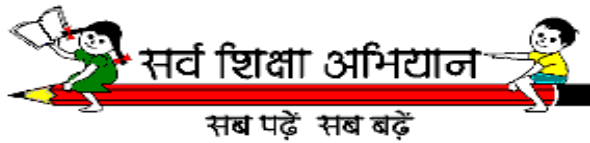


**1ST HALF YEARLY MONITORING
REPORT OF XAVIER INSTITUTE OF
SOCIAL SERVICE, RANCHI
(MONITORING INSTITUTION/S) ON
SSA AND MDM FOR THE STATE/UT OF
JHARKHAND FOR THE PERIOD OF
1ST AUGUST, 2008 to 31ST JANUARY,
2009**

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.

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

Submission of 1st half yearly report [Inbox](#)

☆ from [ajit tirkey](#) <sontirkey@gmail.com>
to ● [monitoring.tsg@gmail.com](#)
date Apr 30, 2009 2:22 PM
subject Submission of 1st half yearly report
mailed-by gmail.com

[hide details](#) Apr 30 [Reply](#)

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. 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

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	Xavier Institute of Social Service, Ranchi
2.	Period of the report	1ST AUGUST, 2008 to 31ST 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)	<ul style="list-style-type: none">• 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: (Dhanbad)	<ul style="list-style-type: none">• 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 3: (Giridih)	<ul style="list-style-type: none">• 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: (Koderma)	<ul style="list-style-type: none">• 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 5: (Hazaribag)	<ul style="list-style-type: none">• 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 6: (Chatra)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• A number of constructions (school building/ACR /toilet/kitchen shed etc).are on progress.

	<ul style="list-style-type: none"> • However, the quality of the ongoing construction is mostly average.
District 4: (Koderma)	<ul style="list-style-type: none"> • 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 5: (Hazaribag)	<ul style="list-style-type: none"> • 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 6: (Chatra)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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: (Dhanbad)	<ul style="list-style-type: none"> • Delay has been noticed in distribution of books. • The free text books have been neither provided for all classes nor in all subjects.
District 3: (Giridih)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Delay has been noticed in distribution of books.

(Hazaribag)	<ul style="list-style-type: none"> • The free text books have been neither provided for all classes nor in all subjects.
District 6: (Chatra)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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: (Dhanbad)	<ul style="list-style-type: none"> • 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 3: (Giridih)	<ul style="list-style-type: none"> • 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: (Koderma)	<ul style="list-style-type: none"> • 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 5: (Hazaribag)	<ul style="list-style-type: none"> • 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 6: (Chatra)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none">• 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: (Dhanbad)	<ul style="list-style-type: none">• 93.1 per cent teachers are in position.• 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)	<ul style="list-style-type: none">• 48.3 per cent teachers are recruited so far.• 77.5 per cent teachers have been given training.• Teachers feel that the training should be conducted strictly on the subjects under the syllabus.
District 4: (Koderma)	<ul style="list-style-type: none">• 84.3 per cent teachers are in position.• No in service training has been arranged.• Teachers feel that the training should be conducted strictly on the subjects under the syllabus.
District 5: (Hazaribag)	<ul style="list-style-type: none">• 95.6 per cent teachers have been recruited.• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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.
District 2: (Dhanbad)	<ul style="list-style-type: none">• All the teachers were provided TLM grants.• TLMs are displayed in 66.45 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none"> • 2.5 per cent CWSN are benefitted. • No CWSN have been provided home based assistance. • No parents were reported as given counseling.
District 4: (Koderma)	<ul style="list-style-type: none"> • No CWSN is benefitted against 1109 identified. • No CWSN have been provided home based assistance. • No parents were reported as given counseling.
District 5: (Hazaribag)	<ul style="list-style-type: none"> • 6.7 per cent CWSN are benefitted so far. • No CWSN have been provided home based assistance. • No parents were reported as given counseling.
District 6: (Chatra)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • NPEGELs are largely lacking basic amenities. • However, vocational courses are being conducted.
District 2: (Dhanbad)	<ul style="list-style-type: none"> • NPEGELs are largely lacking basic amenities. • However, vocational courses are being conducted.
District 3: (Giridih)	<ul style="list-style-type: none"> • NPEGELs are largely lacking basic amenities. • However, vocational courses are being conducted.
District 4: (Koderma)	<ul style="list-style-type: none"> • NPEGELs are largely lacking basic amenities. • However, vocational courses are being conducted.
District 5: (Hazaribag)	<ul style="list-style-type: none"> • NPEGELs are largely lacking basic amenities. • However, vocational courses are being conducted.
District 6: (Chatra)	<ul style="list-style-type: none"> • NPEGELs are largely lacking basic amenities.

	<ul style="list-style-type: none"> • However, vocational courses are being conducted.
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(j) Katurba Gandhi Balika Vidyalaya (KGBV):

District 1: (Bokaro)	<ul style="list-style-type: none"> • 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: (Dhanbad)	<ul style="list-style-type: none"> • 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 3: (Giridih)	<ul style="list-style-type: none"> • 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 4: (Koderma)	<ul style="list-style-type: none"> • 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 5: (Hazaribag)	<ul style="list-style-type: none"> • 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 6: (Chatra)	<ul style="list-style-type: none"> • 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.

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

District 1: (Bokaro)	<ul style="list-style-type: none">• Teachers have been trained and the formats have been supplied.• Information/data are furnished as per time frame.
District 2: (Dhanbad)	<ul style="list-style-type: none">• Teachers have been trained and the formats have been supplied.• Information/data are furnished as per time frame.
District 3: (Giridih)	<ul style="list-style-type: none">• Teachers have been trained and the formats have been supplied.• Information/data are furnished as per time frame.
District 4: (Koderma)	<ul style="list-style-type: none">• Teachers have been trained and the formats have been supplied.• Information/data are furnished as per time frame.
District 5: (Hazaribag)	<ul style="list-style-type: none">• Teachers have been trained and the formats have been supplied.• Information/data are furnished as per time frame.
District 6: (Chatra)	<ul style="list-style-type: none">• Teachers have been trained and the formats have been supplied.• Information/data are furnished as per time frame.

(l) Research and Evaluation:

District 1: (Bokaro)	<ul style="list-style-type: none">• No information available.
District 2: (Dhanbad)	<ul style="list-style-type: none">• One research study was sanctioned and completed.
District 3: (Giridih)	<ul style="list-style-type: none">• No information available.
District 4: (Koderma)	<ul style="list-style-type: none">• No information available.
District 5: (Hazaribag)	<ul style="list-style-type: none">• No information available.
District 6: (Chatra)	<ul style="list-style-type: none">• No study was sanctioned in the financial year.

(m) Functioning of the VEC:

District 1: (Bokaro)	<ul style="list-style-type: none">• 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: (Dhanbad)	<ul style="list-style-type: none">• 70 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 3: (Giridih)	<ul style="list-style-type: none">• 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: (Koderma)	<ul style="list-style-type: none">• 13.2 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 5: (Hazaribag)	<ul style="list-style-type: none">• 72.4 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 6: (Chatra)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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: (Dhanbad)	<ul style="list-style-type: none">• 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 3: (Giridih)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • No information
District 2: (Dhanbad)	<ul style="list-style-type: none"> • Nothing much has been done in this regard, except classes and exams were conducted to promote tribal languages.
District 3: (Giridih)	<ul style="list-style-type: none"> • Nothing much has been done in this regard, except publishing a primer to promote tribal languages
District 4: (Koderma)	<ul style="list-style-type: none"> • No information
District 5: (Hazaribag)	<ul style="list-style-type: none"> • No information
District 6: (Chatra)	<ul style="list-style-type: none"> • No information

(p) Any other issues relevant to SSA implementation

District 1: (Bokaro)	<ul style="list-style-type: none">• 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 2: (Dhanbad)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• MDM is not being served due to non supply of food grains and
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	<p>lack of funds.</p> <ul style="list-style-type: none"> • 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: (Dhanbad)	<ul style="list-style-type: none"> • MDM is being served. However, often menu is not followed; it 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)	<ul style="list-style-type: none"> • 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: (Koderma)	<ul style="list-style-type: none"> • MDM is being served but need to be regularized. • 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: (Hazaribag)	<ul style="list-style-type: none"> • MDM is being served. However, often menu is not followed; it 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)	<ul style="list-style-type: none">• 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?	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.
	<ul style="list-style-type: none"> • Total Number of schools sanctioned in the state – 00 • Total Number of schools sanctioned 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.
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. The construction work for 54 PS, MS, EGS/AIE etc. has started. • 23 are at the foundation, 18 at lintel 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. The teachers appointed have been put in position in new schools in the district. 	
(vii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	<ul style="list-style-type: none"> • 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. 	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	<ul style="list-style-type: none"> • 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-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.			
(i)	Items	Target for construction under civil work			
		Target	Completed	Not started	In progress
	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				
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.			
	<ul style="list-style-type: none"> 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. 				
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 				
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	<ul style="list-style-type: none"> Yes. The community manual has been prepared and usually available with VEC/SMC. 				
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			

	<ul style="list-style-type: none"> • Yes. The ramp is being constructed in all the school buildings coming up recently. 	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • The technical person has visited all the construction sites once at plinth level. • 41 per cent construction sites have been visited at lintel level. • More than 7 per cent sites have been visited by the technical person at roofing level. 	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • The construction of drinking water facilities in schools are being carried out by either specialized agency or VEC/SMC. 	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • Yes. There is convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).

	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 	
(xii)	<p>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?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(i)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
	<ul style="list-style-type: none"> 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 funds. Free text books are provided to general students from state Govt. funds. 	
(ii)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
	<ul style="list-style-type: none"> The textbooks were not received within one month of opening of the school. Yes. An instruction/circular has been received from SPO. 	

(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	<ul style="list-style-type: none"> • 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 - 	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	<ul style="list-style-type: none"> • 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:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	<ul style="list-style-type: none"> • 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. 	
(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.
	<ul style="list-style-type: none"> • 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.

	grant? If so, for what purpose and what is the amount utilized?	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> 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:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Number of additional teachers sanctioned – 2262 Number of teachers in position – 2240 	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are recruited as per 1:40 (teacher student ratio) The recruitment is done by block level officials and the members of VEC. The procedures followed for the recruitment: <ul style="list-style-type: none"> General notification Application against the vacancy General meeting arranged by VEC 	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.

	<ul style="list-style-type: none"> • 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. 	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> • 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) 	
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	

(viii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	
(ix)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO’s planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – • Number of achievement -00 (No refresher training has been organized) 	
(x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • Out of the total trained teachers 23 are very much satisfied and 36 are 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. 	

(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	

	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> • 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. 	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring. 	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits. 	
(xii)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
	<ul style="list-style-type: none"> • Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
<ul style="list-style-type: none"> • The total number of teachers eligible to receive TLM grants – 6860. 		
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
<ul style="list-style-type: none"> • The total number of teachers received TLM grants – 6860. • Yes. The instructions have been issued in respect of utilization TLM grants. 		
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.
<ul style="list-style-type: none"> • 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:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• The number of children enrolled – 00• The number of children actually attending - 00	
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	<ul style="list-style-type: none">• The number of Para/Sahyogi teachers – 6589• 15 days Induction training – 180• 8 days In-service training (residential)– 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.

	<ul style="list-style-type: none"> • 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. 	
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The amount of monthly honorarium: <ul style="list-style-type: none"> • 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 attendance?	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> • Yes. Their attendance could be adjudged as regular. 	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring format available with DPO. • The frequency of submission of furnished information is monthly. 	

(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 • 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?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Yes.	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • The number of EGS/AIE centers 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.
	<ul style="list-style-type: none"> • Yes. But, earlier to last financial year. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. 11 are at roofing stage and 2 each at foundation and lintel level. 	
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	<ul style="list-style-type: none"> • Yes. 	

(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	<ul style="list-style-type: none"> Information not available. 	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	<ul style="list-style-type: none"> Yes. Almost all the infrastructures are available. 	
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	<ul style="list-style-type: none"> Yes. MDM is being supplied to the children. 	
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	<ul style="list-style-type: none"> Number of children enrolled – 1186 Actually present on the day of visit – 864 	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> Achievement level of children is satisfactory. 	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> Yes. The rapport between Para teachers is satisfactory. 	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> • Number of CWSN children identified – 2109 • Number of CWSN children enrolled – 1153 		
(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.
<ul style="list-style-type: none"> • Number of children provided aids – 191 		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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?	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.
<ul style="list-style-type: none"> • Yes. 		
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
As per sample check 12 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.
	<ul style="list-style-type: none"> 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?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(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.
	<ul style="list-style-type: none"> Number of CWSN children enrolled - 77 Number of CWSN children actually present – 51 	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	<ul style="list-style-type: none"> The number of clusters targeted – 86 Number of model cluster actually made functional – 86 	
(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.
	<ul style="list-style-type: none"> Target number of ACR – 26 Safe drinking water facility – 82 Toilet facility – 84 	

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> • Yes. As per sample check 5 NPEGEL have been provided with gender sensitive TLMs; • 9 NPEGELs are having vocational training and no centre is conducting bridge course. 	
(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.
	<ul style="list-style-type: none"> • Yes. 	
(v)	<p>a. Whether a district gender coordinator is in position?</p> <p>b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?</p>	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format to be enclosed in Report. Information to be taken from SPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring system to monitor mostly after one month. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> • Number of KGBV sanctioned – 8 • Number of KGBV operational – 8 	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • As per sample check for all the KGBVs land have been identified. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Number of KGBV with complete 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.
	<ul style="list-style-type: none"> • Number of posts sanctioned per KGBV – 25 • A number of posts are vacant per KGBV. 	
(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.
	<ul style="list-style-type: none"> • Total number of students admitted – 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.
	<ul style="list-style-type: none"> • 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)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	Yes.	

(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
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(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 in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research? • 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 – 1668	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 provided and available with VECs.	Information to be collected from the SPO/DPO and to be verified from the 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. • The actual number of women associated in the schools visited is 6 per VEC.	Information to be collected from the SPO/DPO and to be verified from the 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?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

	<ul style="list-style-type: none"> • 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 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.
	<ul style="list-style-type: none"> • Yes. Percentage of the members oriented is 40 per cent. • Orientation training conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • 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.
	<ul style="list-style-type: none"> • Yes. 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> • Yes. 	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Yes.	

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

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none"> • Around 47 per cent of the schools had working days up to 240 during last academic year. • The rest 53 per cent schools had working days from 240 – 250. 	
(ii)	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 basis of observation.
	<ul style="list-style-type: none"> • 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 playgrounds. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Health camp facilities were made 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.
	<ul style="list-style-type: none"> • A large number of schools are in poor condition in terms of play materials and playgrounds. 	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none"> • 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. 	

(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> • Frequency of parent teachers meeting has been increased. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • 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?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> • 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 teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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. Kasmatar (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

1.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Students, Teachers & Parents	
	<ul style="list-style-type: none"> Hot and cooked meal is served in 76.5 per cent sample schools. Interruption is noticed up to 2-3 months due to non supply of food grains. 				
2.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis actual on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	15179		15179
	ii.	No. of children attending the school	11101		10914
	iii.	No. of children availing MDM as per MDM Register	15179		15179
	iv.	No. of children actually availing MDM	11101		10901
<ul style="list-style-type: none"> The attendance against the enrollment is recorded as 72 per cent. Almost 71.8 per cent students actually had MDM. However, MDM registers are maintained as per the total enrolment. 					

3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	
	<p>(ii) Is buffer stock of one-month's requirement is maintained?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • In 87 per cent of the sample schools buffer stock for one month is maintained. 	
	<p>(iii) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • To 86 per cent schools monitored, the food grains are provided directly. 	
4.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	
	<p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 	
	<p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • The cooking cost is paid through banks in more than 90 per cent sample schools. 	

5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	<ul style="list-style-type: none"> No gender, caste or community discrimination was observed in cooking, serving or seating arrangements. 	
6.	<u>VARIETY OF MENU:</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In almost 64.7 per cent sample schools the menu are displayed. However, as noticed, around 50 per cent schools do adhere to the menu displayed. 	
7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In 55 per cent sample schools the variety in the food served is reported. 	
	(iii) 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.
	<ul style="list-style-type: none"> 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. 	
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> As per the children of 86 per cent sample schools, the meal served is neat/clean and tasty as well. 	
	b) Quantity of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 10-15 per cent schools monitored. To improve the situation cooks/helpers and the members of the VECs/SMCs need special orientation on health and hygiene. 	
9.	<u>SUPPLEMENTARY:</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In 99 per cent sample schools no health card is maintained. 	
10.	<u>STATUS OF COOKS:</u> (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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> The number of cooks/helpers is reported as quite sufficient to meet the requirement in 85 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> In almost 73 per cent schools the remuneration 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.
	<ul style="list-style-type: none"> 48 per cent cooks/helpers belonged to OBC. They are followed by 32 per cent from SC community. Around 19 per cent of them represent ST community. Only 1.5 per cent belonged to others. 	
11.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use (b) Constructed but not in use (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Information is to be given for point (a) , (b), (c) , (d) and (e)	<ul style="list-style-type: none"> 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?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	<ul style="list-style-type: none"> • Provisional arrangement of kitchen shed is done in old school building for 22.3 per cent. • For 27 per cent it is on the veranda. • Huts are being used as temporary kitchen sheds for 14 per cent. • In 20 per cent schools meals are being cooked in open air. • For around 18 per cent schools, corners of the classrooms have become the store rooms. • In 9.4 per cent schools visited, own residences are being used as the provisional store rooms. 	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	<ul style="list-style-type: none"> • In 92 per cent schools visited, potable water is available for cooking and drinking. 	
14.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	<ul style="list-style-type: none"> • Similarly, more than 89 per cent schools have sufficient utensils for cooking/eating etc. 	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> • 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.	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> • The general impression of the environment, safety and hygiene in the sample schools was satisfactory. 	
	ii. Are children encouraged to wash hands before and after eating?	Observation
	<ul style="list-style-type: none"> • Yes, the children in 94 per cent are encouraged to wash their hands before and after eating. 	
	iii. Do the children partake meals in an orderly manner?	Observation

	<ul style="list-style-type: none"> In more than 95 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In 95 per cent schools sampled safety measures are being taken while cooking and storing fuel. 	
17.	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> 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.	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> Around 83 per cent monitoring and supervision is done from the block level officers/officials. 	
19.	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?</p>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	<ul style="list-style-type: none"> The mid day meal scheme has improved the enrollment in 79 per cent 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 and hygiene and sanitation was experienced in 67 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.	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)

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.
	<ul style="list-style-type: none"> 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 	
(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.
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Yes. 	

(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	<ul style="list-style-type: none"> • Yes. The construction work for 67 PS, MS, EGS/AIE etc. has started. • 24 are at the foundation, 39 at lintel 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.
	<ul style="list-style-type: none"> • Number of posts sanctioned for teachers – 2503 • Yes. The sanctions have been issued for these posts. • Number of appointments made – 2331 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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)	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.
	<ul style="list-style-type: none"> • 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-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.						
	Items	Target	On Progress	Plinth	Lintel	Roof	Roof casting	Finish
(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.						
	<ul style="list-style-type: none"> 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. 							
(xv)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 							
(xv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> 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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						

	<ul style="list-style-type: none"> • Yes. The ramp is being constructed in all the school buildings coming up recently. 	
(xi)	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).
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and 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).
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 	
(xx)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • The technical person has visited all the construction sites at least once at plinth level. • 34 per cent construction sites have been visited at lintel level. • More than 7 per 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).
	<ul style="list-style-type: none"> • 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).
	<ul style="list-style-type: none"> • 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).
	<ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 	
	<p>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?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
(xx)	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(v)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
	<ul style="list-style-type: none"> 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. 	
(vi)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
	<ul style="list-style-type: none"> The textbooks were not received within one month of opening of the school. Yes. An instruction/circular has been received from SPO. 	
(vii)	<p>Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p>

	<ul style="list-style-type: none"> • Yes. There was a delay in distribution of textbooks. • The delay was caused by the publishers/suppliers.
(viii)	<p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p> <p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.</p> <ul style="list-style-type: none"> • 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:

(vi)	<p>Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?</p> <p>Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p> <ul style="list-style-type: none"> • 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.
(vi)	<p>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?</p> <p>Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p> <ul style="list-style-type: none"> • 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.
(vi)	<p>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</p> <p>Information to be obtained from DPO of districts visited by MI.</p> <ul style="list-style-type: none"> • No centralized purchases have been made by DPO out of the school grant.
(ix)	<p>The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?</p> <p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p> <ul style="list-style-type: none"> • There was no delay reported in receipt of grants.
(x)	<p>Utilization details (percentage of</p> <p>To be verified on the spot from the</p>

	utilization and items) for the last year's school grants received by the school/VEC.	passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> • 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:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • Number of additional teachers sanctioned – 2503 • Number of teachers in position – 2331 	
(xiv)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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. 	

(xvii)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> • The number of teachers sanctioned – 87 • The number of teachers in position – 78 • The number of teachers present on the day of the visit – 63 • The names of the teachers absent – 24 (list enclosed) 	
(xviii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(xix)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	
(xx)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

	<ul style="list-style-type: none"> • 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. 	
(xxi)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO’s planning for it?</p>	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.
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 00 • Number of achievement -00 (No refresher training has been organized) 	
(xxii)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • Of the total trained teachers 22 per cent are very much satisfied and 61 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. 	
(xxiii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>b. Please specify the role of BRC/CRC’s in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	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.

	<ul style="list-style-type: none"> • 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. 	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	
	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> • 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. 	
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits. 	
(xxiv)	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.
	<ul style="list-style-type: none"> • Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	<ul style="list-style-type: none"> • The total number of teachers eligible to receive TLM grants – 4294 primary teachers and 3080 upper primary teachers. 	
(v)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
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(g) EGS & AIE:

(xxv)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
	<ul style="list-style-type: none"> • The number of EGS/AIE centres in the district – 00 	
(xxv)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<ul style="list-style-type: none"> • Target number of children – 00 • Number of children actually enrolled – 00 	
(xxv)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
	<ul style="list-style-type: none"> • The number of children enrolled – 00 • The number of children actually attending - 00 	
(xxix)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • 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. 	
(xxx)	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.
	<ul style="list-style-type: none"> • The amount of monthly honorarium: <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. There is a designated district coordinator. • He has been oriented and has received capacity building training. 	
(xxx)	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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring format available with DPO. • The frequency of submission of furnished information is monthly. 	
(xxx)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Target number of EGS/AIE 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The number of EGS/AIE centers actually upgraded – 00 	
(xxx)	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.
	<ul style="list-style-type: none"> • Yes. But, earlier to last financial year. 	
(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.
	<ul style="list-style-type: none"> • Yes. 	

(xli)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	<ul style="list-style-type: none"> • Yes. 	
(xlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	<ul style="list-style-type: none"> • Yes. The construction stage for 4 is foundation and for 5, it was lintel level. 	
(xliii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	<ul style="list-style-type: none"> • Yes. 	
(xliv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	<ul style="list-style-type: none"> • All the EGS/AIEs are already mainstreamed by virtue of up gradation, and so the children therein. 	
(xlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	<ul style="list-style-type: none"> • Yes. Almost all the infrastructures are available. 	
(xlvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	<ul style="list-style-type: none"> • Yes. MDM is being supplied to the children. 	
(xlvi)	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.
	<ul style="list-style-type: none"> • Number of children enrolled – 1119 • Actually present on the day of visit – 912 	
(xlvi)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> • Achievement level of children is average. 	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> • Yes. The rapport between Para 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Number of CWSN children identified – 2475 • Number of children enrolled - 2271 • Number of CWSN children benefitted – 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.
<ul style="list-style-type: none"> • Number of children provided aids – 175 		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Yes. 	
(iv) (b)	<p>Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?</p>	<p>Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
	<ul style="list-style-type: none"> • Yes. 	
(v)	<p>How many schools have been provided with ramps?</p>	<p>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</p>
	<p>As per sample check 09 schools have been provided with the ramps.</p>	
(vi)	<p>How many children have been provided home based support during the current financial year?</p>	<p>Information to be obtained from SPO/DPO and one or two sample checks be done by MI.</p>
	<ul style="list-style-type: none"> • As per sample check no CWSN has been provided home based support in the current financial year. 	
(vii)	<p>How many parents have been given counseling during the current financial year?</p>	<p>Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.</p>
	<ul style="list-style-type: none"> • No parents have been given counseling during the current financial year. 	
(viii)	<p>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</p>	<p>Information to be verified on the spot with the assistance of VEC/Teachers.</p>
	<ul style="list-style-type: none"> • Number of CWSN children enrolled - 90 • Number of CWSN children actually present – 78 	

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

(i)	<p>The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?</p>	<p>Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.</p>
	<ul style="list-style-type: none"> • 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?	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.
	<ul style="list-style-type: none"> • Status of construction as per sample verification: <ul style="list-style-type: none"> • Number of ACR – 04 • Safe drinking water facility – 05 • Toilet facility – 01 • Electrification – 00 	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> • Yes. As per sample check 02 NPEGEL have been provided with gender sensitive TLMs; • 06 NPEGELs are having vocational training and 01 centre is conducting bridge course. 	
(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.
	<ul style="list-style-type: none"> • 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?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	<ul style="list-style-type: none"> • No. • 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?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	<ul style="list-style-type: none"> Number of ECCE centres operational – 21 	
(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.
	<ul style="list-style-type: none"> Yes. There is a monitoring system to monitor monthly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> Number of KGBV sanctioned – 06 Number of KGBV operational – 06 	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> As per sample check for all the 05 KGBVs land have been identified. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of KGBV with complete 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Total number of students admitted – 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.	To be obtained on the spot in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> 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)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	<ul style="list-style-type: none"> Yes. Requisite computers - 03 Computer operator in position - 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
	<ul style="list-style-type: none"> DISE – yearly and MIS – monthly 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	

(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. 	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	<ul style="list-style-type: none"> • The number of research sanctioned - 02 	
(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.
	<ul style="list-style-type: none"> • The number of them completed - 01 	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Total number of VEC – 2491 	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. The guidelines are provided 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?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. Guidelines given on adequate representation to women. • The actual number of women associated in the schools visited is 6 per VEC. 	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	<ul style="list-style-type: none"> • 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 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.
	<ul style="list-style-type: none"> • Yes. Percentage of the members oriented - 70 per cent. • Orientation training conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • 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.

	<ul style="list-style-type: none"> • Yes. 	
(viii)	<p>Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?</p>	<p>Information to be obtained at SPO level. See formats and record of SPO</p>
	<ul style="list-style-type: none"> • Yes. 	

(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>
	<ul style="list-style-type: none"> • Yes. 	
(ii)	<p>The number of meetings of the General Body and EC held during the previous financial year?</p>	<p>Information to be obtained from SPO and verified from their records.</p>
	<ul style="list-style-type: none"> • Number of meetings -12 	
(iii)	<p>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?</p>	<p>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</p>

	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 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.	
	<ul style="list-style-type: none"> • Number BRCs sanctioned – 00 • Number of CRCs sanctioned – 10 • Staffing position – 19 BRPs and 299 CRPs 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?		To be verified at SPO through checking of records.	
	<ul style="list-style-type: none"> • Yes. 			

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

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(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

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none">• 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.	
(ii)	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 basis of observation.
	<ul style="list-style-type: none">• 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.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Health camp facilities were made 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.
	<ul style="list-style-type: none">• A large number of schools are in poor condition in terms of play materials.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none">• 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.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none">• Frequency of parent teachers meeting has been increased.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none">• 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?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> • 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 teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> • No drop outs were reported 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.
	<ul style="list-style-type: none"> • Around 5 -10 per cent of students 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

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. Khanddih
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. Sinhgda
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 No.-2
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 Buniyadiah M.S. Nirsha
95.	B.S.S.M.S. Balwadiah

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

20.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents		
	<ul style="list-style-type: none"> Hot and cooked meal is served in 92.5 per cent sample schools. Interruption is noticed ranging from 2-3 months, due to non supply of food grains in a number of schools monitored. 				
21.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	No.	Details		Day previous to date of visit	On the day of visit
	i.	Enrollment		27210	27210
	ii.	No. of children attending the school		19761	19578
	iii.	No. of children availing MDM as per MDM Register		27210	27210
	iv.	No. of children actually availing MDM		19761	19511
<ul style="list-style-type: none"> 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 maintained as per the total number of enrolment. 					

22.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 72 per cent sample schools are getting food grains regularly. • The delay is noticed ranging from 1-3 months due to food grains out of stock in FCI. • Though, 77.4 per cent schools are reported to have no such delay. 	
	<p>(v) Is buffer stock of one-month's requirement is maintained?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • In 72 per cent sample schools buffer stock of one month requirement is maintained. 	
	<p>(vi) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • The food grains are provided directly to 74 per cent schools monitored. 	
23.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(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?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 74 per cent schools are receiving the cooking cost in advance regularly. • Some cases of delay ranging from 1-3 months have been observed. • The delay of this kind is mostly caused by the concerned department. 	
	<p>(iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 	
	<p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • The cooking cost is paid through banks in altogether 83 per cent sample schools. 	

24.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	<ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 	
25.	<u>VARIETY OF MENU:</u> (iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In almost 82 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. 	
26.	(v) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> The food is served with enough variety in 86 per cent schools visited. 	
	(vi) 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.
	<ul style="list-style-type: none"> 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. 	
27.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on c) Quality of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> In 90 per cent sample schools, as per the children the meal served is neat/clean and tasty as well. 	
	d) Quantity of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> The children of 93 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
	<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 10 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. Village leaders should be inspired to lead and served the society. 	
28.	<u>SUPPLEMENTARY:</u> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Vitamin A – dosage is given to the children of around 10 per cent sample schools. In 4 to 5.5 per cent schools visited folic and de-worming are supplied. Iron tablets are provided in slightly over 6 per cent schools covered. 	
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In 98 per cent sample schools no health card is maintained. 	
29.	<u>STATUS OF COOKS:</u> (ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> The number of cooks/helpers is reported as sufficient to meet the requirement in 87 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.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/child reported in 86 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.
	<ul style="list-style-type: none"> In more than 80.5 per cent schools the remuneration payment was reported as 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.
	<ul style="list-style-type: none"> 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 4.7 per cent are Others'. 	
30.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<p>Information is to be given for point (a) , (b), (c) , (d) and (e)</p> <ul style="list-style-type: none"> 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. 	

31.	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
	<ul style="list-style-type: none"> • For 8.6 per cent provisional arrangement of kitchen shed is done on the veranda. • Huts and old school buildings are used as temporary kitchen sheds for 6.4 per cent schools each. • In 5.3 per cent schools meal is being cooked in open air. • Around 18 per cent schools have store rooms in the corner of the classrooms. • In 3.2 per cent schools visited, own residence are used as the provisional store rooms. 	
32.	Whether potable water is available for cooking and drinking purpose?	-do-
	<ul style="list-style-type: none"> • In 91.3 per cent potable water is available for cooking and drinking. 	
33.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	<ul style="list-style-type: none"> • More than 92 per cent schools have sufficient utensils for cooking etc. 	
34.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> • 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 by using firewood. 	
35.	<u>SAFETY & HYGIENE:</u> ii. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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 manner?	Observation
	<ul style="list-style-type: none"> • In more than 82 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation

	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In 87 per cent sample schools safety measures are taken while cooking and storing fuel. 	
	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.	<ul style="list-style-type: none"> Daily monitoring and supervision is done in almost 55 per cent schools by guardians and VEC members. Whereas, in another 45 per cent monitoring and supervision is done but not on daily basis. Other contribution in cash/kind as regular in 30 per cent schools. 34 per cent schools have received contribution sometimes. Whereas, 32 per cent have received no contribution at all. 	
	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
37.	<ul style="list-style-type: none"> Most of the (84 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.
38.	<ul style="list-style-type: none"> 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. Sinhgdaha
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 Buniyadiah 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. Sinhdaha
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 No.-2
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 Buniyadiah M.S. Nirsha
95.	B.S.S.M.S. Balwadiah
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.
	<ul style="list-style-type: none"> 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 	
(xvii)	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.
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> • 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 of posts sanctioned and appointments made?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. The teachers appointed have been put in position in new schools in the district. 	
(xxi)	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.
	<ul style="list-style-type: none"> • 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 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.
	<ul style="list-style-type: none"> • 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-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.						
	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.						
	<ul style="list-style-type: none"> 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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 							
(xx)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> 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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						

	<ul style="list-style-type: none"> • 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).
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and 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).
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 	
(xx)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • The technical person has visited all the construction sites at least once at plinth level. • 52.8 per cent construction sites have been visited at lintel level. • 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).
	<ul style="list-style-type: none"> • 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).
	<ul style="list-style-type: none"> • 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).
	<ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 	
	<p>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?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
(xx)	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(ix)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
	<ul style="list-style-type: none"> 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. 	
(x)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
	<ul style="list-style-type: none"> The textbooks were not received within one month of opening of the school. Yes. An instruction/circular has been received from SPO. 	
(xi)	<p>Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p>

	<ul style="list-style-type: none"> • Yes. There was a delay in distribution of textbooks. • The delay was caused by the publishers/suppliers.
(xii)	<p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p> <p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.</p> <ul style="list-style-type: none"> • 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:

(xi)	<p>Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?</p> <p>Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p> <ul style="list-style-type: none"> • 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.
(xi)	<p>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?</p> <p>Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p> <ul style="list-style-type: none"> • 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.
(xi)	<p>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</p> <p>Information to be obtained from DPO of districts visited by MI.</p> <ul style="list-style-type: none"> • No centralized purchases have been made by DPO out of the school grant.
(xi)	<p>The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?</p> <p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p> <ul style="list-style-type: none"> • There was no delay reported in receipt of grants.

(xv)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> All the schools visited have utilized more than 75 per cent of the grant received. 	

(e) Teachers and Teachers Training:

(xxv)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Number of additional teachers sanctioned – 7047 Number of teachers in position – 3407 	
(xxvi)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> General notification Application against the vacancy General meeting arranged by VEC 	
(xxvii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(xxviii)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	<ul style="list-style-type: none"> The decentralized recruitment procedures have been laid down. The local community (53 cases) is satisfied with the appointment of teachers to some extent. However, 27 local communities are not at all happy by the appointment made by VEC/SMC. 	

(xxix)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> • The number of teachers sanctioned – 105 • The number of teachers in position – 105 • The number of teachers present on the day of the visit – 90 • The names of the teachers absent – 12 (list enclosed) 	
(xxx)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(xxxi)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	
(xxxii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

	<ul style="list-style-type: none"> • 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. 	
(xxxii)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO’s planning for it?</p>	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.
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 00 • Number of achievement -00 (No refresher training has been organized) 	
(xxxiii)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • Of the total trained teachers 22 per cent are very much satisfied and 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. 	
(xxxiv)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: c. Please specify the role of BRC/CRC’s in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	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.

	<ul style="list-style-type: none"> • 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. 	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	
	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> • 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. 	
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits. 	
(xxx)	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.
	<ul style="list-style-type: none"> • Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(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.
	<ul style="list-style-type: none"> • The total number of teachers eligible 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.
	<ul style="list-style-type: none"> • 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 practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.

	<ul style="list-style-type: none"> • TLMs are displayed in 67.6 per 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.
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(g) EGS & AIE:

(li)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
	<ul style="list-style-type: none"> • The number of EGS/AIE centres in the district – 00 	
(lii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<ul style="list-style-type: none"> • Target number of children – 00 • Number of children actually enrolled - 00 	
(liii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
	<ul style="list-style-type: none"> • The number of children enrolled – 00 • The number of children actually attending - 00 	
(liv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>

	<ul style="list-style-type: none"> • 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. 	
(Iv)	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.
	<ul style="list-style-type: none"> • 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. 	
(Ivi)	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.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The amount of monthly honorarium: <ul style="list-style-type: none"> • 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 attendance?	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. There is a designated district coordinator. • He has been oriented and has received 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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring format available with DPO. • The frequency of submission of furnished information is monthly. 	
(lxi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 • Number of achievement – 00 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The number of EGS/AIE centers 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.
	<ul style="list-style-type: none"> • Yes. But, earlier to last financial 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.
	<ul style="list-style-type: none"> • Yes. 	

(lxvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	<ul style="list-style-type: none"> • Yes. 	
(lxvi)	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.
	<ul style="list-style-type: none"> • Yes. 3 are at foundation level, 8 at lintel and 4 are at roof level. 	
(lxvi)	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.
	<ul style="list-style-type: none"> • Yes. 	
(lxix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	<ul style="list-style-type: none"> • All the EGS/AIEs are already mainstreamed by virtue of up gradation, and so the children therein. 	
(lxx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	<ul style="list-style-type: none"> • Yes. Almost all the infrastructures are available. 	
(lxxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	<ul style="list-style-type: none"> • Yes. MDM is being supplied to the children. 	
(lxxi)	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.
	<ul style="list-style-type: none"> • Number of children enrolled – 3414 • Actually present on the day of visit – 2303 	
(lxxi)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> • Achievement level of children is average. 	
(lxxi)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> • Yes. The rapport between Para teachers and children is satisfactory. 	

(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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Number of CWSN children identified/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.	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.
<ul style="list-style-type: none"> • Number of children provided aids – 00 		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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?	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.
	<ul style="list-style-type: none"> • Yes. 	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	As per 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.
	<ul style="list-style-type: none"> • 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?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> • No parents have been given counseling during the current financial year. 	
(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.
	<ul style="list-style-type: none"> • Number of CWSN children enrolled - 107 • Number of CWSN children actually present – 93 	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	<ul style="list-style-type: none"> • 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?	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.
	<ul style="list-style-type: none"> • Status of construction as per sample verification: <ul style="list-style-type: none"> • Number of ACR – 04 • Safe drinking water facility – 01 • Toilet facility – 01 • Electrification – 00 	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> • Yes. As per sample check 04 NPEGEL have been provided with gender sensitive TLMs; • 08 NPEGELs are having vocational training and 02 centre is conducting bridge course. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	<ul style="list-style-type: none"> Number of ECCE centres operational – 50 	
(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.
	<ul style="list-style-type: none"> Yes. There is a monitoring system to monitor monthly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> Number of KGBV sanctioned – 12 Number of KGBV operational – 12 	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> As per sample check for all the 04 KGBVs land have been identified. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of KGBV with complete 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.
	<ul style="list-style-type: none"> Number of posts sanctioned– 48 In position - 44 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.
	<ul style="list-style-type: none"> Total number of students admitted – 1995 out of target - 2400 	

(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.
	<ul style="list-style-type: none"> 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)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> The detailed time schedule/instruction has been received by the district. (enclosed) 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	
(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.

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. 	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
(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 in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Total number of VEC – 3302 	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. The guidelines are provided 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?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.

	<ul style="list-style-type: none"> • Yes. Guidelines given on adequate representation to women. • The actual number of women associated in the schools visited is 6 per VEC. 	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	<ul style="list-style-type: none"> • 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 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.
	<ul style="list-style-type: none"> • Yes. Percentage of the members oriented - 88 per cent. • Orientation training conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • 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.
	<ul style="list-style-type: none"> • Yes. 	

(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> • Yes. 	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • Yes. ADPO, APO, AE, AO and ACPs are responsible for these programmes • Minimum 2 functional blocks have been attached to each programme officer. • Vacant posts are filled by SPO 	
(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.
	<ul style="list-style-type: none"> • 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		
	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 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.		
	<ul style="list-style-type: none"> • Number BRCs sanctioned – 00 • Number of CRCs sanctioned – 35 • Staffing position – 12 BRPs against 36 and 145 CRPs against 324 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.		
	<ul style="list-style-type: none"> • Yes. 			

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

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none"> • Around 78.4 per cent of the schools had working days up to 240 during last academic year. • The rest 21.6 per cent schools had working days from 240 – 250. 	
(ii)	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 basis of observation.
	<ul style="list-style-type: none"> • 84.4 per cent schools have reasonably clean environment. • Around 13.8 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 47.7 per cent have playgrounds. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Health camp facilities were made 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.
	<ul style="list-style-type: none"> • A large number of schools are in poor condition in terms of play materials. 	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none"> • 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. 	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> • Frequency of parent teachers meeting has been increased. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • 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?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> • 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 teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> • No drop outs were reported 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.
	<ul style="list-style-type: none"> • Around 5 -10 per cent of students 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

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
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. Dharpur
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 No.-7, 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
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

39.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Students, Teachers & Parents	
	<ul style="list-style-type: none"> Hot and cooked meal is served in 92.5 per cent sample schools. Interruption up to 2-3 months has been there due to non supply of food grains. 				
40.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis actual on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	27312		27312
	ii.	No. of children attending the school	18321		18233
	iii.	No. of children availing MDM as per MDM Register	27312		27312
iv.	No. of children actually availing MDM	18321	18196		

	<ul style="list-style-type: none"> • 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. 	
41.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(vii) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	
	<p>(viii) Is buffer stock of one-month's requirement is maintained?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • The buffer stock of one month requirement is maintained in 66.7 per cent sample schools. 	
	<p>(ix) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • The food grains are provided directly to 61.7 per cent schools monitored. 	
42.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(v) 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?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 61.7 per cent schools are receiving the cooking cost in advance regularly. • Some cases of delay ranging from 1-3 months are reported. • The delay in this regard is mostly caused by the concerned department. 	
	<p>(vi) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

	<ul style="list-style-type: none"> 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. 	
	<p>(vii) Is cooking cost paid by Cash or through banking channel?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> The cooking cost is paid through banks in altogether 89 per cent sample schools. 	
43.	<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	Observations
	<ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 	
44.	<p><u>VARIETY OF MENU:</u> (vii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> 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. 	
	<p>(viii) Is there variety in the food served or is the same food served daily?</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> Variety in the food served is there in 86 per cent schools visited. 	
45.	<p>(ix) Does the daily menu include rice / wheat preparation, dal and vegetables?</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> 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.	<p><u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on e) Quality of meal:</p>	Observations of Investigation during MDM service

	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Again, the children of 90 per cent schools find that the quantity of the meal is quite sufficient. 	
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 9.8 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. Village leaders should be inspired to lead and serve the society. 	
47.	<u>SUPPLEMENTARY:</u> (vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> 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. 	
	(viii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Both Govt. and private agencies administer these medicines and nutrients. The frequency of providing the services is often after every six months. 	
	(ix) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In 97 per cent sample schools no health card is maintained. 	
48.	<u>STATUS OF COOKS:</u> (iii) 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.
	<ul style="list-style-type: none"> In 98 per meals are cooked/served by the members of SHGs.. The meal are cooked and served by the appointed members popularly known as Sanyojika and Sahayika in only 2.0 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.
	<ul style="list-style-type: none"> The number of cooks/helpers was reported 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.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 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 cent schools visited. However, 43 per cent schools reported that cooks/helpers are paid at the 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.
	<ul style="list-style-type: none"> In more than 80.5 per cent schools the remuneration payment 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.
	<ul style="list-style-type: none"> 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 community. 5 per cent belong to Minority groups and almost 2 per cent identified as 'Others. 	
49.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(k) Constructed and in use (l) Constructed but not in use under (m) Under construction (n) Sanctioned, but constructed not started (o) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

	Information is to be given for point (a) , (b), (c) , (d) and (e)	
	<ul style="list-style-type: none"> • 50 per cent schools have constructed kitchen shed-cum-store in use. • Over 28.3 per cent schools, they are constructed but not in use. • No construction under way is reported in the schools visited. • It is at sanctioned stage for 31.5 percent schools. • For 46.7 per cent schools visited, the kitchen-cum-store is yet to be sanctioned. 	
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
	<ul style="list-style-type: none"> • 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 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-
	<ul style="list-style-type: none"> • In 97 per cent potable water is available for cooking and drinking. 	
52.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	<ul style="list-style-type: none"> • 94 per cent schools have sufficient utensils for cooking etc. 	
53.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> • 94 per cent schools are using coal for cooking. • Gas, fire wood and cow dung cakes are used in 1.9 per schools each. 	
54.	<u>SAFETY & HYGIENE:</u> iii. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> In 96 per cent schools visited, the children are observed partaking meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> In 97 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
	<ul style="list-style-type: none"> In 94 per cent sample schools safety measures are taken while cooking and storing fuel. 	
55.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> 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 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. 	
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
	<ul style="list-style-type: none"> Most of the (85 per cent) inspection and supervision is done by the block level officers/officials. 	
57.	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.
	<ul style="list-style-type: none"> 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
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 No.-7, 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.	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.
	<ul style="list-style-type: none"> 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 	
(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.
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> • 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. 	
(xx)	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.
	<ul style="list-style-type: none"> • Number of posts sanctioned for teachers – 1171 • Yes. The sanctions have been issued for these posts. • Number of appointments made – 988 	
(xx)	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.
	<ul style="list-style-type: none"> • Yes. The teachers appointed have been put in position in new schools in the district. 	
(xx)	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.
	<ul style="list-style-type: none"> • 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. 	
(xx)	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.
	<ul style="list-style-type: none"> • 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-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.																																																																						
(xi)	<table border="1"> <thead> <tr> <th>Items</th> <th>Target</th> <th>On Progress</th> <th>Plinth</th> <th>Lintel</th> <th>Roof</th> <th>Roof casting</th> <th>Finish</th> </tr> </thead> <tbody> <tr> <td>Sch. Building</td> <td>160</td> <td>48</td> <td>10</td> <td>03</td> <td>11</td> <td>08</td> <td>16</td> </tr> <tr> <td>ACR</td> <td>321</td> <td>131</td> <td>41</td> <td>20</td> <td>35</td> <td>17</td> <td>18</td> </tr> <tr> <td>Drinking water</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Toilet</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>BRC/CRC</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NPEGEL</td> <td>48</td> <td>22</td> <td>07</td> <td>02</td> <td>05</td> <td>01</td> <td>07</td> </tr> <tr> <td>KGBV</td> <td>04</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Items	Target	On Progress	Plinth	Lintel	Roof	Roof casting	Finish	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							
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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																																																																	
(xii)	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.																																																																						
	<ul style="list-style-type: none"> 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. 																																																																							
(xiii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).																																																																						
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 																																																																							
(xiv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).																																																																						
	<ul style="list-style-type: none"> 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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).																																																																						

	<ul style="list-style-type: none"> • Yes. The ramp is being constructed in all the school buildings coming up recently. 	
(xi)	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).
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 	
(xi)	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).
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 	
(xi)	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).
	<ul style="list-style-type: none"> • The technical person has visited all the construction sites at least once at plinth level. • 72.1 per cent construction sites have been visited at lintel level. • More than 39.5 per cent sites have been visited by the technical person at roofing level. 	
(xi)	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).
	<ul style="list-style-type: none"> • Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(xi)	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).
	<ul style="list-style-type: none"> • The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 	
(i)	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).
	<ul style="list-style-type: none"> • Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(ii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).

	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 	
(lii)	<p>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?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(xiii)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
	<ul style="list-style-type: none"> Total number of free text books received/distributed -113939 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. 	
(xiv)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
	<ul style="list-style-type: none"> The textbooks were not received within one month of opening of the school. Yes. An instruction/circular has been received from SPO. 	

(xv)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	<ul style="list-style-type: none"> • Yes. There was a delay in distribution of textbooks. • The delay was caused by the publishers/suppliers. 	
(xvi)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	<ul style="list-style-type: none"> • 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:

(xv)	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.
	<ul style="list-style-type: none"> • 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. 	
(xv)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	<ul style="list-style-type: none"> • 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. 	
(xv)	Has the DPO made centralized	Information to be obtained from DPO

	purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	of districts visited by MI.
	<ul style="list-style-type: none"> No centralized purchases have been made by DPO out of the school grant. 	
(xi)	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.
	<ul style="list-style-type: none"> 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 statement maintained by school/VEC.
	<ul style="list-style-type: none"> 84 per cent schools visited have utilized more than 75 per cent of the grant received. Amount was not utilized either due to transfer/retirement or migration of VEC chairman. 	

(e) Teachers and Teachers Training:

(xxx)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Number of additional teachers sanctioned – 1171 Number of teachers in position – 988 	
(xxxv)	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.
	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> General notification Application against the vacancy General meeting arranged by VEC 	
(xxxix)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	

(xl)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	<ul style="list-style-type: none"> • The decentralized recruitment procedures have been laid down. • The local community (53 cases) is satisfied with the appointment of teachers to some extent. • However, 27 local communities are not at all happy by the appointment made by VEC/SMC. 	
(xli)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> • The number of teachers sanctioned – 87 • The number of teachers in position – 87 • The number of teachers present on the day of the visit – 63 • The names of the teachers absent – 24 (list enclosed) 	
(xlii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(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 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.

	<ul style="list-style-type: none"> • 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. 	
(xlv)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	
(xlv)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO’s planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 00 • Number of achievement -00 (No refresher training has been organized) 	
(xlvi)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • Of the total trained teachers 40.4 per cent are very much satisfied and 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. 	

(xlvi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>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 has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	

	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> • 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. 	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring. 	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits. 	
(xlvi)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
	<ul style="list-style-type: none"> • Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(x)	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.
	<ul style="list-style-type: none"> • The total number of teachers eligible to receive TLM grants – 2834 • Number of eligible teachers provided TLM grants – 2794 	
(xi)	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.
	<ul style="list-style-type: none"> • The total number of teachers received TLM grants – 9175. • Yes. The instructions have been issued in respect of utilization TLM grants. 	
(xi)	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.
	<ul style="list-style-type: none"> • 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:

(lxxv)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<ul style="list-style-type: none"> • The number of EGS/AIE centres in the district – 00 		
(lxxv)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<ul style="list-style-type: none"> • Target number of children – 00 • Number of children actually enrolled - 00 		
(lxxv)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<ul style="list-style-type: none"> • The number of children enrolled – 00 • The number of children actually attending - 00 		
(lxxvi)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
<ul style="list-style-type: none"> • 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. 		
(lxxv)	<p>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?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The amount of monthly honorarium: <ul style="list-style-type: none"> • 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. 	
(lxx)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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 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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring format available with DPO. • The frequency of submission of furnished information is monthly. 	

(lxx)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 • Number of achievement – 00 	
(lxx)	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.
	<ul style="list-style-type: none"> • Yes. 	
(lxx)	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.
	<ul style="list-style-type: none"> • The number of EGS/AIE centers actually upgraded – 00 	
(lxx)	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.
	<ul style="list-style-type: none"> • Yes. But, earlier to last financial 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> All the EGS/AIEs are already mainstreamed by virtue of up gradation, and so the children therein. 	
(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.
	<ul style="list-style-type: none"> Yes. Almost all the infrastructures 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.
	<ul style="list-style-type: none"> Yes. MDM is being supplied to 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Achievement level of children is average. 	
(xcix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> • Number of CWSN children identified/enrolled – 1109 • Number of CWSN children benefitted – 00 		
(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.
<ul style="list-style-type: none"> • Number of children provided aids – 00 		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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?	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.
<ul style="list-style-type: none"> • Yes. 		
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
As per sample check 06 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.
	<ul style="list-style-type: none"> 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?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(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.
	<ul style="list-style-type: none"> Number of CWSN children enrolled - 87 Number of CWSN children actually present – 68 	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	<ul style="list-style-type: none"> 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?	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.
	<ul style="list-style-type: none"> Status of construction as per sample verification: <ul style="list-style-type: none"> Number of ACR – 06 Safe drinking water facility – 06 Toilet facility – 06 Electrification – 00 	

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> • Yes. As per sample check 04 NPEGEL have been provided with gender sensitive TLMs; • 08 NPEGELs are having vocational training and no centre is conducting bridge course. 	
(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.
	<ul style="list-style-type: none"> • Yes. 	
(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.
	<ul style="list-style-type: none"> • 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?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	<ul style="list-style-type: none"> • Number of ECCE centres operational – 00 	
(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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring system to monitor monthly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> • Number of KGBV sanctioned – 04 • Number of KGBV operational – 04 	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • As per sample check for all the 01 KGBVs land have been identified. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Number of KGBV with complete formalities for construction -01 	
(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.
	<ul style="list-style-type: none"> • Number of posts sanctioned– 16 • In position - 16 • 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.
	<ul style="list-style-type: none"> • Total number of students admitted – 618 out of target - 800 	
(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.
	<ul style="list-style-type: none"> • 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)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> The detailed time schedule/instruction has been received by the district. (enclosed) 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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 in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research? • 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 provided and available with VECs.	Information to be collected from the SPO/DPO and to be verified from the 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. • The actual number of women associated in the schools visited is 6 per VEC.	Information to be collected from the SPO/DPO and to be verified from the 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?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	<ul style="list-style-type: none"> • 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 87 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.
	<ul style="list-style-type: none"> • Yes. Percentage of the members oriented – 13.2 per cent. • Orientation training conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • 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.
	<ul style="list-style-type: none"> • Yes. 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO

	<ul style="list-style-type: none"> • Yes.
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(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • Yes. ADPO, APO, AE, AO and ACPs are responsible for these programmes • Minimum 2 functional blocks have been attached to each programme officer. • Vacant posts are filled by SPO 	
(ii)	<p>The number of meetings of the General Body and EC held during the previous financial year?</p>	Information to be obtained from SPO and verified from their records.
	<ul style="list-style-type: none"> • Number of meetings -12 	
(iii)	<p>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?</p>	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 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.		
	<ul style="list-style-type: none"> • Number BRCs sanctioned – 00 • Number of CRCs sanctioned – 00 • Staffing position – 08 BRPs against 15 and 70 CRPs against 75 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.		
	<ul style="list-style-type: none"> • Yes. 			

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

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none">• Around 31.9 per cent of the schools had working days up to 240 during last academic year.• The rest 68.1 per cent schools had working days from 240 – 250.	
(ii)	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 basis of observation.
	<ul style="list-style-type: none">• 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 are broken and roofing appeared to be poorly finished.• Around 6.7 per cent have playgrounds.	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Health camp facilities were made 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.
	<ul style="list-style-type: none">• A large number of schools are in poor condition in terms of play materials.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none">• 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.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none">• Frequency of parent teachers meeting has been increased.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none">• 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?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> • 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 teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> • No drop outs were reported 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.
	<ul style="list-style-type: none"> • Around 5 -10 per cent of students 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

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. Baechedih
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. Madhawatnr
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. Raghwartnr
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

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

58.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Students, Teachers & Parents	
	<ul style="list-style-type: none"> Hot and cooked meal is served in 88 per cent sample schools. Interruption is there ranging from 2-3 months due to non supply of food grains. 				
59.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	30740		30740
	ii.	No. of children attending the school	23490		23305
	iii.	No. of children availing MDM as per MDM Register	30340		30340
iv.	No. of children actually availing MDM	23490	23153		

	<ul style="list-style-type: none"> • 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. 	
60.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(x) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	
	<p>(xi) Is buffer stock of one-month's requirement is maintained?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • The buffer stock of one month requirement is maintained in 69 per cent sample schools. 	
	<p>(xii) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • The food grains are provided directly to 77 per cent schools monitored. 	
61.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(viii) 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?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	
	<p>(ix) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> The cooking cost is paid through banking channels in almost 87 per cent sample schools. 	
62.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	<ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 	
63.	<u>VARIETY OF MENU:</u> (x) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In almost 86 per cent of the sample schools the menu are displayed. However, only around 50 per cent of those schools adhere 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> In all the 91 sample 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.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on g) Quality of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • The children are unhappy about the quality and quantity of the meal in 28.6 per cent schools monitored. • The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. • Village leaders should be inspired to lead and serve the society. 	
66.	<u>SUPPLEMENTARY:</u>	Teachers, Students, School Record
	(x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	
	<ul style="list-style-type: none"> • Micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicines have been provided to the children of only 2 per cent schools visited. 	
	(xi) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> • Both Govt. and private agencies administer these medicines and nutrients. • The frequency of providing the services is after every six months. 	
67.	(xii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> • In 96 per cent sample schools no health card is maintained. 	
67.	<u>STATUS OF COOKS:</u>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	(iv) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	
	<ul style="list-style-type: none"> • 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 only 79 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.
	<ul style="list-style-type: none"> The number of cooks/helpers is sufficient to 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.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varies from the lowest of Rs. 0.20/child to Rs. 0.30/child. The most common practice is Rs. 0.20/child paid in 50.5 per cent schools visited. However, the rate Rs. 0.25/child is paid in 46 per cent sample schools. 	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In more than 61.5 per cent schools the remuneration 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.
	<ul style="list-style-type: none"> 31.7 per cent cooks/helpers belong to ST community 30 per cent of them come from SC community 23 per cent identified as members of OBC 3.7 per cent belong to the Minority groups 4 per cent hailed from 'Others' community. 	
68.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(p) Constructed and in use (q) Constructed but not in use under (r) Under construction (s) Sanctioned, but constructed not started (t) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

	Information is to be given for point (a) , (b), (c) , (d) and (e)	
	<ul style="list-style-type: none"> • 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. 	
69.	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
	<ul style="list-style-type: none"> • 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?	-do-
	<ul style="list-style-type: none"> • In 87 per cent potable water is available for cooking and drinking. 	
71.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	<ul style="list-style-type: none"> • 91per cent schools have sufficient utensils for cooking etc. 	
72.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> • 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. 	
73.	<u>SAFETY & HYGIENE:</u> iv. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 manner?	observation
	<ul style="list-style-type: none"> • In 92.3 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • In 91.2 per cent sample schools safety measures are taken while cooking and storing fuel. 	
	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.	<ul style="list-style-type: none"> • 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. 	
	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
75.	<ul style="list-style-type: none"> • Most of the (81.3 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.
76.		

	<ul style="list-style-type: none"> • 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.
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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. Baechedih
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. Madhawatnr
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. Raghwartnr
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):

(xx)	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.
	<ul style="list-style-type: none"> • 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 	
(xx)	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.
	<ul style="list-style-type: none"> • Yes. 	
(xx)	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
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. The construction work for 68 PS, MS, EGS/AIE etc. has started. • 23 are at the foundation, 34 at lintel and 21 are at the roofing stage. 	
(xx)	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.
	<ul style="list-style-type: none"> • Number of posts sanctioned for teachers – 3204 • Yes. The sanctions have been issued for these posts. • Number of appointments made – 3065 	
(xx)	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.
	<ul style="list-style-type: none"> • Yes. The teachers appointed have been put in position in new schools in the district. 	
(xx)	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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.						
	Items	Target	On Progress	Plinth	Lintel	Roof	Roof casting	Finish
(iii)	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
(liv)	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.						
	<ul style="list-style-type: none"> 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. 							
(lv)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 							
(lvi)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The community manual has been prepared and usually available with VEC/SMC. 							
(lvii)	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).						

	<ul style="list-style-type: none"> • Yes. The ramp is being constructed in all the school buildings coming up recently. 	
(lv)	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).
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and 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).
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 	
(lx)	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).
	<ul style="list-style-type: none"> • The technical person has visited all the construction sites at least once at plinth level. • 17.6 per cent construction sites have been visited at lintel level. • More than 8 per cent sites have been visited by the technical person at roofing level. 	
(lx)	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).
	<ul style="list-style-type: none"> • Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(lx)	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).
	<ul style="list-style-type: none"> • The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 	
(lx)	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).
	<ul style="list-style-type: none"> • Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(lx)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).

	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 	
(ix)	<p>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?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(xvii)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
	<ul style="list-style-type: none"> Total number of children provided with free text books – 366032 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. 	
(xviii)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
	<ul style="list-style-type: none"> The textbooks were not received within one month of opening of the school. Yes. An instruction/circular has been received from SPO. 	

(xix)	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.
	<ul style="list-style-type: none"> • Yes. There was a delay in distribution of textbooks. • The delay was caused by the publishers/suppliers. 	
(xx)	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.
	<ul style="list-style-type: none"> • 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:

(xi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	<ul style="list-style-type: none"> • 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. 	
(xii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	<ul style="list-style-type: none"> • 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. 	
(xiii)	Has the DPO made centralized purchases for schools out of the school	Information to be obtained from DPO of districts visited by MI.

	grant? If so, for what purpose and what is the amount utilized?	
	<ul style="list-style-type: none"> No centralized purchases have been made by DPO out of the school grant. 	
(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 statement maintained by school/VEC.
	<ul style="list-style-type: none"> 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 statement maintained by school/VEC.
	<ul style="list-style-type: none"> 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/retirement of the headmaster, migration of the VEC chairman etc. 	

(e) Teachers and Teachers Training:

(xlix)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Number of additional teachers sanctioned – 3204 Number of teachers in position – 3065 	
(l)	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.
	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> General Body Meeting Application against the vacancy Scrutiny of Application Selection by VEC 	
(li)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(lii)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.

	<ul style="list-style-type: none"> • 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. 	
(liii)	<p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?</p>	<p>Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
	<ul style="list-style-type: none"> • The number of teachers sanctioned – 101 • The number of teachers in position – 100 • The number of teachers present on the day of the visit – 95 • The names of the teachers absent – 05 (list enclosed) 	
(liv)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(lv)	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	

(lvi)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	
(lvii)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO’s planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 00 • Number of achievement -00 (No refresher training has been organized) 	
(lviii)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • Of the total trained teachers 10 per cent are very much satisfied and 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. 	

(lix)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>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 – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	

	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> • 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. 	
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring. 	
	<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits. 	
(ix)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
	<ul style="list-style-type: none"> • Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(xi)	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.
<ul style="list-style-type: none"> • The total number of teachers eligible to receive TLM grants – 7244 		
(xi)	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.
<ul style="list-style-type: none"> • The total number of teachers received TLM grants – 7244. • Yes. The instructions have been 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.
<ul style="list-style-type: none"> • 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:

(ci)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<ul style="list-style-type: none"> • The number of EGS/AIE centres in the district – 00 		
(cii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<ul style="list-style-type: none"> • Target number of children – 00 • Number of children actually enrolled – 00 		
(ciii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<ul style="list-style-type: none"> • The number of children enrolled – 00 • The number of children actually attending - 00 		
(civ)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
<ul style="list-style-type: none"> • 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)	<p>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?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The amount of monthly honorarium: <ul style="list-style-type: none"> • 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. 	
(cviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. There is a designated district coordinator. • He has been oriented and has received capacity building training. 	
(cx)	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.
	<ul style="list-style-type: none"> • 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 far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 • 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.
	<ul style="list-style-type: none"> • Yes. 	
(cxiii)	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.
	<ul style="list-style-type: none"> • The number of EGS/AIE centers actually upgraded – 00 	
(cxiv)	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.
	<ul style="list-style-type: none"> • Yes. But, earlier to last financial 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.
	<ul style="list-style-type: none"> • Yes. 	
(cxvi)	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.
	<ul style="list-style-type: none"> • Yes. 	
(cxvii)	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.
	<ul style="list-style-type: none"> • Yes. 10 are at foundation stage, 18 at lintel and 5 are at roofing level. 	
(cxviii)	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.
	<ul style="list-style-type: none"> • Yes. 	

(cxi)	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.
	<ul style="list-style-type: none"> All the EGS/AIEs are already 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.
	<ul style="list-style-type: none"> Yes. Almost all the infrastructures 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.
	<ul style="list-style-type: none"> Yes. MDM is being supplied to 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.
	<ul style="list-style-type: none"> Number of children enrolled – 3882 Actually present on the day of visit – 3050 	
(cxx)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> Achievement level of children is average. 	
(cxx)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> • Number of CWSN children identified/enrolled – 4460 • Number of CWSN children benefitted – 302 	
(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.
	<ul style="list-style-type: none"> • Number of children provided aids – 00 	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	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.
	<ul style="list-style-type: none"> • Yes. 	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	As per 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.

	<ul style="list-style-type: none"> 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?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(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.
	<ul style="list-style-type: none"> Number of CWSN children enrolled - 90 Number of CWSN children actually 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?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	<ul style="list-style-type: none"> 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?	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.
	<ul style="list-style-type: none"> Status of construction as per sample verification: <ul style="list-style-type: none"> Number of ACR – 07 Safe drinking water facility – 06 Toilet facility – 03 Electrification – 00 	

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> • Yes. As per sample check 03 NPEGEL have been provided with gender sensitive TLMs; • 02 NPEGELs are having vocational training and no centre is conducting bridge course. 	
(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.
	<ul style="list-style-type: none"> • Yes. 	
(v)	<p>i. Whether a district gender coordinator is in position?</p> <p>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?</p>	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format to be enclosed in Report. Information to be taken from SPO.
	<ul style="list-style-type: none"> • 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?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	<ul style="list-style-type: none"> • Number of ECCE centres operational – 13 	
(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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring system to monitor monthly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> • Number of KGBV sanctioned – 13 • Number of KGBV operational – 13 	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • As per sample check for all the 04 KGBVs land have been identified. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Number of KGBV with complete 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.
	<ul style="list-style-type: none"> • Number of posts sanctioned – 52 • In position - 49 	
(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.
	<ul style="list-style-type: none"> • Total number of students admitted –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.
	<ul style="list-style-type: none"> • 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)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> The detailed time schedule/instruction has been received by the district. (enclosed) 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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 in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. The guidelines are provided 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?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. Guidelines given on adequate representation to women. • The actual number of women associated in the schools visited is 6 per VEC. 	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. Percentage of the members oriented – 72.4 per cent. • Orientation training conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • 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.
	<ul style="list-style-type: none"> • Yes. 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> • Yes. 	

(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>
	<ul style="list-style-type: none"> • Yes. 	
(ii)	<p>The number of meetings of the General Body and EC held during the previous financial year?</p>	<p>Information to be obtained from SPO and verified from their records.</p>
	<ul style="list-style-type: none"> • Number of meetings -12 	
(iii)	<p>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?</p>	<p>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</p>

	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 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.		
	<ul style="list-style-type: none"> • Number BRCs sanctioned – 00 • Number of CRCs sanctioned – 06 • Staffing position – 45 BRPs and 321CRPs 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.		
	<ul style="list-style-type: none"> • Yes. 			

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

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none"> • 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. 	
(ii)	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 basis of observation.
	<ul style="list-style-type: none"> • 68 per cent schools have reasonably clean environment. • 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. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Health camp facilities were made 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.
	<ul style="list-style-type: none"> • A large number of schools are in poor condition in terms of play materials. 	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none"> • 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. 	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> • Frequency of parent teachers meeting has been increased. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • 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?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> • 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 teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> • No drop outs were reported 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.
	<ul style="list-style-type: none"> • Around 5 -10 per cent of students 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

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 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. Bandarabela
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. Uрги
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

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

77.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Students, Teachers & Parents	
	<ul style="list-style-type: none"> Hot and cooked meal was served in 91.6 per cent sample schools. Interruption was noticed up to 2-3 months due to non supply of food grains. 				
78.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis actual on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	30740		30740
	ii.	No. of children attending the school	23490		23153
	iii.	No. of children availing MDM as per MDM Register	30340		30340
iv.	No. of children actually availing MDM	23490	23305		

	<ul style="list-style-type: none"> • 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. 	
79.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(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?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	
	<p>(xiv) Is buffer stock of one-month's requirement is maintained?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • The buffer stock of one month requirement is maintained in 69 per cent sample schools. 	
	<p>(xv) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> • The food grains are provided directly to 77 per cent schools monitored. 	
80.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(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?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	
	<p>(xii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> • 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. 	

	(xiii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> The cooking cost is paid through banks in almost 87 per cent sample schools. 	
81.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	<ul style="list-style-type: none"> No discrimination based on gender, caste or community was observed in cooking, serving or seating arrangements. 	
82.	<u>VARIETY OF MENU:</u> (xiii) 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.
	<ul style="list-style-type: none"> 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 or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> Variety of food being served was reported 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.
	<ul style="list-style-type: none"> In all the 91 sample 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.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on i) Quality of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> In 71.4 per cent sample schools, the children were of the opinion that the meal served was neat/clean and tasty as well. 	

	j) Quantity of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> • Again, the children of 71.4 per cent schools reported that the quantity of the meal was sufficient. 	
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> • The children were noticed unhappy about the quality and quantity of the meal in 28.6 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. • Village leaders should be inspired to lead and serve the society. 	
85.	<u>SUPPLEMENTARY:</u> (xiii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> • Micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicines have been provided to the children of only 2 per cent schools visited. 	
	(xiv) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> • Both Govt. and private agencies administer these medicines and nutrients. • The frequency of providing the services is after every six months. 	
86.	(xv) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> • In 96 per cent sample schools no health card is maintained. 	
86.	<u>STATUS OF COOKS:</u> (v) 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.
	<ul style="list-style-type: none"> • In 21 per cent schools meal was cooked/served by the members of SHGs. • The meal was cooked and served by the appointed members popularly known as Sanyojika and Sahayika in only 79 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.
	<ul style="list-style-type: none"> The number of cooks/helpers was reported as sufficient to 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.
	<ul style="list-style-type: none"> 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 0.20/child reported in 50.5 per cent schools visited. However, 0.25/child was paid in 46 per cent sample schools. 	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In more than 61.5 per cent schools the remuneration payment was made 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.
	<ul style="list-style-type: none"> 31.7 per cent cooks/helpers belonged to ST, followed by 30 per cent SC and 23 per cent hailed from OBC community. 3.7 per cent belonged to Minority groups and 4 per cent hailed from 'Others' community. 	
87.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(u) Constructed and in use (v) Constructed but not in use under (w) Under construction (x) Sanctioned, but constructed not started (y) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

	Information is to be given for point (a) , (b), (c) , (d) and (e)	
	<ul style="list-style-type: none"> • 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. 	
88.	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
	<ul style="list-style-type: none"> • 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?	-do-
	<ul style="list-style-type: none"> • In 87 per cent potable water was available for cooking and drinking. 	
90.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	<ul style="list-style-type: none"> • 91per cent schools had sufficient utensils for cooking etc. 	
91.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> • 42.8 per cent schools were reported as using coal for cooking. • Cow dung cake is used in 29.7 per schools visited. • Fire wood is used for cooking in 24 per cent schools. • Gas was used in only 3.3 per cent schools. 	
92.	<u>SAFETY & HYGIENE:</u> v. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 manner?	observation
	<ul style="list-style-type: none"> • In 92.3 per cent schools visited, the children were observed partaking meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> • In 87 per cent schools potable water was kept and conserved. 	
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	<ul style="list-style-type: none"> • In 91.2 per cent sample schools safety measures were taken while cooking and storing fuel. 	
	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.	<ul style="list-style-type: none"> • 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. 	
	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
94.	<ul style="list-style-type: none"> • Most of the (81.3 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.
95.		

	<ul style="list-style-type: none"> • 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.
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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. Bandarabela
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. Saraiyadh
111.	Rajkiya Adarsh M.S. Kariadh
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.
	<ul style="list-style-type: none"> • 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 	
(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.
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • Yes. 	

(xli)	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.
	<ul style="list-style-type: none"> • Yes. The construction work for 56 PS, MS, EGS/AIE etc. has started. • 16 are at the foundation, 28 at lintel and 12 are at the roofing stage. 	
(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 of posts sanctioned and appointments made?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • Number of posts sanctioned for teachers – 3851 • Yes. The sanctions have been issued for these posts. • Number of appointments made – 3541 	
(xlv)	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.
	<ul style="list-style-type: none"> • Yes. The teachers appointed have been put in position in new schools in the district. 	
(xlv)	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.
	<ul style="list-style-type: none"> • 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. 	
(xlv)	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.
	<ul style="list-style-type: none"> • 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-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
(lxv)	Items	Target for construction under civil work
		Target Foundation Lintel Roof Completed
	School building	960 30 118 207 19
	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
(lxv)	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.
	<ul style="list-style-type: none"> 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. 	
(lxv)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 	
(lxi)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. The community manual has been prepared and usually available with VEC/SMC. 	

(lxx)	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).
	<ul style="list-style-type: none"> • Yes. The ramp is being constructed in all the school buildings coming up recently. 	
(lxx)	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).
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 	
(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).
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 	
(lxx)	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).
	<ul style="list-style-type: none"> • 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?	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).
	<ul style="list-style-type: none"> • Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(lxx)	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).
	<ul style="list-style-type: none"> • The construction of drinking water facilities in schools are being carried out by either specialized agency or VEC/SMC. 	
(lxx)	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).

	<ul style="list-style-type: none"> • Yes. There is convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(lxx)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	<ul style="list-style-type: none"> • As per MI the construction in sites visited are of average quality. 	
(lxx)	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.
	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Strictly follow the blue print • Check the quality of materials being used • Frequent visit to construction sites for supervision 	

(c) Textbooks:

(xxi)	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.
	<ul style="list-style-type: none"> • 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)	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.
	<ul style="list-style-type: none"> • The textbooks were not received within one month of opening of the school. • Yes. An instruction/circular has been received from SPO. 	

(xxiii)	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.
	<ul style="list-style-type: none"> • Yes. There was a delay in distribution of textbooks. • The delay was caused by the publishers/suppliers. 	
(xxiv)	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.
	<ul style="list-style-type: none"> • 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 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.
	<ul style="list-style-type: none"> • 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. 	
(xx)	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.
	<ul style="list-style-type: none"> • 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. 	
(xx)	Has the DPO made centralized purchases for schools out of the school	Information to be obtained from DPO of districts visited by MI.

	grant? If so, for what purpose and what is the amount utilized?	
	<ul style="list-style-type: none"> No centralized purchases have been made by DPO out of the school grant. 	
(x)	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.
	<ul style="list-style-type: none"> There was no delay reported in receipt of grants. 	
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> 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:

(lxi)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Number of additional teachers sanctioned – 1119 Number of teachers in position – 1189 	
(lxii)	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.
	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> General notification Application against the vacancy General meeting arranged by VEC 	
(lxiii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(lxiv)	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.

	<ul style="list-style-type: none"> • 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. 	
(lxv)	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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(lxvii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	

(lxvii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • 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. 	
(lxix)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO’s planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 00 • Number of achievement -00 (No refresher training has been organized) 	
(lxx)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • Of the total trained teachers 5.8 per cent are very much satisfied and 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. 	

	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>f. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(lxxi)	<ul style="list-style-type: none"> • 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. 	
	<p>g. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>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.</p>
	<ul style="list-style-type: none"> • 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. 	

	<p>h. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>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.</p>
	<ul style="list-style-type: none"> • During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> • 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. 	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring. 	
	<p>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?</p>	<p>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.</p>
	<ul style="list-style-type: none"> • Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits. 	
(lxxii)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
	<ul style="list-style-type: none"> • Yes. There is a quality coordinator at SPO. 	

f) Teaching Learning Material (TLM) grants:

(xv)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p> <ul style="list-style-type: none"> The total number of teachers eligible to receive TLM grants – 3137 primary teachers and 2078 upper primary teachers. 	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
(xv)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p> <ul style="list-style-type: none"> The total number of teachers received TLM grants – 5515. Yes. The instructions have been issued in respect of utilization TLM grants. 	<p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
(xv)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p> <ul style="list-style-type: none"> TLMs are displayed in 42.2 per cent 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 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. 	<p>information to be verified on the spot in respect of schools visited by MI.</p>

(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 be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	<ul style="list-style-type: none">• The number of EGS/AIE centres in the district – 00	
(cxx)	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.
	<ul style="list-style-type: none">• Target number of children – 00• Number of children actually enrolled – 00	
(cxx)	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.
	<ul style="list-style-type: none">• The number of children enrolled – 00• The number of children actually attending - 00	
(cxx)	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.
	<ul style="list-style-type: none">• 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.

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • The amount of monthly honorarium: <ul style="list-style-type: none"> • 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. 	
(cxx)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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 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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring format available with DPO. • The frequency of submission of furnished information is monthly. 	

(cxx)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 • Number of achievement – 00 	
(cxx)	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.
	<ul style="list-style-type: none"> • Yes. 	
(cxx)	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.
	<ul style="list-style-type: none"> • The number of EGS/AIE centers actually upgraded – 00 	
(cxx)	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.
	<ul style="list-style-type: none"> • Yes. But, earlier to last financial year. 	
(cxli)	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.
	<ul style="list-style-type: none"> • Yes. 	
(cxlii)	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.
	<ul style="list-style-type: none"> • Yes. 	
(cxlii)	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.
	<ul style="list-style-type: none"> • Yes. 10 are at roofing stage, whereas 7 are at lintel and 6 of them are at foundation level. 	
(cxlii)	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.
	<ul style="list-style-type: none"> • Yes. 	

(cxli)	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.
	<ul style="list-style-type: none"> Information not available. 	
(cxlv)	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.
	<ul style="list-style-type: none"> Yes. Almost all the infrastructures are available. 	
(cxlv)	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.
	<ul style="list-style-type: none"> Yes. MDM is being supplied to the children. 	
(cxlv)	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.
	<ul style="list-style-type: none"> Number of children enrolled – 2057 Actually present on the day of visit – 1711 	
(cxlv)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> Achievement level of children is average. 	
(cxli)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> Yes. The rapport between Para teachers and children is satisfactory. 	
(cl)	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.
	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> • Number of CWSN children identified/enrolled – 1740 • Number of CWSN children benefitted – 60 		
(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.
<ul style="list-style-type: none"> • Number of children provided aids – 60 		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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?	Information to be obtained from DPO of districts visited by MI.
<ul style="list-style-type: none"> • 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?	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.
<ul style="list-style-type: none"> • Yes. 		
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
As per sample check 11 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.
	<ul style="list-style-type: none"> 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?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(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.
	<ul style="list-style-type: none"> Number of CWSN children enrolled - 71 Number of CWSN children actually present – 62 	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	<ul style="list-style-type: none"> 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?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	<p>Status of construction as per sample verification:</p> <ul style="list-style-type: none"> Number of ACR – 05 Safe drinking water facility – 08 Toilet facility – 08 Electrification – 00 	

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> • Yes. As per sample check 6 NPEGEL have been provided with gender sensitive TLMs; • 6 NPEGELs are having vocational training and no centre is conducting bridge course. 	
(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.
	<ul style="list-style-type: none"> • Yes. 	
(v)	<p>k. Whether a district gender coordinator is in position?</p> <p>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?</p>	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format to be enclosed in Report. Information to be taken from SPO.
	<ul style="list-style-type: none"> • 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?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. There is a monitoring system to monitor monthly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none">• Number of KGBV sanctioned – 10• Number of KGBV operational – 10	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	<ul style="list-style-type: none">• As per sample check for all the KGBVs land have been identified.	
(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.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Number of KGBV with complete formalities for construction -10	
(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.
	<ul style="list-style-type: none">• 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	
(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.
	<ul style="list-style-type: none">• Total number of students admitted – 1232	
(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.
	<ul style="list-style-type: none">• 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)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
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	<ul style="list-style-type: none"> • Yes. • Requisite computers 12 • No computer operator in position • 1 data entry operator and 2 typists in position 	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	<ul style="list-style-type: none"> • The detailed time schedule/instruction has been received by the district. (enclosed) 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. Delhi Private Ltd. Verified 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?	Information to be obtained from DPO and SPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. 	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
(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 in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Total number of VEC – 1863 	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. The guidelines are provided 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?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. Guidelines given on adequate representation to women. • The actual number of women associated in the schools visited is 6 per VEC. 	

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	<ul style="list-style-type: none"> • 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 74 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.
	<ul style="list-style-type: none"> • Yes. Percentage of the members oriented - 39.6 per cent. • Orientation training conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • 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.
	<ul style="list-style-type: none"> • Yes. 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> • Yes. 	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• 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 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 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.		
	<ul style="list-style-type: none"> • Number BRCs sanctioned – 10 • Number of CRCs sanctioned – 115 • Staffing position – 15 BRPs and 156 CRPs 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.		
	<ul style="list-style-type: none"> • Yes. 			

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

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none"> • 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. 	
(ii)	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 basis of observation.
	<ul style="list-style-type: none"> • 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. • Around 40 per cent have playgrounds. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Health camp facilities were made 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.
	<ul style="list-style-type: none"> • A large number of schools are in poor condition in terms of play materials. 	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none"> • 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. 	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> • Frequency of parent teachers meeting has been increased. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • 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?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> • 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 teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> • No drop outs were reported 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.
	<ul style="list-style-type: none"> • Around 5 -10 per cent of students 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

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, Itkhor
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. Itkhor
92.	U.M.S. Dhankhor
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. Itkhor
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. Itkhor	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

96.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Students, Teachers & Parents	
	<ul style="list-style-type: none"> Hot and cooked meal was served in 88.9 per cent sample schools. Interruption was noticed up to 2-3 months due to non supply of food grains. 				
97.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis actual on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	19134		19134
	ii.	No. of children attending the school	15430		15264
	iii.	No. of children availing MDM as per MDM Register	19134		19134
iv.	No. of children actually availing MDM	15430	15230		

	<ul style="list-style-type: none"> 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. 	
98.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(xvi) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> 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. 	
	<p>(xvii) Is buffer stock of one-month's requirement is maintained?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> The buffer stock of one month requirement is maintained in 47.8 per cent sample schools. 	
	<p>(xviii) Is the food grains delivered at the school?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> The food grains are provided directly to 88.9 per cent schools monitored. 	
99.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(xiv) 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?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> 83.3 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. 	
	<p>(xv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> The cooking cost is paid through banks in almost 89 per cent sample schools. 	
100.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	<ul style="list-style-type: none"> No discrimination based on gender, caste or community was observed in cooking, serving or seating arrangements. 	
101.	<u>VARIETY OF MENU:</u> (xvi) 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.
	<ul style="list-style-type: none"> 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. 	
102.	(xvii) 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.
	<ul style="list-style-type: none"> Variety in the food served was reported in 77.8 per cent schools visited. 	
	(xviii) 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.
	<ul style="list-style-type: none"> 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. 	
103.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on k) Quality of meal:	Observations of Investigation during MDM service

	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> As per the children of 61.1per cent schools, the quantity of the meal was sufficient. 	
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> The children were noticed unhappy about the quality and quantity of the meal in 33 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. Village leaders should be inspired to lead and serve the society. 	
104.	<u>SUPPLEMENTARY:</u> (xvi) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> 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. 	
	xvii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Govt. agencies administer these medicines and nutrients. The frequency of providing the services is mostly after every six months. 	
	xviii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In 89 per cent sample schools no health card is maintained. 	
105.	<u>STATUS OF COOKS:</u> (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.
	<ul style="list-style-type: none"> The meal was cooked and served by the appointed members popularly known as Sanyojika and Sahayika in all the sample 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.
	<ul style="list-style-type: none"> The number of cooks/helpers was reported as sufficient to meet the requirement in 80 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.
	<ul style="list-style-type: none"> 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 61.1 per cent schools visited. However, 0.20/child was paid in 27.8 per cent sample schools and in 11.1 per 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.
	<ul style="list-style-type: none"> In more than 78.9 per cent schools the remuneration 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.
	<ul style="list-style-type: none"> 41.1 per cent cooks/helpers belonged to ST community. 32.2 per cent SC and 27.8 per cent hailed from OBC. 	
106.	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(z) Constructed and in use (aa) Constructed but not in use under (bb) Under construction (cc) Sanctioned, but constructed not started (dd) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

	Information is to be given for point (a) , (b), (c) , (d) and (e)	
	<ul style="list-style-type: none"> • 38.9 per cent schools have constructed kitchen shed-cum-store in use. • In 5.5 per cent schools, they are constructed, but not in use. • Construction were under way in 7.8 per cent schools visited. • It was reported as sanctioned for another 20 per cent schools. • For 27.8 per cent schools visited, the kitchen-cum-store is yet to be sanctioned. 	
107.	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
	<ul style="list-style-type: none"> • For almost 30 per cent schools provisional arrangement of kitchen shed was on the veranda. • In 20 per cent schools meal was being cooked in the open air. • Old school buildings are used as temporary kitchen sheds for more than 16 per cent schools visited. • 8.9 per cent schools were using the corner of the classroom as stores. • For 2.2 per cent schools visited, own residences are used as the provisional store room. 	
108.	Whether potable water is available for cooking and drinking purpose?	-do-
	<ul style="list-style-type: none"> • In 73.3 per cent schools potable water was available for cooking and drinking. 	
109.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	<ul style="list-style-type: none"> • 79 per cent schools had sufficient utensils for cooking etc. 	
110.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> • Fire wood is used for cooking in 61.1per cent schools. • 14.4 per cent schools were reported as using coal for cooking. • Gas was accessible in only 13.3 per cent schools. • Cow dung cake is used in 11.1 per cent schools visited. 	
111.	<u>SAFETY & HYGIENE:</u> vi. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • In 85.5 per cent schools visited, the children were observed partaking meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> • In 74.4 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
	<ul style="list-style-type: none"> • In 87.8 per cent sample schools safety measures are taken while cooking and storing fuel. 	
112.	<p>COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> • 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.	<p>INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p>	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> • Most of the (73 per cent) inspection and supervision is done by the block level officers/officials. 	
114.	<p>IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?</p>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.

	<ul style="list-style-type: none"> • 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.
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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. Itkhor
92.	U.M.S. Dhankhor
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. Itkhor
101.	K.G.B.V. Giddhour
102.	K.G.B.V. Chatra
103.	K.G.B.V. Pattargoda
104.	K.G.B.V. Simariya