1ST HALF YEARLY MONITORING REPORT OF XAVIER INSTITUTE OF SOCIAL SERVICE, RANCHI (MONITORING INSTITUTION/S) ON SSA AND MDM FOR THE STATE/UT OF JHARKHAND FOR THE PERIOD OF 1ST AUGUST, 2008 to 31ST JANUARY, 2009

DISTRICTS COVERED

- 1. BOKARO
- 2. DHANBAD
- 3. GIRIDIH
- 4. KODERMA
- 5. HAZARIBAG
- 6. CHATRA



Report received for 6 districts and the detailed report is available at Monitoring Unit of TSG. $\label{eq:continuous}$

(K. Girija Shankar) Senior Consultant (Monitoring) SSA 29.05.2009

Submission of 1st half yearly report Inbox

🕼 from ajit tirkey <sontirkey@gmail.com>

hide details Apr 30 Seply

to monitoring.tsg@gmail.com date Apr 30, 2009 2:22 PM

subject Submission of 1st half yearly report

mailed-by gmail.com

To K. Girija Skankar Senior Consultant (Mon.) SSA Edcil, 10-B, IP Estate New Delhi 110002

Sir,

This is to inform you that the 1st half yearly report (2 hard copies & 1 CD) for 01.08.2008 to 31.01.2009 has been sent by speed post yesterday.

I humbly confess that our best is obviously not transformed in the report. Rather, it is a true impression of the given situation, in which we had to literally rush through. Apart from getting acquainted with the framework of SSA and the stakeholders associated with the Abhiyan'; we were challenged by the time frame as the 1st timer. Nevertheless, we fully enjoyed the process as the leaning phase for the days to come.

Always looking forward for your constant support and guidance.

Truly yours

(AJIT TIRKEY) Nodal Officer XISS Ranchi **Foreword**

Monitoring of implementation of SSA/MDM in Jharkhand state is entrusted to XISS

by the Ministry of Human Resource Development, Government of India in October

2008. By assigning the task to a number of Monitoring Institutes across the country, it

appears that the government is making very serious efforts to assess the pace and

quality of the implementation of Sarva Shiksha Abhiyan and Mid Day Meal Scheme.

The main objectives of this half yearly report was to:

• Assess the progress of implementation of approved plans at the districts and

the state level as well.

Sample check progress in achievement of some key out come indicators.

Verify process and procedures undertaken for implementation of SSA/MDM.

The regular monitoring has given an impression to concerned authorities that the

central government is serious to implement these schemes in the rural areas. The

overall impact is yet to be visualized, however, the establishment of required

infrastructure can be adjudged as sufficient. Everyone hopes that after a couple of

years, the programmes would have definite impact on education, nutrition and social

sphere.

We remain grateful to the Under Secretary, MHRD, Government of India for

entrusting this task to us. We also express our gratitude to the Senior Consultant

(Monitoring), TSG, Ed.Cil, New Delhi and all the concerned Government Officials of

these Six districts for their constant assistance in providing the necessary information.

Date: 29th April 2009

Place: XISS Ranchi

Dr. B. A. Ekka

Director

1. 1^{ST} HALF YEARLY MONITORING REPORT OF XAVIER INSTITUTE OF SOCIAL SERVICE, RANCHI, (MONITORING INSTITUTION/S) ON SSA AND MDM FOR THE STATE/UT OF JHARKHAND FOR THE PERIOD OF1ST AUGUST, 2008 to 31ST JANUARY, 2009

1.1. General Information

SI. No.	Subject	Details
1.	Name of the monitoring institution	Xavier Institute of Social Service, Ranchi
2.	Period of the report	1 ST AUGUST, 2008 to 31 ST JANUARY, 2009
3.	No. of Districts allocated	25% (6 districts)
4.	District names	Bokaro, Dhanbad, Giridih, Koderma, Hazaribag & Chatra
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1 :Bokaro 26.02.09 – 07.03.09 District 2 :Dhanbad 13.03.09 – 17.03.09 District 3 :Giridih 17.03.09 – 20.03.09 District 4 :Koderma 20.03.09 – 24.03.09 District 5 :Hazaribag 24.03.09 to 27.03.09 District 6 :Chatra 24.03.09 to 27.03.09
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1 :Bokaro - 1668 District 2 :Dhanbad - 2491 District 3 :Giridih -3302 District 4 :Koderma -699 District 5 :Hazaribag - 1573 District 6 :Chatra -1863
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1:Bokaro - 101 District 2:Dhanbad - 105 District 3:Giridih - 120 District 4:Koderma - 104 District 5:Hazaribag - 119 District 6:Chatra - 104
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	Yes
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (While most of the states start their academic year	No

	in June/ July there are few states with academic year starting in January / April).	
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	Yes
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	No
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	No
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	No

2. Executive Summary of all the districts report

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

District 1: (Bokaro)	Nil, as no school has been sanctioned in the financial year
	ending 31st March 2009.
	All the existing EGS/AIE centres have been already upgraded.
District 2:	Nil, as no school has been sanctioned in the financial year
(Dhanbad)	ending 31st March 2009.
	All the existing EGS/AIE centres have been already upgraded.
District 3: (Giridih)	Nil, as no school has been sanctioned in the financial year
	ending 31st March 2009.
	All the existing EGS/AIE centres have been already upgraded.
District 4:	Nil, as no school has been sanctioned in the financial year
(Koderma)	ending 31st March 2009.
	All the existing EGS/AIE centres have been already upgraded.
District 5:	Nil, as no school has been sanctioned in the financial year
(Hazaribag)	ending 31st March 2009.
	All the existing EGS/AIE centres have been already upgraded.
District 6: (Chatra)	Nil, as no school has been sanctioned in the financial year
	ending 31st March 2009.
	All the existing EGS/AIE centres have been already upgraded.

(b) Civil Works:

District 1: (Bokaro)	 A number of constructions (school building/ACR /toilet/kitchen shed etc).are on progress. However, the quality of the ongoing construction is mostly average.
District 2: (Dhanbad)	 A number of constructions (school building/ACR /toilet/kitchen shed etc).are on progress. However, the quality of the ongoing construction is mostly average.
District 3: (Giridih)	A number of constructions (school building/ACR /toilet/kitchen shed etc).are on progress.

	 However, the quality of the ongoing construction is mostly average.
District 4:	A number of constructions (school building/ACR /toilet/kitchen
(Koderma)	shed etc).are on progress.
	However, the quality of the ongoing construction is mostly
	average.
District 5:	A number of constructions (school building/ACR /toilet/kitchen
(Hazaribag)	shed etc).are on progress.
	However, the quality of the ongoing construction is mostly
	average.
District 6: (Chatra)	A number of constructions (school building/ACR /toilet/kitchen
	shed etc).are on progress.
	However, the quality of the ongoing construction is mostly
	average.

(c) Textbooks:

District 1: (Bokaro)	 Delay has been noticed in distribution of books. The free text books have been neither provided for all classes nor in all subjects.
District 2:	Delay has been noticed in distribution of books.
(Dhanbad)	The free text books have been neither provided for all classes nor in all subjects.
District 3: (Giridih)	 Delay has been noticed in distribution of books. The free text books have been neither provided for all classes nor in all subjects.
District 4: (Koderma)	 Delay has been noticed in distribution of books. The free text books have been neither provided for all classes nor in all subjects.
District 5:	Delay has been noticed in distribution of books.

(Hazaribag)	The free text books have been neither provided for all classes nor in all subjects.
District 6: (Chatra)	 Delay has been noticed in distribution of books. The free text books have been neither provided for all classes nor in all subjects.

(d) School grants:

District 1: (Bokaro)	All the schools have been provided the school grant without
	delay.
	 Moreover, most of the schools have utilized more than 75 per
	cent amount.
District 2:	All the schools have been provided the school grant without
(Dhanbad)	delay.
	 Moreover, most of the schools have utilized more than 75 per
	cent amount.
District 3: (Giridih)	All the schools have been provided the school grant without
	delay.
	 Moreover, most of the schools have utilized more than 75 per
	cent amount.
District 4:	All the schools have been provided the school grant without
(Koderma)	delay.
	 Moreover, most of the schools have utilized more than 75 per
	cent amount.
District 5:	All the schools have been provided the school grant without
(Hazaribag)	delay.
	 Moreover, most of the schools have utilized more than 75 per
	cent amount.
District 6: (Chatra)	All the schools have been provided the school grant without
	delay.
	Moreover, most of the schools have utilized more than 75 per
	cent amount.

(e) Teachers and Teachers Training:

District 1: (Bokaro)	99.2 per cent teachers are put in position.
	 Only 30.6 per cent teachers have been given training.
	Teachers feel that the training should be conducted strictly on the
	subjects under the syllabus.
District 2:	 93.1 per cent teachers are in position.
(Dhanbad)	 No in service training has been arranged.
	Teachers feel that the training should be conducted strictly on the
	subjects under the syllabus.
District 3: (Giridih)	48.3 per cent teachers are recruited so far.
Biotriot o. (amain)	 77.5 per cent teachers have been given training.
	 Teachers feel that the training should be conducted strictly on the
	subjects under the syllabus.
	Subjects under the Synabus.
District 4:	84.3 per cent teachers are in position.
(Koderma)	 No in service training has been arranged.
	Teachers feel that the training should be conducted strictly on the
	subjects under the syllabus.
District 5:	95.6 per cent teachers have been recruited.
(Hazaribag)	 83.5 per cent teachers have been given training.
	Teachers feel that the training should be conducted strictly on the
	subjects under the syllabus.
District 6: (Chatra)	 94.1 per cent teachers are put in position.
	 Almost 100 per cent teachers have been given training.
	Teachers feel that the training should be conducted strictly on the
	subjects under the syllabus.

(f) Teaching Learning Material (TLM) grants:

District 1: (Bokaro) District 2: (Dhanbad)	 All the eligible teachers were provided TLM grants. TLMs are displayed in 50.6 per cent schools, kept separately in 28.2 per cent and no TLM was found in 21.1 per cent schools visited. All the teachers were provided TLM grants. TLMs are displayed in 66 4.5 per cent schools, kept separately in 19.3 per cent and no TLM was found in 16.1 per cent schools visited.
District 3: (Giridih)	 100 per cent eligible teachers were provided TLM grants. TLMs are displayed in 67.6 per cent schools, kept separately in 22.5 per cent and no TLM was found in 9.8 per cent schools visited.
District 4: (Koderma)	 98.5 per cent teachers were provided TLM grants. TLMs are displayed in 51.6 per cent schools, kept separately in 48.4 per cent and no TLM was found in 7.7 per cent schools visited.
District 5: (Hazaribag)	 98.5 per cent teachers were provided TLM grants. TLMs are displayed in 83.2 per cent schools, kept separately in 10.3 per cent and no TLM was found in 6.5 per cent schools visited.
District 6: (Chatra)	 100 per cent teachers were provided TLM grants. TLMs are displayed in 42.2 per cent schools, kept separately in 21.1 per cent and no TLM was found in 36.7 per cent schools visited.

(g) EGS & AIE:

District 1: (Bokaro)	 No EGS/AIE centre is currently running as already upgraded. All the upgraded EGS centres are having all the facilities in terms of infrastructure, grants, books, MDM etc.
District 2: (Dhanbad)	 No EGS/AIE centre is currently running as already upgraded. All the upgraded EGS centres are having all the facilities in terms of infrastructure, grants, books, MDM etc.
District 3: (Giridih)	 No EGS/AIE centre is currently running as already upgraded. All the upgraded EGS centres are having all the facilities in terms of infrastructure, grants, books, MDM etc.
District 4: (Koderma)	 No EGS/AIE centre is currently running as already upgraded. All the upgraded EGS centres are having all the facilities in terms of infrastructure, grants, books, MDM etc.
District 5: (Hazaribag)	 No EGS/AIE centre is currently running as already upgraded. All the upgraded EGS centres are having all the facilities in terms of infrastructure, grants, books, MDM etc.
District 6: (Chatra)	 No EGS/AIE centre is currently running as already upgraded. All the upgraded EGS centres are having all the facilities in terms of infrastructure, grants, books, MDM etc.

(h) Children with Special Needs (CWSN):

District 1: (Bokaro)	9.0 per cent CWSN are benefitted.
	 No CWSN have been provided home based assistance.
	No parents were reported as given counseling.
District 2: (Dhanbad)	 7.0 per cent CWSN are benefitted. No CWSN have been provided home based assistance.
	 No parents were reported as given counseling.

District 3: (Giridih)	2.5 per cent CWSN are benefitted.
	 No CWSN have been provided home based assistance.
	No parents were reported as given counseling.
District 4:	No CWSN is benefitted against 1109 identified.
(Koderma)	 No CWSN have been provided home based assistance.
	No parents were reported as given counseling.
District 5:	6.7 per cent CWSN are benefitted so far.
(Hazaribag)	 No CWSN have been provided home based assistance.
	No parents were reported as given counseling.
District 6: (Chatra)	Only 3.4 per cent CWSN are benefitted.
	 No CWSN have been provided home based assistance.
	No parents were reported as given counseling.

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

District 1: (Bokaro)	NPEGELs are largely lacking basic amenities
	 However, vocational courses are being conducted.
District 2:	NPEGELs are largely lacking basic amenities.
(Dhanbad)	However, vocational courses are being conducted.
District 3: (Giridih)	NPEGELs are largely lacking basic amenities.
	However, vocational courses are being conducted.
District 4:	NPEGELs are largely lacking basic amenities.
(Koderma)	However, vocational courses are being conducted.
District 5:	 NPEGELs are largely lacking basic amenities.
(Hazaribag)	However, vocational courses are being conducted.
District 6: (Chatra)	NPEGELs are largely lacking basic amenities.

•	However, vocational courses are being conducted.

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

District 4. (D. L)	AL LUIL KODV L.
District 1: (Bokaro)	 Almost all the KGBVs do not have their own campus.
	No basic facilities are available i.e. no separate class rooms and
	hostels to live in.
	Staffing is very poor as against the students.
District 2:	Almost all the KGBVs do not have their own campus.
(Dhanbad)	No basic facilities are available i.e. no separate class rooms and
	hostels to live in.
	Staffing is very poor as against the students.
	3 71 3
District 3: (Giridih)	Almost all the KGBVs do not have their own campus.
	No basic facilities are available i.e. no separate class rooms and
	hostels to live in.
	Staffing is very poor as against the students.
	Claiming to 101, poor at algament and Claimenter
District 4:	Almost all the KGBVs do not have their own campus.
(Koderma)	No basic facilities are available i.e. no separate class rooms and
	hostels to live in.
	Staffing is very poor as against the students.
District 5:	Almost all the KGBVs do not have their own campus.
(Hazaribag)	No basic facilities are available i.e. no separate class rooms and
	hostels to live in.
	Staffing is very poor as against the students.
	gramming to configure and angument are commented.
District 6: (Chatra)	Almost all the KGBVs do not have their own campus.
	No basic facilities are available i.e. no separate class rooms and
	hostels to live in.
	Staffing is very poor as against the students.
	Claiming to vory poor at against the statement.
[

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

District 1: (Bokaro)	Teachers have been trained and the formats have been supplied.
	 Information/data are furnished as per time frame.
District 2:	Teachers have been trained and the formats have been supplied.
(Dhanbad)	Information/data are furnished as per time frame.
District 3: (Giridih)	Teachers have been trained and the formats have been supplied.
	 Information/data are furnished as per time frame.
District 4:	Teachers have been trained and the formats have been supplied.
(Koderma)	 Information/data are furnished as per time frame.
District 5:	Teachers have been trained and the formats have been supplied.
(Hazaribag)	 Information/data are furnished as per time frame.
District 6: (Chatra)	Teachers have been trained and the formats have been supplied.
	Information/data are furnished as per time frame.

(I) Research and Evaluation:

District 1: (Bokaro)	No information available.
District 2:	One research study was sanctioned and completed.
(Dhanbad)	
District 3: (Giridih)	No information available.
District 4:	No information available.
(Koderma)	
District 5:	No information available.
(Hazaribag)	
District 6: (Chatra)	No study was sanctioned in the financial year.

(m) Functioning of the VEC:

District 1: (Bokaro)	40 per cent VEC members have been given orientation.
	 VECs have definite impact on the running of schools, but they
	need to be inspired to be more active to contribute substantially.
District 2:	70 per cent VEC members have been given orientation.
(Dhanbad)	 VECs have definite impact on the running of schools, but they
,	need to be inspired to be more active to contribute substantially.
District 3: (Giridih)	88 per cent VEC members have been given orientation.
	 VECs have definite impact on the running of schools, but they
	need to be inspired to be more active to contribute substantially.
District 4:	13.2 per cent VEC members have been given orientation.
(Koderma)	 VECs have definite impact on the running of schools, but they
	need to be inspired to be more active to contribute substantially.
District 5:	72.4 per cent VEC members have been given orientation.
(Hazaribag)	VECs have definite impact on the running of schools, but they
	need to be inspired to be more active to contribute substantially.
District 6: (Chatra)	39.6 per cent VEC members have been given orientation.
	VECs have definite impact on the running of schools, but they
	need to be inspired to be more active to contribute substantially.

(n) Staffing at State and District Level:

District 1: (Bokaro)	DPO along with particularly BRC/CRC level is severely facing
	staffing challenge as against the sanctioned post.
	Actions to fulfill the vacancies are awaited.
District 2:	DPO along with particularly BRC/CRC level is severely facing
(Dhanbad)	 staffing challenge as against the sanctioned post. Actions to fulfill the vacancies are awaited.

District 3: (Giridih)	 DPO along with particularly BRC/CRC level is severely facing staffing challenge as against the sanctioned post. Actions to fulfill the vacancies are awaited.
District 4: (Koderma)	 DPO along with particularly BRC/CRC level is severely facing staffing challenge as against the sanctioned post. Actions to fulfill the vacancies are awaited.
District 5: (Hazaribag)	 DPO along with particularly BRC/CRC level is severely facing staffing challenge as against the sanctioned post. Actions to fulfill the vacancies are awaited.
District 6: (Chatra)	 DPO along with particularly BRC/CRC level is severely facing staffing challenge as against the sanctioned post. Actions to fulfill the vacancies are awaited.

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

District 1: (Bokaro)	No information
District 2:	Nothing much has been done in this regard, except classes and
(Dhanbad)	exams were conducted to promote tribal languages.
District 3: (Giridih)	Nothing much has been done in this regard, except publishing a primer to promote tribal languages
District 4: (Koderma)	No information
District 5: (Hazaribag)	No information
District 6: (Chatra)	No information

(p) Any other issues relevant to SSA implementation

District 1: (Bokaro) District 2: (Dhanbad)	 SSA-MDM should not be a number game as many other Govt. ventures. It requires a mission approach and commitment from all its stakeholders. SSA-MDM should not be a number game as many other Govt. ventures.
	It requires a mission approach and commitment from all its stakeholders.
District 3: (Giridih)	 SSA-MDM should not be a number game as many other Govt. ventures. It requires a mission approach and commitment from all its stakeholders.
District 4: (Koderma)	 SSA-MDM should not be a number game as many other Govt. ventures. It requires a mission approach and commitment from all its stakeholders.
District 5: (Hazaribag)	 SSA-MDM should not be a number game as many other Govt. ventures. It requires a mission approach and commitment from all its stakeholders.
District 6: (Chatra)	 SSA-MDM should not be a number game as many other Govt. ventures. It requires a mission approach and commitment from all its stakeholders.

(q) Mid Day Meal

District 1: (Bokaro)	•	MDM is not being served due to non supply of food grains and	
----------------------	---	--	--

	lack of funds.
	 It should be regularized as it has impact on education, nutrition
	and social aspects.
	 Intensive participation of VEC and community members is
	required.
	Teachers are reluctant to be involved in the programme together
	with VEC members.
District 2:	 MDM is being served. However, often menu is not followed; it
(Dhanbad)	has increased the enrollment and attendance.
	 Intensive participation of VEC and community members is
	required.
	Teachers are reluctant to be involved in the programme together
	with VEC members.
District 3: (Giridih)	 MDM has been revived recently and leaving long lasting impact
	on the education scenario of the society.
	 Intensive participation of VEC and community members is
	required.
	Teachers are reluctant to be involved in the programme together
	with VEC members.
District 4:	 MDM is being served but need to be regularized.
(Koderma)	 Safety and hygiene condition should be taken care of.
	 Intensive participation of VEC and community members is
	required.
	Teachers are reluctant to be involved in the programme together
	with VEC members.
District 5:	MDM is being some 1.11 and a first transfer to 1.12 and 1
District 5:	MDM is being served. However, often menu is not followed; it
(Hazaribag)	has increased the enrollment and attendance.
	Intensive participation of VEC and community members is
	required.
	 Teachers are reluctant to be involved in the programme together

	with VEC members
District 6: (Chatra)	 MDM has been revived recently and leaving long lasting impact on the education scenario of the society. Intensive participation of VEC and community members is required. Teachers are reluctant to be involved in the programme together with VEC members.

3. District Level Half yearly Monitoring Report:

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

3.1	Name of the District Monitored:	Bokaro
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	1668
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	101
3.4	Date of visit to the Districts/EGS/schools	26.02.09 to 07.03.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(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? Total Number of schools sanctione Total Number of schools sanctione	d in the district – 00
	Total number of schools opened in	the district – 00
(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.
	• Yes.	
(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
	• Yes.	

(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.		
	• Yes. The construction work for 54	PS, MS, EGS/AIE etc. has started.		
	• 23 are at the foundation, 18 at linte	1 and 13 are at the roofing stage.		
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.		
	 Number of posts sanctioned for teachers – 1152 Yes. The sanctions have been issued for these posts. Number of appointments made – 972 			
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.		
	Yes. The teachers appointed have been put in position in new schools in the district.			
(vii)	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.		
	 Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. The items purchased are as follows: Almira, Furniture, Science kit, Maths 			
	kit, Musical instruments, Items for			
(viii	this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.		
	 No guidelines have been issued by 	DPO under this grant.		

(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-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.

	Items	Target for construction under civil work			
		Target	Completed	Not started	In progress
(i)	School building	549	265	37	193
	Add. Classroom	498	68	98	272
	Drinking water				
	Toilets				
	BRC	0	0	0	0
	CRC	4	1	0	0
	Rain water harvesting				

Sample check by MI, of civil works in a To be checked on the spot with 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.

assistance of VEC/SMC and School Teachers.

(ii)

- The ongoing constructions in the district are school building, additional class rooms, toilets and drinking water facilities.
- 23 are at the foundation, 18 at lintel and 13 are at the roofing level.
- The quality of construction is mostly average.
- However, a few could be adjudged as excellent.

Whether SMC/VEC has been trained by technical persons for execution of civil (iii) work?

To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

Yes. The members of VEC/SMC have been trained for execution of civil

Whether community manual for civil works has been prepared and is available (iv) with VEC/SMC?

To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

Yes. The community manual has been prepared and usually available with VEC/SMC.

In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?

To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

	Yes. The ramp is being constructed in	all the school buildings coming up	
	recently.		
(vi)	v	n respect of construction sites isited (sample as in (ii) above).	
	Yes. The VEC/SMCs are keeping materials for construction.	g separate account of funds and	
(vii	Supervision for civil works? What level at (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).	
	Engineers posted at block level are de	esignated for technical supervision.	
	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 ssistance of VEC/SMC and School reachers (sample as in (ii) above).	
(vii	level.	·	
	 41 per cent construction sites have been more than 7 per cent sites have been roofing level. 		
(ix)	Swajaldhara and Total Sanitation Under Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum	status to be obtained from SPO pdated 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) bove).	
	Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities.		
(x)	facilities in schools is being carried out a	To be verified on the spot with ssistance of VEC/SMC and School Ceachers (sample as in (ii) above). Accilities in schools are being carried	
out by either specialized agency or VEC/SMC.			
(xi)	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?	tatus to be obtained from SPO pdated 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) bove).	
	Yes. There is convergence with To facilities in the schools.		
(xii	± * *	To be assessed on the spot. (sample s in (ii) above).	

As per MI the construction in sites visited are of average quality.

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, (xii please give details?

Status to be obtained from SPO and to be verified from schools visited by MI.

- Yes. There is an engineer in charge at SPO level.
- The frequency of reviewing progress of districts is monthly.
- A structured format is used for review the progress.
- Steps taken to ensure quality by SPO:
 - Strictly follow the blue print
 - Check the quality of materials being used
 - Frequent visit to construction sites for supervision

(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.

(i)

(ii)

- Total number of children provided with free text books 252638
- Category wise (SC/ST/Girls) break up is not maintained, as all the students of Std. I to VIII, are given free text books.
- All the free text books are provided to SC, ST and girls from SSA
- Free text books are provided to general students from state Govt. funds.

When actually received and distributed the district? Any in instruction/circulars received from the SPO office in this respect?

the

textbooks

were

Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.

- The textbooks were not received within one month of opening of the school.
- Yes. An instruction/circular has been received from SPO.

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.

- Yes. There was a delay in distribution of textbooks.
- The delay was caused by the publisher/supplier.
- Date of opening of schools and the date of distribution -

Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?

To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.

- Free text books have been distributed, but neither for all subjects nor for all classes.
- They have not been distributed to all eligible children either.

(d) School grants:

(iii)

(iv)

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.

- Total number of schools to whom school grants are approved 1698
- Yes. The funds are released to the district.
- Yes. The guidelines have been issued on how to utilize the 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.

- The DPO has released the grant to the schools.
- The number of schools to whom releases have been made 1698
- No guidelines have been circulated to school level for utilization of the school grant.

(iii Has the DPO made centralized purchases for schools out of the school

Information to be obtained from DPO of districts visited by MI.

(ii)

	grant? If so, for what purpose and what is the amount utilized?		
	 No centralized purchases have been made by DPO out of the school grant. 		
(iv	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants? To be verified on the spot from the passbook and expenditure statement maintained by school/VEC. There was no delay reported in receipt of grants.		
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.		
(v)	 All the schools visited (except 2) have utilized more than 75 per cent of the grant received. The grant could not be utilized in two schools due to either transfer/retirement of the headmaster or migration of the VEC chairman. 		

(e) Teachers and Teachers Training:

(0) 10	(e) reactions and reactions reactions.			
	Number of additional Teachers sanctioned			
	district-wise under SSA in primary and	from SPO and to be updated in		
(i)	upper primary schools and the number of	DPO in respect of districts visited		
	Teachers in position therein?	by MI.		
	 Number of additional teachers sancti 	ioned – 2262		
	• Number of teachers in position – 224	40		
	What is the mode of recruitment of the	Information is to be obtained		
	teachers and the level/authority	from SPO and to be updated in		
	(DPO/VEC etc), which recruits the	DPO in respect of districts visited		
	teachers? What is the procedure followed	by MI.		
	in the recruitment of teachers?			
(;;)	• Teachers are recruited as per 1:40 (to	eacher student ratio)		
(ii)	• The recruitment is done by block 1	evel officials and the members of		
	VEC.			
	• The procedures followed for the recr	ruitment:		
	General notification			
	Application against the vacancy			
	General meeting arranged by VEC			
	Nature of appointment of teachers i.e.			
	whether it is a regular appointment or			
	contract basis?	DPO in respect of districts visited		
		by MI.		
	Teachers are appointment on contract basis.			
	If VEC/Panchayat etc. is empowered to	To be ascertained from DPO and		
	make decentralized recruitment of	VEC.		
(iv)	teachers whether such recruitment			
(iv)				
	procedure have been laid down? What is			
, ,	procedure have been laid down? What is the level of satisfaction amongst local			
	procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?			

- The decentralized recruitment procedures have been laid down.
- The local community (55 cases) is satisfied with the appointment to some extent.
- However, 30 local communities are not at all happy by the appointment made by VEC.

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?

How was the rapport between children

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.

(v)

(vi)

- The number of teachers sanctioned 74
- The number of teachers in position 74
- The number of teachers present on the day of the visit -51
- The names of the teachers absent -21 (list enclosed)
- Teachers verified as habitual absentee 02 (list enclosed)

and the teachers in the schools visited?

To be ascertained from the VEC and observed during the visit by MI.

MI.

• The rapport between teachers and students was observed as satisfactory in the schools visited.

The target number of teachers districtwise 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.

(vii)

- Target number of teachers for in service training 7299
- Actual number of teachers given such training 2238
- Yes. There is a calendar for teachers training.
- Venue for training is generally at BRC/CRC level.
- JET (English), Maths, Science, 'Adhar', 'Buniyad' etc. are some of the contents /themes for teachers' training.
- All the trainings are held as residential.
- Modules are prepared by the specialized/professional groups.
- Yes. Along with pre and post evaluation, daily feedback is taken through evaluation format during the training.

The target number of newly recruited To be ascertained from the SPO district-wise, to be and updated from the DPO in given orientation training of 30 days and the respect of the districts visited by actual number of teachers given such the MI and to be verified from the training, and venue of the training, for teachers in schools visited by MI. how many days and who were the Master Trainers? What was the monitoring done (viii) for ensuring quality of the training? Target number of newly recruited teachers – 180 Venue for training is generally at BRC/CRC level. Contents /themes for training for teachers: JET (English), Maths, Science, 'Adhar', 'Buniyad' etc. All the trainings are held as residential. • Modules are prepared by the specialized/professional groups. The target number of teachers district-To be ascertained from the SPO wise to be given refresher training of 60 and updated from the DPO in days and the actual number of teachers respect of the districts visited by given such training. What was the mode the MI and to be verified from the of training (institutional or distance); teachers in schools visited by MI. venue of training? Module and content of training and who prepared it? Who were (ix) 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? Target number of teachers for refresher training – Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether To be ascertained from the there are any areas, which the teacher teachers on the spot in respect of would like to get trained? schools visited by MI. Out of the total trained teachers 23 are very much satisfied and 36 are (x) satisfied to some extent. However, 15 are reported as not satisfied at all. Teachers are of the opinion that they should be rigorously trained on the subjects included in the syllabus.

The academic support given by BRC/CRC to the teachers, the frequency of such support:

a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new 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 been done in what has mode(workshop/meetings/school visit teachers) and degree effectiveness (as perceived by teachers and BRCC/CRCC)?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI

(xi)

- The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools.
- They also arrange trainings for VEC/SMC members.
- Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc.
- Yes, there is a calendar for the training and follow up programmes.
- BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well.

b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- The expected number of visits for BRP is once per school per month and for CRPs, it is twice per school per month.
- The expected number of school visits is being followed in the district.

c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities:
 - Conducting model lessons in classrooms,
 - Help teachers to teach difficult topics,
 - Conduct random tests
 - Various innovative steps to improve teachers' performance and children's learning.

d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

• BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring.

e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI

• Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits.

Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?

To be ascertained from SPO.

(xii)

• Yes. There is a quality coordinator at SPO.

(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.

• The total number of teachers eligible to receive TLM grants – 6860.

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?

(ii)

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 total number of teachers received TLM grants 6860.
- Yes. The instructions have been issued in respect of utilization TLM grants.

The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials 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 (iii use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?

information to be verified on the spot in respect of schools visited by MI.

- TLMs are displayed in 50.6 per cent schools monitored.
- TLMs are kept separately in 28.2 per cent.
- No TLMs were verified in 21.1 per cent schools.
- Nature of TLM: letter card, word card, number card, flip charts etc.
- The children are using the TLMs displayed in classrooms.
- The teachers have received training on TLM development and use.
- The usual venue for training is CRC and the CRPs are the trainers.
- Cross sharing and demonstration of good practices are done.

(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 districtwise? (The category wise information each type of on intervention for out of school children may be given as per the nomenclature followed by State).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

• The number of EGS/AIE centres in the district – 00

(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.

- Target number of children 00
- Number of children actually enrolled 00

(iii) The number of children enrolled and actually attending the centre?

To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.

- The number of children enrolled 00
- The number of children actually attending 00

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.

- The number of Para/Sahyogi teachers 6589
- 15 days Induction training 180
- 8 days In-service training 9residential) 6589; Achievement 4133
- 10 days In-service non-residential 6589
- Trainings given to them by BRC/CRC/DIET.
- General feedback: training should be given on the subjects based on the current syllabus.

(v) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?

Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

- Yes. They are given academic support by the BRC/CRC.
- The frequency of support is at least twice a month.
- Yes. Instruction has been issued by DPO.
- The educational qualification of the (vi) 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.

- Educational qualification:
 - For primary section minimum up to intermediate.
 - For upper primary minimum up to graduate.
- Yes. They are given trainings as well as receive academic support as mentioned earlier.
- (vii) The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?

Information to be obtained from the EVs during field visits by MI.

- The amount of monthly honorarium:
 - Intermediate Rs. 2500/- per month
 - Trained Intermediate Rs. 3000/- per month
 - Graduate Rs 3000/- per month
 - Trained Graduate Rs. 3500/- per month
- Payment of monthly honorarium is made through banks from VEC.
- (viii) Whether EV is regular in his To be ascertained from VEC during attendance?

field visits by MI.

- Yes. Their attendance could be adjudged as regular.
- Whether there is any designated (ix) 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.
- He has been oriented and has received capacity building training.
- (x) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?

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

- Yes. There is a monitoring format available with DPO.
- The frequency of submission of furnished information is monthly.

	37 1 0 DOG/17D	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? • Target number of EGS/AIE upgraded in the district – 00	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI. E centres (including spillovers) to be
	 Number of achievement – 00 	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same? Yes.	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
(xiii)		Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	• The number of EGS/AIE center	ers actually upgraded – 00
(xiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	 Yes. But, earlier to last financi 	•
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	• Yes.	-
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	• Yes.	
(xvii	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
,		d 2 each at foundation and lintel level.
(xvii	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.
	• Yes.	

(xix)	The number of children actually	
	mainstreamed from EGS/AIE	
	centres/courses? During the last	Information to be obtained from
	academic year. Whether the	SPO/DPO. To be verified from the
	mainstreaming has been done in	EV/VEC and if the child is in the nearby
	private school/Govt. aided	school this could be verified from the
	school/Govt. School? Difficulties, if	child/parents during field visit of MI.
	any, experienced in mainstreaming	
	of students?	
	 Information not available. 	
(xx)		To be ascertained and observed during
	in the EGS/AIE centres, such as	the Field visit with the assistance of
	durries, blackboard, books, TLMs	VEC/EV by MI.
	etc?	•
	Yes. Almost all the infrastructure	ures are available.
(xxi)	•	To be ascertained during the Field visit
	supplied to the children in EGS/AIE	with the assistance of VEC/EV by MI.
	centres?	•
,	• Yes. MDM is being supplied to	o the children.
(xxii		To be acceptained and absorped during
	actually present in the EGS/AIE	To be ascertained and observed during
	centre/courses, on the date of visit	the Field visit with the assistance of
	of MI? Gender-wise details be	VEC/EV, by MI.
	given? • Number of children enrolled –	1106
(vvii	• Actually present on the day of	Assessment to be undertaken during
(XXII		
	studying in EGS/AIE facilities? Field visit by MI.Achievement level of children is satisfactory.	
(xxiv		is satisfactory.
(AAI)	children?	Observations during Field visit, by MI.
	Yes. The rapport between Para	a teachers is satisfactory
(yyv	Whether EGS/AIE centres are using	i teachers is satisfactory.
(AAV	the school textbooks or/and any	
	other materials? If latter, please	
	specify the details of those learning	
	materials? If textbooks, whether the	To be ascertained from SPO/DPO and
	children have received free	verified during the Field visit with the
	textbooks in all subjects taught to	assistance of VEC/EV, by MI.
	them? Whether there was any delay	assistance of Thorney, by 1911.
	in supply of books (books should be	
	supplied within a week of starting of	
	the centre) and reasons for delay?	
	• Yes. They are using text books	s and other materials
	· ·	ree text books, though not in all subjects.
	 There was delay caused by the 	<u> </u>
	There was uctay caused by the	suppliers.

(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.	
	Number of CWSN children identified – 2109		
	Number of CWSN children e	enrolled – 1153	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	l • • • • • • • • • • • • • • • • • • •	
	Number of children provided	l aids – 191	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.	
	No difficulties reported.		
(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.	
	Number of resource teachers identified – 16		
(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? • Yes.	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.	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? As per sample check 12 schools have	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers. e been provided with the ramps.	

(vi)	provided home based support during the current financial year?	WSN has been provided home based
(vii)	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. counseling during the current financial
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI? Number of CWSN children et al. Number of CWSN children at the schools/EGS centres visited by MI?	

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

	The number of clusters targeted	Information to be obtained from SPO	
	district-wise, and the number of	and to be updated from the DPO. Spot	
	model cluster schools actually	verifications be done in sample of	
(i)	made functional during the current	EBB by MI.	
(1)	financial year?		
	• The number of clusters targe	ted – 86	
	Number of model cluster actually made functional – 86		
	The target number of additional	Information to be obtained from SPO	
	classrooms, drinking water, toilet	and to be updated from the DPO of the	
	and electrification etc. sanctioned	district visited by MI. The State should	
	in model clusters, during the	provide information item-wise	
	current financial year and the	progress such as completed, work in	
	present status of construction etc?	progress and works not started.	
(ii)		Sample spot verification be done by	
		MI with help of local VEC and	
		women's groups.	
	• Target number of ACR – 26		
	• Safe drinking water facility – 82		
	• Toilet facility – 84		
L	I.		

(iii)	gender sensitive TLMs;	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. 5 NPEGEL have been provided with vocational training and no centre is
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? • Yes.	Information to be obtained from the SPO to be updated from DPO visited by MI.
(v)	 a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? 	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	 Yes. Yes. There is a monitoring system to monitor mostly after one 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.
Number of ECCE centres operational – 35		
(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. There is a monitoring month.	g system to monitor mostly after one

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

	(j) Hattarba Gariam Banka (raajalaja (1205))		
(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.	
	Number of KGBV sanctioneNumber of KGBV operation		
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools. • Yes. The detailed guidelines	MI.	
(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.	
		plete formalities for construction.	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.	
	Number of posts sanctioned per KGBV – 25		
	A number of posts are vacan	t per KGBV.	
(vi)	in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.	
Total number of students admitted – 1487		mitted – 1487	
(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 facilities in terms of furniture, bed and meals are available but a number of them does not have their own campus/building.		

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

(i)	1	· ·
	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
(iii)	Whether data capture format have been supplied to all schools latest by August? • Yes.	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
(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.
(v)	 Yes. 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.? Yes. 	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November? • 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? • Yes.	Information to be obtained from SPO.

(l) Research and Evaluation:

	The number of Research to be Information to be obtained from the SPO and to
(i)	undertaken during the current be updated from the DPO.
(1)	financial year district-wise and the
	actual number of research sanctioned.

(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
(iii)	Is there a Research/Evaluation incharge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	• Yes.	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	• Total number of VEC – 1668	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC? • Yes. The guidelines are providence.	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI. led and available with VECs.
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? • Yes. Guidelines given on adequate representation to women associated in the VEC of the school visited by MI? • Yes. Guidelines given on adequate representation to women as a vector of the school visited by MI?	MI.
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

	The frequency of the meeting is once in a month.	
	• Number of members in primary school is 15 and in upper primary – 21.	
	 Members of 55 VECs attending the meetings regularly. 	
	• Yes. The women/SC/ST members	bers participate regularly.
(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.
	• Yes. Percentage of the membe	rs oriented is 40 per cent.
	 Orientation training conducted 	by BRC/CRCs.
	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	and verified on the basis of records by
	 A sizeable number of VECs have contributed substantially. 	
(vi)	• The active VECs have definite impact in terms of environment of the school.	
	• Their participation has improved enrollment attendance of both teachers and students.	
	However, many of them require reorientation and motivation.	
(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)	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
	• Yes.	

(n) Staffing at State and District Level:

(11) 544	iting at State and District Level:	
(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	• Yes.	
(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.
(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.
	• Number BRCs sanctioned – 8	
	Number of CRCs sanctioned –	- 101
	• Staffing position - 205	
(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.	

	(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.		
(p) Ac	lditional items to check during school v	visit by MI:	
(;)	The number of days the school functioned during the last academic year?		
(i)	 Around 47 per cent of the school last academic year. The rest 53 per cent schools had 	ols had working days up to 240 during working days from 240 – 250.	
	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the	
(ii)	 Most of the schools have reasonably clean environment. Most of them average buildings, but with fairly well furnished class rooms. Proper flooring is there but windows are broken and roofing appeared to be poorly finished. 		
····	• Less than 20 per cent have plays Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the	
(iii)	 Most of the schools do not have proper sitting arrangements. Blackboards are there but not so smooth. TLMs are either missing or kept separately. 		
(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. e available in some of the schools.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation. e in poor condition in terms of play	
	materials and playgrounds. If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.	

Despite MDM a number of schools are witnessing low attendance.

The reason is lack of awareness and mind set among parents.

Irregular or nonexistence of parent teachers meeting.

(vii)

(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA teachers and VECs etc.		
	 Frequency of parent teachers meeting has been increased. 		
(ix)	What is the present process of Information to be recorded on the assessing the achievement level of basis of school records.		
	• Periodical evaluation tests are conducted to assess the achievement level of students.		
(x)	Whether continuous and Information to be recorded on the comprehensive evaluation and grading system has been introduced for students?		
	• Yes.		
	The achievement level of children. Assessment to be undertaken by the MI on the day of visit.		
(xi)	 The achievement level in most of the schools is below standard. It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. 		
(xii)	The rapport of the children with the Assessment on the basis of teachers? Assessment on the basis of observation by MI.		
, ,	• The rapport of the children with the students is fairly good.		
(xiii)	Whether the school has under age or over age children if so, their number and percentage? Information to be recorded on the basis of school records and observations.		
	• Yes. Around 5 per cent children are among under age and over age.		
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools? To be ascertained from teachers/VEC schools records.		
	 No drop outs were recorded during previous six months. 		
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise? Information to be obtained on the basis of school records and discussion with teachers.		
	• Approximately 5-10 per cent of the students are retained usually in class I.		

(q) Any other issues relevant to SSA implementation

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

Interactive Radio Interaction

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

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

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

4. Annexure 4 – Teacher Training

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

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

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

6. Annexure 6 – EGS and AIE

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

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

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

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

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

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

9. Annexure 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. No	Name of the School
1.	Govt. U.P.G.M.S. Bodma
2.	M .S. Nawadih
3.	M. S. Chandra
4.	M.S. Bhajudih
5.	M.S. Subash Nagar
6.	N.U.M.S. Chapi
7.	R.M.S. Jaridih
8.	R.M.S. Sunjardih
9.	U.P.G.M.S. Rohar

10.	U.M.S. Bandh
11.	U.M.S. Bhawani (Aam Tola)
12.	U.M.S. Bongula
13.	U.M.S. Boriyadih
14.	U.M.S. Haridih
15.	U.M.S. Misra Tola (Jaina)
16.	U.M.S. Putkadih
17.	U.M.S. Sunodih
18.	M.S. Jhopro
19.	Govt. P. S. Kaduasora
20.	Govt. P.S. Ambadih
21.	Govt. P.S. Dalahitanr
22.	N.U.P.S. Pagartanr
23.	P. S. Kashi Jharia Chas 2
24.	P. S. Pokhanna
25.	P.S. Babugram
26.	P.S. Baliadih (Gopidih)
27.	P.S. Bangla Ojha Tola
28.	P.S. Harimandir Chas
29.	P.S. Kanya Chapi
30.	P.S. Manpur
31.	P.S. Marapheri Jhopdi Colony
32.	P.S. Nawadih
33.	P.S. Sundro
34.	P.S. Vawanipur
35.	R.P.S. Budhidih
36.	R.P.S. Friday Bazar (Gandhi Nagar)
37.	R.P.S. Gopo (Dhawaiya)
38.	R.P.S. Naran
39.	U.P.G. Karamara (Rajabera)
40.	U.P.G. P.S. Bhitia
41.	U.P.G. P.S. Harlodih
42.	U.P.G. P.S. Hirtand
43.	U.P.G. P.S. Jara
44.	U.P.G. P.S. Khopia
45.	U.P.G. P.S. Matutand
46.	U.P.G. P.S. Miya Tola
47.	U.P.G. P.S. Niche Tola
48.	U.P.G. P.S. Patki
49.	U.P.G. P.S. Sehda

50.	U.P.S. Awratanr
51.	U.P.S. Dokwabera (Mayapur)
52.	U.P.S. Kesharsada
53.	U.P.S. Koti
54.	U.P.S. Rajatand
55.	U.P.S.P.S. Tandghar (Basaria)
56.	UPG P.S. Gidhtar
57.	N.P.S. Badri Colony
58.	N.P.S. Beliatanr
59.	N.P.S. Bhathadih
60.	N.P.S. Chaliatanr
61.	N.P.S. Dabka
62.	N.P.S. Domhar
63.	N.P.S. Etke Khuthara
64.	N.P.S. Gajhandih
65.	N.P.S. Harijan Tola Rahurgora
66.	N.P.S. Jaiprakash Nagar Sec-8
67.	N.P.S. Jhagrahibad
68.	N.P.S. Jhalkia
69.	N.P.S. Junbad
70.	N.P.S. Kasiadih
71.	N.P.S. Kasmartar (Ushmatar)
72.	N.P.S. Lapatara
73.	N.P.S. Larodar
74.	N.P.S. M.S. Chutie
75.	N.P.S. Madhukarpur
76.	N.P.S. Padua
77.	N.P.S. Padua
78.	N.P.S. Pipar Kudra
79.	N.P.S. Ramdih
80.	N.P.S. Samarmarwa
81.	N.P.S. Silphur
82.	N.P.S. Tetartanr
83.	N.P.S. Totadih
84.	N.P.S. Uparkee Lanka
85.	N.P.S. Velwaranar
	NPEGEL
86.	M.S. Nawadih
87.	M.S. Bendra
88.	U.M.S. Sadama Khurd

89.	Dugda Barmo -2
90.	P.S. Pokhanna
91.	M.S. Bhajudih
92.	M.S. Jhopro
93.	P.S. Marapheri Jhopdi Colony
94.	U.M.S. Haridih
95.	N.U.M.S. Chapi
96.	P.S. Sundro
	KGBV
97.	K.G.B.V. Chas
98.	K.G.B.V. Jaidih
99.	K.G.B.V. Kasmar
100.	K.G.B.V. Petarwar
101.	K.G.B.V. Sosbeda (Gomia)

S. No	Name of the School	Teacher absent	Habitual absentee
1.	Govt. U.P.G.M.S. Bodma	Gagan Chandan Rajak	-
2.	M.P.S. Maraphiri Bazaar Colony	Lilawati Kumari	-
3.	M.S. Bhojudih	Smt. Susweta Viswas Ajit Prasad mahtha Geeta Kuskar	Dhaneswar Prasad
4.	M.S. Rohar	Chandrika Karnali Subash Nayak	-
5.	N.P.G.M.S. Chutte	Ajay Kumar	-
6.	N.P.S. Harijan Tola, Rohagota	Binay Murmu	-
7.	N.P.S. Jhagrahibad	Kanhaiyalal Sahu	-
8.	N.P.S. Khutahara	Sangeeta Kumari	-
9.	N.P.S. Silphur	-	Hamant Kumar Gop
10.	P.S. Bangla	Kumar Pinaki	-
11.	P.S. Bhawanipur	Satish Kumar Maghi	-
12.	P.S. Harmandir, Chas	Badnath Tiwari Rajesh Kumar	-
13.	P.S. Kanya, Chanpi	Mikhu Ghashi Anita Kumari	-
14.	P.S. Kashi Jharia, Chas-2	Sishir Kumar Napit	-
15.	P.S. Manpur	Chintamani Rajwar	-

16.	P.S. Nawadih	Jayati Kumari Nirmala Devi	-
17.	P.S. Sundro	Deo Naryan Mahto	-
18.	R.M.S. Jaridih	Arvind Bhusan	-
19.	R.P.S. Budhidih	Jasnita Hemram	-
20.	Rajkiya P.S., Gopo	Tulsi Prasad Manjhi Gori Mahto Niranjan Kumar	-
21.	U.M.S. Bariyadih	Danu Modi	-
22.	U.M.S. Putkadih	Kiran Kumari	-

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	Bokaro
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	1668
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	85
(iv)	Date of visit to the Districts/EGS/schools	24.02.09 - 07-03-09

	REG	ULARITY IN SEF	RVING MEAI		Students, Teachers &	
1.	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Parents		
	•	Hot and cooked n	neal is served i	n 76.5 per c	ent sample schools.	
	•	• Interruption is noticed up to 2-3 months due to non supply of food grains.				
	TRE	NDS:			School level registers,	
		t of variation (As p		ds vis-à-	MDM Registers Head	
	vis ac	tual on the day of v	isit)	 	Teachers, Schools level MDM functionaries /	
	No.	Details	Day previous to date of visit	On the day of visit	Observation of the monitoring team.	
	i.	Enrollment	15179	15179		
2.	i.	No. of children attending the school	11101	10914		
	i.	No. of children availing MDM as per MDM Register	15179	15179		
	y .	No. of children actually availing MDM	11101	10901		
	•	Almost 71.8 per c	ent students ac	ctually had l	corded as 72 per cent. MDM. s per the total enrolment.	

	REGULARITY IN DELIVERING FOOD	School level registers,		
	GRAINS TO SCHOOL LEVEL: (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?	MDM Registers, Head Teacher, School level MDM functionaries.		
	 91.7 per cent sample schools are getting food grains regularly. The delay was noticed ranging from 1-3 months. As reported, the delay is due to food grains out of stock in FCI. 			
3.	(ii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
	• In 87 per cent of the sample schools buffer maintained.	stock for one month is		
	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
	To 86 per cent schools monitored, the food	grains are provided directly.		
	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:	School level registers, MDM Registers, Head		
	(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it?	Teacher, School level MDM functionaries.		
	 86 per cent schools are receiving the cooking cost in advance regularly. A few cases of delay ranging from 1-3 months were noticed. The reason for the delay is mostly caused by the concerned department. 			
4.	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	 In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 			
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	 The cooking cost is paid through banks in r schools. 	more than 90 per cent sample		

	SOCIAL EQUITY:	Observations		
	Did you observe any gender or caste or			
5.	community discrimination in cooking or serving			
β.	or seating arrangements?			
	 No gender, caste or community discriminat 	ion was observed in cooking,		
	serving or seating arrangements.			
	VARIETY OF MENU:	Observations and		
	(i) Has the school displayed its weekly menu,	discussion with children		
	and is it able to adhere to the menu	teachers, parents, VEC		
6.	displayed?	members, Gram Panchayat		
	• In almost 64.7 man and assume a should the	members and cooks.		
	 In almost 64.7 per cent sample schools the r However, as noticed, around 50 per cent so 			
	displayed.	moois do adhere to the menu		
	displayed			
	(ii) Is there variety in the food served or	Observations and		
	is the same food served daily?	discussion with children		
		teachers, parents, VEC members, Gram Panchayat		
		members and cooks.		
	In 55 per cent sample schools the variety in the food served is reported.			
	(iii) Does the daily menu include rice /	Observations and		
7.	wheat preparation, dal and	discussion with children		
	vegetables?	teachers, parents, VEC		
		members, Gram Panchayat members and cooks.		
	 In all the sample schools rice and vegetables are essentially included in 			
	the daily menu.			
	• Pulses are there as regular cereals for only 29 per cent schools visited.			
	• In none of the sample schools, wheat is reported as essential part of the			
	daily menu.			
	QUALITY & QUANTITY OF MEAL:	Observations of		
	Feedback from children on	Investigation during MDM		
	a) Quality of meal:	service		
	• As per the children of 86 per cent sample schools, the meal served is			
8.	neat/clean and tasty as well.			
	b) Quantity of meal:	Observations of		
		Investigation during MDM service		
	• The children of 86 per cent schools feel that the quantity of the meal			
	served is sufficient.	•		

	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service	
	 The children are unhappy about the quality 10-15 per cent schools monitored. To improve the situation cooks/helpers VECs/SMCs need special orientation on he 	and the members of the	
	SUPPLEMENTARY: (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record	
9.	 In 5-10 per cent sample schools the children have been given iron folic and vitamin A. However, de-worming tablets are given in around 25 per cent schools. 		
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record	
	Both Govt. and private agencies administer these medicines at the frequency of monthly, quarterly and half yearly as well.		
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record	
	In 99 per cent sample schools no health card is maintained.		
	STATUS OF COOKS: (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
10.	 In more than 89 per cent schools, meals are cooked/served by the members of SHGs. The meals are cooked and served by Sanyojika and Sahayika in only 10.6 per cent schools. 		
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	• The number of cooks/helpers is reported a requirement in 85 per cent schools visited.	s quite sufficient to meet the	

	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.				
	 The remuneration paid to cooks/helpers varied from the lowest rate of Rs. 0.20/child to highest up to Rs. 0.30/child. The most common practice is Rs. 0.20/child as noticed in 68 per cent schools visited. 					
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.				
	• In almost 73 per cent schools the remunerat	ion is paid regularly.				
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.				
	 48 per cent cooks/helpers belonged to OBC They are followed by 32 per cent from SC of Around 19 per cent of them represent ST cool Only 1.5 per cent belonged to others. 	community.				
	INFRASTRUCTURE: Is a pucca kitchen shed-cum-store:	School records, discussion with head teacher, teacher, VEC, Gram Panchayat				
	 (a) Constructed and in use (b) Constructed but not in use (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned 	members.				
11.	Any other (specify) Information is to be given for point (a), (b), (c), (d) and (e)					
	 16.5 per cent schools have constructed kitchen shed cum store in use. Whereas, in 10.6 per cent schools it is constructed but not in use. The construction for 28.2 per cent sample schools is on progress. It was reported as sanctioned for 22.3 percent schools. For another 22.3 per cent schools visited, the kitchen cum store is yet to be sanctioned. 					

12.	 In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored? Provisional arrangement of kitchen shed is for 22.3 per cent. For 27 per cent it is on the veranda. Huts are being used as temporary kitchen shed is for 20 per cent schools meals are being cooked. For around 18 per cent schools, corners of the store rooms. In 9.4 per cent schools visited, own residents. 	neds for 14 per cent. ed in open air. the classrooms have become		
13.	whether potable water is available for cooking and drinking purpose? In 92 per cent schools visited, potable water drinking.	-do-		
14.	Whether utensils used for cooking food are adequate? • Similarly, more than 89 per cent schools cooking/eating etc.	Teachers/Organizer of MDM Programme have sufficient utensils for		
15.	What is the kind of fuel used? (Gas Observation based/firewood etc.) • 61.2 per cent schools are using coal for cooking. • At 30.6 per cent schools, cow-dung cakes are producing heat for cooking. • 6 per cent schools have access for cooking gas. • Only 2.3 per cent schools prepare meals by using the firewood.			
16.	 SAFETY & HYGIENE: General Impression of the environment, Safety and hygiene: The general impression of the environment, sample schools was satisfactory. ii. Are children encouraged to wash hands before and after eating? Yes, the children in 94 per cent are encouraged before and after eating. 	Observation		
	iii. Do the children partake meals in an orderly manner?	Ouservation		

	• In more than 95 per cent schools visited, the children partake meals in an orderly manner.					
	iv. Conservation of water?	Observation				
	• In 93 per cent schools potable water is kept	and conserved.				
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation				
	 In 95 per cent schools sampled safety measured cooking and storing fuel. 	ures are being taken while				
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members				
	 Daily monitoring and supervision is done in almost 50 per cent schools. Whereas, in another 50 per cent schools covered, monitoring and supervision by parents/VEC/Panchayat members is not carried out daily. 					
18.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials? • Around 83 per cent monitoring and supervision is done from the block level officers/officials.					
19.	 schools visited. It has definitely increased the attendance in around 90 per cent schools A positive impact is there on general health of children at 72 per cent schools visited. Other incidental benefits in terms of support to poor children, health ar hygiene and sanitation was experienced in 67 per cent schools 					
	monitored.	or per cent senoois				

20. List of schools visited in the districts

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

send MDM report to MDM Section of Ministry of HRD)			
S. No	Name of the School		
1.	Govt. U.P.G.M.S. Bodma		
2.	M .S. Nawadih		
3.	M. S. Chandra		
4.	M.S. Bhajudih		
5.	M.S. Subash Nagar		
6.	N.U.M.S. Chapi		
7.	R.M.S. Jaridih		
8.	R.M.S. Sunjardih		
9.	U.P.G.M.S. Rohar		
10.	U.M.S. Bandh		
11.	U.M.S. Bhawani (Aam Tola)		
12.	U.M.S. Bongula		
13.	U.M.S. Boriyadih		
14.	U.M.S. Haridih		
15.	U.M.S. Misra Tola (Jaina)		
16.	U.M.S. Putkadih		
17.	U.M.S. Sunodih		
18.	M.S. Jhopro		
19.	Govt. P. S. Kaduasora		
20.	Govt. P.S. Ambadih		
21.	Govt. P.S. Dalahitanr		
22.	N.U.P.S. Pagartanr		
23.	P. S. Kashi Jharia Chas 2		
24.	P. S. Pokhanna		
25.	P.S. Babugram		
26.	P.S. Baliadih (Gopidih)		
27.	P.S. Bangla Ojha Tola		
28.	P.S. Harimandir Chas		
29.	P.S. Kanya Chapi		
30.	P.S. Manpur		
31.	P.S. Marapheri Jhopdi Colony		
32.	P.S. Nawadih		
33.	P.S. Sundro		
34.	P.S. Vawanipur		
35.	R.P.S. Budhidih		
36.	R.P.S. Friday Bazar (Gandhi Nagar)		
37.	R.P.S. Gopo (Dhawaiya)		
38.	R.P.S. Naran		
50.	A11 (5) 1 101011		

39.	U.P.G. Karamara (Rajabera)			
40.	U.P.G. P.S. Bhitia			
41.	U.P.G. P.S. Harlodih			
42.	U.P.G. P.S. Hirtand			
43.	U.P.G. P.S. Jara			
44.	U.P.G. P.S. Khopia			
45.	U.P.G. P.S. Matutand			
46.	U.P.G. P.S. Miya Tola			
47.	U.P.G. P.S. Niche Tola			
48.	U.P.G. P.S. Patki			
49.	U.P.G. P.S. Sehda			
50.	U.P.S. Awratanr			
51.	U.P.S. Dokwabera (Mayapur)			
52.	U.P.S. Kesharsada			
53.	U.P.S. Koti			
54.	U.P.S. Rajatand			
55.	U.P.S.P.S. Tandghar (Basaria)			
56.	UPG P.S. Gidhtar			
57.	N.P.S. Badri Colony			
58.	N.P.S. Beliatanr			
59.	N.P.S. Bhathadih			
60.	N.P.S. Chaliatanr			
61.	N.P.S. Dabka			
62.	N.P.S. Domhar			
63.	N.P.S. Etke Khuthara			
64.	N.P.S. Gajhandih			
65.	N.P.S. Harijan Tola Rahurgora			
66.	N.P.S. Jaiprakash Nagar Sec-8			
67.	N.P.S. Jhagrahibad			
68.	N.P.S. Jhalkia			
69.	N.P.S. Junbad			
70.	N.P.S. Kasiadih			
71.	N.P.S. Kasmartar (Ushmatar)			
72.	N.P.S. Lapatara			
73.	N.P.S. Larodar			
74.	N.P.S. M.S. Chutie			
75.	N.P.S. Madhukarpur			
76.	N.P.S. Padua			
77.	N.P.S. Padua			
78.	N.P.S. Pipar Kudra			

79.	N.P.S. Ramdih
80.	N.P.S. Samarmarwa
81.	N.P.S. Silphur
82.	N.P.S. Tetartanr
83.	N.P.S. Totadih
84.	N.P.S. Uparkee Lanka
85.	N.P.S. Velwaranar
	NPEGEL
86.	M.S. Nawadih
87.	M.S. Bendra
88.	U.M.S. Sadama Khurd
89.	Dugda Barmo -2
90.	P.S. Pokhanna
91.	M.S. Bhajudih
92.	M.S. Jhopro
93.	P.S. Marapheri Jhopdi Colony
94.	U.M.S. Haridih
95.	N.U.M.S. Chapi
96.	P.S. Sundro
	KGBV
97.	K.G.B.V. Chas
98.	K.G.B.V. Jaidih
99.	K.G.B.V. Kasmar
100.	K.G.B.V. Petarwar
101.	K.G.B.V. Sosbeda (Gomia)

3. District Level Half yearly Monitoring Report:

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

3.1	Name of the District Monitored:	Dhanbad
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	2491
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	105
3.4	Date of visit to the Districts/EGS/schools	13.03.09 to 17.03.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(ix)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	 Total Number of schools sanctione 	d including spill over in the state – 00
	• Total Number of schools sanctioned including spill over in the district of 00	
	 Total number of schools opened in 	the district – 00
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	• Yes.	
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	• Yes.	

(xii)		Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	• Yes. The construction work for 67				
	• 24 are at the foundation, 39 at linte	l and 4 are at the roofing stage.			
(xiii	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.			
	Number of posts sanctioned for tea	chers – 2503			
	 Yes. The sanctions have been issue 	ed for these posts.			
	• Number of appointments made – 23	331			
(xiv	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.			
	Yes. The teachers appointed have been put in position in new schools in the district.				
(xv)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.			
	• Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE.				
	• The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc.				
(xvi	this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.			
	No guidelines have been issued by	Dro under this grant.			

(b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water,				, SPO	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-		
	toilets, BRCs/CRCs and other items like					wise progress: completed works,		
	rain water				t works	in progre	ess and w	orks not
	financial ye		nat is the p	rogress til			pdated at	
	the previous Items	Target	On	Plinth	Lintel	Roof	ng visited be Roof	Finish
	Tems	Target	Progress		Linci	Koor	casting	Tillish
(xi	Sch. Building	417	190	85	27	22	24	32
	ACR	450	315	223	33	28	12	19
	Drinking water							
	Toilet							
	BRC/CRC	10	1	1	0	0	0	0
	NPEGEL	22	7	1	1	0	3	2
	KGBV	6	2	0	2	1	0	0
(xv	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated. To be checked on the spot with assistance of VEC/SMC and School Teachers.							
	 The ongoing constructions in the district are school building, additional class rooms, toilets, drinking water facilities, NPEGEL, KGNB etc. 16 are at the foundation, 28 at lintel and 12 are at the roofing level. The quality of construction is mostly average. 							
	Whether SMC/VEC has been trained by							_
	technical persons for execution of civil work?					assistance of VEC/SMC and School Teachers (sample as in (ii)		
(xv	above).							as III (II)
Yes. The members of VEC/SMC have been trained for execution work.					r execution	n of civil		
	Whether community manual for civil works					To be verified on the spot with		
(xv	has been prepared and is available with VEC/SMC?				assistance of VEC/SMC and School Teachers (sample as in (ii) above)			
	Yes. The community manual has been prepared and usually available with VEC/SMC.							
(xv	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?			s assista g Schoo	assistance of VEC/SMC and			

	Yes. The ramp is being constructed in all the school buildings coming up recently.				
(xiz		By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).			
	 Yes. The VEC/SMCs are keeping materials for construction. 				
(xx	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).			
	• Engineers posted at block level are de	esignated for technical supervision.			
	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).			
(xx	• The technical person has visited all the construction sites at least once at plinth level.				
	• 34 per cent construction sites have be				
	 More than 7 per cent sites have bee roofing level. 				
(xx	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).			
	Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities.				
(xx	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	 The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 				
(xx	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	 Yes. There has been convergence we toilet facilities in the schools. 	vith Total Sanitation Campaign for			
(xx	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).			

As per MI the construction in sites visited are of average quality.

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 an engineer in charge at SPO level.
- The frequency of reviewing progress of districts is monthly.
- A structured format is used for reviewing the progress.
- Steps taken to ensure quality by SPO:
 - Strictly follow the blue print
 - Check the quality of materials being used
 - Frequent visit to construction sites for supervision

(c) Textbooks:

number Total 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.

(v)

respect?

- Total number of children provided with free text books 284280
- All the free text books are provided to SC, ST and girls from SSA funds.
- Free text books are provided to general students from state Govt. funds.

actually received and distributed district? in the Any instruction/circulars received (vi) from the SPO office in this

the

textbooks

were

Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.

- The textbooks were not received within one month of opening of the school.
- Yes. An instruction/circular has been received from SPO.

of the textbooks (textbooks are to be distributed within one month of opening 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.

Is there any delay in distribution

To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.

(vii)

Yes. There was a delay in distribution of textbooks.
 The delay was caused by the publishers/suppliers.

Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?

To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.

Free text books have been distributed, but neither for all subjects nor for all classes.

They have not been distributed to all eligible children either.

(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 (vi 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.

- Total number of schools to whom school grants are approved 2525
- Yes. The funds have been released to the district.
- Yes. The guidelines have been issued on how to utilize the 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.

- The DPO has released the grant to the schools.
- The number of schools to whom releases have been made 2525
- No guidelines have been circulated to school level for utilization of the school grant.

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 centralized purchases have been made by DPO out of the school grant.

The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?

To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.

• There was no delay reported in receipt of grants.

(x) Utilization details (percentage of To be verified on the spot from the

utilization and items) for the last passbook and expenditure statement year's school grants received by the school/VEC.

• All the schools visited (except 5) have utilized more than 75 per cent of

- All the schools visited (except 5) have utilized more than 75 per cent of the grant received.
- The grant could not be utilized in three schools due to transfer/retirement of the headmaster, migration of the VEC chairman etc.

(e) Teachers and Teachers Training:

(-)	deners and reachers framing.					
(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein? • Number of additional teachers sanctions.	from SPO and to be updated in DPO in respect of districts visited by MI.				
	 Number of teachers in position – 233 					
	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.				
(xiv)	 Teachers are recruited as per 1:40 (teacher student ratio) The recruitment is done by block level officials and the members of VEC/SMC. The procedures followed for the recruitment: General notification Application against the vacancy 					
	General meeting arranged by VEC					
(xv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?					
	Teachers are appointment on contract basis.					
(xvi)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.				
	 The decentralized recruitment procedures have been laid down. The local community (65 cases) is satisfied with the appointment of teachers to some extent. However, 18 local communities are not at all happy by the appointment made by VEC/SMC. 					

In respect of the schools visited by MI, the Information to be obtained from number of teachers sanctioned for the the school and from the VEC. schools, the number of teachers in The list of the names of teachers position, the number of teachers present in absent and those who the school on the day of visit, the names habitually absent must be given of the teachers absent on the day of visit. in the report. (xvii) Whether any teacher is a habitual absentee? The number of teachers sanctioned – 87 The number of teachers in position – 78 The number of teachers present on the day of the visit -63The names of the teachers absent -24 (list enclosed) How was the rapport between children To be ascertained from the VEC and the teachers in the schools visited? and observed during the visit by (xviii MI. The rapport between teachers and students was observed as satisfactory in the schools visited. The target number of teachers district-To be ascertained from the SPO wise to be given in service training and and updated from the DPO in the actual number of teachers given such respect of the districts visited by training in State/district visited? Is there a the MI and to be verified from the training calendar for teachers training? teachers in schools visited by MI. 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 (xix) teachers? Target number of teachers for in service training – 7373 Actual number of teachers given such training – 00 Yes. There is a calendar for teachers training. Venue for training is generally at BRC/CRC level. JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes dealt with in training for teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professional groups. Yes. Along with pre and post evaluation, daily feedback is taken through evaluation format during the training. The target number of newly recruited To be ascertained from the SPO district-wise, to be given and updated from the DPO in orientation training of 30 days and the respect of the districts visited by actual number of teachers given such the MI and to be verified from the (xx)training, and venue of the training, for teachers in schools visited by MI. how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?

Target number of newly recruited teachers – 599 Venue for training is generally at BRC/CRC level. Adhar', JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes for training of newly recruited teachers. All the trainings are held as residential. Modules are prepared by the specialized/professional groups. To be ascertained from the SPO The target number of teachers districtwise to be given refresher training of 60 and updated from the DPO in days and the actual number of teachers respect of the districts visited by given such training. What was the mode the MI and to be verified from the of training (institutional or distance); teachers in schools visited by MI. venue of training? Module and content of training and who prepared it? Who were (xxi) 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? Target number of teachers for refresher training – 00 Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether To be ascertained from the there are any areas, which the teacher teachers on the spot in respect of would like to get trained? schools visited by MI. Of the total trained teachers 22 per cent are very much satisfied and 61 (xxii per cent are satisfied to some extent. However, 1.0 per cent are reported as not satisfied at all. Teachers are of the opinion that they should be rigorously trained on the subjects included in the syllabus. The academic support given by BRC/CRC To be ascertained from to the teachers, the frequency of such BRC/CRC (at least 5 each) and support: the teachers on the spot in respect of schools/EGS centres visited by b. Please specify the role of BRC/CRC's in teacher training (in service/induction MI. training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there (xxiii 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 been has done in what mode(workshop/meetings/school visit – with teachers) and degree effectiveness (as perceived by teachers and BRCC/CRCC)?

- The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools.
- They also arrange trainings for VEC/SMC members.
- Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc.
- Yes, there is a calendar for the training and follow up programmes.
- BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well.

b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- The expected number of visits for BRP is once per school per month and for CRPs, it is twice per school per month.
- The expected number of school visits is being followed in the district.

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 classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities:
 - Conducting model lessons in classrooms,
 - Help teachers to teach difficult topics,
 - Conduct random tests
 - Various innovative steps to improve teachers' performance and children's learning.

d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

• BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring.

	e.Are the BRC/CRCs extending their academic support to EGS/AIE	To be ascertained from BRC/CRC (at least 5 each) and	
	centres/courses in their area? If so how	· · · · · · · · · · · · · · · · · · ·	
	and in what manner? If not, why?	of schools/EGS centres visited by	
		MI.	
	• Yes. The BRC/CRCs do extend their academic support to EGS/AIE		
	centres/courses through various academic and administrative activities		
	during their visits.		
	Does the SPO have a Quality	To be ascertained from SPO.	
(xxiv	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?		
	Yes. There is a quality coordinator at SPO.		

(f) Teaching Learning Material (TLM) grants: The total number of teachers eligible to

(iv	districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI. ligible to receive TLM grants – 4294 primary teachers.
(v)	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 total number of teachers received TLM grants – 7374. Yes. The instructions have been issued in respect of utilization TLM grants. 	
(vi	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.

- TLMs are displayed in 64.5 per cent schools monitored.
- TLMs are kept separately in 19.3 per cent.
- No TLMs were verified in 16.1 per cent schools.
- Nature of TLM: letter card, word card, number card, flip charts etc.
- The children are using the TLMs displayed in classrooms.
- The teachers have received training on TLM development and use.
- The usual venue for training is CRC and the CRPs are the trainers.
- Cross sharing and demonstration of good practices are done.

(g) EGS & AIE:

(xxv 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 districtwise? (The category wise information each type of on intervention for out of school children may be given as per the nomenclature followed by State).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

• The number of EGS/AIE centres in the district – 00

(xxv 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.

- Target number of children 00
- Number of children actually enrolled 00

(xxv

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 number of children enrolled 00
- The number of children actually attending 00

(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.

- The number of Para/Sahyogi teachers 7373
- 15 days Induction training 00
- 8 days In-service training (residential) 00
- 10 days In-service training (non-residential)– 00
- Trainings given to them by BRC/CRC/DIET.
- General feedback: training should be given on the subjects based on the current syllabus.

(xxx Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?

Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

- Yes. They are given academic support by the BRC/CRC.
- The frequency of support is at least twice a month.
- Yes. Instruction has been issued by DPO.

(xxx The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?

Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.

- Educational qualification:
 - For primary section minimum up to intermediate.
 - For upper primary minimum up to graduate.
- Yes. They are given trainings as well as receive academic support as mentioned earlier.

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 amount of monthly honorarium:
 - Intermediate Rs. 2500/- per month
 - Trained Intermediate Rs. 3000/- per month
 - Graduate Rs 3000/- per month
 - Trained Graduate Rs. 3500/- per month
- Payment of monthly honorarium is made through banks from VEC.

(xxx Whether EV is regular in his attendance? To be ascertained from VEC during field visits by MI.

• Yes. Their attendance could be adjudged as regular.

(xxx	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 dist 	rict coordinator.
	_	received capacity building training.
(vvv	Is there any monitoring format	ecoryed capacity carraing training.
(AAA	available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which	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 information is furnished to the	the report of the MI.
	SPO?	
	 Yes. There is a monitoring for 	mat available with DPO.
	• The frequency of submission of	of furnished information is monthly.
(xxx	Number of EGS/AIE centres	,
	(including spillovers) targeted to be	Information to be obtained from SPO
	upgraded, district-wise during the	and updated from DPO in respect of the
	current financial year? What is the	districts visited by MI.
	achievement so for?	districts visited by wii.
	<u>e</u>	E centres (including spillovers) to be
	upgraded in the district -00	
	• Number of achievement – 00	
(xxx	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.
	• Yes.	
(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.
	• The number of EGS/AIE center	ers actually upgraded – 00
(xxx		To be verified on the spot with the
	EGS centre has taken place?	assistance of VECs, during field visits of MI.
	 Yes. But, earlier to last financi 	•
(xl)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	• Yes.	

(1')	TVI 4 VEC/OMO	TD 1 'C' 1 (1 (1)
(XII)	Whether VEC/SMC etc. have	To be verified on the spot with
	received any funds for construction	assistance of VEC/SMC and school
	of schools?	Teachers during field visit by MI.
	• Yes.	
(xlii)	Has the construction started and	To be verified on the spot with
) 1	what is the stage of construction	assistance of VEC/SMC and school
	(foundation, lintel and roofing)?	Teachers during field visit by MI.
		or 4 is foundation and for 5, it was lintel
	level.	of 4 is foundation and for 3, it was filter
(1***		
(XI111	Number of Teachers sanctioned for	
	the new upgraded (from EGS)	Information to be obtained from SPO
	primary school? Have Teachers	and verified at DPO. Also to be checked
	been put in position in this new	at school level from VEC etc., during
	school? Are the Teachers in	field visit by MI.
	position?	
	• Yes.	
(xliv	The number of children actually	
(1111)	mainstreamed from EGS/AIE	
	centres/courses? During the last	Information to be obtained from
	academic year. Whether the	SPO/DPO. To be verified from the
	•	
	mainstreaming has been done in	EV/VEC and if the child is in the nearby
	private school/Govt. aided	school this could be verified from the
	school/Govt. School? Difficulties, if	child/parents during field visit of MI.
	any, experienced in mainstreaming	
	of students?	
	 All the EGS/AIEs are already 	mainstreamed by virtue of up gradation,
	and so the children therein.	
(xlv)	What is the infrastructure available	
, í	in the EGS/AIE centres, such as	To be ascertained and observed during
	durries, blackboard, books, TLMs	the Field visit with the assistance of
	etc?	VEC/EV by MI.
	Yes. Almost all the infrastruct	ures are available
(vlvi	Whether Mid-day Meal is being	dies die dydnabie.
(AIVI	· · ·	To be ascertained during the Field visit
	supplied to the children in EGS/AIE	with the assistance of VEC/EV by MI.
	centres?	4 121
	Yes. MDM is being supplied to	o the children.
(xlvi	The number of children enrolled and	
	actually present in the EGS/AIE	To be ascertained and observed during
	centre/courses, on the date of visit	the Field visit with the assistance of
	of MI? Gender-wise details be	VEC/EV, by MI.
	given?	
	 Number of children enrolled – 	1119
	Actually present on the day of	
(vlvi	The achievement level of children	
(XIVI		
	studying in EGS/AIE facilities?	Field visit by MI.
	Achievement level of children	is average.
(xlix	The rapport of the EV with the	Observations during Field visit, by MI.
	children?	Coservations during Field visit, by IVII.
		a teachers and children is satisfactory.

(l) Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?

To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.

- Yes. They are using text books and other materials.
- Children have been provided free text books, though not in all subjects.
- There was delay caused by the suppliers.

(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.
	Number of CWSN children i	dentified – 2475
	Number of children enrolled	- 2271
	Number of CWSN children by	penefitted – 175
(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.
	Number of children provided	l aids – 175
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	
	Not difficulties.	
(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.
	• Number of resource teachers identified – 16	
(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.	
(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.	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? As per sample check 09 schools hav	and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
(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.
(vii)	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. counseling during the current financial
(viii)	year. The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI? Number of CWSN children expressions of the schools of the school of the	Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of CWSN children a	actually present – 78

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

		The number of clusters targeted	Information to be obtained from SPO
		district-wise, and the number of	and to be updated from the DPO. Spot
		model cluster schools actually	verifications be done in sample of
	(i)	made functional during the current	EBB by MI.
	(1)	financial year?	
		• The number of clusters targeted – 00	
Number of model cluster a		Number of model cluster actu	ually made functional – 00

(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? • Status of construction as per • Number of ACR – 04 • Safe drinking water for the construction water for the construction as per	4
	• Electrification – 00	
(iii)	gender sensitive TLMs;	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. O2 NPEGEL have been provided with vocational training and 01 centre is
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? • Yes.	
(v)	c. Whether a district gender coordinator is in position? d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? • No.	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 monitoring sy	ystem to monitor monthly.

(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	SPO to be updated at DPO level. The actual implementation to be verified in
	Number of ECCE centres operational – 21	
(vii)	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. There is a monitoring sy	ystem to monitor monthly.

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

(j) Katurba Gandhi Balika Vidayalaya (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.
	Number of KGBV sanctioneNumber of KGBV operation	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise. • As per sample check for identified.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	MI.
	Yes. The detailed guidelines	have been drawn up.
(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.
	Number of KGBV with comp	plete formalities for construction -05
(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.
	• Number of posts sanctioned	-42
	• In position – 37	
	Filling up procedure are on process	
(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.
	Total number of students adr	nitted – 1099 out of target – 1232

(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	•
	 The facilities in terms of furniture, bed and meals are availanumber of them does not have their own campus/building. 	

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

(11) 1515	(k) District information System for Education (DISE):		
	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.	
(i)	in position?		
	• Yes.		
	• Requisite computers - 03		
	Computer operator in position	n - 03	
(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	
	DISE – yearly and MIS – mo	nthly	
(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.	
	• Yes.		
(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.? • Yes.	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.	
	- 103.		

(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)	level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	• Yes.	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the	Information to be obtained from the SPO and to be updated from the DPO.
	actual number of research sanctioned.The number of research sanction	ned - 02
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed. • The number of them completed	be updated from the DPO.
(iii)	Is there a Research/Evaluation incharge 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? • Yes.	Information to be obtained from SPO.

(m) Functioning of the VEC:

	The total number of village/school	Information to be obtained from the
	level/ management committees	SPO and to be updated by the DPO.
(i)	constituted, district-wise?	
	• Total number of VEC – 2491	
	A copy of the guidelines on	Information to be collected from the
(ii)	delegation of powers to VEC/SMC	SPO/DPO and to be verified from the
	and whether these guidelines are	VEC/SMC during the Field visit by
	available with the VEC?	MI.
	Yes. The guidelines are provident	led and available with VECs.

	Guidelines given on adequate representation to women	Information to be collected from the SPO/DPO and to be verified from the				
(iii)	in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	VEC/SMC during the Field visit by MI.				
(111)		uate representation to women.				
		associated in the schools visited is 6 per				
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.				
	The frequency of the meeting:	is once in a month.				
	• Number of members in primary school is 15 and in upper primary – 21.					
	 As per sample check members of 77 VECs attending the meetings regularly. 					
	Yes. The women/SC/ST mem	bers participate regularly.				
(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.				
	Yes. Percentage of the member	rs oriented - 70 per cent.				
	 Orientation training conducted by BRC/CRCs. 					
	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.				
	A sizeable number of VECs have contributed substantially.					
(vi)	• The active VECs have definite impact in terms of environment of the school.					
	• Their participation has improved enrollment attendance of both teachers and students.					
	However, many of them require	re reorientation and motivation.				
(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)	, , ,	Information to be obtained at SPO level. See formats and record of SPO

(n) Staffing at State and District Level:

(II) Sta	ining at State and District Level:	
	The total number of staff sanctioned	Information to be obtained from SPO.
	category wise in the State office	
	under SSA and the number in	
	position and action taken to fill up	
	the vacancies? Are there specific	
	Programme Coordinators for	
	Quality/Pedagogy/Training; Gender	
	and Girls education; Civil Works;	
	Inclusive Education; EGS/AIE	
(i)	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?	
	• Yes.	
	The number of meetings of the	Information to be obtained from SPO
(ii)	General Body and EC held during	and verified from their records.
	the previous financial year?	
	• Number of meetings -12	
	The total number of staff sanctioned	Information to be obtained from SPO
(iii)	category wise in the district office	and verified at DPO level in districts
(111)	and the number in position and	visited by MI.
	action taken to fill up the vacancies?	

	Category	Sanctioned	Filled	Vacant	
	DPO	1	1	0	
	ADPO	1	1	0	
	APO	4	4	0	
	ACP	1	1	0	
	Accountant	2	1	1	
	AO	1	1	0	
	AE	2	1	1	
	DRG	5	3	2	
(iv)	The number of sanctioned? Staffin action taken to fill variation	g position and	Information to be SPO/DPO and to respect of BRCs/CR	be verified in	
	Number BR0	Cs sanctioned – 00	•	•	
	Number of C	RCs sanctioned – 1	10		
	Staffing posi	tion – 19 BRPs and	1 299 CRPs		
(v)	Does SPO have clerules/regulations for of SSA?	-		_	
	• Yes.				

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

(q) Any other issues relevant to SSA implementation

ΜI	may	give	a	maximum	2	page	note,	on	any	other	issues,	relevant	to	SSA
imp	olemen	itation	ı, r	not covered	abc	ove.	(1 st Pa	ge)						

Interactive Radio Interaction

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

	The number of days the school Information to be obtained from the functioned during the last academic year?						
(i)	• Around 44.12 per cent of the schools had working days up to 240						
	during last academic year.						
	 The rest 55.9 per cent schools had working days from 240 – 250. 						
	Whether the school has clean Information to be recorded on the						
	environment, good buildings, play basis of observation.						
	grounds, good classrooms with proper						
	flooring, roof and windows? Whether						
	the classrooms have proper lighting?						
(ii)	• 74.3 per cent schools have reasonably clean environment.						
	• Around 9.5 per cent have average buildings, but with fairly well						
	furnished class rooms.						
	• Proper flooring is there but windows are broken and roofing appeared						
	to be poorly finished.						
	Around 40 per cent have playgrounds.						
	Whether the classes have proper Information to be recorded on the						
	sitting arrangement for children, a basis of observation.						
(iii)	black board, TLM materials?						
	Most of the schools do not have proper sitting arrangements.						
	Blackboards are there but not so smooth. TI Ma are either missing on kept separately.						
	TLMs are either missing or kept separately. Whather health comp facility was Information to be recorded on the						
	Whether health camp facility was Information to be recorded on the made available to the children during basis of school records.						
(iv)	the previous six months?						
	Health camp facilities were made available in some of the schools.						
	-						
	Whether the school has adequate play Information to be recorded on the						
(v)	material for the children? Is it used? basis of observation.						
	A large number of schools are in poor condition in terms of play materials.						
	If there is low attendance the reasons Information to be obtained from the						
	for the same? teachers/VEC.						
(vii)	Despite MDM a number of schools are witnessing low attendance. The second schools are witnessing low attendance.						
	• The reason is lack of awareness and mind set among parents.						
	• Irregular or nonexistence of parent teachers meeting.						
	Steps taken to promote attendance by Information to be obtained from the the school and by the VEC/SMC/PTA teachers and VECs etc.						
(viii)	etc?						
	Frequency of parent teachers meeting has been increased.						
	What is the present process of Information to be recorded on the						
(ix)	assessing the achievement level of basis of school records.						
	students?						
	Periodical evaluation tests are conducted to assess the achievement level of students.						
1	level of students.						

(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? • Yes.	Information to be recorded on the basis of school records.
(xi)	The achievement level of children. The achievement level in most of the interest of the children. The achievement level in most of the children in the chil	
	commitment and the overall exis The rapport of the children with the	·
(xii)	teachers?	observation by MI.
	The rapport of the children with	• 0
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	• Yes. Around 5 per cent.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	e teachers/VEC schools records.
	No drop outs were reported during	ng previous six months.
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	
	 Around 5 -10 per cent of studen previous academic year. 	nts usually retained in class I from the

(q) Any other issues relevant to SSA implementation

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

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

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

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

4. Annexure 4 – Teacher Training

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

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

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

6. Annexure 6 – EGS and AIE

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

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

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

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

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

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

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

9. Annexure 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. No	Name of the School
1.	Adarsh Hindi Girls M.S. Purana Bazar
2.	B.S.S.M.S. Balwadih
3.	Board M.S. Baliyapur
4.	D.A.V. M.S. Tasar Jharia – 2
5.	Girls M.S. Nunudih
6.	Hindi M.S. Bagan Dhawra
7.	Hindi M.S. Naya Bazar
8.	M.S. Barmasiya
9.	M.S. Bhowra
10.	M.S. Dangepar
11.	M.S. East Basuriya Dhanbad – 2
12.	M.S. Industry Jharia
13.	M.S. Kushmatanr
14.	M.S. Moko
15.	M.S. Parsatar
16.	R.M.S. Mukunda

17.	Rajkiya Adarsh Hindi Boys M.S. Dhanbad
18.	Rajkiya M.S. Lowadih
19.	Rajkiya M.S. Sendra Bansjoda
20.	Rajkiyakrit M.S. Sinhgdata
21.	Rajkrit M.S. Baseriya No-2
22.	U.M.S. Aazad Nagar
23.	U.M.S. Dolawar
24.	U.M.S. Jorapokhar
25.	U.M.S. Kalyanpur
26.	U.M.S. Kamta Topchanchi
27.	U.M.S. Kanchandih Nirsha – 2
28.	U.M.S. Khantdih
29.	U.M.S. Khatdih
30.	U.M.S. Nirsa -2
31.	U.M.S. Pawapur
32.	U.M.S. Urdu Simlabad
33.	U.P.G. Urdu M. S. Jamadoba
34.	Urdu U.M.S. Bhikhrajpur
35.	Variya Buniyadih M.S. Nirsha
36.	U.P.S. Urdu M.S. Bhagatdih
37.	Siniar Becik School, Maithan
38.	Girls P.S. Hariharpur
39.	Girls P.S. Sinhgdaha
40.	P.S. Alakdih
41.	P.S. Bagandhawra
42.	P.S. Bandar Chuwa
43.	P.S. Bhaljoriya
44.	P.S. Bhowra Bazar
45.	P.S. Bhowra No 10
46.	P.S. Brindawanpur
47.	P.S. Central Gariria Dhanbad – 2
48.	P.S. Chalkari
49.	P.S. Chandrabad
50.	P.S. Gogana
51.	P.S. Hindi Bhowra No. – 12
52.	P.S. Kamalia
53.	P.S. Kuwardih
54.	P.S. Luchibad
55.	P.S. Mohanpur
56.	P.S. Moko Kanya

57.	P.S. Nimtar
58.	P.S. Nimtar
59.	P.S. Ragamati
60.	P.S. Ram SAgar Manai Tar
61.	P.S. Sahobahiyar
62.	P.S. Shalimar
63.	P.S. Sindurpur
64.	P.S. Water Board Colony, Bhanwardaha
65.	Rajkiya P.S. Bhuli
66.	Shiv Mandir P.S. Gandhi Nagar
67.	Urdu P.S. Cast Bhagatdih
68.	Urdu P.S. Choarapati
69.	Urdu P.S. Nirsha
70.	Girls P.S .Kusmatar
71.	N.P.S. Aazad Nagar Jamadoba
72.	N.P.S. Aharidih
73.	N.P.S. Birsa Basti
74.	N.P.S. C.K.Bhuli
75.	N.P.S. Chhotadomgar
76.	N.P.S. Dhariya Joba
77.	N.P.S. Gairabatha
78.	N.P.S. Khapradhora No2
79.	N.P.S. Khash Jharia
80.	N.P.S. No.6 Lodna
81.	N.P.S. Rajapahadi
82.	N.P.S. Ranwatar
83.	N.P.S. Thakur Tola, Pawapur
84.	U.P.G.A.C.P. Bhatta
85.	U.P.S. Bawritola, Moko
86.	U.P.S. Cheladonga, Moko
87.	U.P.S. Dolawar Kherbari
88.	U.P.S. Gormara
89.	U.P.S. Hirapur Pandeydih
90.	U.P.S. Karighutu
91.	U.P.S. Premnagar
92.	U.P.S. Shapta
93.	U.P.S. Tetultar
	NPEGEL
94.	Variya Buniyadih M.S. Nirsha
95.	B.S.S.M.S. Balwadih

96.	U.M.S. Nirsha -2			
97.	U.P.G. Urdu M.S. Jamadoba			
98.	M.S. Industry, Jharia -1			
99.	D.A.V.M.S. Tasar Jharia – 2			
100.	Balika M.S. Nunudih			
101.	R.M.S. Makunda			
	KGBV			
102.	K.G.B.V. Bhora (Jharia)			
103.	K.G.B.V. Baliapur			
104.	K.G.B.V. Nirsha (Maithan)			
105.	K.G.B.V. Topchachi			

District: - Dhanbad

S. No	Name of the School	Teacher absent	Habitual absentee
1.	M.S. Bhowra	Sudha Kumar Karkatta	-
2.	M.S. Kusmatar	Santosh Singh Christina Hansda Manik Ravidas	-
3.	N.P.S. Azad Nagar, Jamadoba	Ratish Kumar Gupta Gonori Tati	-
4.	N.P.S. Rajapahari	Ali Husain Ansari	-
5.	N.P.S. Ranwatar	Raman Kumar Mahto	-
6.	P.S. Alakdiha	Madhawa Tiwari Harandra Pandey	-
7.	P.S. Kuwardih	Subash Chandra Mahto	-
8.	P.S. Luchibad	Binit Mishra	-
9.	U.M.S. Azad Nagar	Nehru Hemrum Dash Badhu Bidyarthi Chanchala Kumari Jayanti Bosh Muni Begam	-
10.	U.M.S. Kanchandih	Vijay Salim	-

11.	U.M.S. Pawapur	Yogita Arti	-
12.	U.P.G. Urdu M.S. Bhagatdih	Anup Kumar Sinha	Md. JahirAnsari
13.	Urdu P.S. Nirsa	Muhamad Imran	-
14.	Urdu U.M.S. Bhikhrajpur	Tarnum bano	-

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	Dhanbad
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	2491
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	105
(iv)	Date of visit to the Districts/EGS/schools	13.03.09 - 17.03.09

	REG	ULARITY IN SEF	RVING MEAI	<u>L:</u>	Students, Teachers &	
20.	daily	her the school is s? If there was into tand reasons for the	erruption, wha		Parents	
	•	Hot and cooked meal is served in 92.5 per cent sample schools.				
	•	Interruption is no food grains in a n	~ ~		nonths, due to non supply of ed.	
	TRE	NDS:			School level registers,	
		t of variation (As po ctuals on the day of		ds vis-à-	MDM Registers Head Teachers, Schools level	
	No.	Details	Day previous to date of visit	On the day of visit	MDM functionaries / Observation of the monitoring team.	
	7.	Enrollment	27210	27210		
21	i.	No. of children attending the school	19761	19578		
21.	i.	No. of children availing MDM as per MDM Register	27210	27210		
	i.	No. of children actually availing MDM	19761	19511		
	 The attendance is recorded as 72 per cent against the total enrollment. 71.7 per cent students actually had MDM on the day of visit. 					
However, it is noticed that MDM registers are maintain total number of enrolment.			s are maintained as per the			

	DECLILADITY IN DELIVEDING EGOD	C-1111
	REGULARITY IN DELIVERING FOOD	School level registers, MDM Registers, Head
	GRAINS TO SCHOOL LEVEL:	Teacher, School level
	(iv) Is school receiving food grain regularly? If	MDM functionaries.
	there is delay in delivering food grains, what	WiDW functionaries.
	is the extent of delay and reasons for the	
	same?	
	• 72 per cent sample schools are getting food	= -
	 The delay is noticed ranging from 1-3 mont stock in FCI. 	ins due to food grains out of
		to have no such delay
	• Though, 77.4 per cent schools are reported	to have no such delay.
22.	(v) Is buffer stock of one-month's requirement is	School level registers,
	maintained?	MDM Registers, Head
	mantanea.	Teacher, School level
		MDM functionaries
	• In 72 per cent sample schools buffer stock of	
	maintained.	1
	(vi) Is the food grains delivered at the school?	School level registers,
		MDM Registers, Head
		Teacher, School level
		MDM functionaries
	• The food grains are provided directly to 74	per cent schools monitored.
	REGULARITY IN DELIVERING COOKING	School level registers.
	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:	School level registers, MDM Registers, Head
	COST TO SCHOOL LEVEL:	School level registers, MDM Registers, Head Teacher, School level
	COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance	MDM Registers, Head
	COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering	MDM Registers, Head Teacher, School level
	COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay	MDM Registers, Head Teacher, School level
	COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it?	MDM Registers, Head Teacher, School level MDM functionaries.
	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cooking costs. 	MDM Registers, Head Teacher, School level MDM functionaries.
	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cooking. Some cases of delay ranging from 1-3 month. 	MDM Registers, Head Teacher, School level MDM functionaries. ag cost in advance regularly. This have been observed.
	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cooking costs. 	MDM Registers, Head Teacher, School level MDM functionaries. ag cost in advance regularly. This have been observed.
	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cooking. Some cases of delay ranging from 1-3 month. 	MDM Registers, Head Teacher, School level MDM functionaries. ag cost in advance regularly. This have been observed.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cooking. Some cases of delay ranging from 1-3 mont. The delay of this kind is mostly caused by the cooking cost in advance regularly? 	MDM Registers, Head Teacher, School level MDM functionaries. ag cost in advance regularly. This have been observed. The concerned department.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cookin Some cases of delay ranging from 1-3 mont The delay of this kind is mostly caused by t (iv) In case of delay, how schools manage to 	MDM Registers, Head Teacher, School level MDM functionaries. ag cost in advance regularly. The shave been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cookin Some cases of delay ranging from 1-3 mont The delay of this kind is mostly caused by t (iv) In case of delay, how schools manage to ensure that there is no disruption in the 	MDM Registers, Head Teacher, School level MDM functionaries. In cost in advance regularly. The shave been observed. The concerned department. School level registers, MDM Registers, Head
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? • 74 per cent schools are receiving the cookin • Some cases of delay ranging from 1-3 mont • The delay of this kind is mostly caused by t (iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? 	MDM Registers, Head Teacher, School level MDM functionaries. It gost in advance regularly. This have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cookin Some cases of delay ranging from 1-3 mont The delay of this kind is mostly caused by t (iv) In case of delay, how schools manage to ensure that there is no disruption in the 	MDM Registers, Head Teacher, School level MDM functionaries. In g cost in advance regularly. The have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. In the concerned department are acher, School level MDM functionaries.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? • 74 per cent schools are receiving the cooking. • Some cases of delay ranging from 1-3 mont. • The delay of this kind is mostly caused by the cooking the cooking. (iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? • In case of delay, interim arrangement is schools nearby or VECs arrange of their own. 	MDM Registers, Head Teacher, School level MDM functionaries. In g cost in advance regularly. The have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. In the concerned department are acher, School level MDM functionaries.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cookin Some cases of delay ranging from 1-3 mont The delay of this kind is mostly caused by t (iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? In case of delay, interim arrangement is exchools nearby or VECs arrange of their ow (iii) Is cooking cost paid by Cash or through 	MDM Registers, Head Teacher, School level MDM functionaries. In cost in advance regularly. The have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. In concerned department.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? • 74 per cent schools are receiving the cooking. • Some cases of delay ranging from 1-3 mont. • The delay of this kind is mostly caused by the cooking the cooking. (iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? • In case of delay, interim arrangement is schools nearby or VECs arrange of their own. 	MDM Registers, Head Teacher, School level MDM functionaries. In g cost in advance regularly. The have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. In the concerned department of the concerned department.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cookin Some cases of delay ranging from 1-3 mont The delay of this kind is mostly caused by t (iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? In case of delay, interim arrangement is exchools nearby or VECs arrange of their ow (iii) Is cooking cost paid by Cash or through 	MDM Registers, Head Teacher, School level MDM functionaries. In cost in advance regularly. The have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. In concerned department.
23.	 COST TO SCHOOL LEVEL: (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 74 per cent schools are receiving the cookin Some cases of delay ranging from 1-3 mont The delay of this kind is mostly caused by t (iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme? In case of delay, interim arrangement is exchools nearby or VECs arrange of their ow (iii) Is cooking cost paid by Cash or through 	MDM Registers, Head Teacher, School level MDM functionaries. In cost in advance regularly. The have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. In concerned department. School level registers, Head Teacher, School level mDM functionaries. School level registers, MDM Registers, Head Teacher, School level mDM functionaries.
23.	 (iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? • 74 per cent schools are receiving the cooking. • Some cases of delay ranging from 1-3 mont. • The delay of this kind is mostly caused by the delay of this kind is mostly caused by the cooking cost paid by Cash or through banking channel? 	MDM Registers, Head Teacher, School level MDM functionaries. In cost in advance regularly. The have been observed. The concerned department. School level registers, MDM Registers, Head Teacher, School level MDM functionaries. In concerned department. School level registers, Head Teacher, School level mDM functionaries. School level registers, MDM Registers, Head Teacher, School level mDM functionaries.

	SOCIAL EQUITY:	Observations		
	Did you observe any gender or caste or			
24.	community discrimination in cooking or serving or seating arrangements?			
	No discrimination based on gender, caste of seating arrangements:	or community is observed in		
	cooking, serving or seating arrangements.	J		
	VARIETY OF MENU:	Observations and		
	(iv) Has the school displayed its weekly	discussion with children		
	menu, and is it able to adhere to the	teachers, parents, VEC		
25.	menu displayed?	members, Gram Panchayat members and cooks.		
	• In almost 82 per cent of the sample schools	- ·		
	 However, only around 50 per cent of the adhering to the menu displayed. 	ne schools were noticed as		
	adhering to the menu displayed.			
	(v) Is there variety in the food served or	Observations and		
	is the same food served daily?	discussion with children teachers, parents, VEC		
		members, Gram Panchayat		
	The food is served with enough variety in 8.	members and cooks.		
	• The food is served with enough variety in 86 per cent schools visited.			
26	(vi) Does the daily menu include rice /	Observations and		
26.	wheat preparation, dal and vegetables?	discussion with children teachers, parents, VEC		
		members, Gram Panchayat		
	members and cooks.			
	• In all the sample schools, rice and vegetables are usually included in the daily menu.			
	However, pulses are served in not less than 86 per cent schools visited.			
	• Wheat was not seen as essential part of the daily menu in not even a single school covered.			
	-			
	QUALITY & QUANTITY OF MEAL:	Observations of Investigation during MDM		
	Feedback from children on	service		
	c) Quality of meal:			
	• In 90 per cent sample schools, as per the	children the meal served is		
27.	neat/clean and tasty as well.			
	d) Quantity of meal:	Observations of		
		Investigation during MDM		
	The children of 93 per cent schools feel that	service at the quantity of the meal is		
	sufficient.			

	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service		
	 The children are unhappy about the quality 10 per cent schools monitored. The cooks/helpers along with the membe special orientation on health and hygiene. Village leaders should be inspired to lead an 	rs of the VECs/SMCs need		
	SUPPLEMENTARY:	Teachers, Students, School		
	(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Record		
	 Vitamin A – dosage is given to the children sample schools. 	of around 10 per cent		
	 In 4 to 5.5 per cent schools visited folic and 	de-worming are supplied.		
	 Iron tablets are provided in slightly over 6 p 	per cent schools covered.		
28.	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record		
	Both Govt. and private agencies administer these medicines and nutrients.			
	The frequency of providing the services is most often quarterly or half yearly.			
	(vi) Is there school Health Card maintained for each child?	Teachers, Students, School Record		
	In 98 per cent sample schools no health card	d is maintained.		
	STATUS OF COOKS:	Observations and		
	(ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	discussion with children teachers, parents, VEC members, Gram Panchayat		
	of sen freip Group, of 1.000 of Contractor)	members and cooks.		
29.	 In 80 per cent schools meal is cooked/served by the appointed members popularly known as Sanyojika and Sahayika. The meal is cooked and served by the members of SHGs in slightly over 20 per cent schools. 			
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
	 The number of cooks/helpers is reported requirement in 87 per cent schools visited. 	d as sufficient to meet the		

	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	 The remuneration paid to cooks/helpers va 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/ch schools visited. 	aried from the lowest of Rs.
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	• In more than 80.5 per cent schools the reported as paid regularly.	remuneration payment was
	(v)Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	 49 per cent cooks/helpers belong to OBC. 29 per cent of them are from ST community 9 per cent hailed from minority groups. 7.5 per cent belonged to SC community and 	
	INFRASTRUCTURE: Is a pucca kitchen shed-cum-store:	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
30.	 (f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned 	
	Any other (specify) Information is to be given for point (a), (b), (c), (d) and (e)	
	 73 per cent schools have constructed kitchen shed-cum-store in use. Almost in 27 per cent schools, it is constructed but not in use. No construction is on progress in the schools visited. They are at sanction stage in 5.4 per cent schools. For 8.6 per cent schools visited, the kitchen-cum-store are yet to be sanctioned. 	

	In case the pucca kitchen shed is not available,	Discussion with head		
	where is the food being cooked and where are the	teacher, teacher, VEC,		
	food grains/other ingredients being stored?	Gram Panchayat members,		
		Observation		
	• For 8.6 per cent provisional arrangement of	f kitchen shed is done on the		
2.1	veranda.			
31.	Huts and old school buildings are used as	temporary kitchen sheds for		
	6.4 per cent schools each.	lin anan ain		
	 In 5.3 per cent schools meal is being cooked Around 18 per cent schools have store 	*		
	classrooms.	rooms in the corner of the		
	• In 3.2 per cent schools visited, own residence	ce are used as the provisional		
	store rooms.	to the used as the provisional		
	Whether potable water is available for cooking	-do-		
32.	and drinking purpose?			
	• In 91.3 per cent potable water is available for	or cooking and drinking.		
	Whather utancils used for easing feed are	Teachers/Organizer of		
33.	Whether utensils used for cooking food are adequate?	MDM Programme		
33.	More than 92 per cent schools have sufficie	Č		
	- Wore than 72 per cent schools have sufficie	nt decisis for cooking etc.		
	What is the kind of fuel used? (Gas	Observation		
	based/firewood etc.)			
34.	• 64.5 per cent schools are using coal for cooking.			
	• 18 per cent are using cow dung cakes.			
	• Gas is used by 4.3 per cent schools.			
	 Almost 13 per cent schools prepare meals b 	y using firewood.		
	SAFETY & HYGIENE:	Observation		
	ii. General Impression of the environment,			
	Safety and hygiene:			
	The general impression of the environment, safety, hygiene and			
	discipline in the sample schools was noticed as satisfactory.			
	ii. Are children encouraged to wash their hands	Observation		
35.	before and after eating?	Observation		
33.	Yes, the children in 90.3 per cent schools are encouraged to wash their			
	hands before and after eating.			
	iii. Do the children partake in meals in an orderly	Observation		
	manner?	O O O O O O O O O O O O O O O O O O O		
	• In more than 82 per cent schools visited, the children partake meals in			
	an orderly manner.			
	iv. Conservation of water?	Observation		
	iv. Constitution of water?	OUSEI VAUOII		

	• In 87 per cent schools potable water is kept and conserved.		
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation	
	• In 87 per cent sample schools safety measur and storing fuel.	res are taken while cooking	
	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	
36.	 Daily monitoring and supervision is done in by guardians and VEC members. Whereas, in another 45 per cent monitoring not on daily basis. Other contribution in cash/kind as regular in 34 per cent schools have received contribution. Whereas, 32 per cent have received no contribution. 	and supervision is done but a 30 per cent schools.	
37.	 INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials? Most of the (84 per cent) inspection and sup block level officers/officials. 	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members pervision is done by the	
20	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?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.	
38.	 The mid day meal scheme has been instrumental in improving the enrollment in more than 90 per cent schools visited. It has substantially increased the attendance in over 91 per cent schools. Similarly improvement on health is being noticed in 73 per cent schools. Other incidental benefits in terms of support to poor children, good practices related to health/hygiene and sanitation are felt in more than 77 per cent schools monitored. 		

20. List of schools visited in the districts

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

S. No	Name of the School			
1.	Adarsh Hindi Girls M.S. Purana Bazar			
2.	B.S.S.M.S. Balwadih			
3.	Board M.S. Baliyapur			
4.	D.A.V. M.S. Tasar Jharia – 2			
5.	Girls M.S. Nunudih			
6.	Hindi M.S. Bagan Dhawra			
7.	Hindi M.S. Naya Bazar			
8.	M.S. Barmasiya			
9.	M.S. Bhowra			
10.	M.S. Dangepar			
11.	M.S. East Basuriya Dhanbad – 2			
12.	M.S. Industry Jharia			
13.	M.S. Kushmatanr			
14.	M.S. Moko			
15.	M.S. Parsatar			
16.	R.M.S. Mukunda			
17.	Rajkiya Adarsh Hindi Boys M.S. Dhanbad			
18.	Rajkiya M.S. Lowadih			
19.	Rajkiya M.S. Sendra Bansjoda			
20.	Rajkiyakrit M.S. Sinhgdata			
21.	Rajkrit M.S. Baseriya No-2			
22.	U.M.S. Aazad Nagar			
23.	U.M.S. Dolawar			
24.	U.M.S. Jorapokhar			
25.	U.M.S. Kalyanpur			
26.	U.M.S. Kamta Topchanchi			
27.	U.M.S. Kanchandih Nirsha – 2			
28.	U.M.S. Khantdih			
29.	U.M.S. Khatdih			
30.	U.M.S. Nirsa -2			
31.	U.M.S. Pawapur			
32.	U.M.S. Urdu Simlabad			
33.	U.P.G. Urdu M. S. Jamadoba			
34.	Urdu U.M.S. Bhikhrajpur			

35.	Variya Buniyadih M.S. Nirsha			
36.	U.P.S. Urdu M.S. Bhagatdih			
37.	Siniar Becik School, Maithan			
38.	Girls P.S. Hariharpur			
39.	Girls P.S. Sinhgdaha			
40.	P.S. Alakdih			
41.	P.S. Bagandhawra			
42.	P.S. Bandar Chuwa			
43.	P.S. Bhaljoriya			
44.	P.S. Bhowra Bazar			
45.	P.S. Bhowra No 10			
46.	P.S. Brindawanpur			
47.	P.S. Central Gariria Dhanbad – 2			
48.	P.S. Chalkari			
49.	P.S. Chandrabad			
50.	P.S. Gogana			
51.	P.S. Hindi Bhowra No. – 12			
52.	P.S. Kamalia			
53.	P.S. Kuwardih			
54.	P.S. Luchibad			
55.	P.S. Mohanpur			
56.	P.S. Moko Kanya			
57.	P.S. Nimtar			
58.	P.S. Nimtar			
59.	P.S. Ragamati			
60.	P.S. Ram SAgar Manai Tar			
61.	P.S. Sahobahiyar			
62.	P.S. Shalimar			
63.	P.S. Sindurpur			
64.	P.S. Water Board Colony, Bhanwardaha			
65.	Rajkiya P.S. Bhuli			
66.	Shiv Mandir P.S. Gandhi Nagar			
67.	Urdu P.S. Cast Bhagatdih			
68.	Urdu P.S. Choarapati			
69.	Urdu P.S. Nirsha			
70.	Girls P.S .Kusmatar			
71.	N.P.S. Aazad Nagar Jamadoba			
72.	N.P.S. Aharidih			
73.	N.P.S. Birsa Basti			
74.	N.P.S. C.K.Bhuli			

75.	N.P.S. Chhotadomgar			
76.	N.P.S. Dhariya Joba			
77.	N.P.S. Gairabatha			
78.	N.P.S. Khapradhora No2			
79.	N.P.S. Khash Jharia			
80.	N.P.S. No.6 Lodna			
81.	N.P.S. Rajapahadi			
82.	N.P.S. Ranwatar			
83.	N.P.S. Thakur Tola, Pawapur			
84.	U.P.G.A.C.P. Bhatta			
85.	U.P.S. Bawritola, Moko			
86.	U.P.S. Cheladonga, Moko			
87.	U.P.S. Dolawar Kherbari			
88.	U.P.S. Gormara			
89.	U.P.S. Hirapur Pandeydih			
90.	U.P.S. Karighutu			
91.	U.P.S. Premnagar			
92.	U.P.S. Shapta			
93.	U.P.S. Tetultar			
	NPEGEL			
94.	Variya Buniyadih M.S. Nirsha			
95.	B.S.S.M.S. Balwadih			
96.	U.M.S. Nirsha -2			
97.	U.P.G. Urdu M.S. Jamadoba			
98.	M.S. Industry, Jharia -1			
99.	D.A.V.M.S. Tasar Jharia – 2			
100.	Balika M.S. Nunudih			
101.	R.M.S. Makunda			
KGBV				
102.	K.G.B.V. Bhora (Jharia)			
103.	K.G.B.V. Baliapur			
104.	K.G.B.V. Nirsha (Maithan)			
105.	K.G.B.V. Topchachi			

3. District Level Half yearly Monitoring Report:

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

3.1	Name of the District Monitored:	Giridih
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	3302
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	119
3.4	Date of visit to the Districts/EGS/schools	17.03.09 to 20.03.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(xvi	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.			
	• Total Number of schools sanctioned including spill over in the state – 00				
	 Total Number of schools sanctioned including spill over in the district – 00 				
	 Total number of schools opened in the district – 00 				
(xvi	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.			
	• Yes.				
(xix	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher			
	• Yes.				

(xx)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.				
	 Yes. The construction work for 81 PS, MS, EGS/AIE etc. has started. 26 are at the foundation, 38 at lintel and 17 are at the roofing stage. 					
(xxi	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number	Information to be obtained from SPO.				
	 Number of posts sanctioned for teachers – 7047 Yes. The sanctions have been issued for these posts. Number of appointments made – 3407 					
(xxi	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.				
	• Yes. The teachers appointed have been put in position in new schools in the district.					
	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.				
(xxi						
	 Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc. 					
(xxi	Whether any guidelines have been issued either by SPO and or DPO for the items	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.				

(b) Civil Works:

	What are the for construence additional	uction o classroon	f school ns, drinki	s, SPO s, break-	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-				
	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?					wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.			
•	Items	Target	On Progress	Plinth	Lintel	Roof	Roof casting	Finish	
(xx	Sch. Building	1754	777	274	91	140	155	117	
•	ACR	2126	1105	429	107	150	176	241	
-	Drinking water								
	Toilet								
	BRC/CRC	35	31	14	1	4	5	7	
	NPEGEL	254	166	79	12	21	25	29	
	KGBV	10	3	1	0	1	1	0	
(xx	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated. To be checked on the spot with assistance of VEC/SMC and School Teachers.								
	 The ongoing constructions in the district are school building, additional class rooms, toilets, drinking water facilities, NPEGEL, KGBV etc. 26 are at the foundation, 38 at lintel and 17 are at the roofing stage. The quality of construction is mostly average. 								
(xx	Whether SMC/VEC has been trained by technical persons for execution of civil work?				1 assista Schoo	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
Yes. The members of VEC/SMC have been trained for execution of work.					n of civil				
(xx	Whether community manual for civil works has been prepared and is available with VEC/SMC?			n assista Schoo	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	 Yes. The community manual has been prepared and usually available with VEC/SMC. 								
(xx	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?			s assista g Schoo	assistance of VEC/SMC and				

	• Yes. The ramp is being constructed in all the school buildings coming up recently.					
(xx	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).				
	 Yes. The VEC/SMCs are keeping materials for construction. 					
(xx	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).				
	• Engineers posted at block level are de	esignated for technical supervision.				
	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? The technical person has visited all the construction of times the technical person has visited all the construction of times the technical person of times the construction of times the construction of times the technical person of times the technical person visited the construction process?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
(xx	• The technical person has visited all the construction sites at least once at plinth level.					
	• 52.8 per cent construction sites have l					
	 More than 11per cent sites have been visited by the technical person at roofing level. 					
(xx	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).				
	• Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities.					
(xx	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	 The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 					
(xx	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	• Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools.					
(xx	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).				

• As per MI the construction in sites visited are of average quality.

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.

(XX

- Yes. There is an engineer in charge at SPO level.
- The frequency of reviewing progress of districts is monthly.
- A structured format is used for reviewing the progress.
- Steps taken to ensure quality by SPO:
 - Strictly follow the blue print
 - Check the quality of materials being used
 - Frequent visit to construction sites for supervision

(c) Textbooks:

Total Information to be obtained from SPO and number of children (district-wise) to whom free to be updated from DPO in respect of textbooks are distributed in the Districts visited by MI. State with a particular reference to SC/ST/Girls? Which category of children are receiving free (ix) textbooks from SSA funds and State Government funds? All the free text books are provided to SC, ST and girls from SSA funds. Free text books are provided to general students from state Govt. funds. When were the textbooks Information is to be obtained from DPO of actually received and distributed district visited by MI. A copy of the circular/ instructions issued by SPO to the district? Any instruction/circulars received DPO in this respect be enclosed along with (x)from the SPO office in this the Monitoring Report. respect? The textbooks were not received within one month of opening of the school. • Yes. An instruction/circular has been received from SPO. Is there any delay in distribution To be verified in the schools/EGS/AIE of the textbooks (textbooks are centres visited by MI. Reasons for delay be to be distributed within one verified at DPO and SPO by MI. month of opening of (xi) 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.

Yes. There was a delay in distribution of textbooks. The delay was caused by the publishers/suppliers. Whether free textbooks have To be verified in the schools/EGS/AIE been distributed for all subjects centres visited by MI. Reasons for non and for all classes and to all supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO eligible children? (xii) by MI. Free text books have been distributed, but neither for all subjects nor for all classes. They have not been distributed to all eligible children either.

(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 (xi 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.

- Total number of schools to whom school grants are approved 3302
- Yes. The funds have been released to the district.
- Yes. The guidelines have been issued on how to utilize the grant.

Whether the DPO has released funds for school grants @ Rs. 2000/- per school/VEC/SMC school the 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 DPO has released the grant to the schools.
- The number of schools to whom releases have been made 3302
- No guidelines have been circulated to school level for utilization of the school grant.

the DPO made centralized Has 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 centralized purchases have been made by DPO out of the school

The actual date of receiving school grants by school/VEC and (xi 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.

There was no delay reported in receipt of grants.

(xi

	Utilization	details	(percer	ntage	of	To	be	ver	ified	on	the	spot	from	the
	utilization	and item	s) for	the	last	pass	sboo	ok	and	exp	endi	ture	staten	nent
(vx	year's scho	ol grants	receive	d by	the	mai	ntai	ned	l by so	choc	l/VI	EC.		
(A)	school/VEC	•												

• All the schools visited have utilized more than 75 per cent of the grant received.

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned			
	district-wise under SSA in primary and	from SPO and to be updated in		
(xxv)	upper primary schools and the number of Teachers in position therein?	DPO in respect of districts visited by MI.		
	Number of additional teachers sancti			
	• Number of teachers in position – 340 What is the mode of recruitment of the	Information is to be obtained		
	teachers and the level/authority			
	(DPO/VEC etc), which recruits the	DPO in respect of districts visited		
	teachers? What is the procedure followed	by MI.		
	in the recruitment of teachers?	by Wii.		
	• Teachers are recruited as per 1:40 (te	eacher student ratio)		
(xxvi	• The recruitment is done by block level officials and the members of			
	VEC/SMC.			
	The procedures followed for the recruitment:			
	General notification			
	 Application against the 	ne vacancy		
	General meeting arran	nged by VEC		
	Nature of appointment of teachers i.e.			
	whether it is a regular appointment or			
(xxvi	contract basis?	DPO in respect of districts visited		
		by MI.		
	Teachers are appointment on contract basis.			
	If VEC/Panchayat etc. is empowered to	To be ascertained from DPO and		
	make decentralized recruitment of	VEC.		
	teachers whether such recruitment			
	procedure have been laid down? What is			
	the level of satisfaction amongst local			
(XXVI	community of such recruitment?			
	The decentralized recruitment proced			
	• The local community (53 cases) is teachers to some extent.	satisfied with the appointment of		
		not at all happy by the appointment		
	 However, 27 local communities are made by VEC/SMC. 	not at an nappy by the appointment		
	made by VECISIVIC.			

In respect of the schools visited by MI, the Information to be obtained from number of teachers sanctioned for the the school and from the VEC. schools, the number of teachers in The list of the names of teachers position, the number of teachers present in absent and those who the school on the day of visit, the names habitually absent must be given of the teachers absent on the day of visit. in the report. (xxix Whether any teacher is a habitual absentee? The number of teachers sanctioned – 105 The number of teachers in position – 105 The number of teachers present on the day of the visit -90The names of the teachers absent -12 (list enclosed) How was the rapport between children To be ascertained from the VEC and the teachers in the schools visited? and observed during the visit by (xxx) MI. The rapport between teachers and students was observed as satisfactory in the schools visited. The target number of teachers district-To be ascertained from the SPO wise to be given in service training and and updated from the DPO in the actual number of teachers given such respect of the districts visited by training in State/district visited? Is there a the MI and to be verified from the training calendar for teachers training? teachers in schools visited by MI. 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 (xxxi teachers? Target number of teachers for in service training – 9175 Actual number of teachers given such training – 7118 Yes. There is a calendar for teachers training. Venue for training is generally at BRC/CRC level. JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes dealt with in training for teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professional groups. Yes. Along with pre and post evaluation, daily feedback is taken through evaluation format during the training. The target number of newly recruited To be ascertained from the SPO district-wise, to be given and updated from the DPO in orientation training of 30 days and the respect of the districts visited by actual number of teachers given such the MI and to be verified from the (xxxi training, and venue of the training, for teachers in schools visited by MI. how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?

Target number of newly recruited teachers – 540 Venue for training is generally at BRC/CRC level. Adhar', JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes for training of newly recruited teachers. All the trainings are held as residential. Modules are prepared by the specialized/professional groups. To be ascertained from the SPO The target number of teachers districtwise to be given refresher training of 60 and updated from the DPO in days and the actual number of teachers respect of the districts visited by given such training. What was the mode the MI and to be verified from the of training (institutional or distance); teachers in schools visited by MI. venue of training? Module and content of training and who prepared it? Who were (xxxi 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? Target number of teachers for refresher training – 00 Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether To be ascertained from the there are any areas, which the teacher teachers on the spot in respect of would like to get trained? schools visited by MI. Of the total trained teachers 22 per cent are very much satisfied and (xxxi 46.8 per cent are satisfied to some extent. However, 13.7 per cent are reported as not satisfied at all. Teachers are of the opinion that they should be rigorously trained on the subjects included in the syllabus. The academic support given by BRC/CRC To be ascertained from to the teachers, the frequency of such BRC/CRC (at least 5 each) and support: the teachers on the spot in respect of schools/EGS centres visited by c. Please specify the role of BRC/CRC's in teacher training (in service/induction MI. training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up (xxxv 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 been has done in what mode(workshop/meetings/school visit – with teachers) and degree effectiveness (as perceived by teachers and BRCC/CRCC)?

- The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools.
- They also arrange trainings for VEC/SMC members.
- Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc.
- Yes, there is a calendar for the training and follow up programmes.
- BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well.

b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- The expected number of visits for BRP is once per school per month and for CRPs, it is twice per school per month.
- The expected number of school visits is being followed in the district.

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 classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities:
 - Conducting model lessons in classrooms,
 - Help teachers to teach difficult topics,
 - Conduct random tests
 - Various innovative steps to improve teachers' performance and children's learning.

d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

• BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring.

	e.Are the BRC/CRCs extending their	To be ascertained from		
	academic support to EGS/AIE	· · · · · · · · · · · · · · · · · · ·		
	centres/courses in their area? If so how	1 1		
	and in what manner? If not, why?	of schools/EGS centres visited by		
		MI.		
	Yes. The BRC/CRCs do extend their academic support to EGS/AIE			
	centres/courses through various academic and administrative activiti			
	during their visits.			
	Does the SPO have a Quality	To be ascertained from SPO.		
	Coordinator? What is their role? Do they			
	have a system and format to review			
(xxxv	district wise programmes? What is the			
	frequency? What is the arrangement for			
	coordination with SCERT and DIETs?			
	Yes. There is a quality coordinator a	t SPO.		

$(f) \ Teaching \ Learning \ Material \ (TLM) \ grants:$

practices amongst teachers done?

(vi	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 total number of teachers eligi	ble to receive TLM grants – 9175			
(vi	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 total number of teachers received TLM grants – 9175. Yes. The instructions have been issued in respect of utilization TLM grants. 				
(ix	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good	information to be verified on the spot in respect of schools visited by MI.			

- TLMs are displayed in 6 7.6per cent schools monitored.
- TLMs are kept separately in 22.5 per cent.
- No TLMs were verified in 9.8 per cent schools.
- Nature of TLM: letter card, word card, number card, flip charts etc.
- The children are using the TLMs displayed in classrooms.
- The teachers have received training on TLM development and use.
- The usual venue for training is CRC and the CRPs are the trainers.
- Cross sharing and demonstration of good practices are done.

(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 districtwise? (The category wise information each type on intervention for out of school children may be given as per the nomenclature followed by State).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

• The number of EGS/AIE centres in the district – 00

(lii) 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.

- Target number of children 00
- Number of children actually enrolled 00

(liii)
The number of children enrolled and actually attending the centre?

To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.

- The number of children enrolled 00
- The number of children actually attending 00

v) 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.

- The number of Para/Sahyogi teachers 540
- 15 days Induction training 40
- 8 days In-service training (residential)–7118
- 10 days In-service training (non-residential) 4344
- Trainings given to them by BRC/CRC/DIET.
- General feedback: training should be given on the subjects based on the current syllabus.
- (lv) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?

Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

- Yes. They are given academic support by the BRC/CRC.
- The frequency of support is at least twice a month.
- Yes. Instruction has been issued by DPO.
- (lvi) The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?

Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.

- Educational qualification:
 - For primary section minimum up to intermediate.
 - For upper primary minimum up to graduate.
- Yes. They are given trainings as well as receive academic support as mentioned earlier.
- (Ivii) 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 amount of monthly honorarium:
 - Intermediate Rs. 2500/- per month
 - Trained Intermediate Rs. 3000/- per month
 - Graduate Rs 3000/- per month
 - Trained Graduate Rs. 3500/- per month
- Payment of monthly honorarium is made through banks from VEC.
- (Iviii Whether EV is regular in his To be ascertained from VEC during attendance? field visits by MI.
 - Yes. Their attendance could be adjudged as regular.

(lix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	 Yes. There is a designated dist 	trict coordinator.
	=	received capacity building training.
(1.)		leceived capacity building training.
(lx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	 Yes. There is a monitoring for 	mat available with DPO.
	_	of furnished information is monthly.
(lvi)	Number of EGS/AIE centres	or residual in ordinarion in mondari,
(IXI)	(including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	 Target number of EGS/AII upgraded in the district – 00 Number of achievement – 00 	E centres (including spillovers) to be
(lxii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	• Yes.	
(lxiii	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	• The number of EGS/AIE center	ers actually upgraded – 00
(lxiv	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Yes. But, earlier to last financi	ial year.
(lxv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	• Yes.	

(lxvi	Whether VEC/SMC etc. have	To be verified on the spot with
	received any funds for construction	assistance of VEC/SMC and school
	of schools?	Teachers during field visit by MI.
	• Yes.	3
(lxvi	Has the construction started and	To be verified on the spot with
(1.11)	what is the stage of construction	assistance of VEC/SMC and school
	(foundation, lintel and roofing)?	Teachers during field visit by MI.
	• Yes. 3 are at foundation level,	
(lyvi	Number of Teachers sanctioned for	o at finter and 1 are at 1001 level.
(IXVI	the new upgraded (from EGS)	Information to be obtained from SPO
	primary school? Have Teachers	and verified at DPO. Also to be checked
	been put in position in this new	at school level from VEC etc., during
	school? Are the Teachers in	field visit by MI.
	position?	Tiola visit by 1.11.
	• Yes.	
(lxiv	The number of children actually	
(IAIA	mainstreamed from EGS/AIE	
	centres/courses? During the last	Information to be obtained from
	academic year. Whether the	SPO/DPO. To be verified from the
	mainstreaming has been done in	EV/VEC and if the child is in the nearby
	private school/Govt. aided	school this could be verified from the
	school/Govt. School? Difficulties, if	child/parents during field visit of MI.
	any, experienced in mainstreaming	
	of students?	
	All the EGS/AIEs are already	mainstreamed by virtue of up gradation,
	and so the children therein.	
(lxx)	What is the infrastructure available	To be accomplished and absorped during
	in the EGS/AIE centres, such as	To be ascertained and observed during the Field visit with the assistance of
	durries, blackboard, books, TLMs	VEC/EV by MI.
	etc?	VECILV by WII.
	 Yes. Almost all the infrastruct 	ures are available.
(lxxi	Whether Mid-day Meal is being	To be ascertained during the Field visit
	supplied to the children in EGS/AIE	with the assistance of VEC/EV by MI.
	centres?	with the assistance of vice/Ev by with
	 Yes. MDM is being supplied t 	o the children.
(lxxi	The number of children enrolled and	
	actually present in the EGS/AIE	To be ascertained and observed during
	centre/courses, on the date of visit	the Field visit with the assistance of
	of MI? Gender-wise details be	VEC/EV, by MI.
	given?	
	 Number of children enrolled – 	
	 Actually present on the day of 	
(lxxi	The achievement level of children	Assessment to be undertaken during
	studying in EGS/AIE facilities?	Field visit by MI.
	 Achievement level of children 	is average.
(lxxi	The rapport of the EV with the children?	Observations during Field visit, by MI.
		a teachers and children is satisfactory.
		3 '

(lxx) Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?

To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.

- Yes. They are using text books and other materials.
- Children have been provided free text books, though not in all subjects.
- There was delay caused by the suppliers.

(h) Children with Special Needs (CWSN):

	TTI 1 C CITICAL 1111			
(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.		
	Number of CWSN children i	dentified/enrolled – 3673		
	• Number of CWSN children benefitted – 91			
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	SPO and to be updated by DPO in		
	Number of children provided	1 aids – 00		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.		
	No difficulties reported.			
(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.		
	 Number of resource teachers identified – 00 			
(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.			

(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.	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? As per sample check 09 schools have	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.	
(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.	
(vii)	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.	
	year.	counseling during the current financial	
(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.	
	Number of CWSN children of CWSN chi		
	• Number of CWSN children actually present – 93		

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

	The number of clusters targeted	Information to be obtained from SPO		
	district-wise, and the number of	and to be updated from the DPO. Spot		
	model cluster schools actually	verifications be done in sample of		
(i)	made functional during the current	EBB by MI.		
(1)	financial year?			
	• The number of clusters targeted – 00			
	Number of model cluster actually made functional – 00			

(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? • Status of construction as per • Number of ACR – 04 • Safe drinking water faces.	
	 Toilet facility – 01 Electrification – 00 	actify 01
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? • Yes. As per sample check gender sensitive TLMs;	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. 04 NPEGEL have been provided with vocational training and 02 centre is
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? • Yes.	
(v)	e. Whether a district gender coordinator is in position? f. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes.Yes. There is a monitoring sy	ystem to monitor monthly.

(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	SPO to be updated at DPO level. The actual implementation to be verified in	
	Number of ECCE centres operational – 50		
(vii)	any monitoring format for this activity and the frequency with	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. There is a monitoring sy	ystem to monitor monthly.	

(i) Vaturba Candhi Dalika Vidavalava (VCDV)

(j) Katurba Gandhi Balika Vidayalaya (KGBV):			
(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year. • Number of KGBV sanctione. • Number of KGBV operation.		
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools. • Yes. The detailed guidelines	MI.	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	-	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts. • Number of posts sanctioned- • In position - 44 • Filling up procedure are on p	To be obtained from DPO and to be verified in respect of KGBV visited by MI.	
(vi)	The number of students admitted in the KGBVs started in the district. • Total number of students admitted in the district.		

(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	•	
	• The facilities in terms of furniture, bed and meals are available but a number of them does not have their own campus/building.		

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

	Whether EMIS set up in each district of the State/UT and	Information to be obtained from the SPO and to be updated from DPO of
(i)	whether requisite computers and computer operators have been put in position?	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
	The detailed time schedule district. (enclosed)	/instruction has been received by the
(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.
	• Yes.	
(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.? • Yes.	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
(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.
	• Yes.	

(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.
(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.
(iii)	Is there a Research/Evaluation incharge 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? • Yes.	Information to be obtained from SPO.

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise? • Total number of VEC – 3302	Information to be obtained from the SPO and to be updated by the DPO.
(ii)		VEC/SMC during the Field visit by MI.
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.

	Yes. Guidelines given on adequate representation to women.			
	-	associated in the schools visited is 6 per		
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.		
	• The frequency of the meeting is	is once in a month.		
	 Number of members in prima 21. 	ry school is 15 and in upper primary –		
	• As per sample check members of 80 VECs attending the meetings regularly.			
	Yes. The women/SC/ST members participate regularly.			
(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.		
	• Yes. Percentage of the membe	rs oriented - 88 per cent.		
	 Orientation training conducted 	by BRC/CRCs.		
	improving the environment of the school, enrolment and attendance of teachers and students?	MI during field visits.		
	A sizeable number of VECs have contributed substantially.			
(vi)	• The active VECs have definite impact in terms of environment of the school.			
	• Their participation has improved enrollment attendance of both teachers and students.			
	However, many of them require	re reorientation and motivation.		
(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.			

	Is there any programme officer in-	Information to be obtained at SPO
	charge for Community	level. See formats and record of SPO
	mobilization/participation at SPO	
(viii)	level? Is the person aware of his/her	
(1111)	role? What types of monitoring or	
	capacity building is done?	
	• Yes.	

(n) Staffing at State and District Level:

(n) Statting at State and District Level:				
	The total number of staff sanctioned	Information to be obtained from SPO.		
	category wise in the State office			
	under SSA and the number in			
	position and action taken to fill up			
	the vacancies? Are there specific			
	Programme Coordinators for			
	Quality/Pedagogy/Training; Gender			
	and Girls education; Civil Works;			
	Inclusive Education; EGS/AIE			
(i)	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?			
	 Yes. ADPO, APO, AE, AO programmes 	and ACPs are responsible for these		
		have been attached to each programme		
	officer.	have been attached to each programme		
	 Vacant posts are filled by SPO 			
	The number of meetings of the	Information to be obtained from SPO		
(ii)	General Body and EC held during	and verified from their records.		
	the previous financial year?			
	• Number of meetings -12			
	The total number of staff sanctioned	Information to be obtained from SPO		
(iii)	category wise in the district office	and verified at DPO level in districts		
(111)	and the number in position and	visited by MI.		
	action taken to fill up the vacancies?			

	Category	Sanctioned	Fille	ed	Vacant
	ADPO	1			
	APO	4			
	A/c Office	1			
	Asstt. Engineer	2			
	Asstt. Computer Programmer	1			
	A/c cum Computer Operator	1			
	Computer Operator/typist	2			
	District Resource Person	1			
	Asstt. Resource Person	4			
	Data Entry Operator	1			
	A/c Assistant	2			
	Store Keeper	1			
	Purchase Asstt.	1			
	Steno	1			
	Typist	2			
	Driver	4			
	Peon/Night Guard	5			
(iv)	The number of sanctioned? Staffing action taken to fill vac		SPO/DP	O and to	
	• Number BRCs	sanctioned – 00)		
	• Number of CR	.Cs sanctioned -	35		
	 Staffing position 	on – 12 BRPs ag	gainst 36 a	nd 145 CR	Ps against 324
(v)	Does SPO have clearules/regulations for f of SSA?	•		verified a of records.	\mathcal{C}
	• Yes.				

` '	of primary/upp ps and to girls as	•		 ST,

(p) Additional items to check during school visit by \boldsymbol{MI} :

(i)	The number of days the school functioned during the last academic	Information to be obtained from the School records.		
	year?			
(1)	 Around 78.4 per cent of the scho 	ols had working days up to 240 during		
	last academic year.			
	 The rest 21.6 per cent schools ha 	d working days from 240 – 250.		
	Whether the school has clean	Information to be recorded on the		
	environment, good buildings, play	basis of observation.		
	grounds, good classrooms with proper			
	flooring, roof and windows? Whether			
	the classrooms have proper lighting?			
(ii)	84.4 per cent schools have reason	nably clean environment.		
(11)	-	erage buildings, but with fairly well		
	furnished class rooms.	orage carraings, car with rain, wen		
		dows are broken and roofing appeared		
	to be poorly finished.	sows are croited and rooming appeared		
	 Around 47.7 per cent have playg 	rounds		
	Whether the classes have proper			
	sitting arrangement for children, a			
	black board, TLM materials?	04020 01 00041 (441014)		
(iii)	1	proper sitting arrangements		
	 Most of the schools do not have proper sitting arrangements. Blackboards are there but not so smooth. 			
	 TLMs are either missing or kept 			
	Whether health camp facility was			
	made available to the children during			
(iv)	the previous six months?	basis of school records.		
		a available in some of the schools		
	Health camp facilities were made available in some of the schools.			
	Whether the school has adequate play	Information to be recorded on the		
(v)	material for the children? Is it used?	basis of observation.		
()	 A large number of schools are 	e in poor condition in terms of play		
	materials.			
	If there is low attendance the reasons			
	for the same?	teachers/VEC.		
(vii)	Despite MDM a number of school	ols are witnessing low attendance.		
	 The reason is lack of awareness a 	and mind set among parents.		
	 Irregular or nonexistence of pare 	nt teachers meeting.		
	Steps taken to promote attendance by	_		
,	the school and by the VEC/SMC/PTA	teachers and VECs etc.		
(viii)	etc?			
	 Frequency of parent teachers med 	eting has been increased.		
	What is the present process of	Information to be recorded on the		
	assessing the achievement level of	basis of school records.		
(ix)	students?	ouse of sensor records.		
(1X)		conducted to assess the achievement		
	level of students.	conducted to assess the achievement		
•	10 voi oi students.			

(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? • Yes.	Information to be recorded on the basis of school records.
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
(xi)	 The achievement level in most of It is largely due to under train commitment and the overall exists 	f the schools is below standard. ed teachers, their knowledge, lack of
(xii)	The rapport of the children with the teachers?	observation by MI.
	• The rapport of the children with	the students is fairly good.
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	• Yes. Around 5 per cent.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	teachers/VEC schools records.
	No drop outs were reported during	ng previous six months.
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	basis of school records and discussion with teachers.
	 Around 5 -10 per cent of studer previous academic year. 	nts usually retained in class I from the

(q) Any other issues relevant to SSA implementation

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

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

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

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

4. Annexure 4 – Teacher Training

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

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

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

6. Annexure 6 – EGS and AIE

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

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

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

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

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

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

9. Annexure 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. No	Name of the School
1.	Adarsh M.S. Hemrodih
2.	Adarsh M.S. Orkhar
3.	Adarsh M.S. Rajdhanwar
4.	Adarsh U.M.S. Basmata (Mahua)
5.	Bal Vidya Mandir M.S. Nagina Singh Road
6.	Begoli Balika M.S. Giridih
7.	Girls U.M.S. Jamua
8.	M.S. Barjo Rajdhanwar
9.	M.S. Beniadih

10.	M.S. Chapuadih
11.	M.S. Dudhitank
12.	M.S. Ganday
13.	M.S. Jamuwa
14.	M.S. Kanya Mirzagang
15.	M.S. Koiri Tola
16.	M.S. Murna
17.	M.S. Paradih
18.	M.S. Simariya
19.	M.S. Tikamagha
20.	M.S. Urdu Gutia
21.	Nehru M.S. Station Road
22.	Netajee Subhash M.S. Giridih
23.	Rani Laxmibai Kanya M.S. Giridih
24.	U.M.S. Aamzo
25.	U.M.S. Ajidih
26.	U.M.S. Ambatanr
27.	U.M.S. Bhalwai
28.	U.M.S. Bijhaiya
29.	U.M.S. Chilgadih
30.	U.M.S. Dudhpania
31.	U.M.S. Dumardih
32.	U.M.S. Ghaghra
33.	U.M.S. Ghuraita
34.	U.M.S. Harila
35.	U.M.S. Hiranpur
36.	U.M.S. Jariagadi (Hindi)
37.	U.M.S. Jharhaa
38.	U.M.S. Karmatanr
39.	U.M.S. Karodih
40.	U.M.S. Kawaser
41.	U.M.S. Mohandih
42.	U.M.S. Parmadih (Urdu)
43.	U.M.S. Pidhatanr
44.	U.M.S. Shyam Singh Nawadih
45.	U.M.S. Sirsia
46.	U.M.S. Solodih
47.	U.M.S. Ticodih
48.	U.M.S. Upraili Pradhandih
	Cirrist opinin rinding

50.	P.S. Arwatanr
51.	P.S. Barutanr
52.	P.S. Bengabad
53.	P.S. Chachando
54.	P.S. Chandkeyari
55.	P.S. Damoderdih
56.	P.S. Dharmpur
57.	P.S. Gangapur
58.	P.S. Garhatanr
59.	P.S. Hadodih
60.	P.S. Kadmatoli
61.	P.S. Kanya Ganday
62.	P.S. Pandedih
63.	P.S. Urdu Girniya
64.	P.S. Vawardih
65.	Rajkiya Bunyadi S. Kharagdiha
66.	N.P.S. Bhututanr
67.	U.P.S. Aahardih
68.	U.P.S. Ambadih
69.	U.P.S. Badi Tola (Jagnathdih)
70.	U.P.S. Bansdih
71.	U.P.S. Barotanr
72.	U.P.S. Chakamgori Dhap
73.	U.P.S. Chinaras
74.	U.P.S. Dalgando
75.	U.P.S. Devatanr
76.	U.P.S. Dharchachi
77.	U.P.S. Dulho
78.	U.P.S. Etashani (Kedua)
79.	U.P.S. Gaganpur
80.	U.P.S. Gangapur
81.	U.P.S. Gate No7, Jogitanr
82.	U.P.S. Hardapahari
83.	U.P.S. Harilwa Tanr
84.	U.P.S. Hundarktwa
85.	U.P.S. Jodpur
86.	U.P.S. Khanhara
87.	U.P.S. Khariyodih
88.	U.P.S. Khedwadih
89.	U.P.S. Khrikawar Tanr
	<u> </u>

90.	U.P.S. Manglo	
91.	U.P.S. Mohanpur, Chirubada	
92.	U.P.S. Naitanr	
93.	U.P.S. Nawastar (ST)	
94.	U.P.S. Neemdih	
95.	U.P.S. Purani Chitardih	
96.	U.P.S. Puzhiri Toli	
97.	U.P.S. Rampur	
98.	U.P.S. Rukotanr	
99.	U.P.S. Thekatanr	
100.	U.P.S. Vanshidih	
101.	U.P.S. Vishwasdih	
102.	U.R.D.V. P.S. Magha Khurt	
	NPEGEL	
103.	U.M.S. Choure	
104.	M.S. Fulchu	
105.	M.S. Simariya	
106.	U.M.S. Bhalwai	
107.	Urdu U.M.S. Parmadih	
108.	M.S. Parmadih	
109.	M.S. Dudhitanr	
110.	M.S. Murna	
111.	M.S. Mirzagang	
113.	Rajkiya Bunyadih S. Kharagdiha	
114.	P.S. Bensabad	
115.	U.M.S. Karodih	
KGBV		
116.	K.G.B.V. Nayakdih	
117.	K.G.B.V. Rajdhanwar	
118.	K.G.B.V. Jamuwa	
119.	K.G.B.V. Ganwa	
120	K.G.B.V. Bengabad	

District: - Giridih

S. No	Name of the School	Teacher absent	Habitual absentee
1.	Bal Vidya Mandir M.S. Giridih	Tapash Kumar Nayak	-
2.	Bangali Balika M.S. Giridih	Nandita Ghosh	-

		Sarita	
3.	Girl U.M.S. Jamua	Arjun Parsad Barnwal	-
4.	M.S. Jamua	Rinki Kumari	-
5.	P.S. Argaghat	Rekha Rani Mandal Radha Kumari	-
6.	Rani Laxmibai Kanya M.S. Giridih	Kumkum Parsad Anita Rani	-
7.	U.M.S. Shayamsingh Nawadih	Vijay Nandan Mishra Dilip Kumar Yadav	-
8.	U.P.S. Aahadih Anjha	Md. Abdul Mahin	-
9.	U.P.S. Jodhpur	Sashi Kala Kisko Bodo Tudu	-
10.	U.P.S. Mohanpur, Chirubada	Baburam Hansda	-
11.	U.P.S. Naitanr	Md. Musarf Ansari	-
12.	U.P.S. Rukotanr	Jai Parkash Ram	-

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	Giridih
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	3302
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	102
(iv)	Date of visit to the Districts/EGS/schools	17.03.09 to 20.03.09

	REGULARITY IN SERVING MEAL:				Students, Teachers &
20	Whether the school is serving hot cooked meal daily? If there was interruption, what was the		Parents		
39.	exten	t and reasons for the			
	•	Hot and cooked n	neal is served i	n 92.5 per c	eent sample schools.
	•	• Interruption up to 2-3 months has been there due to non supply of food grains.			
	TRE	NDS:			School level registers,
	Exten	t of variation (As po	er school recor	ds vis-à-	MDM Registers Head
	vis actual on the day of visit)			Teachers, Schools level	
	No.	Details	Day	On the	MDM functionaries /
			previous to	day of	Observation of the monitoring team.
			date of	visit	monitoring team.
			visit		
40.		Enrollment	27312	27312	
40.	ļ.	No. of children	18321	18233	
		attending the school			
	i.	No. of children	27312	27312	
		availing MDM			
		as per MDM			
		Register	10221	10106	
	1.	No. of children	18321	18196	
		actually availing MDM			

The attendance is 66.7 per cent as against the enrollment. 66.6 per cent students actually had MDM on the day of visit. However, it is noticed that MDM registers are maintained as per the total number of children enrolled. REGULARITY IN DELIVERING FOOD School level registers, **GRAINS TO SCHOOL LEVEL:** MDM Registers, Head Teacher, School level (vii) Is school receiving food grain regularly? If MDM functionaries. there is delay in delivering food grains, what is the extent of delay and reasons for the same? 66.7 per cent sample schools are getting food grains regularly. The delay was noticed ranging from 1-3 months due to non supply of food grains caused by out of stock in FCI. However, 86 per cent schools have not experienced such delay. (viii) Is buffer stock of one-month's requirement is School level registers, 41. maintained? MDM Registers, Head Teacher, School level MDM functionaries The buffer stock of one month requirement is maintained in 66.7 per cent sample schools. (ix) Is the food grains delivered at the school? School level registers, MDM Registers, Head Teacher, School level MDM functionaries The food grains are provided directly to 61.7 per cent schools monitored. REGULARITY IN DELIVERING COOKING School level registers, **COST TO SCHOOL LEVEL:** MDM Registers, Head Teacher. School level (v) Is school receiving cooking cost in advance MDM functionaries. regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 61.7 per cent schools are receiving the cooking cost in advance 42. regularly. Some cases of delay ranging from 1-3 months are reported. The delay in this regard is mostly caused by the concerned department. (vi) In case of delay, how schools manage to level School registers, ensure that there is no disruption in the MDM Registers, Head feeding programme? Teacher. School level MDM functionaries.

	• In case of delay, interim arrangement is done by the help of schools nearby or VECs arrange of their own to avoid disruption in the feeding programme.		
	(vii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	 The cooking cost is paid through banks in a schools. 	altogether 89 per cent sample	
	SOCIAL EQUITY:	Observations	
43.	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?		
	No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements.		
44.	VARIETY OF MENU: (vii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 In almost 82 per cent of the sample schools the menu is displayed. However, only around 50 per cent of those schools appeared to have adhered to the menu displayed. 		
	(viii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Variety in the food served is there in 86 per	cent schools visited.	
45.	(ix) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 In all the 102 sample schools, rice, pulses and vegetables are almost habitually included in the daily menu. However, wheat is nowhere seen as part of daily menu. 		
46.	QUALITY & QUANTITY OF MEAL:	Observations of	
46.	Feedback from children on	Investigation during MDM service	
	e) Quality of meal:	551 1160	

	• In 90 per cent sample schools, the children feel that the meal served is			
	neat/clean and tasty as well.			
	f) Quantity of meal:	Observations of Investigation during MDM service		
	Again, the children of 90 per cent schools meal is quite sufficient.			
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service		
	 The children are unhappy about the quality and quantity of the meal 9.8 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs ne 			
	special orientation on health and hygiene. • Village leaders should be inspired to lead and serve the society.			
	SUPPLEMENTARY:	Teachers, Students, School		
	(vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Record		
	The children of over 91per cent sample schools vitamin A dosage are given.			
	 In 14 per cent schools visited folic are supplied. Iron tablets are provided in not a single school visited. 			
4.5				
47.	(viii) Who administers these medicines and at what frequency?	Teachers, Students, School Record		
	Both Govt. and private agencies administer nutrients.	these medicines and		
	The frequency of providing the services is of	often after every six months.		
	(ix) Is there school Health Card maintained for each child?	Teachers, Students, School Record		
	In 97 per cent sample schools no health card	d is maintained.		
	STATUS OF COOKS:	Observations and		
48.	(iii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
	 In 98 per meals are cooked/served by the m The meal are cooked and served by the a known as Sanyojika and Sahayika in only 2 	ppointed members popularly		
	<u>L</u>			

	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	• The number of cooks/helpers was reported	ed as sufficient to meet the
	requirement in 90 per cent schools visited.	
	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	 The remuneration paid to cooks/helpers varied from the 0.20/child to the highest up to Rs. 0.30/child. The most common practice is Rs. 0.25/child paid in 54 per visited. However, 43 per cent schools reported that cooks/helpers at the cooks/helpers at the cooks/helpers. 	
	rate Rs.0.20/child.	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat
		members and cooks.
	• In more than 80.5 per cent schools the remuneration payment is regularly.	
	(v)Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	• 57.5 per cent cooks/helpers belong to OBC.	
	 18 per cent come from ST community. 	
	 17.5 per cent of them hailed from SC comm 	nunity.
	 5 per cent belong to Minority groups and a 'Others. 	-
	INFRASTRUCTURE:	School records, discussion
	Is a pucca kitchen shed-cum-store:	with head teacher, teacher, VEC, Gram Panchayat members.
49.	 (k) Constructed and in use (l) Constructed but not in use under (m)Under construction (n) Sanctioned, but constructed not started (o) Not sanctioned 	
	Any other (specify)	
		

	Information is to be given for point (a), (b), (c), (d) and (e)		
	 50 per cent schools have constructed kitcher Over 28.3 per cent schools, they are constru No construction under way is reported in the It is at sanctioned stage for 31.5 percent sch For 46.7 per cent schools visited, the kitcher 	cted but not in use. e schools visited. nools.	
50.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation	
	 Old school buildings are used as temporary kitchen sheds for 27.4 per cent schools visited. For 16.6 per cent provisional arrangement of kitchen shed is on the 		
	 For 10.6 per cent provisional arrangement of kitchen shed is on the veranda. Huts are used as kitchens in 6.8 per cent schools. In 3.9 per cent schools meal is being cooked in open air. Around 17.6 per cent schools had store rooms in the corner of the classroom are used as the provisional store rooms. 		
51.	Whether potable water is available for cooking and drinking purpose?	-do-	
	• In 97 per cent potable water is available for	cooking and drinking.	
52.	Whether utensils used for cooking food are adequate?	MDM Programme	
	• 94 per cent schools have sufficient utensils for cooking etc.		
52	What is the kind of fuel used? (Gas based/firewood etc.)	Observation	
53.	 94 per cent schools are using coal for cooking. Gas, fire wood and cow dung cakes are used in 1.9 per schools each. 		
	SAFETY & HYGIENE: iii. General Impression of the environment, Safety and hygiene:	Observation	
54.	The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory.		
	ii. Are children encouraged to wash their hands before and after eating?	observation	
	Yes, the children in 96 per cent schools are encouraged to wash their hands before and after eating.		

	iii. Do the children partake in meals in an orderly manner?	observation	
	• In 96 per cent schools visited, the children are observed partaking meals in an orderly manner.		
	iv. Conservation of water?	Observation	
	and conserved.		
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation	
	• In 94 per cent sample schools safety measurand storing fuel.	res are taken while cooking	
	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily	Discussion with head teacher, teacher, VEC, Gram Panchayat members	
55.	 supervision, monitoring, participation Daily monitoring and supervision is done in almost 77.4 per cent schools by guardians and VEC members. Whereas, in another 22.5 per cent monitoring and supervision is do but not on daily basis. 58 per cent schools had contribution sometimes from the commun Other contribution in cash/kind as regular in 18.6 per cent schools Whereas 23.5 per cent experienced no contribution at all. 		
56.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members	
	Most of the (85 per cent) inspection and supervision is done by the block level officers/officials.		
	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?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.	
57.	 The mid day meal scheme has been instrumental in improving the enrollment in more than 98 per cent schools visited. It has substantially increased the attendance in over 96 per cent schools. Similarly improvement on health is noticed in 95 per cent schools visited. Other incidental benefits in terms of support to poor children, good practices related to health/hygiene and sanitation are experienced in more than 93 per cent schools monitored. 		

20. List of schools visited in the districts

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

S. No	Name of the School
1.	Adarsh M.S. Hemrodih
2.	Adarsh M.S. Orkhar
3.	Adarsh M.S. Rajdhanwar
4.	Adarsh U.M.S. Basmata (Mahua)
5.	Bal Vidya Mandir M.S. Nagina Singh Road
6.	Begoli Balika M.S. Giridih
7.	Girls U.M.S. Jamua
8.	M.S. Barjo Rajdhanwar
9.	M.S. Beniadih
10.	M.S. Chapuadih
11.	M.S. Dudhitank
12.	M.S. Ganday
13.	M.S. Jamuwa
14.	M.S. Kanya Mirzagang
15.	M.S. Koiri Tola
16.	M.S. Murna
17.	M.S. Paradih
18.	M.S. Simariya
19.	M.S. Tikamagha
20.	M.S. Urdu Gutia
21.	Nehru M.S. Station Road
22.	Netajee Subhash M.S. Giridih
23.	Rani Laxmibai Kanya M.S. Giridih
24.	U.M.S. Aamzo
25.	U.M.S. Ajidih
26.	U.M.S. Ambatanr
27.	U.M.S. Bhalwai
28.	U.M.S. Bijhaiya
29.	U.M.S. Chilgadih
30.	U.M.S. Dudhpania
31.	U.M.S. Dumardih
32.	U.M.S. Ghaghra

33. U.M.S. Ghuraita 34. U.M.S. Harila 35. U.M.S. Hiranpur 36. U.M.S. Jariagadi (Hindi) 37. U.M.S. Jharhaa 38. U.M.S. Karmatanr	
 35. U.M.S. Hiranpur 36. U.M.S. Jariagadi (Hindi) 37. U.M.S. Jharhaa 	
36. U.M.S. Jariagadi (Hindi) 37. U.M.S. Jharhaa	
37. U.M.S. Jharhaa	
50. C.M.S. Rumatum	
39. U.M.S. Karodih	
40. U.M.S. Kawaser	
41. U.M.S. Mohandih	
42. U.M.S. Parmadih (Urdu)	
43. U.M.S. Pidhatanr	
44. U.M.S. Shyam Singh Nawadih	
45. U.M.S. Sirsia	
46. U.M.S. Solodih	
47. U.M.S. Ticodih	
48. U.M.S. Upraili Pradhandih	
49. P.S. Argaghat	
50. P.S. Arwatanr	
51. P.S. Barutanr	
52. P.S. Bengabad	
53. P.S. Chachando	
54. P.S. Chandkeyari	
55. P.S. Damoderdih	
56. P.S. Dharmpur	
57. P.S. Gangapur	
58. P.S. Garhatanr	
59. P.S. Hadodih	
60. P.S. Kadmatoli	
61. P.S. Kanya Ganday	
62. P.S. Pandedih	
63. P.S. Urdu Girniya	
64. P.S. Vawardih	
65. Rajkiya Bunyadi S. Kharagdiha	
66. N.P.S. Bhututanr	
67. U.P.S. Aahardih	
68. U.P.S. Ambadih	
69. U.P.S. Badi Tola (Jagnathdih)	
70. U.P.S. Bansdih	
71. U.P.S. Barotanr	
72. U.P.S. Chakamgori Dhap	

73.	U.P.S. Chinaras				
74.	U.P.S. Dalgando				
75.	U.P.S. Devatanr				
76.	U.P.S. Dharchachi				
77.	U.P.S. Dulho				
78.	U.P.S. Etashani (Kedua)				
79.	U.P.S. Gaganpur				
80.	U.P.S. Gangapur				
81.	U.P.S. Gate No7, Jogitanr				
82.	U.P.S. Hardapahari				
83.	U.P.S. Harilwa Tanr				
84.	U.P.S. Hundarktwa				
85.	U.P.S. Jodpur				
86.	U.P.S. Khanhara				
87.	U.P.S. Khariyodih				
88.	U.P.S. Khedwadih				
89.	U.P.S. Khrikawar Tanr				
90.	U.P.S. Manglo				
91.	U.P.S. Mohanpur, Chirubada				
92.	U.P.S. Naitanr				
93.	U.P.S. Nawastar (ST)				
94.	U.P.S. Neemdih				
95.	U.P.S. Purani Chitardih				
96.	U.P.S. Puzhiri Toli				
97.	U.P.S. Rampur				
98.	U.P.S. Rukotanr				
99.	U.P.S. Thekatanr				
100.	U.P.S. Vanshidih				
101.	U.P.S. Vishwasdih				
102.	U.R.D.V. P.S. Magha Khurt				
	NPEGEL				
103.	U.M.S. Choure				
104.	M.S. Fulchu				
105.	M.S. Simariya				
106.	U.M.S. Bhalwai				
107.	Urdu U.M.S. Parmadih				
108.	M.S. Parmadih				
109.	M.S. Dudhitanr				
110.	M.S. Murna				
111.	M.S. Mirzagang				

112.	Rajkiya Bunyadih S. Kharagdiha		
113.	P.S. Bensabad		
114.	14. U.M.S. Karodih		
	KGBV		
115.	K.G.B.V. Nayakdih		
116.	K.G.B.V. Rajdhanwar		
117.	K.G.B.V. Jamuwa		
118.	K.G.B.V. Ganwa		
119	K.G.B.V. Bengabad		

3. District Level Half yearly Monitoring Report:

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

3.1	Name of the District Monitored:	Koderma
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	699
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	104
3.4	Date of visit to the Districts/EGS/schools	20.03.09 – 24.03.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(XXV	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.
(AA	Total Number of schools sanctione	d including spill over in the state – 00
	• Total Number of schools sanctions 00	ed including spill over in the district –
	 Total number of schools opened in 	the district – 00
(xxv	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.
	• Yes.	
(xxv	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
	• Yes.	

(xxv	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)? • Yes. The construction work for 81 • 26 are at the foundation, 38 at linter			
(xxi	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.		
	 Number of posts sanctioned for tea Yes. The sanctions have been issue Number of appointments made – 93 	d for these posts.		
(xxx)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.		
	• Yes. The teachers appointed have been put in position in new schools in the district.			
(XXX	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. d one time grant of Rs. 10000/- at PS evel for TLE.		
	 The items purchased are as follows kit, Musical instruments, Items for 	: Almira, Furniture, Science kit, Maths indoor/outdoor games etc.		
(xxx)	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? • No guidelines have been issued by	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report. DPO under this grant.		

(b) Civil Works:

	What are the for construence additional	uction o		buildings	, SPO	along v	o be obtain with dist to furnis	rict-wise
	toilets, BR		*	_		-	completed	
	rain water	harvesting	g etc. for t	he curren	t works	in progre	ess and w	orks not
	financial ye		nat is the p	rogress til			pdated at	
	the previous Items	Target	On	Plinth	Lintel	Roof	g visited b	Finish
	Ttems	Target	Progress	1 1111111	Linter	Kooi	casting	rimsii
(xl)	Sch. Building	160	48	10	03	11	08	16
	ACR	321	131	41	20	35	17	18
•	Drinking water	0	0	0	0	0	0	0
	Toilet	0	0	0	0	0	0	0
	BRC/CRC	0	0	0	0	0	0	0
	NPEGEL	48	22	07	02	05	01	07
	KGBV	04	0	0	0	0	0	0
(xli	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated. To be checked on the spot wi assistance of VEC/SMC are School Teachers.				-			
 The ongoing constructions in the district are school building, class rooms, toilets, drinking water facilities, NPEGEL, KGBV 26 are at the foundation, 38 at lintel and 17 are at the roofing state. The quality of construction is mostly average. 				, KGBV e	etc.			
	Whether SI							_
(xli	technical p work?	ersons fo	execution	n of civi	Schoo	assistance of VEC/SMC and School Teachers (sample as in (ii)		
	 Yes. The members of VEC/SMC have been trained for execution of civil work. 				n of civil			
	Whether conhas been p	repared a			n assista	ince of	on the s VEC/SM s (sample	IC and
(xli	, = 5, 5 - 5	VEC/SMC? School Teachers (sample as in (ii) above).						
		The con VEC/SM	nmunity ma C.	anual has	been pre	pared and	l usually	available
(xli	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?			s assista	ance of l Teachers	on the s VEC/SM s (sample	IC and	

	• Yes. The ramp is being constructed in all the school buildings coming up recently.			
(xl	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		
	 Yes. The VEC/SMCs are keeping materials for construction. 			
(xl·	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).		
	Engineers posted at block level are de-	esignated for technical supervision.		
	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? The technical person has visited all the construction of times the technical person has visited all the construction of times the technical person has visited all the construction of times the con	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
(xl	• The technical person has visited all the construction sites at least once at plinth level.			
	• 72.1per cent construction sites have b			
	 More than 39.5 per cent sites have be roofing level. 			
(xl	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).		
	 Yes. There is convergence with Campaign for the construction of drir 	<u> </u>		
(xli	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
The construction of drinking water facilities in schools have been out by either specialized agency or VEC/SMC.				
(1)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	• Yes. There has been convergence v toilet facilities in the schools.	vith Total Sanitation Campaign for		
(li)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).		

• As per MI the construction in sites visited are of average quality.

Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?

Status to be obtained from SPO and to be verified from schools visited by MI.

(lii

- Yes. There is an engineer in charge at SPO level.
- The frequency of reviewing progress of districts is monthly.
- A structured format is used for reviewing the progress.
- Steps taken to ensure quality by SPO:
 - Strictly follow the blue print
 - Check the quality of materials being used
 - Frequent visit to construction sites for supervision

(c) Textbooks:

(xiii)	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.		
	Total number of free text books received/distributed -113939			
		re provided to SC, ST and girls from SSA		
	funds. • Free text books are provi	sided to general students from state Court		
	 Free text books are provided to general students from state Govt. funds. 			
	When were the textbooks	Information is to be obtained from DPO		
	actually received and	of district visited by MI. A copy of the		
		circular/ instructions issued by SPO to		
(:)		DPO in this respect be enclosed along		
(xiv)	from the SPO office in this	with the Monitoring Report.		
	respect?			
	• The textbooks were not received within one month of opening of			
	the school.			
	Yes. An instruction/circu	lar has been received from SPO.		

Is there delay To be verified in the schools/EGS/AIE any in distribution of the textbooks centres visited by MI. Reasons for delay be verified at DPO and SPO by MI. (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the (xv)delay. Indicate the date of distribution and date of opening of schools in the district visited. Yes. There was a delay in distribution of textbooks. The delay was caused by the publishers/suppliers. To be verified in the schools/EGS/AIE Whether free textbooks have centres visited by MI. Reasons for non been distributed for all subjects and for all classes and to all supply of textbooks, if any, for all subjects and all classes be verified at eligible children? (xvi) DPO and SPO by MI. Free text books have been distributed, but neither for all subjects nor for all classes. They have not been distributed to all eligible children either.

(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 (x) 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.

- Total number of schools to whom school grants are approved 699
- Yes. The funds have been released to the district.
- Yes. The guidelines have been issued on how to utilize the 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.

- The DPO has released the grant to the schools.
- The number of schools to whom releases have been made 699
- No guidelines have been circulated to school level for utilization of the school grant.

(x) Has the DPO made centralized Information to be obtained from DPO

		-
	purchases for schools out of the school	of districts visited by MI.
	grant? If so, for what purpose and	
	what is the amount utilized?	
	• No centralized purchases have	been made by DPO out of the school
	grant.	
	The actual date of receiving school	To be verified on the spot from the
	grants by school/VEC and the	passbook and expenditure statement
(xi	utilization of the grants. Whether there	maintained by school/VEC.
	was any delay in receipt of grants?	-
	There was no delay reported in re	eceipt of grants.
	Utilization details (percentage of	To be verified on the spot from the
	utilization and items) for the last	passbook and expenditure statement
	year's school grants received by the	maintained by school/VEC.
(xx	school/VEC.	
(A)	84 per cent schools visited hav	e utilized more than 75 per cent of the
	grant received.	-
	 Amount was not utilized either of 	due to transfer/retirement or migration of
	VEC chairman.	

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned	Information is to be obtained	
	district-wise under SSA in primary and	from SPO and to be updated in	
(xxxv	upper primary schools and the number of	DPO in respect of districts visited	
(AAA)	Teachers in position therein?	by MI.	
	 Number of additional teachers sanct 	ioned – 1171	
	• Number of teachers in position – 988	8	
	What is the mode of recruitment of the	Information is to be obtained	
	teachers and the level/authority	from SPO and to be updated in	
	(DPO/VEC etc), which recruits the	DPO in respect of districts visited	
	teachers? What is the procedure followed	by MI.	
	in the recruitment of teachers?		
(vvvv	Teachers are recruited as per 1:40 (teacher student ratio)		
(xxxv	• The recruitment is done by block level officials and the members of		
	VEC/SMC.		
	 The procedures followed for the recr 	ruitment:	
	General notification		
	 Application against the 	ne vacancy	
	General meeting arran	<u> </u>	
	Nature of appointment of teachers i.e.	·	
	whether it is a regular appointment or		
(vvvi	contract basis?	DPO in respect of districts visited	
(xxxi		by MI.	
	Teachers are appointment on contract	et basis.	
	11		

(xl)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment? • The decentralized recruitment procede • The local community (53 cases) is teachers to some extent. • However, 27 local communities are to the NEC/OMG.	VEC. dures have been laid down. satisfied with the appointment of
(xli)	made by VEC/SMC. 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? • The number of teachers sanctioned - • The number of teachers in position - • The number of teachers present on the number of teachers absent - 2	- 87 he day of the visit – 63
(xlii)	How was the rapport between children and the teachers in the schools visited? • The rapport between teachers and string in the schools visited.	To be ascertained from the VEC and observed during the visit by MI.
(xliii)	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	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.

Target number of teachers for in service training – 2834 Actual number of teachers given such training – 00 Yes. There is a calendar for teachers training. Venue for training is generally at BRC/CRC level. JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes dealt with in training for teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professional groups. Yes. Along with pre and post evaluation, daily feedback is taken through evaluation format during the training. To be ascertained from the SPO The target number of newly recruited teachers district-wise, and updated from the DPO in to be given orientation training of 30 days and the respect of the districts visited by actual number of teachers given such the MI and to be verified from the training, and venue of the training, for teachers in schools visited by MI. how many days and who were the Master Trainers? What was the monitoring done (xliv for ensuring quality of the training? Target number of newly recruited teachers – 06 Venue for training is generally at BRC/CRC level. Adhar', JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes for training of newly recruited teachers. All the trainings are held as residential. • Modules are prepared by the specialized/professional groups. The target number of teachers district-To be ascertained from the SPO wise to be given refresher training of 60 and updated from the DPO in days and the actual number of teachers respect of the districts visited by given such training. What was the mode the MI and to be verified from the of training (institutional or distance); teachers in schools visited by MI. venue of training? Module and content of training and who prepared it? Who were (xlv) 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? Target number of teachers for refresher training – 00 • Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether To be ascertained from the there are any areas, which the teacher teachers on the spot in respect of would like to get trained? schools visited by MI. Of the total trained teachers 40.4 per cent are very much satisfied and (xlvi) 25 per cent are satisfied to some extent. However, 18.3 per cent are reported as not satisfied at all.

Teachers are of the opinion that they should be rigorously trained on

the subjects included in the syllabus.

The academic support given by BRC/CRC to the teachers, the frequency of such support:

d. 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 been done in what has mode(workshop/meetings/school visit teachers) and degree effectiveness (as perceived by teachers and BRCC/CRCC)?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI

(xlvii

- The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools.
- They also arrange trainings for VEC/SMC members.
- Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc.
- Yes, there is a calendar for the training and follow up programmes.
- BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well.

b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- The expected number of visits for BRP is once per school per month and for CRPs, it is twice per school per month.
- The expected number of school visits is being followed in the district.

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 conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities:
 - Conducting model lessons in classrooms,
 - Help teachers to teach difficult topics,
 - Conduct random tests
 - Various innovative steps to improve teachers' performance and children's learning.

DIET interacting, with d.Is the BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research monitoring of BRC/CRCs?

To ascertained be from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring.

e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?

To ascertained be from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by

Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits.

Quality a 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

SPO

the

Does

To be ascertained from SPO.

(xlvii

coordination with SCERT and DIETs? Yes. There is a quality coordinator at SPO.

have

(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.

- The total number of teachers eligible to receive TLM grants 2834
- Number of eligible teachers provided TLM grants 2794

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?

(xi

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 total number of teachers received TLM grants 9175.
- Yes. The instructions have been issued in respect of utilization TLM grants.

The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials 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 (xi use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?

information to be verified on the spot in respect of schools visited by MI.

- TLMs are displayed in 51.6 per cent schools monitored.
- TLMs are kept separately in 48.4 per cent.
- No TLMs were verified in 7.7 per cent schools.
- Nature of TLM: letter card, word card, number card, flip charts etc.
- The children are using the TLMs displayed in classrooms.
- The teachers have received training on TLM development and use.
- The usual venue for training is CRC and the CRPs are the trainers.
- Cross sharing and demonstration of good practices are done.

(g) EGS & AIE:

(lxx) 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 districtwise? (The category wise information on each type of intervention for out of school children may be given as per the followed by nomenclature State).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

• The number of EGS/AIE centres in the district – 00

(lxx) 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.

- Target number of children 00
- Number of children actually enrolled 00

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 number of children enrolled 00
- The number of children actually attending 00

(lxxi 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.

- The number of Para/Sahyogi teachers 540
- 15 days Induction training 40
- 8 days In-service training (residential)–7118
- 10 days In-service training (non-residential)– 4344
- Trainings given to them by BRC/CRC/DIET.
- General feedback: training should be given on the subjects based on the current syllabus.

(lxx) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?

Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

- Yes. They are given academic support by the BRC/CRC.
- The frequency of support is at least twice a month.
- Yes. Instruction has been issued by DPO.
- (lxx) 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.

- Educational qualification:
 - For primary section minimum up to intermediate.
 - For upper primary minimum up to graduate.
- Yes. They are given trainings as well as receive academic support as mentioned earlier.
- (lxx) 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 amount of monthly honorarium:
 - Intermediate Rs. 2500/- per month
 - Trained Intermediate Rs. 3000/- per month
 - Graduate Rs 3000/- per month
 - Trained Graduate Rs. 3500/- per month
- Payment of monthly honorarium is made through banks from VEC.
- attendance?

(lxx) Whether EV is regular in his To be ascertained from VEC during field visits by MI.

- Yes. Their attendance could be adjudged as regular.
- (lxx) 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.
- He has been oriented and has received capacity building training.
- (lxx) Is there any monitoring format available with DPO on which SPO regarding information takes 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. There is a monitoring format available with DPO.
- The frequency of submission of furnished information is monthly.

	2 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	
(lxx)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? • Target number of EGS/AII upgraded in the district – 00	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	• Number of achievement – 00	
(lxxx	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	• Yes.	
(lxxx	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	 The number of EGS/AIE center 	ers actually upgraded – 00
(lxxx		To be verified on the spot with the assistance of VECs, during field visits of MI.
	 Yes. But, earlier to last financial 	al year.
(xc)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	• Yes.	
(xci)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
(• Yes.	To be venified on the anatid-
(XCII	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	• Yes. 5 are at foundation level,	3at lintel and 8 are at roof level.
(xcii	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.
	• Yes.	

(xciv	The number of children actually	
	mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	 All the EGS/AIEs are already and so the children therein. 	mainstreamed by virtue of up gradation,
(xcv	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Yes. Almost all the infrastruct	ures are available.
(xcv	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	• Yes. MDM is being supplied t	o the children.
(xcv	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.
	Number of children enrolled –	4425
	• Actually present on the day of	visit – 3451
(xcv	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	 Achievement level of children 	is average.
(xcix	The rapport of the EV with the children?	Observations during Field visit, by MI.
	• Yes. The rapport between Para	teachers and children is satisfactory.
(c)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	 Yes. They are using text books Children have been provided f There was delay caused by the 	ree text books, though not in all subjects.

(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.
	Number of CWSN children identified/enrolled – 1109	
	 Number of CWSN children b 	penefitted – 00
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	l • • • • • • • • • • • • • • • • • • •
	Number of children provided	l aids – 00
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No applicable.	
(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.
	Number of resource teachers identified – 00	
(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? • Yes.	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.	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? As per sample check 06 schools have	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers. e been provided with the ramps.

(vi)	provided home based support during the current financial year?	CWSN has been provided home based
(vii)	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. counseling during the current financial
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI? Number of CWSN children et al. Number of CWSN children at the schools of CWSN children at the school of	

(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? • The number of clusters targe • Number of model cluster act		
(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.	
	Status of construction as per sample verification:		
	• Number of ACR – 06		
	 Safe drinking water facility – 06 		
	• Toilet facility – 06		
	• Electrification – 00		

(iii)	gender sensitive TLMs;	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. 04 NPEGEL have been provided with vocational training and no centre is	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? • Yes.	Information to be obtained from the SPO to be updated from DPO visited by MI.	
(v)	g. Whether a district gender coordinator is in position? h. Whether a monitoring system to check progress in girls' education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.	
	 Yes. Yes. There is a monitoring system to monitor monthly. 		
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise? • Number of ECCE centres op	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? • Yes. There is a monitoring system.	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.	

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

	Number of KGBV sanctioned	Information to be obtained from SPO	
	district-wise and block-wise and	office and to be updated from DPO in	
	the number of KGBV operational	respect of districts visited by MI.	
(i)	during the current financial year.	Sample check by MI in the field visit.	
	Number of KGBV sanctione	d – 04	
	Number of KGBV operation		
	The number of KGBV in the State		
	in respect of which land have been	_ =	
(ii)	identified, district-wise.	respect of districts visited by MI.	
	• As per sample check for identified.	all the 01 KGBVs land have been	
	Whether the State has drawn up	To be obtained from the SPO and	
(iii)	any detailed guidelines for running	•	
(111)	the KGBV schools.	MI.	
	Yes. The detailed guidelines	1	
	The number of KGBV in respect		
(iv)	of which all formalities for	T	
(11)	construction have been completed.	respect of districts visited by MI.	
		plete formalities for construction -01	
	The number of posts sanctioned	To be obtained from DPO and to be	
	for the KGBV (teachers and other staff) in the district and the present	verified in respect of KGBV visited by MI.	
	position of filling up of these	IVII.	
(v)	posts.		
	Number of posts sanctioned— 16		
	• In position - 16		
	Filling up procedure are on process		
	The number of students admitted		
(vi)		verified in respect of KGBV visited by	
(*1)	district.	MI.	
• Total number of students admitted – 618 out of target - 800			
	The details of facilities available	To be obtained on the spot in respect	
	such as furniture, bedding, meals to be verified by MI in respect of	of KGBV visited by MI.	
(vii)	KGBV visited.		
	number of them does not have their own campus/building.		
	The facilities in terms of farintare, sea and means are available out a		
	number of them does not have their own campus/building.		

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

	Whether EMIS set up in each	Information to be obtained from the
	district of the State/UT and	SPO and to be updated from DPO of
(*)	whether requisite computers and	the district visited by MI.
(i)	computer operators have been put	
	in position?	
	• Yes.	

(ii)	(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year? • The detailed time schedule	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 /instruction has been received by the
		district. (enclosed)	mistruction has been received by the
		Whether data capture format have	Information to be obtained from DPO
	(:::)	been supplied to all schools latest	and to be verified from teachers of the
	(iii)	by August?	schools visited by MI.
		• Yes.	
		Whether any training has been	Information to be obtained from DPO
		imparted to the teachers for filling	and to be verified from teachers of the
	(iv)	up data in the data capture format?	schools visited by MI.
	(IV)	If so when, duration where was the	
		training held?	
		• Yes.	
	(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	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
		the data? If so, please give details,	
		including findings. ? • Yes.	
f		Whether the data collected and	Information to be obtained from DPO
		compiled by the DPO was passed	
	(vi)	on to the State well in time i.e. by	
		November?	
		• Yes.	
		Is there an MIS in charge at State	Information to be obtained from SPO.
		level? Is he fully conversant with	
	(vii)	needs of SSA in MIS? How many workshops/trainings has he	
		attended in GOI/NIEPA?	
		• Yes.	
- 1		1 25.	

(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.	

(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.
(iii)	Is there a Research/Evaluation incharge 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? • Yes.	Information to be obtained from SPO.

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise? • Total number of VEC – 699	Information to be obtained from the SPO and to be updated by the DPO.
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC? • Yes. The guidelines are providence.	VEC/SMC during the Field visit by MI.
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? • Yes. Guidelines given on adequate representation to women associated in the VEC of the school visited by MI? • Yes. Guidelines given on adequate representation to women a VEC.	VEC/SMC during the Field visit by MI.

(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? • The frequency of the meeting	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.	
	 Number of members in primary school is 15 and in upper primary – 21. As per sample check members of 87 VECs attending the meetings regularly. 		
	Yes. The women/SC/ST meml	pers participate regularly.	
(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.	
	Yes. Percentage of the members oriented – 13.2 per cent.		
	Orientation training conducted by BRC/CRCs.		
	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.	
	A sizeable number of VECs have contributed substantially.		
(vi)	• The active VECs have definite impact in terms of environment of the school.		
	• Their participation has improved enrollment attendance of both teachers and students.		
	However, many of them require reorientation and motivation.		
(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 incharge 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	

• Yes.

(n) Staffing at State and District Level:

(11) 514	iting at State and District Level.	
(i) Sta	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	Information to be obtained from SPO.
	Programme Coordinators oriented and knowledgeable about their tasks?	
	programmesMinimum 2 functional blocks	and ACPs are responsible for these have been attached to each programme
	officer.Vacant posts are filled by SPC	
(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.
	• Number of meetings -12	
(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.

	Category	Sanctioned	Filled	Vacant
	ADPO	1	1	0
	APO	4	3	1
	A/c Officer	1	1	0
	Asstt. Engineer	2	2	0
	Asstt. Computer Programmer	1	0	1
	A/c cum Computer Operator	1	1	0
	Computer Operator/typist	2	1	1
	District Resource Person	1	0	1
	Asstt. Resource Person	0		
	Data Entry Operator	0		
	A/c Assistant	0		
	Store Keeper	0		
	Purchase Asstt.	0		
	Steno/cum computer ooperator	1	1	0
	Typist	0		
	Driver	0		
	Peon/Night Guard	0		
(iv)	The number of sanctioned? Staffing action taken to fill vac	position and		be obtained from to be verified in RCs visited by MI.
	Number BRCs	sanctioned – 00)	
	Number of CR	.Cs sanctioned -	- 00	
	Staffing position	aition – 08 BRPs against 15 and 70 CRPs against 75		
(v)	Does SPO have clear rules/regulations for f of SSA?	•	To be verified checking of record	at SPO through s.
	• Yes.			

(0)	Outreach	of	primary/upper	Primary	educational	facilities	to	SC,	ST,
Mir	nority group	ps a	nd to girls as wel	ll, especial	ly in special f	ocus distri	cts.		

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

	The number of days the school functioned during the last academic year?	mation to be obtained from the ol records.	
(i)	Around 31.9 per cent of the schools ha	d working days up to 240 during	
	last academic year.	a working days up to 240 during	
	-	sing days from 240, 250	
	• The rest 68.1per cent schools had work		
		mation to be recorded on the	
		of observation.	
	grounds, good classrooms with proper		
	flooring, roof and windows? Whether		
	the classrooms have proper lighting?		
(ii)	• 12.5 per cent schools have reasonably	clean environment.	
	 Most of the buildings are average but 	with fairly well furnished class	
	rooms.	•	
	 Proper flooring is there but windows a 	are broken and roofing appeared	
	to be poorly finished.	me cromen und reening appeared	
	 Around 6.7 per cent have playgrounds. 		
	Whether the classes have proper Information		
	sitting arrangement for children, a basis		
	black board, TLM materials?	of observation.	
(iii)	,	s citting among amonta	
	Most of the schools do not have proper sitting arrangements.		
	Blackboards are there but not so smoot		
	TLMs are either missing or kept separa		
	Whether health camp facility was Inform		
(*)	made available to the children during basis	of school records.	
(iv)	the previous six months?		
	Health camp facilities were made avail	able in some of the schools.	
	Whether the school has adequate play Information	mation to be recorded on the	
		of observation.	
(v)	A large number of schools are in p		
	materials.	con condition in terms of play	
	If there is low attendance the reasons Inform	mation to be obtained from the	
		ers/VEC.	
(2,33)			
(vii)	-		
	The reason is lack of awareness and mi		
	Irregular or nonexistence of parent teachers.		
	Steps taken to promote attendance by Inform		
(-:::)	,	ers and VECs etc.	
(viii)	etc?		
	• Frequency of parent teachers meeting h	has been increased.	
	What is the present process of Information	mation to be recorded on the	
		of school records.	
(ix)	students?		
	Periodical evaluation tests are condu	cted to assess the achievement	
	level of students.		
	10.01.01.000000000000000000000000000000		

(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? • Yes.	Information to be recorded on the basis of school records.
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
(xi)	 The achievement level in most of It is largely due to under train commitment and the overall exists 	f the schools is below standard. ed teachers, their knowledge, lack of
(xii)	The rapport of the children with the teachers?	observation by MI.
	• The rapport of the children with	the students is fairly good.
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	• Yes. Around 5 per cent.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	teachers/VEC schools records.
	No drop outs were reported during	ng previous six months.
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	basis of school records and discussion with teachers.
	 Around 5 -10 per cent of studer previous academic year. 	nts usually retained in class I from the

(q) Any other issues relevant to SSA implementation

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

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

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

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

4. Annexure 4 – Teacher Training

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

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

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

6. Annexure 6 – EGS and AIE

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

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

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

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

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

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

9. Annexure 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. No	Name of the School
1.	Aadarsh M.S. Jainagar
2.	G.M.S. Jainagar
3.	M.S. Aadarsh Bichariya (Naitanr)
4.	M.S. Baeechedih
5.	M.S. Belatar -2
6.	M.S. Berwaguma
7.	M.S. Chanwara
8.	M.S. Inderwa Shahri
9.	M.S. Tilokri

10.	M.S. Urwa
11.	Rajkiya M.S. Koderma
12.	Rajkiya Balika U.M.S. Markachcho
13.	R.M.S. Anbdih
14.	R.M.S. Gumwan
15.	R.M.S. Jhamu
16.	
	R.M.S. markachcho (South)
17.	R.U.M.S. Behradih
18.	R.U.M.S. Sardarodih
19.	U.M.S. Alagdiha
20.	U.M.S. Aragaro
21.	U.M.S. Bandhitanr
22.	U.M.S. Bhondo
23.	U.M.S. Borsotiysbar
24.	U.M.S. Chechai
25.	U.M.S. Dhab (Khandi)
26.	U.M.S. Dhusai (Chehal)
27.	U.M.S. Jhumri
28.	U.M.S. Jogidih
29.	U.M.S. Lochanpur
30.	U.M.S. Mandergundi
31.	U.M.S. Markacho
32.	U.M.S. Nawada
33.	U.M.S. Pipcho
34.	U.M.S. Putto
35.	U.M.S. Santh
36.	U.M.S. Sonedih (Dewa)
37.	U.M.S. Thame
38.	U.M.S. Urdu Chatarbar
39.	U.M.S. Yogiyatila
40.	U.P.G. Rade M.S. Kharkhar
41.	Urdu P.S. Jainagar
42.	P.S. Ashnabad
43.	P.S. Lohadanda
44.	P.S. Mahugawn
45.	P.S. Markacho
46.	P.S. Prtappur
47.	P.S. Puto
48.	R.Kanya P.S. Harisabha
49.	R.P.S. Charadih

51. R.P.U.S. Darzichak 52. Rajgir P.S. Ergobad 53. N.P.S. Benania 54. N.P.S. Dhobiyadih 55. N.P.S. Harladih 56. N.P.S. Kherodih 57. U.P.S. Badkisali 58. U.P.S. Baghmara 59. U.P.S. Baidhdih 60. U.P.S. Bridomoh 61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Jaamo Khadi 70. U.P.S. Jaamo Khadi 70. U.P.S. Kariyadih 71. U.P.S. Kariyadih 72. U.P.S. Kariyadih 73. U.P.S. Khairitanr 75. U.P.S. Khairitanr 75. U.P.S. Kumhar Tola 77. U.P.S. Kumhar Tola 78. U.P.S. Lalka Pani 79. <td< th=""><th>50.</th><th>R.P.S. Karongia</th></td<>	50.	R.P.S. Karongia
52. Rajgir P.S. Ergobad 53. N.P.S. Benania 54. N.P.S. Dhobiyadih 55. N.P.S. Harladih 56. N.P.S. Kherodih 57. U.P.S. Badkisali 58. U.P.S. Badkhadih 60. U.P.S. Baidhdih 60. U.P.S. Berogai 61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gaipure 65. U.P.S. Gargohia 66. U.P.S. Ghoal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jawongi 71. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Kariyadih 74. U.P.S. Kariyadih 76. U.P.S. Kumhar Tola 77. U.P.S. Kumhar Tola 78. U.P.S. Kumhar Tola 79. U.P.S. Lalka Pani 79. U.P.S. Madhawatar 80.	51.	
53. N.P.S. Benania 54. N.P.S. Dhobiyadih 55. N.P.S. Harladih 56. N.P.S. Sherodih 57. U.P.S. Badkisali 58. U.P.S. Baghmara 59. U.P.S. Baidhdih 60. U.P.S. Berogai 61. U.P.S. Bindomoh 62. U.P.S. Doiadih 64. U.P.S. Doiadih 64. U.P.S. Gargohia 66. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jaamo Khadi 70. U.P.S. Kariabar 73. U.P.S. Karisabar 73. U.P.S. Karisabar 75. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Mahvagadah 83. U.P.S. Paharpur 85. U.P.S. R	52.	
55. N.P.S. Kherodih 56. N.P.S. Kherodih 57. U.P.S. Badkisali 58. U.P.S. Bajdhara 59. U.P.S. Baidhdih 60. U.P.S. Baidhdih 60. U.P.S. Bindomoh 61. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jaamo Khadi 70. U.P.S. Kariabar 73. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khaintanr 76. U.P.S. Kumdiha 77. U.P.S. Kumdiha 78. U.P.S. Lohawar 80. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naesh Nasar 84. U.P	53.	
55. N.P.S. Kherodih 56. N.P.S. Kherodih 57. U.P.S. Badkisali 58. U.P.S. Badkisali 59. U.P.S. Baidhdih 60. U.P.S. Berogai 61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jawongi 71. U.P.S. Kariabar 73. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khairitanr 75. U.P.S. Khaindradih 76. U.P.S. Kurumdiha 78. U.P.S. Lohawar 80. U.P.S. Lohawar 80. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.	54.	N.P.S. Dhobiyadih
56. N.P.S. Kherodih 57. U.P.S. Badkisali 58. U.P.S. Baghmara 59. U.P.S. Baidhdih 60. U.P.S. Berogai 61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gargehia 66. U.P.S. Goragohia 66. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jaamo Khadi 71. U.P.S. Kariabar 73. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khairitanr 76. U.P.S. Kumhar Tola 77. U.P.S. Lohawar 80. U.P.S. Lohawar 80. U.P.S. Madhawatanr 81. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Raghwartanr 85. U.P.S. Ram Shala U.P.S. Simart	55.	
58. U.P.S. Baghmara 59. U.P.S. Baidhdih 60. U.P.S. Berogai 61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kariabar 73. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khairitanr 76. U.P.S. Kurumdiha 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Naresh Nasar 84. U.P.S. Raghwartanr 85. U.P.S. Raghwartanr 86. <	56.	
59. U.P.S. Baidhdih 60. U.P.S. Berogai 61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kariabar 73. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khairitanr 76. U.P.S. Kurumdih 77. U.P.S. Kurumdiha 78. U.P.S. Kurumdiha 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Raghwartanr 86. U.P.S. Ram Shala 88. U	57.	U.P.S. Badkisali
59. U.P.S. Baidhdih 60. U.P.S. Berogai 61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jamo Khadi 70. U.P.S. Jawongi 71. U.P.S. Kahar Tola 72. U.P.S. Karisabar 73. U.P.S. Kariyadih 74. U.P.S. Kariyadih 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lohawar 80. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Raghwartanr 86. U.P.S. Ram Shala 88. <t< td=""><td>58.</td><td>U.P.S. Baghmara</td></t<>	58.	U.P.S. Baghmara
61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kariabar 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Laha Pani 79. U.P.S. Madhawatanr 80. U.P.S. Madhawatanr 82. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Raghwartanr 86. U.P.S. Ram Shala 88. U.P.S. Simartarh	59.	
61. U.P.S. Bindomoh 62. U.P.S. Chhotki Joungi 63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kariabar 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Laha Pani 79. U.P.S. Madhawatanr 80. U.P.S. Madhawatanr 82. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Raghwartanr 86. U.P.S. Ram Shala 88. U.P.S. Simartarh	60.	U.P.S. Berogai
63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kurumdiha 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Simartarh	61.	-
63. U.P.S. Doiadih 64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kurumdiha 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Simartarh	62.	U.P.S. Chhotki Joungi
64. U.P.S. Gajure 65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jawongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khairitanr 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Ram Shala 87. U.P.S. Ram Shala 88. U.P.S. Simartarh		
65. U.P.S. Gargohia 66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Simartarh	64.	U.P.S. Gaiure
66. U.P.S. Ghorwatanr 67. U.P.S. Gohal 68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khairitanr 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Paharpur 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	65.	
68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khairitanr 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Lohawar 81. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh		
68. U.P.S. Harijantola Mahugai 69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Simartarh	67.	
69. U.P.S. Jaamo Khadi 70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khandradih 75. U.P.S. Khandradih 76. U.P.S. Kurumdiha 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	68.	
70. U.P.S. Jwongi 71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	69.	
71. U.P.S. Kahar Tola 72. U.P.S. Kariabar 73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kurumdiha 77. U.P.S. Lalka Pani 79. U.P.S. Lalka Pani 79. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Simartarh	70.	U.P.S. Jwongi
73. U.P.S. Kariyadih 74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	71.	
74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	72.	
74. U.P.S. Khairitanr 75. U.P.S. Khandradih 76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	73.	U.P.S. Kariyadih
76. U.P.S. Kumhar Tola 77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	74.	-
77. U.P.S. Kurumdiha 78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	75.	U.P.S. Khandradih
78. U.P.S. Lalka Pani 79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	76.	U.P.S. Kumhar Tola
79. U.P.S. Lohawar 80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	77.	U.P.S. Kurumdiha
80. U.P.S. Madanpur 81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	78.	U.P.S. Lalka Pani
81. U.P.S. Madhawatanr 82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	79.	U.P.S. Lohawar
82. U.P.S. Mahvagadah 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	80.	U.P.S. Madanpur
83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	81.	
 83. U.P.S. Naresh Nasar 84. U.P.S. Paharpur 85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh 	82.	U.P.S. Mahvagadah
85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	83.	-
85. U.P.S. Purnatehr (West) 86. U.P.S. Raghwartanr 87. U.P.S. Ram Shala 88. U.P.S. Simartarh	84.	U.P.S. Paharpur
87. U.P.S. Ram Shala 88. U.P.S. Simartarh	85.	U.P.S. Purnatehr (West)
87. U.P.S. Ram Shala 88. U.P.S. Simartarh	86.	U.P.S. Raghwartanr
	87.	U.P.S. Ram Shala
89. U.P.S. Sindri	88.	U.P.S. Simartarh
	89.	U.P.S. Sindri

90.	U.P.S. Theswa
91.	U.P.S. Yogidih
	NPEGEL
92.	M.S. Urwa
93.	M.S. Aadarsh Bichariya (Naitanr)
94.	U.P.S. Kariabar
95.	R.M.S. Markachcho
96.	Rajkiya M.S. Jhamu
97.	M.S. Indirwa Shahri
98.	M.S. Nawadih
99.	M.S. Chanwara
100.	Rajkiya Balika M.S. Jai Nagar
	KGBV
101.	K.G.B.V. Koderma
102.	K.G.B.V. Satgawan
103.	K.G.B.V. Markachcho
104.	K.G.B.V. Jainagar

District: - Kodarma

S. No	Name of the School	Teacher absent	Habitual absentee
1.	G.M.S. Jainagar	Abdul Kayaum Ansari Sarita Kumari	-
2.	M.S. Aadarsh Bichariya (Naitanr)	Chandrawati Bagawati Sarma Ganesh Narayan	-
3.	M.S. Chadrwara	Manju Kumari	-
4.	N.P.S. Dhobiyadih	Mahendra Ram	-
5.	R.M.S. Markachcho	Satyadeo Yadav	-
6.	U.M.S. Borsotiysbar	Duropadi Devi	-
7.	U.M.S. Jhumri	Salendra Parsad	-
8.	U.M.S. Lochanpur	Moti Devi Parmila Sah	-
9.	U.M.S. Nalanda	Indarmani Devi	Anuradha Devi

		Sheela Devi Mishra Mandal	
10.	U.M.S. Putto	Biseswar Kumar Renu Kumari	-
11.	U.P.S. Jawangi	Renu Kumari Sinha	-
12.	U.P.S. Kahar Tola	Priyanka Kumari	-
13.	U.P.S. Kariabar	Kalicharan Yadav Manoj Kumar	-
14.	U.P.S. Naresh Nagar	Ajay Kumar	-
15.	U.P.S. Simratarh	Mukash Yadav	-
16.	Urdu P.S. Jainagar	Hasnain Akhtar	-

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	District 4 : Koderma	
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	-	
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	91	
(iv)	Date of visit to the Districts/EGS/schools	20.03.09 to 24.03.09	

	REGULARITY IN SERVING MEAL:			Students, Teachers &	
58.	Whether the school is serving hot cooked meal			Parents	
	daily? If there was interruption, what was the extent and reasons for the same?				
	Hot and cooked meal is served in 88 per cer				nt sample schools.
	• Interruption is there ranging from 2-3 months due to non supply of food grains.				
59.	TRENDS:			School level registers,	
	Extent of variation (As per school records vis-à- vis Actuals on the day of visit)			MDM Registers Head Teachers, Schools level	
	No.	Details	Day	On the	MDM functionaries / Observation of the
			previous to	day of	monitoring team.
			date of visit	visit	
	i.	Enrollment	30740	30740	
	7.	No. of children attending the school	23490	23305	
	y.	No. of children availing MDM as per MDM Register	30340	30340	
	i.	No. of children actually availing MDM	23490	23153	

The attendance is recorded as 75.8 per cent as against the enrollment. Hence, a maximum of 75.8 per cent students are actually having MDM. However, it is noticed that MDM registers are maintained for the total number of children enrolled. REGULARITY IN DELIVERING FOOD School level registers, **GRAINS TO SCHOOL LEVEL:** MDM Registers, Head Teacher, School level (x) Is school receiving food grain regularly? If MDM functionaries. there is delay in delivering food grains, what is the extent of delay and reasons for the same? 73.6 per cent sample schools are getting food grains regularly. The delay is noticed ranging from 1-3 months in 80 per cent schools visited due to non supply of food grains. The delay is largely caused by the line department. 60. (xi) Is buffer stock of one-month's requirement is School level registers, MDM Registers, Head maintained? Teacher, School level MDM functionaries The buffer stock of one month requirement is maintained in 69 per cent sample schools. (xii) Is the food grains delivered at the school? School level registers, MDM Registers, Head Teacher, School level MDM functionaries The food grains are provided directly to 77 per cent schools monitored. REGULARITY IN DELIVERING COOKING School level registers, **COST TO SCHOOL LEVEL:** MDM Registers, Head School Teacher. level viii) Is school receiving cooking cost in advance MDM functionaries. regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 62.6 per cent schools are receiving the cooking cost in advance regularly. The delay has been noticed ranging from 1-3 months. 61. The delay in this regard is mostly caused by the concerned department. (ix) In case of delay, how schools manage to School level registers, ensure that there is no disruption in the Registers, Head MDM Teacher, School feeding programme? level MDM functionaries. In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own to avoid disruption in the feeding programme.

	(x) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.					
	• The cooking cost is paid through banking channels in almost 87 per of sample schools.						
	SOCIAL EQUITY:	Observations					
62.	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?						
	 No discrimination based on gender, caste of cooking, serving or seating arrangements. 	or community is observed in					
63.	(x) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.					
	 In almost 86 per cent of the sample schools the menu are displayed. However, only around 50 per cent of those schools adher to the menu displayed. 						
	(xi) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.					
	Variety in the food served is there in 87 per cent schools visited.						
64.	(xii) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.					
	 In all the 91sample schools, rice, pulses and vegetables are reported as habitually included in the daily menu. However, wheat is not seen as part of daily menu in even a single school sampled. 						
65.	QUALITY & QUANTITY OF MEAL: Feedback from children on g) Quality of meal:	Observations of Investigation during MDM service					
	• In 71.4 per cent sample schools, as per the children the meal served is neat/clean and tasty as well.						

	h) Quantity of meal:	Observations of Investigation during MDM service				
	Again, the children of 71.4 per cent schools feel that the quantity of the meal is sufficient.					
	c) If children were not happy, Please give reasons and suggestions to improve.	Observations of Investigation during MDM service				
	 The children are unhappy about the quality 28.6 per cent schools monitored. The cooks/helpers along with the member special orientation on health and hygiene. Village leaders should be inspired to lead and an experimental experiment. 	ers of the VECs/SMCs need				
	SUPPLEMENTARY: (x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record				
	 Micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicines have been provided to the children of only 2 per cent schools visited. 					
66.	(xi) Who administers these medicines and at what frequency?	Teachers, Students, School Record				
	 Both Govt. and private agencies administer these medicines and nutrients. The frequency of providing the services is after every six months. 					
	(xii) Is there school Health Card maintained for each child?	Teachers, Students, School Record				
	In 96 per cent sample schools no health card is maintained.					
67.	STATUS OF COOKS: (iv) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.				
	 In 21 per cent schools meals are cooked/served by the members of SHGs. The meal is cooked and served by the appointed members popularly known as Sanyojika and Sahayika in only79 per cent schools. 					

	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.					
	• The number of cooks/helpers is sufficient to meet the requirement in 77						
	•	o meet the requirement in 77					
	per cent schools visited.						
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC					
		members, Gram Panchayat members and cooks.					
	The remuneration paid to cooks/helpers va 0.20/child to Rs. 0.30/child.						
	The most common practice is Rs. 0.20/o schools visited.	child paid in 50.5 per cent					
	• However, the rate Rs. 0.25/child is paid in 4	6 per cent sample schools.					
	(iv). Are the remuneration paid to cooks/helpers	Observations and					
	regularly?	discussion with children					
		teachers, parents, VEC					
		members, Gram Panchayat					
		members and cooks.					
	In more than 61.5 per cent schools the remu	neration is paid regularly.					
	(v) Social Composition of cooks /helpers?	Observations and					
	(SC/ST/OBE/Minority)	discussion with children					
	(5 6,5 1, 6 2 2, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	teachers, parents, VEC					
		members, Gram Panchayat					
		members and cooks.					
	• 31.7 per cent cooks/helpers belong to ST co						
		•					
	• 30 per cent of them come from SC commun	iity					
	• 23 per cent identified as members of OBC						
	• 3.7 per cent belong to the Minority groups						
	• 4 per cent hailed from 'Others' community.						
	INFRASTRUCTURE:	School records, discussion					
	Is a pucca kitchen shed-cum-store:	with head teacher, teacher, VEC, Gram Panchayat members.					
68.	(p) Constructed and in use						
	(q) Constructed but not in use under						
	(r) Under construction						
	(s) Sanctioned, but constructed not started						
	(t) Not sanctioned						
	Any other (specify)						

	Information is to be given for point (a), (b), (c), (d) and (e)					
	 73.6 per cent schools have constructed kitchen shed-cum-store in use. Over 23 per cent schools, they are constructed but not in use. Construction are under way in 7.6 per cent schools visited. Kitchen-cum-store rooms are sanctioned for 19.7 per cent schools. Whereas, for 23 per cent schools visited, the kitchen-cum-store is yet to be sanctioned. 					
	In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation				
69.	 Old school buildings are used as temporary kitchen sheds for 11 per cent schools visited. For 8.86 per cent provisional arrangement of kitchen shed is done on the veranda. Huts are used as kitchens in 4.3 per cent schools. In 2.1per cent schools meals are being cooked in the open air. Around 13 per cent schools had store rooms in the corner of the classroom. In 7.6 per cent schools visited, own residence are also used as the provisional store rooms. 					
70.	Whether potable water is available for cooking and drinking purpose? • In 87 per cent potable water is available for					
71.	Whether utensils used for cooking food are adequate? • 91per cent schools have sufficient utensils f	MDM Programme				
72.	What is the kind of fuel used? (Gas Observation based/firewood etc.) • 42.8 per cent schools are using coal for cooking. • Cow dung cake is used in 29.7 per schools visited. • Fire wood is available for cooking purpose in 24 per cent schools. • Cooking gas is in access of only 3.3 per cent schools visited.					
	iv. General Impression of the environment, Safety and hygiene:	Observation				
73.	The general impression of the environment, safety, hygiene and discipline in the sample schools is noticed as satisfactory.					
	ii. Are children encouraged to wash their hands before and after eating?	observation				

	 Yes, the children in 91.2 per cent schools ar hands before and after eating. 	re encouraged to wash their		
	iii. Do the children partake in meals in an orderly manner?	observation		
	• In 92.3 per cent schools visited, the children manner.	n partake meals in an orderly		
	iv. Conservation of water?	Observation		
	• In 87 per cent schools potable water is kept	and conserved.		
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation		
	In 91.2 per cent sample schools safety meas and storing fuel.	ures are taken while cooking		
	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		
74.	 Daily monitoring and supervision is done in almost 53.8 per cent schools by guardians and VEC members. Whereas, in another 22.5 per cent monitoring and supervision is done but not on daily basis. 58 per cent schools receive contribution sometimes from the community. Contribution in cash/kind is regular in 18.6 per cent schools. Whereas, 23.5 per cent get no contribution at all. 			
75.	 INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials? Most of the (81.3 per cent) inspection and state block level officers/officials. 	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members supervision is done by the		
76.	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?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.		

- The mid day meal scheme has been instrumental in improving the enrollment in more than 79 per cent schools visited.
- It has substantially increased the attendance in over 81 per cent schools.
- Similarly improvement on health is being noticed in 83.5 per cent schools.
- Other incidental benefits in terms of support to poor children, good practices related to health/hygiene and sanitation are felt in more than 58 per cent schools monitored.

20. List of schools visited in the districts

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

S. No	Name of the School			
1.	Aadarsh M.S. Jainagar			
2.	G.M.S. Jainagar			
3.	M.S. Aadarsh Bichariya (Naitanr)			
4.	M.S. Baeechedih			
5.	M.S. Belatar -2			
6.	M.S. Berwaguma			
7.	M.S. Chanwara			
8.	M.S. Inderwa Shahri			
9.	M.S. Tilokri			
10.	M.S. Urwa			
11.	Rajkiya M.S. Koderma			
12.	Rajkiya Balika U.M.S. Markachcho			
13.	R.M.S. Anbdih			
14.	R.M.S. Gumwan			
15.	R.M.S. Jhamu			
16.	R.M.S. markachcho (South)			
17.	R.U.M.S. Behradih			
18.	R.U.M.S. Sardarodih			
19.	U.M.S. Alagdiha			
20.	U.M.S. Aragaro			
21.	U.M.S. Bandhitanr			
22.	U.M.S. Bhondo			
23.	U.M.S. Borsotiysbar			
24.	U.M.S. Chechai			
25.	U.M.S. Dhab (Khandi)			
26.	U.M.S. Dhusai (Chehal)			
27.	U.M.S. Jhumri			

28.	U.M.S. Jogidih
29.	U.M.S. Lochanpur
30.	U.M.S. Mandergundi
31.	U.M.S. Markacho
32.	U.M.S. Nawada
33.	U.M.S. Pipcho
34.	U.M.S. Putto
35.	U.M.S. Santh
36.	U.M.S. Sonedih (Dewa)
37.	U.M.S. Thame
38.	U.M.S. Urdu Chatarbar
39.	U.M.S. Yogiyatila
40.	U.P.G. Rade M.S. Kharkhar
41.	Urdu P.S. Jainagar
42.	P.S. Ashnabad
43.	P.S. Lohadanda
44.	P.S. Mahugawn
45.	P.S. Markacho
46.	P.S. Prtappur
47.	P.S. Puto
48.	R.Kanya P.S. Harisabha
49.	R.P.S. Charadih
50.	R.P.S. Karongia
51.	R.P.U.S. Darzichak
52.	Rajgir P.S. Ergobad
53.	N.P.S. Benania
54.	N.P.S. Dhobiyadih
55.	N.P.S. Harladih
56.	N.P.S. Kherodih
57.	U.P.S. Badkisali
58.	U.P.S. Baghmara
59.	U.P.S. Baidhdih
60.	U.P.S. Berogai
61.	U.P.S. Bindomoh
62.	U.P.S. Chhotki Joungi
63.	U.P.S. Doiadih
64.	U.P.S. Gajure
65.	U.P.S. Gargohia
66.	U.P.S. Ghorwatanr
67.	U.P.S. Gohal

68.	U.P.S. Harijantola Mahugai				
69.	U.P.S. Jaamo Khadi				
70.	U.P.S. Jwongi				
71.	U.P.S. Kahar Tola				
72.	U.P.S. Kariabar				
73.	U.P.S. Kariyadih				
74.	U.P.S. Khairitanr				
75.	U.P.S. Khandradih				
76.	U.P.S. Kumhar Tola				
77.	U.P.S. Kurumdiha				
78.	U.P.S. Lalka Pani				
79.	U.P.S. Lohawar				
80.	U.P.S. Madanpur				
81.	U.P.S. Madhawatanr				
82.	U.P.S. Mahvagadah				
83.	U.P.S. Naresh Nasar				
84.	U.P.S. Paharpur				
85.	U.P.S. Purnatehr (West)				
86.	U.P.S. Raghwartanr				
87.	U.P.S. Ram Shala				
88.	U.P.S. Simartarh				
89.	U.P.S. Sindri				
90.	U.P.S. Theswa				
91.	U.P.S. Yogidih				
	NPEGEL				
92.	M.S. Urwa				
93.	M.S. Aadarsh Bichariya (Naitanr)				
94.	U.P.S. Kariabar				
95.	R.M.S. Markachcho				
96.	Rajkiya M.S. Jhamu				
97.	M.S. Indirwa Shahri				
98.	M.S. Nawadih				
99.	M.S. Chanwara				
100.	Rajkiya Balika M.S. Jai Nagar				
	KGBV				
101.	K.G.B.V. Koderma				
102.	K.G.B.V. Satgawan				
103.	K.G.B.V. Markachcho				
104.	K.G.B.V. Jainagar				

3. District Level Half yearly Monitoring Report:

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

3.1	Name of the District Monitored:	Hazaribag		
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	1573		
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	119		
3.4	Date of visit to the Districts/EGS/schools	24.03.09 to 27.03.09		
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.		

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

(XXX	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.			
(1111)		d including spill over in the state – 00			
	 Total Number of schools sanctioned including spill over in the district – 00 				
	• Total number of schools opened in	the district – 00			
(xxx)	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.			
	• Yes.				
(xxx	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			
	• Yes.				

(xxx		Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.				
	Yes. The construction work for 6823 are at the foundation, 34 at linte					
(xxx	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	Information to be obtained from SPO.				
	 Number of posts sanctioned for teachers – 3204 Yes. The sanctions have been issued for these posts. Number of appointments made – 3065 					
(xxx		Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI. been put in position in new schools in				
	the district.					
(xxx	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.				
	 Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc. 					
(xl)	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.				
	No guidelines have been issued by DPO under this grant.					

(b) Civil Works:

	What are the targets (including spillover) Information is to be obtained from for construction of school buildings, SPO along with district-wise								
	additional classrooms, drinking water, break-up. SPO to furnish item-								
	toilets, BR			_		wise progress: completed works,			
	rain water						ess and w		
	financial ye						pdated at		
	the previous		r	6			g visited b		
•	Items	Target	On	Plinth	Lintel	Roof	Roof	Finish	
		8	Progress				casting		
(lii	Sch. Building	668	151	19	09	21	48	54	
	ACR	987	551	271	56	88	83	53	
	Drinking water								
	Toilet								
	BRC/CRC	06	0	0	0	0	0	06	
	NPEGEL	82	15	06	02	02	02	02	
	KGBV	10	04	0	0	02	0	02	
	Sample check by MI, of civil works in a To be checked on the spot with district, so that each category of civil works assistance of VEC/SMC and								
	is covered		_	-		l Teachers	S.		
	status by vi	_							
(liv	variance if actual may			1					
	The ongoing constructions in the district are school building, additional								
	class rooms, toilets, drinking water facilities, NPEGEL, KGBV etc.								
	• 23 are at the foundation, 30 at lintel and 15 are at the roofing stage.								
	 The quality of construction is mostly average. 								
							on the s		
	technical persons for execution of civil					assistance of VEC/SMC and			
(lv)	work?				School Teachers (sample as in (ii) above).				
	Yes. The members of VEC/SMC have been trained for execution of civil								
	worl		10015 01 11		., 0 00011	i diliod 10.	Accuno	01 01 111	
	Whether co	•				To be verified on the spot with			
	has been prepared and is available with					assistance of VEC/SMC and			
(lvi	VEC/SMC? School Teachers (sample as in (ii)							as in (ii)	
	• Yes	above).Yes. The community manual has been prepared and usually available							
		VEC/SM	-	muai mas	occii pic	parca and	i usuany	avanabic	
	In the scho	ol buildin	ngs being o	constructed	1 To be	To be verified on the spot with			
(lvi	(marry salas als as reall as building lass					assistance of VEC/SMC and			
	schools), whether a ramp is being					School Teachers (sample as in (ii)			
	constructed? above).								

	Yes. The ramp is being constructed in all the school buildings coming up recently.		
(lvi	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).	
	 Yes. The VEC/SMCs are keeping materials for construction. 		
(lix	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).	
	• Engineers posted at block level are de	esignated for technical supervision.	
	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).	
(lx)	• The technical person has visited all to plinth level.	he construction sites at least once at	
	• 17.6 per cent construction sites have l		
	 More than 8 per cent sites have bee roofing level. 	n visited by the technical person at	
(lxi	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).	
	Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities.		
(lxi	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).	
	The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC.		
(lxi	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).	
	 Yes. There has been convergence v toilet facilities in the schools. 	vith Total Sanitation Campaign for	
(lxi	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).	

• As per MI the construction in sites visited are of average quality.

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.

(lx

- Yes. There is an engineer in charge at SPO level.
- The frequency of reviewing progress of districts is monthly.
- A structured format is used for reviewing the progress.
- Steps taken to ensure quality by SPO:
 - Strictly follow the blue print
 - Check the quality of materials being used
 - Frequent visit to construction sites for supervision

(c) Textbooks:

Information to be obtained from SPO and number of children (district-wise) to whom free to be updated from DPO in respect of textbooks are distributed in the Districts visited by MI. State with particular a reference SC/ST/Girls? to Which category of children are receiving free textbooks from (xvii) SSA funds and State Government funds? Total number of children provided with free text books – 366032 All the free text books are provided to SC, ST and girls from SSA Free text books are provided to general students from state Govt. funds. Information is to be obtained from DPO When the textbooks were received of district visited by MI. A copy of the actually and circular/ instructions issued by SPO to distributed in the district? Any DPO in this respect be enclosed along instruction/circulars received from the SPO office in this (xviii) with the Monitoring Report. respect? The textbooks were not received within one month of opening of the school. Yes. An instruction/circular has been received from SPO.

Is there delay To be verified in the schools/EGS/AIE any in distribution of the textbooks centres visited by MI. Reasons for delay be verified at DPO and SPO by MI. (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the (xix) delay. Indicate the date of distribution and date of opening of schools in the district visited. Yes. There was a delay in distribution of textbooks. The delay was caused by the publishers/suppliers. Whether free textbooks have To be verified in the schools/EGS/AIE been distributed for all subjects centres visited by MI. Reasons for non supply of textbooks, if any, for all and for all classes and to all eligible children? subjects and all classes be verified at (xx)DPO and SPO by MI. Free text books have been distributed, but neither for all subjects nor for all classes. They have not been distributed to all eligible children either.

(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.

- Total number of schools to whom school grants are approved 2152
- Yes. The funds have been released to the district.
- Yes. The guidelines have been issued on how to utilize the 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.

- The DPO has released the grant to the schools.
- The number of schools to whom releases have been made 2152
- No guidelines have been circulated to school level for utilization of the school grant.

Has the DPO made centralized purchases for schools out of the school

Information to be obtained from DPO of districts visited by MI.

(XX

	grant? If so, for what purpose and what is the amount utilized?		
	 No centralized purchases have grant. 	been made by DPO out of the school	
(xx	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?	passbook and expenditure statement	
	 There was no delay reported in re 	eceipt of grants.	
(xx	•	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.	
	 98 schools have utilized more than 75 per cent of the grant received. The grant could not be utilized in three schools due to transfer/retire of the headmaster, migration of the VEC chairman etc. 		

(e) Teachers and Teachers Training:

(c) reachers and reachers framing.			
	Number of additional Teachers sanctioned	Information is to be obtained	
	district-wise under SSA in primary and	from SPO and to be updated in	
(xlix)	upper primary schools and the number of	DPO in respect of districts visited	
(/11/1)	Teachers in position therein?	by MI.	
	 Number of additional teachers sanct 	ioned – 3204	
	• Number of teachers in position – 300	65	
	What is the mode of recruitment of the	Information is to be obtained	
	teachers and the level/authority	from SPO and to be updated in	
	(DPO/VEC etc), which recruits the	DPO in respect of districts visited	
	teachers? What is the procedure followed	by MI.	
	in the recruitment of teachers?		
	• Teachers are recruited as per 1:40 (to	eacher student ratio)	
(1)	• The recruitment is done by block l	evel officials and the members of	
	VEC/SMC.		
	 The procedures followed for the recr 	ruitment:	
	General Body Meeting		
	Application against the vacancy		
	Scrutiny of Application		
	Selection by VEC		
	Nature of appointment of teachers i.e.	Information is to be obtained	
	whether it is a regular appointment or	from SPO and to be updated in	
(li)	contract basis?	DPO in respect of districts visited	
		by MI.	
	Teachers are appointment on contract basis.		
	If VEC/Panchayat etc. is empowered to	To be ascertained from DPO and	
	make decentralized recruitment of	VEC.	
(lii)	teachers whether such recruitment		
(111)	procedure have been laid down? What is		
	the level of satisfaction amongst local		
	community of such recruitment?		

The decentralized recruitment procedures have been laid down. 73 local communities are very much satisfied and 27 communities are satisfied with the appointment of teachers to some extent. However, 7 local communities are not at all happy by the appointment made by VEC/SMC. In respect of the schools visited by MI, the Information to be obtained from number of teachers sanctioned for the the school and from the VEC. schools, the number of teachers in The list of the names of teachers position, the number of teachers present in absent and those who the school on the day of visit, the names habitually absent must be given of the teachers absent on the day of visit. in the report. (liii) Whether any teacher is a habitual absentee? The number of teachers sanctioned – 101 The number of teachers in position -100The number of teachers present on the day of the visit -95• The names of the teachers absent -05 (list enclosed) How was the rapport between children To be ascertained from the VEC and the teachers in the schools visited? and observed during the visit by (liv) The rapport between teachers and students was observed as satisfactory in the schools visited. The target number of teachers district-To be ascertained from the SPO wise to be given in service training and and updated from the DPO in the actual number of teachers given such respect of the districts visited by training in State/district visited? Is there a the MI and to be verified from the training calendar for teachers training? teachers in schools visited by MI. What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from (lv) teachers? Target number of teachers for in service training – 7244 Actual number of teachers given such training – 6051 Yes. There is a calendar for teachers training. Venue for training is generally at BRC/CRC level. Contents/themes for teachers training: JET (English), Maths, Science, 'Buniyad' etc. Almost all the trainings are held as residential. Modules are prepared by the specialized/professional groups. Yes. Along with pre and post evaluation, daily feedback is taken through evaluation format during the training.

The target number of newly recruited To be ascertained from the SPO district-wise, to be and updated from the DPO in given orientation training of 30 days and the respect of the districts visited by actual number of teachers given such the MI and to be verified from the training, and venue of the training, for teachers in schools visited by MI. how many days and who were the Master Trainers? What was the monitoring done (lvi) for ensuring quality of the training? Target number/achievement of newly recruited teachers – 00 against 96 Venue for training is generally at BRC/CRC level. Adhar', JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes for training of newly recruited teachers. All the trainings are held as residential. • Modules are prepared by the specialized/professional groups. The target number of teachers district-To be ascertained from the SPO wise to be given refresher training of 60 and updated from the DPO in days and the actual number of teachers respect of the districts visited by given such training. What was the mode the MI and to be verified from the of training (institutional or distance); teachers in schools visited by MI. venue of training? Module and content of training and who prepared it? Who were (lvii) 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? Target number of teachers for refresher training – 00 Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether To be ascertained from the there are any areas, which the teacher teachers on the spot in respect of would like to get trained? schools visited by MI. Of the total trained teachers 10 per cent are very much satisfied and (lviii 61.3 per cent are satisfied to some extent. However, 4.2 per cent are reported as not satisfied at all. Teachers are of the opinion that they should be rigorously trained on

the subjects included in the syllabus.

The academic support given by BRC/CRC to the teachers, the frequency of such support:

e. 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 – teachers) and degree effectiveness (as perceived by teachers and BRCC/CRCC)?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

(lix)

- The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools.
- They also arrange trainings for VEC/SMC members.
- Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc.
- Yes, there is a calendar for the training and follow up programmes.
- BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well.

b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- The expected number of visits for BRP is once per school per month and for CRPs, it is twice per school per month.
- The expected number of school visits is being followed in the district.

c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities:
 - Conducting model lessons in classrooms,
 - Help teachers to teach difficult topics,
 - Conduct random tests
 - Various innovative steps to improve teachers' performance and children's learning.

d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

• BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring.

e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

• Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits.

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. There is a quality coordinator at SPO.

(f) Teaching Learning Material (TLM) grants:

(1x)

The total number of teachers eligible to receive TLM grants, district-wise and (xi) 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 total number of teachers eligible to receive TLM grants – 7244

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 total number of teachers received TLM grants 7244.
- Yes. The instructions have been issued in respect of utilization TLM

The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials 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 (x) use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?

information to be verified on the spot in respect of schools visited by MI.

- TLMs are displayed in 83.2 per cent schools monitored.
- TLMs are kept separately in 10.3 per cent.
- No TLMs were verified in 6.5 per cent schools.
- Nature of TLM: letter card, word card, number card, flip charts etc.
- The children are using the TLMs displayed in classrooms.
- The teachers have received training on TLM development and use.
- The usual venue for training is CRC and the CRPs are the trainers.
- Cross sharing and demonstration of good practices are done.

(g) EGS & AIE:

(xi

What is the number of EGS/AIE (ci) 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 districtwise? (The category wise information on each type of intervention for out of school children may be given as per the followed by nomenclature State).

Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.

The number of EGS/AIE centres in the district -00

(cii) 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.

- Target number of children 00
- Number of children actually enrolled 00

(ciii)
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 number of children enrolled 00
- The number of children actually attending 00

(civ) 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.

- The number of Para/Sahyogi teachers 7244
- 15 days Induction training 00
- 8 days In-service training (residential) 7244
- 10 days In-service training (non-residential)– 158
- Trainings given to them by BRC/CRC/DIET.
- General feedback: training should be given on the subjects based on the current syllabus.

(cv) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?

Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

- Yes. They are given academic support by the BRC/CRC.
- The frequency of support is at least twice a month.
- Yes. Instruction has been issued by DPO.
- (cvi) 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.

- Educational qualification:
 - For primary section minimum up to intermediate.
 - For upper primary minimum up to graduate.
- Yes. They are given trainings as well as receive academic support as mentioned earlier.
- (cvii 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 amount of monthly honorarium:
 - Intermediate Rs. 2500/- per month
 - Trained Intermediate Rs. 3000/- per month
 - Graduate Rs 3000/- per month
 - Trained Graduate Rs. 3500/- per month
- Payment of monthly honorarium is made through banks from VEC.
- (cvii Whether EV is regular in his To be ascertained from VEC during attendance?

field visits by MI.

- Yes. Their attendance could be adjudged as regular.
- (cix) 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.
- He has been oriented and has received capacity building training.
- Is there any monitoring format (cx) available with DPO on which SPO regarding information takes 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. There is a monitoring format available with DPO.
- The frequency of submission of furnished information is monthly.

(cxi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? • Target number of EGS/AII upgraded in the district – 00	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI. E centres (including spillovers) to be
	• Number of achievement – 00	
(cxii	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.
	• Yes.	
(cxii	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	• The number of EGS/AIE center	ers actually upgraded – 00
(cxiv		To be verified on the spot with the assistance of VECs, during field visits of MI.
	 Yes. But, earlier to last financi 	al year.
(cxv	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	• Yes.	
(cxv	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	• Yes.	
(cxv	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.
		e, 18 at lintel and 5 are at roofing level.
(cxv	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.
	• Yes.	

(CXIX	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.
	•	mainstreamed by virtue of up gradation,
	and so the children therein.	
(cxx	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	 Yes. Almost all the infrastruct 	ures are available.
(cxx	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	 Yes. MDM is being supplied to 	o the children.
(cxx	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.
-	Number of children enrolled –	3882
	 Actually present on the day of 	
(cxx	The achievement level of children	Assessment to be undertaken during Field visit by MI.
	 Achievement level of children 	is average.
(cxx	The rapport of the EV with the children?	Observations during Field visit, by MI.
	• Yes. The rapport between Para	teachers and children is satisfactory.
(cxx	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	 Yes. They are using text books Children have been provided f There was delay caused by the 	ree text books, though not in all subjects.

(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.
	Number of CWSN children i	dentified/enrolled – 4460
	Number of CWSN children by	penefitted – 302
(ii) (a)		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.
	Number of children provided	l aids – 00
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	Not difficulties reported.	
(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.
	Number of resource teachers	identified – 00
(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.	
(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.	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.
		Information to be obtained from DPO
(v)	provided with ramps?	and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	As per sample check 09 schools have been provided with the ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.

	As per sample check no CWSN has been provided home based support in the current financial year.	
(vii)	How many parents have been given counseling during the current financial year? No parents have been given counseling during the verified during field visit by MI, with help from VECs/school teachers.	
	year.	
		Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of CWSN children enrolled - 90	
	 Number of CWSN children a 	ctually present – 78

(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? The number of clusters targe Number of model cluster actually	
(ii)		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.
	 Status of construction as per sample verification: Number of ACR – 07 	
	• Safe drinking water facility – 06	
	• Toilet facility – 03	
	• Electrification – 00	

(iii)	gender sensitive TLMs;	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. O3 NPEGEL have been provided with vocational training and no centre is
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? • Yes.	Information to be obtained from the SPO to be updated from DPO visited by MI.
(v)	 i. Whether a district gender coordinator is in position? j. 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.
	Yes.Yes. There is a monitoring sy	ystem to monitor monthly.
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise? • Number of ECCE centres op	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	Whether the State has prescribed	
(vii)	any monitoring format for this activity and the frequency with which the information is furnished to 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. There is a monitoring sy	ystem to monitor monthly.

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year. • Number of KGBV sanctione	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. d – 13
	Number of KGBV operation	al – 13
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	office and to be updated from DPO in respect of districts visited by MI.
	• As per sample check for identified.	all the 04 KGBVs land have been
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	Yes. The detailed guidelines	-
(iv)	of which all formalities for construction have been completed.	respect of districts visited by MI.
		plete formalities for construction -04
(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.
	Number of posts sanctioned	- 52
	• In position - 49	
(vi)	The number of students admitted in the KGBVs started in the district.	verified in respect of KGBV visited by MI.
	Total number of students adr	mitted –1535 out of target - 2000
(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.
		niture, bed and meals are available but a ve their own campus/building.

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

		Whether EMIS set up in each	Information to be obtained from the
		district of the State/UT and	SPO and to be updated from DPO of
		whether requisite computers and	the district visited by MI.
	(i)	computer operators have been put	
		in position?	
		• Yes.	

(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year? • The detailed time schedule	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 //instruction has been received by the
(iii)	district. (enclosed) 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.
(iv)	 Yes. 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? Yes. 	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
(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.
(vi)	 Yes. Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November? Yes. 	Information to be obtained from DPO and SPO.
(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? • Yes.	Information to be obtained from SPO.

(l) Research and Evaluation:

	(i)	The number of Research to be Information to be obtained from the
		undertaken during the current SPO and to be updated from the
		financial year district-wise and the DPO.
		actual number of research sanctioned.

	The number of studies sanctioned in	Information to be obtained from the
(**)	the previous calendar year and the	SPO and to be updated from the
(ii)	number of them completed.	DPO.
	Is there a Research/Evaluation in-	Information to be obtained from
	charge at SPO level? What is the	SPO.
	person's role? What is the system of	
	coordination on research issues both	
	SCERT/SIEMAT/DIETs etc? What is	
/•••	the mechanism for sanction of	
(iii)	research proposals and projects? Is	
	there a State Level Committee for the	
	purpose? Is there a prescribed	
	contract format for commissioning of	
	research?	
	• Yes.	

(m) Functioning of the VEC:

	The total growth on of willers /ochool	Information to be obtained from the
(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	• Total number of VEC – 2152	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC? • Yes. The guidelines are providence.	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI. led and available with VECs.
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? • Yes. Guidelines given on adeq • The actual number of women a VEC.	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI. uate representation to women. associated in the schools visited is 6 per
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

• The frequency of the meeting is monthly			
	• The frequency of the meeting is monthly.		
	• Number of members in primary school 15 and in upper primary – 21.		
	• As per sample check members of 79 VECs attending the meetings regularly.		
	Yes. The women/SC/ST members participate regularly.		
(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.	
	• Yes. Percentage of the members oriented – 72.4 per cent.		
	Orientation training conducted	by BRC/CRCs.	
	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.	
	A sizeable number of VECs have contributed substantially.		
(vi)	• The active VECs have definite impact in terms of environment of the school.		
	• Their participation has improved enrollment attendance of both teachers and students.		
	 However, many of them require 	re reorientation and motivation.	
(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 incharge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done? • Yes.	Information to be obtained at SPO level. See formats and record of SPO	
	100.		

(n) Staffing at State and District Level:

	The total number of staff sanctioned	Information to be obtained from SPO.
	category wise in the State office	
	under SSA and the number in	
	position and action taken to fill up	
	the vacancies? Are there specific	
	Programme Coordinators for	
	Quality/Pedagogy/Training; Gender	
	and Girls education; Civil Works;	
(*)	Inclusive Education; EGS/AIE	
(i)	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?	
	• Yes.	
	The number of meetings of the	Information to be obtained from SPO
(ii)	General Body and EC held during	and verified from their records.
	the previous financial year?	
	Number of meetings -12	
	The total number of staff sanctioned	Information to be obtained from SPO
(iii)	category wise in the district office	and verified at DPO level in districts
(111)	and the number in position and	visited by MI.
	action taken to fill up the vacancies?	

	Category	Sanctioned	Filled	Vacant
	ADPO			
	APO			
	A/c Officer			
	Asstt. Engineer			
	Asstt. Computer Programmer			
	A/c cum Computer Operator			
	Computer Operator/typist			
	District Resource Person			
	Asstt. Resource Person			
	Data Entry Operator			
	A/c Assistant			
	Store Keeper			
	Purchase Asstt.			
	Steno			
	Typist			
	Driver			
	Peon			
	Night guard			
(iv)	The number of sanctioned? Staffing action taken to fill vac	position and		be obtained from to be verified in CRCs visited by MI.
	Number BRCs	sanctioned – 00)	•
	 Number of CR 	Cs sanctioned –	06	
	 Staffing position 	on – 45 BRPs ar	ad 321CRPs	
(v)	Does SPO have clear rules/regulations for f of SSA?	•	To be verified checking of record	C
	• Yes.			
(o) Ou	treach of primary/u	pper Primary	educational fac	ilities to SC, ST,

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

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

(I)	ditional terms to eneck during school visit by 1411.		
	The number of days the school functioned during the last academic year? Information to be obtained from the School records.		
(i)	• Around 47.7 per cent of the schools had working days up to 240 during		
	last academic year.		
	 The rest 52.3 per cent schools had working days from 240 – 250. 		
Whether the school has clean Information to be recorded			
	environment, good buildings, play basis of observation.		
	grounds, good classrooms with proper		
	flooring, roof and windows? Whether		
	the classrooms have proper lighting?		
(ii)	• 68 per cent schools have reasonably clean environment.		
(11)	• Around 68 per cent have average buildings, but with fairly well		
	furnished class rooms.		
	 Proper flooring is there but windows are broken and roofing appeared 		
	to be poorly finished.		
	 Around 54.6 per cent have playgrounds. 		
	Whether the classes have proper Information to be recorded on the		
	sitting arrangement for children, a basis of observation.		
	black board, TLM materials?		
(iii)	Most of the schools do not have proper sitting arrangements.		
	Blackboards are there but not so smooth.		
	TLMs are either missing or kept separately.		
	Whether health camp facility was Information to be recorded on the		
	made available to the children during basis of school records.		
(iv)	the previous six months?		
	Health camp facilities were made available in some of the schools.		
	Whether the school has adequate play Information to be recorded on the		
(v)	material for the children? Is it used? basis of observation.		
(*)	 A large number of schools are in poor condition in terms of play materials. 		
	If there is low attendance the reasons Information to be obtained from the		
	for the same? teachers/VEC.		
(vii)	 Despite MDM a number of schools are witnessing low attendance. 		
	The reason is lack of awareness and mind set among parents.		
	Irregular or nonexistence of parent teachers meeting.		
	Steps taken to promote attendance by Information to be obtained from the		
(viii)	the school and by the VEC/SMC/PTA teachers and VECs etc.		
(, ===)	etc?		
	• Frequency of parent teachers meeting has been increased.		
	What is the present process of Information to be recorded on the		
<i>(</i> : \	assessing the achievement level of basis of school records.		
(ix)	students?		
	Periodical evaluation tests are conducted to assess the achievement level of students.		
	level of students.		

	Whether continuous and	Information to be recorded on the		
	comprehensive evaluation and grading	basis of school records.		
(x)	system has been introduced for			
	students?			
	• Yes.			
	The achievement level of children.	Assessment to be undertaken by the		
		MI on the day of visit.		
(xi)	• The achievement level in most of	of the schools is below standard.		
	 It is largely due to under train 	ed teachers, their knowledge, lack of		
		sting work culture in the society.		
	The rapport of the children with the			
(xii)	teachers?	observation by MI.		
	• The rapport of the children with the students is fairly good.			
	Whether the school has under age or	Information to be recorded on the		
(-:::)	over age children if so, their number	basis of school records and		
(xiii)	and percentage?	observations.		
	• Yes. Around 5 per cent.			
	The number of children who have	ve To be ascertained from		
	dropped out of the school during th	ne teachers/VEC schools records.		
(.)	previous six months. Whether they are	re		
(xiv)	continuing their studies in any priva	te		
	schools?			
	 No drop outs were reported duri 	ng previous six months.		
	The number of children who have	Information to be obtained on the		
	been retained in the same class from	basis of school records and		
(222)	the previous academic year and their	discussion with teachers.		
(xv)	percentage grade wise?			
	• Around 5 -10 per cent of stude	nts usually retained in class I from the		
	previous academic year.			

(q) Any other issues relevant to SSA implementation

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

Interactive Radio Interaction

(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

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

Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular

/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

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

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

4. Annexure 4 – Teacher Training

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

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

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

6. Annexure 6 – EGS and AIE

- (i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any 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.
- (ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited.

Copy of the format to be obtained and enclosed with the report of the MI

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

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

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

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

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

9. Annexure 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. No	Name of the School
1.	Adarsh M.S. Danda
2.	Govt. Girls Middle School, Ichak
3.	Govt. M.S. Masheshra
4.	Kanya M.S. Daru
5.	M.S. Barkakala
6.	M.S. Barkakhurd
7.	M.S. Chano
8.	M.S. Daria
9.	M.S. Fafundi
10.	M.S. Garwa
11.	M.S. Harli
12.	M.S. Ichak
13.	M.S. Jhumra
14.	M.S. Kandsar
15.	M.S. Kariyatpur
16.	M.S. Kivala
17.	M.S. Kusha
18.	M.S. Mangura

19.	M.S. Meru
20.	M.S. Peto
21.	M.S. Pokharia
22.	M.S. Rajkiya Bihari
23.	M.S. Ratanpur
24.	M.S. Saroni
25.	M.S. Silwar Khurd
26.	M.S. Surajpura
27.	M.S. Urdu, Magura
28.	Model M.S. Katkam Sandi
29.	Rajkiya Aadrsh M.S. Nawadih
30.	Rajkiya Adarash S. Daru
31.	Rajkiya Kanya U.M.S. Padma Chatti
32.	Rajkiya M.S. Banaso
33.	Rajkiya M.S. Chautha
34.	Rajkiya M.S. Danda
35.	Rajkiya M.S. Kutipuri
36.	Rajkiya M.S. Tekwadih
37.	Rajkiya U.M.S. Bandarbela
38.	Rajkiya U.M.S. Dumar
39.	Rajkiya U.M.S. Kharna
40.	Rajkiya U.M.S. Romi
41.	Rajkiyakrit M.S. Khapriyawa
42.	U.M.S. Alakhari Khurd
43.	U.M.S. Bhutahimul gaon
44.	U.M.S. Charwa
45.	U.M.S. Donaykala
46.	U.M.S. Kankya Lupung
47.	U.M.S. Mayapur
48.	U.M.S. Nawada
49.	U.M.S. Nawatar
50.	U.M.S. Padma
51.	U.M.S. Rola
52.	U.M.S. Sirsi
53.	U.M.S. Suji
54.	U.M.S. Sulbhi
55.	U.M.S. Tilir Karma
56.	U.M.S. Urdu Ichak
57.	Urdu M.S. Harina
58.	Urdu U.M.S. Romi

59.	G.L. Church Singhani
60.	P.S. Berahariya
61.	P.S. Bhusai, Ichak
62.	P.S. Chalga
63.	P.S. Chhawani, Ichak
64.	P.S. Damodih
65.	P.S. Khotra
66.	P.S. Kishura
67.	P.S. Lohandi
68.	P.S. Magro
69.	P.S. Purnadih
70.	P.S. Ramua
71.	P.S. Rasuligang
72.	P.S. Sariyachati
73.	P.S. Titariya
74.	Rajkiya P.S. Hetli Bodra
75.	N.P.S. Barhitola , Pami
76.	N.P.S. Chutiyaro
77.	N.P.S. Danda
78.	N.P.S. Danda (Bind)
79.	N.P.S. Denai Khurd
80.	N.P.S. Dharmu
81.	N.P.S. Dhengura
82.	N.P.S. Durga Nagar
83.	N.P.S. Gosi
84.	N.P.S. Jogidih
85.	N.P.S. Koin
86.	N.P.S. Kutipusitar
87.	N.P.S. Kutumsukri
88.	N.P.S. Mangura
89.	N.P.S. Marpa
90.	N.P.S. Nawatanr
91.	N.P.S. Partar, Ichak
92.	N.P.S. Telidih
93.	N.P.S. Tilayatola
94.	N.P.S. Tongri Mohhala
95.	N.P.S. Upravli Bodra
96.	N.P.S.J.P.T.C. Padma
97.	N.S.P.S. Hethli Murgaon, Nowatar
98.	N.S.P.S. Tilaiya

100. U.P.S. Banaso 101. U.P.S. Banha (hindi) 102. U.P.S. Baraghat 103. U.P.S. Hethli Murgaun 104. U.P.S. Pelawal 105. U.P.S. Udaypur 106. U.P.S. Upraili Murgaon 107. U.P.S. Urgi NPEGEL 108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh 119. K.G.B.V. Ichak	99.	U.P.S. Alpito	
102. U.P.S. Baraghat 103. U.P.S. Hethli Murgaun 104. U.P.S. Pelawal 105. U.P.S. Udaypur 106. U.P.S. Upraili Murgaon 107. U.P.S. Urgi NPEGEL 108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	100.	U.P.S. Banaso	
103. U.P.S. Hethli Murgaun 104. U.P.S. Pelawal 105. U.P.S. Udaypur 106. U.P.S. Upraili Murgaon 107. U.P.S. Urgi NPEGEL 108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Vishungarh	101.	U.P.S. Banha (hindi)	
104. U.P.S. Pelawal 105. U.P.S. Udaypur 106. U.P.S. Upraili Murgaon 107. U.P.S. Urgi NPEGEL 108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	102.	U.P.S. Baraghat	
105. U.P.S. Udaypur 106. U.P.S. Upraili Murgaon 107. U.P.S. Urgi NPEGEL 108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	103.	U.P.S. Hethli Murgaun	
106. U.P.S. Upraili Murgaon 107. U.P.S. Urgi NPEGEL 108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	104.	U.P.S. Pelawal	
NPEGEL	105.	U.P.S. Udaypur	
NPEGEL 108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	106.	U.P.S. Upraili Murgaon	
108. Rajkiyakrit M.S. Khapriyawa 109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	107.	U.P.S. Urgi	
109. Rajkiya M.S. Banaso 110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh		NPEGEL	
110. U.M.S. Saraiyadih 111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	108.	Rajkiyakrit M.S. Khapriyawa	
111. Rajkiya Adarsh M.S. Kariadih 112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	109.	Rajkiya M.S. Banaso	
112. M.S. Daria 113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	110.	U.M.S. Saraiyadih	
113. M.S. Silwar Khurd 114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	111.	Rajkiya Adarsh M.S. Kariadih	
114. M.S. Chano 115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	112.	M.S. Daria	
115. Rajkiya M.S. Chautha KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	113.	M.S. Silwar Khurd	
KGBV 116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	114.	M.S. Chano	
116. K.G.B.V. Katkamsandi 117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	115.	Rajkiya M.S. Chautha	
117. K.G.B.V. Padma 118. K.G.B.V. Vishungarh	KGBV		
118. K.G.B.V. Vishungarh	116.	K.G.B.V. Katkamsandi	
	117.	K.G.B.V. Padma	
119. K.G.B.V. Ichak	118.	K.G.B.V. Vishungarh	
	119.	K.G.B.V. Ichak	

District: - Hazaribag

S. No	Name of the School	Teacher absent	Habitual absentee
1.	Kanya M.S. Daru	Urmila Sinha Sumitra Devi	-
2.	M.S. Meru	Ranjit Mishra	-
3.	M.S. Ratanpur	Parmod Kumar Pandey	-
4.	P.S. Lohand	Upash Kumar Mahto	-

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	District 5 : Hazaribag
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	1573
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	107
(iv)	Date of visit to the Districts/EGS/schools	24.03.09 to 27.03.09

	REG	ULARITY IN SER	RVING MEAI	<u></u>	Students, Teachers &
77.	Whether the school is serving hot cooked meal daily? If there was interruption, what was the			Parents	
//.		t and reasons for the		11 01 6	
	•	Hot and cooked n	neal was serve	d in 91.6 pe	r cent sample schools.
	•	Interruption was grains.	noticed up to	2-3 months	s due to non supply of food
	TRE	NDS:			School level registers,
	Extent of variation (As per school records vis-àvis actual on the day of visit)			MDM Registers Head Teachers, Schools level MDM functionaries /	
	No.	Details	Day	On the	MDM functionaries / Observation of the
			previous to	day of	monitoring team.
			date of visit	visit	8
7.0	i.	Enrollment	30740	30740	
78.	i.	No. of children attending the school	23490	23153	
	λ .	No. of children availing MDM as per MDM Register	30340	30340	
	.	No. of children actually availing MDM	23490	23305	

- The attendance was 75 per cent as against the enrollment.
- Hence, a maximum of 75 per cent students are actually having MDM.
- However, it was noticed that MDM registers are maintained for the total number of children enrolled.

REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

(xiii) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same? School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

- 90.6 per cent sample schools are getting food grains regularly.
- The delay was noticed ranging from 1-3 months in 80 per cent schools visited due to non supply of food grains.
- The delay is largely caused by the line department.

79. (xiv) Is buffer stock of one-month's requirement is maintained?

School level registers, MDM Registers, Head Teacher, School level MDM functionaries

- The buffer stock of one month requirement is maintained in 69 per cent sample schools.
- (xv) Is the food grains delivered at the school?

School level registers, MDM Registers, Head Teacher, School level MDM functionaries

• The food grains are provided directly to 77 per cent schools monitored.

REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

(xi) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it?

School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

- 62.6 per cent schools are receiving the cooking cost in advance regularly.
- The delay has been noticed ranging from 1-3 months.
- The delay in this regard is mostly caused by the concerned department.

(xii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?

School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

• In case of delay, interim arrangement is done by the help of schools nearby or VECs arrange of their own to avoid disruption in the feeding programme.

80.

	(viii) Is applying past maid 1 C1	de Cabaal laval		
	(xiii) Is cooking cost paid by Cash or throug banking channel?	sh School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	 The cooking cost is paid through ban schools. 	ks in almost 87 per cent sample		
	SOCIAL EQUITY:	Observations		
81.	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	ng		
	No discrimination based on gender, caste or community was observed in cooking, serving or seating arrangements.			
82.	VARIETY OF MENU: (xiii) Has the school displayed its wee menu, and is it able to adhere to menu displayed?	· · ·		
	 In almost 86 per cent of the sample schools the menu was displayed. However, only around 50 per cent of the schools were noticed as adhering to the menu displayed. 			
	(xiv) Is there variety in the food served is the same food served daily?	or Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
Variety of food being served wa		ted in 87 per cent schools visited.		
83.	(xv) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
	 In all the 91sample schools, rice, pulses and vegetables were reported as essentially included in the daily menu. However, wheat was not seen as part of daily menu in not even a single school sampled. 			
84.	QUALITY & QUANTITY OF MEAL:	Observations of		
	Feedback from children on i) Quality of meal:	Investigation during MDM service		
	• In 71.4 per cent sample schools, children were of the opinion that the m served was neat/clean and tasty as well	neal		

	j) Quantity of meal:	Observations of Investigation during MDM service		
	 Again, the children of 71.4 per cent schoo the meal was sufficient. 	ls reported that the quantity of		
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service		
	 The children were noticed unhappy about meal in 28.6 per cent schools monitored. the members of the VECs/SMCs need spendigene. Village leaders should be inspired to lead and appears to lea	The cooks/helpers along with ecial orientation on health and		
	SUPPLEMENTARY: (xiii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record		
	 Micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicines have been provided to the children of only 2 per cent schools visited. 			
85.	(xiv) Who administers these medicines and at what frequency?	Teachers, Students, School Record		
	 Both Govt. and private agencies administer these medicines and nutrients. The frequency of providing the services is after every six months. 			
	(xv) Is there school Health Card maintained for each child?	Teachers, Students, School Record		
	In 96 per cent sample schools no health ca	rd is maintained.		
	STATUS OF COOKS:	Observations and		
86.	(v) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.		
	 In 21 per cent schools meal was cooked SHGs. The meal was cooked and served by the known as Sanyojika and Sahayika in only? 	appointed members popularly		

	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 The number of cooks/helpers was reported as sufficient to me requirement in 77 per cent schools visited. 		
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 The remuneration paid to cooks/helper 0.20/child to highest up to 0.30/child. The most common practice was 0.20/child schools visited. However, 0.25/child was paid in 46 per cen 	d reported in 50.5 per cent	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	• In more than 61.5 per cent schools the remined regularly.	uneration payment was made	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 31.7 per cent cooks/helpers belonged to ST and 23 per cent hailed from OBC communit 3.7 per cent belonged to Minority groups 'Others' community. 	ty.	
	INFRASTRUCTURE: Is a pucca kitchen shed-cum-store:	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.	
87.	 (u) Constructed and in use (v) Constructed but not in use under (w) Under construction (x) Sanctioned, but constructed not started (y) Not sanctioned 		
	Any other (specify)		

	Information is to be given for point (a), (b), (c), (d) and (e)		
	 73.6 per cent schools have constructed kitchen shed-cum-store in use. Over 23 per cent schools, they are constructed but not in use. Construction were under way in 7.6 per cent schools visited. It was reported as sanctioned for 19.7 percent schools. For 4.6 per cent schools visited, the kitchen-cum-store is yet to be sanctioned. 		
	In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation	
88.	 Old school buildings were used as temporary kitchen sheds for 11 per cent schools visited. For 8.86 per cent provisional arrangement of kitchen shed was on the veranda. Huts were used as kitchens in 4.3 per cent schools. In 2.1per cent schools meal was being cooked in open air. Around 13 per cent schools had store rooms in the corner of the classroom. In 7.6 per cent schools visited, own residence were used as the provisional store room. 		
89.	Whether potable water is available for cooking and drinking purpose? • In 87 per cent potable water was available for cooking and drinking purpose?		
90.	Whether utensils used for cooking food are adequate? • 91per cent schools had sufficient utensils fo	Teachers/Organizer of MDM Programme r cooking etc.	
91.	What is the kind of fuel used? (Gas based/firewood etc.) • 42.8 per cent schools were reported as using • Cow dung cake is used in 29.7 per schools were reported as using • Fire wood is used for cooking in 24 per cent • Gas was used in only 3.3 per cent schools.	visited.	
	SAFETY & HYGIENE: v. General Impression of the environment, Safety and hygiene:	Observation	
92.	The general impression of the environment, discipline in the sample schools was noticed.		
	ii. Are children encouraged to wash their hands before and after eating?	observation	

	Yes, the children in 91.2 per cent schools are encouraged to wash their hands before and after eating.			
	iii. Do the children partake in meals in an orderly observation manner?			
	In 92.3 per cent schools visited, the children were observed partaking meals in an orderly manner.			
	iv. Conservation of water?	Observation		
	• In 87 per cent schools potable water was ke	pt and conserved.		
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation		
	 In 91.2 per cent sample schools safety meas cooking and storing fuel. 	ures were taken while		
	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		
93.	 Daily monitoring and supervision is done in almost 53.8 per cent schools by guardians and VEC members. Whereas, in another 22.5 per cent monitoring and supervision is done but not on daily basis. 58 per cent schools had contribution sometimes from the community. Other contribution in cash/kind as regular in 18.6 per cent schools. Whereas 23.5 per cent experienced no contribution at all. 			
94.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials? • Most of the (81.3 per cent) inspection and state of the st	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members upervision is done by the		
	block level officers/officials.			
95.	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?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.		

- The mid day meal scheme has been instrumental in improving the enrollment in more than 79 per cent schools visited.
- It has substantially increased the attendance in over 81 per cent schools.
- Similarly improvement on health was noticed in 83.5 per cent schools.
- Other incidental benefits in terms of support to poor children, good practices related to health/hygiene and sanitation were experienced in more than 58 per cent schools monitored.

20. List of schools visited in the districts

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

S. No	Name of the School
1.	Adarsh M.S. Danda
2.	Govt. Girls Middle School, Ichak
3.	Govt. M.S. Masheshra
4.	Kanya M.S. Daru
5.	M.S. Barkakala
6.	M.S. Barkakhurd
7.	M.S. Chano
8.	M.S. Daria
9.	M.S. Fafundi
10.	M.S. Garwa
11.	M.S. Harli
12.	M.S. Ichak
13.	M.S. Jhumra
14.	M.S. Kandsar
15.	M.S. Kariyatpur
16.	M.S. Kivala
17.	M.S. Kusha
18.	M.S. Mangura
19.	M.S. Meru
20.	M.S. Peto
21.	M.S. Pokharia
22.	M.S. Rajkiya Bihari
23.	M.S. Ratanpur
24.	M.S. Saroni
25.	M.S. Silwar Khurd
26.	M.S. Surajpura

27.	M.S. Urdu, Magura	
28.	Model M.S. Katkam Sandi	
29.	Rajkiya Aadrsh M.S. Nawadih	
30.	Rajkiya Adarash S. Daru	
31.	Rajkiya Kanya U.M.S. Padma Chatti	
32.	Rajkiya M.S. Banaso	
33.	Rajkiya M.S. Chautha	
34.	Rajkiya M.S. Danda	
35.	Rajkiya M.S. Kutipuri	
36.	Rajkiya M.S. Tekwadih	
37.	Rajkiya U.M.S. Bandarbela	
38.	Rajkiya U.M.S. Dumar	
39.	Rajkiya U.M.S. Kharna	
40.	Rajkiya U.M.S. Romi	
41.	Rajkiyakrit M.S. Khapriyawa	
42.	U.M.S. Alakhari Khurd	
43.	U.M.S. Bhutahimul gaon	
44.	U.M.S. Charwa	
45.	U.M.S. Donaykala	
46.	U.M.S. Kankya Lupung	
47.	U.M.S. Mayapur	
48.	U.M.S. Nawada	
49.	U.M.S. Nawatar	
50.	U.M.S. Padma	
51.	U.M.S. Rola	
52.	U.M.S. Sirsi	
53.	U.M.S. Suji	
54.	U.M.S. Sulbhi	
55.	U.M.S. Tilir Karma	
56.	U.M.S. Urdu Ichak	
57.	Urdu M.S. Harina	
58.	Urdu U.M.S. Romi	
59.	G.L. Church Singhani	
60.	P.S. Berahariya	
61.	P.S. Bhusai, Ichak	
62.	P.S. Chalga	
63.	P.S. Chhawani, Ichak	
64.	P.S. Damodih	
65.	P.S. Khotra	
66.	P.S. Kishura	

67.	P.S. Lohandi	
68.	P.S. Magro	
69.	P.S. Purnadih	
70.	P.S. Ramua	
71.	P.S. Rasuligang	
72.	P.S. Sariyachati	
73.	P.S. Titariya	
74.	Rajkiya P.S. Hetli Bodra	
75.	N.P.S. Barhitola, Pami	
76.	N.P.S. Chutiyaro	
77.	N.P.S. Danda	
78.	N.P.S. Danda (Bind)	
79.	N.P.S. Denai Khurd	
80.	N.P.S. Dharmu	
81.	N.P.S. Dhengura	
82.	N.P.S. Durga Nagar	
83.	N.P.S. Gosi	
84.	N.P.S. Jogidih	
85.	N.P.S. Koin	
86.	N.P.S. Kutipusitar	
87.	N.P.S. Kutumsukri	
88.	N.P.S. Mangura	
89.	N.P.S. Marpa	
90.	N.P.S. Nawatanr	
91.	N.P.S. Partar, Ichak	
92.	N.P.S. Telidih	
93.	N.P.S. Tilayatola	
94.	N.P.S. Tongri Mohhala	
95.	N.P.S. Upravli Bodra	
96.	N.P.S.J.P.T.C. Padma	
97.	N.S.P.S. Hethli Murgaon, Nowatar	
98.	N.S.P.S. Tilaiya	
99.	U.P.S. Alpito	
100.	U.P.S. Banaso	
101.	U.P.S. Banha (hindi)	
102.	U.P.S. Baraghat	
103.	U.P.S. Hethli Murgaun	
104.	U.P.S. Pelawal	
105.	U.P.S. Udaypur	
106.	U.P.S. Upraili Murgaon	

107.	U.P.S. Urgi			
	NPEGEL			
108.	Rajkiyakrit M.S. Khapriyawa			
109.	Rajkiya M.S. Banaso			
110.	U.M.S. Saraiyadih			
111.	Rajkiya Adarsh M.S. Kariadih			
112.	M.S. Daria			
113.	M.S. Silwar Khurd			
114.	M.S. Chano			
115.	Rajkiya M.S. Chautha			
	KGBV			
116.	K.G.B.V. Katkamsandi			
117.	K.G.B.V. Padma			
118.	K.G.B.V. Vishungarh			
119.	K.G.B.V. Ichak			

3. District Level Half yearly Monitoring Report:

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

3.1	Name of the District Monitored:	Chatra
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	1863
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	104
3.4	Date of visit to the Districts/EGS/schools	24.03.09 to 27.03.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(xli`	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.			
()	• Total Number of schools sanctioned including spill over in the state – 00				
	• Total Number of schools sanctioned including spill over in the district – 00				
	 Total number of schools opened in 	• Total number of schools opened in the district – 00			
(xlii	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.			
	• Yes.				
(xlii	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			
	• Yes.				

(xliv	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)? • Yes. The construction work for 56. • 16 are at the foundation, 28 at lintel				
(xlv	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	Information to be obtained from SPO.			
	 Number of posts sanctioned for teachers – 3851 Yes. The sanctions have been issued for these posts. Number of appointments made – 3541 				
(xlv		Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.			
	been put in position in new schools in				
(xlv	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.			
	 Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc. 				
	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed			

(b) Civil W

Civil Works:					
What are the targets (including spillover)					
for construction of school buildings, S					
additional classi	rooms, drii	nking water,	up.		
toilets, BRCs/CF	RCs and oth	ner items like	prog		
rain water harve	sting etc. fo	or the current	prog		
financial year and what is the progress b					
till the previous quarter?					
Items Target for construc					
	Target	Foundation	Li		
School	960	30	11		
building					

formation is to be obtained from O along with district-wise break-SPO to furnish item-wise gress: completed works, works in gress and works not started. To updated at the DPO for districts ng visited by MI.

	Items	Items Target for construction under civil work			l work	
		Target	Foundation	Lintel	Roof	Completed
lxv	School building	960	30	118	207	19
(IXV	Add. Classroom	1106	0	0	18	1085
	Drinking water	825	0	0	0	370
	Toilets	825	42	8	34	190
	BRC	0	0	0	0	0
	CRC	0	0	0	0	0
	Kitchen Shed	0	0	0	0	0
	Rain water harvesting	0	0	0	0	0

Sample check by MI, of civil works in a To be checked on the spot with 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 (lx) reporting and actual may be indicated.

assistance of VEC/SMC and School Teachers.

- The ongoing constructions in the district are school building, additional class rooms, toilets and drinking water facilities.
- 16 are at the foundation, 28 at lintel and 12 are at the roofing level.
- The quality of construction is mostly average.

Whether SMC/VEC has been trained by technical persons for execution of civil (lxv work?

To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

Yes. The members of VEC/SMC have been trained for execution of civil work.

Whether community manual for civil works has been prepared and is available (lxi with VEC/SMC?

To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

Yes. The community manual has been prepared and usually available with VEC/SMC.

(lxx	Yes. The ramp is being constructed.	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
(lxx		in respect of construction sites visited (sample as in (ii) above).		
	 Yes. The VEC/SMCs are keepi materials for construction. 	ng separate account of funds and		
(lxx	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).		
		designated for technical supervision.		
	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).		
(lxx	 The technical person has visited all the construction sites at least once at plinth level. 50 per cent construction sites have been visited at lintel level. More than 21 per cent sites have been visited by the technical person at roofing level. 			
(lxx	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?	updated at DPO in districts visited by MI. To be verified on the spot		
	• Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities.			
(lxx	9	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). facilities in schools are being carried		
	out by either specialized agency or Is there any convergence with Total	Status to be obtained from SPO		
(lxx	Sanitation Campaign (TSC) taking place	updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		

Yes. There is convergence with Total Sanitation Campaign for toilet facilities in the schools. What is MI's impression of quality To be assessed on the spot. (sample (lxx construction in sites visited by MI? as in (ii) above). As per MI the construction in sites visited are of average quality. Status to be obtained from SPO and Is there a civil works in charge at SPO level? Is it an engineering person or to be verified from schools visited other? What format & frequency does he by MI. 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, (lxx please give details? • Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is monthly. A structured format is used for reviewing the progress. Steps taken to ensure quality by SPO: Strictly follow the blue print Check the quality of materials being used

Frequent visit to construction sites for supervision

(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	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.	
(xxi)	receiving free textbooks from SSA funds and State Government funds?		
	 Total number of children provided with free text books – 173055 Category wise distribution: SC-7415, ST-52814, Girls-112826 All the free text books are provided to SC, ST and girls from SSA funds. Free text books are provided to general students from state Govt. funds. 		
(xxii)	-	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.	
	The textbooks were not the school.	received within one month of opening of lar has been received from SPO.	

	Is there any delay in	To be verified in the schools/EGS/AIE		
	distribution of the textbooks	centres visited by MI. Reasons for delay		
	(textbooks are to be distributed	be verified at DPO and SPO by MI.		
	within one month of opening			
	of the schools)? If there was			
	delay, the reasons for the			
(xxiii)	•			
	delay. Indicate the date of			
	distribution and date of			
	opening of schools in the			
	district visited.			
	 Yes. There was a delay in distribution of textbooks. 			
	 The delay was caused by 	the publishers/suppliers.		
	Whether free textbooks have	To be verified in the schools/EGS/AIE		
	been distributed for all subjects	centres visited by MI. Reasons for non		
	and for all classes and to all	supply of textbooks, if any, for all		
(www.ive)	eligible children?	subjects and all classes be verified at		
(xxiv)		DPO and SPO by MI.		
	 Free text books have be 	• Free text books have been distributed, but neither for all subjects		
	nor for all classes.	•		
	• They have not been distributed to all eligible children either.			

(d) School grants:

(XX

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 (xx) 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.

- Total number of schools to whom school grants are approved 1863
- Yes. The funds have been released to the district.
- Yes. The guidelines have been issued on how to utilize the 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.

- The DPO has released the grant to the schools.
- The number of schools to whom releases have been made 1863
- No guidelines have been circulated to school level for utilization of the school grant.

Has the DPO made centralized Information to be obtained from DPO purchases for schools out of the school of districts visited by MI.

	grant? If so, for what purpose and what is the amount utilized?	
	 No centralized purchases have been made by DPO out of the school grant. 	ol
(XX	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 statemer maintained by school/VEC.	
	There was no delay reported in receipt of grants.	
(xx	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC. To be verified on the spot from the passbook and expenditure statemer maintained by school/VEC.	
	 All the schools visited (except 3) have utilized more than 75 per cent of the grant received. The grant could not be utilized in three schools due to transfer/retirement of the headmaster, migration of the VEC chairman etc. 	

(e) Teachers and Teachers Training: Number of additional Teachers

	Number of additional Teachers sanctioned	Information is to be obtained	
	district-wise under SSA in primary and	from SPO and to be updated in	
(lxi)	upper primary schools and the number of	DPO in respect of districts visited	
(IXI)	Teachers in position therein?	by MI.	
	Number of additional teachers sancti	ioned – 1119	
	• Number of teachers in position – 118	39	
	What is the mode of recruitment of the	Information is to be obtained	
	teachers and the level/authority	from SPO and to be updated in	
	(DPO/VEC etc), which recruits the	DPO in respect of districts visited	
	teachers? What is the procedure followed	by MI.	
	in the recruitment of teachers?		
(1=::)	• Teachers are recruited as per 1:40 (to	eacher student ratio)	
(lxii)	• The recruitment is done by block l	evel officials and the members of	
	VEC/SMC.		
	• The procedures followed for the recr	ruitment:	
	General notification		
	Application against the vacancy		
	 General meeting arran 	nged by VEC	
	Nature of appointment of teachers i.e.	Information is to be obtained	
	whether it is a regular appointment or	from SPO and to be updated in	
(lxiii)	contract basis?	DPO in respect of districts visited	
		by MI.	
	Teachers are appointment on contract basis.		
	If VEC/Panchayat etc. is empowered to	To be ascertained from DPO and	
	make decentralized recruitment of	VEC.	
(lxiv)	teachers whether such recruitment		
	procedures have been laid down? What is		
	the level of satisfaction amongst local		
	ϵ		
	community of such recruitment?		

- The decentralized recruitment procedures have been laid down.
- The local community in 34 cases is largely satisfied with the appointment of teachers
- In 30 cases the community is satisfied to some extent.
- However, 26 local communities are not at all happy by the appointment made by VEC/SMC.

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

In respect of the schools visited by MI, the

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.

(lxv)

absentee?

- The number of teachers sanctioned 63
- The number of teachers in position 63
- The number of teachers present on the day of the visit -58
- The names of the teachers absent 05 (list enclosed)

(lxvi)

How was the rapport between children and the teachers in the schools visited?

To be ascertained from the VEC and observed during the visit by MI.

• The rapport between teachers and students was observed as satisfactory in the schools visited.

The target number of teachers districtwise 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.

(lxvii

- Target number of teachers for in service training 7669
- Actual number of teachers given such training 7669
- Yes. There is a calendar for teachers training.
- Venue for training is generally at BRC/CRC level.
- JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes dealt with in training for teachers.
- Almost all the trainings are held as residential.
- Modules are prepared by the specialized/professional groups.
- Yes. Along with pre and post evaluation, daily feedback is taken through evaluation format during the training.

The target number of newly recruited To be ascertained from the SPO district-wise, to be and updated from the DPO in given orientation training of 30 days and the respect of the districts visited by actual number of teachers given such the MI and to be verified from the training, and venue of the training, for teachers in schools visited by MI. how many days and who were the Master Trainers? What was the monitoring done (lxvii for ensuring quality of the training? Target number of newly recruited teachers – 599 Venue for training is generally at BRC/CRC level. Adhar', JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes for training of newly recruited teachers. All the trainings are held as residential. • Modules are prepared by the specialized/professional groups. The target number of teachers district-To be ascertained from the SPO wise to be given refresher training of 60 and updated from the DPO in days and the actual number of teachers respect of the districts visited by given such training. What was the mode the MI and to be verified from the of training (institutional or distance); teachers in schools visited by MI. venue of training? Module and content of training and who prepared it? Who were (lxix) 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? Target number of teachers for refresher training – 00 Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether To be ascertained from the there are any areas, which the teacher teachers on the spot in respect of would like to get trained? schools visited by MI. Of the total trained teachers 5.8 per cent are very much satisfied and (1xx)45.2 per cent are satisfied to some extent. However, 8.7 per cent are reported as not satisfied at all. Teachers are of the opinion that they should be rigorously trained on

the subjects included in the syllabus.

The academic support given by BRC/CRC to the teachers, the frequency of such support:

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 been done in what has mode(workshop/meetings/school visit – teachers) and degree effectiveness (as perceived by teachers and BRCC/CRCC)?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI

(lxxi)

- The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools.
- They also arrange trainings for VEC/SMC members.
- Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc.
- Yes, there is a calendar for the training and follow up programmes.
- BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well.
- 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?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- The expected number of visits for BRP is once per school per month and for CRPs, it is twice per school per month.
- The expected number of school visits is being followed in the district.

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 "administrative" matters? Are they conducting model lessons classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities:
 - Conducting model lessons in classrooms,
 - Help teachers to teach difficult topics,
 - Conduct random tests
 - Various innovative steps to improve teachers' performance and children's learning.

d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?

To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

- BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring.
- i. 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 (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

• Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits.

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.

(lxxii

• Yes. There is a quality coordinator at SPO.

f) Teaching Learning Material (TLM) grants:

1) 1	1) Teaching Learning Material (TLM) grants:		
(xv	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 total number of teachers e primary teachers and 2078 upper 	ligible to receive TLM grants – 3137 primary teachers.	
(xv	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 total number of teachers rece 	ived TLM grants – 5515.	
	 Yes. The instructions have been 	n issued in respect of utilization TLM	
	grants.	-	
(xv	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.	
	TLMs are displayed in 42.2 per co	ent schools monitored.	
	• TLMs are kept separately in 21.1 per cent.		
	 No TLMs were verified in 36.7 per cent schools. 		
	• Nature of TLM: letter card, word card, number card, flip charts etc.		
	• The children are using the TLMs displayed in classrooms.		
	The teachers have received training	ng on TLM development and use.	
	The usual venue for training is CI		
 Cross sharing and demonstration of good practices are done. 		of good practices are done.	

(g) EGS & AIE:

(cxx 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 is to be obtained from SPO information be provided districtand updated from the DPO in respect of the district visited by the MI. wise? (The category wise information each of on type intervention for out of school children may be given as per the nomenclature followed by State). The number of EGS/AIE centres in the district – 00 (cxx The target number of children and Information is to be obtained from SPO number of children actually enrolled and updated from the DPO in respect of in the centres category wise, the district visited by MI. district-wise? Target number of children – 00 Number of children actually enrolled – 00 To be verified on the spot in respect of (cxx the centre visited by MI. The MI will The number of children enrolled and actually attending the centre? visit all categories of such centres in a district on sample basis. The number of children enrolled – 00 The number of children actually attending - 00 The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of Information to be obtained from DPO and to be verified from the EVs of the training and by whom (DIET/BRC/CRC/NGO)? Brief centres visited by MI. description of the modules used? Are they appropriate? What is the EVs feedback on the training? The number of Para/Sahyogi teachers – 6589

- 15 days Induction training 00
- 8 days In-service training (residential) 5215,
- Trainings given to them by BRC/CRC/DIET.
- General feedback: training should be given on the subjects based on the current syllabus.

(cxx Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?

Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

- Yes. They are given academic support by the BRC/CRC.
- The frequency of support is at least twice a month.
- Yes. Instruction has been issued by DPO.

(cxx 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.

- Educational qualification:
 - For primary section minimum up to intermediate.
 - For upper primary minimum up to graduate.
- Yes. They are given trainings as well as receive academic support as mentioned earlier.

(cxx 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 amount of monthly honorarium:
 - Intermediate Rs. 2500/- per month
 - Trained Intermediate Rs. 3000/- per month
 - Graduate Rs 3000/- per month
 - Trained Graduate Rs. 3500/- per month
- Payment of monthly honorarium is made through banks from VEC.

attendance?

(cxx Whether EV is regular in his To be ascertained from VEC during field visits by MI.

• Yes. Their attendance could be adjudged as regular.

(cxx 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.
- He has been oriented and has received capacity building training.

(cxx Is there any monitoring format available with DPO on which SPO regarding information takes 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. There is a monitoring format available with DPO.
- The frequency of submission of furnished information is monthly.

(cxx	Number of EGS/AIE centres	
(OAA)	(including spillovers) targeted to be	Information to be obtained from SPO
	upgraded, district-wise during the	and updated from DPO in respect of the
	current financial year? What is the	districts visited by MI.
	achievement so for?	districts visited by ivii.
	Target number of EGS/AII	E centres (including spillovers) to be
	upgraded in the district – 00	E centres (including spinovers) to be
	 Number of achievement – 00 	
(ovv	Whether SPO has issued necessary	
(CXX	instructions to the DPOs with	
		Information to be obtained from SPO
	reference to upgradation of EGS	office and updated from DPO office in
	centres to primary schools, and	respect of the districts visited by MI.
	whether funds have been released	· ·
	for the same?	
	• Yes.	
(cxx	The number of EGS centres actually	
	upgraded in the district and the	Information to be obtained from SPO
	details of funds transferred to VEC	office and updated from DPO office in
	and the details of instructions issued	respect of the districts visited by MI.
	by DPO in this respect?	
	 The number of EGS/AIE center 	ers actually upgraded – 00
(cxx	Whether the actual upgradation of	To be verified on the spot with the
	EGS centre has taken place?	assistance of VECs, during field visits
	EOS centre has taken place?	of MI.
	 Yes. But, earlier to last financi 	al year.
(cxl)	Has the land for construction of the	Information to be obtained from DPO
		and to be verified on the spot with the
	upgraded primary school (from	assistance of VEC/SMC and school
	EGS) been identified?	Teacher during field visit by MI.
	• Yes.	
(cxli	Whether VEC/SMC etc. have	To be verified on the spot with
`		assistance of VEC/SMC and school
	of schools?	Teachers during field visit by MI.
	• Yes.	<u> </u>
(cxli	Has the construction started and	To be verified on the spot with
(0,111		assistance of VEC/SMC and school
	l what is the stage of construction	LASSISTATION OF VIX.ASIVIC. ATEL SCIENCE
	what is the stage of construction (foundation, lintel and roofing)?	
	(foundation, lintel and roofing)?	Teachers during field visit by MI.
	(foundation, lintel and roofing)? • Yes. 10 are at roofing stage, w	
(cxli	 (foundation, lintel and roofing)? Yes. 10 are at roofing stage, we foundation level. 	Teachers during field visit by MI.
(cxli	 (foundation, lintel and roofing)? Yes. 10 are at roofing stage, we foundation level. Number of Teachers sanctioned for 	Teachers during field visit by MI. whereas 7 are at lintel and 6 of them are at
(cxli	 (foundation, lintel and roofing)? Yes. 10 are at roofing stage, we foundation level. Number of Teachers sanctioned for the new upgraded (from EGS) 	Teachers during field visit by MI. Thereas 7 are at lintel and 6 of them are at Information to be obtained from SPO
(cxli	 (foundation, lintel and roofing)? Yes. 10 are at roofing stage, we foundation level. Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers 	Teachers during field visit by MI. whereas 7 are at lintel and 6 of them are at Information to be obtained from SPO and verified at DPO. Also to be checked
(cxli	 (foundation, lintel and roofing)? Yes. 10 are at roofing stage, we foundation level. Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new 	Teachers during field visit by MI. whereas 7 are at lintel and 6 of them are at Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during
(cxli	 (foundation, lintel and roofing)? Yes. 10 are at roofing stage, we foundation level. 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 	Teachers during field visit by MI. whereas 7 are at lintel and 6 of them are at Information to be obtained from SPO and verified at DPO. Also to be checked
(cxli	 (foundation, lintel and roofing)? Yes. 10 are at roofing stage, we foundation level. Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new 	Teachers during field visit by MI. whereas 7 are at lintel and 6 of them are at Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during

(cxli	The number of children actually	
`	mainstreamed from EGS/AIE	
	centres/courses? During the last	Information to be obtained from
	academic year. Whether the	SPO/DPO. To be verified from the
	mainstreaming has been done in	EV/VEC and if the child is in the nearby
	private school/Govt. aided	school this could be verified from the
	school/Govt. School? Difficulties, if	child/parents during field visit of MI.
	any, experienced in mainstreaming	
	of students?	
	• Information not available.	
(cxlv	What is the infrastructure available	To be ascertained and observed during
	in the EGS/AIE centres, such as	the Field visit with the assistance of
	durries, blackboard, books, TLMs	VEC/EV by MI.
	etc?	VEC/EV by IVII.
	Yes. Almost all the infrastructure	ures are available.
(cxlv	Whether Mid-day Meal is being	To be ascertained during the Field visit
	supplied to the children in EGS/AIE	with the assistance of VEC/EV by MI.
	centres?	<u> </u>
(avlr	• Yes. MDM is being supplied to The number of children enrolled and	o the children.
(cxlv		To be accompained and absorped during
	actually present in the EGS/AIE	To be ascertained and observed during
	centre/courses, on the date of visit	the Field visit with the assistance of
	of MI? Gender-wise details be	VEC/EV, by MI.
	given? • Number of children enrolled –	2057
(oxlx	Actually present on the day of The achievement level of children	
(CXIV	studying in EGS/AIE facilities?	Assessment to be undertaken during
	Achievement level of children	
(cyli	The rapport of the EV with the	is average.
(CXII	children?	Observations during Field visit, by MI.
		teachers and children is satisfactory.
(cl)	Whether EGS/AIE centres are using	i teachers and children is satisfactory.
(61)	the school textbooks or/and any	
	other materials? If latter, please	
	specify the details of those learning	
	materials? If textbooks, whether the	To be ascertained from SPO/DPO and
	children have received free	verified during the Field visit with the
	textbooks in all subjects taught to	assistance of VEC/EV, by MI.
	them? Whether there was any delay	assistance of ADC/DA, by Will.
	in supply of books (books should be	
	supplied within a week of starting of	
	the centre) and reasons for delay?	
	Yes. They are using text books	s and other materials
	· ·	ree text books, though not in all subjects.
	-	<u> </u>
	 There was delay caused by the 	suppliers.

(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.
	Number of CWSN children i	dentified/enrolled – 1740
	 Number of CWSN children b 	penefitted – 60
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	l • • • • • • • • • • • • • • • • • • •
	Number of children provided	l aids – 60
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No difficulties reported.	
(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.
	Number of resource teachers	identified – 03
(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? • Yes.	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.	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? As per sample check 11 schools have	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers. e been provided with the ramps.

(vi)	provided home based support during the current financial year?	CWSN has been provided home based
(vii)	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. counseling during the current financial
		enrolled - 71

(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? • The number of clusters targe	and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster act The transfer and distance to the second secon	•
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	and to be updated from the DPO of the district visited by MI. The State should
	Status of construction as per sample verification:	
	• Number of ACR – 05	
	• Safe drinking water facility – 08	
	• Toilet facility – 08	
	• Electrification – 00	

(iii)	gender sensitive TLMs;	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. 6 NPEGEL have been provided with vocational training and no centre is
(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.
(v)	 Yes. k. Whether a district gender coordinator is in position? l. 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.
Yes.Yes. There is a monitoring system to monitor month		ystem to monitor monthly.
(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.
Number of ECCE centres operational – 23 Number of ECCE centres operational – 23		
(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. There is a monitoring system to monitor monthly.		

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

(j) Katurba Gandhi Balika Vidayalaya (KGBV):		
	Number of KGBV sanctioned	Information to be obtained from SPO
	district-wise and block-wise and	office and to be updated from DPO in
	the number of KGBV operational	respect of districts visited by MI.
(i)	during the current financial year.	Sample check by MI in the field visit.
	 Number of KGBV sanctione 	d - 10
	Number of KGBV operation.	al – 10
	The number of KGBV in the State	Information to be obtained from SPO
	in respect of which land have been	office and to be updated from DPO in
(ii)	identified, district-wise.	respect of districts visited by MI.
	As per sample check for all t	he KGBVs land have been identified.
	Whether the State has drawn up	To be obtained from the SPO and
	any detailed guidelines for running	verified from DPO/KGBV visited by
(iii)	the KGBV schools.	MI.
	Yes. The detailed guidelines	have been drawn up.
	The number of KGBV in respect	Information to be obtained from SPO
()	of which all formalities for	office and to be updated from DPO in
(iv)	construction have been completed.	respect of districts visited by MI.
	Number of KGBV with compared to the compa	plete formalities for construction -10
	The number of posts sanctioned	To be obtained from DPO and to be
	for the KGBV (teachers and other	verified in respect of KGBV visited by
	staff) in the district and the present	MI.
	position of filling up of these	
(v)	posts.	
	• Number of posts sanctioned per KGBV – 40 teachers, 40 other staff	
	• 18 teachers and 10 other staff are in position	
Filling up procedure are on process		
	The number of students admitted	
(7/1)	in the KGBVs started in the	± • • • • • • • • • • • • • • • • • • •
(vi)	district.	MI.
	• Total number of students admitted – 1232	
	The details of facilities available	To be obtained on the spot in respect
	such as furniture, bedding, meals	of KGBV visited by MI.
(vii)	to be verified by MI in respect of	
(vii)	KGBV visited.	
	• The facilities in terms of furniture, bed and meals are available but a	
number of them does not have their own campus/building.		

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

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

	• Yes.				
	Requisite computers 12				
	No computer operator in position				
	• 1 data entry operator and 2 ty				
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI			
	The detailed time schedule district. (enclosed)	/instruction has been received by the			
(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.			
	• Yes.				
(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. Delhi Private Ltd. Verifi	ied the 5% 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? • Yes.	Information to be obtained from DPO and SPO.			
	Is there an MIS in charge at State	Information to be obtained from SPO.			
(vii)	level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?				
	• Yes.				

(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.	I
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	
(iii)	Is there a Research/Evaluation incharge 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? • Yes.	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise? • Total number of VEC – 1863	Information to be obtained from the SPO and to be updated by the DPO.
(ii)		VEC/SMC during the Field visit by MI.
(iii)	representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? • Yes. Guidelines given on adequate the school visited by MI?	VEC/SMC during the Field visit by MI.

	The frequency of meeting of VEC	Information to be obtained from VEC			
	as per the guidelines and the actual	and verified on the basis of records, in			
	dates of meeting of the committee during the six months preceding the	villages/schools visited by MI.			
	visit of MI? The total number of				
	members of VEC and how many are				
	attending the meeting regularly? Whether women and SC/ST				
(iv)	members of these Bodies participate				
, ,	regularly in the meeting?	is anos in a month			
	The frequency of the meeting in prime				
	21.	ry school is 15 and in upper primary –			
	 As per sample check member regularly. 	rs of 74 VECs attending the meetings			
	Yes. The women/SC/ST meml				
	Whether members of the VEC have been oriented and the percentage of	Information to be collected from the SPO/DPO and to be verified from the			
	the members oriented? When these	VEC/SMC during the Field visit by			
	trainings were held? Who conducted	MI.			
(v)	the trainings? What is the VECs perception of the trainings?				
	Yes. Percentage of the members oriented - 39.6 per cent.				
	Orientation training conducted by BRC/CRCs.				
	I	Information to be obtained from VEC			
	improving the environment of the school, enrolment and attendance of	and verified on the basis of records by MI during field visits.			
	teachers and students?				
(:)	A sizeable number of VECs have contributed substantially.				
(vi)	 The active VECs have definite impact in terms of environment of the school. 				
	 Their participation has improved enrollment attendance of both teachers and students. 				
	However, many of them require	re reorientation and motivation.			
	Whether VEC is maintaining proper	Information to be obtained on			
(vii)	record of funds received by them.	scrutiny of records of VEC and to be cross-checked with DPO.			
	• Yes.				
	Is there any programme officer in-	Information to be obtained at SPO			
	charge for Community mobilization/participation at SPO	level. See formats and record of SPO			
(viii)	level? Is the person aware of his/her				
()	role? What types of monitoring or				
	capacity building is done? • Yes.				
	- 100.				

(n) Staffing at State and District Level:

	The total number of staff sanctioned	Information to be obtained from SPO.
	category wise in the State office	
	under SSA and the number in	
	position and action taken to fill up	
	the vacancies? Are there specific	
	Programme Coordinators for	
	Quality/Pedagogy/Training; Gender	
	and Girls education; Civil Works;	
	Inclusive Education; EGS/AIE	
(i)	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?	
	• Yes.	
	The number of meetings of the	Information to be obtained from SPO
(ii)	General Body and EC held during	and verified from their records.
	the previous financial year?	
	• Number of meetings -12	
	The total number of staff sanctioned	Information to be obtained from SPO
(;;;)	category wise in the district office	and verified at DPO level in districts
(iii)	and the number in position and	visited by MI.
	action taken to fill up the vacancies?	

	Category	Sanctioned	Filled	Vacant	
	ADPO	1	1	0	
	APO	4	3	1	
	A/c Office	1	1	0	
	Asstt. Engineer	2	1	1	
	Asstt. Computer Programmer	1	1	0	
	A/c cum Computer Operator	1	1	0	
	Computer Operator/typist	2	0	2	
	District Resource Person	1	1	0	
	Asstt. Resource Person	4	2	2	
	Data Entry Operator	1 1		0	
	A/c Assistant	2	2	0	
	Store Keeper	1	1	0	
	Purchase Asstt.	1	1	0	
	Steno	1	1	0	
	Typist	2	2	0	
	Driver	4	4	0	
	Peon/Night Guard	5	5	0	
(iv)	The number of sanctioned? Staffing action taken to fill vac	ancies?	SPO/DPO and to respect of BRCs/CR	be verified in	
		sanctioned – 10			
	• Number of CR	Cs sanctioned –	115		
	 Staffing position 	on – 15 BRPs an	d 156 CRPs		
(v)	Does SPO have clearules/regulations for f of SSA?		To be verified a checking of records.	at SPO through	
	• Yes.				

(o)	Outreach	of	primary/upper	Primary	educational	facilities	to	SC,	ST,
	Minority g	rou	ps and to girls as	s well, espe	ecially in spec	ial focus d	istr	icts.	

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

	~ · · · · · · · · · · · · · · · · · · ·				
	The number of days the school Information to be obtained from the functioned during the last academic year?				
(i)	Around 52.2 per cent of the schools had working days up to 240 during				
	 last academic year. The rest 47.8 per cent schools had working days from 240 – 250. 				
	Whether the school has clean Information to be recorded on the				
	environment, good buildings, play basis of observation.				
	grounds, good classrooms with proper				
	flooring, roof and windows? Whether				
	the classrooms have proper lighting?				
(ii)	• 47 per cent schools have reasonably clean environment.				
	• Around 67 per cent have average buildings, but with fairly well				
	furnished class rooms.				
	Proper flooring is there but windows are broken and roofing appeared to be poorly finished.				
	to be poorly finished.Around 40 per cent have playgrounds.				
	Whether the classes have proper Information to be recorded on the				
	sitting arrangement for children, a basis of observation.				
	black board, TLM materials?				
(iii)	Most of the schools do not have proper sitting arrangements.				
	 Blackboards are there but not so smooth. 				
	TLMs are either missing or kept separately.				
	Whether health camp facility was Information to be recorded on the				
	made available to the children during basis of school records.				
(iv)	the previous six months?				
	Health camp facilities were made available in some of the schools.				
	Whether the school has adequate play Information to be recorded on the				
(v)	material for the children? Is it used? basis of observation.				
	 A large number of schools are in poor condition in terms of play materials. 				
	If there is low attendance the reasons for the same? Information to be obtained from the teachers/VEC.				
(vii)	Despite MDM a number of schools are witnessing low attendance.				
	The reason is lack of awareness and mind set among parents.				
	Irregular or nonexistence of parent teachers meeting.				
	Steps taken to promote attendance by Information to be obtained from the				
,	the school and by the VEC/SMC/PTA teachers and VECs etc.				
(viii)	etc?				
	Frequency of parent teachers meeting has been increased.				
	What is the present process of Information to be recorded on the				
	assessing the achievement level of basis of school records.				
(ix)	students?				
	Periodical evaluation tests are conducted to assess the achievement				
	level of students.				

(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? • Yes.	Information to be recorded on the basis of school records.
(xi)	The achievement level of children. The achievement level in most of the interest of the children. The achievement level in most of the children in the chil	
	commitment and the overall exis The rapport of the children with the	·
(xii)	teachers?	observation by MI.
	The rapport of the children with	• 0
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	• Yes. Around 5 per cent.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	e teachers/VEC schools records.
	No drop outs were reported during	ng previous six months.
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	
	 Around 5 -10 per cent of studen previous academic year. 	nts usually retained in class I from the

(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. (1 st Page)		
Interactive Radio Interaction		
interactive Radio interaction		

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

2. Annexure 2 – Text Books

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

3. Annexure 3 – School Grant

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

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

4. Annexure 4 – Teacher Training

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

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

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

6. Annexure 6 – EGS and AIE

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

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

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

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

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

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

9. Annexure 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. No	Name of the School
1.	Adarsh M.S. Bajra
2.	Adarsh M.S. Itkhori
3.	Govt. M.S. Barisakhi
4.	Govt. M.S. Nawadih
5.	Govt. M.S. Owari Gidaor
6.	Govt. U.M.S. Giddaor
7.	M.S. Dandi
8.	M.S. Girls Simriya
9.	M.S. Kashiyadih

10.	M.S. Saoniya
11.	M. S. Jabra
12.	R.B.M.S. Simria
13.	R.M.S. Belgada
14.	R.M.S. Diwan Khana
15.	R.U.M.S. Dewariya
16.	R.U.M.S. Banhe
17.	Rajkiya M.S. Aara
18.	Rajkiya M.S. Pakriya
19.	Rajkiya U.M.S. Itkhori
20.	U.K.M.S. Gidaor
21.	U.M. Urdu S. Barwadih
22.	U.M.S. Angadra Kala
23.	U.M.S. Baddhar
24.	U.M.S. Bajobar
25.	U.M.S. Baratanr
26.	U.M.S. Barwadih
27.	U.M.S. Belhar
28.	U.M.S. Chawtha
29.	U.M.S. Dhankhori
30.	U.M.S. Dundawa
31.	U.M.S. Dundua
32.	U.M.S. Ganspur
33.	U.M.S. Goakala
34.	U.M.S. Gopipur
35.	U.M.S. Harshnathpur
36.	U.M.S. Hindi Pathergara
37.	U.M.S. Jabar
38.	U.M.S. Khaurakala
39.	U.M.S. Koni
40.	U.M.S. Kosmadih
41.	U.M.S. Kuttirangeria
42.	U.M.S. Madhopur
43.	U.M.S. Nagama
44.	U.M.S. Nvngawan
45.	U.M.S. Pachmo
46.	U.M.S. Rajwar
47.	U.M.S. Rupani
48.	U.M.S. Salga
49.	U.M.S. Sighani

50.	U.M.S. Tatra
51.	U.M.S. Tetaria
52.	U.M.S. Tikuriya
53.	U.M.S. Tilaiya
54.	U.M.S. Unta
55.	U.M.S. Urdu Damaol (Nawadih)
56.	U.M.S. Urdu, Ichak Kala
57.	Rajkiya Buniyadih School, Kanhachatti
58.	N.P.S. Goakhurd
59.	N.P.S. Lemboya
60.	N.P.S. Malokpur
61.	N.P.S. Urdu Muslim Tola
62.	U.P.S. Ambadih
63.	U.P.S. Arki, Itkhori
64.	U.P.S. Baredih
65.	U.P.S. Bhuiya Tola Siyari
66.	U.P.S. Chandbandh
67.	U.P.S. Chotkideoria
68.	U.P.S. Ganjhv Tola
69.	U.P.S. Gerwan
70.	U.P.S. Hunkarkhe
71.	U.P.S. Jharna Toli
72.	U.P.S. Jirwahkurd Chamar Tola
73.	U.P.S. Jokahi
74.	U.P.S. Kenduwa
75.	U.P.S. Kudar Kewal
76.	U.P.S. Lohara
77.	U.P.S. Mahuatanr
78.	U.P.S. Mishradih
79.	U.P.S. Nunwar
80.	U.P.S. Obridih
81.	U.P.S. Partola
82.	U.P.S. Partongri
83.	U.P.S. Pipaltola
84.	U.P.S. Ranganiya Oraon Tola
85.	U.P.S. Sandha
86.	U.P.S. Sasaiya Karbandhi
87.	U.P.S. Sowala Toli Teteriya
88.	U.P.S. Turi Tola
89.	U.P.S. Uddi

90.	U.P.S.P.P: Chadany		
	NPEGEL		
91.	M.S. Itkhori		
92.	U.M.S. Dhankhori		
93.	U.M.S. Jabar		
94.	M.S. Jabra Sankul		
95.	U.M.S. Unta		
96.	Rajkiyakrit M.S. Aara		
97.	Govt. M.S. Aari		
98.	U.M.S. Baddhar		
99.	U.M.S. Khaurakala		
	KGBV		
100.	K.G.B.V. Itkhori		
101.	K.G.B.V. Giddhour		
102.	K.G.B.V. Chatra		
103.	K.G.B.V. Pattargoda		
104.	K.G.B.V. Simariya		

S. No	Name of the School	Teacher absent	Habitual absentee
1.	N.P.S. Goakhurd	Bibha Kumari	-
2.	Rajkiya U.M.S. Itkhori	Reeta Kumari	-
3.	U.M.S. Kharwa Kala	Alok Chandra Dipak	-
4.	U.M.S. Kuttirangeria	Md. Sahanwaj	-
5.	U.M.S. Pachmo	Alok Kumar Arun	-

(s) Mid-Day Meal Scheme:

(i)	Name of the District Monitored:	District 6 :Chatra
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	1863
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	104
(iv)	Date of visit to the Districts/EGS/schools	24.03.09 to 27.03.09

	REG	ULARITY IN SEF	RVING MEAI	:	Students, Teachers &
96.	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Parents	
	•			d in 88.9 pe	r cent sample schools.
	•	Interruption was grains.	noticed up to	2-3 months	s due to non supply of food
	TRE	NDS:			School level registers,
		Extent of variation (As per school records vis-à-vis actual on the day of visit)			MDM Registers Head Teachers, Schools level
	No.	Details	Day previous to date of visit	On the day of visit	MDM functionaries / Observation of the monitoring team.
	i.	Enrollment	19134	19134	
97.	i.	No. of children attending the school	15430	15264	
	i.	No. of children availing MDM as per MDM Register	19134	19134	
	7.	No. of children actually availing MDM	15430	15230	

On the day of visit, the attendance was recorded up to 79.8 per cent as against the enrollment. 79. 6 per cent students actually had MDM on the day of visit. However, it was noticed that MDM registers are maintained for the total number of children enrolled. **REGULARITY IN DELIVERING FOOD** School level registers, **GRAINS TO SCHOOL LEVEL:** MDM Registers, Head Teacher, School level (xvi) Is school receiving food grain regularly? If MDM functionaries. there is delay in delivering food grains, what is the extent of delay and reasons for the 77.8 per cent sample schools are getting food grains regularly. The delay was noticed ranging from 1-3 months in 22.2 per cent schools visited. The delay is largely caused by the line department. **xvii**) Is buffer stock of one-month's requirement is School level registers, 98. MDM Registers, Head maintained? Teacher, School level MDM functionaries The buffer stock of one month requirement is maintained in 47.8 per cent sample schools. School level registers, **(viii)** Is the food grains delivered at the school? MDM Registers, Head Teacher, School level MDM functionaries The food grains are provided directly to 88.9 per cent schools monitored. REGULARITY IN DELIVERING COOKING level School registers, **COST TO SCHOOL LEVEL:** MDM Registers, Head Teacher, School level (xiv) Is school receiving cooking cost in advance MDM functionaries. regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it? 83.3 per cent schools are receiving the cooking cost in advance 99. regularly. The delay has been noticed ranging from 1-3 months. The delay in this regard is mostly caused by the concerned department. (xv) In case of delay, how schools manage to School level registers, ensure that there is no disruption in the MDM Registers, Head feeding programme? Teacher. School level MDM functionaries.

	• In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own to avoid disruption in the feeding programme.			
	(xvi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	 The cooking cost is paid through banks in schools. 	almost 89 per cent sample		
	SOCIAL EQUITY:	Observations		
	Did you observe any gender or caste or			
100.	community discrimination in cooking or serving			
	or seating arrangements?	a a managarita yang ahaamad in		
	 No discrimination based on gender, caste or cooking, serving or seating arrangements. 	community was observed in		
	VARIETY OF MENU:	Observations and		
	(xvi) Has the school displayed its weekly	discussion with children		
	menu, and is it able to adhere to the	teachers, parents, VEC		
101.	menu displayed?	members, Gram Panchayat members and cooks.		
	• In only 28.0 per cent comple capacity the ma			
	 In only 38.9 per cent sample schools the menu was displayed. However, only around 50 per cent of the schools were noticed as adhering to the menu displayed. 			
	(Observations and		
	(xvii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children		
	is the same root served dairy.	teachers, parents, VEC		
		members, Gram Panchayat		
		members and cooks.		
	• Variety in the food served was reported in 77.8 per cent schools visited.			
102.	(xviii) Does the daily menu include rice /	Observations and		
	wheat preparation, dal and	discussion with children		
	vegetables?	teachers, parents, VEC		
		members, Gram Panchayat members and cooks.		
	 In 88.9 sample schools, rice, pulses and vegetables were essentially 			
	included in the daily menu.			
	Nowhere, wheat was seen as part of daily menu in school sampled.			
	QUALITY & QUANTITY OF MEAL:	Observations of		
103.	Feedback from children on	Investigation during MDM		
	k) Quality of meal:	service		

	• In 88.9 per cent sample schools, the children the meal served was neat/clean and for the children of 68.9 per cent schools it was tasty as well.		
	l) Quantity of meal:	Observations of Investigation during MDM service	
	• As per the children of 61.1per cent schools sufficient.	, the quantity of the meal was	
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service	
	 The children were noticed unhappy about to meal in 33 per cent schools monitored. The cooks/helpers along with the member special orientation on health and hygiene. Village leaders should be inspired to lead an arrangement of the special orientation. 	ers of the VECs/SMCs need	
	SUPPLEMENTARY: (xvi) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record	
	 Micronutrients in terms of Iron and vitamin – A dosage have been provided to the children of 5.5 per cent schools visited. It was noticed that no folic acid and de-worming medicines have been provided to the children of the schools visited. 		
104.	xvii) Who administers these medicines and at what frequency?	Teachers, Students, School Record	
	Govt. agencies administer these medicines	and nutrients.	
	• The frequency of providing the services is mostly after every six months.		
	(viii) Is there school Health Card maintained for each child?	Teachers, Students, School Record	
	• In 89 per cent sample schools no health card is maintained.		
105.	STATUS OF COOKS: (vi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	The meal was cooked and served by the a known as Sanyojika and Sahayika in all the		

	 (ii) Is the number of cooks and helpers adequate to meet the requirement of the school? The number of cooks/helpers was reported requirement in 80 per cent schools visited. 	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 The remuneration paid to cooks/helpers varied from the lowest 0.20/child to highest up to 0.30/child. The most common practice was 0.25/child reported in 61.1per cent schools visited. However, 0.20/child was paid in 27.8 per cent sample schools and in 11.1per cent schools 0.30/child was the rate of payment. 		
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	• In more than 78.9 per cent schools the remu	neration is paid regularly.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 41.1per cent cooks/helpers belonged to ST of 32.2 per cent SC and 27.8 per cent hailed from 	-	
	INFRASTRUCTURE:	School records, discussion with head teacher, teacher,	
	Is a pucca kitchen shed-cum-store:	VEC, Gram Panchayat members.	
106.	(z) Constructed and in use (aa) Constructed but not in use under (bb) Under construction (cc) Sanctioned, but constructed not started (dd) Not sanctioned		
	Any other (specify)		

	Information is to be given for point (a), (b), (c), (d) and (e)	
	 38.9 per cent schools have constructed kitch In 5.5 per cent schools, they are constructed Construction were under way in 7.8 per cent It was reported as sanctioned for another 20 For 27.8 per cent schools visited, the kitch sanctioned. 	, but not in use. t schools visited. per cent schools.
	In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains/other ingredients being stored?.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
107.	 For almost 30 per cent schools provisional was on the veranda. In 20 per cent schools meal was being cooked. Old school buildings are used as temporary 16 per cent schools visited. 8.9 per cent schools were using the corner of For 2.2 per cent schools visited, own provisional store room. 	ed in the open air. kitchen sheds for more than f the classroom as stores.
108.	Whether potable water is available for cooking and drinking purpose? In 73.3 per cent schools potable water was available for cooking and drinking.	
109.	Whether utensils used for cooking food are adequate? • 79 per cent schools had sufficient utensils for	MDM Programme
110.	What is the kind of fuel used? (Gas based/firewood etc.) • Fire wood is used for cooking in 61.1per cer • 14.4 per cent schools were reported as using • Gas was accessible in only 13.3 per cent sch • Cow dung cake is used in 11.1 per cent schools	g coal for cooking. nools.
111.	 SAFETY & HYGIENE: vi. General Impression of the environment, Safety and hygiene: The general impression of the environment, discipline in the sample schools was noticed 	
	ii. Are children encouraged to wash their hands before and after eating?	observation

	• Yes, the children in 84.4 per cent schools are encouraged to wash their hands before and after eating.		
	iii. Do the children partake in meals in an orderly manner?	observation	
	 In 85.5 per cent schools visited, the children meals in an orderly manner. 	were observed partaking	
	iv. Conservation of water?	Observation	
	• In 74.4 per cent schools potable water is kep	ot and conserved.	
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation	
	 In 87.8 per cent sample schools safety meas and storing fuel. 	ures are taken while cooking	
	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	
112.	 Daily monitoring and supervision is done in only 27.8 per cent schools. Whereas, no daily monitoring and supervision is done in more than 72 per cent sample schools. 10 per cent schools had contribution sometimes from the community. 88.9 per cent schools reported to have received no contribution at all. 		
113.	 INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials? Most of the (73 per cent) inspection and sup block level officers/officials. 	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members pervision is done by the	
114.	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?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.	

- The MDMS has been instrumental in improving the enrollment in 74.4 per cent schools visited.
- It has increased the attendance in over 71per cent schools.
- Similarly improvement on health has been noticed in 79 per cent schools.
- Other incidental benefits in terms of support to poor children, good practices related to health/hygiene and sanitation were experienced in more than 51per cent schools monitored.

20. List of schools visited in the districts

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

S. No	Name of the School
1.	Adarsh M.S. Bajra
2.	Adarsh M.S. Itkhori
3.	Govt. M.S. Barisakhi
4.	Govt. M.S. Nawadih
5.	Govt. M.S. Owari Gidaor
6.	Govt. U.M.S. Giddaor
7.	M.S. Dandi
8.	M.S. Girls Simriya
9.	M.S. Kashiyadih
10.	M.S. Saoniya
11.	M. S. Jabra
12.	R.B.M.S. Simria
13.	R.M.S. Belgada
14.	R.M.S. Diwan Khana
15.	R.U.M.S. Dewariya
16.	R.U.M.S. Banhe
17.	Rajkiya M.S. Aara
18.	Rajkiya M.S. Pakriya
19.	Rajkiya U.M.S. Itkhori
20.	U.K.M.S. Gidaor
21.	U.M. Urdu S. Barwadih
22.	U.M.S. Angadra Kala
23.	U.M.S. Baddhar
24.	U.M.S. Bajobar
25.	U.M.S. Baratanr
26.	U.M.S. Barwadih
27.	U.M.S. Belhar

28.	U.M.S. Chawtha
29.	U.M.S. Dhankhori
30.	U.M.S. Dundawa
31.	U.M.S. Dundua
32.	U.M.S. Ganspur
33.	U.M.S. Goakala
34.	U.M.S. Gopipur
35.	U.M.S. Harshnathpur
36.	U.M.S. Hindi Pathergara
37.	U.M.S. Jabar
38.	U.M.S. Khaurakala
39.	U.M.S. Koni
40.	U.M.S. Kosmadih
41.	U.M.S. Kuttirangeria
42.	U.M.S. Madhopur
43.	U.M.S. Nagama
44.	U.M.S. Nvngawan
45.	U.M.S. Pachmo
46.	U.M.S. Rajwar
47.	U.M.S. Rupani
48.	U.M.S. Salga
49.	U.M.S. Sighani
50.	U.M.S. Tatra
51.	U.M.S. Tetaria
52.	U.M.S. Tikuriya
53.	U.M.S. Tilaiya
54.	U.M.S. Unta
55.	U.M.S. Urdu Damaol (Nawadih)
56.	U.M.S. Urdu, Ichak Kala
57.	Rajkiya Buniyadih School, Kanhachatti
58.	N.P.S. Goakhurd
59.	N.P.S. Lemboya
60.	N.P.S. Malokpur
61.	N.P.S. Urdu Muslim Tola
62.	U.P.S. Ambadih
63.	U.P.S. Arki, Itkhori
64.	U.P.S. Baredih
65.	U.P.S. Bhuiya Tola Siyari
66.	U.P.S. Chandbandh
67.	U.P.S. Chotkideoria

68.	U.P.S. Ganjhv Tola	
69.	U.P.S. Gerwan	
70.	U.P.S. Hunkarkhe	
71.	U.P.S. Jharna Toli	
72.	U.P.S. Jirwahkurd Chamar Tola	
73.	U.P.S. Jokahi	
74.	U.P.S. Kenduwa	
75.	U.P.S. Kudar Kewal	
76.	U.P.S. Lohara	
77.	U.P.S. Mahuatanr	
78.	U.P.S. Mishradih	
79.	U.P.S. Nunwar	
80.	U.P.S. Obridih	
81.	U.P.S. Partola	
82.	U.P.S. Partongri	
83.	U.P.S. Pipaltola	
84.	U.P.S. Ranganiya Oraon Tola	
85.	U.P.S. Sandha	
86.	U.P.S. Sasaiya Karbandhi	
87.	U.P.S. Sowala Toli Teteriya	
88.	U.P.S. Turi Tola	
89.	U.P.S. Uddi	
90.	U.P.S.P.P: Chadany	
NPEGEL		
91.	M.S. Itkhori	
92.	U.M.S. Dhankhori	
93.	U.M.S. Jabar	
94.	M.S. Jabra Sankul	
95.	U.M.S. Unta	
96.	Rajkiyakrit M.S. Aara	
97.	Govt. M.S. Aari	
98.	U.M.S. Baddhar	
99.	U.M.S. Khaurakala	
KGBV		
100.	K.G.B.V. Itkhori	
101.	K.G.B.V. Giddhour	
102.	K.G.B.V. Chatra	
103.	K.G.B.V. Pattargoda	
104.	K.G.B.V. Simariya	