responses were available in this aspect.	
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).
Not much responses were available in this aspect.	
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).
Civil Engineers at Block level and Assistant Executive Engineer at district level.	
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).
Not much responses were available in this aspect.	
If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified

	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?	on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Nil.	
	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	It is carried out by VEC.	
	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).
	Nil	
	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	No response.	
	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	Yes there is a staff at SPO level to verify Civil work. He is a Civil Engineer.	

(c) Textbooks:

	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.
	Fund is diverted for ABL.	
	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.
	Fund is diverted for ABL.	
	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.
	No.	

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.	

(d) School grants:

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.
Information related to approval of school grant has been collected from SPO as well as DPO office. As per the data provided by DPO, 852 primary schools and 442 upper primary schools have been approved of school grant for the year 2008-09.	
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.
As per the information collected from DPO, 852 primary schools and 442 upper primary schools have been approved of school grants for the year 2008-09. The school grants were released to DPO in May 2008 and then to respective VECs in the month of June 2008.	
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.
TVs and DVDs have been purchased through ELCOT, Chennai and supplied to 1275 schools. Each set Price.Rs.7226/- and total amount involved Rs.92,13,150/- in 2008-09. No centralised purchase made in 2009-10.	
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.
98% schools have received grant by the month of July and 97% of the schools have utilized 100% of the grant.	
Schools (94%) have taken adequate care to maintain the cash book by entering the details of receipt and expenditure done by the schools. Except a few exceptions, all most all the schools (94%) have received VECs approval for utilization of grant.	
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 sample schools have utilized the grant under various heads. Records were verified by the team to understand the nature of spending done by the schools. Most of the schools (55.7%) used the grant for	

	buying furniture likes chair, table, steel almirah etc. A considerable majority of schools (30.1%) have also spent the grant for buying stationeries like register book, clip box, note books etc.
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(e) Teachers and Teachers Training:

	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.
	246 new upper primary schools teachers were sanctioned.	
	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.
	All the teachers in the district are recruited on a regular basis by Teacher Recruitment Board on seniority basis.	
	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.
	Regular	
	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.
	No recruitment by VEC/Panchayat	
	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.
	651 teachers were sanctioned for the 100 schools. But all the sanctioned positions are not filled up as 22 positions are still lying vacant. On the day of visit 528 teachers were present. The study teams found out that habitual absentee are not there in the school. However on the day of visit 91 teachers were not present in the schools to carry out their academic transaction.	
	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	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.

system of getting feedback from teachers?	
<p>For the year 2008-10, 3086 primary school teachers and 3400 upper primary school teachers were targeted for in service training and 3015 primary teachers and 1668 upper primary teachers have received training. The DPO of Dharmapuri prepares a tentative training calendar for giving in-service training.</p> <p>The training modules are prepared by SPO. Trainings are conducted at BRC level and CRC level. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by KRPs. The quality check is done by state officials.</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>
<p>No information is furnished by DPO in this respect.</p>	
<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>No information is furnished by DPO in this respect.</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>
<p>70.8% of the teachers found the training useful.</p>	
<p>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</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

<p>perceived by teachers and BRCC/CRCC)? What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed? What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning? Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs? Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	
	<p>a. Their duties involve visiting schools, preparing school visit plan for BRTes, conducting achievement tests for pupils, planning and coordinating the training programmes, monitoring and supervising of training programmes, civil work coordination etc. The responsibilities of CRCs include compiling reports and submitting to the department, checking of attendance, arranging meetings at CRC level, maintaining the accounts of CRC, organizing the CRC level trainings (ALM trainings) collecting PMIS forms from different schools, preparation of cluster level PMIS forms etc.</p> <p>b. Frequency of visit of BRTes is more than 6 times in last six months. CRTes visit less frequently to schools. 42% schools confirm that the BRC coordinators visit at least once in a month. Teachers of 46% schools confirmed that BRTes visit their schools more than six times in a month which is appreciating. In rest of the schools the frequency of visit varies from once to five times. Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent.</p> <p>c. The BRC coordinators basically solve administrative issues, conduct model classes, help teachers in teaching difficult topics and they also conduct random tests. They use various methods to test the achievement level of children. The officials have introduced audio-video lessons for children to improve their understanding level., academic supervision and guidance and The BRPs are more involved in assisting teachers in class room transactions (19.2%) and meeting with VEC members and community (16.3%) to discuss on several school related issues.</p>

	<p>Their responsibilities also include providing assistance in using contingency grant, conducting test in class and cluster level trainings. They assist teachers in conducting model lessons in classroom, help teachers in teaching difficult topics and also conduct random tests. The CRC Coordinators have opined that new method should be developed for effective classroom teaching. They put stress on providing English language training to teachers. In order to improve academic support steps should be taken to provide demonstration classes by experts.</p> <p>d. All the BRCs regularly interact with DIET and receive guidance with respect to capacity building action research.</p> <p>e. All of them extend their support to EGS and AIE centers.</p>	
	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	Yes he has a quality coordinator. He receives the review format monthly once. The SCERT and DIET help in preparing training modules, capacity building programmes etc.	

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	TLM grants are diverted to purchase Activity Based Learning Cards	

(g) EGS & AIE:

	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.
	In Dharmapuri district there are 129 Non Residential Bridge course, 26 residential bridge course and 7 summer camps have been sanctioned. 56 Non Residential Bridge course and 17 Residential Bridge course have been started in the year 2008-09.	
	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.
	Children targeted for enrolment were 3785 and 988 children were enrolled	
	The number of children enrolled and actually	To be verified on the spot in respect of the centre

	attending the centre?	visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	Sample blocks do not have EGS.	
	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.
	56 EVs are appointed for these Centers. No information is furnished by the DPO in this regard.	
	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.
	Sample blocks do not have EGS.	
	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centers/courses by MI.
	Sample blocks do not have EGS.	
	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.
	Sample blocks do not have EGS.	
	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Sample blocks do not have EGS.	
	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	Yes , there is a designated District Coordinator for EGS/AIE in the district. Regarding orientation, no information is provided by DPO.	
	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.
	Yes. The information is furnished four times in a year.	
	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.
	Information is not furnished in this respect.	
	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.

	Information is not furnished in this respect.	
	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.
	Information is not furnished in this respect.	
	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.
	Sample blocks do not have EGS.	
	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.
	Sample blocks do not have EGS.	
	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.
	Sample blocks do not have EGS.	
	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.
	Sample blocks do not have EGS.	
	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.
	Information is not furnished in this respect.	
	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	A total of 229 children were mainstreamed to government schools. Problems were faced as the families of these children were migrating to different places.	
	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.
	Sample blocks do not have EGS.	
	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.
	Sample blocks do not have EGS.	
	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.
	Sample blocks do not have EGS.	
	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Not applicable	
	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Sample blocks do not have EGS.	

	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.
	Sample blocks do not have EGS.	

(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.
	A total of 2810 CWSN children were identified in the district in the year 2008-09, and 2123 children were enrolled.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	356 children were provided with aids and appliances. As per the findings of the study only 30 children out of 125 have received aids and appliances.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances. NO	Information to be obtained from SPO/DPO.
(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? 16 resource teachers were identified. One NGO is associated with CWSN activities in the district. No guidelines are issued.	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.
(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? The district has an IED coordinator. Regarding Capacity building training, the coordinator has received training on strengthening the components concerned. He has received orientation regarding CWSN activities for 2 days.	Information to be obtained from DPO of districts visited by MI.
(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? Yes. It has been provided. Every month the information is furnished.	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.
(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.

	18 schools. 68% sample schools have ramp facility to help these children to move comfortably.	
(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.
	379 children.	
(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.
	2075 parents. The findings reveal that 120 parents of children with special needs have been counseled till the day of monitoring.	
(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.
	There are 125 children with special need enrolled in the sample schools. On the day of visit 97 children were present.	

(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.
	Number of MCS targeted for opening in the year 2008-10 in the district is nil. 126 centers are already function since 2007-08. The sample blocks do not have NPEGEL.	
(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 construction of additional 77 classrooms are in progress.	
(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.
	All these MCS have facilities of vocational training.	
(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.
	Fund has been released on 21.11.2008 from SPO to DPO.	
(v)	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.
	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?	
	Yes district gender coordinator is there in place. Monitoring system is available and it is reviewed once in a month.	
(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.
	365 ECCE centers are operational.	
(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.
	Yes the state has prescribed a monitoring format. Quarterly once information is furnished to SPO.	

(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.
	As per the data received from DPO, Dharmapuri district has 3 KGBV which is operational since 2005.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Land has been identified for the construction of the building and all formalities for construction have 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	
(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.
	No information is furnished by DPO in this regard.	
(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 positions are sanctioned and all are filled.	
(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.
	200 students were enrolled in the district.	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	The sample blocks do not have KGBV schools	

(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.
	YES	
(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																																				
	Information not available																																					
(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.																																				
	YES																																					
(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.																																				
	Training is imparted to teachers on 31.08.08. As per the finding one teacher from each school has been trained in filling up DISE format.																																					
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.																																				
	Yes, CRC/BRC coordinators have been given task of verifying 5% of the data collected. Yes they have been oriented for the same. The SPO has engaged a 3 rd party Bharathiyar University, Coimbatore.																																					
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.																																				
	Yes .																																					
(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.																																				
	<p>A fulfilled MIS unit has been established at state and district level with hardware and staff supports.</p> <p>At State level the following staff are attached</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Programmer</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 30%; text-align: right;">1</td> </tr> <tr> <td>Junior Programmer</td> <td style="text-align: center;">-</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Computer operator</td> <td style="text-align: center;">-</td> <td style="text-align: right;">2</td> </tr> <tr> <td colspan="3"> HARDWARE</td> </tr> <tr> <td>Server</td> <td style="text-align: center;">-</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Components</td> <td style="text-align: center;">-</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Printer</td> <td style="text-align: center;">-</td> <td style="text-align: right;">2</td> </tr> <tr> <td colspan="3"> SOFTWARE</td> </tr> <tr> <td colspan="3">House hold survey/Child Labour.</td> </tr> <tr> <td colspan="3">Cohort study.</td> </tr> <tr> <td colspan="3">DISE - form NUPEA.</td> </tr> <tr> <td colspan="3"> Similarly Officers and staff at SPO are also given computer training on programming and to use the software supplied by NUPEA for dissemination of data for planning and monitoring.</td> </tr> </table>		Programmer	-	1	Junior Programmer	-	2	Computer operator	-	2	 HARDWARE			Server	-	1	Components	-	5	Printer	-	2	 SOFTWARE			House hold survey/Child Labour.			Cohort study.			DISE - form NUPEA.			 Similarly Officers and staff at SPO are also given computer training on programming and to use the software supplied by NUPEA for dissemination of data for planning and monitoring.		
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 Similarly Officers and staff at SPO are also given computer training on programming and to use the software supplied by NUPEA for dissemination of data for planning and monitoring.																																						

(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.
	160 research studies were sanctioned in the year 2008-10.	
(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.
	80 research studies were sanctioned for the year 2007-08.	
(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.
	The State Research Council, District Research Councils and Block Research Councils have been formed with committed Professors, senior officials and teachers to foster research skills among teachers and other functionaries of the project and to identify talented teachers and supervisory personnel so as to encourage them in research and evaluation. The State Advisory Committee has been formed consisting of eminent Professors in the area of education.	
	<p>The Functions of State Research advisory committee are</p> <ul style="list-style-type: none"> Planning the research agenda based on District-specific issues. Adopting a strategy for deciding the priority areas of research. Scrutinizing and approving research proposals. Monitoring the progress of the approved studies <p>During 2007-2008, of the 5,214 action research studies planned, all studies have been completed. All the 313 evaluation studies planned have been completed. Moreover, the following studies have also been completed by the State in the current year.</p> <ul style="list-style-type: none"> Cohort studies Teacher absenteeism Student attendance Community study Organisational Behaviour Classroom processes and academic achievement <p>The following two studies are in the pipeline.</p> <ul style="list-style-type: none"> Effectiveness of training programmes and Study of Education Volunteers 	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	In Dhramapuri there are 1282 VECs	
(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.

	According to DPO and SPO 958 VECs possess VEC guidelines. In the sample 41% schools' VECs do not possess any 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.
	As per the guidelines there are 6110 women members are there in all these VECs. On an average 9 women members are there in the VECs of the schools visited.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	As per the information provided by DPO, meetings are held monthly twice. In the sample schools the VECs organize meeting almost every month. The mean numbers of members present in VEC meetings last year were only 12. Participation of women (6) and SC/ST members (3) were also very less.	
(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.
	As per the DPO information, no training is imparted to VEC members.	
(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.
	So far as the contribution of VECs in improving school environment is concerned, VECs of most of the schools (95%) take active participation in conducting awareness meetings. 90% of schools and specifically primary schools' VECs celebrate National Day e.g. Independence Day, Republic Day etc. A substantial number of school VECs (48%) also interact personally with parents.	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	Yes	
(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
	SSA Assigns greater importance on systematic Mobilisation of the community in planning and implementing and monitoring the programme. The VEC, BEC, DEC have been formed at Village, Block and District Level respectively with community members. The success of the SSA depends on the quality of the community based planning process. Since the tremendous requirement for developing capacities in communities is accepted, all the community members are given Orientation and capacity building training in planning and Implementation and Monitoring to achieve the objectives of SSA. The role of the VEC in monitoring the programme implementations are,	

	<p>The pupil's attendance. The teacher's attendance. Progress of civil works. Conveyance of schools in providing water, toilet, health components. Procuring of commodities. Supply of materials. Supply of noon meal. Function of AIE centre. ABL progress. Child progress.</p>
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(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	Information to be obtained from SPO.
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S. No.	Name of the Post	No. of Posts
1.	State Project Director	1
2.	Joint Directors (Deputation from School Education Department)	4
3.	Secretary to SPD (Deputy Director) (Deputation from School Education Department)	1
4.	Finance and Accounts Officer (Under Secretary - Finance)	1
5.	MIS Co-ordinator (Deputation from Statistics Department)	1
7.	Co-ordinators (Hr. Sec. School HMs)	5
8.	Deputy Co-ordinators (P.G. Assistants)	4
9.	Assistant Co-ordinators B.T. Assistants)	7
Total		24
Ministerial Staff		
1	Superintendent	4
2	Assistant	7
3	Typist	3
4	Steno-Typist	3
5	Driver	3
6	Office Assistant	5
Total		25

	1	Consultant on consolidated pay					7	
	2	Staff on Consolidated service fees					19	
	Total					23		
	Grand Total					72		
(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.		
(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.		
	Designation		Staff Sanctioned		Staff in position			
	DPC		1		1			
	APO		1		1			
	SO		1		1			
	WDO		1		1			
	Superintendent		1		1			
	Upgraded Superintendent		1		1			
	Assistant		2		2			
	District Coordinator		5		5			
	Consolidated staff							
	AEE		1		-			
	Civil Engineer		8		6			
	Accounts Manager(Tally)		1		1			
	Block Accountants		2		2			
	Computer Programmer		1		1			
	Data Entry Operator		2		2			
	Office Assistant		1		1			
(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.		
	No of blocks	No of BRCs sanctioned	No of BRTes sanctioned	No of BRTes in position	No of CRCs sanctioned	No of CRTes sanctioned	No of CRTes in position	
	8	8	8 supervisor and 10BRTes	7 supervisors and 9 BRTes	100	100	98	
	In the sample BRCs all the positions are filled. All the positions in the sample CRCs are filled.							
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?					To be verified at SPO through checking of records.		
	Yes, the SPO have clearly laid down rules/regulations for filling up posts of SSA							

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

No information available

(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.
Only 63% schools reported that the number of days worked was 220 days while 31% of schools had worked less than the mandatory 220 days.		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
<p>Proper care has been taken for providing enough ventilation in class rooms of 83% of schools in satisfactory manner. It is also heartening to find out that 11% are very happy with the existing ventilation facility. One school is unsatisfied with the lack proper ventilation in class rooms.</p> <p>89% schools are well maintained with respect to cleanliness.</p> <p>91% of the schools covered, the rooms are reasonably adequate for carrying out classroom transactions.</p> <p>Play ground is sufficiently available only in 63%. 30% schools irrespective of school category do not have proper play ground and in 7% schools the same is not available. Schools suffering with this inadequacy need attention.</p> <p>58% of the schools do not have compound wall.</p> <p>Drinking water is available within the school premise in 89% of the schools of the sample covered which is a very encouraging fact.</p> <p>Only 61 % of the sample schools have exclusive usable toilets which are used regularly by the pupils. A further break up reveals that relatively higher proportion of upper primary schools have such a facility as compared to that of primary schools (61.7% and 57.7 % respectively). The condition is not satisfactory for 29% schools where the toilets are not maintained properly but are being used by children which are highly unhygienic.</p>		

	<p>Only 55% schools have separate toilet facilities for boys and girls.</p> <p>Only 52% schools have sufficient water availability in toilets. It's highly unhygienic to use the toilets of 36% schools due to water insufficiency. The toilets 4% schools do not have water at all.</p>	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<p>Approach to school is found to be satisfactory in 96% of the schools.</p> <p>Seating arrangement is satisfactory in 75% schools where as 11% schools have very good seating arrangement. Good blackboards are there in 93% school. 3% schools do not have god writing blackboards.</p> <p>82% schools have electricity which includes 90.1% upper primary schools covered in the sample.</p>	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<p>60% schools have conducted health camps for check up once in last six month. 10% schools have performed health check up twice in last six months.</p>	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	<p>47% schools (34.3% primary and 72.7% upper primary schools) have sufficient sports equipment. Rest of the schools either have insufficient or no sports material indicating the dire need for adequate sport equipment in these schools.</p>	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.

	Only negligible portion of schools have low attendance	
(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 major strategies adopted by VECs were to conduct village level meetings (91%), arrange processions to create awareness (89%) about importance of attending school regularly. They also interact with parents personally (56%) to explain the benefit of educating their child.	

(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.

<p>The Activity Based Learning methodology had been introduced in several schools before 2007. However, Activity Based Learning was introduced in majority of the school (71%) since 2007. In the year 2008, 10% schools were provided with this methodology of class room teaching. The team tried to find out whether teachers had received any training on ABL methodologies. Out of the 528 teachers present on the day of visit 425 teachers had received the ABL training. Each of these teachers attended training for on an average 9 days. The training was provided by BRTEs.</p>	
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(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>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>15. Annexure 3 – School Grant</p> <p>a. 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</p>

enclosed with the Monitoring Report.

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

16. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

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

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

18. Annexure 6 – EGS and AIE

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

(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.

7. Annexure 7 – Children with special needs (CWSN)	
(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.	
(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.	
10. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)	
(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.	
9. Annexure 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	

(s) Mid-Day Meal Scheme:

	<p><u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p>	Students, Teachers & Parents
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Hot meal is served in all the sample schools.			
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
	Enrolment	12581	12581
	No. of children attending the school on the day of visit	11952	11912
	No. of children availing MDM as per MDM Register	9604	9591
	No. of children actually availing MDM on the day of visit	*****	8350
REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL: 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? Is buffer stock of one-month's requirement is maintained? Is the food grains delivered at the school?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
(i) All the sample schools covered serve hot meal to children. All the schools as per the norm get the delivery of food grain at the school.			
(ii) All the sample schools also maintain the buffer stock of one month.			
Yes			
REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking custom what is the extent of delay and reasons for it? In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? Is cooking cost paid by Cash or through banking channel?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
(i) Only 80% schools get cooking cost in advance. A substantial number of schools suffer from the delay in receiving cooking cost. The schools revealed that the cooking cost advance is usually delayed for one month. 32% schools say the funds are not released on time at the block level.			
(ii) In the absence of advance the schools have informed that the organizers spend the money from their own pocket.			

	(iii) 74% schools receive the cooking cost in form of cash. Only 21% schools receive in form of cheque.	
	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements? No	Observations
	<u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed? 42% schools display weekly menu of the Mid Day Meal. However All the schools in the sample claim that they adhere to the weekly menu.	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Is there variety in the food served or is the same food served daily? Dose the daily menu include rice / wheat preparation, dal and vegetables? Most of the schools (89%) seek to make the Mid-Day-Meal nutritious by providing curry with rice and sambar. But other food items like carrot, beet root, spinach, brinjal etc are provided in relatively few schools (26%).	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<u>QUALITY & QUANTITY OF MEAL :</u> Feedback from children on Quality of meal: Quantity of meal: {If children were not happy Please give reasons and suggestions to improve.} As per the findings in all the schools, children are happy with the quality of meal being served and also find the quantity of meal served is enough for them.	Observations of Investigation during MDM service
	<u>SUPPLEMENTARY:</u> Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? Who administers these medicines and at what frequency? Is there school Health Card maintained for each child? It is also found out that 86% schools provide fruits and eggs. 65% schools distribute these micronutrients periodically. A further break up shows 81.8% upper primary schools distribute these micronutrients at a regular basis. Micronutrients are distributed thrice a year in 37% schools.	Teachers, Students, School Record

	The distributions of these medicines are administered mostly by VHN and PCH.	
	<p><u>STATUS OF COOKS:</u> Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) Is the number of cooks and helpers adequate to meet the requirement of the school? What is remuneration paid to cooks/helpers? Are the remuneration paid to cooks/helpers regularly? Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>Government department appoints the cook of all the schools.</p> <p>There are 81% schools which have adequate cooks and helpers to administer the MDM effectively.</p> <p>Range of remuneration varies from Rs 1300 to Rs 2500 for cooks and Rs 950 to Rs1300 for helpers.</p> <p>89% schools remuneration is paid regularly to the cooks and helpers which is a heartening feature.</p> <p>6% schools have SC/ST cooks and rest are from other castes.</p>	
	<p><u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: Constructed and in use Constructed but not in use under Under construction Sanctioned, but constructed not started Not sanctioned Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	90% schools have confirmed of constructing new pukka kitchen and using it. There are 3% schools where kitchen is constructed but not in use. Kitchens of the rest of the schools are either under construction or the construction has not started.	
	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	Safe place to store food grain has been provided to 85% schools. A further analysis reveals, upper primary schools (88.8%) are well endowed in this respect. 13.4% primary schools do not have a proper place and hence store food grain in classrooms or office room.	
	Whether potable water is available for cooking and drinking purpose?	-do-
	86% of the schools have adequate water facility for cooking and cleaning purpose.	
	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	90% of the schools of the sample schools possess adequate utensils for cooking.	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation

	Fire wood is used for cooking meals in all the schools.	
	<p><u>SAFETY & HYGIENE:</u> General Impression of the environment, Safety and hygiene: Are children encouraged to wash hands before and after eating Do the children partake meals in an orderly manner? Conservation of water? Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	Observation
	<ul style="list-style-type: none"> • The study team's observation regarding observance of safety in MDM preparation reveals that 56% of the sample schools have taken fair safety measures while 31% schools have relatively poorer safety standards • Further, nearly 64 schools are rated fair in terms of cleanliness of surroundings where meal is prepared and stored. But 24 schools do not maintain cleanliness for cooking and storing the meals which is highly unhygienic • It is noted that efforts are made by the teachers and other staff members of the schools in maintaining discipline among children while having MDM. Pupils of 56% of the schools maintain good discipline while having MDM. Children of 35 schools maintained discipline fairly while having meal. • Hygiene is fairly maintained by pupils (84%) like washing hands before having meal. • 50% of the schools have good sense of water conservation and 44% school practice conservation in a fair manner. 	
	<p>COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	VECs do not participate in supervising MDM enthusiastically (79% schools).	
	<p>INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	MDM programme is monitored by the state or district officials e.g. AEEO, BDO, BRCs, Accounts officer etc. in 61% of the schools.	
	<p>IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?</p>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Adequate responses were not available in this respect.	

3. District Level of Halfyearly Monitoring Report

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

3.1. Name of the District: *Krishnagiri*

3.2. Date of visit to the Districts/EGS/schools: *August 09*

3.3. Tasks: *Monitoring*

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):

(vii)	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.
	13 primary schools were sanctioned till 2007-08 and all the schools were opened by March, 2009. Similarly in the year 2007-08, 15 new upper primary schools were sanctioned and for the year 2008-10, 40 new upper primary schools are sanctioned. As per the information, all the 55 new upper primary schools were opened by March, 2009.	
(viii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Land for construction has been identified for 13 primary schools and 52 upper primary schools.	
(ix)	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
	VEC has received funds for 13 primary schools and 52 upper primary schools.	
(x)	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.
	Constructions of all primary schools are completed. Constructions of 10 upper primary schools are completed. 27 upper primary schools are at finishing level.	
(xi)	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.

	26 teachers for primary schools and 78 teachers for upper primary schools have been sanctioned and appointed.	
(xii)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	Yes, they have been put in place.	
(xiii)	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.
	One new primary and one new upper primary schools have received the grant. No responses were available related to purchasing from these schools.	
(xiv)	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.
	Yes	

(b) Civil Works:

(xiii)	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.
	Constructions of 13 primary schools are completed. Constructions of 10 upper primary schools are completed. 27 upper primary schools are at finishing level. For the year 2008-10, 353 additional class rooms (including the spill over) were sanctioned. 282 classrooms are completed and 71 classrooms are under construction.	
(xiv)	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.
	None of the selected schools are under construction.	

(xv)	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).
	No adequate responses available in this aspect	
(xvi)	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).
	No adequate responses available in this aspect	
(xvii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No adequate responses available in this aspect	
(xviii)	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).
	No adequate responses available in this aspect	
(xix)	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).
	Civil Engineer at block level and Asst. Executive Engineer at District level.	
(xx)	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).
	Only 18% sample schools have given responses in this aspect and as per their response they visit occasionally	
(xxi)	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).
	No	
(xxii)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No	
(xxiii)	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	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

	SSA in the sites visited?	School Teachers (sample as in (ii) above).
	Not applicable for the year 2007-08	
(xxiv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	In 4% schools the quality of building and toilets is not good.	
(xxv)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	Yes there is a staff at SPO level to verify Civil work. He is a Civil Engineer.	

(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.
	Budget is diverted to buy ABL materials.	
(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 be enclosed along with the Monitoring Report.
	Text books are distributed in the month of June	
(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.

	No	
(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	

(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.
	As per the DPO data, 1115 primary schools and 473 upper primary schools have been approved of school grants for the year 2008-09. Guideline is provided. The school grants were released in the month of April 2008.	
(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.
	As per the DPO data, 1115 primary schools and 473 upper primary schools have been approved of school grants for the year 2008-09. Guideline is provided. Grant was released by April 2008.	
(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.
	Nil	
(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.
	96% schools have received grant by the month of July.	

(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.
	89% of the schools have utilized 100% of the grant. 87%the schools have also presented utilization certificate and 81% the receipt and expenditure in the cash book. However, only 80% schools have been able to utilize the grants with the approval of VECs.	

(e) Teachers and Teachers Training:

(ix)	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.
	69 teachers are sanctioned for appointment. As per the information provided by SPO/DPO all the posts were filled.	
(x)	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.
	All the teachers in the district are recruited on a regular basis by Directorate of School Education.	
(xi)	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.
	Regular	
(xii)	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.
	They are appointed by the department	
(xii)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	As per the findings of the study 472 teachers were sanctioned for the 100 schools. 426 teacher positions	

	are filled. 392 teachers were present on the days of visit. Number of habitual absentee is negligible.	
(xiv)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	For the year 2008-10, 6052 teachers were targeted for in service training of all the teachers had received in service training by the end of March, 2009. The ADPC said that the training modules are prepared by SPO. There are 20 training days for a teacher at BRC level and CRC level. They maintain a training calendar. Training is done at BRCs and CRCs. The BRTEs train the teachers. BRTEs are trained by state and district officials. Yes there is a mechanism of regular feedback.	
(xv)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	Similarly 6052 teachers are to receive orientation training in the year 2008-10. All teachers have already received the 20 days orientation training by March 2008. The training is normally given at BRCs and CRCs. The training is provided basically by BRTEs and experienced teachers. The trainers are trained by state and district official.	
(xvi)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	No information is provided by the DPO in this aspect	
(xvii)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.

	Adequate responses were not available in this aspect	
(xv)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <ul style="list-style-type: none"> f. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? g. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed? h. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning? i. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs? j. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why? 	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> a. The BRC supervisors plan and coordinate the teacher training programmes and provide expert resource person for the training. Along with this they also monitor and supervise the training programmes. All the four BRCs have a calendar for training and follow up programmes available at BRCs. These calendars are prepared at SPO and sent from the DPO. During training programmes the CRC coordinators basically organize model classes. b. The study team found out from the conversation with the teachers that the BRC supervisors 	

rarely visit to the schools. However, it is difficult for the BRC Coordinators to visit each and every school as they are engrossed with various other administrative works. Adequate responses were not received from the teachers with regard to the frequency of visit of BRC officials. From the available responses, 25% schools confirm that the BRC coordinators visit at least once in a month.

The activities of the Block Resource Trainer Educators mainly include providing assistance to schools as and when required. 40% schools say, the frequency of visit varies from one to five times. Also 34% schools have informed that the BRTEs visit very frequently to their schools (6 to 10 times in a month)

Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent.

- c. During their schools visit the BRC coordinators basically solve administrative issues, conduct model classes, help teachers in teaching difficult topics and they also conduct random tests. They use various methods to test the achievement level of children. The officials have introduced audio-video lessons for children to improve their understanding level. The BRCs have tried to encourage teachers and have given novel ideas to improve class room teaching. Block Resource Persons provide support for both administrative and academic activities. The Block Resource Persons basically concentrate providing academic support to the sample schools. 30.4% of the sample viewed that the BRPs visit their schools to provide assistance in class room transaction. Similarly as per the information provided by 29% schools, the BRPs also conduct tests. Negligible responses are available regarding the support provided by CRCCs, DIET and DPO officials. All of the CRC coordinators have confirmed that they assist teachers in conducting model lessons in classroom, help teachers in teaching difficult topics and also conduct random tests.
- d. All the BRCs regularly interact with DIET and receive guidance with respect to capacity building, academic supervision and guidance and action research.
- e. Yes they extend help to EGS/AIE centers.

(xix)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to	To be ascertained from SPO.
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	review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	
	Yes he has a quality coordinator. He receives the review format monthly once. The SCERT and DIET help in preparing training modules, capacity building programmes etc.	

(f) Teaching Learning Material (TLM) grants:

(ii)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	The state has adopted Activity Based Learning Methods	
(iii)	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 state has adopted Activity Based Learning Methods	
(iv)	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?	
	The state has adopted Activity Based Learning Methods	

(g) EGS & AIE:

(xviii)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
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	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).	
	There are 82 Summer camps, 160 Non Residential Bridge Course and 19 Residential Bridge Courses were sanction for the year 2008-10. Till March 2009, 44 Summer Camps, 77 NRBC and 10 RBCs have been functioning.	
(xix)	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.
	Number for children targeted for enrollment in Summer Camps are 2060, NRBC are 3993 and RBC are 950. Number of children actually enrolled in Summer camp are 685, in NRBC 1037 and in RBC 393.	
(xx)	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 sample schools do not have EGS.	
(xxi)	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.
	140 EVs are working in these AIE centers. The EVs have attended 3 days ABL and ALM trainings. Modules are prepared by SSA Tamilnadu.	
(xxii)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instructions have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	Yes they are provided academic support by BRTes and CRC coordinators. They receive support from BRCs/CRCs twice in a month.	
(xxiii)	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 sample schools do not have EGS.	

(xxiv)	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 sample schools do not have EGS.	
(xxv)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	The sample schools do not Have EGS.	
(xxvi)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	Yes he is oriented by SPO.	
(xxvii)	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.
	Yes, monitoring formats have been received by SPO. Monthly once.	
(xxviii)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	No information is furnished in this regard.	
(xxix)	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 information is furnished in this regard.	
(xxx)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.

	No information is furnished in this regard.	
(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 information is furnished in this regard.	
(xxxii)	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 information is furnished in this regard.	
(xxxii)	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.
	No information is furnished in this regard.	
(xxxii)	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.
	No information is furnished in this regard.	
(xxxv)	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.
	No information is furnished in this regard.	
(xxxv)	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.
	No information is furnished in this regard.	
(xxxv)	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.
	The sample schools do not have EGS.	
(xxxv)	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.

	The sample schools do not have EGS.	
(xxx)	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 sample schools do not Have EGS.	
(xl)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The sample schools do not have EGS.	
(xli)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	The sample schools do not have EGS.	
(xlii)	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.
	They are using ABL cards.	

(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.
	In the district, 8207 children with special needs were identified for enrollment for the year 2008-10. There are 65 children with special need enrolled in the sample schools. On the day of visit all of them were present except 10 children.	
(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.
	149 children were given aids and appliances. The study found that 20 children of the sample schools have received aids and appliances.	
(ii) (b)	Whether there are any difficulties in getting and	Information to be obtained from SPO/DPO.

	utilizing the aids and appliances.	
	No	
(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.
	A total of 44 resource teachers are appointed. Two NGOs are working. Several types of tasks are carried out for these children. The schools informed that the resource teachers take up several activities like physical exercise, mobility training for visually impaired and orthopedically handicap, counseling of parents etc. Resource teachers of most of the schools and particularly upper primary schools are concentrating on counseling the parents. Resource teachers of 40.74% upper primary schools also carry out physical exercises for the children.	
(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.
	Yes, IED Coordinator is appointed. Yes he has attended a 7 days workshop on how to strengthen the components concerned.	
(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 provided a monthly review format and the SPO collects the feedback once in a month.	
(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.
	In the district data it has been mentioned that only 19 schools have ramp facility. However in the sample schools, 41% (41 schools) have ramps in order to help these children to move comfortably.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	No information is furnished by DPO.	
(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.
	No information is furnished by DPO. There are 21% schools where only one parent was counseled last year.	
(viii)	The number of CWSN children stated to be	Information to be verified on the spot with the

	enrolled and actually present in the schools/EGS centres visited by MI?	assistance of VEC/Teachers.
	There are 65 children with special need enrolled in the sample schools. On the day of visit all of them were present except 10 children.	

(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.									
	There were 110 MCS targeted for opening in the year 2008-10 in the district. All the centers were made functional by the March, 2009. The sample blocks do not have any school with NPEGEL programme.										
(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.									
	No information is provided by the DPO.										
(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.									
	Yes. 110 MCS have gender sensitive TLM and facilities of vocational training.										
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.									
	<p>Yes. It has been released.</p> <table border="1"> <thead> <tr> <th>Date of release</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>1.12.2008</td> <td>51,83,000</td> </tr> <tr> <td>5.2.2009</td> <td>24,73,000</td> </tr> <tr> <td>7.2.2009</td> <td>56,90,000</td> </tr> <tr> <td>17.2.2009</td> <td>32,81,400</td> </tr> </tbody> </table>		Date of release	Amount	1.12.2008	51,83,000	5.2.2009	24,73,000	7.2.2009	56,90,000	17.2.2009
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5.2.2009	24,73,000										
7.2.2009	56,90,000										
17.2.2009	32,81,400										
(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									

	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?	enclosed in Report. Information to be taken from SPO.
	No information is furnished by DPO in this regard	
(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.
	Nil	
(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.
	No information is furnished by DPO in this regard	

(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 and are operational. The sample blocks do not have a KGBV school.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Land have been identified for all the KGBVs.	
(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, it has drawn a guideline.	
(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.
	3 KGBVs	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the	To be obtained from DPO and to be verified in respect of KGBV visited by MI.

	present position of filling up of these posts.	
	As per the data received from DPO, 13 teaching and other posts were sanctioned and 9 posts are filled up.	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	250 children were admitted in KGBV till March, 2009.	
(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.
	No information regarding bridge course, gender sanitization materials, vocational training facilities etc was available. The sample blocks do not have KGBVs.	

(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.
	Yes.	
(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
	No information is furnished by SPO in this aspect. However as per the information of DPO and sample schools the data capture format has been received by all the schools by August 2008.	
(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.
	YES	
(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.
	Training was provided to the teachers and the training duration was of one day	
(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	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.

	verify the data? If so, please give details, including findings. ?	
	YES. As per the information provided by 98 schools, the DISE data collected by the teachers are verified by the BRCs. It appears from the findings that the BRCs are strictly adhering to the norms of collecting DISE data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	YES	
(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.
	<p>A fulfilled MIS unit has been established at state and district level with hardware and staff supports.</p> <p>At State level the following staff are attached</p> <ul style="list-style-type: none"> • Programmer -1 • Junior Programmer-2 • Computer operator -2 <p>HARDWARE</p> <ul style="list-style-type: none"> • Server - 1 • Components - 5 • Printer- 2 <p>SOFTWARE</p> <ul style="list-style-type: none"> • House hold survey/Child Labour. • Cohort study. • DISE - form NUPEA. <p>Similarly Officers and staff at SPO are also to be given computer training on programming and to use the software supplied by NUPEA for</p>	

	dissemination of data for planning and monitoring.	
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(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.
	100	
(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.
	100	
(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>The State Research Council, District Research Councils and Block Research Councils have been formed with committed Professors, senior officials and teachers to foster research skills among teachers and other functionaries of the project and to identify talented teachers and supervisory personnel so as to encourage them in research and evaluation. The State Advisory Committee has been formed consisting of eminent Professors in the area of education.</p> <p>The Functions of State Research advisory committee are</p> <p>5) Planning the research agenda based on District-specific issues.</p> <p>6) Adopting a strategy for deciding the priority areas of</p>	

	<p>research.</p> <p>7) Scrutinizing and approving research proposals.</p> <p>8) Monitoring the progress of the approved studies</p> <p>During 2007-2008, of the 5,214 action research studies planned, all studies have been completed. All the 313 evaluation studies planned have been completed. Moreover, the following studies have also been completed by the State in the current year.</p> <ul style="list-style-type: none"> • Cohort studies • Teacher absenteeism • Student attendance • Community study • Organisational behaviour • Classroom process and academic achievement <p>The following two studies are in the pipeline.</p> <ul style="list-style-type: none"> • Effectiveness of training programmes and • Education volunteers 	
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(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	In Krishnagiri total numbers of 1564 VECs are existing as per March, 2009.	
(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.
	1560 VECs possess 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.
	<p>As per the guidelines there are 534 women members are there in all these VECs.</p> <p>In 53% of the schools, the VECs is composed of 16 to 20 members. 41 schools have 6 to 10 women members in their VECs. In 54% schools, only 1 to 5 members are from backward caste.</p>	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the	Information to be obtained from VEC and verified on the basis of records, in

	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?	villages/schools visited by MI.
	Once in a month. 48% schools agree that nearly 10 meetings are held in a year. A substantial number of primary schools (21.9%) say the VEC meets 11 to 15 times in a year to discuss school matters.	
(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.
	Number of trained male members in 51% schools is 3(average) where as number of trained female members are 2 (average) in 52% schools. There are only 27% schools where trained SC/ST members are present whose number is 2.	
(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.
	VECs of most of the schools (94%) take active participation in conducting awareness meetings irrespective of the category of schools. They also enthusiastically celebrate National Day (92%) e.g. Independence Day, Republic Day etc. A substantial number of school VECs also interact personally with parents (69%).	
(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.
	Information not available	
(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
	SSA Assigns greater importance on systematic Mobilisation of the community in planning and implementing and monitoring the programme. The VEC, BEC, DEC have been formed at Village, Block and District Level respectively with community members. The success of the SSA depends on the quality of the community based planning process. Since the tremendous requirement for developing capacities in	

	<p>communities is accepted, all the community members are given Orientation and capacity building training in planning and Implementation and Monitoring to achieve the objectives of SSA.</p> <p>The role of the VEC in monitoring the programme implementations are,</p> <ul style="list-style-type: none"> • The pupil's attendance. • The teacher's attendance. • Progress of civil works. • Conveyance of schools in providing water, toilet, health components. • Procuring of commodities. • Supply of materials. • Supply of noon meal. • Function of AIE centre. • ABL progress. • Child progress. 	
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(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>
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S. No.	Name of the Post	No. of Posts
1.	State Project Director	1
2.	Joint Directors (Deputation from School Education Department)	4
3.	Secretary to SPD (Deputy Director) (Deputation from School Education Department)	1
4.	Finance and Accounts Officer (Under Secretary - Finance)	1
5.	MIS Co-ordinator (Deputation from Statistics Department)	1
7.	Co-ordinators (Hr. Sec. School HMs)	5
8.	Deputy Co-ordinators (P.G. Assistants)	4
9.	Assistant Co-ordinators B.T. Assistants)	7
Total		24
Ministerial Staff		
1	Superintendent	4
2	Assistant	7
3	Typist	3
4	Steno-Typist	3
5	Driver	3
6	Office Assistant	5
Total		25
1	Consultant on consolidated pay	7
2	Staff on Consolidated service fees	19
Total		23
Grand Total		72
	<ul style="list-style-type: none"> ○ Five-day training to officials and staff for management. ○ Two-day training to community members for planning implementing and monitoring the programme. ○ Computer training and data management to MIS staff. 	
(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 is not furnished by SPO in this aspect.		

(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.
	Designation	Staff Sanctioned	Staff in position	
CEO	1	1		
APO	1	1		
MDO	1	1		
SO	1	1		
Superintended	1	To be filled		
Upgraded Superintended	1	1		
Assistant	1	1		
District Coordinator	5	4		
Consolidated Staff				
AE Engineer	0	0		
Civil Engineer	4	4		
Consultant Office	0	0		
Accounts Manager	1	1		
Data Entry Operator	2	2		
Computer Programmer	1	1		
Block Accountant	2	2		
Office Assistant	1	1		

(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.														
<table border="1"> <thead> <tr> <th data-bbox="269 451 367 640">No of blocks</th> <th data-bbox="373 451 509 640">No of BRCs sanctioned</th> <th data-bbox="516 451 652 640">No of BRTEs sanctioned</th> <th data-bbox="659 451 763 640">No of BRTEs in position</th> <th data-bbox="769 451 906 640">No of CRCs sanctioned</th> <th data-bbox="912 451 1049 640">No of CRTEs sanctioned</th> <th data-bbox="1055 451 1159 640">No of CRTEs in position</th> </tr> </thead> <tbody> <tr> <td data-bbox="269 648 367 808">10</td> <td data-bbox="373 648 509 808">10</td> <td data-bbox="516 648 652 808">10</td> <td data-bbox="659 648 763 808">86</td> <td data-bbox="769 648 906 808">121</td> <td data-bbox="912 648 1049 808">121</td> <td data-bbox="1055 648 1159 808">174</td> </tr> </tbody> </table>							No of blocks	No of BRCs sanctioned	No of BRTEs sanctioned	No of BRTEs in position	No of CRCs sanctioned	No of CRTEs sanctioned	No of CRTEs in position	10	10	10	86	121	121	174	
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10	10	10	86	121	121	174															
In the sample blocks 2 positions in 2 of the BRCs and one position in one of the CRCs 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.														
Yes, the SPO have clearly laid down rules/regulations for filling up posts of SSA																					

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

Not applicable as Krishnagiri is not a special focused district.

(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.
All the sample schools irrespective of the category have functioned on an average 216 days in a year.		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
<p>Care has been taken for providing enough ventilation in class rooms as 81% of schools are satisfied in this respect. It is also delighting to find out that 25.9% are very happy with the existing ventilation facility. One school is unsatisfied with the lack proper ventilation in class rooms.</p> <p>So far as cleanliness is concerned, 92% schools irrespective of the schools category have maintained cleanliness satisfactorily. Few schools (6% schools) are relatively very well maintained in terms of cleanliness which is commendable.</p> <p>74 % of schools covered, the rooms are reasonably adequate for carrying out classroom transactions. In this regard, though primary schools appeared to be relatively well endowed, it is very impressive to find that 48.1% of upper primary schools have adequate space for classroom transactions as compared to 13.7 % of primary schools in this category. At the same time three primary face difficulty in carrying out class room transactions as they do not have adequate rooms.</p> <p>96 schools have electricity which includes all the upper primary schools covered in the sample. Primary schools that do not have electricity should be provided with the same.</p> <p>Drinking water is available within the school premise in 97% of the schools of the sample.</p> <p>Toilet is available and used in 89% of the sample schools. In this regard the primary schools are endowed with better facility (90.4% schools) than upper primary schools (85.2%). 11.1% upper primary schools have toilet that are unusable but used by children which is highly unhygienic. 74% schools have separate toilet for boys and girls but at the same time 21% schools lack this facility.</p> <p>Only 58% schools have sufficient water availability in toilets. Rest of the 36% schools have insufficient water and 2% do not have water at all.</p>		

(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<p>Approach to school is found to be satisfactory in 91% of the schools. 7% of the schools are found to be very good in this aspect. It can be ascertained that all most all the schools covered have maintained better approach to school.</p> <p>Seating arrangement is satisfactory in 91% schools and 11.1% of the upper primary schools are endowed with very good seating arrangements which are worth praising. The facility of black board is satisfactory in 94% of the schools. It is also heartening to note that in 11.1% of the upper primary schools black board facility is very good.</p> <p>Play ground is sufficiently available in 67% schools. From the table below we can note that 15% schools irrespective of school category do not have proper play ground and in 7% schools the same is not available. Schools suffering with this inadequacy need attention.</p> <p>Only 46% of the schools do not have compound wall of which 50.7% are primary schools. In this regard upper primary schools are marginally in better position (66.7% of schools have compound wall). Thus the infrastructural facility is not very impressive and particularly that of primary schools.</p>	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<p>86% schools have health cards.</p> <p>51% schools have conducted health camps for check up once in last six month. 29% schools have performed health check up twice in last six months and the performance of primary is better with this respect as 16.44% schools have conducted camps for check up more than twice in last six months.</p>	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	<p>Nearly half of sample schools (51%) which includes 66.7% of upper primary schools have sufficient sports equipment. However 23% schools reported insufficient sports equipments indicating the dire need for adequate sport equipment in these schools.</p>	

	<p>Drinking water is available within the school premise in 97% of the schools of the sample covered which a very encouraging fact.</p> <p>Toilet is available and used in 79% of the sample schools. In this regard the primary schools are endowed with better facility (81.5% schools).</p> <p>11.1% upper primary schools have toilet that are unusable but used by children which is highly unhygienic.</p> <p>64% schools have separate toilet for boys and girls but at the same time 21% schools lack this facility which is a very discomforting feature.</p> <p>So far as availability of water in the toilet is concerned, the situation is even worse. Only 58% schools have sufficient water availability in toilets. Rest of the 36% schools have insufficient water and 2% do not have water at all.</p>	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	Negligible number of schools had low attendance.	
(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 major strategies adopted by VECs were, conducting village level meetings (88%), arranging processions to create awareness (90%) about importance of regular attendance of children are major strategies adopted. They also interact with parents personally.	

(p) 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.

Activity Based Learning is given more importance for enhancing the quality of education. This facility is provided to all children with special attention to those children whose learning competency is less. As per the DISE data ABL methodology has been implemented in all Government Local Body and Aided primary schools in Tamilnadu. In Krishnagiri 1406 schools are implementing ABL methodologies. How ever from the sample study, it is found out that ABL has been introduced in 93% schools. ABL had been introduced in 85% school in 2007.

Of the 392 teachers present on the day of visit 324 teachers had received the ABL training. Each of these teachers attended training for on an average 10 days. Majority of the teachers had received training by BRTEs.

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

Please include all the Annexure 1 to annexure 1 to 8

1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)

Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

a. Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.

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

4. Annexure 4 – Teacher Training

In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

<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>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>7. Annexure 7 – Children with special needs (CWSN)</p> <p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops 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>11. 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</p>

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

9. 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

(s) Mid-Day Meal Scheme:

20.	<p><u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p>	Students, Teachers & Parents																				
Yes.																						
21.	<p><u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p> <table border="1" data-bbox="284 1165 1031 1606"> <thead> <tr> <th data-bbox="284 1165 349 1260">No.</th> <th data-bbox="349 1165 673 1260">Details</th> <th data-bbox="673 1165 885 1260">Day previous to date of visit</th> <th data-bbox="885 1165 1031 1260">On the day of visit</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1260 349 1333">v.</td> <td data-bbox="349 1260 673 1333">Enrollment</td> <td data-bbox="673 1260 885 1333">11783</td> <td data-bbox="885 1260 1031 1333">10516</td> </tr> <tr> <td data-bbox="284 1333 349 1417">vi.</td> <td data-bbox="349 1333 673 1417">No. of children attending the school on the day of visit</td> <td data-bbox="673 1333 885 1417">9686</td> <td data-bbox="885 1333 1031 1417">8893</td> </tr> <tr> <td data-bbox="284 1417 349 1512">ii.</td> <td data-bbox="349 1417 673 1512">No. of children availing MDM as per MDM Register</td> <td data-bbox="673 1417 885 1512">8476</td> <td data-bbox="885 1417 1031 1512">7547</td> </tr> <tr> <td data-bbox="284 1512 349 1606">iii.</td> <td data-bbox="349 1512 673 1606">No. of children actually availing MDM on the day of visit</td> <td data-bbox="673 1512 885 1606">NA</td> <td data-bbox="885 1512 1031 1606">7415</td> </tr> </tbody> </table>	No.	Details	Day previous to date of visit	On the day of visit	v.	Enrollment	11783	10516	vi.	No. of children attending the school on the day of visit	9686	8893	ii.	No. of children availing MDM as per MDM Register	8476	7547	iii.	No. of children actually availing MDM on the day of visit	NA	7415	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
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22.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>(v) Is buffer stock of one-month's requirement is maintained?</p> <p>(vi) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				

	Regularity is maintained in receiving food grains. If there is a delay, it is for one month. All the sample schools also maintain the buffer stock of one month.	
23.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p> <p>(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <p>(vi) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>Only 68% schools get cooking cost in advance. A substantial number of schools suffer from the delay in receiving cooking cost. 30% schools reveal that the cooking cost advance is usually delayed for one month.</p> <p>27% schools say the funds are not released on time at the block level.</p> <p>In the absence of advance 30% schools have informed that the organizers spend the money from their own pocket.</p> <p>70% schools receive the cooking cost in form of cash. Only 23% schools receive in form of cheque</p>	
24.	<p><u>SOCIAL EQUITY:</u></p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>No</p>	Observations
25.	<p><u>VARIETY OF MENU:</u></p> <p>Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>A substantial majority of schools (63%) display weekly menu of the Mid Day Meal. All these schools claim that they adhere to the weekly menu.</p>	
26.	<p>(iii) Is there variety in the food served or is the same food served daily?</p> <p>(iv) Does the daily menu include rice / wheat preparation, dal and vegetables?</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>Most of the schools (80%) try to make the Mid-Day-Meal nutritious by providing curry with rice and sambar. It is also a comforting fact that 69% which includes 71.2% primary schools provide other food items like carrot, beet root, spinach, brinjal etc. This shows the effort of these schools to provide more healthy food to the children.</p> <p>It is also found out that 89% schools and majority of upper primary schools (96.3%), provide fruits and eggs</p>	
27.	<u>QUALITY & QUANTITY OF MEAL :</u>	Observations of Investigation during

	<p>Feedback from children on</p> <p>d) Quality of meal: e) Quantity of meal: f) {If children were not happy Please give reasons and suggestions to improve.}</p>	MDM service
	As per the findings in all the responded 98% schools, children are happy with the quality of meal being served and also find the quantity of meal served is enough for them.	
28.	<p><u>SUPPLEMENTARY:</u></p> <p>(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? (v) Who administers these medicines and at what frequency? (vi) Is there school Health Card maintained for each child?</p>	Teachers, Students, School Record
	75% schools distribute these micronutrients periodically. A further break up shows 92.59% upper primary schools distribute these micronutrients at a regular basis.	
29.	<p><u>STATUS OF COOKS:</u></p> <p>(vi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor) (vii) Is the number of cooks and helpers adequate to meet the requirement of the school? (viii) What is remuneration paid to cooks/helpers? (ix) Are the remuneration paid to cooks/helpers regularly? (x) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>In 99 schools the cook are appointed by government department.</p> <p>There are 26% schools which do not have adequate cooks and helpers to administer the MDM.</p> <p>The cook get Rs1000 to Rs1500 and the helper gets Rs 900 to Rs.1300 Remunerations.</p> <p>only 19% schools have SC/ST cooks</p>	
30.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	94% schools have constructed a separate kitchen and using it. There are 3 schools where kitchen is under construction.	
31.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being	Discussion with head teacher, teacher, VEC, Gram Panchayat members,

	stored.	Observation
	Few schools cook in open place. A considerable number of schools (72%) possess safe place for the proper storing of food grains. More number of upper primary schools have safe place for the purpose. A small part of the sample schools (23%) store grain in the class rooms.	
32.	Whether potable water is available for cooking and drinking purpose?	-do-
	95% schools have adequate water facility for cooking and cleaning purpose	
33.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme .
	96% of the schools of the sample schools possess adequate utensils for cooking	
34.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Regarding the use of fuel all schools use firewood as the fuel for cooking.	
35.	<p><u>SAFETY & HYGIENE:</u></p> <p>vi. General Impression of the environment, Safety and hygiene:</p> <p>vii. Are children encouraged to wash hands before and after eating</p> <p>viii. Do the children partake meals in an orderly manner?</p> <p>ix. Conservation of water?</p> <p>x. Is the cooking process and storage of fuel safe, not posing any fire hazard?</p>	Observation
	<ul style="list-style-type: none"> • So far as maintaining safety measures in cooking place is concerned, 71% schools maintain safety fairly. • It is heartening to find out 84% schools have good sense of cleanliness. 14% maintain cleanliness in a fair manner. • Maintenance of hygiene in cooking and serving place is fair enough in 53% of the schools. It also alighting to know that 45% schools maintain good hygiene in cooking place. • Pupils of 84% of the schools maintain good discipline while having MDM. • In 64% of the schools maintenance of conserving water is good. 	
	<ul style="list-style-type: none"> • 68% of the sample reports VEC participation in the supervision of MDM programme is poor. Only in 23% schools they supervise MDM in fair manner. 	
36.	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	MDM programme is monitored by the state or district officials e.g. AEEO, BDO, BRCs, Accounts officer etc. in 87% of the schools.	
37.	<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>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	Information not available in this respect	