2nd HALF YEARLY MONITORING REPORT OF XAVIER INSTITUTE OF SOCIAL SERVICE, RANCHI ON SSA AND MDM FOR THE STATE/UT OF JHARKHAND FOR THE PERIOD OF 1st February to 31st July 2009

DISTRICTS COVERED

- 1. JAMTARA
- 2. DEOGHAR
- 3. GODDA
- 4. SAHIBGANJ
- 5. PAKUR
- 6. DUMKA



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: 22nd Dec. 2009

Place: XISS Ranchi

Dr. Alex Ekka

Director

Acknowledgement

At the outset, I would like to express my deep gratitude to the Ministry of Human Resource Development, Department of School Education and Literacy, Govt. of India for entrusting us the task of monitoring of Implementation of SSA & MDM in the state of Jharkhand.

This half yearly report is the outcome of the monitoring activities carried out in the districts of Jamtara, Deoghar, Godda, Sahibgani, Pakur and Dumka.

I remain obliged to the Director (JEPC), all the officials of Research, Monitoring & Evaluation Cell at SPO, Doranda, Ranchi for extending their kind support and coordination.

I put across my sincere gratefulness to all the concerned DPOs/ADPOs/APOs along with the other officials and field staff at the district level.

Similarly, I also thank all the concerned BEEOs/BPOs/BRPs/CRPs at BRC/CRC level.

My sincere thanks also go to the teachers/para teachers/children/VEC members along with the parents and entire village community, who have been so cooperative to respond to our endless quarries.

I express my profound sense of gratitude to the Senior Consultant (Mon.) SSA, Technical Support Group (TSG) Ed.CIL, New Delhi for his constant support and guidance.

My earnest thanks are also due to the Director, XISS and the Director, Department of Research & Planning for constantly inspiring and encouraging throughout the study.

Last but not the least, the team members also deserve my special appreciation for their contribution in compiling the task at the field and at the desk as well.

Date: 18th Dec. 2009 Nodal Officer (MI) Place: XISS Ranchi SSA/MDM-JKH

General Information

2nd 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 1ST FEBRUARY TO 31ST JULY 2009

	E/UT OF JHARKHAND FOR THE PERIO	
SN.	Subject	Details
01.	Name of the Monitoring Institution	Xavier Institute of Social Service, Ranchi
02.	Period of Report	1 st February to 31 st July 2009
03.	No. of districts allocated	06 Districts (25%)
04.	Name of the Districts	Jamtara, Deoghar, godda, Sahibganj, Pakur and Dumka
05.	Date of visit to the districts/EGS/Schools (Information is to be given for district wise i.e. District1, District 2, District 3, etc.)	District 1 (Jamtara) – 29.10.09 to 31.10.09 District 2 (Deoghar) – 01.11.09 to 04.11.09 District 3 (Godda) – 05.11.09 to 07.11.09 District 4 (Sahibganj) – 05.11.09 to 07.11.09 District 5 (Pakur) – 08.11.09 to 10.11.09 District 6 (Dumka) – 08.11.09 to 10.11.09
06.	Total number of elementary schools (primary and upper primary) / EGS / AIE Centres in all the districts allocated (Information is to be given for district wise i.e. District1, District 2, District 3, etc.)	District 1 (Jamtara) - 1625 District 2 (Deoghar) - 2716 District 3 (Godda) - 1760 District 4 (Sahibganj) - 1910 District 5 (Pakur) - 1369 District 6 (Dumka) - 3268
07.	Number of elementary schools (primary and upper primary) / EGS / AIE Centres covered/monitored (Information is to be given for district wise i.e. District1, District 2, District 3, etc.)	District 1 (Jamtara) - 111 District 2 (Deoghar) - 136 District 3 (Godda) - 116 District 4 (Sahibganj) - 115 District 5 (Pakur) - 113 District 6 (Dumka) - 165
08.	Whether 5% of the elementary schools (primary and upper primary) / EGS / AIE Centres in all the districts allocated covered: Yes/ No	District 1 (Jamtara) - 6.8% District 2 (Deoghar) - 5.0% District 3 (Godda) - 6.5% District 4 (Sahibganj) - 6.0% District 5 (Pakur) - 8.2% District 6 (Dumka) - 5.0%
09.	At least 1% of the schools visited within one month of the start of the academic year in all the districts: Yes/ No	-No-
10.	Whether the MI has sent their report to the SPO at the drat level: Yes/ No	-Yes-
11.	After submission of the draft report to the SPO offices, whether the MI has received any comments from the SPO office: Yes/ No	-No-
12.	Before sending the report to the GOI whether the MI has shared the draft with SPO: Yes/ No	-No-
13.	Whether your institution come under lead institutes if yes as a lead institute 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	-No-

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ANNEXURE

Circulars/Guidelines/Formats

Executive Summary

(a) Opening of Schools (both primary & upper primary)

_ (- / -	
District 1: (Jamtara)	 Not applicable as no school has been sanctioned.
District 2: (Deoghar)	 Not applicable as no school has been sanctioned.
District 3: (Godda)	 Not applicable as no school has been sanctioned.
District 4: (Sahibganj)	 Not applicable as no school has been sanctioned.
District 5: (Pakur)	 Not applicable as no school has been sanctioned.
District 6: (Dumka)	Not applicable as no school has been sanctioned.

(b) Civil Works

(b) Givii vi Givo	
District 1: (Jamtara)	 Construction works are on progress only for ACR . The quality of ongoing construction is by and large satisfactory.
District 2: (Deoghar)	 Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. The quality of ongoing construction is by and large satisfactory.
District 3: (Godda)	 Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. The quality of ongoing construction is by and large satisfactory.
District 4: (Sahibganj)	 Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. The quality of ongoing construction is by and large satisfactory.
District 5: (Pakur)	 Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. The quality of ongoing construction is by and large satisfactory.
District 6: (Dumka)	 Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. The quality of ongoing construction is by and large satisfactory.

(c) Text Books

(c) Text Dooks	
District 1: (Jamtara)	 No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.
District 2: (Deoghar)	 No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.
District 3: (Godda)	 No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.
District 4: (Sahibganj)	 No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.
District 5: (Pakur)	 No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.
District 6: (Dumka)	 No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.

(d) School Grants

(a) concor aranto	
District 1: (Jamtara)	 All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more then 80 per cent of the grant.
District 2: (Deoghar)	 All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more then 80 per cent of the grant.
District 3: (Godda)	All the schools have been provided with the school grant in time.

	 Moreover, most of the schools were reported to have utilized more then 80 per cent of the grant.
District 4: (Sahibganj)	 All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more then 80 per cent of the grant.
District 5: (Pakur)	 All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more then 80 per cent of the grant.
District 6: (Dumka)	 All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more then 80 per cent of the grant.

(e) Teachers & Teachers Training

(e) reachers & reachers rraining			
District 1: (Jamtara)	 3798 teachers are in position in the district and none of them has been trained. 92 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year. 		
District 2: (Deoghar)	 7137 teachers are in position in the district and none of them has been trained. 73 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year. 		
District 3: (Godda)	 5859 teachers are in position in the district and none of them has been trained. 90 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year. 		
District 4: (Sahibganj)	 3997 teachers are in position in the district and 34 per cent of them have been trained. 78 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year. 		
District 5: (Pakur)	 3815 teachers are in position in the district and none of them has been trained. 78 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year. 		
District 6: (Dumka)	 7512 teachers are in position in the district and 19 per cent of them have been trained.76 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year. 		

(f) Teaching Learning Materials (TLM) Grants

(1) Todoming Loan ming materials (TEM) Grants		
District 1: (Jamtara)	All the eligible teachers are provided with the TLM grants.	
	TLMs are displayed in 65 per cent schools, kept separately in 25 per	
	cent and no TLM were found in 10 per cent schools visited.	
District 2: (Deoghar)	 All the eligible teachers are provided with the TLM grants. 	
	 TLMs are displayed in 81 per cent schools, kept separately in 10 per 	
	cent and no TLM were found in 09 per cent schools visited.	
District 3: (Godda)	 All the eligible teachers are provided with the TLM grants. 	
	TLMs are displayed in 73 per cent schools, kept separately in 14 per	
	cent and no TLM were found in 13 per cent schools visited.	
District 4: (Sahibganj)	All the eligible teachers are provided with the TLM grants.	
	TLMs are displayed in 79 per cent schools, kept separately in 13 per	

	cent and no TLM were found in 08 per cent schools visited.
District 5: (Pakur)	All the eligible teachers are provided with the TLM grants.
	 TLMs are displayed in 77 per cent schools, kept separately in 14 per cent and no TLM were found in 09 per cent schools visited.
District 6: (Dumka)	All the eligible teachers are provided with the TLM grants.
	TLMs are displayed in 84 per cent schools, kept separately in 10 per
	cent and no TLM were found in 06 per cent schools visited.

(q) EGS & AIE

(g) LGS & AIL	
District 1: (Jamtara)	 EGS/AIE centre is nonexistent in the district as all of them have been upgraded. No centres have been at the proposal phase.
D:	
District 2: (Deoghar)	 EGS/AIE centre is nonexistent in the district as all of them have been upgraded.
	 However, 20 RBC, 57 NRBC and 10 Innovative centres have been at the proposal stage.
District 3: (Godda)	 EGS/AIE centre is nonexistent in the district as all of them have been upgraded.
	 No centres have been at the proposal phase.
District 4: (Sahibganj)	EGS/AIE centre is nonexistent in the district as all of them have been upgraded.
	No centres have been at the proposal phase.
District 5: (Pakur)	 EGS/AIE centre is nonexistent in the district as all of them have been upgraded.
	 No centres have been at the proposal phase.
District 6: (Dumka)	 EGS/AIE centre is nonexistent in the district as all of them have been upgraded.
	 However, 15 RBC, 41 NRBC and 13 Innovative centres have been at the proposal stage.

(h) Children with Special Needs (CWSN)

District 1: (Jamtara)	 Out of 2215 CWSN identified 33 per cent enrolled and 25 per cent are benefited so far. No CWSN has been provided home based support and no parents were reported as given counseling. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.
District 2: (Deoghar)	 Out of 2331 CWSN identified 86 per cent enrolled and 28 per cent are benefited so far. No CWSN has been provided home based assistance and no parents were reported as given counseling. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.
District 3: (Godda)	 Out of 2176 CWSN identified, neither of them has been enrolled nor been provided with aids and appliance. Hence, providing home based assistance and counseling of parents do not apply. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.
District 4: (Sahibganj)	 Out of 1939 CWSN identified, 96 per cent enrolled and 12 per cent are benefited so far. No CWSN has been provided home based assistance and no parents were reported as given counseling. Due to lack of the trained resource teachers, the component is largely lagging behind than the expected.
District 5: (Pakur)	 Out of 1703 CWSN identified, 100 per cent enrolled and 19 per cent are benefited so far. No CWSN have been provided home based assistance and no parents were reported as given counseling.

	Due to lack of the trained resource teachers, the component is largely lagging behind than the expected.
District 6: (Dumka)	 Out of 1499 CWSN identified, 00 per cent enrolled and 00 per cent are benefited so far. No CWSN have been provided home based assistance and no parents were reported as given counseling. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.

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

(i) National Prograi	fille for Education of Girls at Elementary Level (NPEGEL)
District 1: (Jamtara)	 The vocational courses are being conducted, but the centres are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centres.
District 2: (Deoghar)	 The vocational courses are being conducted, but the centres are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centres.
District 3: (Godda)	 The vocational courses are being conducted, but the centres are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centres.
District 4: (Sahibganj)	 The vocational courses are being conducted, but the centres are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centres.
District 5: (Pakur)	 The vocational courses are being conducted, but the centres are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centres.
District 6: (Dumka)	 The vocational courses are being conducted, but the centres are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centres.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV)

(1)	· Bainta viayalaya (11651)
District 1: (Jamtara)	 Most of the KGBVs do not have their own full-fledged campus till date. They are run on the rented/hired buildings/campus with no basic facilities
	i.e. no separate class rooms and hostels to stay on.
	· · · · · · · · · · · · · · · · · · ·
D: 1: 10 (D 1)	Staffing is very poor as against the strength of the students.
District 2: (Deoghar)	Most of the KGBVs do not have their own full-fledged campus till date.
	They are run on the rented/hired buildings/campus with no basic facilities
	i.e. no separate class rooms and hostels to stay on.
	 Staffing is very poor as against the strength of the students.
District 3: (Godda)	 Most of the KGBVs do not have their own full-fledged campus till date.
	 They are run on the rented/hired buildings/campus with no basic facilities
	i.e. no separate class rooms and hostels to stay on.
	Staffing is very poor as against the strength of the students.
District 4: (Sahibganj)	 Most of the KGBVs do not have their own full-fledged campus till date.
	 They are run on the rented/hired buildings/campus with no basic facilities
	i.e. no separate class rooms and hostels to stay on.
	Staffing is very poor as against the strength of the students.
District 5: (Pakur)	 Most of the KGBVs do not have their own full-fledged campus till date.
	 They are run on the rented/hired buildings/campus with no basic facilities
	i.e. no separate class rooms and hostels to stay on.
	Staffing is very poor as against the strength of the students.
District 6: (Dumka)	Most of the KGBVs do not have their own full-fledged campus till date.
	They are run on the rented/hired buildings/campus with no basic facilities

	i.e. no separate class rooms and hostels to stay on.
•	Staffing is very poor as against the strength of the students.

(k) District Information System for Education (DISE)

(K) District information Cystem for Education (DisE)		
District 1: (Jamtara)	 The EMIS has been set up in the district. The teachers have been trained to collect data and the formats have been supplied. 	
District 2: (Deoghar)	 The EMIS has been set up in the district. The teachers have been trained to collect data and the formats have been supplied. 	
District 3: (Godda)	 The EMIS has been set up in the district. The teachers have been trained to collect data and the formats have been supplied. 	
District 4: (Sahibganj)	 The EMIS has been set up in the district. The teachers have been trained to collect data and the formats have been supplied. 	
District 5: (Pakur)	 The EMIS has been set up in the district. The teachers have been trained to collect data and the formats have been supplied. 	
District 6: (Dumka)	 The EMIS has been set up in the district. The teachers have been trained to collect data and the formats have been supplied. 	

(I) Research & Evaluation

(1) 11000001011 01 = 1010000101	•
District 1: (Jamtara)	No information available.
District 2: (Deoghar)	No information available.
District 3: (Godda)	No information available.
District 4: (Sahibganj)	No information available.
District 5: (Pakur)	No information available.
District 6: (Dumka)	No information available.

(m) Functioning of the VEC

(III) I dilottoring or	
District 1: (Jamtara)	 54 per cent VEC members have been oriented. Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. Often the affluent could be seen as dominating the platform for their vested interests.
District 2: (Deoghar)	 47 per cent VEC members have been oriented. Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. Often the affluent could be seen as dominating the platform for their vested interests.
District 3: (Godda)	 97 per cent VEC members have been oriented. Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. Often the affluent could be seen as dominating the platform for their vested interests.
District 4: (Sahibganj)	 68 per cent VEC members have been oriented. Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. Often the affluent could be seen as dominating the platform for their vested interests.
District 5: (Pakur)	 82 per cent VEC members have been oriented. Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided

	 election/nomination process. Often the affluent could be seen as dominating the platform for their vested interests.
District 6: (Dumka)	 84 per cent VEC members have been oriented. Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. Often the affluent could be seen as dominating the platform for their vested interests.

(n) Staffing at State & District Level

(n) Staffing at State	e & District Level
District 1: (Jamtara)	 BRC/CRCs are severely facing staffing challenges against the sanctioned posts. Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 2: (Deoghar)	 BRC/CRCs are severely facing staffing challenges against the sanctioned posts. Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 3: (Godda)	 BRC/CRCs are severely facing staffing challenges against the sanctioned posts. Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 4: (Sahibganj)	 BRC/CRCs are severely facing staffing challenges against the sanctioned posts. Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 5: (Pakur)	 BRC/CRCs are severely facing staffing challenges against the sanctioned posts. Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 6: (Dumka)	 BRC/CRCs are severely facing staffing challenges against the sanctioned posts. Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. Their current payment structure is not at all encouraging and matching to the work load they carry out.

(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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District 1: (Jamtara)	Efforts have been made to enroll students/children from such groups.
District 2: (Deoghar)	Efforts have been made to enroll students/children from such groups.
District 3: (Godda)	Efforts have been made to enroll students/children from such groups.
District 4: (Sahibganj)	Efforts have been made to enroll students/children from such groups.
District 5: (Pakur)	Efforts have been made to enroll students/children from such groups.
District 6: (Dumka)	Efforts have been made to enroll students/children from such groups.

(p) Any other issues relevant to SSA implementation		
District 1: (Jamtara)	 Lack of personnel has resulted into a number of dual charges creating 	

District 2: (Deoghar)	 challenges on the way to achieve the goals envisaged. The program should not be a number game of target alike many other Govt. ventures in the past. It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. The overall attitude/approach of the person sitting on the driving seat matters a lot. Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. The program should not be a number game of target alike many other Govt. ventures in the past. It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits.
	 The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 3: (Godda)	 Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. The program should not be a number game of target alike many other Govt. ventures in the past. It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 4: (Sahibganj)	 Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. The program should not be a number game of target alike many other Govt. ventures in the past. It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 5: (Pakur) District 6: (Dumka)	 Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. The program should not be a number game of target alike many other Govt. ventures in the past. It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. The overall attitude/approach of the person sitting on the driving seat matters a lot. Lack of personnel has resulted into a number of dual charges creating

challenges on the way to achieve the goals envisaged. The program should not be a number game of target alike many other
Govt. ventures in the past.
 It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits.
The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program.
The overall attitude/approach of the person sitting on the driving seat matters a lot.

(q) Mid Day Meal

(q) Mid Day Meal	
District 1: (Jamtara)	 MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently. It appears that it has no impact on attendance, resulting in very low
	percent of children actually availing MDM.
	 VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 2: (Deoghar)	 MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently.
	It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM.
	 VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 3: (Godda)	MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently.
	 It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM.
	 VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 4: (Sahibganj)	MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently.
	 It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM.
	 VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 5: (Pakur)	 MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently.
	 It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM.
	 VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 6: (Dumka)	MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently.
	It appears that it has no impact on attendance, resulting in very low
	percent of children actually availing MDM. • VECs/Village Communities are reported to have been indulged in
	bungling and misleading record keeping.

3. District Level Half Yearly Monitoring Report: JAMTARA SSA

(The Ministry/TSG needs districts wise in formation/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	Jamtara
3.2	Total number of elementary schools/EGS/AIE Centres	1625
	in the Districts	1025
3.3	Number of elementary schools (primary and upper	111
	primary) / EGS / AIE Centers covered / monitored	
3.4	Date of visit to the Districts/EGS/schools	29.10.09 to 31.10-09
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):

()	opening of concess (Sout primary and apper 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.	
	Total Number of schools sanctioned including spill of the schools.	over in the state – 00	
	Total Number of schools sanctioned including spill of schools schools schools sanctioned including spill of schools s		
	 Total number of schools spened in the district – 00 	over in the district – 00	
	Has the land for construction of the school been	Information to be obtained from DPO and sample	
(ii)	identified?	check to be carried on the spot with the assistance of VEC/SMC and School Teacher.	
	 Yes. 		
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher	
	 Yes. 		
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.	
	Yes. The construction work for 134 ACRs was under	erway	
(v)	(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?		
	 Number of posts sanctioned for teachers – 00 Number of teachers in position – 2334 		
(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.	
	 Not applicable. However, there was a dispute going on regarding 242 Para Teachers recruited in the last budget year. 		
(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.	
	level for TLE. • The items purchased are as follows: Almira, Furnit	of Rs. 10000/- at PS level and Rs. 50000/- at upper PS ture, 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.	
	 Yes. 		

(b) Civil Works:

	What are the construction of classrooms, drink other items like current financial ye previous quarter?	school ing water, rain water	buildings, toilets, BRCs/ harvesting et	additional CRCs and c. for the	with district wise progress a	ct-wise brea gress: worl and works r	obtained from k-up. SPO to ks completed not started. To s being visited	furnish item- l, works in be updated
(i)	Items	Target	On Progress	Plinth	Lintel	Roof	Roof casting	Finish
	Sch. Building	00	00	00	00	00	00	00
	ACR	134	134	00	00	00	00	00
	Drinking water	00	00	00	00	00	00	00
	Toilet	00	00	00	00	00	00	00
	BRC/CRC NPEGEL	00	00	00	00 00	00	00 00	00
	KGBV	00	00	00	00	00	00	00
(ii)	Sample check by Meach category of coordinates to verify actual states and variance if any be indicated. • The ongoing the control of the con	ivil works is tus by visit v, between r	covered in the constr	ne samples ruction site actual may	VEC/SMC a	and School		ssistance of
(iii)		nple check b	y MI, the ongoi n trained by	ng constructi	ons in the dis	trict are mos	tly of average q e spot with a Teachers (san	ssistance of
(iv)	Whether communi- prepared and is ava	ty manual f ailable with	VEC/SMC?	has been	To be ver VEC/SMC above).	ified on the and School	e spot with a Teachers (san	
			nanual has beer					
(v)	In the school b schools as well as ramp is being cons	s building letructed?		whether a	VEC/SMC above).	and School	e spot with a Teachers (san	
(vi)	Is VEC/SMC keepir materials for const	ng a separa ruction?	te account of are keeping sep	funds and	By physica construction above).	al verification on sites v	on by the MI i	
(vii)	Who is designated works? What level (E	I for Techn	ical Supervision		To be obtai	ned from the	SPO/DPO and Sch	
(viii)	 Engineers The number of times construction site process? Did he wand roof stage? 	es the tech and gui	ded the co	visited the enstruction	To be ver	ified on the	e spot with a Teachers (san	
			as visited all th					
(ix)	30-40 per If there any conve Sanitation Campaidrinking water facility MI? The que Swajaldhara and TS	rgence with gn (TSC) ta lities provid uantum of	king place in ed in the scho funds utili	and Total respect of ools visited ized from	Status to be in districts spot with	e obtained visited by assistance	ing level. from SPO upo MI. To be vel of VEC/SMC n (ii) above).	rified on the
		ater facilities	i.	•		·	e spot with a	
(x)	schools is being of or VEC/SMC? • The consti	ruction of dri	by a specialize	ed Agency	VEC/SMC above).	and School	Teachers (san	nple as in (ii)
(xi)	or VEC/SN Is there any co Campaign (TSC) facilities in the s available from TSC	nvergence taking place chools? and SSA in	ce in respect The quantum the sites visit	t of toilet of funds ed?	in districts spot with Teachers (visited by assistance sample as in	from SPO upo MI. To be ver of VEC/SMC n (ii) above). facilities in the s	rified on the and School
(xii)	What is MI's impres						ne spot. (sam	

	As per MI the construction in sites visited are of average quality.				
	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?				
(xiii)	 Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is monthly. 				
	A structured format is used for reviewing the progress.				
	 Steps taken to ensure quality by SPO: Strictly follow the blue print 				
	Check the quality of materials being used				
	Frequent visit to construction sites for supervision				

(c) Textbooks:

(i)	Total number of children in the district to whom, free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.	
	 Total number of children provided with free text books – 117409 All the free text books are provided to 16433 SC, 55802 ST and 35465 girls from SSA funds. 		
	 All the free text books are provided to 16433 SC, Free text books are provided to general students 	J .	
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.	
	 The textbooks were received within one month of Yes. An instruction/circular has been received from 	. •	
(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.	
	 No delay in distribution of textbooks was reported. 		
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.	
	 Yes. Free text books have been distributed for all The books have been distributed to all eligible ch 	,	

(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? Total number of schools to whom school grants at Yes. The funds have been released to the district Yes. The guidelines have been issued on how to	t.	
(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom, releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.	
	The DPO has released the grant to the schools.		
	 The number of schools to whom releases have b 		
	 No guidelines have been circulated to school level for utilization of the school grant. 		
(iii)	Has the DPO made centralized purchases for schools	Information to be obtained from DPO of districts	

	out of the school grant? If so, for what purpose and what is the amount utilized?	visited by MI.
	 No centralized purchases have been made by DF 	PO out of the school grant.
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	 There was no delay reported in receipt of grants. 	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
(*)	 Almost all the schools visited by MI have utilized In some cases the grant could not be utilized duthe VEC chairman etc. 	more than 90 per cent of the grant received. e to transfer/retirement of the headmaster, migration of

(e) Teachers and Teachers Training:

(6) 16	eachers and Teachers Training:	
(i)	Number of additional Teachers sanctioned in the district 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.
	 Number of additional teachers sanctioned – 771 Number of additional teachers (Para) in position – Number of position to be filled – 383 	
	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.
(ii)	 Teachers are recruited as per 1:40 (teacher stude The recruitment is done by block level officials and The procedures followed for the recruitment: 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.
	Teachers are appointment on contract basis.	
	If VEC/Panchayat etc. is empowered to make	To be acceptained from DDO and VEC
(iv)	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.
(iv)	decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment? The decentralized recruitment procedures have been usually, the local community is satisfied with the alient However, there are cases where the local community VEC/SMC.	een laid down. appointment of teachers, but to some extent. unity is not at all happy by the appointment made by
	decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment? The decentralized recruitment procedures have been usually, the local community is satisfied with the amount of the local community is satisfied with the local community i	een laid down. appointment of teachers, but to some extent.
(iv)	decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment? The decentralized recruitment procedures have been usually, the local community is satisfied with the answer of teachers, there are cases where the local community is satisfied with the answer of teachers in position, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? The number of teachers sanctioned – 298 The number of teachers in position – 272 The number of teachers present on the day of the the number of the teachers absent on the day of the the number of the teachers absent on the day of the teachers absent on the day of the teachers were on leave or on official duty a absentee.	een laid down. appointment of teachers, but to some extent. unity is not at all happy by the appointment made by 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. visit – 255
	decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment? The decentralized recruitment procedures have been usually, the local community is satisfied with the answer of teachers, there are cases where the local community is satisfied with the answer of teachers of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? The number of teachers sanctioned – 298 The number of teachers in position – 272 The number of teachers present on the day of the teachers absent on the day of the teachers absent on the day of the some teachers were on leave or on official duty and the summer of the teachers absent on the day of the some teachers were on leave or on official duty and the summer of the teachers absent on the day of the some teachers were on leave or on official duty and the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of the teachers absent on the day of the summer of teachers absent on the day of the summer of teachers absent on the day of the summer of teachers absent on the day of the summer of teachers absent on the day of the summer of teachers absent on the day of the summer of teachers absent on the day of the summer of teachers absent on the d	een laid down. appointment of teachers, but to some extent. unity is not at all happy by the appointment made by 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. visit – 255 visit - 17 tway from the school but none of them was a habitual To be ascertained from the VEC and observed during the visit by MI.

The target number of teachers in the district to be To be ascertained from the SPO and updated given in service training and the actual number of from the DPO in respect of the districts visited teachers given such training in State/district visited? by the MI and to be verified from the teachers in Is there a training calendar for teachers training? schools visited by MI. What was the venue; the content and module for training, who prepared it? Who were the trainers? What them? trained was supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers? (vii) Target number of teachers for in service training – 3798 Actual number of teachers given such training - 00 Yes. There is a calendar for teachers training. Venue for training is generally at BRC/CRC level. JET (English), Maths, Science, 'Buniyad' etc. are some of the contents /themes dealt with in training for teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professional groups. Yes. Along with pre and post evaluation, daily feedback is taken through evaluation format during the training The target number of newly recruited teachers district-To be ascertained from the SPO and updated wise, to be given orientation training of 30 days and from the DPO in respect of the districts visited the actual number of teachers given such training, by the MI and to be verified from the teachers in and venue of the training, for how many days and who (viii) schools visited by MI. were the Master Trainers? What was the monitoring done for ensuring quality of the training? Not applicable as no new recruitment of teachers has taken place. The target number of teachers district-wise to be To be ascertained from the SPO and updated given refresher training of 60 days and the actual from the DPO in respect of the districts visited by the MI and to be verified from the teachers in number of teachers given such training. What was the mode of training (institutional or distance); venue of schools visited by MI. training? Module and content of training and who prepared it? Who were the trainers? What (ix) supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it? Target number of teachers for refresher training - 00 Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether there are To be ascertained from the teachers on the spot any areas, which the teacher would like to get trained? in respect of schools visited by MI. (x) On the whole, the trained teachers are quite satisfied. Teachers are of the opinion that they should be rigorously trained on the subjects/activities included in the syllabus. To be ascertained from BRC/CRC (at least 5 The academic support given by BRC/CRC to the teachers, the frequency of such support: each) and the teachers on the spot in respect of a. Please specify the role of BRC/CRC's in teacher schools/EGS centres visited by MI. 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 -(xi) teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. They also arrange trainings for VEC/SMC members. Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc. Yes, there is a calendar for the training and follow up programmes. BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as

b. What is the expected number of school visits to be To be ascertained from BRC/CRC (at least 5 made by BRC/CRC in State and in the districts each) and the teachers on the spot in respect of visited? Is it being followed? schools/EGS centres visited by MI. The expected number of visits for BRPs is once per school per month; whereas for CRPs, it is at least four times per school per month. However, the number of visits increase as required, i.e. monitoring of MDM, quality monitoring etc. In general, the expected number of school visits is being followed in the district. c. What are the BRCC's and CRCC's doing during To be ascertained from BRC/CRC (at least 5 these visits? Check their reports? How much of it each) and the teachers on the spot in respect of schools/EGS centres visited by MI. 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's performance and a child's learning? During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: Conducting model lessons in classrooms, Help teachers to teach difficult topics. Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme d. Is the DIET interacting, with BRC/CRCs and what is To be ascertained from BRC/CRC (at least 5 their role in capacity building; academic each) and the teachers on the spot in respect of supervision and guidance; action research and schools/EGS centres visited by MI. monitoring of BRC/CRCs? BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. e. Are the BRC/CRCs extending their academic To be ascertained from BRC/CRC (at least 5 support to EGS/AIE centres/courses in their area? each) and the teachers on the spot in respect of If so how and in what manner? If not, why? schools/EGS centres visited by MI. Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits Does the SPO have a Quality Coordinator? What is To be ascertained from SPO. their role? Do they have a system and format to review district wise programmes? What is the (xii) frequency? What is the arrangement for coordination with SCERT and DIETs? Yes. There is a quality coordinator at SPO.

(f) Teaching Learning Material (TLM) grants:

		The total number of teachers eligible to receive TLM	Information to be obtained from SPO and
((i)	grants, district-wise and the details of grants released	updated by DPO in respect of the districts to be
	(.)	to the districts?	visited by MI.
		 The total number of teachers eligible to receive TLN 	/l grants - 3798
Γ		The date of release of TLM grant from DPO and the	Information to be obtained from DPO and to be
		number of teachers covered? Whether any Instructions	verified in schools visited by MI. A copy of the
	(ii)	have been issued in respect of utilization TLM grants	instructions be enclosed with the report.
	(11)	by DPO/SPO?	-
		 The total number of teachers received TLM grants - 	- 3798
		 Yes. The instructions have been issued in respect of 	of utilization TLM grants.
Ī		The date of receipt of TLM grant by the teacher and	Information to be verified on the spot in respect
		details of its utilization? Whether the TLM materials are	of schools visited by MI.
		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	
	(iii)	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?	
-		•	

- TLMs are displayed in 65 per cent schools monitored.
- TLMs are kept separately in 25 per cent.
- No TLMs were verified in 10 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.

(a) EGS & AIE:

(g) EG	S & 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.
	 The number of EGS/AIE centres in the district – 0 	00
(ii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	 Target number of children – 00 	
	 Number of children actually enrolled – 00 	
(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	 The number of children enrolled – 00 	
	 The number of children actually attending - 00 	
(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	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	(DIET/BRC/CRC/NGO)? Brief description of the	
	modules used? Are they appropriate? What is the	
	EVs feedback on the training?	
	 The number of /Para/Sahyogi teachers – 2334 	
	 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 	e subjects based on the current syllabus.
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	Yes. They are given academic support by the BR	
	The frequency of support is at least four times a result.	
	 Yes. Instruction has been issued by DPO. 	
(vi)	The educational qualification of the EVs, the training	Information to be obtained from the EVs during the
(*1)	received by him and whether he is receiving any academic support if so of what nature?	field visits to EGS/AIE centres/courses by MI.
	Educational qualification:	
	For primary section - minimum up to interest to the section - minimum up to interest to interest to the section - minimum up to interest to the section - minimum up to interest to the section - minimum up to interest - minimum up to interest - minimum up to interest - minimum up t	
	 For upper primary – minimum up to gra 	aduate. For teaching Mathematics, Science and English,
	graduation with the respective subject	
	 Yes. They are given trainings as well as receive a 	academic support as mentioned earlier.
(vii)	The amount of monthly honorarium received by the	Information to be obtained from the EVs during
` ′	EV. Whether this is paid in cash or by Bank A/c?	field visits by MI.
	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?	
L	the last mentil has received.	

	The amount of monthly honorarium: The amount of monthly honorarium: The amount of monthly ho		
	 Intermediate – Rs. 2500/- per month Trained Intermediate – Rs. 3000/- 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.		
	A revised structure of monthly honorarium is on the proposal stage.		
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.	
	Yes. Their attendance could be adjudged as regu		
(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.	
	Yes. There is a designated district coordinator. He has been oriented and has received capacity	huilding training	
(x)	Is there any monitoring format available with DPO on	Information to be obtained from DPO and District	
()	which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with	Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed	
	which the information is furnished to the SPO?	with the report of the MI.	
	Yes. There is a monitoring format available with I The frequency of submission of furnished informations.		
(vi)	 The frequency of submission of furnished informal Number of EGS/AIE centres (including spillovers) 	Information to be obtained from SPO and updated	
(xi)	targeted to be upgraded, district-wise during the current financial year? What is the achievement so for?	from DPO in respect of the districts visited by MI.	
	 Target number of EGS/AIE centres (including spi Number of achievement – 00 	illovers) to be upgraded in the district – 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.	
	The number of EGS/AIE centers actually upgrade		
(xiv)	Whether the actual up-gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.	
	Not applicable.		
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.	
,	Not applicable.	I = 1	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.	
,	Not applicable.	T	
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.	
	Not applicable.		
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position? Not applicable.	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.	
(xix)	The number of children actually mainstreamed from	Information to be obtained from SPO/DPO. To be	
(AIA)	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?	verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.	
	 Not applicable. 		

(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.	
	Not applicable.		
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.	
	 Not applicable. 		
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.	
	 Not applicable. 		
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.	
	 Not applicable. 		
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.	
	 Not applicable. 		
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.	
	 Not applicable. 		

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district- wise, and the number of children enrolled during the current financial year. Information to be obtained from the SI be updated by DPO in respect of the visited by MI.		
	 Number of CWSN children identified – 2215 (119 	7 boys & 1018 girls)	
	 Number of Children enrolled – 725 		
	 Number of CWSN children benefited – 183 (112 b) 		
	The number of children who have been provided with	Information to be obtained from the SPO and to	
(ii) (a)	aids and appliances, district-wise, during the current financial year.	be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.	
	Number of children provided aids – 183		
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.	
(D)	No difficulties.		
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.	
	Number of resource teachers identified – 00		
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.	
	Yes.		
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?		
	Yes.		
verified in the		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 all the schools have been p 		
(vi)	How many children have been provided home based support during the current financial year?	one or two sample checks be done by MI.	
	 As per sample check no CWSN has been provided home based support in the current financial year. 		

(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	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.
(*)	 Number of CWSN children enrolled – 90 Number of CWSN children actually present – 78 	

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

The number of clusters targeted district-wise, and the number of model clusters schools actually made functional during the current financial year? The number of model clusters targeted – 00 Number of model clusters actually made functional water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc? 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? The status of construction etc? Status of construction as per sample verification Number of ACRs – 04 Safe drinking water facility – 05 Toilet facility – 01 Electrification – 00 Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational trianing, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour or girls education? Yes. As per sample check 02 NPEGEL have been provided with gender sensitize teaching learning materials, vocational trianing, bridge; courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour or girls education? Yes. As per sample check 02 NPEGEL have been provided with gender sensitive TLMs. Of NPEGEL are having a vocational training and 01 centre is conducting bridge course. Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? Yes. a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed? Number of ECCE centers operational under lnnovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? Number of ECCE centers operational – 21 Whether the State has prescr				
The number of clusters targeted – 00 Number of model clusters actually made functional – 00 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? (ii) **Status of construction as per sample verification **Number of ACRs – 04 **Safe drinking water facility – 05 **Toilet facility – 01 **Electrification – 00 Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? **Yes. As per sample check 02 NPEGEL have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? **Yes. As per sample check 02 NPEGEL have been provided with gender sensitive TLMs.* **O6 NPEGEL are having a vocational training and 01 centre is conducting bridge course. Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? **Yes.* **a. Whether a district gender coordinator is in position? **b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed? **No** **No** **Yes.* There exists a system to monitor it on a regular basis. The number of ECCE centres operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? **Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	(i)	number of model cluster schools actually made	updated from the DPO. Spot verifications be	
water, tollet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc? (ii)	(-)		,	
water, toilet and electrification etc. sanotioned in model clusters, during the current financial year and the present status of construction etc? Will. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups. Status of construction as per sample verification	Number of model clusters actually made functional – 00			
Number of ACRs = 04	(ii)	water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and	updated from the DPO of the district visited by MI. The State should provide information itemwise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local	
provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? • Yes. As per sample check 02 NPEGEL have been provided with gender sensitive TLMs. • 06 NPEGEL are having a vocational training and 01 centre is conducting bridge course. Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? • Yes. a. Whether a district gender coordinator is in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed? • No • Yes. There exists a system to monitor it on a regular basis. The number of ECCE centres operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? • Number of ECCE centres operational — 21 Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?		 Number of ACRs – 04 Safe drinking water facility – 05 Toilet facility – 01 		
Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? Yes.	(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of	updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in	
programme in time and district-wise quantum of funds and date of release of funds? • Yes. a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed? • No • Yes. There exists a system to monitor it on a regular basis. The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? Number of ECCE centres operational — 21 Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? updated from DPO visited by MI. To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO. Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI. Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.		Yes. As per sample check 02 NPEGEL have been provided with gender sensitive TLMs.		
a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed? • No • Yes. There exists a system to monitor it on a regular basis. The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? Whether the State has prescribed any monitoring format to the obtained from SPO/DPO. Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? It is assertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO. Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI. Number of ECCE centres operational – 21 Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? MI in the field visit.	(iv)	programme in time and district-wise quantum of		
(v) Document of the second progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed? No				
Yes. There exists a system to monitor it on a regular basis. The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? Number of ECCE centres operational – 21 Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? New Yes. There exists a system to monitor it on a regular basis. Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI. Number of ECCE centres operational – 21 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.	(v)	position? b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what	Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to	
(vi) The number of ECCE centers operational under Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI. Number of ECCE centres operational – 21 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 the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI. 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.				
Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? updated at DPO level. The actual implementation to be verified in field visits by MI. 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? Whether the State has prescribed any monitoring formation 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.	(vi)	Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise?	updated at DPO level. The actual implementation to be verified in field visits by	
format for this activity and the frequency with which the information is furnished to SPO? Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.			Information to be able to the control of the contro	
Yes. There is a monitoring system to monitor monthly.	(vii)	format for this activity and the frequency with which the information is furnished to SPO?	Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.	
		Yes. There is a monitoring system to monitor more	nthly.	

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

ı		Number of KGBV sanctioned district-wise and block-	Information to be obtained from SPO office and
		wise and the number of KGBV operational during the	
	(i)		
	()	current financial year.	visited by MI. Sample check by MI in the field
L			visit.

	Number of KGBV sanctioned – 04 Number of KGBV operational – 04		
(ii)	The number of KGBV in the district in respect of which land have been identified in the district.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	As per sample check for all the 04 KGBVs land had		
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.	
	 Yes. The detailed guidelines have been drawn up 		
	The number of KGBV in respect of which all	Information to be obtained from SPO office and	
(iv)	formalities for construction have been completed.	to be updated from DPO in respect of districts visited by MI.	
	 Number of KGBV with complete formalities for contraction 		
	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.	
(v)	Number of posts sanctioned – 28		
	In position – 25		
	Position vacant – 03 (02 teachers & 01 accountant)		
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.	
	Total number of students admitted – 700		
	The details of facilities available such as furniture,	To be obtained on the spot in respect of KGBV	
(vii)	bedding, meals to be verified by MI in respect of KGBV visited.	visited by MI.	
	 The facilities in terms of furniture, bed and meal their own campus/building. 	s are available but a number of them does not have	

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

(K) DIS	(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		
	 From September 2009 to January 2010 			
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.		
	Yes.			
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.		
	Yes.			
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.		
	Yes.			
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.		
	Yes.			
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.		
	Yes.			

(I) Research and Evaluation:

	The number of Research to be undertaken during the	Information to be obtained from the SPO and to
(i)	current financial year district-wise and the actual	be updated from the DPO.
(1)	number of research sanctioned.	
	 The number of research sanctioned - 00 	
	The number of studies sanctioned in the previous	Information to be obtained from the SPO and to
(ii)	calendar year and the number of them completed.	be updated from the DPO.
	 Not applicable. 	
	Is there a Research/Evaluation in-charge at SPO	Information to be obtained from 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	
(iii)	for sanction of research proposals and projects? Is	
	there a State Level Committee for the purpose? Is	
	there a prescribed contract format for commissioning	
	of research?	
	Yes.	

(m) Fu	Inctioning of the VEC:		
	The total number of village/school level/ management Information to be obtained from the		
(i)	committees constituted, district-wise?	be updated by the DPO.	
	Total number of VEC – 1158		
	A copy of the guidelines on delegation of powers to	Information to be collected from the SPO/DPO	
(ii)	VEC/SMC and whether these guidelines are available	and to be verified from the VEC/SMC during the	
(,	with the VEC?	Field visit by MI.	
	Yes. The guidelines are provided and available with a state of the state of th		
	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the	
(iii)	associated in the VEC of the school visited by MI?	Field visit by MI.	
(111)	Yes. The guidelines are given on adequate representation.		
	The actual number of women associated in the VE		
	The frequency of meeting of VEC as per the guidelines	Information to be obtained from VEC and	
	and the actual dates of meeting of the committee	verified on the basis of records. in	
	during the six months preceding the visit of MI? The	villages/schools visited by MI.	
	total number of members of VEC and how many are	,	
	attending the meeting regularly? Whether women and		
(iv)	SC/ST members of these Bodies participate regularly		
	in the meeting?		
	The frequency of the meeting is once in a month.		
	The number of members is 15 in primary and 21 in		
	As per sample check members of 40 per cent VEC		
	Yes. The women/SC/ST members participate regularly. Whether members of the VEC have been oriented and Information to be collected from the SPO/DPC The women/SC/ST members participate regularly.		
	Whether members of the VEC have been oriented and		
	the percentage of the members oriented? When these	and to be verified from the VEC/SMC during the	
(v)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings?		
(v)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	and to be verified from the VEC/SMC during the Field visit by MI.	
(v)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe	and to be verified from the VEC/SMC during the Field visit by MI.	
(v)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? Yes. Percentage of the members oriented – 65 pe Orientation training conducted by BRC?CRCs.	and to be verified from the VEC/SMC during the Field visit by MI.	
(v)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? Yes. Percentage of the members oriented – 65 pe Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and	
(v)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? Yes. Percentage of the members oriented – 65 pe Orientation training conducted by BRC?CRCs.	and to be verified from the VEC/SMC during the Field visit by MI.	
	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe • Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and verified on the basis of records by MI during field visits.	
(v)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe • Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? • A sizeable number of VECs have contributed subs	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and verified on the basis of records by MI during field visits. stantially.	
	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe • Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and verified on the basis of records by MI during field visits. stantially. environment of the schools.	
	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe • Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? • A sizeable number of VECs have contributed subset of the active VECs have definite impact in terms of the training provided in the provide	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and verified on the basis of records by MI during field visits. Stantially. environment of the schools. lance of both the teachers and students.	
	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe • Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? • A sizeable number of VECs have contributed subset of the active VECs have definite impact in terms of the training proved enrollment/attence. However, many of them require reorientation and Whether VEC is maintaining proper record of funds	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and verified on the basis of records by MI during field visits. Stantially. Environment of the schools. Iance of both the teachers and students. motivation Information to be obtained on scrutiny of	
(vi)	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe • Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? • A sizeable number of VECs have contributed subset of the active VECs have definite impact in terms of the training provided in the provide	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and verified on the basis of records by MI during field visits. stantially. environment of the schools. lance of both the teachers and students. motivation Information to be obtained on scrutiny of records of VEC and to be cross-checked with	
	the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? • Yes. Percentage of the members oriented – 65 pe • Orientation training conducted by BRC?CRCs. The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? • A sizeable number of VECs have contributed subset of the active VECs have definite impact in terms of the training proper record of funds received by them.	and to be verified from the VEC/SMC during the Field visit by MI. r cent. Information to be obtained from VEC and verified on the basis of records by MI during field visits. Stantially. Environment of the schools. Iance of both the teachers and students. motivation Information to be obtained on scrutiny of	
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	(v)				SPO through checking of

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

Efforts have been made to enroll students/children i.e. SC/ST, minority and the girls in order to streamline those vulnerable sections of the society.

(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.	
Around 40.0 per cent of the schools had working The rest 60.0 per cent schools had working days		, ,	
	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?		
(ii)	More than 80.0 per cent schools have reasonably	clean environment.	
	 The overall quality of construction could be adjudged as average in terms of furnished class rooms proper flooring. 		
	Windows are often broken and roofing appeared to be poorly finished.		
	 Around 20-30 per cent schools have playgrounds, 	however, often outside school premises.	

(iii) • Most of the schools do not have proper sitting arrangements. • Blackboards are there but not so smooth. • TLMs are either missing or kept separately. Whether health camp facility was made available to the children during the previous six months? • Health camp facilities were made available in some of the schools. Whether the school has adequate play material for the children? Is it used? • A large number of schools are in poor condition in terms of play materials. If there is low attendance the reasons for the same? Information to be obtained from the teachers/VEC. • Despite MDM most of the schools are witnessing low attendance. • The reason is lack of awareness and mind set among parents. • Irregular or nonexistence of parent teachers meeting. Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? • A large number of schools are in poor condition in terms of play materials. What is the present process of assessing the achievement level of students? (ix) • Periodical evaluation tests are conducted to assess the achievement level of students? (x) • Periodical evaluation tests are conducted to assess the achievement level of students. Whether continuous and comprehensive evaluation and grading system has been introduced for students? (xi) • The achievement level in most of the schools is below standard. • It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. • Lack of job security and absence of incentives for the Para-teachers largely affecting the overall functioning and achievement level of the children as well. The rapport of the children with the students is fairly good. The rapport of the children with the students is fairly good. The rapport of the children with the scheers? • Yes. Around 5 per cent. The number of children who have dropped out of the school during the previous six months. Whether thes continuing their studies in any private schools? • The per cent of drop out	,	Blackboards are there but not so smooth. TLMs are either missing or kept separately. Whether health camp facility was made available to the children during the previous six months? Health camp facilities were made available in some	Information to be recorded on the basis of
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The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	(xv)	same class from the previous academic year and their	
A 1540 (C) 1		 Around 5 -10 per cent of students usually retained 	n class I from the previous academic year.

(q) Any other issues relevant to SSA implementation

- Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.
- (ii) Lack of computers and well qualified instructors/teachers appears to be going against its smooth and regular
- (iii) The program should not be a number game of target alike many other Govt. ventures in the past.
- (iv) It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits.
- (v) The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program.

 The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

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.

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.

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.

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.

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

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.

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.

Note: Kindly find all the enclosures i.e. circulars, guidelines, formats etc. as Annexure

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.

information a	at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG has
to send MDN	If report to MDM Section of Ministry of HRD)
SI. No.	Name of the Schools
1	U.M.S. Tarabad
2	U.M.S. Baman Baghi
3	P.S. Baghmara
4	P.S. Kairabani
5	U.M.S. Banarnacha
6	U.P.S. Barsakundi
7	U.P.S. Lakarchipa
8	P.S. Agaiya
10	U.P.S. Dhobna U.P.S. Jambad
11	U.P.S. Amshahari
12	U.P.S. Pathrabad
13	U.P.S. Siulibona
14	U.P.S. Phara Kusum
15	U.P.S. Dalabar
16	N.P.S. Mahula
17	U.P.S. Karamdih
18	U.P.S. Alipur
19	U.P.S. Sarsbad
20	M.S. Garjouri
21	U.M.S. Rampur
22	U.M.S. Bera
23	U.P.S. Bajnapara
24	U.P.S. Khairapara
25	N.P.S. Maheshpur
26	M.S. Kanya Fatehpur
27	U.P.S. Pokharia
28	U.P.S. Danrpuja
29	M.S. Choukund
30	M.S. Fatehpur
31	M.S. Chapuria
32	U.P.S. Digharia
33	M.S. Palajori
34	U.M.S. Janumdih
35	U.M.S. Anguthia
36	P.S. Dhasaria
37	U.P.S. Chota Rampur
38	U.M.S. Toro
39	U.M.S. Kalajharia
40	P.S. Gundidih
41	P.S. Mahulbona
42	U.P.S. Dhadhar
43	U.P.S. Prajapetia
44	U.M.S. HariRakha
45	M.S. Nisitpur
46	P.S. Jeewanpur
47	M.S. Sitamurhi
48	U.P.S. Jorkundi
49	U.P.S. Sorenpara
50	N.P.S. Jagarnathpur
51	M.S. Mounadih
52 53	U.M.S. Dharampur
53	U.P.S. Jamunia Chak
55	U.P.S. Harlatanr U.P.S. Kadmitanr
56	U.M.S. Rampur
57	U.P.S. Raidih
58	U.P.S. Kohar

59	U.P.S. Amratanr
60	U.M.S. Lokania
61	U.P.S. Sigdadih
62	U.M.S. Mohilidih
63	U.P.S. Baramasia
64	U.M.S. Majhladih
65	U.P.S. Kolhar
66	U.P.S. Kabri
67	U.P.S. Dhabka
68	U.P.S. Kalipur
69	U.P.S. Gamhariatanr
70	U.P.S. Ban Jamuria
71	U.P.S. Jamuniatanr
72	U.P.S. Belatanr
73	U.P.S. Bandani
74	U.P.S. Yashpur
75	U.M.S. Sonbad
76	U.P.S. Tudukdih
77	U.P.S. Gosaidih
78	U.P.S. Jharnadih P.S. Bhandro
79	U.P.S. Baddih
80	
81	M.S. Dhobna
82	U.M.S. Harish Chandradih
83	U.M.S. Fuljarih
84	U.M.S. Chatna
85	U.M.S. Changaidih (Urdu)
86	U.P.S. Madarsa Islahul Muslemin Changaidih
87	U.P.S. Changaidih
88	M.S. Budhudih
89	M.S. Gaychharid
90	U.P.S. Beltanr
91	U.P.S. Prabatpur
92	U.P.S. Baredih
93	U.P.S. Mantanr
94	U.P.S. Khutabandh
95	U.P.S. Baramasia
96	U.P.S. Garapathar
97	N.P.S. Lakhanpur
98	U.P.S. Kabri
99	U.P.S. Nainamarni
NPEGEL	
100	M.S. Madhnadih
101	M.S. Kanya Fatehpur
102	M.S. Karmatanr
103	M.S. Dhobna
104	M.S. Nishitpur
105	M.S. Palajori
106	M.S. Dhasania
107	M.S. Gadjpuri
KGBV	
108	K.G.B.V. Jamtara
109	K.G.B.V. Narayanpur
110	K.G.B.V. Nala
111	K.G.B.V. Kundhit
	T.G.B. V. Tsurionit

(s) Mid-Day Meal Scheme: JAMTARA

3.1	Name of the District Monitored	Jamtara
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	1155
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	111
3.4	Date of visit to the Districts/EGS/schools	29.10.09 - 31.10.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

	REGU	JLARITY IN SERVING MEAL:			Students, Teachers & Parents
1.		her the school is serving was interruption, what was ame?			
		 Hot and cooked meal is was affected during the s 			ls. In some of the schools supply of food grains
2.	TREN		nate wise strike or	the BLLOS.	School level registers, MDM Registers
		nt of variation (As per school ay of visit)	records vis-à-vis	actual on	Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
	No.	Details	Day previous to date of visit	On the day of visit	- monitoring team.
	i	Enrollment	13102	13102	
	ii	No of children attending the school	7151	6307	
	iii	No of children availing MDM as per register	7151	6307	
	iv	No of children actually availing MDM	7151	6187	
		 The attendance is recorded However, around 48 per MDM on the day of visit. 			he enrollment. ool and most (98 per cent) of them actually had
	LEVE	JLARITY IN DELIVERING FO L: Is school receiving food gra delay in delivering food gra delay and reasons for the s	ain regularly? If th	nere is	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

	 All the sample schools are getting food grains regularly. No delay has been reported in this regard. 	
3.	(ii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	 In all the sample schools buffer stock of one month requ 	irement is maintained.
	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	 The food grains are provided directly to all the schools n 	nonitored.
4.	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL: (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	the extent of delay and reasons for it?	
	All the sample schools are receiving the cooking cost in	advance regularly.
	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	 In case of delay, interim arrangement is done by seekir of their own. 	ng the help of schools nearby or VECs arrange
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	 The cooking cost is paid through banks in the sample so 	chools.
	SOCIAL EQUITY:	Observations
5.	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	
	 No discrimination based on gender, caste or commun arrangements. 	
	VARIETY OF MENU: (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.
	 In almost all the sample schools the menu was displaye However, none of the sample schools was noticed as ac Not adhering of menu exists primarily due to extreme hil 	dhering to the menu displayed.
	(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.
6.	The schools try to have some variety in the food being s	erved.
	(iii) Does the daily menu include rice / wheat preparation, dal and vegetables?	
	 In all the sample schools, rice and vegetables are usuall However, pulses are served in almost all the schools vis Wheat was not seen as essential part of the daily menu 	sited.
	QUALITY & QUANTITY OF MEAL:	Observations of Investigation during
	Feedback from children on	MDM service
	In more than 90 per cent sample schools, as per the chas well.	I ildren the meal served is neat/clean and tasty
	b) Quantity of meal:	Observations of Investigation during MDM service
_	The children do feel that the quantity of the meal is suffice.	cient.
7.	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service
	 The children are unhappy about the quality and quantity The cooks/helpers along with the members of the VECs hygiene. 	

	Village leaders should be inspired to lead and serve the	society
	SUPPLEMENTARY:	Teachers, Students, School Record
	(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	
8.	 Micronutrients, such as Vitamin A – dosage and folic/de children in the sample schools. 	-worming are not being provided to the
O.	However, iron tablets are being provided to the adolesce	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Usually, Govt. agencies administer these medicines and	d nutrients.
	 The frequency of providing the services is most often qu 	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	In none of the sample schools health card is maintained TATUS OF COOKS	
	STATUS OF COOKS: Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	 In all the sample schools meal is cooked/served by Sanyojika and Sahayika. 	the appointed members popularly known as
9.	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The number of cooks/helpers is reported as sufficier schools visited	t to meet the requirement in almost all the
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The remuneration paid to cooks/helpers varied from to 0.30/child.	he lowest of Rs. 0.20/child to highest of Rs.
	 The most common practice is Rs.0.20/child reported in the control of the control of	the schools visited. Observations and discussion with
	(IV). Are the remuneration paid to cooks/neipers regularly?	children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In almost all the schools the remuneration payment was	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	 In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to not only a few of them are from SC/ST community. 	ot opting for low remuneration
	INFRSTRUCTURE	School records, discussion with head
	Is pucca kitchen shed-cum-store: (a) Constructed and in use (b) Constructed but not in use	teacher, teacher, VEC, Gram Panchayat members.
	(c) Under construction (d) Sanctioned but construction not started (e) Not sanctioned	
	(f) Any other (specify) Information to be given for point (a), (b), (c), (d) & (e)	
10.	Around 61 per cent of the sample schools have constructe Approximately 22 per cent have constructed kitchen but no In 5 per cent cases the construction is on progress.	
	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
	Provisional arrangement of kitchen shed is done on the ve	
	 Similarly, the corner of the classrooms and own residence few cases. 	
	Whether potable water is available for cooking and drinking	-do-

	purpose?			
	Potable water is available for cooking and drinking in most	of the schools.		
	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme		
	Schools do have sufficient utensils for cooking etc.			
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation		
	 In around 88 per cent cases coal and in 12 per cent cases 			
	SAFETY & HYGIENE:	Observation		
11.	i.General Impression of the environment, Safety and			
	hygiene:			
	The general impression of the environment, safety, hygic	ene and discipline in the sample schools was		
	noticed as satisfactory.	·		
	ii. Are children encouraged to wash their hands before and	Observation		
	after eating?			
	 Yes, the children are encouraged to wash their hands before 			
	iii. Do the children partake in meals in an orderly manner?	Observation		
	In more than 90 per cent schools visited, the children parta			
	iv. Conservation of water?	Observation		
	In all the sample schools potable water is kept and consented to the			
	v. Is the cooking process and storage of fuel safe, not	Observation		
	 posing any fire hazard? In all the sample schools safety measures are taken while 	applying and storing fuel		
	COMMUNITY PARTICIPATION:	Discussion with head teacher, teacher,		
10		VEC, Gram Panchayat members		
12.	Extent of participation by	,,,,		
	Parents/VECs/Panchayats/Urban bodies in daily			
	 supervision, monitoring, participation Daily monitoring and supervision is done by the guardians 	and VCC mark are but not an daily basis		
	 Daily monitoring and supervision is done by the guardians No school has received other contribution in cash/kind etc. 			
13.	No school has received other contribution in cash/kind etc.	School records, discussion with head		
10.	INSPECTION & SUPERVISION	teacher, teachers, VEC, Gram Panchayat		
	Has the mid day meal programme been inspected by any	members		
	state/district/block level officers/officials?			
	Most of the inspection and supervision is done by the block	k level officers/officials		
		School records, discussion with head		
14.	<u>IMPACT</u>	teacher, teachers, students, VEC, Gram		
14.	Has the mid day meal improved the enrollment, attendance	Panchayat members.		
	of children in school, general well being (nutritional status)			
	of children? Is there any other incidental benefit due to			
	serving cooked meal in schools?			
	 The midday meal scheme has been instrumental in increase 			
	 However, it does not appear as increasing as well as susta 	aining the attendance gained by the MDM.		
	Some improvement on health has been noticed.			
	Other incidental benefits in terms of support to poor child	Iren, good practices related to health/hygiene		
	and sanitation are felt in the schools monitored.			

15. List of schools visited in the district

Note: Please write the name of the schools 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) SN Name of the Schools 01 U.M.S. Tarabad 02 U.M.S. Baman Baghi 03 P.S. Baghmara 04 P.S. Kairabani 05 U.M.S. Banarnacha 06 U.P.S. Barsakundi 07 U.P.S. Lakarchipa 08 P.S. Agaiya 09 U.P.S. Dhobna 10 U.P.S. Jambad11 U.P.S. Amshahari 12 U.P.S. Pathrabad 13 U.P.S. Siulibona 14 U.P.S. Phara Kusum 15 U.P.S. Dalabar

16 N.P.S. Karandih 17 U.P.S. Alpur 19 U.P.S. Sarsbad 20 M.S. Garjouri 21 U.M.S. Bampur 22 U.M.S. Bera 23 U.P.S. Bajnapara 24 U.P.S. Rhairagara 25 N.P.S. Maheshpur 26 M.S. Karya Fatehpur 27 U.P.S. Pohtaria 28 U.P.S. Donobund 39 M.S. Chookund 30 M.S. Fatehpura 31 M.S. Patapura 32 U.P.S. Donobund 33 M.S. Patapura 34 U.M.S. Janumdih 35 M.S. Patapura 36 U.S. Saramdih 37 U.P.S. Shasaria 39 U.M.S. Karamain 39 U.M.S. Karamain 30 U.P.S. Chota Rampur 31 U.M.S. Kalaharia 32 U.P.S. Donathar 33 U.M.S. Kalaharia 34 U.P.S. Donathar 35		
18 U.P.S. Aipur		
19 U.P.S. Sarabad 20 M.S. Rampur 21 U.M.S. Barnyar 22 U.M.S. Berra 23 U.P.S. Bajnapara 24 U.P.S. Kharsapara 25 N.P.S. Maheshpur 27 U.P.S. Dahrpuja 28 U.P.S. Dahrpuja 29 M.S. Choukund 30 M.S. Fatehpur 31 M.S. Choukund 33 M.S. Patajori 31 M.S. Chapuria 32 U.P.S. Diphania 33 M.S. Patajori 34 U.M.S. Janumdih 35 U.M.S. Angurtila 36 P.S. Disharia 37 U.P.S. Chota Rampur 38 U.M.S. Katajharia 49 P.S. Sundidih 41 P.S. Mahubona 42 U.P.S. Dhadria 43 U.P.S. Prajapelia 44 U.M.S. Prajapelia 45 U.P.S. Prajapelia 46 U.P.S. Sitamurhi 47 M.S. Sitamurhi 48 U.P.S. Jorkundi 49 U.P.S. Sorenpara 50 N.P.S. Jorkundi 51 U.P.S. Sorenpara 52 U.P.S. Sorenpara 53 U.P.S. Janumia Chak 54 U.P.S. Jagarnathpur 55 U.P.S. Kadmitanr 56 U.P.S. Kadmitanr 57 U.P.S. Radidih 58 U.P.S. Jagarnathpur 59 U.P.S. Rampur 59 U.P.S. Rampur 50 U.P.S. Rampur 51 U.P.S. Rampur 52 U.P.S. Rampur 53 U.P.S. Jagarnathpur 54 U.P.S. Sorenpara 55 U.P.S. Kadmitanr 56 U.P.S. Kadmitanr 57 U.P.S. Rampur 58 U.P.S. Rampur 59 U.P.S. Rampur 59 U.P.S. Kadmitanr 59 U.P.S. Kadmitanr 50 U.P.S. Rampur 51 U.P.S. Baramaia 51 U.P.S. Baramaia 52 U.P.S. Baramaia 53 U.P.S. Baramaia 54 U.P.S. Baramaia 55 U.P.S. Kalpur 57 U.P.S. Baramaia 58 U.P.S. Baramaia 59 U.P.S. Kalpur 59 U.P.S. Kalpur 50 U.P.S. Baramaia 51 U.P.S. Baramaia 52 U.P.S. Baramaia 53 U.P.S. Baramaia 54 U.P.S. Baramaia 55 U.P.S. Kalpur 57 U.P.S. Baramaia 57 U.P.S. Baramaia 58 U.P.S. Baramaia 59 U.P.S. Baramaia 59 U.P.S. Baramaia 50 U.P.S. Baramaia 51 U.P.S. Baramaia	17	
20 M.S. Barpur 21 U.M.S. Bera 22 U.P.S. Bajaspara 24 U.P.S. Khairapara 25 N.P.S. Mahashpur 26 M.S. Kanya Fatehpur 27 U.P.S. Dohnaria 28 U.P.S. Dohnaria 30 M.S. Fatehpur 31 M.S. Onducund 30 M.S. Fatehpur 31 M.S. Onducund 32 U.P.S. Dipharia 33 M.S. Patajori 34 U.M.S. Anamidh 35 U.M.S. Anamidh 36 P.S. Dipharia 37 U.P.S. Ontota Rampur 38 U.M.S. Toro 39 U.M.S. Kalajharia 40 P.S. Gundidh 41 P.S. Mahaubona 42 U.P.S. Dhadara 43 U.P.S. Prajapetia 44 U.P.S. Sharamin 45 M.S. Mistor 46 P.S. Joewanpur 47 M.S. Sharamipur 48 U.P.S.	18	U.P.S. Alipur
20 M.S. Barpur 21 U.M.S. Bera 22 U.P.S. Bajaspara 24 U.P.S. Khairapara 25 N.P.S. Mahashpur 26 M.S. Kanya Fatehpur 27 U.P.S. Dohnaria 28 U.P.S. Dohnaria 30 M.S. Fatehpur 31 M.S. Onducund 30 M.S. Fatehpur 31 M.S. Onducund 32 U.P.S. Dipharia 33 M.S. Patajori 34 U.M.S. Anamidh 35 U.M.S. Anamidh 36 P.S. Dipharia 37 U.P.S. Ontota Rampur 38 U.M.S. Toro 39 U.M.S. Kalajharia 40 P.S. Gundidh 41 P.S. Mahaubona 42 U.P.S. Dhadara 43 U.P.S. Prajapetia 44 U.P.S. Sharamin 45 M.S. Mistor 46 P.S. Joewanpur 47 M.S. Sharamipur 48 U.P.S.	19	U.P.S. Sarsbad
22	20	M.S. Garjouri
22	21	U.M.S. Rampur
23 U.P.S. Maheshpur 25 N.P.S. Maheshpur 26 M.S. Kanya Fatehpur 27 U.P.S. Dokharia 28 U.P.S. Doharia 29 M.S. Choukund 30 M.S. Fatehpur 31 M.S. Choukund 32 U.P.S. Diptaria 32 U.P.S. Patajori 31 M.S. Patajori 32 U.P.S. Diptaria 33 M.S. Patajori 34 U.M.S. Janumdh 35 U.M.S. Anguthia 36 P.S. Dhasaria 37 U.P.S. Chotla Rampur 38 U.M.S. Kalpiparia 40 P.S. Josundoih 41 P.S. Mahubona 42 U.P.S. Dhadhar 43 U.P.S. Prajapetia 44 U.P.S. Isamuria 45 M.S. Nistpur 46 P.S. Jeewanpur 47 M.S. Sitamurhi 48 U.P.S. Jorkundi 49 U.P.S. Sorepara 50	22	
24 U.P.S. Maheshpur 25 N.P.S. Maheshpur 26 M.S. Karya Fatehpur 27 U.P.S. Dearpuja 28 U.P.S. Choukund 30 M.S. Fatehpur 31 M.S. Chapurla 32 U.P.S. Dipharia 33 M.S. Palajori 34 U.M.S. Arajurdhia 35 U.M.S. Arajurdhia 36 P.S. Dhasaria 37 U.P.S. Chota Rampur 38 U.M.S. Toro 39 U.M.S. Kalajharia 40 P.S. Gunddin 41 P.S. Mathulbona 42 U.P.S. Chota Rampur 39 U.M.S. Harifeatha 40 P.S. Teglapetia 41 P.S. Mathulbona 42 U.P.S. Prajapetia 43 U.P.S. Prajapetia 44 U.M.S. Harifeatha 45 M.S. Naicipur 46 P.S. Jeewanpur 47 M.S. Suemarh 48 U.P.S. Suemarh 4		
25 N.P.S. Maheshpur 27 U.P.S. Pokharia 28 U.P.S. Dearpuja 29 M.S. Choukund 30 M.S. Falehpur 31 M.S. P. Pokharia 32 U.P.S. Pokharia 33 M.S. Palajori 34 U.M.S. Janumdih 35 U.M.S. Anguhia 36 P.S. Dhasaria 37 U.P.S. Ohota Rampur 38 U.M.S. Kalajharia 40 P.S. Gunddin 41 P.S. Mahulbona 42 U.P.S. Dhadhar 43 U.P.S. Prajapetia 44 U.M.S. Harifakha 45 M.S. Nistpur 46 P.S. Jeewanpur 47 M.S. Stamurhi 48 U.P.S. Sorenpara 50 N.P.S. Jagamathpur 51 M.S. Mounadih 52 U.M.S. Dharampur 53 U.P.S. Mattalanr 54 U.P.S. Radmilanr 55 U.P.S. Radmilan 66		
26 M.S. Karya Fatehpur 27 U.P.S. Dearpuja 28 U.P.S. Dearpuja 29 M.S. Choukund 30 M.S. Fatehpur 31 M.S. Chapurta 32 U.P.S. Digharia 33 M.S. Palajori 34 U.M.S. Angunhia 35 U.M.S. Angunhia 36 P.S. Dhasaria 37 U.P.S. Chota Rampur 38 U.M.S. Toro 39 U.M.S. Kalgharia 40 P.S. Gunddin 41 P.S. Mahulbona 42 U.P.S. Dhadhar 43 U.P.S. Prajapetia 44 U.M.S. Harifakha 45 M.S. Nistipur 46 P.S. Jewannuh 47 M.S. Sitamunh 48 U.P.S. Sorenpara 49 U.P.S. Sorenpara 50 N.P.S. Jeaparnathpur 51 M.S. Mounadh 52 U.M.S. Diamannur 53 U.P.S. Jeaparnathpur 54		N.P.S. Maheshour
27		
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79 P.S. Bhandro 80 U.P.S. Baddih		
80 U.P.S. Baddih		
81 M.S. Dhobna		
	81	M.S. Dhobha

82	U.M.S. Harish Chandradih
83	U.M.S. Fuljarih
84	U.M.S. Chatna
85	U.M.S. Changaidih (Urdu)
86	U.P.S. Madarsa Islahul Muslemin Changaidih
87	U.P.S. Changaidih
88	M.S. Budhudih
89	M.S. Gaychharid
90	U.P.S. Beltanr
91	U.P.S. Prabatpur
92	U.P.S. Baredih
93	U.P.S. Mantanr
94	U.P.S. Khutabandh
95	U.P.S. Baramasia
96	U.P.S. Garapathar
97	N.P.S. Lakhanpur
98	U.P.S. Kabri
99	U.P.S. Nainamarni

3. District Level Half Yearly Monitoring Report: DEOGHAR SSA

(The Ministry/TSG needs districts wise in formation/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	Deoghar
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	2716
3.3	Number of elementary schools (primary and upper primary) /EGS / AIE Centers covered / monitored	136
3.4	Date of visit to the Districts/EGS/schools	01.11.09 to 04.11.09
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 district (including spill over) block wise and how many of them have been opened block wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.			
	Total Number of schools sanctioned including spil Total number of schools opened in the district – 53				
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	Yes.				
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher			
	• No.				
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	Yes. The construction work for 53 schools was underway.				
	The DPO was planning to initiate the construction	,			
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.			
	Number of posts sanctioned for teachers – 00				
	Number of teachers in position – 2334				
(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.			
	 Not applicable. However, there was a dispute goir budget year. 	ng on regarding 242 Para Teachers recruited in the last			
(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.			
	PS level for TLE.	t of Rs. 10000/- at PS level and Rs. 50000/- at upper			
The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical 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.
	 Yes. 	

(b) Civil Works:

(b) Civ	/II Works:									
	What are the construction classrooms, do ther items lil current financia previous quarte	of schoo rinking wate ke rain wate al year and v er?	I buildings r, toilets, BF er harvesting what is the p	s, additi RCs/CRCs g etc. for rogress till	onal and the I the	wit wis pro at t	h district- se progre gress an he DPO fo	wise breakess: works d works no or districts	otained from S -up. SPO to fur completed, t started. To b being visited b	rnish item- works in e updated by MI.
(i)	Items	Target (Includin g spill over)	Below plinth level/Not boring	Plinth level	Lini lev		Roof level	Roof casting	Finishing /boring	Work not started
	Sch. Building	313	10	11	11	1	15	37	176	53
	ACR -1	734	27	03	07	7	17	35	90	555
	ACR - 3	411	37	11	12	2	35	60	256	00
	Drinking water	23	07	00	00)	00	00	07	09
	Toilet	290	07	00	00)	09	01	00	273
	BRC/CRC	01	00	00	00)	00	00	00	01
(ii)	Sample check I each category to verify actual and variance if be indicated.	of civil work status by vi any, betwee	s is covered siting the co n reporting a	in the sam nstruction and actual	ples site may	VE	C/SMC an	d School To		
	 The constructions are on progress for school buildings, additional class rooms, toilets, drink facilities, BRCs/CRCs etc. As per sample check by MI, the ongoing constructions in the district are mostly of average quality. 					uality.				
(iii)	Whether SMC/ persons for exe			by techr	nical	۷E	be verifi C/SMC ai above).	ed on the nd School	spot with ass Teachers (san	istance of aple as in
(iv)	• Yes. Whether comm prepared and is	s available w	ith VEC/SMC	?		VE	C/SMC aı above).	nd School	spot with ass Teachers (san	
(v)	In the school schools as we ramp is being of	l buildings Il as building constructed?	g less schoo	structed (ols), wheth	new er a	To VE (ii)	be verifi C/SMC aı above).	ed on the nd School	spot with ass Teachers (san	
(vi)	Is VEC/SMC ke materials for co	eping a sepa		t of funds	and	By cor abo	physical estruction ove).	verification sites vis	by the MI in ited (sample	
(vii)	 Yes. The VEC/SMCs are keeping separate account Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)? 			To ver	be obtai	ned from	the SPO/DPO th VEC/SMC a			
	Engine The number of		t block level a						spot with ass	ictance of
(viii)	construction process? Did and roof stage?	site and the visit at the visit	guided the he foundatio	construc n stage, l	tion intel	VE (ii)	C/SMC aı above).	nd School	Teachers (san	nple as in
			on did visit the ding upon the					intel and ro	ofing level. The	number of
(ix)	If there any co Sanitation Cam drinking water visited by MI? Swajaldhara an	nvergence value (TSC) r facilities The quanting TSC and S	vith Swajaldl taking place provided in um of funds SA in the site	hara and T e in respec the sch utilised f es visited?	otal ot of ools from	Sta in o spo Tea	itus to be districts v ot with a achers (sa	visited by N ssistance of imple as in		ied on the nd School
		There is conv ng water facili		Swajaldha	ara and	d To	tal Sanita	tion Campai	gn for the cons	struction of

	Whether construction of drinking water facilities in To be verified on the spot with assistance of		
(x)	schools is being carried out by a specialized Agency or VEC/SMC and School Teachers (sample as in (ii) above).		
	 The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 		
	Is there any convergence with Total Sanitation Status to be obtained from SPO updated at DPO		
()	Campaign (TSC) taking place in respect of toilet in districts visited by MI. To be verified on the		
(xi)	facilities in the schools? The quantum of funds spot with assistance of VEC/SMC and School		
	available from TSC and SSA in the sites visited? Teachers (sample as in (ii) above).		
	Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. March Park Park		
	What is MI's impression of quality construction in To be assessed on the spot. (Sample as in (ii)		
(xii)	sites visited by MI? • As per MI the construction in sites visited are of average quality. The use of 'Rangla' bricks for		
(*)	 As per MI the construction in sites visited are of average quality. The use of 'Bangla' bricks for construction work has been the most common complaint by the villagers in the district. It is worth 		
	mentioning here that this variety of bricks do not last as salt is used for speedy preparation of bricks.		
	Is there a civil works in charge at SPO level? Is it an Status to be obtained from SPO and to be		
	engineering person or other? What format & verified from schools visited by MI.		
	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?		
(xiii)	Yes. There is an engineer in charge at SPO level.		
(7)	The frequency of reviewing progress of districts is monthly.		
	A structured format is used for reviewing the progress.		
	Steps taken to ensure quality by SPO:		
	Strictly follow the blue print		
	Check the quality of materials being used		
	Frequent visit to construction sites for supervision		

(c) Textbooks:

	Total number of children in the district to whom, free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
(v)	children are receiving free textbooks from SSA funds and State Government funds?	Visited by Mi.
	 Total number of children provided with free text b 	ooks – 117409
	(26974 boys & 24916 girls) and 133467 girls in ot	ŭ ,
	Free text books are provided from state Govt. fun	
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	The textbooks were received within the months of to Oct. 2009. Yes. An instruction/circular has been received fro	of Feb. to Sept 2009 and were distributed from March m 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.
	 No delay in distribution of textbooks was reported. 	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	 Yes. Free text books have been distributed for all The books have been distributed to all eligible chi 	•

(d) School grants:

	Total number of schools in the district in primary and	Information to be obtained from SPO office and
(vi)	upper primary to whom school grants are approved	to be updated from the DPO in districts visited
	for the current financial year? Have these funds	by MI. A copy of the guidelines is to be enclosed
	•	

	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?	with the Monitoring Report.	
	 Total number of schools (PS &UPS) to whom sch 	ool grants are approved – 2026.	
	 Yes. The funds have been released to the district 		
	Yes. The guidelines have been issued on how to		
(vii)	Whether the DPO has released funds for school grants @ Rs. 5000/- per primary and @ Rs. 7000/- per upper primary school to the school/VEC/SMC accounts, if so when? The number of schools to whom, releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.	
	 The DPO has released the grant to 1374 primary and 652 upper primary schools. Thus, the number of VECs to whom releases have been made – 2026 Yes. The guidelines have been circulated by DPO for utilization of the school grant. 		
(viii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?		
	No centralized purchases have been made by DPO out of the school grant.		
(ix)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.	
	There was no delay reported in receipt of grants.	To be writted as the cost from the cost of	
(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.	
(^)	 Almost all the schools visited by MI have utilized in some cases the grant could not be utilized due the VEC chairman etc. 	more than 90 per cent of the grant received. e to transfer/retirement of the headmaster, migration of	

(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.
	 Number of additional teachers sanctioned – 1731 Number of additional teachers in position – 1477 Number of position to be filled - 254 	
	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
(xiv)	 Teachers are recruited as per 1:40 (teacher stude The recruitment is done by block level officials an The procedures followed for the recruitment: General notification issued Application received against the vacancy General meeting arranged by VECVEC reco Block level Shiksha Samiti approves the senorms followed by VEC. 	d the members of VEC/SMC.
(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.
(xvi)	Teachers are appointment on contract basis. If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
. ,	 The decentralized recruitment procedures have b Usually, the local community is satisfied with the a However, there are cases where the local community VEC/SMC. 	

(xvii)		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. e visit – 271 away from the school but none of them was a habitual
(xviii)	absentee. 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.
(xix)	 the teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professi 	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. - 2379 - 379 - 500 - 500 - 5000
(xx)	training. 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? No orientation training for 106 newly recruited 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.
(xxi)	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? Target number of teachers for refresher training— Number of achievement -00 (No refresher 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.
(xxii)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained? Not applicable	To be ascertained from the teachers on the spot in respect of schools visited by MI.

The academic support given by BRC/CRC to the To be ascertained from BRC/CRC (at least 5 each) teachers, the frequency of such support: and the teachers on the spot in respect of b. Please specify the role of BRC/CRC's in teacher schools/EGS centres visited by MI. 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)? 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 They also arrange trainings for VEC/SMC members. Apart from conducting the trainings BRC/CRC is also responsible for the follow up programs, i.e. 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 b. What is the expected number of school visits to be To be ascertained from BRC/CRC (at least 5 each) made by BRC/CRC in State and in the districts and the teachers on the spot in respect of visited? Is it being followed? schools/EGS centres visited by MI. The expected number of visits for BRPs is once per school per month; whereas for CRPs, it is at least four times per school per month. However, the number of visits increase as required, i.e. monitoring of MDM, quality monitoring etc. (xxiii) In general, the expected number of school visits is being followed in the district. To be ascertained from BRC/CRC (at least 5 each) c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it and the teachers on the spot in respect of relates to pedagogic improvement issues and schools/EGS centres visited by MI. 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? During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: Conducting model lessons in classrooms, Help teachers to teach difficult topics. Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme To be ascertained from BRC/CRC (at least 5 each) d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic and the teachers on the spot in respect of supervision and guidance; action research and schools/EGS centres visited by MI. monitoring of BRC/CRCs? BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. e. Are the BRC/CRCs extending their academic To be ascertained from BRC/CRC (at least 5 each) support to EGS/AIE centres/courses in their and the teachers on the spot in respect of area? If so how and in what manner? If not, why? schools/EGS centres visited by MI. Not applicable as there are no EGS/AIE centres in the area. However, a project proposal has been sent to the state for GIAC approval from NGO. Does the SPO have a Quality Coordinator? What is To be ascertained from SPO. their role? Do they have a system and format to review district wise programmes? What is the (xxiv) frequency? What is the arrangement for coordination with SCERT and DIETs? Yes. There is a quality coordinator at SPO.

	The total number of teachers eligible to receive TLM	Information to be obtained from SPO and			
(iv)	grants, district-wise and the details of grants released	updated by DPO in respect of the districts to be			
, ,	to the districts?	visited by MI.			
	 The total number of teachers eligible to receive TLN 				
	The date of release of TLM grant from DPO and the	Information to be obtained from DPO and to be			
	number of teachers covered? Whether any Instructions	verified in schools visited by MI. A copy of the			
()()	have been issued in respect of utilization TLM grants	instructions be enclosed with the report.			
(v)	by DPO/SPO?	CTIM			
	The month of August 2009 was the date for release	•			
	 The total number of teachers received TLM grants - 				
	Yes. The instructions have been issued in respect of the second sec				
	The date of receipt of TLM grant by the teacher and	Information to be verified on the spot in respect			
	details of its utilization? Whether the TLM materials are of schools visited by MI.				
	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					
(vi)	sharing and demonstration of good practices amongst				
(VI)	teachers done?				
	TLMs are displayed in 81 per cent schools monitore	ed			
	TLMs are kept separately in 10 per cent.	, , ,			
	 No TLMs were verified in 9 per cent schools. 				
	No TEMS were verified in 9 per cent scribbis. Nature of TLM: letter card, word card, number card, flip charts etc.				
	The children are using the TLMs displayed in classr	•			
	The teachers have received training on TLM developments and the teachers have received training on TLM developments.				
	The usual venue for training is CRC and the CRPs are the trainers.				
	 Cross sharing and demonstration of good practices 				
	Oross sharing and demonstration or good practices are done.				

(a) EGS & AIE:

(g) EGS	5 & AIE:	
(xxvi)	What is the number of EGS/AIE centres/NRBC/RBC/school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	 The number of EGS/AIE centres in the district – 0 However, a project proposal for a target of 3324 0 The details category wise are as given below: 57 NRBC – 2258 children 20 RBC – 806 children 10 Innovative – 260 children 	on children has been sent to the State for the approval.
(xxvii)	children actually enrolled in the centres category wise, block-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	 Target number of children – 3324 Number of children actually enrolled – 00 	
(xxviii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	 The number of children enrolled – 00 The number of children actually attending - 00 	
(xxix)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.

	 The number of EVs/Para/Sahyogi teachers – 450 	16
	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. 	
	 Trainings given to them by BRC/CRC/DIET. General feedback: training should be given on the 	a subjects beard on the current cyllobus
(xxx)	Whether the EVs are given academic support by the	Information to be obtained from DPO/BRC/CRC
(^^)	BRC/CRC regularly. The frequency of such academic	and to be verified from the EVs of the centres
	support be ascertained. Whether any instruction has	visited by MI. Copy of the instructions to be
	been issued by DPO on this?	enclosed with the report.
	 Yes. They are given academic support by the BR 	C/CRC.
	 The frequency of support is at least four times a r 	
	 Yes. Instruction has been issued by DPO. 	
(xxxi)	The educational qualification of the EVs, the training	Information to be obtained from the EVs during
	received by him and whether he is receiving any	the field visits to EGS/AIE centres/courses by MI.
	academic support if so of what nature? Educational qualification:	WII.
	Educational qualification. For primary section - minimum up to in:	tormodiato
		graduate. For teaching Mathematics, Science and
	English, graduation with the respective	
	Yes. They are given trainings as well as receive a	
(xxxii)	The amount of monthly honorarium received by the	Information to be obtained from the EVs during
, ,	EV. Whether this is paid in cash or by Bank A/c?	field visits by MI.
	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?	
	The amount of monthly honorarium:	
	Intermediate – Rs. 2500/- per month	
	Trained Intermediate – Rs. 3000/- per inchiting	month
	Graduate – Rs 3000/- per month	
	Trained Graduate – Rs. 3500/- per moi	nth
	 Payment of monthly honorarium is made through 	
	A revised structure of monthly honorarium is on the proposal stage.	
(xxxiii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits
		by MI.
(vandi d	Yes. Their attendance could be adjudged as regular their there is any designated District Coordinates.	
(xxxiv)	Whether there is any designated District Coordinator	Information to be obtained from DPO and from
(xxxiv)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that	
(xxxiv)	Whether there is any designated District Coordinator for EGS/AlE in the district visited by MI? Whether that Coordinator has been oriented? Has the person	Information to be obtained from DPO and from
(xxxiv)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that	Information to be obtained from DPO and from
(xxxiv)	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
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(xxxiv)	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
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(xxxvi)	Whether there is any designated District Coordinator for EGS/AlE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO? No. There is no such post in the district. Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AlE centres operating in the district? The frequency with which the information is furnished to the SPO? Yes. There is a monitoring format available with the information is furnished to the SPO? The frequency of submission of furnished information of EGS/AlE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? Target number of EGS/AlE centres (including spillovers) to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same? Not applicable. The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC	Information to be obtained from DPO and from the Coordinators of the districts visited by MI. 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. DPO. Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI. Illovers) to be upgraded in the district – 00 Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI. Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
(xxxvi)	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? No. There is no such post in the district. 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? Yes. There is a monitoring format available with Endowment of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? Target number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? Target number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? Number of achievement – 00 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? Not applicable. 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? Not applicable.	Information to be obtained from DPO and from the Coordinators of the districts visited by MI. 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. DPO. Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI. Illovers) to be upgraded in the district – 00 Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI. Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
(xxxvi)	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? No. There is no such post in the district. 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? Yes. There is a monitoring format available with I have the frequency of submission of furnished information. Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for? Target number of EGS/AIE centres (including spillovers) humber of achievement – 00 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? Not applicable. 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 DPO and from the Coordinators of the districts visited by MI. 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. DPO. Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI. Illovers) to be upgraded in the district – 00 Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI. Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.

	Mataur Badala	
	Not applicable.	
(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.
	Not applicable.	
(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.
	Not applicable.	
(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.
	Not applicable.	
(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? Not applicable.	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.
(xliv)	The number of children actually mainstreamed from	Information to be obtained from SPO/DPO. To
(XIIV)	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?	be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	 Not applicable. 	
(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.
	 Not applicable. 	
(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.
	Not applicable.	
(xlvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	 Not applicable. 	
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	 Not applicable. 	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	 Not applicable. 	
(1)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	 Not applicable. 	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district- wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	Number of CWSN children identified – 2331	
	Number of Children enrolled – 2000 Number of CM/ON a bildren to an office to 552	
	Number of CWSN children benefited – 550	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Number of children provided aids – 550	•
(ii)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
(b)	 No difficulties. 	

	The number of resource teachers identified in the	Information to be obtained from SPO/DPO. List
	districts? The list of NGOs associated with CWSN in	of NGOs and copies of guidelines to be attached
	the district? The details of guidelines issued for the	with the report of MI. Sample checks be done
(iii)	resource teachers/NGOs?	during field visits by MI to ascertain the tasks
		being done by Resource Teachers/NGOs for
		CWSN.
	The selection of Resource Teachers is under pro-	
	Whether the district has an IED coordinator? Whether	Information to be obtained from DPO of districts
(iv)	he has been oriented and whether he has attended	visited by MI.
(a)	any capacity building programme at the State level?	
	• No.	
	Whether the State has prescribed any monitoring	Information to be obtained from DPO/District IED
	format and the frequency with which the information	in charge/ Coordinator. Copy of the format to be
(iv)	is furnished to SPO? Is there an IE Coordinator of	obtained and enclosed with a report of MI.
(b)	SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he	
, ,	attended?	
	• No.	
	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
(v)		assistance of VEC/Teachers.
	As per sample check all the schools have been p	rovided with the ramps.
	How many children have been provided home based	Information to be obtained from SPO/DPO and
(vi)	support during the current financial year?	one or two sample checks be done by MI.
		ed home based support in the current financial year.
	How many parents have been given counseling	Information to be obtained from SPO/DPO and to
(vii)	during the current financial year?	be verified during field visit by MI, with help from
(*)		VECs/school teachers.
	No parents have been given counseling during the second counseling du	
	The number of CWSN children stated to be enrolled	Information to be verified on the spot with the
(- ::::)	and actually present in the schools/EGS centres	assistance of VEC/Teachers.
(viii)	visited by MI?	
	Number of CWSN children enrolled – 163	
	 Number of CWSN children actually present - 123 	

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

(i)	The number of clusters targeted in the district 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.
	 The number of clusters targeted – 240 Number of model clusters actually made functional 	al - 240
(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 itemwise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	 Status of construction as per sample verification Number of ACRs – 08 Safe drinking water facility – 08 Toilet facility – 08 Electrification - 00 	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Yes. As per sample check 08 NPEGEL have beel None of the NPEGELs is having vocational training.	,
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	
	Yes.	

(v)		a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
		Yes.Yes. There exists a system to monitor it on a regu	ılar basis.
	(vi)	 The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise? 	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
		Number of ECCE centres operational – 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.
		 Yes. There is a monitoring system to monitor monitor 	nthly.

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

(j) Kati	(j) Katurba Gandhi Balika Vidayalaya (KGBV):		
	Number of KGBV sanctioned district-wise and block- wise and the number of KGBV operational during the	Information to be obtained from SPO office and to be updated from DPO in respect of districts	
(i)	current financial year.	visited by MI. Sample check by MI in the field visit.	
	 Number of KGBV sanctioned – 04 		
	 Number of KGBV operational - 04 		
	The number of KGBV in the district in respect of	Information to be obtained from SPO office and	
(ii)	which land have been identified, district-wise.	to be updated from DPO in respect of districts visited by MI.	
	As per sample check for all the 04 KGBVs land have I	oeen 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.	
	Yes. The detailed guidelines have been drawn up to r	un the KGBV	
	The number of KGBV in respect of which all	Information to be obtained from SPO office and	
(iv)	formalities for construction have been completed.	to be updated from DPO in respect of districts visited by MI.	
	Number of KGBV with complete formalities for constru	uction - 04	
	The number of posts sanctioned for the KGBV	To be obtained from DPO and to be verified in	
	(teachers and other staff) in the district and the	respect of KGBV visited by MI.	
(v)	present position of filling up of these posts.		
(V)	Number of posts sanctioned – 28		
	• In position – 25		
Position vacant – 03 (02 teachers & 01 accountant)			
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.	
	 Total number of students admitted – 700 		
	The details of facilities available such as furniture,	To be obtained on the spot in respect of KGBV	
(vii)	bedding, meals to be verified by MI in respect of KGBV visited.	visited by MI.	
	1	Is 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? • Yes.	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
(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
	From September 2009 to January 2010	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.

	Yes.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	 Yes. 	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Yes.	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes.	

(I) Research and Evaluation:

	The number of Research to be undertaken during the current financial year district-wise and the actual	Information to be obtained from the SPO and to be updated from the DPO.
(i)	number of research sanctioned.	to be apaated from the DFO.
	 The number of research sanctioned - 00 	
	The number of studies sanctioned in the previous	Information to be obtained from the SPO and
(ii)	calendar year and the number of them completed.	to be updated from the DPO.
	Not applicable	
	Is there a Research/Evaluation in-charge at SPO	Information to be obtained from 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	
(iii)	for sanction of research proposals and projects? Is	
	there a State Level Committee for the purpose? Is	
	there a prescribed contract format for	
	commissioning of research?	
	Yes.	

(m) Functioning of the VEC:

	The total number of village/school level/ management	Information to be obtained from the SPO and
(i)	committees constituted, district-wise?	to be updated by the DPO.
	 Total number of VEC – 1158 	
	A copy of the guidelines on delegation of powers to	Information to be collected from the SPO/DPO
(ii)	VEC/SMC and whether these guidelines are available	and to be verified from the VEC/SMC during
(11)	with the VEC?	the Field visit by MI.
	 Yes. The guidelines are provided and available w 	ith VECs.
	Guidelines given on adequate representation to	Information to be collected from the SPO/DPO
	women in VEC/SMC? The actual number of women	and to be verified from the VEC/SMC during
(iii)	associated in the VEC of the school visited by MI?	the Field visit by MI.
()	 Yes. The guidelines are given on adequate representations. 	sentation to women.
	The actual number of women associated in the V	EC per school is 05 (PS) and 07 (MS).
	The frequency of meeting of VEC as per the	Information to be obtained from VEC and
	guidelines and the actual dates of meeting of the	verified on the basis of records, in
	committee during the six months preceding the visit	villages/schools visited by MI.
	of MI? The total number of members of VEC and how	
	many are attending the meeting regularly? Whether	
(iv)	women and SC/ST members of these Bodies	
	participate regularly in the meeting?	
	 The frequency of the meeting is once in a month. 	
	 The number of members is 15 in primary and 21 	in upper primary schools.
	 As per sample check members of 40 per cent VECs attending the meetings regularly. 	
	As per sample check members of 40 per cent via	os alteriding the meetings regularly.

(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	 Yes. Percentage of the members oriented – 65 pr Orientation training conducted by BRC?CRCs. 	er cent.
	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
(vi)	 A sizeable number of VECs have contributed sub The active VECs have definite impact in terms of Their participation has improved enrollment/atten However, many of them require reorientation and 	environment of the schools. dance of both the teachers and students.
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
Yes.		
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	Yes.	

(n) Staffing at State and District Level:

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.
	Information to be obtained from SPO and
held during the previous financial year?	verified from their records.
 Number of meetings -12 	
The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.
	the 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? • Yes. The number of meetings of the General Body and EC held during the previous financial year? • Number of meetings -12 The total number of staff sanctioned category wise in the district office and the number in position and

	Category	Sanctioned	Filled	Vacant	
	District Programme Officer (DPO)	01	01	00	
	Addi. District Programme Officer	01	01	00	
	Asstt. Programme Officer	04	04	00	
	A/c Officer	01	01	00	
	Asstt. Engineer	02	01	01	
	Asstt. Comp. Programmer	01	01	00	
	Accountant cum comp operator	01	01	00	
	Typist/Com. Operator	03	03	00	
	District Gender Coordinator	01	01	00	
	Dist. Resource Person	02	02	00	
	Asstt. Resource Person	00	00	00	
	Data Entry Operator	00	00	00	
	A/c Assistant	00	00	00	
	Store Keeper	00	00	00	
	Purchase Assistant	00	00	00	
	Typist	00	00	00	
	Stenographer cum comp. operator	01	00	01	
	Driver	00	00	00	
	Peon/Night Guard	02	02	00	
(5.2)	The number of BRCs/CRCs sancti- position and action taken to fill vacancie			be obtained from S ified in respect of BRC	
No. of BRCs sanctioned – 06 No. of CRCs sanctioned – 42 Staffing position – 02 BPO, 01 JE, 01 Computer operator & 01 peon per BRC			per BRC		
(v)	Does SPO have clearly laid down rules/regulations for				cking of
	Yes.				

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

 Efforts have been made to enroll students/children i.e. SC/ST, minority and the girls in order to streamline those vulnerable sections of the society.

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.		
	All the sample schools had working days maximum strike by Para teachers and Shrawani Mela (fair) as v			
	Whether the school has clean environment, good	Information to be recorded on the basis of		
	buildings, play grounds, good classrooms with proper	observation.		
	flooring, roof and windows? Whether the classrooms			
	have proper lighting?			
(ii)	More than 75 per cent schools have reasonably clean environment.			
	The overall quality of construction could be adjudged as average in terms of furnished class rooms and			
	proper flooring.			
	Windows are often broken and roofing appeared to be poorly finished.			
	 Around 20-30 per cent schools have playgrounds, however, often outside school premises. 			
	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.		
(iii)	Most of the schools do not have proper sitting arrangement	nts.		
	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.		

	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.		
, ,	A large number of schools do not have games/play mater	ials.		
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.		
(vii)	Despite MDM a number of the schools are facing low atte The reason is lack of awareness and mind set among par Irregular or nonexistence of parent teachers meeting.			
	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.		
(viii)	 Special enrollment campaign known as 'School Cha July & August. Frequency of parent teachers meeting/counseling ha 	· ·		
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.		
	Periodical evaluation tests are conducted to assess to the second s			
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.		
	Yes.			
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.		
())	The achievement level in most of the schools is below standard.			
(xi)	It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing			
	 work culture in the society. Lack of job security and absence of incentives for the Para-teachers largely affecting the overall 			
	functioning and achievement level of the children as			
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.		
(7.11)	The rapport of the children with the students is fairly	good.		
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.		
	Yes. Around 5 per cent.			
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.		
	 The per cent of drop outs was reported to be quite hi Seasonal (Harvesting or rainy season) absence of affair in the district. 			
(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.		
	Around 5 -10 per cent of students usually retained in	class I from the previous academic year.		
		<u> </u>		

(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)

- (i) Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.
- (ii) The program should not be a number game of target alike many other Govt. ventures in the past.
- (iii) It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits.
- (iv) The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program.
- (v) The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort.
- (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)

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.

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.

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.

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.

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.

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

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.

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.

Note: Kindly find all the enclosures i.e. circulars, guidelines, formats etc. as Annexure.

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.

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

	ation at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG h
	report to MDM Section of Ministry of HRD)
SN	Name of the Schools
01	G.M.S. Mohanpur Hat
02	P.S. Tilaiya Manjhiyana
03	U.P.S. Jariya
04	U.M.S. Deothar
05	U.M.S. Morncy
06	M.S. Ghormara
07	N.P.S. Paharpur
08	P.S. Dondia
09	P.S. Ghormara U.M.S. Latasave
10	
11	U.P.S. Dadipar
12	U.P.S. Bhandro
13	M.S. Simarjor
14	U.M.S. Thariyara II
15	P.S. Mayurnach
16	P.S. Nawadih
17	P.S. Barmasia
18	U.P.S. Chitrapoko Manjhitola
19	U.P.S. Arajisilway
20	U.P.S. Korijhank
21	N.P.S. Biraj Kurum Tanr
	U.P.S. Tiurnagar
22	
23	U.M.S. Bhagwan
	U.M.S. Siyapur
25	U.P.S. Bhalpahari
26	U.P.S. Madkiyari
27	U.P.S. Gothadih
28	U.P.S. Bhuta Tanr
29	U.P.S. Matkiya
30	U.P.S. Samlapur
31	M.S. Rumudih
32	U.M.S. Jhundi
33	U.P.S. Ramsagar
34	U.P.S. Sultanpur
35	
	U.M.S. Kataghari
36	U.P.S. Karikado
37	U.P.S. Bangoda
38	U.P.G.H.S. Kenduwa
39	U.P.G.S. Duhosuho
40	M.S. Barguniya
41	N.P.S. Rahbad (Urdu)
42	N.P.S. Kharko Tola
43	U.M.S. Shannkarpur
	U.M.S. Phulkari
45	U.M.S.Giddeya
46	U.M.S. Jhumarbad (Urdu)
47	N.P.S. Khirwatari
48	U.M.S. Amjora
49	U.M.S. Dhabawa
50	U.P.S. Kolhuwa
51	U.P.S. Marwa
52	P.S. Tilbatar
53	M.S. Sarwa (Boys)
54	U.M.S. Ghorpras
55	P.S. Mahtodih
56	U.M.S. Lohardih
57	P.S. Baghapathar
58	M.S. Sonarai Thari
00	

59	U.M.S. Paway	
60	P.S. Garwa	
61	P.S. TilmaTanr	
62	P.S. Sankrit sharwa	
63	M.S. Bhadhani	
64	P.S. Bhaiyadih	
65	U.M.S. Baracode Tola	
66	U.M.S. Paaharidih	
67	U.M.S. Jaruwadiha	
68	P.S. Parkhan Ahata	
69	U.M.S. Bagicha	
70	U.M.S. Laludih	
71	M.S. Kanya Sarwa	
72	U.M.S. Ram Raidih	
73	U.M.S. Narangi	
74	P.S. Rautdih	
75	M.S. Rohini Girl	
76	P.S. Rohini Sanskrit	
77	P.S. Gopidih	
78	U.M.S. Lalpur	
79	N.P.S. Bisuchok	
80	M.S. Jasidih Block	
81	N.P.S. Kharwa	
82	M.S. Sangram Loriya	
83	U.M.S. Patardih	
84	M.S. Rohini Boys	
85	M.S. Kamla Kanya Jasidih	
86	M.S. Chandpur	
87	M.S. Din Bandhu	
88	U.M.S. Baidhnath Sanskrit	
89	P.S. Itarijan Colony	
90	M.S. Shiksha Sabha Chowk	
91	M.S. Barmasiya	
92	N.C. NCRGMS, Deoghar	
93	M.S. Vivekanand	
94	U.H.S. Kotiya, Deoghar	
95	M.S. Goverdhan Kumar	
96	M.S. Baghmara	
	M.O. Dagriniara	
97	M.S. Kothiya	
98	U.P.S. Methi	
99	P.S. Ajabraidih	
100	UPS Raiji	
101	UPS Baghraidih	
102	UPS Nepodih	
103	UPS Narsimar	
104	UPS Gamharia	
105	UPS Sarkanda	
106	UPS Bela	
107	UPS Kansidih	
107	UPS Gajrajpur	
	UPS Ektara	
109		
110	UPS Sinja	
111	UPS H. Tola Baghmari	
112	UPS Kawalpur	
113	UPG PS Thariyara	
114	UPS Lohari	
115	UPS Khariktola	
116	UPS Saptabandh	
117	UPS Kapsara	
118	UPS Dondiya	
119	UPS Gharwa Amdiha	
120	UPS Chigupra	
121	UPS Puttarjore	
	UFS FULLATIONS	
122	UPS Madanpur	
123	UPS Rajpura	
124	UPS Bedmuka	

NPEG	EL	
125	M.S. Sarwan	
126	M.S. Baghmara	
127	M.S Deothar	
128	M.S. Kothia Deoghar	
129	UM.S. Jamua	
130	M.S .Ghormara	
131	M.S. Gobardhan Kumar	
132	M.S. Mohanpur Hat	
KGBV		
133	KG.BV. Sarwan	
134	K.G.B.V. Mohanpur	
135	K.G.B.V. Devipur	
136	K.G.B.V. Deoghar	

(s) Mid-Day Meal Scheme: DEOGHAR

3.1	Name of the District Monitored	Deoghar
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	2716
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	136
3.4	Date of visit to the Districts/EGS/schools	01.11.09 to 04.11.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

1.	REGULARITY IN SERVING MEAL:			Students, Teachers & Parents	
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
		Tiot and booked means serv			fected during the state wise strike of the BEEOs.
2.	TREN	IDS:			School level registers, MDM Registers Head
		it of variation (As per school re f visit)	cords vis-à-vis a	ctual on the	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	26015	26015	
	ii	No of children attending the school	15323	14824	
	iii	No of children availing MDM as per register	15323	14824	
	iv	No of children actually availing MDM	15323	14509	

	The attendance is recorded around 59 per cent against the en	arallment
	 However, around 57 per cent children attended the school ar 	
	the day of visit.	nd most (90 per cent) of them actually had MidNi on
3.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL	School level registers, MDM Registers, Head
٥.	LEVEL:	Teacher, School level MDM functionaries.
		readier, concerned in bin functionalies.
	(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?	
	All the sample schools are getting food grains regularly.	
	No delay has been reported in this regard.	10.1 1.1 1. 1. MDM D 1. 11. 1
	(v) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head
		Teacher, School level MDM functionaries.
	In all the sample schools buffer stock of one month requirement	ent is maintained.
	(vi) Is the food grains delivered at the school?	School level registers, MDM Registers, Head
		Teacher, School level MDM functionaries.
	The food grains are provided directly to all the schools monitor	ored.
4.	REGULARITY IN DELIVERING COOKING COST TO SCHOOL	School level registers, MDM Registers, Head
	LEVEL:	Teacher, School level MDM functionaries.
	(ii) 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?	
	All the sample schools are receiving the cooking cost in advantage of the sample schools are receiving the cooking cost in advantage.	
	(iii) In case of delay, how schools manage to ensure that there	School level registers, MDM Registers, Head
	is no disruption in the feeding programme?	Teacher, School level MDM functionaries.
	 In case of delay, interim arrangement is done by seeking the 	he help of schools nearby or VECs arrange of their
	own.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head
	(, , , , , , , , , , , , , , , , , , ,	Teacher, School level MDM functionaries.
	The cooking cost is paid through banks in the sample schools	S.
5.	SOCIAL EQUITY:	Observations
	Did you observe any gender or caste or community	
	discrimination in cooking or serving or seating arrangements?	
	No discrimination based on gender, caste or community in the communit	lity is observed in cooking conving or coating
	arrangements.	inty is observed in cooking, serving or seating
6.	VARIETY OF MENU:	Observations and discussion with children
0.	(iv) Has the school displayed its weekly menu, and is it able	teachers, parents, VEC members, Gram
	to adhere to the menu displayed?	Panchayat members and cooks.
	In almost all the sample schools the menu was displayed.	
	However, none of the sample schools was noticed as adhering	ng to the menu displayed.
	Not adhering of menu exists primarily due to extreme hike in	
	(ii)Is there variety in the food served or is the same food	Observations and discussion with children
	served daily?	teachers, parents, VEC members, Gram
	,	Panchayat members and cooks.
	The schools try to have some variety in the food being served	
	(iii)Does the daily menu include rice / wheat preparation,	Observations and discussion with children
	dal and vegetables?	teachers, parents, VEC members, Gram
		Panchayat members and cooks.
	In all the sample schools, rice and vegetables are usually incl	
	However, pulses are served in almost all the schools visited.	,
	Wheat was not seen as essential part of the daily menu in an	ny of the schools covered.
7.	QUALITY & QUANTITY OF MEAL:	Observations of Investigation during MDM
1	Feedback from children on	service
	a) Quality of meal:	
	 In more than 90 per cent sample schools, as per the children 	the meal served is neat/clean and tasty as well.
	b) Quantity of meal:	Observations of Investigation during MDM
		service
	The abiliance de feet the months of the most in the second	
	• The children do feel that the quantity of the meal is sufficient.	
	c) If children were not happy Please give reasons and	Observations of Investigation during MDM
	suggestions to improve.	service
	The children are unhappy about the quality and quantity of the	ne meal in 5 per cent schools monitored.
1	 The cooks/helpers along with the members of the VECs/SMC 	

	Village leaders should be inspired to lead and serve the society.	etv
8.	SUPPLEMENTARY:	Teachers, Students, School Record
0.	(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	reachers, Students, School necolu
	 Micronutrients, such as Vitamin A – dosage and folic/de-worr sample schools. 	ning are not being provided to the children in the
	However, iron tablets are being provided to the adolescent gi	
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Usually, Govt. agencies administer these medicines and nutr	
	 The frequency of providing the services is most often quarter (vi) Is there school Health Card maintained for each child? 	ly or half yearly. Teachers, Students, School Record
	In none of the sample schools health card is maintained.	
9.	STATUS OF COOKS:	Observations and discussion with children
	(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	teachers, parents, VEC members, Gram Panchayat members and cooks.
	 In all the sample schools meal is cooked/served by the app Sahayika. 	ointed members popularly known as Sanyojika and
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The number of cooks/helpers is reported as sufficient to mee (iii) What is remuneration paid to cooks/helpers?	t the requirement in almost all the schools visited Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The remuneration paid to cooks/helpers varied from the lowe	
	The most common practice is Rs.0.20/child reported in the so	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	• In almost all the schools the remuneration payment was repo	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In most of the cases the cooks/helpers belong to OBC.	
10	Only a few of them are from SC/ST community due to not op: NECTRIFICATION	ting for low remuneration
10.	INFRSTRUCTURE Is pucca kitchen shed-cum-store: (g) Constructed and in use (h) Constructed but not in use (i) Under construction (j) Sanctioned but construction not started (k) Not sanctioned (l) Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Information to be given for the points (a), (b), (c), (d) & (e)	
	 Around 68 per cent of the sample schools have constructed k are not in use. In case of 3 per cent the construction is on progress. 	itchen shed-cum-store in use, whereas 28 per cent
	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
	Provisional arrangement of kitchen shed is done on the verandar	a, huts and old school buildings.
	Similarly, the corner of the classrooms and own residence are u	sed as the provisional store rooms in a few cases.
	Whether potable water is available for cooking and drinking purpose?	-do-
	Potable water is available for cooking and drinking in most of the cooking are cooking and drinking in most of the cooking are cooking and drinking in most of the cooking are cooking and drinking are cooking and drinking are cooking are cooking are cooking are cooking are cooking and drinking are cooking are coo	
	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	Schools do have sufficient utensils for cooking etc. What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	In around 70 per cent cases coal and in 30 per cent cases firew	
11.	SAFETY & HYGIENE: ii.General Impression of the environment, Safety and hygiene:	Observation
1	1	1

	 The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 				
	ii. Are children encouraged to wash their hands before and after eating?	Observation			
	 Yes, the children are encouraged to wash their hands before ar 	nd after eating.			
	iii. Do the children partake in meals in an orderly manner?	Observation			
	 In more than 90 per cent schools visited, the children partake m 				
	iv. Conservation of water?	Observation			
	 In all the sample schools potable water is kept and conserved. 				
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation			
	 In all the sample schools safety measures are taken while cook 	ing and storing fuel.			
12.	COMMUNITY PARTICIPATION:	Discussion with head teacher, teacher, VEC,			
	Extent of participation by	Gram Panchayat members			
	Parents/VECs/Panchayats/Urban bodies in daily supervision,				
	monitoring, participation				
	Daily monitoring and supervision is done by the guardians and	VEC members, but not on daily basis			
	No school has received other contribution in cash/kind etc.	VEO mombers, but not on daily basis.			
13.	INSPECTION & SUPERVISION	School records, discussion with head teacher, teachers, VEC, Gram Panchayat			
	Has the mid day meal programme been inspected by any state/district/block level officers/officials?	members			
	 Most of the inspection and supervision is done by the block level 				
14.	IMPACT	School records, discussion with head			
	IMPACI	teacher, teachers, students, VEC, Gram			
	Has the mid day meal improved the enrollment, attendance of	Panchayat members.			
	children in school, general well being (nutritional status) of				
	children? Is there any other incidental benefit due to serving				
	cooked meal in schools?				
	 The midday meal scheme has been instrumental in increasing t 				
	However, it does not appear as increasing as well as sustaining	the attendance gained by the MDM.			
	Some improvement on health has been noticed.				
	 Other incidental benefits in terms of support to poor childr sanitation are felt in the schools monitored. 	ren, good practices related to health/hygiene and			

15. List of schools visited in the district

Note: Please write the name of the schools 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 HBD)

MDM Se	ection of Ministry of HRD)
SN	Name of the Schools
01	G.M.S. Mohanpur Hat
02	P.S. Tilaiya Manjhiyana
03	U.P.S. Jariya
04	U.M.S. Deothar
05	U.M.S. Morncy
06	M.S. Ghormara
07	N.P.S. Paharpur
08	P.S. Dondia
09	P.S. Ghormara
10	U.M.S. Latasave
11	U.P.S. Dadipar
12	U.P.S. Bhandro
13	M.S. Simarjor
14	U.M.S. Thariyara II
15	P.S. Mayurnach
16	P.S. Nawadih
17	P.S. Barmasia
18	U.P.S. Chitrapoko Manjhitola
19	U.P.S. Arajisilway
20	U.P.S. Korijhank
21	N.P.S. Biraj Kurum Tanr
22	U.P.S. Tiurnagar
23	U.M.S. Bhagwan
24	U.M.S. Siyapur

25	U.P.S. Bhalpahari
26	U.P.S. Madkiyari
27	U.P.S. Gothadih
28	U.P.S. Bhuta Tanr
29	U.P.S. Matkiya
	U.P.S. Matriya
30	U.P.S. Samlapur
31	M.S. Rumudih
32	U.M.S. Jhundi
33	U.P.S. Ramsagar
34	U.P.S. Sultanpur
35	U.M.S. Kataghari
36	U.P.S. Karikado
37	U.P.S. Bangoda
	U.F.S. Ballgoda
38	
39	U.P.G.S. Duhosuho
40	M.S. Barguniya
41	N.P.S. Rahbad (Urdu)
42	N.P.S. Kharko Tola
43	U.M.S. Shannkarpur
44	U.M.S. Phulkari
45	
	U.M.S.Giddeya
46	U.M.S. Jhumarbad (Urdu)
47	N.P.S. Khirwatari
48	U.M.S. Amjora
49	U.M.S. Dhabawa
50	U.P.S. Kolhuwa
51	U.P.S. Marwa
52	P.S. Tilbatar
53	M.S. Sarwa (Boys)
	w.s. salwa (buys)
54	U.M.S. Ghorpras
55	P.S. Mahtodih
56	U.M.S. Lohardih
57	P.S. Baghapathar
58	M.S. Sonarai Thari
59	U.M.S. Paway
60	P.S. Garwa
61	P.S. TilmaTanr
62	P.S. Sankrit sharwa
63	M.S. Bhadhani
64	P.S. Bhaiyadih
65	U.M.S. Baracode Tola
66	U.M.S. Paaharidih
67	U.M.S. Jaruwadiha
68	P.S. Parkhan Ahata
69	U.M.S. Bagicha
	U.M.S. Laludih
71	
	M.S. Kanya Sarwa
72	U.M.S. Ram Raidih
73	U.M.S. Narangi
74	P.S. Rautdih
75	M.S. Rohini Girl
76	P.S. Rohini Sanskrit
77	P.S. Gopidih
78	U.M.S. Lalpur
79	N.P.S. Bisuchok
	M.S. Jasidih Block
80	
81	N.P.S. Kharwa
82	M.S. Sangram Loriya
83	U.M.S. Patardih
84	M.S. Rohini Boys
85	M.S. Kamla Kanya Jasidih
86	M.S. Chandpur
87	M.S. Din Bandhu
88	U.M.S. Baidhnath Sanskrit
89	P.S. Itarijan Colony
90	M.S. Shiksha Sabha Chowk

91 M.S. Barmasiya 92 N.C. NCRGMS, Deoghar	
00 M.C. Vivalanand	
93 M.S. Vivekanand	
94 U.H.S. Kotiya, Deoghar	
95 M.S. Goverdhan Kumar	
96 M.S. Baghmara	
97 M.S. Kothiya	
98 U.P.S. Methi	
99 P.S. Ajabraidih	
100 UPS Raiji	
101 UPS Baghraidih	
102 UPS Nepodih	
103 UPS Narsimar	
104 UPS Gamharia	
105 UPS Sarkanda	
106 UPS Bela	
107 UPS Kansidih	
108 UPS Gajrajpur	
109 UPS Ektara	
110 UPS Sinja	
111 UPS H. Tola Baghmari	
112 UPS Kawalpur	
113 UPG PS Thariyara	
114 UPS Lohari	
115 UPS Khariktola	
116 UPS Saptabandh]
117 UPS Kapsara]
118 UPS Dondiya	
119 UPS Gharwa Amdiha	
120 UPS Chigupra	
121 UPS Puttarjore	
122 UPS Madanpur]
123 UPS Rajpura	
124 UPS Bedmuka	

3. District Level Half Yearly Monitoring Report: GODDA SSA

(The Ministry/TSG needs districts wise in formation/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	Godda
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	1760
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	116
3.4	Date of visit to the Districts/EGS/schools	05.11.09 to -7.11.09
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 district (including spill over) block wise and how many of them have been opened block wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.			
	Total Number of schools sanctioned including spill over in the district – 112 Total number of schools opened in the district – 00				
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	Yes.				
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher			
	Not applicable.				
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	Not applicable.				
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.			
	 Number of posts sanctioned for teachers – 28 Number of teachers appointed – 28 				
(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.			
	Not applicable.				

(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? • Yes.	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
(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.
	Yes.	

(b) Civil Works:

		of school drinking water,	buildings, toilets, BRC		nal with	district- wise pro	wise break gress: com	ained from SF -up. SPO to pleted works,	furnish works in
	other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?								
	Items	Target (Including spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not starte d
(i)	Sch. Building	112	08	07	12	53	16	04	08
	ACR -1	626	367	32	28	56	42	00	90
	ACR - 3	230	42	17	17	29	29	41	99
	Drinking water	33	00	00	00	00	00	00	33
	Toilet	57	00	00	00	00	00	00	57
	BRC/CRC	32	08	02	03	04	01	05	03
(ii)	to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated. • All the constructions for school buildings on progress are spill over, whereas the ongoing construction for ACR-1 and -3 include new targets as well as spill over. • The target including spill over is as follows: 112 school building, 626 ACR – 1, 230 ACR – 3, 33 drinking water facilities, 57 toilets and 32 BRC/CRC. • As per sample check by MI, the ongoing constructions in the district are mostly of average quality.								
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work? • Yes. The guidelines have been issued by SPO/DPO under this grant. To be verified on the spot with assistance vEC/SMC and School Teachers (sample as (ii) above).								
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC? To be verified on the spot with assistar VEC/SMC and School Teachers (sample (ii) above).								
(v)	In the schools as v	s. The community of buildings by well as building gronstructed?	eing consti	ructed (ne	w To b	e verifie	d on the sp	C/SMC. oot with assis eachers (samp	
(vi)	Yes. The ramp is being constructed in all the ACI Is VEC/SMC keeping a separate account of funds and materials for construction?			nd By p	hysical v truction	erification I	by the MI in re ed (sample a		
(vii)	Who is desig works? What	s. The VEC/SMCs gnated for Techn t level (Block/Dis gineers posted at b	ical Supervistrict/Sub-Dis	sion for ci trict)?	vil To b verifi Teac	e obtain ed on th hers (sar	ed from th e field with nple as in (i	e SPO/DPO a VEC/SMC and	

	The number of times the technical person visited the	To be verified on the spot with assistance of			
	construction site and guided the construction	VEC/SMC and School Teachers (sample as in			
(viii)	process? Did he visit at the foundation stage, lintel	(ii) above).			
, ,	and roof stage?				
	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	nrice at plinth, lintel and roofing level. The number of			
	visits varies depending upon the nature of the work on progress.				
	If there any convergence with Swajaldhara and Total	Status to be obtained from SPO updated at			
	Sanitation Campaign (TSC) taking place in respect of	DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and			
(ix)	drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from	School Teachers (sample as in (ii) above).			
(174)	Swajaldhara and TSC and SSA in the sites visited?	Control reactions (Sample as in (ii) above).			
		d Total Sanitation Campaign for the construction of			
	drinking water facilities.	d Total Gamation Gampaign for the constitution of			
	Whether construction of drinking water facilities in	To be verified on the spot with assistance of			
	schools is being carried out by a specialized Agency	VEC/SMC and School Teachers (sample as in			
(x)	or VEC/SMC?	(ii) above).			
	The construction of drinking water facilities in schools have been carried out by either specialized				
	agency or VEC/SMC.				
	Is there any convergence with Total Sanitation	Status to be obtained from SPO updated at			
(xi)	Campaign (TSC) taking place in respect of toilet	DPO in districts visited by MI. To be verified on			
(٨1)	facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
		`			
 Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the What is MI's impression of quality construction in To be assessed on the spot. (Sam 					
	sites visited by MI?	above).			
(xii)	As per the observation made at the sites visited, the ongoing constructions are of average or poor				
(XII)	quality. The use of 'Bangla' bricks for construction is the most common complaint by the villagers in the				
		t last long due to use of salt in the kiln for a speedy			
	preparation of bricks.				
	Is there a civil works in charge at SPO level? Is it an	Status to be obtained from SPO and to be			
	engineering person or other? What format &	verified from schools visited by MI.			
	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?				
(xiii)	Yes. There is an engineer in charge at SPO level.				
, ,	The frequency of reviewing progress of districts is monthly.				
	A structured format is used for reviewing the progress.				
	Steps taken to ensure quality by SPO:				
	Strictly follow the blue print				
	Check the quality of materials being used				
	 Frequent visit to construction sites for si 				

(c) Textbooks:

(vi)	Total number of children (district-wise) to whom, free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?			
	 Total number of books received – 307110 			
	 Total number of children provided with free text books – 280350 			
(vii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.			
	 The textbooks were received within the months of Feb. to Sept 2009 and were distributed from March to Oct. 2009. 			
	 Yes. An instruction/circular has been received from SPO. 			

(viii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	 No delay in distribution of textbooks was reported 	
(ix)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	 Yes. Free text books have been distributed for a The books have been distributed to all eligible ch 	,

(d) School grants:

	Total number of schools district-wise in primary and upper primary to whom school grants are approved	Information to be obtained from SPO office and to be updated from the DPO in districts visited			
	for the current financial year? Have these funds	by MI. A copy of the guidelines is to be			
	released to the districts, if so when (the school grants	enclosed with the Monitoring Report.			
()	are to be received by the school within two months of	3 1			
(xi)	opening)? Whether any guidelines have been issued				
	to the schools on how to utilize this grant?				
	 Total number of schools (PS &UPS) to whom sch 	ool grants are approved – 2380			
	 Yes. The funds have been released to the district 				
	Yes. The guidelines have been issued on how to	utilize the grant.			
	Whether the DPO has released funds for school	Information to be obtained from DPO in district			
	grants @ Rs. 5000/- per primary and @ Rs. 7000/- per	visited by MI and to be verified in schools			
	upper primary school to the school/VEC/SMC	visited by MI. A copy of the guidelines is to be			
	accounts, if so when? The number of schools to	enclosed in the Monitoring Report.			
(xii)	whom, releases have been made? Has DPO				
, ,	circulated guidelines to the school level for utilization				
	of the school grant?				
	The DPO has released the grant to the 1678 primary schools and 602 upper primary schools. Thus the number of VECs to whom releases have been made. 2000.				
	Thus, the number of VECs to whom releases have been made – 2380 Yes. The wide lines have been involved to BBO for at life to a fitte set and a second to the second				
	 Yes. The guidelines have been circulated by DPO for utilization of the school grant. Has the DPO made centralized purchases for schools Information to be obtained from DPO of district 				
,	out of the school grant? If so, for what purpose and	visited by MI.			
(xiii)	what is the amount utilized?	visited by iiii.			
	No centralized purchases have been made by DPO out of the school grant.				
	The actual date of receiving school grants by	To be verified on the spot from the passbook			
(xiv)	school/VEC and the utilization of the grants. Whether	and expenditure statement maintained by			
(//)	there was any delay in receipt of grants?	school/VEC.			
	There was no delay reported in receipt of grants.				
	Utilization details (percentage of utilization and items)	To be verified on the spot from the passbook			
	for the last year's school grants received by the	and expenditure statement maintained by			
(xv)	school/VEC.	school/VEC.			
	Almost all the schools visited by MI have utilized in the schools visited by MI have utilized in the schools.				
		to transfer/retirement of the headmaster, migration of			
	the VEC chairman etc.				

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned in the district 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.
	 Number of additional teachers sanctioned – 608 Number of additional teachers in position – 472 Number of position to be filled - 136 	
(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.

	Teachers are recruited as per 1:40 (teacher student ratio)		
	The recruitment is done by block level officials and the members of VEC/SMC.		
	The procedures followed for the recruitment:		
	General notification issued Application received against the vacancy General meeting arranged by VEC		
	 General meeting arranged by VEC VEC recommends the names of suitable candidates 		
		ected candidates after checking the details and other	
	norms followed by VEC.	Information is to be obtained from SPO and to	
	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?		
(iii)	regular appointment of contract basis?	be updated in DPO in respect of districts visited	
	-	by MI.	
	Teachers are appointment on contract basis.		
	If VEC/Panchayat etc. is empowered to make	To be ascertained from DPO and VEC.	
	decentralized recruitment of teachers whether such		
	recruitment procedures have been laid down? What is		
	the level of satisfaction amongst local community of		
(iv)	such recruitment?		
	 The decentralized recruitment procedures have be 	een laid down.	
	 Usually, the local community is satisfied with the a 		
		unity is not at all happy by the appointment made by	
	VEC/SMC.	,	
	In respect of the schools visited by MI, the number of	Information to be obtained from the school and	
	teachers sanctioned for the schools, the number of	from the VEC. The list of the names of teachers	
	teachers in position, the number of teachers present	absent and those who are habitually absent	
	in the school on the day of visit, the names of the	must be given in the report.	
	teachers absent on the day of visit. Whether any	made be given in the report.	
	teacher is a habitual absentee?		
(v)	The number of teachers sanctioned – 379		
	The number of teachers in position – 341	state 004	
	The number of teachers present on the day of the	VISIT – 294	
	Number of the teachers absent – 47		
		away from the school but none of them was a habitual	
	absentee.		
(v.d.)	How was the rapport between children and the	To be ascertained from the VEC and observed	
(vi)	teachers in the schools visited?	during the visit by MI.	
	The rapport between teachers and students was of the rapport between teachers. Output Description of the rapport between teachers are the rapport of the rapport between teachers are the rapport betw		
	The target number of teachers district-wise to be		
		To be ascertained from the SPO and updated	
	given in service training and the actual number of	from the DPO in respect of the districts visited	
	teachers given such training in State/district visited?		
	teachers given such training in State/district visited? Is there a training calendar for teachers training?	from the DPO in respect of the districts visited	
	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	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in	
	teachers given such training in State/district visited? Is there a training calendar for teachers training?	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in	
	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	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in	
	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?	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in	
	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	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in	
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(vii)	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?	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
(vii)	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? • Target number of teachers for in service training -	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
(vii)	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? Target number of teachers for in service training - 0 Actual number of teachers given such training - 0	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
(vii)	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? Target number of teachers for in service training - 0 Actual number of teachers given such training - 0 Yes. There is a calendar for teachers training.	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
(vii)	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? Target number of teachers for in service training - Actual number of teachers given such training - Ves. There is a calendar for teachers training. Venue for training is generally BRC/CRC.	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
(vii)	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? Target number of teachers for in service training – Actual number of teachers given such training – Ves. There is a calendar for teachers training. Venue for training is generally BRC/CRC. English (JET), Maths, Science, 'Buniyad' etc. are	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
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	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? Target number of teachers for in service training – Actual number of teachers given such training – Yes. There is a calendar for teachers training. Venue for training is generally BRC/CRC. English (JET), Maths, Science, 'Buniyad' etc. are the teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professie Yes. Along with pre and post evaluation, daily fe training. The target number of newly recruited teachers districtwise, 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	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI. -5859 0 some of the contents /themes dealt with in training for onal groups. edback is taken through evaluation format during the 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	
	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? Target number of teachers for in service training – Actual number of teachers given such training – Ves. There is a calendar for teachers training. Venue for training is generally BRC/CRC. English (JET), Maths, Science, 'Buniyad' etc. are the teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/profession Yes. Along with pre and post evaluation, daily featraining. The target number of newly recruited teachers districtwise, 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?	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI. -5859 0 some of the contents /themes dealt with in training for onal groups. edback is taken through evaluation format during the 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.	
	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? Target number of teachers for in service training – Actual number of teachers given such training – Yes. There is a calendar for teachers training. Venue for training is generally BRC/CRC. English (JET), Maths, Science, 'Buniyad' etc. are the teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professie Yes. Along with pre and post evaluation, daily fe training. The target number of newly recruited teachers districtwise, 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	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI. -5859 0 some of the contents /themes dealt with in training for onal groups. edback is taken through evaluation format during the To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	

The target number of teachers district-wise to be To be ascertained from the SPO and updated given refresher training of 60 days and the actual from the DPO in respect of the districts visited number of teachers given such training. What was the by the MI and to be verified from the teachers in mode of training (institutional or distance); venue of schools visited by MI. training? Module and content of training and who Who were the trainers? prepared it? supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it? Target number of teachers for refresher training – 5859 Number of achievement -00 (No refresher training has been organized) The satisfaction level of training? Whether there are To be ascertained from the teachers on the spot (x) any areas, which the teacher would like to get trained? in respect of schools visited by MI. Not applicable The academic support given by BRC/CRC to the To be ascertained from BRC/CRC (at least 5 teachers, the frequency of such support: each) and the teachers on the spot in respect of c. Please specify the role of BRC/CRC's in teacher schools/EGS centres visited by MI. 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)? 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 b. What is the expected number of school visits to be To be ascertained from BRC/CRC (at least 5 made by BRC/CRC in State and in the districts each) and the teachers on the spot in respect of visited? Is it being followed? schools/EGS centres visited by MI. (xi) The expected number of visits for BRPs is once per school per month; whereas for CRPs, it is at least four times per school per month. However, the number of visits increase as required, i.e. monitoring of MDM, quality monitoring etc. In general, the expected number of school visits is being followed in the district. c. What are the BRCC's and CRCC's doing during To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of these visits? Check their reports? How much of it relates to pedagogic improvement issues and how schools/EGS centres visited by MI. 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? During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: Conducting model lessons in classrooms, Help teachers to teach difficult topics. Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme d. Is the DIET interacting, with BRC/CRCs and what is To be ascertained from BRC/CRC (at least 5 their role in capacity building; academic each) and the teachers on the spot in respect of supervision and guidance; action research and schools/EGS centres visited by MI. monitoring of BRC/CRCs?

	BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision	
	and guidance, research and monitoring etc.	
	e. Are the BRC/CRCs extending their academic To be ascertained from BRC/CRC (at	
		ners on the spot in respect of
	If so how and in what manner? If not, why? schools/EGS centr	es visited by MI.
	Not applicable as there are no EGS/AIE centres in the area.	
	However, a project proposal has been sent to the state for GIAC approval from NGO.	
	Does the SPO have a Quality Coordinator? What is To be ascertained	from SPO.
	their role? Do they have a system and format to	
review district wise programmes? What is the frequency? What is the arrangement for coordination		
	with SCERT and DIETs?	
	Yes. There is a quality coordinator at SPO.	

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM	Information to be obtained from SPO and updated
(vii)	grants, district-wise and the details of grants	by DPO in respect of the districts to be visited by
\ /	released to the districts?	MI.
	The total number of teachers eligible to receive	
	The date of release of TLM grant from DPO and the	Information to be obtained from DPO and to be
	number of teachers covered? Whether any	verified in schools visited by MI. A copy of the
,	Instructions have been issued in respect of	instructions be enclosed with the report.
(viii)	utilization TLM grants by DPO/SPO?	
	 The month of August 2009 was the date for rele 	
	 The total number of teachers received TLM grain 	
	 Yes. The instructions have been issued in respect 	
	The date of receipt of TLM grant by the teacher and	Information to be verified on the spot in respect of
	details of its utilization? Whether the TLM materials	schools visited by MI.
	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	
(ix)		
` '	demonstration of good practices amongst teachers done?	
	TLMs are displayed in 73 per cent schools mon	itored
	TLMs are kept separately in 14 per cent.	norea.
	No TLMs were verified in 13 per cent schools.	
	Nature of TLM: letter card, word card, number of the content	eard flip charts etc
	The children are using the TLMs displayed in cl	
	The children are using the TEMS displayed in circle. The teachers have received training on TLM de	
		·
	 The usual venue for training is CRC and the CRPs are the trainers. Cross sharing and demonstration of good practices are done. 	
	• Cross snaring and demonstration of good practices are done.	

(g) EGS & AIE:

(li)	What is the number of EGS/AIE centres/NRBC/RBC/school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided districtwise? (The category wise information on each type of intervention for out of school children may be given as per the 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.
	 The number of EGS/AIE centres in the district – 	- 00
(lii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	Target number of children – 00 Number of children actually enrolled – 00	
(liii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.

	The number of children enrolled – 00	
	The number of children actually attending - 00	
(liv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	 The number of EVs/Para/Sahyogi teachers – 58 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. 	
(lv)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	 Yes. They are given academic support by the B The frequency of support is at least four times a 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.
	English, graduation with the respecti	to graduate. For teaching Mathematics, Science and ve subject is preferable.
(Ivii)	 Yes. They are given trainings as well as provided The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether, there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received? 	Information to be obtained from the EVs during field visits by MI.
	 The amount of monthly honorarium: Intermediate – Rs. 2500/- per month Trained Intermediate – Rs. 3000/- per Graduate – Rs 3000/- per month Trained Graduate – Rs. 3500/- per m Payment of monthly honorarium is made throug A revised structure of monthly honorarium is on 	onth h banks from VEC.
(Iviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
(lix)	 Yes. Their attendance could be adjudged as req 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? 	gular. Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
(lx)	No. There is no such post in the district. Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited.
	centres operating in the district? The frequency with which the information is furnished to the SPO? • Yes. There is a monitoring format available with The frequency of submission of furnished inform	
(lxi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	 Target number of EGS/AIE centres (including s 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.

	Al control of the con	
	Not applicable.	T
(lxiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	 The number of EGS/AIE centers actually upgrad 	ded – 00 (previous year)
(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.
	Not applicable.	· · ·
(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.
	 Not applicable. 	
(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.
	 Not applicable. 	
(Ixvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not applicable.	
(Ixviii)	upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Not applicable.	
(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.
	 Not applicable. 	
(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.
	 Not applicable. 	
(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.
(lxxii)	Not applicable. 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? Not applicable.	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
/L 1115	Not applicable. The achievement level of abildren advaling in	Assessment to be undertained denter Picture 1991
(IXXIII)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Not applicable.	
(lxxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	 Yes. The rapport between Para teachers and ch 	hildren is satisfactory.
(lxxv)	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	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	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? Not applicable.	

(h) Children with Special Needs (CWSN):

ı		The number of CWSN children identified	Information to be obtained from the SPO and to be
		The number of CW3N children lucitineu,	information to be obtained from the SFO and to be
۱	/i)	district wise and the number of children	updated by DPO in respect of the districts visited by MI.
	(1)	district-wise, and the number of children	updated by DFO in respect of the districts visited by Mi.
- 1		enrolled during the current financial year.	
- 1		enrolled during the current tinancial year.	

	Number of CMCN shildren identified 0470		
	Number of CWSN children identified – 2176 Number of Obliders appelled – 200		
	Number of Children enrolled – 00		
	Number of CWSN children benefited – 00		
410	The number of children who have been	Information to be obtained from the SPO and to be	
(ii)	provided with aids and appliances, district-	updated by DPO in respect of the districts visited by MI	
(a)	wise, during the current financial year.	and verified with sample checks during field visits.	
	Yes. The rapport between Para teachers	and children is satisfactory.	
(ii)	Whether there are any difficulties in getting	Information to be obtained from SPO/DPO.	
(b)	and utilizing the aids and appliances.		
(~)	Not applicable.		
	The number of resource teachers identified in	Information to be obtained from SPO/DPO. List of NGOs	
	the districts? The list of NGOs associated with	and copies of guidelines to be attached with the report of	
(iii)	CWSN in the district? The details of guidelines	MI. Sample checks be done during field visits by MI to	
()	issued for the resource teachers/NGOs?	ascertain the tasks being done by Resource	
		Teachers/NGOs for CWSN.	
	 No resource teachers have been identified 		
	Whether the district has an IED coordinator?	Information to be obtained from DPO of districts visited	
(iv)	Whether he has been oriented and whether he	by MI.	
(a)	has attended any capacity building		
(α)	programme at the State level?		
	• No.		
	Whether the State has prescribed any	Information to be obtained from DPO/District IED in	
	monitoring format and the frequency with	charge/ Coordinator. Copy of the format to be obtained	
	which the information is furnished to SPO? Is	and enclosed with a report of MI.	
(iv)	there an IE Coordinator of SPO? How		
(b)	knowledgeable is he or she in this area? How		
	many trainings and workshops has she/he		
	attended?		
	• No.		
	How many schools have been provided with	Information to be obtained from DPO and to be verified	
(v)	ramps?	in the schools visited by MI with the assistance of	
(*)		VEC/Teachers.	
	As per sample check all the schools have		
	How many children have been provided home	Information to be obtained from SPO/DPO and one or	
(vi)	based support during the current financial	two sample checks be done by MI.	
(31)	year?		
		provided home based support in the current financial year.	
	How many parents have been given	Information to be obtained from SPO/DPO and to be	
(vii)	counseling during the current financial year?	verified during field visit by MI, with help from	
(*")		VECs/school teachers.	
	No parents have been given counseling d		
	The number of CWSN children stated to be	Information to be verified on the spot with the assistance	
	enrolled and actually present in the	of VEC/Teachers.	
(viii)	schools/EGS centres visited by MI?		
	 Number of CWSN children enrolled – 00 		
	 Number of CWSN children actually prese 	ent - 00	

(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.
	 The number of clusters targeted – 127 Number of model clusters actually made functions 	cional - 127
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? (ii) Informatio updated from the present status of construction etc?		Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	Status of construction as per sample verification Number of ACRs – 64	
	 Safe drinking water facility – 127 	
	Toilet facility – 127Electrification - 00	

(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	Yes. NPEGEL have been provided with gende Vocational training and bridge course are bein 22 trainers are engaged in vocational training	g conducted. being imparted to 695 girls.
(iv)	 All the 127 teachers for gender sensitization at 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
(v)	Yes. a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes. There exists a system to monitor it on a regular basis.	
(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.
(vii)	Number of ECCE centres operational – 00 Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? Yes. There is a monitoring system to monitor in the second content of the	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

(J) IXati	urba Gandin Banka vidayalaya (KGBV).	
	Number of KGBV sanctioned district-wise and	Information to be obtained from SPO office and to
	block-wise and the number of KGBV operational	be updated from DPO in respect of districts visited
(i)	during the current financial year.	by MI. Sample check by MI in the field visit.
	 Number of KGBV sanctioned – 08 	
	 Number of KGBV operational – 08 	
	The number of KGBV in the district in respect of	Information to be obtained from SPO office and to
(ii)	which land have been identified, district-wise.	be updated from DPO in respect of districts visited
()		by MI.
	As per sample check for all the 04 KGBVs lan	
<i>,</i> ,,,,,	Whether the State has drawn up any detailed	To be obtained from the SPO and verified from
(iii)	guidelines for running the KGBV schools.	DPO/KGBV visited by MI.
	Yes. The detailed guidelines have been drawn	
	The number of KGBV in respect of which all	Information to be obtained from SPO office and to
C. A	formalities for construction have been completed.	be updated from DPO in respect of districts visited
(iv)	by MI.	
	Number of KGBV with complete formalities for Out of 0.1 complete shock 0.2 are at helevy plicitle.	
Out of 04 sample check 02 are at below plinth level , whereas 01 each is at plinth and The second of the sec		To be obtained from DPO and to be verified in
	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the	respect of KGBV visited by MI.
(14)	present position of filling up of these posts.	respect of Raby visited by Wil.
(v)	Number of posts sanctioned – 56	
	In position – 51	
	The number of students admitted in the KGBVs	To be obtained from DPO and to be verified in
	started in the district.	respect of KGBV visited by MI.
(vi)	Total number of students admitted – 984	,
	• SC – 145, ST – 372, Others – 467.	
	The details of facilities available such as furniture.	To be obtained on the spot in respect of KGBV
(vii)	bedding, meals to be verified by MI in respect of	visited by MI.
` '	KGBV visited.	-

- The meals provided at all the KGBV are satisfactory. Other facilities in terms of furniture and bed are
 either less or not up to the mark. A number of them do not have their own campus/building along with
 boundary wall.
- The L-shape building/rooms do not appear to be convenient and conducive enough as hostel/residence for grown up girls. Often the newly coming up sites are away from main habitation causing great concern for the safety/security of the girls and the lady staff members.
- The strength and specialization of academic staff is largely insufficient to look after the increasing number girls and added standard per year.
- Almost all the KGBVs are having only one cook to look after the quality/quantity of meals in time.

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

(11) 5131	inclinionnation 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
	 From September 2009 to January 2010. 	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	 Yes 	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
Yes		
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Yes	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	 The number of research sanctioned – 00 	
	The number of studies sanctioned in the previous	Information to be obtained from the SPO and to be
(ii)	calendar year and the number of them completed.	updated from the DPO.
	 Not applicable 	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	 Yes 	

(m) Functioning of the VEC:

	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.	
(i)		ools under Dept. of Education and for 71 Govt. aided	
(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.	
(iii)	Yes. The guidelines are provided and available 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. The guidelines are provided and available.	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.	
	 Yes. The guidelines are given on adequate rep The actual number of women associated in the 		
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.	
	The frequency of the meeting is once in a mon The number of members is 15 in primary and 2 As per sample check members of 40 per cent Yes. The women/SC/ST members participate recommendation.	thin upper primary schools. VECs attending the meetings 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.	
	No orientation for VEC members has been organized so far. Orientation training are conducted by BRC/CRCs.		
	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.	
(vi)	 A sizeable number of VECs have contributed s The active VECs have definite impact in terms Their participation has improved enrollment/att However, many of them require reorientation a 	of environment of the schools. endance of both the teachers and students.	
(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.	
(viii)	Yes 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? Yes	Information to be obtained at SPO level. See formats and record of SPO	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	The number of meetings of the General Body and	Information to be obtained from SPO and verified
(ii)	EC held during the previous financial year?	from their records.

	Number of meeting	gs -12		
(iii)	The total number of staff s in the district office and th action taken to fill up the va	e number in position and	Information to be obt at DPO level in distric	ained from SPO and verified ts visited by MI.
	Category	Sanctioned	Filled	Vacant
	DPO	01	01	00
	ADPO	01	01	00
	APO	04	03	01
	ACP	01	01	00
	A/c Officer	01	01	00
	A/c cum Computer Operator	01	00	01
	A/c Assistant	01	00	01
	AE	02	01	01
	Computer Operator cum Typist	02	02	00
	Data Entry Operator	01	00	01
	Stenographer cum Computer Operator	01	00	01
	Peon/Night Guard	01	01	00
	The number of BRCs/CR position and action taken to	o fill vacancies?	be verified in respect	tained from SPO/DPO and to of BRCs/CRCs visited by MI.
(iv)	24 BRPs with M.Sc		far 07 of them have resig	ned. s have been added taking the
(v)	Does SPO have clearly lai for filling up posts of SSA? • Yes	d down rules/regulations	To be verified at records.	SPO through checking of
1	162			

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

 Efforts have been made to enroll students/children i.e. SC/ST, minority and the girls in order to streamline those vulnerable sections of the society.

(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.
(i)	 Around 49 per cent of the schools had working The rest 51 per cent schools had working days 	, ,
	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.
(ii)	 More than 70 per cent schools have reasonably The overall quality of construction could be ac and proper flooring. Windows are often broken and roofing appeared Around 20-30 per cent schools have playground 	djudged as average in terms of furnished class rooms d to be poorly finished.
/:::\	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	
(iii)	 Most of the schools do not have proper sitting a Blackboards are there but not so smooth. TLMs are either missing or kept separately. 	rrangements.
(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.
	Health camp facilities were made available in so	ome 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.	
	 A large number of schools are in poor condition 	in terms of play materials.	
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.	
(vii)	Despite MDM most of the schools are witnessin The reason is lack of awareness and mind set a		
	Irregular or nonexistence of parent teachers me		
(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.	
	Frequency of parent teachers meeting was increase.	eased.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.	
	Periodical evaluation tests are conducted to ass	sess 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.	
	• Yes.		
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.	
(xi)	work culture in the society.	knowledge, lack of commitment and the overall existing es for the Para-teachers largely affecting the overall	
	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.	
(xii)	The rapport of the children with the students is:	fairly good.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.	
	Yes. Around 5 per cent.		
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.	
	 The per cent of drop outs was reported to be ve Seasonal (Harvesting or rainy season) absence affair in the district. 	ery high. De of a large chunk of children has become a regular	
(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.	
	Around 5 -10 per cent of students usually retain	ed 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)

- (i) Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.
- (ii) Lack of computers and well qualified instructors/teachers appears to be going against its smooth and regular functioning.
- (iii) The program should not be a number game of target alike many other Govt. ventures in the past.
- (iv) It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits.
- (v) The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program.
- (vi) The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort.

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

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.

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.

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.

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.

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

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.

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.

Note: Kindly find all the enclosures i.e. circulars, guidelines, formats etc. as Annexure.

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

S.N.	Name of the Schools
01	UPS. Halwaitola Parsa
02	MS. Shivpur Girl
03	PS. Haripur Girl
04	PS. Harlal Tola
05	UMS. Gaibanna
06	PS. Parsa
07	MS. Haripur

08	MS. Gorighat	
09	MS. Dumaria	
10	MS. Mukundi Santhali	
11	UMS. Mukundi Dikwani	
12		
13	UMS. Pakariya Khat	
14	UPS. Manpur	
15	UPS. Laxmikitta	
	UMS. Tarwara	
16		
17		
18	UPS. Kumardih	
19	UPS. Maghaiya Redi	
20	UMS. Beldiha	
21	UPS. Ranitikar	
22		
23	UPS. Chutiabathan	
24	UPS. Nilkanthapur	
25		
26	UMS. Kumarsi	
27	PS. Babupur	
28	MS. Maheshlitti	
29	MS. Tardiha	
30	PS. Tardiha	
31	UMS. Gandharwapur	
32		
33	UMS. Barabandh	
34	UMS. Pipra	
35	MS. Bansdiha	
36	UMS. Paraspani	
37	PS. Tilolia	
38	UPS. Khertola	
39	UPS. Barhara	
40	UPS. Pandutola	
41	UMS. Kerwar	
42		
43		
43	UMS. Kohwara	
	PS. Chilkara	
45		
46		
47	PS. Dwarichak	
48	AMS. Pathargama	
49	MS. Kanya Pathargama	
50	PS. Kabutri Pathargama	
51	MS. Tulsikitta	
52	UMS. Balia	
53	MS. Mohanpur	
54	UMS. Manikpur	
55	UMS. Nunapur	
56	UMS. Khutari	
57	PS. Kanya Mahagama	
58	MS. Gamaharia	
59	UMS. Harinchara	
60	UPS. Rahinkitta	
61	UPS. Sirsakala	
62	MS. Mahagama (Balak)	
63	PS. Urja Nagar	
64	PS. Durgapur	
65	UMS. Mahuwara	
66	UMS. Diyajori	
67	UMS. Maniyamor	
68	UMS. Khadharamal	
69	UPS. Harichara	
70	PS. Tetaria	
70	PS. Fetaria PS. Block Colony	
72	MS. Mahadeo Bathan	
73	UPS. Bariatola	
/3	UF 3. DaliatUla	

74	UPS. Khas Pathar	
75	UPS. Dumra	
76	UPS. Chunachak	
77	UMS. Raghunathpur	
78	MS. Deotanr	
79	MS. Gumma	
80	UMS. Karudih	
81	MS. Poraiyahat (Boys)	
82	UPS. Chamudih	
83		
84	UPS. Kumraha (Dangal Baghmunda)	
85	UPS. Amdumba	
86	UPS. Maijhdiha Bichtola	
87	UPS. Jhijhi Pahari	
88	PS. Beltopa	
89	UMS. Prasuti	
90	UMS. Sidwank	
91	UMS. Kairasal Paharpur	
92	UPS. Baghmara Kathaltola	
93		
94	UPS. Chorwak Saraktola	
	UPS. Kundapani	
96	UPS. Dorabandh	
97	MS. Kanya Poraiyahat	
98	MS. Banjhi	
99	UPS. Saranda	
	UPS. Manoharpur	
101	UPS Premnagar	
102	UPS Dudhbecha	
NPEGE		
	UMS Paraspani	
104.	UMS Hepnatola	
105.	UMS BAlia	
106.	MS Mohanpur	
107.	UMS Manikpur	
108.	MS Mahagama (Balak)	
109.	UMS Raghunathpur	
110.	MS Deotanr	
111.	Ms Poraiyahat (Kanya)	
112.	Ms Banjhi	
KGBV		
113.	KGBV Poraiyahat	
114.	KGBV Mahagama	
115.	KGBV Pathargama	
116.	KGBV Godda	
I		

(s) Mid-Day Meal Scheme: GODDA

3.1	Name of the District Monitored	Godda
3.2	Total number of elementary schools/EGS/AIE Centres in the	1760
	Districts	1760
3.3	Number of elementary schools (primary and upper primary) /	102
	EGS / AIE Centers covered / monitored	
3.4	Date of visit to the Districts/EGS/schools	05.11.09 to -7.11.09
3.5	Tasks	The Monitoring Institutes will obtain information on
		the following areas and include them in their report.

	REGL	ILARITY IN SERVING MEAL:			Students, Teachers & Parents
		ner the school is serving ho was interruption, what was th ame?			
	•	riot and obolica means serv		•	
	•	However, in some of the sch	ools, supply of fo	ood grains w	as affected during the state wise strike of the BEEOs.
	TREN Exten	<u>DS:</u> t of variation (As pe school re	cords vis-à-vis	actual on	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries /
	the da	ay of visit)			Observation of the monitoring team.
2.	No	Details	Day previous to	On the day of	
			date of visit	visit	
	i	Enrollment	21881	21881	
	ii	No of children attending the school	14028	12115	
	iii	No of children availing MDM as per register	14028	12115	
	iv	No of children actually availing MDM	14028	11709	
	•	The attendance is recorded a	around 64 per ce	ent against th	ne enrollment.

	However, around 55 per cent children attended the scho	ol and most (97 per cent) of them actually had MDM on the
	day of visit.	Och allows with a MDM Bariston Hand Tarakan
	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	(vii) Is school receiving food grain regularly? If there is	Control love in Em randicinarios
	delay in delivering food grains, what is the extent of	
	delay and reasons for the same?	
	 All the sample schools are getting food grains regularly. 	
	No delay has been reported in this regard. (viii) Is buffer stock of one-month's requirement is	Cahaal laval variatava MDM Daviatava Haad Tarahav
	maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
3.		
	In all the sample schools buffer stock of one month requ	L irement is maintained.
	(ix) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher,
		School level MDM functionaries
	 The food grains are provided directly to all the schools m REGULARITY IN DELIVERING COOKING COST TO SCHOOL 	onitored. School level registers, MDM Registers, Head Teacher,
	LEVEL:	School level MDM functionaries.
4		
4.	(iv) 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?	
	 All the sample schools are receiving the cooking cost in 	
	(ii) In case of delay, how schools manage to ensure that	School level registers, MDM Registers, Head Teacher,
	there is no disruption in the feeding programme?	School level MDM functionaries.
	In case of delay, interim arrangement is done by seeking	g the help of schools nearby or VECs arrange of their own.
	(iii) Is cooking cost paid by Cash or through banking	School level registers, MDM Registers, Head Teacher,
	channel?	School level MDM functionaries.
	The cooking cost is paid through banks in the sample so	hools
	SOCIAL EQUITY:	Observations
	Did you observe any gender or caste or community	
5.	discrimination in cooking or serving or seating	
	arrangements?	s observed in cooking, serving or seating arrangements.
	-	
	VARIETY OF MENU: (v) Has the school displayed its weekly menu, and is it	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members
	able to adhere to the menu displayed?	and cooks.
	 In almost all the sample schools the menu was displayed 	d.
	However, none of the sample schools was noticed as action.	
	 Not adhering of menu exists primarily due to extreme hik (vi) Is there variety in the food served or is the same 	Observations and discussion with children teachers,
	food served daily?	parents, VEC members, Gram Panchayat members
	,	and cooks.
	 The schools try to have some variety in the food being s 	
6.	(vii) Does the daily menu include rice / wheat	Observations and discussion with children teachers,
	preparation, dal and vegetables?	parents, VEC members, Gram Panchayat members and cooks.
	In all the sample schools, rice and vegetables are usually	
	 In all the sample schools, rice and vegetables are usuall However, pulses are served in almost all the schools vis 	
L	Wheat was not seen as essential part of the daily menu	in any of the schools covered.
	QUALITY & QUANTITY OF MEAL:	Observations of Investigation during MDM service
	Feedback from children on:	
	a) Quality of meal:	
	In more than 90 per cent sample schools, as per the chil	dren the meal served is neat/clean and tasty as well.
	b) Quantity of meal:	Observations of Investigation during MDM service
	The children do feel that the quantity of the meal is suffice.	sient.
1		
7.	 c) If children were not happy Please give reasons and suggestions to improve. 	Observations of Investigation during MDM service

	The state of the form of the control of the state of the	of the control in Francisco to the color of the control
	The children are unhappy about the quality and quantity The children are unhappy about the quality and quantity The children are unhappy about the properties of the VECo	
	The cooks/helpers along with the members of the VECs Village leading about the inequired to lead and agree the	
	Village leaders should be inspired to lead and serve the	,
	SUPPLEMENTARY	Teachers, Students, School Record
	(i) Whether children are given micronutrients (Iron, folic	
	acid, vitamin – A dosage) and de-worming medicine	
	periodically?	
8.		de-worming are not being provided to the children in the
	sample schools.	
	 However, iron tablets are being provided to the adolesce 	nt girls.
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Usually, Govt. agencies administer these medicines and	l nutrients
	The frequency of providing the services is most often quality.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	In none of the sample schools health card is maintained	
	STATUS OF COOKS:	Observations and discussion with children teachers,
		parents, VEC members, Gram Panchayat members
	Who cooks and serves the meal? (Cook/helper	and cooks.
	appointed by the Department or Self Help Group, or	and cooks.
	NGO or Contractor)	
	In all the sample echaple meal is cooked/served by the	I ne appointed members popularly known as Sanyojika and
	Sahavika.	le appointed members popularly known as Sanyojika and
	(ii) Is the number of cooks and helpers adequate to meet the	Observations and discussion with children teachers,
9.	requirement of the school?	parents, VEC members, Gram Panchayat members
Э.	requirement of the school:	and cooks.
		and cooks.
	The number of cooks/helpers is reported as sufficient to	meet the requirement in almost all the schools visited
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers,
	(iii) What is remaineration paid to cooks/neipers:	parents, VEC members, Gram Panchayat members
		and cooks.
	The remuneration paid to cooks/helpers varied from the	
	• The most common practice is Rs.0.20/child reported in t	
	(iv). Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers,
		parents, VEC members, Gram Panchayat members
		and cooks.
	 In almost all the schools the remuneration payment was (v) Social Composition of cooks /helpers? 	Observations and discussion with children teachers,
	(V) Social Composition of Cooks / neipers ?	Observations and discussion with children teachers,
	/CC/CT/ORE/Minority)	
ĺ	(SC/ST/OBE/Minority)	parents, VEC members, Gram Panchayat members
	In most of the cases the cooks/helpers belong to OBC.	parents, VEC members, Gram Panchayat members and cooks.
	 In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n 	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher,
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE Is pucca kitchen shed-cum-store:	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE Is pucca kitchen shed-cum-store: (m) Constructed and in use	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher,
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE Is pucca kitchen shed-cum-store: (m) Constructed and in use (n) Constructed but not in use	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher,
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE Is pucca kitchen shed-cum-store: (m) Constructed and in use (n) Constructed but not in use (o) Under construction	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher,
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE Is pucca kitchen shed-cum-store: (m) Constructed and in use (n) Constructed but not in use (o) Under construction (p) Sanctioned but construction not started	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher,
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to not in the second structed and in use (n) Constructed and in use (n) Constructed but not in use (o) Under construction (p) Sanctioned but construction not started (q) Not sanctioned	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher,
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE Is pucca kitchen shed-cum-store: (m) Constructed and in use (n) Constructed but not in use (o) Under construction (p) Sanctioned but construction not started (q) Not sanctioned (r) Any other (specify)	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher,
	In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to n INFRSTRUCTURE Is pucca kitchen shed-cum-store: (m) Constructed and in use (n) Constructed but not in use (o) Under construction (p) Sanctioned but construction not started (q) Not sanctioned (r) Any other (specify) Information to be given for the points (a), (b), (c), (d) & (e)	parents, VEC members, Gram Panchayat members and cooks. ot opting for low remuneration School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
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11.	iii.General Impression of the environment, Safety and hygiene:				
	 The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 				
	ii. Are children encouraged to wash their hands before and after eating? Observation				
	 Yes, the children are encouraged to wash their hands before 				
	iii. Do the children partake in meals in an orderly manner?	Observation			
	 In more than 90 per cent schools visited, the children parta 				
	iv. Conservation of water?	Observation			
	 In all the sample schools potable water is kept and conserved 				
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation			
	 In all the sample schools safety measures are taken while 				
	COMMUNITY PARTICIPATION:	Discussion with head teacher, teacher, VEC, Gram			
12.	Extent of participation by	Panchayat members			
	Parents/VECs/Panchayats/Urban bodies in daily supervision,				
	monitoring, participation				
	Daily monitoring and supervision is done by the guardians and VEC members, but not on daily basis.				
	 No school has received other contribution in cash/kind etc. 				
13.	INSPECTION & SUPERVISION	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members			
	Has the mid day meal programme been inspected by any state/district/block level officers/officials?				
	 Most of the inspection and supervision is done by the block 				
14.	<u>IMPACT</u>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.			
	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?				
	 The midday meal scheme has been instrumental in increas 				
	 However, it does not appear as increasing as well as susta 	ining the attendance gained by the MDM.			
	 Some improvement on health has been noticed. 				
	 Other incidental benefits in terms of support to poor children, good practices related to health/hygiene and sare felt in the schools monitored. 				

15. List of schools visited in the district

	Please write the name of the schools in the districts for monitoring the MDM activities (even if the MI attached the
informa	tion at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG has to
send M	DM report to MDM Section of Ministry of HRD)
S.N	Name of the Schools
01	UPS. Halwaitola Parsa
02	MS. Shivpur Girl
03	PS. Haripur Girl
04	PS. Harlal Tola
05	UMS. Gaibanna
06	PS. Parsa
07	MS. Haripur
80	MS. Gorighat
09	MS. Dumaria
10	MS. Mukundi Santhali
11	UMS. Mukundi Dikwani
12	UMS. Malpakaria
13	UMS. Pakariya Khat
14	UPS. Manpur
15	UPS. Laxmikitta
16	UMS. Tarwara
17	UPS. Kumar Redi
18	UPS. Kumardih
19	UPS. Maghaiya Redi
20	UMS. Beldiha
21	UPS. Ranitikar

22	UPS. Bansipur
23	UPS. Chutiabathan
24	UPS. Nilkanthapur
25	UPS. Dahutola
26	UMS. Kumarsi
27	PS. Babupur
28	MS. Maheshlitti
29	MS. Tardiha
30	PS. Tardiha
31	UMS. Gandharwapur
32	PS. Makkihani
33	UMS. Barabandh
34	UMS. Pipra
35	MS. Bansdiha
36	UMS. Paraspani
37	PS. Tilolia
38	UPS. Khertola
39	UPS. Barhara
40	UPS. Pandutola
41	UMS. Kerwar
42	UMS. Hepnatola
43	MS. Kharyani
44	UMS. Kohwara
45	PS. Chilkara
46	UPS. Jagarnathpur
47	PS. Dwarichak
48	AMS. Pathargama
49	MS. Kanya Pathargama
50	PS. Kabutri Pathargama
51	MS. Tulsikitta
52	UMS. Balia
53	MS. Mohanpur
54	UMS. Manikpur
55 56	UMS. Nunapur UMS. Khutari
57	PS. Kanya Mahagama
58	MS. Gamaharia
59	UMS. Harinchara
60	UPS. Rahinkitta
61	UPS. Sirsakala
62	MS. Mahagama (Balak)
63	PS. Urja Nagar
64	PS. Durgapur
65	UMS. Mahuwara
66	UMS. Diyajori
	UMS. Maniyamor
68	UMS. Khadharamal
69	UPS. Harichara
70	PS. Tetaria
71	PS. Block Colony
72	MS. Mahadeo Bathan
73	UPS. Bariatola
74	UPS. Khas Pathar
75	UPS. Dumra
76	UPS. Chunachak
77	UMS. Raghunathpur
78	MS. Deotanr
79	MS. Gumma
80	UMS. Karudih
81	MS. Poraiyahat (Boys)
82	UPS. Chamudih
83	UPS. Uttartola (Deotanr)
84 85	UPS. Kumraha (Dangal Baghmunda) UPS. Amdumba
86	UPS. Amdumba UPS. Maijhdiha Bichtola
	UPS. Jhijhi Pahari
87	

88	PS. Beltopa
89	UMS. Prasuti
90	UMS. Sidwank
91	UMS. Kairasal Paharpur
92	UPS. Baghmara Kathaltola
93	UPS. Dhenukatta Bathantola
94	UPS. Chorwak Saraktola
95	UPS. Kundapani
96	UPS. Dorabandh
97	MS. Kanya Poraiyahat
98	MS. Banjhi
99	UPS. Saranda
100	UPS. Manoharpur
101	UPS Premnagar
102	UPS Dudhbecha

3. District Level Half Yearly Monitoring Report: SAHIBGANJ SSA

(The Ministry/TSG needs districts wise in formation/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	Sahibganj
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	1910
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	115
3.4	Date of visit to the Districts/EGS/schools	05.11.09 to -7.11.09
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 district (including spill over) block wise and how many of them have been opened block wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	Total number of schools sanctioned including sp Total number of the schools opened in the distri-	ct - 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.
	Not applicable.	
	Whether VEC/SMC etc. have received any funds for construction of the school.	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Not applicable.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable.	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	Number of posts sanctioned for teachers -00 Number of teachers in position - 00	
(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.
	 Not applicable. 	
(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.

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

(b) Civil Works:

(b) Civ	vil 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?				nal with nd wis he pro	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish itemwise 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 (Includin g spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not started
	Sch. Building	471	13	04	11	26	18	354	45
	ACR -1	872	03	02	07	22	23	238	577
	ACR - 3	402	35	15	22	70	48	153	59
	Drinking water	150	00	00	00	00	00	00	150
	Toilet	167	00	02	03	03	03	00	156
	BRC/CRC	13	00	00	00	00	00	02	11
(ii)	facilitie The tal drinking As per Whether SMC/V persons for executive Yes. The tal drinking drinki	ory of civil rify actual ite and valuate and valuate and valuate instructions as, BRCs/CRC reget including water facilit sample checution of civine members of	works is constatus by riance if a indicated. Ire on progrects etc. Ire spill over is ites, 167 toiler is item.	overed in to visiting to the visiting to visit the visiting to the visiting to the visiting to visiting the	he he en VEG sol buildin s: 471 sc RC/CRC. astructions cal To VEG abc trained for	gs, addition gs, addition hool buildings in the dist be verifie C/SMC and ve). r execution	nal class rooms, 872 ACI rict are most ad on the set of civil work	oms, toilets, drivers, toilets, drivers, toilets, drivers, drivers	nking water R - 3, 150 uality. sistance of le as in (ii)
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC? • Yes. The community manual has been prepared and usually available with VEC/SMC. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (in above).								
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed? • Yes. The ramp is being constructed in all the ACRs coming up recently.			le as in (ii)					
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?			cor	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).				
	Yes. The VEC/SMCs are keeping separate acco Who is designated for Technical Supervision for civil					To be obtained from the SPO/DPO and then			
(vii)	works? What lev	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?					verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).		
(viii)	Engineers posted at block level are designated The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage? The technical person did visit the sites at least			he To VEC tel abo	be verified C/SMC and eve).	d on the s I School Te	spot with ass achers (samp	le as in (ii)	
	visits varies depending upon the nature of the work on progress.								

	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the		
<i>(</i> ')	drinking water facilities provided in the schools	spot with assistance of VEC/SMC and School		
(ix)	visited by MI? The quantum of funds utilised from	Teachers (sample as in (ii) above).		
	Swajaldhara and TSC and SSA in the sites visited?			
	and Total Sanitation Campaign for the construction of			
	Whether construction of drinking water facilities in	To be verified on the spot with assistance of		
(x)	schools is being carried out by a specialized Agency or VEC/SMC?	VEC/SMC and School Teachers (sample as in (ii) above).		
	 The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 			
	Is there any convergence with Total Sanitation	Status to be obtained from SPO updated at DPO		
(1)	Campaign (TSC) taking place in respect of toilet	in districts visited by MI. To be verified on the		
(xi)	facilities in the schools? The quantum of funds	spot with assistance of VEC/SMC and School		
	available from TSC and SSA in the sites visited?	Teachers (sample as in (ii) above).		
		nitation Campaign for toilet facilities in the schools.		
	What is MI's impression of quality construction in	To be assessed on the spot. (Sample as in (ii) above).		
(xii)	sites visited by MI? • As per MI the construction in sites visited an	1		
, ,	As per MI the construction in sites visited are of average quality. The use of 'Bangla' bricks for construction work has been the most common complaint by the villagers in the district. It is worth			
		last as salt is used for speedy preparation of bricks.		
	Is there a civil works in charge at SPO level? Is it an	Status to be obtained from SPO and to be verified		
	engineering person or other? What format &	from schools visited by MI.		
	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			
(xiii	evaluation? If so, please give details?	1		
)	Yes. There is an engineer in charge at SPO level. The frequency of regionizer presence of districts in recently.			
	The frequency of reviewing progress of districts is monthly. A structured format is used for reviewing the progress.			
	A structured format is used for reviewing the progress. Stope taken to ensure quality by SPO:			
	Steps taken to ensure quality by SPO: Strictly follow the blue print			
	Strictly follow the blue print Check the quality of materials being used			
	Frequent visit to construction sites for supervision			

(c) Textbooks:

(i)	Total number of children (district-wise) to whom, free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.			
	 Total number of books received - 238732 Total number of books distributed – 229009 No details regarding the number of boys & available. 	girls and SC/ST category of children benefited are			
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.			
	 The textbooks were received within the months of Feb. to Sept 2009 and were distributed from March to Oct. 2009. 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.			
	 No delay in distribution of textbooks was reported. Whether free textbooks have been distributed for all subjects and for all classes and to all eligible. 	ed. To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of			
(iv)	children?	textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.			
	 Yes. Free text books have been distributed for The books have been distributed to all eligible 	•			

(d) School grants:

Information to be obtained from SPO office and to Total number of schools district-wise in primary and upper primary to whom school grants are be updated from the DPO in districts visited by MI. approved for the current financial year? Have A copy of the guidelines is to be enclosed with the these funds released to the districts, if so when Monitoring Report. (the school grants are to be received by the (xvi) school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Total number of schools (PS &UPS) to whom school grants are approved – 1910 The funds were received by the district, and were Yes. The guidelines have been issued on how to utilize the grant. Whether the DPO has released funds for school Information to be obtained from DPO in district grants @ Rs. 5000/- per primary and @ Rs. 7000/visited by MI and to be verified in schools visited by per upper primary school to the school/VEC/SMC MI. A copy of the guidelines is to be enclosed in the accounts, if so when? The number of schools to Monitoring Report. whom, releases have been made? Has DPO (ii) circulated guidelines to the school level for utilization of the school grant? The DPO has released to the concerned VECs representing 1671 schools (1335 primary & 439 upper Yes. The guidelines have been circulated by DPO for utilization of the school grant. Has the DPO made centralized purchases for Information to be obtained from DPO of districts schools out of the school grant? If so, for what visited by MI. (iii) purpose and what is the amount utilized? No centralized purchases have been made by DPO out of the school grant. The actual date of receiving school grants by To be verified on the spot from the passbook and school/VEC and the utilization of the grants. expenditure statement maintained by school/VEC. (iv) Whether there was any delay in receipt of grants? There was no delay reported in receipt of grants Utilization details (percentage of utilization and To be verified on the spot from the passbook and items) for the last year's school grants received expenditure statement maintained by school/VEC. by the school/VEC. (v) Almost all the schools visited by MI have utilized more than 90 per cent of the grant received. In some cases the grant could not be utilized due to transfer/retirement of the headmaster, migration of the VEC chairman etc.

(e) Teachers and Teachers Training:

(0) 100	chers and reachers framing.			
	Number of additional Teachers sanctioned in the district under SSA in primary and upper primary schools and the number of Teachers in position	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.		
(i)	therein?			
	 Number of additional teachers sanctioned – 17 	00		
	 Number of additional teachers appointed & in p 	position – 646		
	 Number of position to be filled - 1054 			
	What is the mode of recruitment of the teachers	Information is to be obtained from SPO and to be		
	and the level/authority (DPO/VEC etc), which	updated in DPO in respect of districts visited by		
	recruits the teachers? What is the procedure	MI.		
	followed in the recruitment of teachers?			
	Teachers are recruited as per 1:40 (teacher student ratio)			
	The recruitment is done by block level officials and the members of VEC/SMC.			
(ii)	The procedures followed for the recruitment:			
	General notification issued			
	Application received against the vacancy			
	General meeting arranged by VEC			
	VEC recommends the names of suitable candidates			
Block level Shiksha Samiti approves the selected candidates after checking the conorms followed by VEC.				
	Nature of appointment of teachers i.e. whether it is	Information is to be obtained from SPO and to be		
(iii)	a regular appointment or contract basis?	updated in DPO in respect of districts visited by MI.		
	Teachers are appointment on contract basis.			

	If VEC/Panchayat etc. is empowered to make	To be ascertained from DPO and VEC.		
	decentralized recruitment of teachers whether such	To be ascertained from DPO and VEC.		
	recruitment procedures have been laid down?			
	What is the level of satisfaction amongst local			
(iv)	community of such recruitment?			
	The decentralized recruitment procedures have	e been laid down.		
		e appointment of teachers, but to some extent.		
		nmunity is not at all happy by the appointment made by		
	VEC/SMC.	, 11, , 11		
	In respect of the schools visited by MI, the number	Information to be obtained from the school and		
	of teachers sanctioned for the schools, the number	from the VEC. The list of the names of teachers		
	of teachers in position, the number of teachers	absent and those who are habitually absent must		
	present in the school on the day of visit, the names	be given in the report.		
	of the teachers absent on the day of visit. Whether			
(v)	any teacher is a habitual absentee?			
	The number of teachers sanctioned – 339			
	The number of teachers in position – 265	the endeds 1044		
	The number of teachers present on the day of the number of teachers present on the day of the number of teachers are also and the number of teachers are also and the number of teachers.	tne visit – 244		
	The number of teachers absent – 21 Compared to a leave of the le			
		y away from the school but none of them was a habitua		
-	absentee. How was the rapport between children and the	To be ascertained from the VEC and observed		
(vi)	teachers in the schools visited?	during the visit by MI.		
` ′		as observed as satisfactory in the schools visited.		
	The target number of teachers in the district to be	To be ascertained from the SPO and updated from		
	given in-service training and the actual number of	the DPO in respect of the districts visited by the		
	teachers given such training in State/district	MI and to be verified from the teachers in schools		
	visited? Is there a training calendar for teachers	visited by MI.		
	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			
(vii)	getting feedback from teachers?	2007		
` ′	Target number of teachers for in service training – 3997 Actual graph and the above given graph training – 1999.			
	Actual number of teachers given such training Vac. There is a salander for teachers training.	- 1302		
	Yes. There is a calendar for teachers training. Vanua for training is generally RPC/CPC.			
	 Venue for training is generally BRC/CRC. English (JET), Maths, Science, 'Bunivad' etc. 	are some of the contents /themes dealt with in training		
	for the teachers.	are some of the contents /themes dealt with in training		
	 Almost all the trainings are held as residential. 			
	 Modules are prepared by the specialized/profes 	ssional groups.		
		feedback is taken through evaluation format during the		
	training.	Toosbaak to taken till bagir ovaldallon tollilat dalling till		
	The target number of newly recruited teachers in	To be ascertained from the SPO and updated from		
	the district to be given orientation training of 30	the DPO in respect of the districts visited by the		
	days and the actual number of teachers given such	MI and to be verified from the teachers in schools		
,	training, and venue of the training, for how many	visited by MI.		
(viii)	days and who were the Master Trainers? What was			
	the monitoring done for ensuring quality of the			
ļ	training?			
	Target number of newly recruited teachers to be	· ·		
	Actual number of teachers given such training - The Actual number of teachers g			
	The target number of teachers in the district to be given refresher training of 60 days and the actual	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the		
	number of teachers given such training. What was	MI and to be verified from the teachers in schools		
	the mode of training (institutional or distance);	visited by MI.		
	venue of training? Module and content of training	violica by iiii		
(iv)	and who prepared it? Who were the trainers? What			
(ix)	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?			
<u>-</u>	Target number of teachers for refresher training	g – 3997		
	 Target number of teachers for refresher training Actual number of teachers given such training 	-1026		
(x)	Target number of teachers for refresher training			

- 70 per cent teachers are satisfied with the training are satisfied to some extent, whereas 20 per cent are very much satisfied and around 10 per cent are reported not satisfied at all.
- However, the teachers are of the opinion that they should be rigorously trained on the subjects included in the syllabus.

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

d. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?

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

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

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

- The expected number of visits for BRPs is once per school per month; whereas for CRPs, it is at least four times per school per month.
- However, the number of visits increase as required, i.e. monitoring of MDM, quality monitoring etc.
- In general, the expected number of school visits is being followed in the district.

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

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

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

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

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

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

- Not applicable as there are no EGS/AIE centres in the area.
- However, a project proposal has been sent to the state for GIAC approval from NGO.

(xxv)

(xxvi)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	 Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

		14 11 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2	
	The total number of teachers eligible to receive TLM	Information to be obtained from SPO and updated	
(x)	grants in the district and the details of grants	by DPO in respect of the districts to be visited by	
()	released to the district?	MI.	
	 Total number of teachers eligible to receive TLM 		
	The date of release of TLM grant from DPO and the	Information to be obtained from DPO and to be	
	number of teachers covered? Whether any	verified in schools visited by MI. A copy of the	
	Instructions have been issued in respect of	instructions be enclosed with the report.	
(xi)	utilization TLM grants by DPO/SPO?		
	 The months of July & September 2009 were the 	dates for release of TLM grant.	
	 The total number of teachers received TLM grant 	s – 3956	
	 Yes. The instructions have been issued in respect 	et of utilization TLM grants.	
	The date of receipt of TLM grant by the teacher and	Information to be verified on the spot in respect of	
	details of its utilization? Whether the TLM materials	schools visited by MI.	
	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?		
(xii)	Was there cross sharing and demonstration of good		
	practices amongst teachers done?		
	 TLMs are displayed in 79 per cent schools monited 	ored.	
	 TLMs are kept separately in 13 per cent. 		
	 No TLMs were verified in 8 per cent schools. 		
	 Nature of TLM: letter card, word card, number ca 		
	 The children are using the TLMs displayed in class 		
	The teachers have received training on TLM devel		
	 The usual venue for training is CRC and the CRPs are the trainers. Cross sharing and demonstration of good practices are done. 		
1			

(g) 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).	updated from the DPO in respect of the district visited by the MI.
	The number of EGS/AIE centres in the district.	- 00
		7 children has been sent to the State for the approval.
	The details category wise are as given below:	
	• 330 NRBC – 2444 children	
	• 90 RBC – 1003 children	
(")	• 12 Innovative – 320 children	Intermedian in the head three ODO and
(ii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	 Target number of children – 3767 	
	 Number of children actually enrolled – 00 (Prog 	
(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	 The number of children enrolled – 00 (Proposa 	ul stage)
	The number of children actually attending - 00 (Proposal stage)	

(iv)	The number of EVs working in the district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	 The number of EVs/Para/Sahyogi teachers – 1 15 days Induction training – 336 8 days In-service training (residential) – 00 10 days In-service training (non-residential) – 0 	
	 Trainings given to them by BRC/CRC/DIET. General feedback: training should be given on 	
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	 Yes. They are given academic support by the The frequency of support is at least four times Yes. Instruction has been issued by DPO. 	a month.
(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.
	Educational qualification:	o graduate. For teaching Mathematics, Science and e subject is preferable.
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether, there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	The amount of monthly honorarium: Intermediate — Rs. 2500/- per month Trained Intermediate — Rs. 3000/- per month Graduate — Rs 3000/- per month Trained Graduate — Rs. 3500/- per month Payment of monthly honorarium is made through banks from VEC.	
(viii)	 A revised structure of monthly honorarium is o Whether EV is regular in his attendance? 	To be ascertained from VEC during field visits by MI.
(ix)	 Yes. Their attendance could be adjudged as rewind 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
(x)	No. There is no such post in the district. Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	 Yes. There is a monitoring format available wit The frequency of submission of furnished infor 	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	 Target number of EGS/AIE centres (including section) Number of achievement – 00 	spillovers) to be upgraded in the district – 00

(xii)	Whether SPO has issued necessary instructions to	Information to be obtained from SPO office and
	the DPOs with reference to up-gradation of EGS centres to primary schools, and whether funds have been released for the same?	updated from DPO office in respect of the districts visited by MI.
	Not applicable.	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	 Not applicable. 	
(xiv)	Whether the actual up-gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	 Not applicable. 	,
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
•	Not applicable.	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	 Not applicable. 	
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	 Not applicable. 	
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Not applicable.	
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students? • Not applicable.	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.
(xx)	What is the infrastructure available in the EGS/AIE	To be accomplished and absoluted design also Field
` ,	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.
, D	Not applicable.	I - -
(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.
(xxii)	Not applicable. 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.
(xxiii)	Not applicable. The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Not applicable.	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
, ,	Yes. The rapport between Para teachers and control of the rapport between Para te	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Not applicable.	_

	The number of CWSN children identified, district-	Information to be obtained from the SPO and to	
(i)	wise, and the number of children enrolled during	be updated by DPO in respect of the districts	
	• Number of CWSN children identified – 1939	visited by MI.	
	Number of CWSN children identified – 1939 Number of Children enrolled – 1869		
	Number of CWSN children benefited – 218		
	The number of children who have been provided	Information to be obtained from the SPO and to	
	with aids and appliances, district-wise, during the	be updated by DPO in respect of the districts	
(ii)	current financial year.	visited by MI and verified with sample checks	
(a)	, , , , , , , , , , , , , , , , , , ,	during field visits.	
	 Number of children provided aids – 205 	-	
(ii)	Whether there are any difficulties in getting and	Information to be obtained from SPO/DPO.	
(h)	utilizing the aids and appliances.		
(5)	No difficulties.		
	The number of resource teachers identified in the	Information to be obtained from SPO/DPO. List of	
	districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for	NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done	
	the resource teachers/NGOs?	during field visits by MI to ascertain the tasks	
(iii)	the resource teachers/NGOS.	being done by Resource Teachers/NGOs for	
()		CWSN.	
	The number of resource teachers identified in t	he district – 09	
	So far, no NGOs associated with.		
	Yes. The guidelines have been issued for the resource teachers/NGOs.		
	Whether the district has an IED coordinator?	Information to be obtained from DPO of districts	
(')	Whether he has been oriented and whether he has attended any capacity building programme at the	visited by MI.	
(iv) (a)	State level?		
(a)	No. However, an APO is in-charge of the IED activities.		
	 Oriented, but not received any capacity building programme at state level. 		
	Whether the State has prescribed any monitoring	Information to be obtained from DPO/District IED	
	format and the frequency with which the	in charge/ Coordinator. Copy of the format to be	
(iv)	information is furnished to SPO? Is there an IE	obtained and enclosed with a report of MI.	
(b)	Coordinator of SPO? How knowledgeable is he or		
()	she in this area? How many trainings and workshops has she/he attended?		
	No.		
	How many schools have been provided with	Information to be obtained from DPO and to be	
(, .)	ramps?	verified in the schools visited by MI with the	
(v)		assistance of VEC/Teachers.	
	 As per sample check all the schools have beer 		
,	How many children have been provided home	Information to be obtained from SPO/DPO and	
(vi)	based support during the current financial year?	one or two sample checks be done by MI.	
		ided home based support in the current financial year.	
	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	
(vii)	during the current infancial years	VECs/school teachers.	
	No parents have been given counseling during		
	The number of CWSN children stated to be	Information to be verified on the spot with the	
	enrolled and actually present in the schools/EGS	assistance of VEC/Teachers.	
(viii)	centres visited by MI?		
	 Number of CWSN children enrolled – 126 		
1	 Number of CWSN children actually present - 9 	23	
(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	
1	 Number of CWSN children actually present - 9 	23	

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

	(i)	The number of clusters targeted block-wise, and the number of model cluster schools actually made functional during the current financial year? • Number of model clusters actually made functions.	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
L		Number of model clusters actually made functional – 116 (Cumulative till date)	
	(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.

	Status of physical facilities in model clusters:		
	• Number of target ACRs – 47. Below plinth level 04, plinth level 02, lintel 02, roof level 04, roof		
	casting 05 and finishing 28. Yet to be started 02.		
	No details regarding safe drinking water facility, toilet facility and the Electrification in the model		
	clusters. Whether model clusters in the district have been Information to be obtained from the SPO to be		
	provided with gender sensitize teaching learning	updated from DPO. The actual implementation to	
	materials, vocational training, bridge courses,	be verified in respect of MCS visited by MI in	
	gender sensitization to teachers and additional	schools and local community.	
/:::\	efforts to mobilize community and women's groups	•	
(iii)	in favour of girls education?		
	'	een provided with gender sensitive Teaching Learning	
	Materials.		
	NPEGELs are also having vocational training	. But, they are neither conducting bridge course nor	
	having ECCE centres Whether funds have been released for NPEGEL	Information to be obtained from the SPO to be	
	programme in time and district-wise quantum of	updated from DPO visited by MI.	
(iv)	funds and date of release of funds?	apaatoa nom 21 o violtoa 27 iiii	
	Yes.		
	a. Whether a district gender coordinator is in	To be ascertained from DPO with District Gender	
	position?	Coordinator. A copy of monitoring format be	
	b. Whether a monitoring system to check progress	enclosed in Report. Information to be taken from	
()	in girls' education intervention has been	SPO.	
(v)	developed in State SSA programme and with		
	what periodicity is it reviewed?		
	Yes.		
	Yes. There exists a system to monitor it on a regular basis.		
	The number of ECCE centers operational under	Information to be obtained from the SPO to be	
(vi)	Innovation Head funds (Rs. 15 lakhs for girls'	updated at DPO level. The actual implementation to	
(,	education) and/or NPEGEL, district-wise?	be verified in field visits by MI.	
	Number of ECCE centres operational – 00 Whether the State has prescribed any monitoring	Information to be obtained from SPO/ DPO. Copy	
	format for this activity and the frequency with which	of the format to be obtained from SPO/ BPO. Copy	
(vii)	the information is furnished to SPO?	report of MI. Sample check by MI in the field visit.	
1	Yes. There is a monitoring system to monitor m		

(j) Katurba Gandhi Balika Vidayalaya (KGBV):

Number of KGBV sanctioned block-wise and the Information to be obtained from SPO office and to

(i)	Number of KGBV sanctioned block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.	
	 Number of KGBV sanctioned – 08 Number of KGBV operational – 08 		
(ii)	The number of KGBV in the district 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.	
	 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.	
, ,	Yes. The detailed guidelines have been drawn in the second of the s	up to run the KGBV.	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	Number of KGBV with complete formalities for construction - 08		
	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.	
(v)			
	 Number of posts sanctioned – 56 In position – 56 		
	Position vacant – 00		
	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.	
(vi)	 Total number of students targeted for admission 	n – 1600	
	 Total number of students admitted – 974 		
	 Class-wise enrollment of students – VI-330, VII- 	-181, VIII-231, IX-100, X-32.	

		tails of facilities available such as furniture, g, meals to be verified by MI in respect of visited.	To be obtained on the spot in respect of KGBV visited by MI.
	•		actory. Other facilities in terms of furniture and bed are them do not have their own campus/building along with
(vii)	•		ppear to be convenient and conducive enough as newly coming up sites are away from main habitation the girls and the lady staff members.
	•	The strength and specialization of academic number girls and added standard per year.	staff is largely insufficient to look after the increasing
Almost all the KGBVs are having only one cook to look after the second sec		Almost all the KGBVs are having only one cook	to look after the quality/quantity of meals in time.

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

(k) Disti	District Information System for Education (DISE):			
	Whether EMIS set up in each district of the State/UT and whether requisite computers and	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.		
(i)	computer operators have been put in position?	be apadica from 51 0 of the district visited by init		
	• 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		
	 Up to Dec. 2009. 			
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.		
	 Yes. 			
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.		
	Yes.			
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.		
	 Yes. 			
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.		
	Yes.			
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.		
	 Yes. 			

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	 The number of research sanctioned - 00 	
	The number of studies sanctioned in the previous	Information to be obtained from the SPO and to be
(ii)	calendar year and the number of them completed.	updated from the DPO.
1 , ,	Not applicable	

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

	Yes.				
(m) Fu	nctioning of the VEC:	Information to be obtained from the CDO and to be			
	The total number of village/school level/ management committees constituted in the	Information to be obtained from the SPO and to be updated by the DPO.			
(i)	district?	apuated by the bi o.			
	Total number of VEC – 1910				
	A copy of the guidelines on delegation of powers	Information to be collected from the SPO/DPO and			
(ii)	to VEC/SMC and whether these guidelines are	to be verified from the VEC/SMC during the Field			
(11)	available with the VEC?	visit by MI.			
	Yes. The guidelines are provided and available				
	Guidelines given on adequate representation to	Information to be collected from the SPO/DPO and			
	women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	to be verified from the VEC/SMC during the Field			
(iii)	Yes. The guidelines are given on adequate rep	visit by MI.			
	The actual number of women associated in the				
	The frequency of meeting of VEC as per the	Information to be obtained from VEC and verified			
	guidelines and the actual dates of meeting of the committee during the six months preceding the	on the basis of records, in villages/schools visited by MI.			
	visit of MI? The total number of members of VEC	by Mi.			
	and how many are attending the meeting				
(iv)	regularly? Whether women and SC/ST members of				
()	these Bodies participate regularly in the meeting?				
	The frequency of the meeting is once in a month.				
	The number of members is 15 in primary and 21 in upper primary schools.				
	As per sample check members of 40 per cent \(\)				
	Yes. The women/SC/ST members participate r				
	Whether members of the VEC have been oriented and the percentage of the members oriented?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field			
	When these trainings were held? Who conducted	visit by MI.			
(v)	the trainings? What is the VECs perception of the	113.1. 2 y			
	No orientation has been organized against the target of 8586 VEC members.				
	Orientation training is usually conducted by BR				
	The contribution made by VEC in improving the	Information to be obtained from VEC and verified			
	environment of the school, enrolment and	on the basis of records by MI during field visits.			
	attendance of teachers and students?				
(vi)	 A sizeable number of VECs have contributed s 				
	The active VECs have definite impact in terms				
	Their participation has improved enrollment/att				
	Therefore, they urgently require orientation and Whether VEC is maintaining property and of fundamental and the second of fundamental and the secon				
(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.			
(VII)	Yes.	OF TEO and to be cross-checked with DFO.			
	Is there any programme officer in-charge for	Information to be obtained at SPO level. See			
	Community mobilization/participation at SPO	formats and record of SPO			
(viii)	level? Is the person aware of his/her role? What				
	types of monitoring or capacity building is done?				

(n) Staffing at State and District Level:

Yes.

(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? • Yes. The number of meetings of the General Body and			mation to be ob	ained from SPO.	d verified
(ii)	Number of meetings -12	ar?	from	their records.		
(iii)	The total number of staff sanctioned car in the district office and the number in p action taken to fill up the vacancies?	tegory wise position and	_		tained from SPO and tts visited by MI.	d verified
	Category	Sanction	ed	Filled	Vacant	
	District Programme Officer (DPO)	01		01	00	
	Addi. District Programme Officer	01		01	00	
	Asstt. Programme Officer	04		03	01	
	A/c Officer	01		01	00	
	Asstt. Engineer	01		01	00	
	Asstt. Comp. Programmer	01		00	01	
	Accountant	01		01	00	
	Steno/Com. Operator	01		01	00	
	Dist. Resource Person	02		02	00	
	Asstt. Resource Person	00		00	00	
	Data Entry Operator	02		02	00	
	A/c Assistant	00		00	00	
	Store Keeper	00		00	00	
	Purchase Assistant	00		00	00	
	Typist	00		00	00	
	Driver	00		00	00	
	Peon/Night Guard	00		00	00	
(iv)	The number of BRCs/CRCs sanctione position and action taken to fill vacancie No. of BRCs sanctioned – 09 No. of CRCs sanctioned – 74				tained from SPO/DP of BRCs/CRCs visite	
(v)	Does SPO have clearly laid down rules/ for filling up posts of SSA? • Yes.	regulations	To b		SPO through che	cking of

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

• Efforts have been made to enroll students/children i.e. SC/ST, minority and the girls in order to streamline those vulnerable sections of the society.

(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.
	 Around 46 per cent of the schools had workin The rest 54 per cent schools had working day 	• , ,

	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.
(ii)	 More than 75 per cent schools have reasonabl The overall quality of construction could be a and proper flooring. Windows are often broken and roofing appeare Around 20-30 per cent schools have playground 	djudged as average in terms of furnished class rooms ed to be poorly finished.
(III)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
(iii)	 Most of the schools do not have proper sitting a Blackboards are there but not so smooth. TLMs are either missing or kept separately. 	arrangements.
(iv)	Whether health camp facility was made available to the children during the previous six months? • Health camp facilities were made available in s	Information to be recorded on the basis of school records.
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	A large number of schools are in poor condition If there is low attendance the reasons for the	n in terms of play materials. Information to be obtained from the teachers/VEC.
(vii)	Despite MDM most of the schools are witnessigned.	0
	The reason is lack of awareness and mind set Irregular or nonexistence of parent teachers meaning the set of the section of the sect	01
(viii)	and by the VEC/SMC/PTA etc? • Frequency of parent teachers meeting has been seen as the second of t	VECs etc.
(ix)	What is the present process of assessing the achievement level of students? • Periodical evaluation tests are conducted to as	Information to be recorded on the basis of school records.
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	Yes. The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
(xi)	work culture in the society. Lack of job security and absence of incentive	knowledge, lack of commitment and the overall existing ves for the Para-teachers largely affecting the overall
(xii)	functioning and achievement level of the children. The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
(xiii)	 The rapport of the children with the students is Whether the school has under age or over age children if so, their number and percentage? 	Information to be recorded on the basis of school records and observations.
, ,	Yes. Around 5 per cent. The number of children who have dropped out of	To be ascertained from teachers/VEC schools
(xiv)	the school during the previous six months. Whether they are continuing their studies in any private schools?	records.
	 The per cent of drop outs was reported to be very seasonal (Harvesting or rainy season) absention affair in the district. 	ery high. ace of a large chunk of children has become a regular
(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.
	Around 5 -10 per cent of students usually retain	ned 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)

 (i) Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.

 (ii) The program should not be a number game of target alike many other Govt. ventures in the past.

 (iii) It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to

- bear the intended fruits.
- (iv) The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program.
- (v) The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort.

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

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.

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.

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. **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.

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

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.

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.

Note: Kindly find all the enclosures i.e. circulars, guidelines, formats etc. as Annexure.

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.

Note: Please write the name of the schools 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 MDM report to MDM Section of Ministry of HBD)

	eport to MDM Section of Ministry of HRD)
SN.	Name of the Schools
01	P.S. Talbana
02	P.S. Sanskrit Talbana
0	M.S. Kanya Kamladevi Talbana
04	P.S. Gull Bhatha
05	U.M.S. Sadanpur Bhatha
06	A.M.S. Kanya Pokharia
07	P.S. Chhota Pachgarh
08	U.M.S. Bara Pachgarh Borio
09	A.M.S. Balak Pokharia
10	M.S. Raibanna
11	M.S. Police Line Borio
12	U.P.S. Gouchar
13	U.P.S. Naya Tola Lal Badhani
14	U.P.S. Ashram Tola
15	U.P.S. Kuldeep Singh Tola
16	U.P.S. Arsad Tola
17	U.P.S. Munilal Tola
18	U.P.S. Dhisumandal Tola
19	U.P.S. Samad Tola
20	U.P.S. Haji Arshad Tola
21	U.P.S. Muzaffar Tola
22	U.P.S. Rahman Mandal Tola
23	U.P.S. Anjuman Nagar
24	U.P.S. Khokha Singh Tola
25	U.P.S. Ramnath Tola
26	P.S. Pual
27	P.S. Badara Kaso
28	U.M.S. Pathar Gatha
29	U.P.S. Khetori Tola
30	U.M.S. Kadma
31	U.M.S. Marcho
32	M.S. Aprol
33	U.P.S. Balidih
34	P.S. Mongra
35	M.S. Borio (Balak)
36	M.S. Kanya Borio
37	U.M.S. Harinchara
38	U.M.S. Gouripur
39	U.M.S. Patlohra
40	P.S. Nagarvitta
41	U.M.S. Dhonwasa
42	U.M.S. Renukita
43	U.M.S. Baramasia
44	U.M.S. Amjhor South
45	U.M.S. Ganthipradhan Tola
46	P.S. Hariyala
47	U.M.S. Boyahi
48	U.M.S. Hethchatra
49	U.M.S. Masania
50	U.M.S. Asanmona
51	U.M.S. Talidih
52	U.P.S. Gaypani
53	P.S. Kaurikusum
54	U.P.S. Mahuakol
<u> </u>	

55	U.P.S. Tiribaitar	
56	U.P.S. Rakshi	
57	U.P.S. Ranidih Keshwatoli	
58	P.S. Jhilli Karharia	
59	M.S. Urdu Kadma	
60	U.P.S. Kaldigora	
61	U.P.S. Bandar Kola	
62	P.S. Dudhani	
63	U.M.S. Rakshi	
64	U.P.S. Jaher Tola	
65	U.M.S. Bhognadih	
66	U.M.S. Dariapur	
67	P.S. Asanbani	
68	U.M.S. Manjhi Tola	
69	P.S. Dumaria	
70	M.S. Khutana	
71	P.S. Petkhasa	
72	U.M.S. Raghunathpur	
73	P.S. Dhobdiha	
74	M.S. Barmasia	
75	A.M.S. Barhait	
76	P.S. Kundli	
77	P.S. Babapur	
78	P.S. Babapur	
79	M.S. Phoolbhanga	
80	P.S. Hathmari	
81	U.P.S. Tetaria	
82	U.P.S. Brindaban	
83	U.P.S. North colony Sahibganj	
84	U.P.S. Mathadih	
85	U.P.S. Dayalpur	
86	U.P.S. Balu Tola	
87	U.P.S. Garapani	
88	U.P.S. Murgabani	
89	U.P.S. Do Muhani	
90	U.P.S. Gosaichak	
91	U.P.S. Basko Bero	
92	U.P.S. Khesari Pahar	
93	U.P.S. Rupatak	
94	U.P.S. Jhirik Bhitha (West)	
95	U.P.S. Khaira	
96	U.P.S. Sonjhor	
97	U.P.S. Sahara	
98	U.P.S. Badem	
99	U.P.S. Simaria	
100	U.P.S. Jagori	
101	U.P.S. Lalmati Mirza Chouki	
102	UPS Leelatari Pradhan Tola	
103	UPS Motijheel	
104	UPS Bichkani Pahar	
105	UPS Dhangipur	
NPEGEL		
106	M.S. Kanya Borio	
107	U.M.S. Gouripur	
107	U.M.S. Baramasia	
109	M.S. Urdu kadma	
110	U.M.S. Raghunathpur	
111	P.S. Dhobdiha	
KGBV		
112	K.G.B.V. Mandro	
113	K.G.B.V. Borio	
114	K.G.B. Sahibganj	
115	K.G.B.V. Barhait	

(s) Mid-Day Meal Scheme: SAHIBGANJ

3.1	Name of the District Monitored	Sahibganj
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	1910
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	115
3.4	Date of visit to the Districts/EGS/schools	05.11.09 to -7.11.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons			Students, Teachers & Parents	
1.					
	for the s	same?			
	•	Hot and cooked meal is se	erved in all the san	nple schoo	S.
	•	However, in some of the s	chools, supply of f	food grains	was affected during the state wise strike of the BEEOs.
	TRENDS:			School level registers, MDM Registers Head Teachers,	
	Extent of variation (As per school records vis-à-vis actual on the day of visit)			Schools level MDM functionaries / Observation of the monitoring team.	
	No. Details Day On the				
			previous to	day of	
2.			date of visit	visit	

	i	Enrollment	21102	21102	
	ii	No. of children attending the school	13119	9963	
	iii	No. of children availing MDM as per register	13119	10163	
	iv	No. of children actually availing MDM	13119	9907	
	•	On the day of visit, around	48 per cent chi	ldren atten	ded the school and most (97 per cent) of them actually had
	•	MDM. It was observed that the usu	ial attendance i	in the distri	ct is alarmingly low. Poor attendance against the enrollment
		causing less consumption of	food grains.		<i>.</i> .
	REGULA LEVEL:	ARITY IN DELIVERING FOOD	GRAINS TO S	<u>SCHOOL</u>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
		school receiving food grain	regularly? If th	nere is	
		lay in delivering food grains		xtent of	
	•	elay and reasons for the sam All the sample schools are g		ins regularly	у.
3.	•	No delay has been reported	in this regard.		
		buffer stock of one-month's aintained?	requirement is	S	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	(vii) le f	In all the sample schools but the food grains delivered at t		e month red	quirement is maintained. School level registers, MDM Registers, Head Teacher,
	(XII) 13				School level MDM functionaries
	• DECIII /	The food grains are provided ARITY IN DELIVERING COOK			monitored. School level registers, MDM Registers, Head Teacher,
		LEVEL:	ING COST TO		School level MDM functionaries.
		school receiving cooking co			
		gularly? If there is delay in d ests, what is the extent of del			
	•	All the sample schools are r			n advance regularly.
4.		se of delay, how schools ma e is no disruption in the feed			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	•	In case of delay, interim arra	angement is do	ne by seeki	ng the help of schools nearby or VECs arrange of their own.
		cooking cost paid by Casl annel?	n or through	banking	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	•	The cooking cost is paid thro	ough banks in t	he sample	
_		EQUITY:			Observations
5.		observe any gender or caste nation in cooking or serving		у	
	arranger •		gender, caste c	or communi	ty is observed in cooking, serving or seating arrangements.
		Y OF MENU: iii) Has the school			Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and
6.	(V)	menu, and is it able to			cooks.
	•	displayed? In almost all the sample sch	ools the manus	was display	hav
	•	However, none of the samp	le schools was	noticed as	adhering to the menu displayed.
	•				hike in the price of the food stuff.
		s there variety in the food se ood served daily?	rvea or IS the S	same	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	•	The schools try to have som			
	κi)	y) Does the daily menu includ preparation, dal and			Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	•	In all the sample schools, ric However, pulses are served			ally included in the daily menu.
	Wheat was not seen as essential part of the daily menu in any of				u in any of the schools covered.
		Y & QUANTITY OF MEAL:			Observations of Investigation during MDM service
		k from children on			
	a) Qualit	y of meal:			

7	- In many a thorn OO many and a small a sale also as you the a	library the many and in most/sleady and took, on well	
7.	b) Quantity of meal: b) Quantity of meal:	hildren the meal served is neat/clean and tasty as well. Observations of Investigation during MDM service	
	The children do feel that the quantity of the meal is suf-	fficient	
	c) If children were not happy Please give reasons and	Observations of Investigation during MDM service	
	suggestions to improve.	Observations of investigation during MDM service	
	The children are unhappy about the quality and quanti	ty of the meal in 5 per cent schools monitored.	
		Cs/SMCs need special orientation on health and hygiene.	
	SUPPLEMENTARY:	Teachers, Students, School Record	
		rodonoro, otadonto, ocinoci ricocia	
	(vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?		
8.	 Micronutrients, such as Vitamin A – dosage and folic/c sample schools. 	de-worming are not being provided to the children in the	
0.	 However, iron tablets are being provided to the adoles 	cent girls	
	(viii) Who administers these medicines and at what	Teachers, Students, School Record	
	frequency?		
	Usually, Govt. agencies administer these medicines at The foregoing of constitution the agencies is a good of the second o		
	The frequency of providing the services is most often of the services is most often of the services.		
	(ix) Is there school Health Card maintained for each child?	Teachers, Students, School Record	
	In none of the sample schools health card is maintaine		
	STATUS OF COOKS:	Observations and discussion with children teachers,	
	Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	parents, VEC members, Gram Panchayat members and cooks.	
9.	Sahayika.	the appointed members popularly known as Sanyojika and	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	The number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers is reported as sufficient in the number of cooks/helpers in the numb	to meet the requirement in almost all the schools visited	
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	The remuneration paid to cooks/helpers varied from the cooks/		
	 The most common practice is Rs.0.20/child reported in 	n the schools visited.	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	In almost all the schools the remuneration payment was		
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	 In most of the cases the cooks/helpers belong to OBC 		
	 Only a few of them are from SC/ST community due to 	not opting for low remuneration	
	INFRSTRUCTURE	School records, discussion with head teacher, teacher,	
	Is pucca kitchen shed-cum-store: (s) Constructed and in use	VEC, Gram Panchayat members.	
	(t) Constructed but not in use		
	(u) Under construction		
	(v) Sanctioned but construction not started		
	(w) Not sanctioned		
	(x) Any other (specify) Information to be given for the points (a), (b), (c), (d) & (e)		
10.	 Around 55 per cent of the sample schools have construct 	cted kitchen shed-cum-store in use, whereas 25 per cent are	
	not in use.The construction is on progress in case of around 10 per	cent.	
	In case the pucca kitchen shed is not available, where is	Discussion with head teacher, teacher, VEC, Gram	
	the food being cooked and where are the food grains/other ingredients being stored?	Panchayat members, Observation	
	Provisional arrangement of kitchen shed is done on the v	veranda, huts and old school buildings.	

	 Similarly, the corner of the classrooms and own residence are used as the provisional store rooms in a few cases. 				
	Whether potable water is available for cooking and	-do-			
	drinking purpose?	-1 -1 1			
	Potable water is available for cooking and drinking in mo	St of the schools.			
	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme			
	Schools do have sufficient utensils for cooking etc.				
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation			
	 Coal in around 39 per cent of the sample schools, in a usually being used for cooking. 	47 per cent firewood whereas in 14 per cent schools gas is			
	SAFETY & HYGIENE:	Observation			
	iv. General Impression of the environment, Safety	Observation			
	and hygiene:				
	 The general impression of the environment, safety, hy satisfactory. 	rgiene and discipline in the sample schools was noticed as			
11.	ii. Are children encouraged to wash their hands before	Observation			
	and after eating?				
	 Yes, the children are encouraged to wash their hands be 				
	iii. Do the children partake in meals in an orderly manner?	Observation			
	 In more than 90 per cent schools visited, the children par 	rtake meals in an orderly manner.			
	iv. Conservation of water?	Observation			
	 In all the sample schools potable water is kept and conse 				
	v. Is the cooking process and storage of fuel safe, not	Observation			
	posing any fire hazard?				
	In all the sample schools safety measures are taken while	le cooking and storing fuel.			
	COMMUNITY PARTICIPATION:	Discussion with head teacher, teacher, VEC, Gram			
	Extent of participation by	Panchayat members			
	Parents/VECs/Panchayats/Urban bodies in daily				
12.	supervision, monitoring, participation				
	 Daily monitoring and supervision is done by the guardiar 	ns and VEC members, but not on daily basis.			
	 No school has received other contribution in cash/kind et 				
	INSPECTION & SUPERVISION	School records, discussion with head teacher,			
		teachers, VEC, Gram Panchayat members			
13.	Has the mid day meal programme been inspected by any				
	state/district/block level officers/officials?				
	Most of the inspection and supervision is done by the bloom				
	<u>IMPACT</u>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.			
	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?				
14.	 The midday meal scheme has been instrumental in incre 				
 However, it does not appear as increasing as well as sustaining the attendance gained by the MDM. 					
	 Some improvement on health has been noticed. 				
		ldren, good practices related to health/hygiene and sanitation			
	are felt in the schools monitored.				

15. List of schools visited in the district

Note: Please write the name of the schools 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 S	MDM Section of Ministry of HRD)		
SN	Name of the Schools		
01	P.S. Talbana		
02	P.S. Sanskrit Talbana		
03	M.S. Kanya Kamladevi Talbana		
04	P.S. Gull Bhatha		
05	U.M.S. Sadanpur Bhatha		
06	A.M.S. Kanya Pokharia		
07	P.S. Chhota Pachgarh		
08	U.M.S. Bara Pachgarh Borio		
09	A.M.S. Balak Pokharia		
10	M.S. Raibanna		
11	M.S. Police Line Borio		
12	U.P.S. Gouchar		

13	U.P.S. Naya Tola Lal Badhani
14	U.P.S. Ashram Tola
15	U.P.S. Kuldeep Singh Tola
16	U.P.S. Arsad Tola
17	U.P.S. Munilal Tola
18	U.P.S. Dhisumandal Tola
19	U.P.S. Samad Tola
	U.P.S. Haji Arshad Tola
21	U.P.S. Muzaffar Tola
22	U.P.S. Rahman Mandal Tola
23	U.P.S. Anjuman Nagar
24	U.P.S. Khokha Singh Tola
25	U.P.S. Ramnath Tola
26	P.S. Pual
27	P.S. Badara Kaso
28	U.M.S. Pathar Gatha
	U.P.S. Khetori Tola
30	U.M.S. Kadma
31	U.M.S. Marcho
32	M.S. Aprol
33	U.P.S. Balidih
	P.S. Mongra
35	M.S. Borio (Balak)
36	M.S. Kanya Borio
37	U.M.S. Harinchara
38	U.M.S. Gouripur
39	U.M.S. Patlohra
40	P.S. Nagarvitta
41	U.M.S. Dhonwasa
42	U.M.S. Renukita
43	U.M.S. Baramasia
44	U.M.S. Amjhor South
45	U.M.S. Ganthipradhan Tola
	P.S. Hariyala
47	U.M.S. Boyahi
48	U.M.S. Hethchatra
49	U.M.S. Masania
50	U.M.S. Asanmona
51	U.M.S. Talidih
52	U.P.S. Gaypani
53	P.S. Kaurikusum
54	U.P.S. Mahuakol
55	U.P.S. Tiribaitar
56	U.P.S. Rakshi
57	U.P.S. Ranidih Keshwatoli
	P.S. Jhilli Karharia
59	M.S. Urdu Kadma
60	U.P.S. Kaldigora
61	U.P.S. Bandar Kola
62	P.S. Dudhani
63	U.M.S. Rakshi
64	U.P.S. Jaher Tola
	U.M.S. Bhognadih
65	
66	U.M.S. Dariapur
67	P.S. Asanbani
68	U.M.S. Manjhi Tola
69	P.S. Dumaria
70	M.S. Khutana
71	P.S. Petkhasa
72	U.M.S. Raghunathpur
73	P.S. Dhobdiha
74	M.S. Barmasia
75	A.M.S. Barhait
76	P.S. Kundli
77	P.S. Babapur
78	P.S. Babapur

79	M.S. Phoolbhanga
80	P.S. Hathmari
81	U.P.S. Tetaria
82	U.P.S. Brindaban
83	U.P.S. North colony Sahibganj
84	U.P.S. Mathadih
85	U.P.S. Dayalpur
86	U.P.S. Balu Tola
87	U.P.S. Garapani
88	U.P.S. Murgabani
89	U.P.S. Do Muhani
90	U.P.S. Gosaichak
91	U.P.S. Basko Bero
92	U.P.S. Khesari Pahar
93	U.P.S. Rupatak
94	U.P.S. Jhirik Bhitha (West)
95	U.P.S. Khaira
96	U.P.S. Sonjhor
97	U.P.S. Sahara
98	U.P.S. Badem
99	U.P.S. Simaria
100	U.P.S. Jagori
101	U.P.S. Lalmati Mirza Chouki
102	UPS Leelatari Pradhan Tola
103	UPS Motijheel
104	UPS Bichkani Pahar
105	UPS Dhangipur

3. District Level Half Yearly Monitoring Report: PAKUR SSA

(The Ministry/TSG needs districts wise in formation/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	Pakur
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	1369
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	113
3.4	Date of visit to the Districts/EGS/schools	08.11.09 to 10.11.09
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 district (including spill over) block wise and how many of them have been opened block wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	 Total number of schools sanctioned including spill o Total number of the schools opened in the district - 	
(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.
	Not applicable. What have VEO/GNO and have received any fined for	Information to be obtained from DDO and
	Whether VEC/SMC etc. have received any funds for construction of the school.	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Not applicable.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable.	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	 Number of posts sanctioned for teachers – 00 Number of teachers in position - 00 	

((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.
		Not applicable.	
((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.
		PS level for TLE.	t of Rs. 10000/- at PS level and Rs. 50000/- at upper rniture, Science kit, Maths kit, Musical instruments,
		Whether any guidelines have been issued either by	Copy of circular/orders to be obtained from SPO
((viii)	SPO and or DPO for the items to be provided for the new school under this grant?	and DPO. A copy of the instructions be enclosed along with MI report.
		Yes.	, i

(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 itemwise progress: works completed, works in progress and works not started. To be updated at the DPO for districts being visited by MI.					
(i)	Items	Target (Includin g spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not start ed
	Sch. Building	240	01	00	03	02	00	231	00
	ACR -1	320	14	02	02	06	08	48	240
	ACR - 3	152	19	05	10	13	14	27	64
Ì	Drinking water	00	00	00	00	00	00	00	00
Ì	Toilet	00	00	00	00	00	00	00	00
1	BRC/CRC	02	02	00	00	00	00	00	00
	 The target including spill over is as follows: 240 school building, 320 ACR - 1, 152 ACR - 3 and 02 BRC/CRC. As per sample check by MI, the ongoing constructions in the district are mostly of average quality. Whether SMC/VEC has been trained by technical To be verified on the spot with assistance of 								
(iii)	persons for execution of civil work? • Yes. The members of VEC/SMC have been trained for execution of civil work.								
(iv)	Whether communit prepared and is ava	ty manual for ailable with V	r civil works 'EC/SMC?	has been	To be VEC/SN above).	verified IC and S	on the spo school Teac	ot with assist	
(v)	In the school bu schools as well as ramp is being cons	building les	ng constructs schools),	cted (new whether a	To be VEC/SM above).	verified IC and S	on the spe school Teac	ot with assist	
(vi)	Is VEC/SMC keepin materials for const	ruction?	account of	funds and	By phy constru above).	sical vei	rification by ites visited	the MI in red (sample as	
(vii)	Yes. The V Who is designated works? What level		al Supervision	on for civil	To be verified	obtained on the	d from the	SPO/DPO a VEC/SMC and	

	Engineers posted at block level are designated for	r 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).
	The technical person did visit the sites at least t visits varies depending upon the nature of the work	hrice at plinth, lintel and roofing level. The number of rk on progress.
(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).
	drinking water facilities.	nd Total Sanitation Campaign for the construction of
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	 The construction of drinking water facilities in agency or VEC/SMC. 	schools have been carried out by either specialized
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes. There has been convergence with Total San What is MI's impression of quality construction in	To be assessed on the spot. (Sample as in (ii)
(xii)	construction work has been the most common	above). of average quality. The use of 'Bangla' bricks for complaint by the villagers in the district. It is worth ast as salt is used for speedy preparation of bricks.
(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is A structured format is used for reviewing the prog Steps taken to ensure quality by SPO: Strictly follow the blue print Check the quality of materials being use Frequent visit to construction sites for s	monthly. ress.

(c) Textbooks:

(x)	Total number of children (district-wise) to whom, free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	 Total number of books received - 185751 Total number of books distributed – 173406 No details regarding the number of boys & g available. 	irls and SC/ST category of children benefited are
(xi)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	 The textbooks were received by 27th April, 2009 Yes. An instruction/circular has been received from 	and the distribution was carried out simultaneously. om SPO.
(xii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	 No delay in distribution of textbooks was reported 	

(xiii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?		
	Yes. Free text books have been distributed for all subjects and for all classes.		
	The books have been distributed to all eligible children as well.		

(d) School grants:

(xvii)	Total number of schools (primary and upper primary) in the district to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	 Total number of schools (PS &UPS) to whom sch The funds were received by the district. Grant-1 for school repair and maintenance an released in the district. Yes. The guidelines have been issued on how to 	d grant-2 for school development and have been
(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/- per primary and @ Rs. 7000/- per upper primary 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.
	primary)Yes. The guidelines have been circulated by DPC	
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
(iv)	 No centralized purchases have been made by DF 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? There was no delay reported in receipt of grants. 	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
(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.
(*)	 Almost all the schools visited by MI have utilized rein some cases the grant could not be utilized due the VEC chairman etc. 	more than 90 per cent of the grant received. to transfer/retirement of the headmaster, migration of

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned district-wise	Information is to be obtained from SPO and to			
	under SSA in primary and upper primary schools and	be updated in DPO in respect of districts visited			
(xx	the number of Teachers in position therein?	by MI.			
	 Number of additional teachers sanctioned – 1098 				
	n – 1075				
	Number of position to be filled - 23				
	What is the mode of recruitment of the teachers and the	Information is to be obtained from SPO and to			
	level/authority (DPO/VEC etc), which recruits the	be updated in DPO in respect of districts visited			
	teachers? What is the procedure followed in the	by MI.			
	recruitment of teachers?				
	Teachers are recruited as per 1:40 (teacher student ratio)				
	 The recruitment is done by block level officials and the members of VEC/SMC. 				
(xx	 The procedures followed for the recruitment: 				
	 General notification issued 				
	 Application received against the vacancy 				
	General meeting arranged by VEC				
	VEC recommends the names of suitable candidates				
	Block level Shiksha Samiti approves the selection	cted candidates after checking the details and other			
	norms followed by VEC.	and cane			

(xxi	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.
	Teachers are appointment on contract basis.	
(xx	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
-	The decentralized recruitment procedures have been	n laid down.
	 Usually, the local community is satisfied with the app However, there are cases where the local community EC/SMC. 	ointment of teachers, but to some extent.
(xx	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 absen must be given in the report.
(^^	 The number of teachers sanctioned – 351 	
	 The number of teachers in position – 274 	
	The number of teachers present on the day of the vis The number of teachers present of the day of the visit of the second	sit – 261
	 The number of teachers absent – 13 Some teachers were on leave or on official duty av absentee. 	yay from the school but none of them was a habitua
(xx	How was the rapport between children and the teachers in the schools visited? • The rapport between teachers and students was observed.	To be ascertained from the VEC and observed during the visit by MI.
(xx	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? Target number of teachers for in service training – 3: Actual number of teachers given such training – 00 Yes. There is a calendar for teachers training.	from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	 Venue for training is generally BRC/CRC. English (JET), Maths, Science, 'Buniyad' etc. are so the teachers. Almost all the trainings are held as residential. Modules are prepared by the specialized/professions Yes. Along with pre and post evaluation, daily fee training. 	al groups.
(vor	The target number of newly recruited teachers districtwise, 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	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.
(xx	ensuring quality of the training?	
(XX	 ensuring quality of the training? Target number of newly recruited teachers to be give Actual number of teachers given such training – 00 	
,	Target number of newly recruited teachers to be give Actual number of teachers given such training – 00 The target number of teachers in the district 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)	n orientation – 00 To be ascertained from the SPO and update from the DPO in respect of the districts visite by the MI and to be verified from the teachers is schools visited by MI.
,	Target number of newly recruited teachers to be given Actual number of teachers given such training – 00. The target number of teachers in the district 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	To be ascertained from the SPO and update from the DPO in respect of the districts visite by the MI and to be verified from the teachers is schools visited by MI.

Recently, no training has been organized. However, the teachers (trained earlier) are of the opinion that they should be rigorously trained on the subjects included in the syllabus. The academic support given by BRC/CRC to the To be ascertained from BRC/CRC (at least 5 teachers, the frequency of such support: each) and the teachers on the spot in respect of e. Please specify the role of BRC/CRC's in teacher schools/EGS centres visited by MI. 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 has been up done in what mode(workshop/meetings/school visit with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. They also arrange trainings for VEC/SMC members. Apart from conducting the trainings, BRC/CRC is also responsible for the follow- up programmes like workshop, meetings, school visits, interaction with teachers etc. Yes, there is a calendar for the training and follow up programmes. BRC/CRC is also responsible for conducting exams, grading of students and compiling of all the reports as well. b. What is the expected number of school visits to be To be ascertained from BRC/CRC (at least 5 made by BRC/CRC in State and in the districts each) and the teachers on the spot in respect of visited? Is it being followed? schools/EGS centres visited by MI. The expected number of visits for BRPs is once per school per month; whereas for CRPs, it is at least four times per school per month. However, the number of visits increase as required, i.e. monitoring of MDM, quality monitoring etc. In general, the expected number of school visits is being followed in the district. c. What are the BRCC's and CRCC's doing during these To be ascertained from BRC/CRC (at least 5 visits? Check their reports? How much of it relates each) and the teachers on the spot in respect of to pedagogic improvement issues and how much on schools/EGS centres visited by MI. "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? During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: Conducting model lessons in classrooms. Help teachers to teach difficult topics, Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme d. Is the DIET interacting, with BRC/CRCs and what is To be ascertained from BRC/CRC (at least 5 their role in capacity building; academic supervision each) and the teachers on the spot in respect of and guidance; action research and monitoring of schools/EGS centres visited by MI. BRC/CRCs? BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. e. Are the BRC/CRCs extending their academic support To be ascertained from BRC/CRC (at least 5 to EGS/AIE centres/courses in their area? If so how each) and the teachers on the spot in respect of and in what manner? If not, why? schools/EGS centres visited by MI. Not applicable as there are no EGS/AIE centres in the area. However, a project proposal has been sent to the state for GIAC approval from NGO. Does the SPO have a Quality Coordinator? What is their To be ascertained from SPO. role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs? Yes. There is a quality coordinator at SPO

(f) Teaching Learning Material (TLM) grants:

(xiii)	The total number of teachers eligible to receive TLM grants in the district and the details of grants released to the district?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.		
	 Total number of teachers eligible to receive TLM gradual 			
	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the		
(xiv)	have been issued in respect of utilization TLM grants by DPO/SPO?	instructions be enclosed with the report.		
	 From July to September 2009 was the period for rel 	lease of TLM grant.		
	 The total number of teachers received TLM grants - 			
	 Yes. The instructions have been issued in respect of 	of utilization TLM grants.		
(xv)	teachers done?	Information to be verified on the spot in respect of schools visited by MI.		
	TLMs are displayed in 77 per cent schools monitore TLMs are least approach in 14 per cent.	ed.		
	 TLMs are kept separately in 14 per cent. No TLMs were verified in 9 per cent schools. 			
	 No TEMS were verified in 9 per cent schools. Nature of TLM: letter card, word card, number card, 	flin charts etc		
	The children are using the TLMs displayed in classr	•		
	The teachers have received training on TLM developments and the teachers have received training on TLM developments.			
	The usual venue for training is CRC and the CRPs			
	 Cross sharing and demonstration of good practices 	are done.		

(g) EGS & AIE:

(lxxvi)	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 block-wise? (The category wise information on each type of intervention for out of school children may be given as per the	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	nomenclature followed by the State). • The number of EGS/AIE centres in the district – 0	00
(lxxvii)		Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	 Not applicable. 	
(lxxviii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	 Not applicable. 	
(lxxix)	The number of EVs working in the 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	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	EVs feedback on the training?	
	 The number of EVs/Para/Sahyogi teachers – 223 15 days Induction training – 2235 8 days In-service training (residential) – 00 	15
	o 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	e subjects based on the current syllabus.
(lxxx)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.

Yes. They are given academic support by the BRC/CRC. The foreverse of support is at least four times a great had been found in the support in the supp	
The frequency of support is at least four times a month. Yes Instruction has been issued by DDO. Yes Instruction has been issued by DDO.	
Yes. Instruction has been issued by DPO. The educational qualification of the EVe the training Information to be obtained.	from the EVe during
(Ixxxi) The educational qualification of the EVs, the training Information to be obtained received by him and whether he is receiving any the field visits to EGS/AIE	
academic support if so of what nature?	centies/courses by
Educational qualification:	
For primary section - minimum up to intermediate.	
For upper primary – minimum up to graduate. For teaching Math-	ematics Science and
English, graduation with the respective subject is preferable.	ematics, ocience and
Yes. They have undergone training and receive academic support as well.	
(lxxxii) The amount of monthly honorarium received by the Information to be obtained	from the FVs during
EV. Whether this is paid in cash or by Bank A/c? field visits by MI.	nom the Eve during
Whether, there is any delay in payment of monthly	
honorarium? From whom (VEC/BEÓ/School Teacher)	
it is received? The date on which the honorarium for	
the last month was received?	
The amount of monthly honorarium:	
 Intermediate – Rs. 2500/- per month 	
 Trained Intermediate – Rs. 3000/- per month 	
 Graduate – Rs 3000/- per month 	
 Trained Graduate – Rs. 3500/- per month 	
 Payment of monthly honorarium is made through banks from VEC. 	
 A revised structure of monthly honorarium is on the proposal stage. 	
(Ixxxiii) Whether EV is regular in his attendance? To be ascertained from VE	EC during field visits
by MI.	
Yes. Their attendance could be adjudged as regular.	
(Ixxxiv) Whether there is any designated District Coordinator Information to be obtained	
for EGS/AIE in the district visited by MI? Whether the Coordinators of the dis	tricts visited by MI.
that Coordinator has been oriented? Has the person	
received any capacity building training conducted by SPO?	
507	
No. There is no such post in the district.	
(lxxxv) Is there any monitoring format available with DPO on Information to be obtain	
which SPO takes information regarding EGS/AIE District Coordinator for	
centres operating in the district? The frequency with districts visited. Copy of which the information is furnished to the SPO?	
 which the information is furnished to the SPO? obtained and enclosed with Yes. There is a monitoring format available with DPO. 	i the report of the wil.
 The frequency of submission of furnished information is monthly. 	
(lxxxvi) Number of EGS/AIE centres (including spillovers) Information to be obtain	ned from SPO and
targeted to be upgraded, district-wise during the updated from DPO in res	
current financial year? What is the achievement so visited by MI.	poor or the districts
for?	
Target number of EGS/AIE centres (including spillovers) to be upgraded in the control of th	district – 00
Number of achievement – 00	
(xxxvii Whether SPO has issued necessary instructions to Information to be obtained	from SPO office and
the DPOs with reference to upgradation of EGS updated from DPO office	in respect of the
centres to primary schools, and whether funds have districts visited by MI.	•
been released for the same?	
Not applicable.	
(Ixxxviii The number of EGS centres actually upgraded in the Information to be obtained	from SPO office and
district and the details of funds transferred to VEC updated from DPO office	e in respect of the
and the details of instructions issued by DPO in this districts visited by MI.	
respect?	
Not applicable.	
(Ixxxix) Whether the actual upgradation of EGS centre has To be verified on the spot v	
taken place? VECs, during field visits of	MI.
Not applicable.	
(xv) Has the land for construction of the upgraded Information to be obtained	
primary school (from EGS) been identified? verified on the spot with	
VEC/SMC and school Tead	ther during field visit
by MI.	
• Not applicable.	
(xvi) Whether VEC/SMC etc. have received any funds for To be verified on the spo	
	ners aurina tield visit
construction of schools? VEC/SMC and school Teach	noro during nord tron
construction of schools? • Not applicable. VEC/SMC and school Teach by MI.	

(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)? Not applicable.	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	 Not applicable. 	
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	 Not applicable. 	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Not applicable.	
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	 Not applicable. 	
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	Not applicable.	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	 Not applicable. 	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	 Yes. The rapport between Para teachers and chi 	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	 Not applicable. 	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district- wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	Number of CWSN children identified – 1703 Number of Children enrolled – 1703 Number of CWSN children benefited – 316 (276)	
(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.
(ii) (b)	Number of children provided aids – 316 Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
(11)	No 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.
	The number of resource teachers identified in the district – 19	
	So far, 01 NGO is associated with.	
	Yes. The guidelines have been issued for the res	source teachers/NGOs.

	Whether the district has an IED coordinator?	Information to be obtained from DPO of districts
(iv)	Whether he has been oriented and whether he has	visited by MI.
(a)	attended any capacity building programme at the	
(α)	State level?	
	 Yes. He has been oriented and has attended car 	
	Whether the State has prescribed any monitoring	Information to be obtained from DPO/District IED
	format and the frequency with which the information	in charge/ Coordinator. Copy of the format to be
	is furnished to SPO? Is there an IE Coordinator of	obtained and enclosed with a report of MI.
(iv)	SPO? How knowledgeable is he or she in this area?	
(b)	How many trainings and workshops has she/he	
	attended?	
	No. However, the frequency of furnishing the info	
	Yes. There is an IED coordinator at SPO level. T	
	How many schools have been provided with ramps?	Information to be obtained from DPO and to be
(v)		verified in the schools visited by MI with the assistance of VEC/Teachers.
assistance of VEC/Teac		
	 As per sample check all the schools have been provided with the ramps. How many children have been provided home based Information to be obtained from SPO/DPO services. 	
(vi)	support during the current financial year?	one or two sample checks be done by MI.
(VI)	,	ed home based support in the current financial year.
	How many parents have been given counseling	Information to be obtained from SPO/DPO and to
	during the current financial year?	be verified during field visit by MI, with help from
(vii)	during the current infancial year:	VECs/school teachers.
	No parents have been given counseling during the second seco	1-00,001,001
	 No parents have been given counseling during the current financial year. The number of CWSN children stated to be enrolled Information to be verified on the spot 	
	and actually present in the schools/EGS centres	assistance of VEC/Teachers.
(viii)	visited by MI?	40010441100 01 7 20, 10401/0101
(*)	Number of CWSN children enrolled – 113	
	Number of CWSN children actually present – 77	7

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

	The number of clusters targeted block-wise, and the	Information to be obtained from SPO and to be
/i)	number of model cluster schools actually made	updated from the DPO. Spot verifications be
(i)	functional during the current financial year?	done in sample of EBB by MI.
	 Number of model clusters actually made functions 	al – 120
	The target number of additional classrooms, drinking	Information to be obtained from SPO and to be
	water, toilet and electrification etc. sanctioned in	updated from the DPO of the district visited by
	model clusters, during the current financial year and	MI. The State should provide information item-
	the present status of construction etc?	wise progress such as completed, work in
(ii)		progress and works not started. Sample spot
(11)		verification be done by MI with help of local
		VEC and women's groups.
	Status of physical facilities in model clusters:	
	Target number of ACR, drinking water, toilet 8	
	However, 120 clusters have safe drinking wat	,
	Whether model clusters in the district have been	Information to be obtained from the SPO to be
	provided with gender sensitize teaching learning	updated from DPO. The actual implementation
	materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to	to be verified in respect of MCS visited by MI in schools and local community.
(iii)	mobilize community and women's groups in favour of	schools and local community.
(111)	girls education?	
Yes. As per sample check NPEGELs have been provided with gender sensitive.		n provided with gender sensitive Teaching Learning
	Materials.	in provided with gender concluse reasting Learning
	No NPEGEL is having either vocational training, but the second seco	oridge course or having remedial teaching.
	Whether funds have been released for NPEGEL	Information to be obtained from the SPO to be
C. A	programme in time and district-wise quantum of	updated from DPO visited by MI.
(iv)	funds and date of release of funds?	
	Yes.	
	a. Whether a district gender coordinator is in	To be ascertained from DPO with District
	position?	Gender Coordinator. A copy of monitoring
	b. Whether a monitoring system to check progress in	format be enclosed in Report. Information to
	girls' education intervention has been developed	be taken from SPO.
(v)	in State SSA programme and with what	
	periodicity is it reviewed?	
	Yes.	
	Yes. There exists a system to monitor it on a regu	ılar basis.
1		

(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	 Number of ECCE centres operational – 00 	
	Whether the State has prescribed any monitoring	Information to be obtained from SPO/ DPO.
	format for this activity and the frequency with which	Copy of the format to be obtained and enclosed
(vii)	the information is furnished to SPO?	with a report of MI. Sample check by MI in the
		field visit.
	 Yes. There is a monitoring cell to monitor fortnigh 	tly.

(i) Katurba Gandhi Balika Vidavalava (KGBV):

(j) Kat	(j) Katurba Gandhi Balika Vidayalaya (KGBV):		
	Number of KGBV sanctioned block-wise and the number of KGBV operational during the current	Information to be obtained from SPO office and to be updated from DPO in respect of districts	
	financial year.	visited by MI. Sample check by MI in the field	
(i)	manda year.	visit.	
	 Number of KGBV sanctioned – 06 		
	 Number of KGBV operational – 06 		
	The number of KGBV in the district in respect of	Information to be obtained from SPO office and	
(ii)	which land have been identified, district-wise.	to be updated from DPO in respect of districts visited by MI.	
	As per sample check for all the 06 KGBVs land have		
	Whether the State has drawn up any detailed	To be obtained from the SPO and verified from	
(iii)	guidelines for running the KGBV schools.	DPO/KGBV visited by MI.	
	Yes. The detailed guidelines have been drawn up		
	The number of KGBV in respect of which all	Information to be obtained from SPO office and	
(iv)	formalities for construction have been completed.	to be updated from DPO in respect of districts visited by MI.	
	Number of KGBV with complete formalities for co		
	Construction is at foundation level for only 04 of		
	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.	respect of KGBV visited by MI.	
(v)	Number of posts sanctioned – 36		
	 In position – 36 		
	Position vacant – 00		
	The number of students admitted in the KGBVs	To be obtained from DPO and to be verified in	
	started in the district.	respect of KGBV visited by MI.	
(vi)	Total number of students targeted for admission – 585		
,	Total number of students admitted – 585 Class wise enrollment of students = VI 201 VII 1	10 VIII 05 IV 70 V 00	
	 Class-wise enrollment of students – VI-291, VII-1 33 belonged to SC, 396 to ST and 156 hailed fror 		
	The details of facilities available such as furniture,		
	bedding, meals to be verified by MI in respect of	visited by MI.	
	KGBV visited.	•	
	The meals provided at all the KGBV are satisfactory. Other facilities in terms of furniture and bed are		
(vii)	either less or not up to the mark. A number of them do not have their own campus/building along with		
	boundary wall.		
	 The L-shape building and rooms do not appear to be convenient and conducive enough as hostel/residence for grown up girls. Often the newly coming up sites are away from main habitation 		
	causing great concern for the safety/security of the girls and the lady staff members.		
		aff is largely insufficient to look after the increasing	
	number girls and added standard per year.	-	
 Almost all the KGBVs are having only one cook to 		o look after the quality/quantity of meals in time.	

(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. Requisite number of computers – 12 Number of computer operators in position – 02 	
(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

	 Up to Jan. 2010. 	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	 Yes. Month of orientation is Oct. 09. 	
	 They are discharging their responsibility reasonal 	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
Yes.		
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes.	

(I) Research and Evaluation:

	The number of Research to be undertaken during the current financial year district-wise and the actual	Information to be obtained from the SPO and to be updated from the DPO.
(i)	number of research sanctioned.	
	 The number of research sanctioned – 00 	
	The number of studies sanctioned in the previous	Information to be obtained from the SPO and to
(ii)	calendar year and the number of them completed.	be updated from the DPO.
	Not applicable	
	Is there a Research/Evaluation in-charge at SPO	Information to be obtained from 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	
(iii)	for sanction of research proposals and projects? Is	
	there a State Level Committee for the purpose? Is	
	there a prescribed contract format for commissioning	
	of research?	
	Yes.	

(m) Functioning of the VEC:

	The total number of village/school level/ management	Information to be obtained from the SPO and to
(i)	committees constituted in the district?	be updated by the DPO.
	 Total number of VEC – 1007 	
	A copy of the guidelines on delegation of powers to	Information to be collected from the SPO/DPO
(ii)	VEC/SMC and whether these guidelines are available	and to be verified from the VEC/SMC during the
(11)	with the VEC?	Field visit by MI.
	 Yes. The guidelines are provided and available w 	ith VECs.
	Guidelines given on adequate representation to	Information to be collected from the SPO/DPO
	women in VEC/SMC? The actual number of women	and to be verified from the VEC/SMC during the
(iii)	associated in the VEC of the school visited by MI?	Field visit by MI.
	Yes. The guidelines are given on adequate representation to women.	
 The actual number of women associated in the VEC per school is 05 (PS) an 		EC per school is 05 (PS) and 07 (MS).
	The frequency of meeting of VEC as per the	Information to be obtained from VEC and verified
	guidelines and the actual dates of meeting of the	on the basis of records, in villages/schools
	committee during the six months preceding the visit	visited by MI.
(iv)	of MI? The total number of members of VEC and how	
	many are attending the meeting regularly? Whether	
	women and SC/ST members of these Bodies	
	participate regularly in the meeting?	

	 The frequency of the meeting is once in a month. 	
	 The number of members is 15 in primary and 21 in upper primary schools. 	
	 As per sample check members of 40 per cent VECs attending the meetings regularly. 	
	 Yes. The women/SC/ST members participate reg 	ularly.
	Whether members of the VEC have been oriented and	Information to be collected from the SPO/DPO
	the percentage of the members oriented? When these	and to be verified from the VEC/SMC during the
(- A	trainings were held? Who conducted the trainings?	Field visit by MI.
(v)	What is the VECs perception of the trainings?	
	 Yes. Around 40% members have been oriented. 	
	 Orientation training is usually conducted by BRC/ 	CRCs.
	The contribution made by VEC in improving the	Information to be obtained from VEC and verified
	environment of the school, enrolment and attendance	on the basis of records by MI during field visits.
	of teachers and students?	
(vi)	 A sizeable number of VECs have contributed sub 	stantially.
, ,	 The active VECs have definite impact in terms of 	environment of the schools.
	Their participation has improved enrollment/atten-	dance of both the teachers and students.
	 Therefore, they urgently require orientation and m 	notivation.
	Whether VEC is maintaining proper record of funds	Information to be obtained on scrutiny of
(::\	received by them.	records of VEC and to be cross-checked with
(vii)		DPO.
	Yes.	
	Is there any programme officer in-charge for	Information to be obtained at SPO level. See
	Community mobilization/participation at SPO level?	formats and record of SPO
(viii)	Is the person aware of his/her role? What types of	
	monitoring or capacity building is done?	
	 Yes. 	

(n) Staffing at State and District Level:

ining at State and District Level.	
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 Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
The number of meetings of the General Body and EC held during the previous financial year? • Number of meetings -12	Information to be obtained from SPO and verified from their records.
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.
	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? • Yes The number of meetings of the General Body and EC held during the previous financial year? • Number of meetings -12 The total number of staff sanctioned category wise in the district office and the number in position and

	Category	Sanctione	ed Filled	Vacant
	District Programme Officer (DPO)	01	01	00
	Addi. District Programme Officer	01	01	00
	Asstt. Programme Officer	04	03	01
	A/c Officer	01	01	00
	Asstt. Engineer	02	01	01
	Asstt. Comp. Programmer	01	00	01
	Accountant cum Comp. Operater	01	00	01
	Steno/Com. Operator	01	01	00
	Dist. Resource Person	00	00	00
	Asstt. Resource Person	00	00	00
	Data Entry Operator	02	01	01
	A/c Assistant	00	00	00
	Store Keeper	00	00	00
	Purchase Assistant	00	00	00
	Typist	00	00	00
	Driver	00	00	00
	Peon/Night Guard	00	00	00
	The number of BRCs/CRCs sanctioned? position and action taken to fill vacancies			obtained from SPO/DPO and to ect of BRCs/CRCs visited by MI.
(iv)	 No. of BRCs sanctioned – 06 No. of CRCs sanctioned – 47 Staff in position – 140 			
(v)	Does SPO have clearly laid down rules/re for filling up posts of SSA?	egulations	To be verified a records.	at SPO through checking of
	Yes.			

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

 Efforts have been made to enroll students/children i.e. SC/ST, minority and the girls in order to streamline those vulnerable sections of the society.

(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.	
	 Around 45 per cent of the schools had working The rest 55 per cent schools had working days 	from 240 – 250.	
	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?		
(ii)	 More than 80 per cent schools have reasonably clean environment. The overall quality of construction could be adjudged as average in terms of furnished class and proper flooring. Windows are often broken and roofing appeared to be poorly finished. Around 25-30 per cent schools have playgrounds, however, often outside school premises. 		
/iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?		
(iii)	 Most of the schools do not have proper sitting a Blackboards are there but not so smooth. TLMs are either missing or kept separately. 	arrangements.	
(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.	
	 Health camp facilities were made available in se 	ome 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.	
	 A large number of schools are in poor condition 	in terms of play materials.	
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.	
(vii)	 Despite MDM most of the schools are witnessing 		
	The reason is lack of awareness and mind set a	0 1	
	Irregular or nonexistence of parent teachers me		
(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.	
	 Frequency of parent teachers meeting has been 		
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.	
	 Periodical evaluation tests are conducted to ass 		
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.	
	Yes.		
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.	
(xi)	 The achievement level in most of the schools is below standard. It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. Lack of job security and absence of incentives for the Para-teachers largely affecting the overall functioning and achievement level of the children as well. 		
	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.	
(xii)	The rapport of the children with the students is:	fairly good.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.	
	Yes. Around 5 per cent.		
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.	
, ,	affair in the district.	ce of a large chunk of children has become a regular	
(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.	
l	Around 5 -10 per cent of students usually retain	led 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)

- (i) Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.
- (ii) The program should not be a number game of target alike many other Govt. ventures in the past.
- (iii) It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits.
- (iv) The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program.
- (v) The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort.
- (r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars, copies of the guidelines etc is to be included in the MI's report)

Please include all the Annexure 1 to annexure 1 to 8

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

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

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.

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.

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.

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.

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

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.

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.

Note: Kindly find all the enclosures i.e. circulars, guidelines, formats etc. as Annexure.

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.

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

SN.	Name of the Schools	
01.	UMS. Tantipara	
02.	MS. Urdu Pakur	
03.	MS. Kanya Pakur	
04.	AMS. Biltu Pakur	
05.	UMS. Farsa	
06.	PS. Balabhpur	
07.	UMS. Kalikapur	
08.	MS. Harindanga (East)	
09.	MS. Harindanga	
10.	UMS. Ishakpur	
11.	MS. Ilami	
12.	UMS. Nawad	
13.	UMS. Rahaspur	
14.	PS. Ranadanga	
15.	PS. Bhuska	
16.	PS. Bisunpur	
17.	MS. Farsa	
18.	MS. Bangla Kanya	
19.	MS. Bhawanipur	
20.	PS. Chhota Aliganj	
21.	PS. Chhota Mahlan	
22.	PS. Barhabad	
23.	MS. Jidato Balika	
24.	PS. Durgapur	
25.	PS. Aludaha	
26.	UMS. Kamardiha	
27.	UMS. Jitko	
28.	MS. Padar Kola	
29.	MS. Fatehpur	
30.	UPS. Salpatra Rundatola	
31.	UMS. Ambadiha	
32.	MS. Sarkola	
33.	UMS. Malipara	
34.	MS. Dumarchir	
35.	UMS. Gourpara	
36.	UMS. Chhota Salghati	
37.	PS. Chhota Taldih	
38.	PS. Bara Salghati	
39.	MS. Amrapara	
40.	MS. Buniyadi Amrapara	
41.	UMS. Anusuchit Amrapara	
42.	UMS. Hindi Amrapara	
43.	PS. Amrapara Santhali	
44.	PS. Basmati	
45.	MS. Udalbani	
46.	PS. Tutrapahar	
47.	PS. Koltola	
48.	PS. Bhidi	
49.	PS. Amrapara (Urdu)	
50.	MS. Dumarchir	
51.	PS. Dharnipahar	
52.	PS. Mander Kola	
53.	MS. Tarapur	
54.	UPS. Jharnatola	
55.	UPS. Baramasia	
56.	PS. Jabardaha	
57.	PS. Tursadih	
58.	PS. Choukidab	
59.	MS. Dangapara	
60.	PS. Hathkathi Hindi	
61.	Ms. Kanya Hiranpur	
62.	UMS. Hathkathi (Urdu)	
63.	PS. Ghagharjani	
64.	UMS. Ranipur	
65.	MS. Hiranpur	

66.	PS. Karanpara	
67.	MS. Murgadanga	
68.	PS. Bindadih	
69.	UMS. Kitajor	
70.	PS. Beldiha	
70.	PS. Blndadih	
71.	PS. Daldali	
	PS. Tursadih	
73. 74.	PS. Shivnagar	
	ro. Silvilagai	
75.	PS. Kasjuri	
76.	UPS. Kadwa	
77.	PS. Gandopari Pahari	
78.	UMS. Sangrampur	
79.	MS. Talphari	
80.	PS. Dumaria	
81.	UMS. Darajmath	
82.	UPS. Dhundha Pahari Litipara (West)	
83.	UMS. Murgabani (East)	
84.	UMS. Rodgo (West)	
85.	UMS. Nawadih (East)	
86.	UMS. Kanya Littipara (West)	
87.	MS. Balak Littipara (West) UMS. Rampur Littipara (West)	
88.		
89.	PS. Jobodih Littipara (East) UMS. Dhopahari	
90.	MS. Murajora	
91.	PS. Amarbhitha	
93.	MS. Karidih	
94.	PS. Bara Gaghara	
95.	PS. Bargo	
96.	PS. Barajirani	
97.	MS. Bargaon Pahar	
98.	PS. Barapakjoli	
99.	PS. Sakla	
100.	PS. Podam	
101	UPS. Bohra Pradhan Tola	
102.	UPS. Chandpur Paharia Tola	
103	UPS Chirudih	
104.	UPS. Pachura Amratola	
NPEGE		
105.	UMS. Ishkpur	
106.	MS. Ilami	
107	MS. Dumarchir	
108	MS. Kanya Hiranpur	
109.	UMS. Hathkathi (Urdu)	
KGBV	\/	
110.	KGBV Hiranpur	
111.	KGBV Littipara	
112.	KGBV Amrapara	
113.	KGBV Pakur	

(s) Mid-Day Meal Scheme: PAKUR

3.1	Name of the District Monitored	Pakur
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	1910
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	113
3.4	Date of visit to the Districts/EGS/schools	08.11.09 to 10.11.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

-	DECI	JLARITY IN SERVING MEAL:			Students, Teachers & Parents
1.	Whetl	her the school is serving hot coc interruption, what was the exte ?	nt and reason	s for the	Judents, reactions & Farents
	•				
	TDEN		s, supply of food	d grains was	affected during the state wise strike of the BEEOs.
		i <u>ns:</u> It of variation (As per school rec ay of visit)	cords vis-à-vis	actual on	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	
2.	ii	Enrollment No of children attending the	24293 13065	24293 11262	
	ii	school No of children availing MDM as	13065	11262	
	iv	per register No. of children actually availing	13065	11216	
		MDM	ner cent childre	n attended	the school and most (99 per cent) of them actually had
		MDM.			· · · · · ·
	•				alarmingly low. Poor attendance against the enrollment ctant to collect their next allotment of food grains from the
3.	REGU LEVE	JLARITY IN DELIVERING FOOD	GRAINS TO	SCHOOL	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
		Is school receiving food grain re in delivering food grains, what is reasons for the same?			
		All the sample schools are gett		regularly.	L
	(xiv)	 No delay has been reported in Is buffer stock of one-mo 		ement is	School level registers, MDM Registers, Head
	(,	maintained?			Teacher, School level MDM functionaries
	(201)	 In all the sample schools buffe Is the food grains delivered at the 		onth require	ment is maintained. School level registers, MDM Registers, Head
	(XV)				Teacher, School level MDM functionaries
4.	REGL	 The food grains are provided d JLARITY IN DELIVERING COOK 			nitored. School level registers, MDM Registers, Head
	LEVE				Teacher, School level MDM functionaries.
	(vi)	Is school receiving cooking cost there is delay in delivering coo extent of delay and reasons for it	king costs, wi		
		All the sample schools are received.		ng cost in ad	vance regularly.
		case of delay, how schools man s no disruption in the feeding prog		that there	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
				•	ne help of schools nearby or VECs arrange of their own.
		cooking cost paid by Cash or thr			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
5.		 The cooking cost is paid through AL EQUITY: 	gri banks in the s	sample scho	Observations
	Did	you observe any gender or imination in cooking or serving or	seating arrang	ements?	
		No discrimination based on ge	nder, caste or co	ommunity is	observed in cooking, serving or seating arrangements.
6.	VARI	ETY OF MENU: (x) Has the school displayed its able to adhere to the menu di		, and is it	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
		In almost all the sample schoolHowever, none of the sample state	ls the menu was schools was noti	iced as adhe	
	<u> </u>	Not adhering of menu exists pr	ninarny due to e	xtreme nike	in the price of the food stuff.

	(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.
	The schools try to have some variety in the food being sen-	
	(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.
	 In all the sample schools, rice and vegetables are usually in 	
	However, pulses are served in almost all the schools visite	
7.	Wheat was not seen as essential part of the daily menu in QUALITY & QUANTITY OF MEAL:	any of the schools covered. Observations of investigation during MDM service
/ .		Observations of investigation during mom service
	Feedback from children on	
	a) Quality of meal:	
	In more than 90 per cent sample schools, as per the childr	
	b) Quantity of meal:	Observations of investigation during MDM service
	The children do feel that the quantity of the meal is sufficie	
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of investigation during MDM service
	 The children are unhappy about the quality and quantity of 	
	 The cooks/helpers along with the members of the VECs/SI 	
	Village leaders should be inspired to lead and serve the so	
8.	SUPPLEMENTARY:	Teachers, Students, School Record
	ii. Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	
	 Micronutrients, such as Vitamin A – dosage and folic/desample schools. 	e-worming are not being provided to the children in the
	However, iron tablets are being provided to the adolescent	girls
	ii. Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Usually, Govt. agencies administer these medicines and new transfer of the second	utrients.
	The frequency of providing the services is most often quart	
	iii. Is there school Health Card maintained for each child?	Teachers, Students, School Record
	 In none of the sample schools health card is maintained. 	
9.	STATUS OF COOKS:	Observations and discussion with children
	i. Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	teachers, parents, VEC members, Gram Panchayat members and cooks.
	In all the sample schools meal is cooked/served by the Sahayika.	
	ii. Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The number of cooks/helpers is reported as sufficient to m	
	iii. What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The remuneration paid to cooks/helpers varied from the lowe	st of Rs. 0.20/child to highest of Rs. 0.30/child.
	The most common practice is Rs.0.20/child reported in the so	chools visited.
	iv. Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In almost all the schools the remuneration payment was repo	
	v. Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In most of the cases the cooks/helpers belong to OBC.	
	Only a few of them are from SC/ST community due to not option.	ting for low remuneration

10.	INFRSTRUCTURE	School records, discussion with head teacher,			
	Is pucca kitchen shed-cum-store:	teacher, VEC, Gram Panchayat members.			
	(a) Constructed and in use	(
	(b) Constructed but not in use				
	(c) Under construction				
	(d) Sanctioned but construction not started				
	(e) Not sanctioned				
	(f) Any other (specify)				
	Information to be given for the points (a), (b), (c), (d) & (e)				
	 Around 55 per cent of the sample schools have constructed not in use. 	•			
	The construction is on progress in case of around 10 per cen About the property of the property is the property of the property in the property is the property of the property of the property is the property of t				
	In case the pucca kitchen shed is not available, where is the	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation			
	food being cooked and where are the food grains/other ingredients being stored?	Panchayat members, Observation			
	Provisional arrangement of kitchen shed is done on the verar	l nda hute and old echool huildings			
	 Similarly, the corner of the classrooms and own residence are 				
	Whether potable water is available for cooking and drinking	-do-			
	purpose?	-40-			
	Potable water is available for cooking and drinking in most of				
	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme			
,	Schools do have sufficient utensils for cooking etc. What is the kind of fivel used 2 (Cooking to the later) **The cooking to the later of th	Observation			
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation			
11	 Coal in around 57 per cent of the sample schools, in 43 per c 	, , ,			
11.	SAFETY & HYGIENE:	Observation			
	iii. General Impression of the environment, Safety and hygiene:				
	 The general impression of the environment, safety, hygien satisfactory. 				
	ii. Are children encouraged to wash their hands before and after eating?	Observation			
	Yes, the children are encouraged to wash their hands before and after eating.				
	iii. Do the children partake in meals in an orderly manner?	Observation			
	 In more than 90 per cent schools visited, the children partake 				
	iv. Conservation of water?	Observation			
	 In all the sample schools potable water is kept and conserved 				
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation			
	 In all the sample schools safety measures are taken while co 				
12.	COMMUNITY PARTICIPATION:	Discussion with head teacher, teacher, VEC, Gram Panchayat members			
	Extent of participation by	ranchayat members			
	Parents/VECs/Panchayats/Urban bodies in daily supervision,				
	monitoring, participation				
	 Daily monitoring and supervision is done by the guardians an 	d VEC members, but not on daily basis.			
L	 No school has received other contribution in cash/kind etc. 				
13.	INSPECTION & SUPERVISION	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members			
	Has the mid day meal programme been inspected by any state/district/block level officers/officials?				
	 Most of the inspection and supervision is done by the block le 				
	IMPACT	School records, discussion with head teacher,			
14.		teachers, students, VEC, Gram Panchayat members.			
	Has the mid day meal improved the enrollment, attendance of	members.			
	children in school, general well being (nutritional status) of				
	children? Is there any other incidental benefit due to serving				
1	cooked meal in schools?				
1	 The midday meal scheme has been instrumental in increasing 				
	However, it does not appear as increasing as well as sustaining the attendance gained by the MDM.				
		ing the attendance gained by the MDM.			
	 Some improvement on health has been noticed. 				

Note: Please write the name of the schools 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)

	William (1)
SN.	Name of the Schools
01.	UMS. Tantipara
02.	MS. Urdu Pakur
03.	MS. Kanya Pakur
04.	AMS. Biltu Pakur
05.	UMS. Farsa
	PS. Balabhpur
06.	
07.	UMS. Kalikapur
08.	MS. Harindanga (East)
09.	MS. Harindanga
10.	
	UMS. Ishakpur
11.	MS. Ilami
12.	UMS. Nawad
13.	UMS. Rahaspur
14.	PS. Ranadanga
	ro. nariadariya
15.	PS. Bhuska
16.	PS. Bisunpur
17.	MS. Farsa
18.	MS. Bangla Kanya
	MC Designary
19.	MS. Bhawanipur
20.	PS. Chhota Aliganj
21.	PS. Chhota Mahlan
22.	PS. Barhabad
23.	MS. Jidato Balika
24.	PS. Durgapur
25.	PS. Aludaha
26.	UMS. Kamardiha
27.	UMS. Jitko
28.	MS. Padar Kola
29.	MS. Fatehpur
30.	UPS. Salpatra Rundatola
31.	UMS. Ambadiha
32.	MS. Sarkola
33.	UMS. Malipara
	MS. Dumarchir
34.	
35.	UMS. Gourpara
36.	UMS. Chhota Salghati
37.	PS. Chhota Taldih
38.	PS. Bara Salghati
39.	MS. Amrapara
40.	MS. Buniyadi Amrapara
	Nis. Bullyaui Alliapara
41.	UMS. Anusuchit Amrapara
42.	UMS. Hindi Amrapara
43.	PS. Amrapara Santhali
44.	PS. Basmati
45.	MS. Udalbani
46.	PS. Tutrapahar
47.	PS. Koltola
48.	PS. Bhidi
49.	PS. Amrapara (Urdu)
50.	MS. Dumarchir
51.	PS. Dharnipahar
52.	PS. Mander Kola
53.	MS. Tarapur
54.	UPS. Jharnatola
55.	UPS. Baramasia
56.	PS. Jabardaha
57.	PS. Tursadih
58.	PS. Choukidab
59.	MS. Dangapara
60.	PS. Hathkathi Hindi
61.	Ms. Kanya Hiranpur
62.	UMS. Hathkathi (Urdu)
	· · · · · · · · · · · · · · · · · · ·

63.	PS. Ghagharjani
64.	
65.	UMS. Ranipur
	MS. Hiranpur
66.	PS. Karanpara
67.	MS. Murgadanga
68.	PS. Bindadih
69.	UMS. Kitajor
70.	PS. Beldiha
71.	PS. Blndadih
72.	PS. Daldali
73.	PS. Tursadih
74.	PS. Shivnagar
75.	PS. Kasjuri
76.	UPS. Kadwa
77.	PS. Gandopari Pahari
78.	UMS. Sangrampur
79.	MS. Talphari
80.	PS. Dumaria
81.	UMS. Darajmath
82.	UPS. Dhundha Pahari Litipara (West)
83.	UMS. Murgabani (East)
84.	UMS. Rodgo (West)
85.	UMS. Nawadih (East)
86.	UMS. Kanya Littipara (West)
87.	MS. Balak Littipara (West)
88.	UMS. Rampur Littipara (West)
89.	PS. Jobodih Littipara (East)
90.	UMS. Dhopahari
91.	MS. Murajora
92.	PS. Amarbhitha
93.	MS. Karidih
94.	PS. Bara Gaghara
95.	PS. Bargo
96.	PS. Barajirani
97.	MS. Bargaon Pahar
98.	PS. Barapakjoli
99.	PS. Sakla
100.	PS. Podam
101	UPS. Bohra Pradhan Tola
102.	UPS. Chandpur Paharia Tola
103	UPS Chirudih
104.	UPS. Pachura Amratola

3. District Level Half Yearly Monitoring Report: DUMKA SSA

(The Ministry/TSG needs districts wise in formation/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	Dumka	
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	3268	
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	165	
3.4	Date of visit to the Districts/EGS/schools	08.11.09 to -10.11.09	
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 district (including spill over) block wise and how many of them have been opened block wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	 Total Number of schools sanctioned including s 	pill over in the district – 25
	 Total number of schools opened in the district – 	- 25
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.

	• Yes.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Yes.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	 Yes. The construction work for new schools is un 	derway.
(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? Block-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	 Number of posts sanctioned for teachers – 50 Number of appointments made –34 	
(vi)	Have Teachers been put in position in new schools in the district visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	 Yes. 34 out of 50 are put in position. 	
(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.
	PS level for TLE.	ant of Rs. 10000/- at PS level and Rs. 50000/- at upper
	Items for indoor/outdoor games etc.	Furniture, Science kit, Maths kit, Musical instruments,
(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.
	• Yes.	1
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(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: works completed, works in progress and works not started. To be updated at the DPO for districts being visited by MI.			tem-wise progress	
	Items	Target (Including spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not started
(i)	Sch. Building	432	19	12	17	42	90	252	00
	ACR -1	512	20	16	06	04	00	43	423
	ACR - 3	393	19	24	16	42	08	43	131
	Drinking water	00	00	00	00	00	00	00	00
	Toilet	145	00	00	00	00	00	00	145
	BRC/CRC	00	00	00	00	00	00	00	00
(ii)	that each ca samples to construction	ntegory of cive verify actuated	il works is o al status b variance if	n a district, so covered in the y visiting the any, between I.			on the sp hool Teach	ot with assis ers.	tance of

	toilets.	uildings and additional class rooms. 22 school building, 512 ACR – 1, 393 ACR – 3 and 145 uctions in the district are mostly of average quality.
(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).
(iv)	Yes. 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).
(v)	 Yes. The community manual has been prepared. In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed? 	d and usually available with VEC/SMC. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(vi)	Yes. The ramp is being constructed in all the All Is VEC/SMC keeping a separate account of funds and materials for construction? Yes. The VEC/SMCs are keeping 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).
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/Sub-District/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).
(viii)	 Engineers posted at block level are designated The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage? 	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The technical person did visit the sites at leas visits varies depending upon the nature of the v If there any convergence with Swajaldhara and	t thrice at plinth, lintel and roofing level. The number of vork on progress. Status to be obtained from SPO updated at DPO in
(ix)	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?	districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	drinking water facilities.	and Total Sanitation Campaign for the construction of
(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).
	agency or VEC/SMC.	n schools have been carried out by either specialized
(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).
	What is MI's impression of quality construction in	anitation Campaign for toilet facilities in the schools. To be assessed on the spot. (Sample as in (ii)
(xii)	construction work has been the most commo	above). are of average quality. The use of 'Bangla' bricks for on complaint by the villagers in the district. It is worth at last as salt is used for speedy preparation of bricks.
(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details? • Yes. There is an engineer in charge at SPO lev • The frequency of reviewing progress of districts	Status to be obtained from SPO and to be verified from schools visited by MI.
	A structured format is used for reviewing the present the structured format is used for reviewing the present the structured format is used for reviewing the present the structure of the s	ogress. used

(c) Textbooks:

. ,		
(i)	Total number of children (block-wise) to whom, free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	Total number of text books received - 265206 Total number of children provided with free text Free text books are provided from SSA funds to Free text books are provided from state Govt. fu	SC, ST and all girls.
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	
	2009.Yes. An instruction/circular has been received f	
(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.
	 No delay in distribution of textbooks was reported 	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	 Yes. Free text books have been distributed for a The books have been distributed to all eligible of 	•

(d) School grants:

	I 			
(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.		
	 Total number of schools (PS &UPS) to whom s 			
	 Yes. The funds have been released to the distr 			
	Yes. The guidelines have been issued on how	to utilize the grant.		
(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/- per primary and @ Rs. 7000/- per upper primary school to the school/VEC/SMC accounts, if so when? The number of schools to whom, releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.		
	The DPO has released the grant to the 2448 PS and 820 UPS.			
	 Thus, the number of VECs to whom releases h 			
	Yes. The guidelines have been circulated by DPO for utilization of the school grant.			
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	visited by MI.		
	 No centralized purchases have been made by 			
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.		
	There was no delay reported in receipt of grant	S.		
(v)	Utilization details (percentage of utilization and	To be verified on the spot from the passbook and		

items) for the last year's school grants received by expenditure statement maintained by school/VEC. the school/VEC. Almost all the schools visited by MI have utilized more than 90 per cent of the grant received. In some cases the grant could not be utilized due to transfer/retirement of the headmaster, migration of the VEC chairman etc. (e) Teachers and Teachers Training: Number of additional Teachers sanctioned district-Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by wise under SSA in primary and upper primary schools and the number of Teachers in position therein? Number of additional teachers sanctioned - 1139 Number of additional teachers in position - 1100 Number of position to be filled - 39 What is the mode of recruitment of the teachers Information is to be obtained from SPO and to be and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure updated in DPO in respect of districts visited by followed in the recruitment of teachers? Teachers are recruited as per 1:40 (teacher-student ratio) The recruitment is done by block level officials and the members of VEC/SMC. (ii) The procedures followed for the recruitment: General notification issued Application received against the vacancy General meeting arranged by VEC VEC recommends the names of suitable candidates to Block Shiksha Samiti. It approves the selected candidates after checking the details and other norms followed by VEC. After the approval a teacher is appointed. Nature of appointment of teachers i.e. whether it is Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by a regular appointment or contract basis? (iii) Teachers are appointment on contract basis. If VEC/Panchayat etc. is empowered to make To be ascertained from DPO and VEC. decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local (iv) community of such recruitment? The decentralized recruitment procedures have been laid down. Usually, the local community is satisfied with the appointment of teachers, but to some extent. However, there are cases where the local community is not at all happy by the appointment made by VEC/SMC. In respect of the schools visited by MI, the number Information to be obtained from the school and from the VEC. The list of the names of teachers of teachers sanctioned for the schools, the number of teachers in position, the number of teachers absent and those who are habitually absent must present in the school on the day of visit, the names be given in the report. of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? (v) The number of teachers sanctioned – 361 The number of teachers in position – 275 The number of teachers present on the day of the visit -260The number of teachers absent - 15 Some teachers were on leave or on official duty away from the school but none of them was a habitual absentee. Some teachers were on leave or on official duty away from the school but none of them was a habitual absentee. How was the rapport between children and the To be ascertained from the VEC and observed (vi) teachers in the schools visited? during the visit by MI. The rapport between teachers and students was observed as satisfactory in the schools visited. The target number of teachers block-wise to be To be ascertained from the SPO and updated from given in service training and the actual number of the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools teachers given such training in the districts visited? Is there a training calendar for teachers visited by MI. training? What was the venue; the content and (vii) 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?

Target number of teachers for in service training – 7512 Actual number of teachers given such training – 1410 Yes. There is a calendar for teachers training. Venue for training is generally BRC/CRC. English (JET), Maths, Science, 'Buniyad' etc. are some of the contents /themes dealt with in training for the 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 The target number of newly recruited teachers To be ascertained from the SPO and updated from district-wise, to be given orientation training of 30 the DPO in respect of the districts visited by the days and the actual number of teachers given such MI and to be verified from the teachers in schools training, and venue of the training, for how many visited by MI. (viii) days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training? No orientation training for 106 newly recruited teachers has taken place. The target number of teachers in the district to be To be ascertained from the SPO and updated from given refresher training of 60 days and the actual the DPO in respect of the districts visited by the number of teachers given such training. What was MI and to be verified from the teachers in schools the mode of training (institutional or distance); visited by MI. venue of training? Module and content of training and who prepared it? Who were the trainers? What (ix) supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it? Target number of teachers for refresher training - 7512 Number of achievement - 1410 The satisfaction level of training? Whether there To be ascertained from the teachers on the spot in are any areas, which the teacher would like to get respect of schools visited by MI. trained? (x) On the whole, the trained teachers are guite satisfied. Teachers are of the opinion that they should be rigorously trained on the subjects/activities included in The academic support given by BRC/CRC to the To be ascertained from BRC/CRC (at least 5 each) teachers, the frequency of such support: and the teachers on the spot in respect of f. Please specify the role of BRC/CRC's in schools/EGS centres visited by MI. 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 has been done in mode(workshop/meetings/school visit - with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? (xi) The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and They also arrange trainings for VEC/SMC members. Apart from conducting the trainings BRC/CRC is also responsible for the follow up programs like workshop, meetings, school visits, interaction with teachers etc. Yes, there is a calendar for the training and follow up programs. BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well. b. What is the expected number of school visits to To be ascertained from BRC/CRC (at least 5 each) be made by BRC/CRC in State and in the and the teachers on the spot in respect of districts visited? Is it being followed? schools/EGS centres visited by MI. The expected number of visits for BRPs is once per school per month; whereas for CRPs, it is at least four times per school per month. However, the number of visits increase as required, i.e. monitoring of MDM, quality monitoring etc. In general, the expected number of school visits is being followed in the district.

c. What are the BRCC's and CRCC's doing during To be ascertained from BRC/CRC (at least 5 each) these visits? Check their reports? How much and the teachers on the spot in respect of of it relates to pedagogic improvement issues schools/EGS centres visited by MI. 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? During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: Conducting model lessons in classrooms, Help teachers to teach difficult topics. Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme d. Is the DIET interacting, with BRC/CRCs and what To be ascertained from BRC/CRC (at least 5 each) is their role in capacity building; academic and the teachers on the spot in respect of supervision and guidance; action research and schools/EGS centres visited by MI. monitoring of BRC/CRCs? BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. e. Are the BRC/CRCs extending their academic To be ascertained from BRC/CRC (at least 5 each) support to EGS/AIE centres/courses in their and the teachers on the spot in respect of area? If so how and in what manner? If not, schools/EGS centres visited by MI.

Not applicable as there are no EGS/AIE centres in the district.

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?

Yes. There is a quality coordinator at SPO.

To be ascertained from SPO.

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(f) Teaching Learning Material (TLM) grants:

(xii)

The total number of teachers eligible to receive Information to be obtained from SPO and updated TLM grants, district-wise and the details of grants by DPO in respect of the districts to be visited by (xvi) released to the districts? The total number of teachers eligible to receive TLM grants - 7512 The date of release of TLM grant from DPO and the Information to be obtained from DPO and to be number of teachers covered? Whether any Instructions have been issued in respect of verified in schools visited by MI. A copy of the instructions be enclosed with the report. utilization TLM grants by DPO/SPO? (xvii) The month of July 2009 was the date for release of TLM grant. The total number of teachers received TLM grants - 7512 Yes. The instructions have been issued in respect of utilization TLM grants. The date of receipt of TLM grant by the teacher and Information to be verified on the spot in respect of details of its utilization? Whether the TLM materials schools visited by MI. 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 (xviii) 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?

- TLMs are displayed in 84 per cent schools monitored.
- TLMs are kept separately in 10 per cent. No TLMs were verified in 6 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.

	S & AIE:	
(xc)	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	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	provided block-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).	and a second and the second and a second and
	 The number of EGS/AIE centres/BC/NRBC/sci The details category wise are as given below: 	nool camps sanctioned and started in the district – 18
	The details category wise are as given below. 41 NRBC – 1030 children	
	15 RBC – 690 children	
	13 Innovative – 325 children	
(xci)	The target number of children and number of	Information is to be obtained from SPO and
, ,	children actually enrolled in the centres category	updated from the DPO in respect of the district
	wise, district-wise?	visited by MI.
	Target number of children – 3870	
(),(=!!)	Number of children actually enrolled – 2045 The manufactual actually enrolled and actually enrolled actually enrol	To be verified on the enot in very set of the control
(xcii)	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
	attending the centre:	centres in a district on sample basis.
	The number of children enrolled – 2045	
	 The number of children actually attending – 20 	45
(xciii)	The number of EVs working in a district and the	Information to be obtained from DPO and to be
	number of EVs trained. Kind of training given to	verified from the EVs of the centres visited by MI.
	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 modules used? Are they appropriate? What is the EVs feedback on the training?	
	the modules used? Are they appropriate? What is the EVs feedback on the training? • The number of EVs/Para/Sahyogi teachers – 4	506
	 the EVs feedback on the training? The number of EVs/Para/Sahyogi teachers – 4 	506
	 the EVs feedback on the training? The number of EVs/Para/Sahyogi teachers – 4 	506
	 the EVs feedback on the training? The number of EVs/Para/Sahyogi teachers – 4 15 days Induction training – 184 8 days In-service training (residential) – 1410 10 days In-service training (non-residential) – 0 	
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(xcvi)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether, there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	The amount of monthly honorarium:	
	 Intermediate – Rs. 2500/- per month 	
	 Trained Intermediate – Rs. 3000/- per 	er month
	Graduate – Rs 3000/- per month Trick Company	
	 Trained Graduate – Rs. 3500/- per m Payment of monthly honorarium is made through 	
	A revised structure of monthly honorarium is or	
(xcvii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by
		MI.
, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Yes. Their attendance could be adjudged as re	
(xcviii)	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.
	 No. There is no such post in the district. 	
(xcix)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	 Yes. There is a monitoring format available with 	
	The frequency of submission of furnished inform	mation is monthly.
(c)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded in the district during the current financial year? What is the achievement so for?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	 Target number of EGS/AIE centres (including s Number of achievement – 00 	
(ci)	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.
(cii)	 Not applicable. The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect? 	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Not applicable.	
(ciii)	Whether the actual up-gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
(civ)	Not applicable. Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Not applicable.	
(cv)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not applicable.	
(cvi)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
(- ")	Not applicable.	Intermedian to be obtained a CDO 1 1991
(cvii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Not applicable.	

	(cviii)	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.
		 15 out of 2045 children (SC girl – 3, ST girls – centres/courses have been mainstreamed so fa 	- 4 & boy 1, General - 7) from 69 RBC/NRBC/Innovation ar.
	(cix)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
		 Not applicable. 	
	(cx)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
		 Not applicable. 	
	(cxi)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
		 Number of children enrolled – 650. No furthe centres/courses. 	r details could be furnished as MI could not visit those
	(cxii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
		 Not applicable. 	
Ī	(cxiii)	The rapport of the EV with the children?	Observations during Field visit, by MI.
		 Yes. The rapport between Para teachers and c 	hildren is satisfactory.
	(cxiv)	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.
- 1		 Not applicable. 	

(h) Children with Special Needs (CWSN):

	The number of CWSN children identified, district-	Information to be obtained from the SPO and to be
	wise, and the number of children enrolled during the current financial year.	updated by DPO in respect of the districts visited by MI.
(i)	Number of CWSN children identified – 1499	
	 Number of Children enrolled – 1499 	
	 Number of CWSN children benefited – 455 	
	The number of children who have been provided	Information to be obtained from the SPO and to be
(ii)	with aids and appliances, district-wise, during the	updated by DPO in respect of the districts visited
(a)	current financial year.	by MI and verified with sample checks during field visits.
	 Number of children provided aids – 455 	
(ii)	Whether there are any difficulties in getting and	Information to be obtained from SPO/DPO.
(h)	utilizing the aids and appliances.	
(5)	No difficulties.	
	The number of resource teachers identified in the	Information to be obtained from SPO/DPO. List of
	districts? The list of NGOs associated with CWSN	NGOs and copies of guidelines to be attached
	in the district? The details of guidelines issued for the resource teachers/NGOs?	with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks
(iii)	the resource teachers/NGOs:	being done by Resource Teachers/NGOs for
(111)		CWSN.
	The number of resource teachers identified in to	he district – 19
	 So far, 01 NGO is associated with. 	
	 Yes. The guidelines have been issued for the r 	
	Whether the district has an IED coordinator?	Information to be obtained from DPO of districts
(iv)	Whether he has been oriented and whether he has	visited by MI.
(a)	attended any capacity building programme at the State level?	
	 Yes. He has been oriented and has attended or 	apacity building programme at state level.

(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	 No. However, the frequency of furnishing the in 	formation is monthly.
	 Yes. There is an IED coordinator at SPO level. 	
(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 all the schools have been 	provided with the ramps.
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
. ,	 As per sample check no CWSN has been provi 	ided 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.
	 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.
	 Number of CWSN children enrolled – 124 Number of CWSN children actually present – 1 	87

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

(i)	The number of clusters targeted block-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model clusters targeted - 260 Number of model clusters actually made functional – 09	
(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.
	 Number of ACRs constructed – 240. 225 of them are having drinking water facility and 1 None of them having electricity - 00 	
(iii)	Whether model clusters in the district have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	 Yes. As per sample check NPEGELs have been provided with gender sensitive Teach Materials. Yes. NPEGELs are having vocational training, bridge course and remedial teaching. 	
(iv)	Whether funds have been released for NPEGEL programme in time and block -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.
	Yes. A Whether a district gender coordinator is in	To be ascertained from DPO with District Gender
(v)	position? b. Whether a monitoring system to check progress in girls' education intervention has been developed in State SSA programme and with what periodicity is it reviewed?	Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes. There is a district coordinator. Yes. There exists a system to monitor it on a re	egular basis.
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL in the district?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	Number of ECCE centres operational – 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.
	Yes. There is a monitoring cell to monitor fortnightly.	

(j) Kat	(j) Katurba Gandhi Balika Vidayalaya (KGBV):			
	Number of KGBV sanctioned block-wise and the	Information to be obtained from SPO office and to		
	number of KGBV operational during the current	be updated from DPO in respect of districts visited		
(i)	financial year.	by MI. Sample check by MI in the field visit.		
	Number of KGBV sanctioned – 10			
	 Number of KGBV operational – 10 			
	The number of KGBV in the district in respect of	Information to be obtained from SPO office and to		
/::\	which land have been identified, district-wise.	be updated from DPO in respect of districts visited		
(ii)		by MI.		
	 As per sample check for all the 10 KGBVs land 	have been identified.		
	Whether the State has drawn up any detailed	To be obtained from the SPO and verified from		
(iii)	guidelines for running the KGBV schools.	DPO/KGBV visited by MI.		
	Yes. The detailed guidelines have been drawn			
	The number of KGBV in respect of which all	Information to be obtained from SPO office and to		
(iv)	formalities for construction have been completed.	be updated from DPO in respect of districts visited		
(10)	Number of KGBV with complete formalities for	by MI.		
	!			
	The number of posts sanctioned for the KGBV	To be obtained from DPO and to be verified in		
	(teachers and other staff) in the district and the	respect of KGBV visited by MI.		
	present position of filling up of these posts.			
(v)	Number of posts for teachers & other staff sanctioned – 70 (Teachers 40, Accountant 10, Peon 10 and			
	Cook 10)			
	Number of staff in position – 70 Number of staff in position — 80			
	Number of position vacant – 00 The number of students admitted in the KGBVs To be obtained from DPO and to be verified in			
	The number of students admitted in the KGBVs			
	started in the district. respect of KGBV visited by MI.			
(vi)	Total number of students targeted for admission – 1604 Total number of students admitted – 1604			
	Total number of students admitted – 1604 Class wice appellment of students - VI 176 - VII 275 - VIII 495 - IX 221 - X 247			
	 Class-wise enrollment of students – VI-176, VII-375, VIII-485, IX-321, X-247. 87 belonged to SC, 920 to ST and 597 hailed from others community. 			
	The details of facilities available such as furniture.	To be obtained on the spot in respect of KGBV		
	bedding, meals to be verified by MI in respect of	visited by MI.		
	KGBV visited.			
	The meals provided at all the KGBV are satisfactory. Other facilities in terms of furniture and bed are			
		f them do not have their own campus/building along with		
(!!\	houndary wall			
(vii)	 The L-shape building and rooms do not 	appear to be convenient and conducive enough as		
	hostel/residence for grown up girls. Often the newly coming up sites are away from main habitation			
	causing great concern for the safety/security of the girls and the lady staff members.			
	 The strength and specialization of academic 	staff is largely insufficient to look after the increasing		
	number girls and added standard per year.			
	 Almost all the KGBVs are having only one cool 	k to look after the quality/quantity of meals in time.		

(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. Requisite number of computers – 04 	
		 Number of computer operators 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
		 Up to 17 Dec. 2009. 	
Ī		Whether data capture format have been supplied to	Information to be obtained from DPO and to be
	(iii)	all schools latest by August?	verified from teachers of the schools visited by MI.
		Yes.	

	(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
		Yes.	
	(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings.?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
		 Yes. Month of orientation is Oct. 09. 	
 They are discharging their responsibility reasonably well. 		 They are discharging their responsibility reason 	<u> </u>
	(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
		Yes.	
	(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
		 Yes. 	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	 The number of research sanctioned – 00 	
(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.
	Not applicable	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	 Yes. 	

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted in the district? • Total number of VEC – 2486	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?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(iii)	 Yes. The guidelines are provided and available Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? 	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	 Yes. The guidelines are given on adequate representation to women. The actual number of women associated in the VEC per school is 05 (PS) and 07 (MS). 	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

	The frequency of the meeting is once in a month.		
	 The number of members is 15 in primary and 21 in upper primary schools. 		
	 As per sample check members of 40 per cent VECs attending the meetings regularly. 		
	 Yes. The women/SC/ST members participate 	egularly.	
	Whether members of the VEC have been oriented	Information to be collected from the SPO/DPO and	
	and the percentage of the members oriented?	to be verified from the VEC/SMC during the Field	
	When these trainings were held? Who conducted	visit by MI.	
(v)	the trainings? What is the VECs perception of the		
\ /	trainings?		
	Yes. Around 40% members have been oriented last June and July 09.		
	 Orientation training is usually conducted by BF 	C/CRCs.	
	The contribution made by VEC in improving the		
	environment of the school, enrolment and	on the basis of records by MI during field visits.	
	attendance of teachers and students?		
(vi)	 A sizeable number of VECs have contributed s 	substantially.	
	The active VECs have definite impact in terms of environment of the schools.		
	Their participation has improved enrollment/attendance of both the teachers and students.		
	Therefore, they urgently require orientation and motivation.		
	Whether VEC is maintaining proper record of funds	Information to be obtained on scrutiny of records	
(vii)	received by them.	of VEC and to be cross-checked with DPO.	
	Yes.		
	Is there any programme officer in-charge for	Information to be obtained at SPO level. See	
	Community mobilization/participation at SPO	formats and record of SPO	
(viii)	level? Is the person aware of his/her role? What		
	types of monitoring or capacity building is done?		
1	 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/AlE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	• Yes	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	 Number of meetings -12 	
	The total number of staff sanctioned category wise in	Information to be obtained from SPO and verified
(iii)	the district office and the number in position and	at DPO level in districts visited by MI.
	action taken to fill up the vacancies?	

	Category	Sanctioned	Filled	Vacant	
	District Programme Officer (DPO)	01	01	00	
	Addi. District Programme Officer	01	01	00	
	Asstt. Programme Officer	04	04	01	
	A/c Officer	01	01	00	
	Asstt. Engineer	02	01	01	
	Asstt. Comp. Programmer	01	01	00	
	Accountant cum comp. operator	01	00	01	
	Steno/Com. Operator	01	00	01	
	Dist. Resource Person	01	01	00	
	Asstt. Resource Person	04	02	02	
	Data Entry Operator	01	00	01	
	A/c Assistant	02	00	02	
	Store Keeper	01	00	01	
	Purchase Assistant	01	00	01	
	Typist	02	00	02	
	Driver	04	02	02	
	Peon/Night Guard	06	01	05	
	The number of BRCs/CRCs sanction position and action taken to fill vacancie			be obtained from S spect of BRCs/CRCs	
(iv)	 No. of BRCs sanctioned – 00 No. of CRCs sanctioned – 00 Staff in position - 00 				
(v)	Does SPO have clearly laid down rules/r filling up posts of SSA?	egulations for	To be verified a	t SPO through check	king of records.
	Yes.				

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

 Efforts have been made to enroll students/children i.e. SC/ST, minority and the girls in order to streamline those vulnerable sections of the society.

(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.				
	 Around 45 per cent of the schools had working days up to 240 during last academic year. The rest 55 per cent schools had working days from 240 – 250. 					
	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.				
(ii)	 More than 80 per cent schools have reasonably clean environment. The overall quality of construction could be adjudged as average in terms of furnished class rooms and proper flooring. Windows are often broken and roofing appeared to be poorly finished. Around 25-30 per cent schools have playgrounds, however, often outside school premises. 					
	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.				
(iii)	 Most of the schools do not have proper sitting arrangements. Blackboards are there but not so smooth. TLMs are either missing or kept separately. 					
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.				
	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.				

	A large number of schools are in poor condition in terms of play materials.		
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.	
(vii)	Despite MDM most of the schools are witnessing low attendance.		
	 The reason is lack of awareness and mind set an 		
	Irregular or nonexistence of parent teachers mee		
(viii)	Steps taken to promote attendance by the school and	Information to be obtained from the teachers and VECs etc.	
	by the VEC/SMC/PTA etc? Frequency of parent teachers meeting has been		
	What is the present process of assessing the	Information to be recorded on the basis of school	
(ix)	achievement level of students?	records.	
()	Periodical evaluation tests are conducted to asse	ss the achievement level of students.	
	Whether continuous and comprehensive evaluation		
(x)	and grading system has been introduced for	records.	
(71)	students?		
	Yes. The achievement level of children.	Assessment to be undertaken by the MI on the day	
	The achievement level of children.	of visit.	
	The achievement level in most of the schools is below standard.		
(xi)	It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing		
	work culture in the society.		
	 Lack of job security and absence of incentives for the Para-teachers largely affecting the overall functioning and achievement level of the children as well. 		
	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.	
(xii)	The rapport of the children with the students is fa		
	Whether the school has under age or over age	Information to be recorded on the basis of school	
(xiii)	children if so, their number and percentage?	records and observations.	
	Yes. Around 5 per cent.		
	The number of children who have dropped out of the	To be ascertained from teachers/VEC schools	
	school during the previous six months. Whether they	records.	
(xiv)	are continuing their studies in any private schools? The per cent of drop outs was reported to be very	, high	
		of a large chunk of children has become a regular affair	
	in the district.	of a large chark of children has become a regular affair	
	The number of children who have been retained in	Information to be obtained on the basis of school	
(xv)	the same class from the previous academic year and	records and discussion with teachers.	
(//*/	their percentage grade wise? • Around 5 -10 per cent of students usually retained	d in along I from the province anadomic year	
	 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)

- (i) Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.
- (ii) The program should not be a number game of target alike many other Govt. ventures in the past.
- (iii) It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits.
- (iv) The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program.
- (v) The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort.

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

Please include all the Annexure 1 to annexure 1 to 8

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

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

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.

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.

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.

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.

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 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.
- (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

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.

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.

Note: Kindly find all the enclosures i.e. circulars, guidelines, formats etc. as Annexure.

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

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

	WEW Occion of Williams y of the		
SN	Name of Schools		
01	N.P.S. Masjid Tola, Parshimla		
02	R.M.S. Parshimala		
03	P.S. Behrabank		
04	U.M.S. Katijoriya		
05	M.S. Bagnal Dumka-l		
06	R.M.S. Kuruwa Dumka		
07	M.S. Ram Krishna Ashram		
80	M.S. Dudhani Hindi		
09	M.S. Adarsh Gandhi Nagar		
10	U.M.S. Jamdali		
11	M.S. Kumrabad		

12	P.S. Kanya Kumarabad	
13	U.P.G.M.S. Bankathi	
14	U.M.S. Dhadhika	
15	M.S. Lakhikundi	
16	P.S. Gidhnipahar	
17	M.S. Kadhrbil	
18	P.S. Latpahari	
19	P.S. Karikandar	
20	P.S.Tikapahari	
21	P.S. Sanpdahar	
22	P.S. Hatimara	
23	U.P.S. Sadak Tola	
24	U.P.S. Chainpur Puredih	
25	P.S. Harla	
	U.P.S. Musawachar	
26		
27	R.M.S. Lakrapahari	
28	U.M.S. Lakar Diwani	
29	U.M.S. Barapalasi	
30	U.P.S. Madhudangal	
31	P.S. Tarbandha	
32	M.S. Vijaypur	
33	P.S. Sirsanath	
34	R.M.S. Laxmipur	
35	R.M.S. Bagajhowa	
36	U.M.S. Karikado	
37	U.M.S. Asanthar	
38	M.S. Adarsh Jama	
39	P.S. Sugnibad	
40	P.S. Sujakora	
41	M.S. Kanya Jama	
42	P.S. Sirasanath	
43	P.S. Tarbondha	
44	U.P.S. Kolathar	
45	U.P.S.Habladih	
46	P.S. Dhadia	
47	P.S.Murdiya	
48	R.P.S. Asansole Dodali	
49	U.M.S. Dumma	
50	P.S. Gadgadiya	
51		
	P.S. Gadi Kamardiha N.P.S. Bokla	
52		
53	U.M.S. Sakri	
54	U.P.S. Gardi	
55	U.M.S. Putsar	
56	U.M.S. Sardiha	
57	P.S. Ghordopi	
58	U.P.S. Gotkariya	
59	P.S. Pandeydih	
60	U.P.S. Garda	
61	P.S. Gahridar	
62	U.P.S. Baigandhara	
63	P.S. Chordiha	
64	UPS Bishunpur	
65	UPS Shyampur	
66	P.S. Maehala	
67	U.P.S. Noreya	
68	U.P.S. Taljhari Parwe	
69	A.M.S. Taljhari	
70	P.S. Kusmaha Chikniya	
71	U.M.S. Jamua	
72	M.S. Dudhani	
73	P.S. Bihajori	
74	P.S. Bhodabad	
75 76	N.P.S. Simara P.S. Nawasar	
77	U.M.S. Ranighaghar	<u> </u>

78	U.M.S. Sugapahari	
79	U.P.S. Bhagadiya Tola	
80	U.M.S. Manayak	
81	M.S. Masaliya Boys	
82	R.M.S. Gowasol	
83	U.M.S. Jhilwa	
84	R.P.S. Jhunjhako	
85	U.M.S. Ranga	
86	U.M.S. Taladngal	
87	U.M.S. Kelabgan	
88	N.P.S. Kolahar	
89	U.M.S. Sagabadi	
90	U.P.S. Kumgara	
	U.P.S. Dumariya	
91		
92	U.P.S. Dharampur	
93	U.P.S. Lakhompur	
94	M.S. Kadriya	
95	P.S. Pochapani	
96	N.P.S. Sitasal	
97	U.M.S. Palan	
	U.M.S. Godamala	
98		
99	P.S. Paharpur	
100	RMS Mohanpur	
101	UPS Bajradih	
102	UPS Palasiya	
103	UPS Kairo	
104	UPS Bhagwanpur	
	UPS Sanpdahar	
105	UPS Satipuditat	
106	UPS Jangalpur	
107	UPS Pathalchatti	
108	UPS Saraiya Kamartola	
109	UPS Pipra I	
110	UPS Simra	
111	PS Harin Gohal	
112	UPS Kusbedia	
113	UPS Pipra II	
114	PS Kohbara	
115	UPS Kunjbona	
116	UPS Dharamkunda	
117	UPS Upar Majhiyandih	
118	UPS Kutartopa	
119	UPS kharouni	
120	UPS Pusaro	
121	UPS Borotola Thanpur	
123	UPS Chirikmara	<u> </u>
124	UPS Jama	
125	UPS Seja Pahari	
126	UPS Sare Pahari	
	UPS Dhurkunda	+
127		
128	UPS Rarotola	
129	UPS Kuruman	
130	UPS Jarkura	<u> </u>
131	UPS Bhikhanpur II	
132	UPS Leda Paisa	
133	UPS Heseltanr Khatangi	
134	UPS Bala Bahiyar	
		
135	UPS Dhanaspur	
136	UPS Farhara	
137	UPS Nayadih	<u> </u>
138	UPS Bara	
139	UPS Karaila	
140	UPS Jhunjhi	
		
141	UPS Jhilua	
142	UPS Kendu Tikar	ļ
143	UPS Baje	
144	UPS Domdih Paharpur	
_		

145	UPS Narcha Gidhni	
146	UPS Karwa Birna	
147	UPS Dumaria Dhane	
148	UPS Madhuban	
149	UPS Kalaupur Tilakppur	
150	UPS Mathura Beltikri	
151	UPS Nisundaria Duba	
152	UPS Genuwa Tanr	
153	NPS Barari	
NPEG	EL	
154	A.M.S. Taljhari	
155	M.S. Dudhani	
156	M.S. Kataria	
157	M.S. Jama (Kanya)	
158	M.S. Bara Palasi	
159	M.S. Bagnal Dumka	
160	U.M.S. Dumma	
161	M.S. Gowasal	
KGBV		
162	K.G.B.V. Masalia	
163	K.G.B.V. Jarmundi	
164	K.G.B.V. Jama	
165	K.G.B.V. Dumka	

(s) Mid-Day Meal Scheme: DUMKA

3.1	Name of the District Monitored	Dumka
3.2	Total number of elementary schools/EGS/AIE Centres in the Districts	2716
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	165
3.4	Date of visit to the Districts/EGS/schools	08.11.09 to -10.11.09
3.5	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

1.	REG	ULARITY IN SERVING MEAL:			Students, Teachers & Parents
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
		 Hot and cooked meal is served 	in all the samp	le schools.	wise strike of the BEEOs and Shrawani Mela (fair).
2.	TRE				School level registers, MDM Registers Head
		nt of variation (As per school reco of visit)	ords vis-à-vis a	ctual on the	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	21816	21816	
	ii	No of children attending school	12720	11679	
	iii	No of children availing MDM as per register	12720	11679	
	iv	No of children actually availing MDM	12720	11519	
		 On the day of visit, around 54 MDM. 	per cent child	ren attended th	e school and most (99 per cent) of them actually had
					v. Poor attendance against the enrollment causing less their next allotment of food grains from the district.
	REG LEVE	ULARITY IN DELIVERING FOOD (EL:	RAINS TO SCI	HOOL	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	,	 Is school receiving food grain delay in delivering food grains, 			

	and reasons for the same?	
3.	 All the sample schools are getting food grains regularly. No delay has been reported in this regard. 	
	Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	 In all the sample schools buffer stock of one month requirement 	ent is maintained.
	Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	 The food grains are provided directly to all the schools monito 	
4.	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	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?	
	All the sample schools are receiving the cooking cost in adva	ance regularly.
	ii. In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay, interim arrangement is done by seeking the	help of schools nearby or VECs arrange of their own.
	iii. Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The cooking cost is paid through banks in the sample school.	S.
5.	SOCIAL EQUITY:	Observations
	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	
	No discrimination based on gender, caste or community is ob-	oserved in cooking, serving or seating arrangements.
6.	VARIETY OF MENU:	Observations and discussion with children
	i. Has the school displayed its weekly menu, and is it able to	teachers, parents, VEC members, Gram
	adhere to the menu displayed?	Panchayat members and cooks.
	 In almost all the sample schools the menu was displayed. 	
	 However, none of the sample schools was noticed as adherir 	
	 Not adhering of menu exists primarily due to extreme hike in 	
	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.
	The schools try to have some variety in the food being served.	
	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.
	 In all the sample schools, rice and vegetables are usually incl However, pulses are served in almost all the schools visited. 	
	Wheat was not seen as essential part of the daily menu in an	y of the schools covered.
7.	QUALITY & QUANTITY OF MEAL:	Observations of Investigation during MDM
	Feedback from children on	service
	a) Quality of meal:	
	In more than 90 per cent sample schools, as per the children the	e meal served is neat/clean and tasty as well.
	b) Quantity of meal:	Observations of Investigation during MDM
	b) Quantity of meat.	service
	The children do feel that the quantity of the meal is sufficient.	
	c) If children were not happy Please give reasons and suggestions to improve.	Observations of Investigation during MDM service
	The children are unhappy about the quality and quantity of th The cooks/helpers along with the members of the VECs/SMC Village leaders should be inspired to lead and serve the socie	S need special orientation on health and hygiene.
8.	SUPPLEMENTARY:	Teachers, Students, School Record
	i. Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	,
	Micronutrients, such as Vitamin A – dosage and folic/de-worm schools.	
	 However, iron tablets are being provided to the adolescent girl 	IS

	ii. Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Usually, Govt. agencies administer these medicines and nutries.	
	The frequency of providing the services is most often quarterly iii. Is there school Health Card maintained for each child?	r or half yearly Teachers, Students, School Record
		reachers, Students, School Record
9.	 In none of the sample schools health card is maintained. STATUS OF COOKS:	Observations and discussion with children
0.	i. Who cooks and serves the meal? (Cook/helper appointed by	teachers, parents, VEC members, Gram
	the Department or Self Help Group, or NGO or Contractor)	Panchayat members and cooks.
	 In all the sample schools meal is cooked/served by the ap Sahayika. 	
	ii. Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The number of cooks/helpers is reported as sufficient to meet	
	iii. What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The remuneration paid to cooks/helpers varied from the lowes	
	The most common practice is Rs.0.20/child reported in the sch	
	iv. Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In almost all the schools the remuneration payment was report	
	v. Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	 In most of the cases the cooks/helpers belong to OBC. Only a few of them are from SC/ST community due to not optic 	
10.	Only a few of them are from SC/ST community due to not optil INFRSTRUCTURE	School records, discussion with head teacher,
10.	Is pucca kitchen shed-cum-store:	teacher, VEC, Gram Panchayat members.
	(a) Constructed and in use	•
	(b) Constructed but not in use	
	(c) Under construction (d) Sanctioned but construction not started	
	(e) Not sanctioned	
	(f) Any other (specify)	
	Information to be given for the points (a), (b), (c), (d) & (e) • Around 55 per cent of the sample schools have constructed ki	takan ahad aum atara in uga wharaga 25 par aant ara
	 Around 35 per cent of the sample schools have constructed kinds not in use. In case of 20 per cent the construction is on progress. 	ichen shed-cum-store in use, whereas 25 per cent are
	In case the pucca kitchen shed is not available, where is the food	Discussion with head teacher, teacher, VEC,
	being cooked and where are the food grains/other ingredients being stored?	Gram Panchayat members, Observation
	Provisional arrangement of kitchen shed is done on the veranda	
	 Similarly, the corner of the classrooms and own residence are u Whether potable water is available for cooking and drinking 	sed as the provisional store rooms in a few cases.
	purpose?	
	Potable water is available for cooking and drinking in most of the	e schools. Teachers/Organizer of MDM Programme
	Whether utensils used for cooking food are adequate? Schools do have sufficient utensils for cooking etc.	TOUGHTHE
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	 Coal in case of 60 per cent sample schools and in 40 per cent sch 	
11.	SAFETY & HYGIENE: i. General Impression of the environment, Safety and hygiene:	Observation
	 The general impression of the environment, safety, hygiene a satisfactory. 	nd discipline in the sample schools was noticed as
	ii. Are children encouraged to wash their hands before and after eating?	Observation
	Yes, the children are encouraged to wash their hands before and a	
	iii. Do the children partake in meals in an orderly manner?	Observation
	 In more than 90 per cent schools visited, the children partake meal iv. Conservation of water? 	,
	In all the sample schools potable water is kept and conserved.	Observation
	in an the sample schools potable water is kept and conserved.	

	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	 In all the sample schools safety measures are taken while cooking 	and storing fuel.
12.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	Daily monitoring and supervision is done by the guardians and VE No school has received other contribution in cash/kind etc.	C members, but not on daily basis.
13.	INSPECTION & SUPERVISION	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	Has the mid day meal programme been inspected by any state/district/block level officers/officials?	
	 Most of the inspection and supervision is done by the block level o 	fficers/officials.
14.	IMPACT	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat
	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?	members.
	 The midday meal scheme has been instrumental in increasing the However, it does not appear as increasing as well as sustaining the Some improvement on health has been noticed. Other incidental benefits in terms of support to poor children, good felt in the schools monitored. 	e attendance gained by the MDM.

15. List of schools visited in the district

	Please write the name of the schools in the districts for monitoring the MDM activities (even if the MI attached the information at Annexure under point (r) please kindly write the name of the schools visited because the TSG has to send MDM report to MDM
	on of Ministry of HRD)
SN	Name of Schools
01	N.P.S. Masjid Tola, Parshimla
02	R.M.S. Parshimala
03	P.S. Behrabank
04	U.M.S. Katijoriya
05	M.S. Bagnal Dumka-I
06	R.M.S. Kuruwa Dumka
07	M.S. Ram Krishna Ashram
07	M.S. Dudhani Hindi
09	
10	M.S. Adarsh Gandhi Nagar U.M.S. Jamdali
11	M.S. Kumrabad
12	P.S. Kanya Kumarabad
13	U.P.G.M.S. Bankathi
14	
	U.M.S. Dhadhika
15	M.S. Lakhikundi
16	P.S. Gidhnipahar
17	M.S. Kadhrbil
18	P.S. Latpahari
19	P.S. Karikandar
20	P.S.Tikapahari
21	P.S. Sanpdahar
22	P.S. Hatimara
23	U.P.S. Sadak Tola
24	U.P.S. Chainpur Puredih
25	P.S. Harla
26	U.P.S. Musawachar
27	R.M.S. Lakrapahari
28	U.M.S. Lakar Diwani
29	U.M.S. Barapalasi
30	U.P.S. Madhudangal
31	P.S. Tarbandha
32	M.S. Vijaypur
33	P.S. Sirsanath
34	R.M.S. Laxmipur

	DMC Pareibava
35	R.M.S. Bagajhowa
36	U.M.S. Karikado
37	U.M.S. Asanthar
38	M.S. Adarsh Jama
39	P.S. Sugnibad
40	P.S. Sujakora
41	M.S. Kanya Jama
42	P.S. Sirasanath
43	P.S. Tarbondha
44	U.P.S. Kolathar
45	U.P.S.Habladih
46	P.S. Dhadia
47	P.S.Murdiya
48	R.P.S. Asansole Dodali
49	U.M.S. Dumma
50	P.S. Gadgadiya
51	P.S. Gadi Kamardiha
52	N.P.S. Bokla
53	U.M.S. Sakri
	U.P.S. Gardi
54	
55	U.M.S. Putsar
56	U.M.S. Sardiha
57	P.S. Ghordopi
58	U.P.S. Gotkariya
59	P.S. Pandeydih
60	U.P.S. Garda
61	P.S. Gahridar
62	U.P.S. Baigandhara
63	P.S. Chordiha
64	UPS Bishunpur
65	UPS Shyampur
66	P.S. Maehala
67	U.P.S. Noreya
68	U.P.S. Taljhari Parwe
69	A.M.S. Taljhari
70	P.S. Kusmaha Chikniya
71	U.M.S. Jamua
72	
73	M.S. Dudhani
73	P.S. Bihajori
74	P.S. Bihajori P.S. Bhodabad
74 75	P.S. Bihajori P.S. Bhodabad N.P.S. Simara
74 75 76	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar
74 75 76 77	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar
74 75 76 77 78	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari
74 75 76 77 78 79	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola
74 75 76 77 78 79 80	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak
74 75 76 77 78 79 80 81	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys
74 75 76 77 78 79 80 81	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol
74 75 76 77 78 79 80 81 82 83	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa
74 75 76 77 78 79 80 81 82 83	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako
74 75 76 77 78 79 80 81 82 83 84	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga
74 75 76 77 78 79 80 81 82 83 84 85	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga
74 75 76 77 78 79 80 81 82 83 84 85 86	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.P.S. Bhagadiya Boys R.M.S. Gowasol U.M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Taladngal U.M.S. Kelabgan
74 75 76 77 78 79 80 81 82 83 84 85 86 87	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Taladngal U.M.S. Kelabgan N.P.S. Kolahar
74 75 76 77 78 79 80 81 82 83 84 85 86	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Taladngal U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Sagabadi
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Solabar U.M.S. Sagabadi U.M.S. Kelabgan U.M.S. Kolahar U.M.S. Sagabadi U.P.S. Kumgara
74 75 76 77 78 79 80 81 82 83 84 85 86 87	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Taladngal U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Sagabadi
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.P.S. Bhagadiya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Sagabadi U.M.S. Sagabadi U.P.S. Kumgara U.P.S. Dumariya
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Sagabadi U.P.S. Kumgara U.P.S. Dumariya U.P.S. Dumariya U.P.S. Dumariya U.P.S. Dharampur
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.P.S. Bhagadiya Tola U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Sagabadi U.P.S. Kolahar U.P.S. Soumariya U.P.S. Dumariya U.P.S. Dumariya U.P.S. Daharampur U.P.S. Lakhompur
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.P.S. Bhagaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Sagabadi U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Sagabadi U.P.S. Kumgara U.P.S. Lakhompur U.P.S. Lakhompur U.P.S. Lakhompur U.P.S. Lakhompur U.M.S. Kadriya
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Ranga U.M.S. Ranga U.M.S. Taladngal U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Sagabadi U.P.S. Kumgara U.P.S. Dumariya U.P.S. Dumariya U.P.S. Dharampur U.P.S. Dharampur U.P.S. Ladriya P.S. Pochapani
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Taladngal U.M.S. Taladngal U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Sagabadi U.P.S. Kumgara U.P.S. Dumariya U.P.S. Dumariya U.P.S. Dharampur U.P.S. Lakhompur M.S. Kadriya P.S. Pochapani N.P.S. Sitasal
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Taladngal U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Kelabgan U.P.S. Kumgara U.P.S. Dharampur U.P.S. Dharampur U.P.S. Dharampur U.P.S. Lakhompur M.S. Kadriya P.S. Pochapani N.P.S. Fochapani N.P.S. Sitasal U.M.S. Salaan U.P.S. Sitasal U.M.S. Salaan
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 99 91 92 93 94 95 96 97	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Sagabadi U.P.S. Kumgara U.P.S. Dumariya U.P.S. Dumariya U.P.S. Dumariya U.P.S. Darampur U.P.S. Lakhompur M.S. Radriya P.S. Pochapani N.P.S. Sitasal U.M.S. Rodamala
74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96	P.S. Bihajori P.S. Bhodabad N.P.S. Simara P.S. Nawasar U.M.S. Ranighaghar U.M.S. Sugapahari U.P.S. Bhagadiya Tola U.P.S. Bhagadiya Tola U.M.S. Manayak M.S. Masaliya Boys R.M.S. Gowasol U.M.S. Jhilwa R.P.S. Jhunjhako U.M.S. Ranga U.M.S. Taladngal U.M.S. Kelabgan N.P.S. Kolahar U.M.S. Kelabgan U.P.S. Kumgara U.P.S. Dharampur U.P.S. Dharampur U.P.S. Dharampur U.P.S. Lakhompur M.S. Kadriya P.S. Pochapani N.P.S. Fochapani N.P.S. Sitasal U.M.S. Salaan U.P.S. Sitasal U.M.S. Salaan

101	UPS Bajradih
102	UPS Palasiya
103	UPS Kairo
104	UPS Bhagwanpur
105	UPS Sanpdahar
106	UPS Jangalpur
107	UPS Pathalchatti
107	UPS Saraiya Kamartola
109	UPS Pipra I
	UPS Simra
110 111	PS Harin Gohal
112	UPS Kusbedia
	UPS Pipra II
113	
114	PS Kohbara
115	UPS Kunjbona
116	UPS Dharamkunda
117	UPS Upar Majhiyandih
118	UPS Kutartopa
119	UPS kharouni
120	UPS Pusaro
121	UPS Borotola Thanpur
123	UPS Chirikmara
124	UPS Jama
125	UPS Seja Pahari
126	UPS Sare Pahari
127	UPS Dhurkunda
128	UPS Rarotola
129	UPS Kuruman
130	UPS Jarkura
131	UPS Bhikhanpur II
132	UPS Leda Paisa
133	UPS Heseltanr Khatangi
134	UPS Bala Bahiyar
135	UPS Dhanaspur
136	UPS Farhara
137	UPS Nayadih
138	UPS Bara
139	UPS Karaila
140	UPS Jhunjhi
141	UPS Jhilua
142	UPS Kendu Tikar
143	UPS Baje
144	UPS Domdih Paharpur
145	UPS Narcha Gidhni
146	UPS Karwa Birna
147	UPS Dumaria Dhane
148	UPS Madhuban
149	UPS Kalaupur Tilakppur
150	UPS Mathura Beltikri
151	UPS Nisundaria Duba
152	UPS Genuwa Tanr
153	NPS Barari