

**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, Sahibganj, 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 queries.

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
Place: XISS Ranchi

Nodal Officer (MI)
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

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)	<ul style="list-style-type: none"> Not applicable as no school has been sanctioned.
District 2: (Deoghar)	<ul style="list-style-type: none"> Not applicable as no school has been sanctioned.
District 3: (Godda)	<ul style="list-style-type: none"> Not applicable as no school has been sanctioned.
District 4: (Sahibganj)	<ul style="list-style-type: none"> Not applicable as no school has been sanctioned.
District 5: (Pakur)	<ul style="list-style-type: none"> Not applicable as no school has been sanctioned.
District 6: (Dumka)	<ul style="list-style-type: none"> Not applicable as no school has been sanctioned.

(b) Civil Works

District 1: (Jamtara)	<ul style="list-style-type: none"> Construction works are on progress only for ACR . The quality of ongoing construction is by and large satisfactory.
District 2: (Deoghar)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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

District 1: (Jamtara)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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

District 1: (Jamtara)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 2: (Deoghar)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 3: (Godda)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time.

	<ul style="list-style-type: none"> Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 4: (Sahibganj)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 5: (Pakur)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 6: (Dumka)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.

(e) Teachers & Teachers Training

District 1: (Jamtara)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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

District 1: (Jamtara)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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.

(g) EGS & AIE

District 1: (Jamtara)	<ul style="list-style-type: none"> EGS/AIE centre is nonexistent in the district as all of them have been upgraded. No centres have been at the proposal phase.
District 2: (Deoghar)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Due to lack of the trained resource teachers, the component is largely lagging behind than the expected.
District 6: (Dumka)	<ul style="list-style-type: none"> • 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)

District 1: (Jamtara)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)

District 1: (Jamtara)	<ul style="list-style-type: none"> • 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 2: (Deoghar)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

	<p>i.e. no separate class rooms and hostels to stay on.</p> <ul style="list-style-type: none"> Staffing is very poor as against the strength of the students.
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(k) District Information System for Education (DISE)

District 1: (Jamtara)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> The EMIS has been set up in the district. The teachers have been trained to collect data and the formats have been supplied.

(l) Research & Evaluation

District 1: (Jamtara)	<ul style="list-style-type: none"> No information available.
District 2: (Deoghar)	<ul style="list-style-type: none"> No information available.
District 3: (Godda)	<ul style="list-style-type: none"> No information available.
District 4: (Sahibganj)	<ul style="list-style-type: none"> No information available.
District 5: (Pakur)	<ul style="list-style-type: none"> No information available.
District 6: (Dumka)	<ul style="list-style-type: none"> No information available.

(m) Functioning of the VEC

District 1: (Jamtara)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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

	<p>election/nomination process.</p> <ul style="list-style-type: none"> • Often the affluent could be seen as dominating the platform for their vested interests.
District 6: (Dumka)	<ul style="list-style-type: none"> • 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

District 1: (Jamtara)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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.

District 1: (Jamtara)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 2: (Deoghar)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 3: (Godda)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 5: (Pakur)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 6: (Dumka)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.

(p) Any other issues relevant to SSA implementation

District 1: (Jamtara)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating
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	<p>challenges on the way to achieve the goals envisaged.</p> <ul style="list-style-type: none"> • 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 '<i>Abhiyan</i>' 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 2: (Deoghar)	<ul style="list-style-type: none"> • 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 '<i>Abhiyan</i>' 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)	<ul style="list-style-type: none"> • 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 '<i>Abhiyan</i>' 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)	<ul style="list-style-type: none"> • 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 '<i>Abhiyan</i>' 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)	<ul style="list-style-type: none"> • 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 '<i>Abhiyan</i>' 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 6: (Dumka)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating

	<p>challenges on the way to achieve the goals envisaged.</p> <ul style="list-style-type: none"> • 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.
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(q) Mid Day Meal

District 1: (Jamtara)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 in the Districts	1625
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 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):

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> Total Number of schools sanctioned including spill over in the state – 00 Total Number of schools sanctioned including spill over in the district – 00 Total number of schools opened in the district – 00 	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	<ul style="list-style-type: none"> Yes. 	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	<ul style="list-style-type: none"> Yes. 	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	<ul style="list-style-type: none"> Yes. The construction work for 134 ACRs was underway. 	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> Number of posts sanctioned for teachers – 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc. 	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	<ul style="list-style-type: none"> Yes. 	

(b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: works completed, works in progress and works not started. To be updated at the DPO for districts being visited by MI.						
(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	00	00	00	00	00	00	00
	NPEGEL	00	00	00	00	00	00	00
	KGBV	00	00	00	00	00	00	00
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.						
	<ul style="list-style-type: none"> The ongoing constructions in the district are only for 134 additional class rooms. 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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 							
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The community manual has been prepared and usually available with VEC/SMC. 							
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The ramp is being constructed in all the ACRs coming up recently. 							
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 							
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Engineers posted at block level are designated for technical supervision. 							
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> The technical person has visited all the construction sites at least once at plinth level. 30-40 per cent construction sites have been visited at lintel as well as at roofing level. 							
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilized from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 							
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 							
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).						
	<ul style="list-style-type: none"> Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 							
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).						

	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 	
	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.
(xiii)	<ul style="list-style-type: none"> Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is monthly. A structured format is used for reviewing the progress. Steps taken to ensure quality by SPO: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(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.
	<ul style="list-style-type: none"> 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. Free text books are provided to general students from state Govt. funds. 	
(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.
	<ul style="list-style-type: none"> The textbooks were received within one month of opening of the school. Yes. An instruction/circular has been received from SPO. 	
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. Free text books have been distributed for all subjects and for all classes. The books have been distributed to all eligible children. 	

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	<ul style="list-style-type: none"> Total number of schools to whom school grants are approved – 1625 Yes. The funds have been released to the district. Yes. The guidelines have been issued on how to utilize the grant. 	
(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom, releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	<ul style="list-style-type: none"> The DPO has released the grant to the schools. The number of schools to whom releases have been made – 1625 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.
	<ul style="list-style-type: none"> No centralized purchases have been made by DPO out of the school grant. 	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> There was no delay reported in receipt of grants. 	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> 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:

(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.
	<ul style="list-style-type: none"> Number of additional teachers sanctioned – 771 Number of additional teachers (Para) in position – 388 Number of position to be filled – 383 	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are recruited as per 1:40 (teacher student ratio) The recruitment is done by block level officials and the members of VEC/SMC. The procedures followed for the recruitment: <ul style="list-style-type: none"> General notification Application against the vacancy General meeting arranged by VEC 	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	<ul style="list-style-type: none"> The decentralized recruitment procedures have been laid down. 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. 	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> The number of teachers sanctioned – 298 The number of teachers in position – 272 The number of teachers present on the day of the visit – 255 The number of the teachers absent on the day of visit - 17 Some teachers were on leave or on official duty away from the school but none of them was a habitual absentee. 	
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> The rapport between teachers and students was observed as satisfactory in the schools visited. 	

(vii)	<p>The target number of teachers in the district to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<ul style="list-style-type: none"> • Target number of teachers for in service training – 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. 	
(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<ul style="list-style-type: none"> • Not applicable as no new recruitment of teachers has taken place. 	
(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 00 • Number of achievement -00 (No refresher training has been organized) 	
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
	<ul style="list-style-type: none"> • 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. 	
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. • They also arrange trainings for VEC/SMC members. • Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc. • Yes, there is a calendar for the training and follow up programmes. • BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well. 	

	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.
	<ul style="list-style-type: none"> 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's performance and a child'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.
	<ul style="list-style-type: none"> During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> Conducting model lessons in classrooms, Help teachers to teach difficult topics, Conduct random tests Various innovative steps to improve teachers' performance and children's learning. 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.
	<ul style="list-style-type: none"> BRC/CRC is also responsible to coordinate with and guidance, research and monitoring etc. 	DIET for capacity building, educational supervision
	e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> Yes. The BRC/CRCs do extend their academic support to EGS/AIE centres/courses through various academic and administrative activities during their visits. 	
(xii)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	<ul style="list-style-type: none"> Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	<ul style="list-style-type: none"> The total number of teachers eligible to receive TLM grants – 3798 	
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<ul style="list-style-type: none"> The total number of teachers received TLM grants – 3798 Yes. The instructions have been issued in respect of utilization TLM grants. 	
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	Information to be verified on the spot in respect of schools visited by MI.

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

(i)	<p>What is the number of EGS/AIE centres/NRBC/RBC/school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p> <ul style="list-style-type: none"> • The number of EGS/AIE centres in the district – 00 	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p> <ul style="list-style-type: none"> • Target number of children – 00 • Number of children actually enrolled – 00 	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
(iii)	<p>The number of children enrolled and actually attending the centre?</p> <ul style="list-style-type: none"> • The number of children enrolled – 00 • The number of children actually attending - 00 	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p> <ul style="list-style-type: none"> • 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 subjects based on the current syllabus. 	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
(v)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?</p> <ul style="list-style-type: none"> • Yes. They are given academic support by the BRC/CRC. • The frequency of support is at least four times a month. • Yes. Instruction has been issued by DPO. 	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
(vi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p> <ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • For primary section - minimum up to intermediate. • For upper primary – minimum up to graduate. For teaching Mathematics, Science and English, graduation with the respective subject is preferable. • Yes. They are given trainings as well as receive academic support as mentioned earlier. 	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p>
(vii)	<p>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?</p>	<p>Information to be obtained from the EVs during field visits by MI.</p>

	<ul style="list-style-type: none"> The amount of monthly honorarium: <ul style="list-style-type: none"> Intermediate – Rs. 2500/- per month Trained Intermediate – Rs. 3000/- per month Graduate – Rs 3000/- per month Trained Graduate – Rs. 3500/- per month Payment of monthly honorarium is made through banks from VEC. 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.
	<ul style="list-style-type: none"> Yes. Their attendance could be adjudged as regular. 	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	<ul style="list-style-type: none"> Yes. There is a designated district coordinator. He has been oriented and has received capacity building training. 	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	<ul style="list-style-type: none"> Yes. There is a monitoring format available with DPO. The frequency of submission of furnished information is monthly. 	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 Number of achievement – 00 	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	<ul style="list-style-type: none"> Yes. 	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	<ul style="list-style-type: none"> The number of EGS/AIE centers actually upgraded – 00 	
(xiv)	Whether the actual up-gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Not applicable. 	

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

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year. • Number of CWSN children identified – 2215 (1197 boys & 1018 girls) • Number of Children enrolled – 725 • Number of CWSN children benefited – 183 (112 boys & 71 girls)	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year. • Number of children provided aids – 183	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)	Whether there are any difficulties in getting and utilizing the aids and appliances. • No difficulties.	Information to be obtained from SPO/DPO.
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? • Number of resource teachers identified – 00	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level? • Yes.	Information to be obtained from DPO of districts visited by MI.
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? • Yes.	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
(v)	How many schools have been provided with ramps? • As per sample check all the schools have been provided with the ramps.	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
(vi)	How many children have been provided home based support during the current financial year? • As per sample check no CWSN has been provided home based support in the current financial year.	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.

(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<ul style="list-style-type: none"> Number of CWSN children enrolled – 90 Number of CWSN children actually present – 78 	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	<ul style="list-style-type: none"> The number of clusters targeted – 00 Number of model clusters actually made functional – 00 	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	<ul style="list-style-type: none"> Status of construction as per sample verification <ul style="list-style-type: none"> Number of ACRs – 04 Safe drinking water facility – 05 Toilet facility – 01 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.
	<ul style="list-style-type: none"> 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. 	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	<ul style="list-style-type: none"> Yes. 	
(v)	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.
	<ul style="list-style-type: none"> No 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.
	<ul style="list-style-type: none"> Number of ECCE centres operational – 21 	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> Yes. There is a monitoring system to monitor monthly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
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	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> As per sample check for all the 04 KGBVs land have been identified. 	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	<ul style="list-style-type: none"> Yes. The detailed guidelines have been drawn up 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.
	<ul style="list-style-type: none"> Number of KGBV with complete formalities for construction – 04 	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> Number of posts sanctioned – 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.
	<ul style="list-style-type: none"> Total number of students admitted – 700 	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> The facilities in terms of furniture, bed and meals are available but a number of them does not have their own campus/building. 	

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	<ul style="list-style-type: none"> Yes. 	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	<ul style="list-style-type: none"> Yes. 	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	<ul style="list-style-type: none"> Yes. 	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	<ul style="list-style-type: none"> Yes. 	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> Yes. 	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	<ul style="list-style-type: none"> The number of research sanctioned - 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	<ul style="list-style-type: none"> Total number of VEC – 1158 	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> Yes. The guidelines are provided and available with VECs. 	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> Yes. 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.
	<ul style="list-style-type: none"> 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 regularly. 	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> Yes. Percentage of the members oriented – 65 per cent. Orientation training conducted by BRC?CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> A sizeable number of VECs have contributed substantially. The active VECs have definite impact in terms of environment of the schools. Their participation has improved enrollment/attendance of both the teachers and students. However, many of them require reorientation and motivation 	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	<ul style="list-style-type: none"> Yes. 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> Yes. 	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.																																									
	<ul style="list-style-type: none"> • Yes. 																																										
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.																																									
	<ul style="list-style-type: none"> • Number of meetings - 12 																																										
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.																																									
	<table border="1"> <thead> <tr> <th>Category</th> <th>Sanctioned</th> <th>Filled</th> <th>Vacant</th> </tr> </thead> <tbody> <tr> <td>DPO</td> <td>01</td> <td>01</td> <td>00</td> </tr> <tr> <td>ADPO</td> <td>01</td> <td>01</td> <td>00</td> </tr> <tr> <td>APO</td> <td>04</td> <td>04</td> <td>00</td> </tr> <tr> <td>ACP</td> <td>01</td> <td>01</td> <td>00</td> </tr> <tr> <td>A/c Officer</td> <td>01</td> <td>01</td> <td>00</td> </tr> <tr> <td>AO</td> <td>00</td> <td>00</td> <td>00</td> </tr> <tr> <td>MIS</td> <td>01</td> <td>01</td> <td>00</td> </tr> <tr> <td>AE</td> <td>01</td> <td>01</td> <td>00</td> </tr> <tr> <td>DRG</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	Category	Sanctioned	Filled	Vacant	DPO	01	01	00	ADPO	01	01	00	APO	04	04	00	ACP	01	01	00	A/c Officer	01	01	00	AO	00	00	00	MIS	01	01	00	AE	01	01	00	DRG	00	00	00		
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(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.																																									
	<ul style="list-style-type: none"> • No. of BRCs sanctioned – 06 • No. of CRCs sanctioned – 42 • Staffing position – 02 BPO, 01 JE, 01 Computer operator & 01 peon per BRC 																																										
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.																																									
	<ul style="list-style-type: none"> • Yes. 																																										

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

<ul style="list-style-type: none"> • 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.
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(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none"> • Around 40.0 per cent of the schools had working days up to 240 during last academic year. • The rest 60.0 per cent schools had working days from 240 – 250. 	
(ii)	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> • 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 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. 	

(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> • Most of the schools do not have proper sitting arrangements. • Blackboards are there but not so smooth. • TLMs are either missing or kept separately. 	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Health camp facilities were made available in some of the schools. 	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> • A large number of schools are in poor condition in terms of play materials. 	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none"> • Despite MDM 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. 	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> • A large number of schools are in poor condition in terms of play materials. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Periodical evaluation tests are conducted to assess the achievement level of students. 	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> • Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> • The achievement level in most of the schools is below standard. • It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. • 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. 	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> • The rapport of the children with the students is fairly good. 	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	<ul style="list-style-type: none"> • Yes. Around 5 per cent. 	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> • The per cent of drop outs was reported to be very high. • Seasonal (Harvesting or rainy season) absence of a large chunk of children has become a regular 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.
	<ul style="list-style-type: none"> • Around 5 -10 per cent of students usually retained in class I from the previous academic year. 	

(q) Any other issues relevant to SSA implementation

(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 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.

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)

Sl. 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
9	U.P.S. Dhobna
10	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. Danrupja
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	U.M.S. Dharampur
53	U.P.S. Jamunia Chak
54	U.P.S. Harlatanr
55	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
79	P.S. Bhandro
80	U.P.S. Baddih
81	M.S. Dhobna
82	U.M.S. Harish Chandradih
83	U.M.S. Fuljarh
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. Gadjipuri
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

(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.

1.	<u>REGULARITY IN SERVING MEAL:</u>			Students, Teachers & Parents	
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <ul style="list-style-type: none"> Hot and cooked meal is served in all the sample schools. In some of the schools supply of food grains was affected during the state wise strike of the BEEOs. 				
2.	<u>TRENDS:</u>			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis actual on the day of visit)				
	No.	Details	Day previous to date of visit		On the day of visit
	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		
<ul style="list-style-type: none"> The attendance is recorded around 55 per cent against the enrollment. However, around 48 per cent children attended the school and most (98 per cent) of them actually had MDM on the day of visit. 					
	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?				

3.	<ul style="list-style-type: none"> All the sample schools are getting food grains regularly. No delay has been reported in this regard. 	
	(ii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	<ul style="list-style-type: none"> In all the sample schools buffer stock of one month requirement is maintained. 	
	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
4.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
5.	<p><u>SOCIAL EQUITY:</u></p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	Observations
	<ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 	
6.	<p><u>VARIETY OF MENU:</u></p> <p>(i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In almost all the sample schools the menu was displayed. However, none of the sample schools was noticed as adhering to the menu displayed. Not adhering of menu exists primarily due to extreme hike 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.
	<ul style="list-style-type: none"> The schools try to have some variety in the food being served. 	
7.	<u>QUALITY & QUANTITY OF MEAL:</u>	Observations of Investigation during MDM service
	Feedback from children on	
	a) Quality of meal:	Observations of Investigation during MDM service
	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 5 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. 		

	<ul style="list-style-type: none"> Village leaders should be inspired to lead and serve the society 	
8.	SUPPLEMENTARY: (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Micronutrients, such as Vitamin A – dosage and folic/de-worming are not being provided to the children in the sample schools. However, iron tablets are being provided to the adolescent girls. 	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Usually, Govt. agencies administer these medicines and nutrients. The frequency of providing the services is most often quarterly or half yearly. 	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In none of the sample schools health card is maintained. 	
9.	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.
	<ul style="list-style-type: none"> In all the sample schools meal is cooked/served by the appointed members popularly known as Sanyojika and 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.
	<ul style="list-style-type: none"> 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, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/child reported in 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.
<ul style="list-style-type: none"> In almost all the schools the remuneration payment was reported as paid regularly. 		
(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	<ul style="list-style-type: none"> 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 	
10.	INFRASTRUCTURE Is pucca kitchen shed-cum-store: (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 point (a), (b), (c), (d) & (e)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<ul style="list-style-type: none"> Around 61 per cent of the sample schools have constructed kitchen shed-cum-store in use. Approximately 22 per cent have constructed kitchen but not in use. 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
	<ul style="list-style-type: none"> Provisional arrangement of kitchen shed is done on the 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 drinking	-do-

	purpose?	
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Schools do have sufficient utensils for cooking etc. 	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> In around 88 per cent cases coal and in 12 per cent cases firewood is usually being used for cooking. 	
11.	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 	
	ii. Are children encouraged to wash their hands before and after eating?	Observation
	<ul style="list-style-type: none"> Yes, the children are encouraged to wash their hands before and after eating. 	
	iii. Do the children partake in meals in an orderly manner?	Observation
	<ul style="list-style-type: none"> In more than 90 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In all the sample schools safety measures are taken while cooking and storing fuel. 	
12.	<u>COMMUNITY PARTICIPATION:</u> Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> Daily monitoring and supervision is done by the guardians and VEC members, but not on daily basis. No school has received other contribution in cash/kind etc. 	
13.	<u>INSPECTION & SUPERVISION</u> Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> Most of the inspection and supervision is done by the block level officers/officials. 	
14.	<u>IMPACT</u> Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	<ul style="list-style-type: none"> The midday meal scheme has been instrumental in increasing the enrollment in most of the schools. 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 children, 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. 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. Danrupuja
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	U.M.S. Dharampur
53	U.P.S. Jamunia Chak
54	U.P.S. Harlatanr
55	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
79	P.S. Bhandro
80	U.P.S. Baddih
81	M.S. Dhobna

82	U.M.S. Harish Chandradih
83	U.M.S. Fuljarh
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.
	<ul style="list-style-type: none"> Total Number of schools sanctioned including spill over in the district – 53 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.
	<ul style="list-style-type: none"> Yes. 	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. The construction work for 53 schools was underway. The DPO was planning to initiate the construction process. 	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> Number of posts sanctioned for teachers – 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc. 	

(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	<ul style="list-style-type: none"> • Yes. 	

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?					Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: works completed, works in progress and works not started. To be updated at the DPO for districts being visited by MI.			
	Items	Target (Including spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not started
	Sch. Building	313	10	11	11	15	37	176	53
	ACR -1	734	27	03	07	17	35	90	555
	ACR - 3	411	37	11	12	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 by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.					To be checked on the spot with assistance of VEC/SMC and School Teachers.			
	<ul style="list-style-type: none"> • The constructions are on progress for school buildings, additional class rooms, toilets, drinking water facilities, BRCs/CRCs etc. • 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?					To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	<ul style="list-style-type: none"> • Yes. 								
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?					To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	<ul style="list-style-type: none"> • Yes. The community manual has been prepared and usually available with VEC/SMC. 								
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?					To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	<ul style="list-style-type: none"> • Yes. The ramp is being constructed in all the ACRs coming up recently. 								
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?					By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).			
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 								
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?					To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).			
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 								
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?					To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	<ul style="list-style-type: none"> • The technical person did visit the sites at least thrice at plinth, lintel and roofing level. The number of visits varies depending upon the nature of the work 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).			
	<ul style="list-style-type: none"> • Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 								

(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (Sample as in (ii) above).
	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 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. 	
(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.
	<ul style="list-style-type: none"> Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is monthly. A structured format is used for reviewing the progress. Steps taken to ensure quality by SPO: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(v)	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.
	<ul style="list-style-type: none"> Total number of children provided with free text books – 117409 Free text books are provided from SSA funds to 53798 SC (27944 boys & 25854 girls), 51890 ST (26974 boys & 24916 girls) and 133467 girls in others category. Free text books are provided from state Govt. funds to 81652 boys from general category. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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:

(vi)	Total number of schools in the district in primary and upper primary to whom school grants are approved for the current financial year? Have these funds	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
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	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.
	<ul style="list-style-type: none"> Total number of schools (PS & UPS) to whom school grants are approved – 2026. Yes. The funds have been released to the district. Yes. The guidelines have been issued on how to utilize the grant. 	
(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.
	<ul style="list-style-type: none"> 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?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> There was no delay reported in receipt of grants. 	
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> 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:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Number of additional teachers sanctioned – 1731 Number of additional teachers in position – 1477 Number of position to be filled - 254 	
(xiv)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are recruited as per 1:40 (teacher student ratio) The recruitment is done by block level officials and the members of VEC/SMC. The procedures followed for the recruitment: <ul style="list-style-type: none"> General notification 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 details and other norms followed by VEC. 	
(xv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(xvi)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	<ul style="list-style-type: none"> The decentralized recruitment procedures have been laid down. 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. 	

(xvii)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> • The number of teachers sanctioned – 391 • The number of teachers in position – 285 • The number of teachers present on the day of the visit – 271 • The number of teachers absent – 14 • Some teachers were on leave or on official duty away from the school but none of them was a habitual absentee. 	
(xviii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(xix)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • Target number of teachers for in service training – 2379 • Actual number of teachers given such training – 00 • 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 training. 	
(xx)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • No orientation training for 106 newly recruited teachers has taken place. 	
(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?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 7137 • Number of achievement -00 (No refresher training has been organized) 	
(xxii)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • Not applicable 	

	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>b. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. They also arrange trainings for VEC/SMC members. Apart from conducting the trainings BRC/CRC is also responsible for the follow up 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 well. 	
	<p>b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	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.
(xxiii)	<ul style="list-style-type: none"> 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. 	
	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> Conducting model lessons in classrooms, Help teachers to teach difficult topics, Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme 	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. 	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> 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. 	
(xxiv)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	To be ascertained from SPO.
	<ul style="list-style-type: none"> Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	<ul style="list-style-type: none"> The total number of teachers eligible to receive TLM grants – 7137 	
(v)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<ul style="list-style-type: none"> The month of August 2009 was the date for release of TLM grant. The total number of teachers received TLM grants – 6337 Yes. The instructions have been issued in respect of utilization TLM grants. 	
(vi)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	Information to be verified on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> TLMs are displayed in 81 per cent schools monitored. TLMs are kept separately in 10 per cent. No TLMs were verified in 9 per cent schools. Nature of TLM: letter card, word card, number card, flip charts etc. The children are using the TLMs displayed in classrooms. The teachers have received training on TLM development and use. The usual venue for training is CRC and the CRPs are the trainers. Cross sharing and demonstration of good practices are done. 	

(g) EGS & AIE:

(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.
	<ul style="list-style-type: none"> The number of EGS/AIE centres in the district – 00 However, a project proposal for a target of 3324 children has been sent to the State for the approval. The details category wise are as given below: <ul style="list-style-type: none"> 57 NRBC – 2258 children 20 RBC – 806 children 10 Innovative – 260 children 	
(xxvii)	The target number of children and number of 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> The number of EVs/Para/Sahyogi teachers – 4506 15 days Induction training – 00 8 days In-service training (residential)– 00 10 days In-service training (non-residential)– 00 Trainings given to them by BRC/CRC/DIET. General feedback: training should be given on the subjects based on the current syllabus. 	
(xxx)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
	<ul style="list-style-type: none"> Yes. They are given academic support by the BRC/CRC. The frequency of support is at least four times a month. Yes. Instruction has been issued by DPO. 	
(xxxi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p>
	<ul style="list-style-type: none"> Educational qualification: <ul style="list-style-type: none"> For primary section - minimum up to intermediate. For upper primary – minimum up to graduate. For teaching Mathematics, Science and English, graduation with the respective subject is preferable. Yes. They are given trainings as well as receive academic support as mentioned earlier. 	
(xxxii)	<p>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?</p>	<p>Information to be obtained from the EVs during field visits by MI.</p>
	<ul style="list-style-type: none"> The amount of monthly honorarium: <ul style="list-style-type: none"> Intermediate – Rs. 2500/- per month Trained Intermediate – Rs. 3000/- per month Graduate – Rs 3000/- per month Trained Graduate – Rs. 3500/- per month Payment of monthly honorarium is made through banks from VEC. A revised structure of monthly honorarium is on the proposal stage. 	
(xxxiii)	<p>Whether EV is regular in his attendance?</p>	<p>To be ascertained from VEC during field visits by MI.</p>
	<ul style="list-style-type: none"> Yes. Their attendance could be adjudged as regular. 	
(xxxiv)	<p>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?</p>	<p>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</p>
	<ul style="list-style-type: none"> No. There is no such post in the district. 	
(xxxv)	<p>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?</p>	<p>Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
	<ul style="list-style-type: none"> Yes. There is a monitoring format available with DPO. The frequency of submission of furnished information is monthly. 	
(xxxvi)	<p>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</p>	<p>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</p>
	<ul style="list-style-type: none"> Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 Number of achievement – 00 	
(xxxvii)	<p>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?</p>	<p>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</p>
	<ul style="list-style-type: none"> Not applicable. 	
(xxxviii)	<p>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?</p>	<p>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</p>
	<ul style="list-style-type: none"> Not applicable. 	
(xxxix)	<p>Whether the actual upgradation of EGS centre has taken place?</p>	<p>To be verified on the spot with the assistance of VECs, during field visits of MI.</p>

	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	<ul style="list-style-type: none"> Not applicable. 	
(xliv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	<ul style="list-style-type: none"> Not applicable. 	
(xliv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Not applicable. 	
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> Not applicable. 	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> Not applicable. 	
(l)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of CWSN children identified – 2331 Number of Children enrolled – 2000 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.
	<ul style="list-style-type: none"> Number of children provided aids – 550 	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	<ul style="list-style-type: none"> No difficulties. 	

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

(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? • The number of clusters targeted – 240 • Number of model clusters actually made functional - 240	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc? • Status of construction as per sample verification • Number of ACRs – 08 • Safe drinking water facility – 08 • Toilet facility – 08 • Electrification - 00	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.
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? • Yes. As per sample check 08 NPEGEL have been provided with gender sensitive TLMs. • None of the NPEGELs is having vocational training nor conducting bridge course.	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.
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? • Yes.	Information to be obtained from the SPO to be updated from DPO visited by MI.

(v)	a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls' education 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.
	<ul style="list-style-type: none"> • Yes. • 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.
	• 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 monthly.	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> • Number of KGBV sanctioned – 04 • Number of KGBV operational - 04 	
(ii)	The number of KGBV in the 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 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 - 04	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> • Number of posts sanctioned – 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	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	• The facilities in terms of furniture, bed and meals are available but a number of them does not have their own campus/building.	

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

(i)	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.

	<ul style="list-style-type: none"> • Yes. 	
(iv)	<p>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?</p> <ul style="list-style-type: none"> • Yes. 	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
(v)	<p>Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?</p> <ul style="list-style-type: none"> • Yes. 	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
(vi)	<p>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</p> <ul style="list-style-type: none"> • Yes. 	Information to be obtained from DPO and SPO.
(vii)	<p>Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?</p> <ul style="list-style-type: none"> • Yes. 	Information to be obtained from SPO.

(I) Research and Evaluation:

(i)	<p>The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.</p> <ul style="list-style-type: none"> • The number of research sanctioned - 00 	Information to be obtained from the SPO and to be updated from the DPO.
(ii)	<p>The number of studies sanctioned in the previous calendar year and the number of them completed.</p> <ul style="list-style-type: none"> • Not applicable 	Information to be obtained from the SPO and to be updated from the DPO.
(iii)	<p>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?</p> <ul style="list-style-type: none"> • Yes. 	Information to be obtained from SPO.

(m) Functioning of the VEC:

(i)	<p>The total number of village/school level/ management committees constituted, district-wise?</p> <ul style="list-style-type: none"> • Total number of VEC – 1158 	Information to be obtained from the SPO and to be updated by the DPO.
(ii)	<p>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?</p> <ul style="list-style-type: none"> • Yes. The guidelines are provided and available with VECs. 	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(iii)	<p>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?</p> <ul style="list-style-type: none"> • 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). 	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(iv)	<p>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?</p> <ul style="list-style-type: none"> • 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 regularly. 	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. Percentage of the members oriented – 65 per cent. • Orientation training conducted by BRC?CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • The active VECs have definite impact in terms of environment of the schools. • Their participation has improved enrollment/attendance of both the teachers and students. • However, many of them require reorientation and motivation 	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	<ul style="list-style-type: none"> • Yes. 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> • Yes. 	

(n) Staffing at State and District Level:

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

	Category	Sanctioned	Filled	Vacant
	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
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.		
	<ul style="list-style-type: none"> No. of BRCs sanctioned – 06 No. of CRCs sanctioned – 42 Staffing position – 02 BPO, 01 JE, 01 Computer operator & 01 peon per BRC 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.		
	<ul style="list-style-type: none"> Yes. 			

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

- 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.
	<ul style="list-style-type: none"> All the sample schools had working days maximum up to 225 days during last academic year due to strike by Para teachers and <i>Shrawani Mela (fair)</i> as well. 	
(ii)	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> 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. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	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 do not have games/play materials.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	Despite MDM a number of the schools are facing low attendance. The reason is lack of awareness and mind set among parents. Irregular or nonexistence of parent teachers meeting.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> Special enrollment campaign known as 'School Chalen Hum 2009' was organized in the months of last July & August. Frequency of parent teachers meeting/counseling has been increased. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Periodical evaluation tests are conducted to assess the achievement level of students. 	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> The achievement level in most of the schools is below standard. It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. 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. 	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> The rapport of the children with the students is fairly good. 	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	<ul style="list-style-type: none"> Yes. Around 5 per cent. 	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> The per cent of drop outs was reported to be quite high. Seasonal (Harvesting or rainy season) absence of a large chunk of children has become a regular 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.
	<ul style="list-style-type: none"> Around 5 -10 per cent of students usually retained in class I from the previous academic year. 	

(q) Any other issues relevant to SSA implementation

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (1st Page)	
(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 at information at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG R MDM report to MDM Section of Ministry of HRD)

S N	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. Mornicy
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. Arajsilway
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
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. Duhosuh
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)
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. Bhayadih	
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	
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	

NPEGEL		
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	
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <ul style="list-style-type: none"> Hot and cooked meal is served in all the sample schools. However, in some of the schools, supply of food grains was affected during the state wise strike of the BEEOs. 				
2.	TRENDS:			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis actual on the day of visit)				
	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	

	<ul style="list-style-type: none"> The attendance is recorded around 59 per cent against the enrollment. However, around 57 per cent children attended the school and most (98 per cent) of them actually had MDM on the day of visit. 	
3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <ul style="list-style-type: none"> All the sample schools are getting food grains regularly. No delay has been reported in this regard. 	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>(v) Is buffer stock of one-month's requirement is maintained?</p> <ul style="list-style-type: none"> In all the sample schools buffer stock of one month requirement is maintained. 	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>(vi) Is the food grains delivered at the school?</p> <ul style="list-style-type: none"> The food grains are provided directly to all the schools monitored. 	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
4.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(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?</p> <ul style="list-style-type: none"> All the sample schools are receiving the cooking cost in advance regularly. 	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>(iii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p> <ul style="list-style-type: none"> In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	<p>(iii) Is cooking cost paid by Cash or through banking channel?</p> <ul style="list-style-type: none"> The cooking cost is paid through banks in the sample schools. 	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
5.	<p><u>SOCIAL EQUITY:</u></p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 	Observations
6.	<p><u>VARIETY OF MENU:</u></p> <p>(iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p> <ul style="list-style-type: none"> In almost all the sample schools the menu was displayed. However, none of the sample schools was noticed as adhering to the menu displayed. Not adhering of menu exists primarily due to extreme hike in the price of the food stuff. 	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>(ii) Is there variety in the food served or is the same food served daily?</p> <ul style="list-style-type: none"> The schools try to have some variety in the food being served. 	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>(iii) Does the daily menu include rice / wheat preparation, dal and vegetables?</p> <ul style="list-style-type: none"> In all the sample schools, rice and vegetables are usually included in the daily menu. However, pulses are served in almost all the schools visited. Wheat was not seen as essential part of the daily menu in any of the schools covered. 	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
7.	<p><u>QUALITY & QUANTITY OF MEAL:</u></p> <p>Feedback from children on</p> <p>a) Quality of meal:</p> <ul style="list-style-type: none"> In more than 90 per cent sample schools, as per the children the meal served is neat/clean and tasty as well. 	Observations of Investigation during MDM service
	<p>b) Quantity of meal:</p> <ul style="list-style-type: none"> The children do feel that the quantity of the meal is sufficient. 	Observations of Investigation during MDM service
	<p>c) If children were not happy Please give reasons and suggestions to improve.</p> <ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 5 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. 	Observations of Investigation during MDM service

	<ul style="list-style-type: none"> Village leaders should be inspired to lead and serve the society 	
8.	<p>SUPPLEMENTARY:</p> <p>(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>	Teachers, Students, School Record
	<ul style="list-style-type: none"> Micronutrients, such as Vitamin A – dosage and folic/de-worming are not being provided to the children in the sample schools. However, iron tablets are being provided to the adolescent girls. 	
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Usually, Govt. agencies administer these medicines and nutrients. The frequency of providing the services is most often quarterly or half yearly. 	
	(vi) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In none of the sample schools health card is maintained. 	
9.	<p>STATUS OF COOKS:</p> <p>(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In all the sample schools meal is cooked/served by the appointed members popularly known as Sanyojika and 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.
	<ul style="list-style-type: none"> 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, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/child reported in 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.
	<ul style="list-style-type: none"> In almost all the schools the remuneration payment was reported as paid regularly. 	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> 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 	
10.	<p>INFRASTRUCTURE</p> <p>Is pucca kitchen shed-cum-store:</p> <p>(g) Constructed and in use</p> <p>(h) Constructed but not in use</p> <p>(i) Under construction</p> <p>(j) Sanctioned but construction not started</p> <p>(k) Not sanctioned</p> <p>(l) Any other (specify)</p> <p>Information to be given for the points (a), (b), (c), (d) & (e)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<ul style="list-style-type: none"> Around 68 per cent of the sample schools have constructed kitchen shed-cum-store in use, whereas 28 per cent are not in use. In case of 3 per cent 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
	<ul style="list-style-type: none"> Provisional arrangement of kitchen shed is done on the 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 drinking purpose?	-do-
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Schools do have sufficient utensils for cooking etc. 	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> In around 70 per cent cases coal and in 30 per cent cases firewood is usually being used for cooking. 	
11.	<p>SAFETY & HYGIENE:</p> <p>ii.General Impression of the environment, Safety and hygiene:</p>	Observation

	<ul style="list-style-type: none"> The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 	
	ii. Are children encouraged to wash their hands before and after eating?	Observation
	<ul style="list-style-type: none"> Yes, the children are encouraged to wash their hands before and after eating. 	
	iii. Do the children partake in meals in an orderly manner?	Observation
	<ul style="list-style-type: none"> In more than 90 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In all the sample schools safety measures are taken while cooking and storing fuel. 	
12.	<p><u>COMMUNITY PARTICIPATION:</u></p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p> <ul style="list-style-type: none"> 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. 	Discussion with head teacher, teacher, VEC, Gram Panchayat members
13.	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p> <ul style="list-style-type: none"> Most of the inspection and supervision is done by the block level officers/officials. 	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
14.	<p><u>IMPACT</u></p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?</p> <ul style="list-style-type: none"> The midday meal scheme has been instrumental in increasing the enrollment in most of the schools. 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 children, good practices related to health/hygiene and sanitation are felt in the schools monitored. 	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.

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)

S N	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. Korjhanak
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
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. Duhosuh
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)
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
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
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78	U.M.S. Lalpur
79	N.P.S. Bisuchok
80	M.S. Jasidih Block
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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
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91	M.S. Barmasiya
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93	M.S. Vivekanand
94	U.H.S. Kotiya, Deoghar
95	M.S. Goverdhan Kumar
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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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> • Yes. 	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	<ul style="list-style-type: none"> • Yes. 	

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?				Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.				
	Items	Target (Including spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not started
	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)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.				To be checked on the spot with assistance of VEC/SMC and School Teachers.				
	<ul style="list-style-type: none"> • 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?				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> • Yes. The guidelines have been issued by SPO/DPO under this grant. 								
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> • Yes. The community manual has been prepared and usually available with VEC/SMC. 								
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> • Yes. The ramp is being constructed in all the ACRs coming up recently. 								
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?				By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).				
	<ul style="list-style-type: none"> • Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 								
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?				To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> • Engineers posted at block level are designated for technical supervision. 								

(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> The technical person did visit the sites at least thrice at plinth, lintel and roofing level. The number of visits varies depending upon the nature of the work 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).
	<ul style="list-style-type: none"> Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (Sample as in (ii) above).
	<ul style="list-style-type: none"> As per the observation made at the sites visited, the ongoing constructions are of average or poor quality. The use of '<i>Bangla</i>' bricks for construction is the most common complaint by the villagers in the district. As the mentioned variety of bricks do not last long due to use of salt in the kiln for a 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.
	<ul style="list-style-type: none"> Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is monthly. A structured format is used for reviewing the progress. Steps taken to ensure quality by SPO: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(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?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	<ul style="list-style-type: none"> Total number of 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.
	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> No delay in distribution of textbooks was reported. 	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
(ix)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children? <ul style="list-style-type: none"> 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. 	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.

(d) School grants:

(xi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? <ul style="list-style-type: none"> Total number of schools (PS &UPS) to whom school 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. 	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.
(xii)	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? <ul style="list-style-type: none"> 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 – 2380 Yes. The guidelines have been circulated by DPO 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.
(xiii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized? <ul style="list-style-type: none"> No centralized purchases have been made by DPO out of the school grant. 	Information to be obtained from DPO of districts visited by MI.
(xiv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants? <ul style="list-style-type: none"> 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.
(xv)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC. <ul style="list-style-type: none"> 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. 	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.

(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? <ul style="list-style-type: none"> Number of additional teachers sanctioned – 608 Number of additional teachers in position – 472 Number of position to be filled - 136 	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.

	<ul style="list-style-type: none"> Teachers are recruited as per 1:40 (teacher student ratio) The recruitment is done by block level officials and the members of VEC/SMC. The procedures followed for the recruitment: <ul style="list-style-type: none"> 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 details and other norms followed by VEC. 	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	<ul style="list-style-type: none"> The decentralized recruitment procedures have been laid down. 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. 	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> The number of teachers sanctioned – 379 The number of teachers in position – 341 The number of teachers present on the day of the visit – 294 Number of the teachers absent – 47 Some teachers were on leave or on official duty away from the school but none of them was a habitual absentee. 	
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> Target number of teachers for in service training – 5859 Actual number of teachers given such training – 00 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 training. 	
(viii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> Not applicable, as no new recruitment of teachers has taken place. 	

(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<ul style="list-style-type: none"> • Target number of teachers for refresher training – 5859 • Number of achievement -00 (No refresher training has been organized) 	
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
	<ul style="list-style-type: none"> • Not applicable 	
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: c. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. • They also arrange trainings for VEC/SMC members. • Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc. • Yes, there is a calendar for the training and follow up programmes. • BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well. 	
	<p>b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> • The expected number of visits for 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. 	
	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<ul style="list-style-type: none"> • During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> • Conducting model lessons in classrooms, • Help teachers to teach difficult topics, • Conduct random tests • Various innovative steps to improve teachers' performance and children's learning. • Monitoring midday meal scheme 		
<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>	

	<ul style="list-style-type: none"> BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. 	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> 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. 	
(xii)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	To be ascertained from SPO.
	<ul style="list-style-type: none"> Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(vii)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p>	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	<ul style="list-style-type: none"> The total number of teachers eligible to receive TLM grants – 7137 	
(viii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<ul style="list-style-type: none"> The month of August 2009 was the date for release of TLM grant. The total number of teachers received TLM grants – 5555 Yes. The instructions have been issued in respect of utilization TLM grants. 	
(ix)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	Information to be verified on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> TLMs are displayed in 73 per cent schools monitored. TLMs are kept separately in 14 per cent. No TLMs were verified in 13 per cent schools. Nature of TLM: letter card, word card, number card, flip charts etc. The children are using the TLMs displayed in classrooms. The teachers have received training on TLM development and use. The usual venue for training is CRC and the CRPs are the trainers. Cross sharing and demonstration of good practices are done. 	

(g) EGS & AIE:

(i)	<p>What is the number of EGS/AIE centres/NRBC/RBC/school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	<ul style="list-style-type: none"> The number of EGS/AIE centres in the district – 00 	
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	<ul style="list-style-type: none"> Target number of children – 00 Number of children actually enrolled – 00 	
(iii)	<p>The number of children enrolled and actually attending the centre?</p>	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.

	<ul style="list-style-type: none"> The number of children enrolled – 00 The number of children actually attending - 00 	
(liv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	<ul style="list-style-type: none"> The number of EVs/Para/Sahyogi teachers – 5859 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)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?</p>	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	<ul style="list-style-type: none"> Yes. They are given academic support by the BRC/CRC. The frequency of support is at least four times a month. Yes. Instruction has been issued by DPO. 	
(lvi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	<ul style="list-style-type: none"> Educational qualification: <ul style="list-style-type: none"> For primary section - minimum up to intermediate. For upper primary – minimum up to graduate. For teaching Mathematics, Science and English, graduation with the respective subject is preferable. Yes. They are given trainings as well as provided academic support as mentioned earlier. 	
(lvii)	<p>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?</p>	Information to be obtained from the EVs during field visits by MI.
	<ul style="list-style-type: none"> The amount of monthly honorarium: <ul style="list-style-type: none"> Intermediate – Rs. 2500/- per month Trained Intermediate – Rs. 3000/- per month Graduate – Rs 3000/- per month Trained Graduate – Rs. 3500/- per month Payment of monthly honorarium is made through banks from VEC. A revised structure of monthly honorarium is on the proposal stage. 	
(lviii)	<p>Whether EV is regular in his attendance?</p>	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> Yes. Their attendance could be adjudged as regular. 	
(lix)	<p>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?</p>	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	<ul style="list-style-type: none"> No. There is no such post in the district. 	
(lx)	<p>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?</p>	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	<ul style="list-style-type: none"> Yes. There is a monitoring format available with DPO. The frequency of submission of furnished information is monthly. 	
(lxi)	<p>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</p>	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 Number of achievement – 00 	
(lxii)	<p>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?</p>	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.

	<ul style="list-style-type: none"> Not applicable. 	
(lxiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	<ul style="list-style-type: none"> The number of EGS/AIE centers actually upgraded – 00 (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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Not applicable. 	
(lxvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	<ul style="list-style-type: none"> Not applicable. 	
(lxviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Not applicable. 	
(lxxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	<ul style="list-style-type: none"> Not applicable. 	
(lxxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> Not applicable. 	
(lxxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> Yes. The rapport between Para teachers and children is satisfactory. 	
(lxxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	<ul style="list-style-type: none"> 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.
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	<ul style="list-style-type: none"> Number of CWSN children identified – 2176 Number of Children enrolled – 00 Number of CWSN children benefited – 00 	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	<ul style="list-style-type: none"> Yes. The rapport between Para teachers and children is satisfactory. 	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	<ul style="list-style-type: none"> Not applicable. 	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	<ul style="list-style-type: none"> No resource teachers have been identified. 	
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none"> No. 	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	<ul style="list-style-type: none"> No. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> As per sample check no CWSN has been provided home based support in the current financial year. 	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<ul style="list-style-type: none"> Number of CWSN children enrolled – 00 Number of CWSN children actually present - 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.
	<ul style="list-style-type: none"> The number of clusters targeted – 127 Number of model clusters actually made functional - 127 	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	<ul style="list-style-type: none"> Status of construction as per sample verification <ul style="list-style-type: none"> Number of ACRs – 64 Safe drinking water facility – 127 Toilet facility – 127 Electrification - 00 	

(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> • Yes. NPEGEL have been provided with gender sensitive TLMs. • Vocational training and bridge course are being conducted. • 22 trainers are engaged in vocational training being imparted to 695 girls. • All the 127 teachers for gender sensitization are yet to be trained. 	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	<ul style="list-style-type: none"> • Yes. 	
(v)	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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Number of ECCE centres operational – 00 	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> • Yes. There is a monitoring system to monitor monthly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> • Number of KGBV sanctioned – 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.
	<ul style="list-style-type: none"> • As per sample check for all the 04 KGBVs land have been identified 	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	<ul style="list-style-type: none"> • Yes. The detailed guidelines have been drawn up 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.
	<ul style="list-style-type: none"> • Number of KGBV with complete formalities for construction – 07 • Out of 04 sample check 02 are at below plinth level, whereas 01 each is at plinth and roof level. 	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> • Number of posts sanctioned – 56 • In position – 51 	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> • Total number of students admitted – 984 • SC – 145, ST – 372, Others – 467. 	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.

	<ul style="list-style-type: none"> The 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.
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(k) District Information System for Education (DISE):

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	<ul style="list-style-type: none"> Yes 	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes 	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	<ul style="list-style-type: none"> Yes 	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	<ul style="list-style-type: none"> Yes 	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	<ul style="list-style-type: none"> Yes 	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> Yes 	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	<ul style="list-style-type: none"> The number of research sanctioned – 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes 	

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	<ul style="list-style-type: none"> Total number of VEC – 1818 (for 1747 schools under Dept. of Education and for 71 Govt. aided schools). 03 VECs are reconstituted in current academic year. 	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> Yes. The guidelines are provided and available with VECs. 	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> Yes. 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.
	<ul style="list-style-type: none"> 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 regularly. 	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> No orientation for VEC members has been organized so far. Orientation training are conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> A sizeable number of VECs have contributed substantially. The active VECs have definite impact in terms of environment of the schools. Their participation has improved enrollment/attendance of both the teachers and students. However, many of them require reorientation and motivation. 	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	<ul style="list-style-type: none"> Yes 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> Yes 	

(n) Staffing at State and District Level:

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

	<ul style="list-style-type: none"> Number of meetings -12 			
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?		Information to be obtained from SPO and verified at DPO level in districts visited by MI.	
	Category	Sanctioned	Filled	Vacant
	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
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?		Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.	
	<ul style="list-style-type: none"> No. of BRCs functional – 08 and No. of CRCs functional – 114 24 BRPs with M.Sc. degree were selected. So far 07 of them have resigned. Initially 288 CRPs (against 318) were in position. Later on 30 more CRPs have been added taking the total to match the target 318. 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?		To be verified at SPO through checking of records.	
	<ul style="list-style-type: none"> Yes 			

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

<ul style="list-style-type: none"> 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.
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(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none"> Around 49 per cent of the schools had working days up to 240 during last academic year. The rest 51 per cent schools had working days from 240 – 250. 	
(ii)	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> More than 70 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. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> Most of the schools do not have proper sitting arrangements. Blackboards are there but not so smooth. TLMs are either missing or kept separately. 	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Health camp facilities were made available in some of the schools. 	

(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> A large number of schools are in poor condition in terms of play materials. 	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none"> Despite MDM 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. 	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> Frequency of parent teachers meeting was increased. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Periodical evaluation tests are conducted to assess the achievement level of students. 	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> The achievement level in most of the schools is below standard. It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. 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. 	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> The rapport of the children with the students is fairly good. 	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	<ul style="list-style-type: none"> Yes. Around 5 per cent. 	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> The per cent of drop outs was reported to be very high. Seasonal (Harvesting or rainy season) absence of a large chunk of children has become a regular 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.
	<ul style="list-style-type: none"> Around 5 -10 per cent of students usually retained in class I from the previous academic year. 	

(q) Any other issues relevant to SSA implementation

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

- (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	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. Ranitkar	
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	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	
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	UPS. Kumraha (Dangal Baghmunda)	
85	UPS. Amdumba	
86	UPS. Maijhdaha Bichtola	
87	UPS. Jhijhi Pahari	
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	
NPEGEL		
103.	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	

(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 Districts	1760
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	102
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.

2.	<u>REGULARITY IN SERVING MEAL:</u>			Students, Teachers & Parents	
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <ul style="list-style-type: none"> Hot and cooked meal is served in all the sample schools. However, in some of the schools, supply of food grains was affected during the state wise strike of the BEEOs. 				
	<u>TRENDS:</u>			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis actual on the day of visit)				
	No	Details	Day previous to date of visit		On the day of 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		
<ul style="list-style-type: none"> The attendance is recorded around 64 per cent against the enrollment. 					

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

	<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 5 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. Village leaders should be inspired to lead and serve the society 	
8.	SUPPLEMENTARY (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Micronutrients, such as Vitamin A – dosage and folic/de-worming are not being provided to the children in the sample schools. However, iron tablets are being provided to the adolescent girls. 	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Usually, Govt. agencies administer these medicines and nutrients. The frequency of providing the services is most often quarterly or half yearly. 	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In none of the sample schools health card is maintained. 	
9.	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.
	<ul style="list-style-type: none"> In all the sample schools meal is cooked/served by the appointed members popularly known as Sanyojika and 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.
	<ul style="list-style-type: none"> 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, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/child reported in 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.
	<ul style="list-style-type: none"> In almost all the schools the remuneration payment was reported as paid regularly. 	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> 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 	
10.	INFRASTRUCTURE 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)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<ul style="list-style-type: none"> Around 43 per cent of the sample schools have constructed kitchen shed-cum-store in use, whereas 55 per cent are not in use. In case of 12 per cent 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
	<ul style="list-style-type: none"> Provisional arrangement of kitchen shed is done on the 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 drinking purpose?	-do-
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Schools do have sufficient utensils for cooking etc. 	
What is the kind of fuel used? (Gas based/firewood etc.)	Observation	
	<ul style="list-style-type: none"> Coal in case of 49 per cent sample schools, in 43 per cent firewood and in 8 per cent gas is usually being used for cooking. 	
	SAFETY & HYGIENE:	Observation

11.	iii. General Impression of the environment, Safety and hygiene:	
	<ul style="list-style-type: none"> The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 	
	ii. Are children encouraged to wash their hands before and after eating?	Observation
	<ul style="list-style-type: none"> Yes, the children are encouraged to wash their hands before and after eating. 	
	iii. Do the children partake in meals in an orderly manner?	Observation
	<ul style="list-style-type: none"> In more than 90 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> 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
12.	<ul style="list-style-type: none"> In all the sample schools safety measures are taken while cooking and storing fuel. 	
	COMMUNITY PARTICIPATION:	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	
	<ul style="list-style-type: none"> 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?	
14.	<ul style="list-style-type: none"> Most of the inspection and supervision is done by the block level officers/officials. 	
	IMPACT	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?	
	<ul style="list-style-type: none"> The midday meal scheme has been instrumental in increasing the enrollment in most of the schools. 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 children, 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)	
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	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. Ranitkar

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. Chilcara
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	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
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	UPS. Kumraha (Dangal Baghmunda)
85	UPS. Amdumba
86	UPS. Majihdiha Bichtola
87	UPS. Jhijhi Pahari

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.
	<ul style="list-style-type: none"> Total number of schools sanctioned including spill over in the district – 00 Total number of the schools opened in the district - 00 	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc.
(viii)	<p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?</p> <p>Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p> <ul style="list-style-type: none"> Yes.

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?				Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.				
	Items	Target (Including 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)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.				To be checked on the spot with assistance of VEC/SMC and School Teachers.				
	<ul style="list-style-type: none"> The constructions are on progress for school buildings, additional class rooms, toilets, drinking water facilities, BRCs/CRCs etc. The target including spill over is as follows: 471 school building, 872 ACR – 1, 402 ACR – 3, 150 drinking water facilities, 167 toilets and 13 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?				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> Yes. The members of VEC/SMC have been trained for execution of civil work. 								
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> Yes. The community manual has been prepared and usually available with VEC/SMC. 								
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> Yes. The ramp is being constructed in all the ACRs coming up recently. 								
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?				By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).				
	<ul style="list-style-type: none"> Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 								
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?				To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> Engineers posted at block level are designated for technical supervision. 								
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
	<ul style="list-style-type: none"> The technical person did visit the sites at least thrice at plinth, lintel and roofing level. The number of visits varies depending upon the nature of the work 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).
	<ul style="list-style-type: none"> • Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> • Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (Sample as in (ii) above).
	<ul style="list-style-type: none"> • As per MI the construction in sites visited are of average quality. 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. 	
(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.
	<ul style="list-style-type: none"> • Yes. There is an engineer in charge at SPO level. • The frequency of reviewing progress of districts is monthly. • A structured format is used for reviewing the progress. • Steps taken to ensure quality by SPO: <ul style="list-style-type: none"> • Strictly follow the blue print • Check the quality of materials being used • Frequent visit to construction sites for supervision 	

(c) Textbooks:

(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.
	<ul style="list-style-type: none"> • Total number of books received - 238732 • Total number of books distributed – 229009 • No details regarding the number of boys & girls and SC/ST category of children benefited are available. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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:

(xvi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	<ul style="list-style-type: none">• 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.	
(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.
	<ul style="list-style-type: none">• The DPO has released to the concerned VECs representing 1671 schools (1335 primary & 439 upper primary).• 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?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none">• No centralized purchases have been made by DPO out of the school grant.	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none">• There was no delay reported in receipt of grants.	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none">• 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:

(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.
	<ul style="list-style-type: none">• Number of additional teachers sanctioned – 1700• Number of additional teachers appointed & in position – 646• Number of position to be filled - 1054	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none">• Teachers are recruited as per 1:40 (teacher student ratio)• The recruitment is done by block level officials and the members of VEC/SMC.• The procedures followed for the recruitment:<ul style="list-style-type: none">• 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 details and other norms followed by VEC.	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none">• Teachers are appointment on contract basis.	

(iv)	<p>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?</p>	<p>To be ascertained from DPO and VEC.</p>
<ul style="list-style-type: none"> • 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. 		
(v)	<p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?</p>	<p>Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<ul style="list-style-type: none"> • The number of teachers sanctioned – 339 • The number of teachers in position – 265 • The number of teachers present on the day of the visit – 244 • The number of teachers absent – 21 • Some teachers were on leave or on official duty away from the school but none of them was a habitual absentee. 		
(vi)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 		
(vii)	<p>The target number of teachers in the district to be given in-service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<ul style="list-style-type: none"> • Target number of teachers for in service training – 3997 • Actual number of teachers given such training – 1362 • 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 training. 		
(viii)	<p>The target number of newly recruited teachers in the district to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<ul style="list-style-type: none"> • Target number of newly recruited teachers to be given orientation – 336 • Actual number of teachers given such training -336 		
(ix)	<p>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 visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<ul style="list-style-type: none"> • Target number of teachers for refresher training – 3997 • Actual number of teachers given such training -1026 		
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>

	<ul style="list-style-type: none"> 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. 	
	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>d. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. They also arrange trainings for VEC/SMC members. Apart from conducting the trainings BRC/CRC is also responsible for the follow up programmes like workshop, meetings, school visits, interaction with teachers etc. Yes, there is a calendar for the training and follow up programmes. BRC/CRC is also responsible for conducting exams, grading of students and furnish all the reports as well. 	
	<p>b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(xxv)	<ul style="list-style-type: none"> 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. 	
	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> Conducting model lessons in classrooms, Help teachers to teach difficult topics, Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme 	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. 	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<ul style="list-style-type: none"> 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. 	

(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.
	<ul style="list-style-type: none"> • Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(x)	The total number of teachers eligible to receive TLM grants 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.
	<ul style="list-style-type: none"> • Total number of teachers eligible to receive TLM grants – 3997 	
(xi)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<ul style="list-style-type: none"> • The months of July & September 2009 were the dates for release of TLM grant. • The total number of teachers received TLM grants – 3956 • Yes. The instructions have been issued in respect of utilization TLM grants. 	
(xii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	Information to be verified on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> • TLMs are displayed in 79 per cent schools monitored. • 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 card, flip charts etc. • The children are using the TLMs displayed in classrooms. • The teachers have received training on TLM development and use. • The usual venue for training is CRC and the CRPs are the trainers. • Cross sharing and demonstration of good practices are done. 	

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	<ul style="list-style-type: none"> • The number of EGS/AIE centres in the district – 00 • However, a project proposal for a target of 3767 children has been sent to the State for the approval. • The details category wise are as given below: <ul style="list-style-type: none"> • 330 NRBC – 2444 children • 90 RBC – 1003 children • 12 Innovative – 320 children 	
(ii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	<ul style="list-style-type: none"> • Target number of children – 3767 • Number of children actually enrolled – 00 (Proposal stage) 	
(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	<ul style="list-style-type: none"> • The number of children enrolled – 00 (Proposal stage) • The number of children actually attending - 00 (Proposal stage) 	

(iv)	<p>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?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
	<ul style="list-style-type: none"> • The number of EVs/Para/Sahyogi teachers – 1054 • 15 days Induction training – 336 • 8 days In-service training (residential)– 00 • 10 days In-service training (non-residential)– 00 • Trainings given to them by BRC/CRC/DIET. • General feedback: training should be given on the subjects based on the current syllabus. 	
(v)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
	<ul style="list-style-type: none"> • Yes. They are given academic support by the BRC/CRC. • The frequency of support is at least four times a month. • Yes. Instruction has been issued by DPO. 	
(vi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p>
(vii)	<p>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?</p>	<p>Information to be obtained from the EVs during field visits by MI.</p>
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • For primary section - minimum up to intermediate. • For upper primary – minimum up to graduate. For teaching Mathematics, Science and English, graduation with the respective subject is preferable. • Yes. They have undergone training and receive academic support as well. 	
(viii)	<p>Whether EV is regular in his attendance?</p>	<p>To be ascertained from VEC during field visits by MI.</p>
(ix)	<p>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?</p>	<p>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</p>
(x)	<p>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?</p>	<p>Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
(xi)	<p>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</p>	<p>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</p>
	<ul style="list-style-type: none"> • Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 • Number of achievement – 00 	

(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to up-gradation of EGS centres to primary schools, and whether funds have been released for the same? <ul style="list-style-type: none">• Not applicable.	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
(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? <ul style="list-style-type: none">• Not applicable.	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
(xiv)	Whether the actual up-gradation of EGS centre has taken place? <ul style="list-style-type: none">• Not applicable.	To be verified on the spot with the assistance of VECs, during field visits of MI.
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified? <ul style="list-style-type: none">• Not applicable.	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.
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools? <ul style="list-style-type: none">• Not applicable.	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)? <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• 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 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? <ul style="list-style-type: none">• 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 centres, such as durries, blackboard, books, TLMs etc? <ul style="list-style-type: none">• Not applicable.	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres? <ul style="list-style-type: none">• Not applicable.	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
(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? <ul style="list-style-type: none">• Not applicable.	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
(xxiii)	The achievement level of children studying in EGS/AIE facilities? <ul style="list-style-type: none">• Not applicable.	Assessment to be undertaken during Field visit by MI.
(xxiv)	The rapport of the EV with the children? <ul style="list-style-type: none">• Yes. The rapport between Para teachers and children is satisfactory.	Observations during Field visit, by MI.
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay? <ul style="list-style-type: none">• Not applicable.	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Number of CWSN children identified – 1939 • Number of Children enrolled – 1869 • Number of CWSN children benefited – 218 	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	<ul style="list-style-type: none"> • Number of children provided aids – 205 	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	<ul style="list-style-type: none"> • No difficulties. 	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	<ul style="list-style-type: none"> • The number of resource teachers identified in the district – 09 • So far, no NGOs associated with. • Yes. The guidelines have been issued for the resource teachers/NGOs. 	
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none"> • No. However, an APO is in-charge of the IED activities. • Oriented, but not received any capacity 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.
	<ul style="list-style-type: none"> • No. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • As per sample check no CWSN has been provided home based support in the current financial year. 	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> • No parents have been given counseling during the current financial year. 	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<ul style="list-style-type: none"> • Number of CWSN children enrolled – 126 • Number of CWSN children actually present - 93 	

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

	<ul style="list-style-type: none"> Status of physical facilities in model clusters: <ul style="list-style-type: none"> 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. 	
(iii)	<p>Whether model clusters in the district have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?</p> <ul style="list-style-type: none"> Yes. As per sample check NPEGEL have been provided with gender sensitive Teaching Learning Materials. NPEGELs are also having vocational training. But, they are neither conducting bridge course nor having ECCE centres.. 	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.
(iv)	<p>Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?</p> <ul style="list-style-type: none"> Yes. 	Information to be obtained from the SPO to be updated from DPO visited by MI.
(v)	<p>a. Whether a district gender coordinator is in position?</p> <p>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?</p> <ul style="list-style-type: none"> Yes. Yes. There exists a system to monitor it on a regular basis. 	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
(vi)	<p>The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls' education) and/or NPEGEL, district-wise?</p> <ul style="list-style-type: none"> Number of ECCE centres operational – 00 	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)	<p>Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?</p> <ul style="list-style-type: none"> Yes. There is a monitoring system to monitor monthly. 	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 Vidyalaya (KGBV):

(i)	<p>Number of KGBV sanctioned block-wise and the number of KGBV operational during the current financial year.</p> <ul style="list-style-type: none"> Number of KGBV sanctioned – 08 Number of KGBV operational – 08 	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.
(ii)	<p>The number of KGBV in the district in respect of which land have been identified, district-wise.</p> <ul style="list-style-type: none"> As per sample check for all the 04 KGBVs land have been identified. 	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
(iii)	<p>Whether the State has drawn up any detailed guidelines for running the KGBV schools.</p> <ul style="list-style-type: none"> Yes. The detailed guidelines have been drawn up to run the KGBV. 	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
(iv)	<p>The number of KGBV in respect of which all formalities for construction have been completed.</p> <ul style="list-style-type: none"> Number of KGBV with complete formalities for construction - 08 	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
(v)	<p>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.</p> <ul style="list-style-type: none"> Number of posts sanctioned – 56 In position – 56 Position vacant – 00 	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
(vi)	<p>The number of students admitted in the KGBVs started in the district.</p> <ul style="list-style-type: none"> Total number of students targeted for admission – 1600 Total number of students admitted – 974 Class-wise enrollment of students – VI-330, VII-181, VIII-231, IX-100, X-32. 	To be obtained from DPO and to be verified in respect of KGBV visited by MI.

	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
(vii)	<ul style="list-style-type: none"> 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 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 cook 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.
	<ul style="list-style-type: none"> Yes. 	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	<ul style="list-style-type: none"> Yes. 	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	<ul style="list-style-type: none"> Yes. 	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	<ul style="list-style-type: none"> Yes. 	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> Yes. 	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	<ul style="list-style-type: none"> The number of research sanctioned - 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> • Yes. 	

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted in the district?	Information to be obtained from the SPO and to be updated by the DPO.
	<ul style="list-style-type: none"> • Total number of VEC – 1910 	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. The guidelines are provided and available with VECs. 	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • Yes. 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.
	<ul style="list-style-type: none"> • 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 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	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> • No orientation has been organized against the target of 8586 VEC members. • Orientation training is usually conducted by BRC/CRCs. 	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<ul style="list-style-type: none"> • A sizeable number of VECs have contributed substantially. • The active VECs have definite impact in terms of environment of the schools. • Their participation has improved enrollment/attendance of both the teachers and students. • Therefore, they urgently require orientation and motivation. 	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	<ul style="list-style-type: none"> • Yes. 	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<ul style="list-style-type: none"> • Yes. 	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.																																																																									
	<ul style="list-style-type: none"> • Yes. 																																																																										
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.																																																																									
	<ul style="list-style-type: none"> • Number of meetings -12 																																																																										
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.																																																																									
	<table border="1"> <thead> <tr> <th>Category</th> <th>Sanctioned</th> <th>Filled</th> <th>Vacant</th> </tr> </thead> <tbody> <tr><td>District Programme Officer (DPO)</td><td>01</td><td>01</td><td>00</td></tr> <tr><td>Addi. District Programme Officer</td><td>01</td><td>01</td><td>00</td></tr> <tr><td>Asstt. Programme Officer</td><td>04</td><td>03</td><td>01</td></tr> <tr><td>A/c Officer</td><td>01</td><td>01</td><td>00</td></tr> <tr><td>Asstt. Engineer</td><td>01</td><td>01</td><td>00</td></tr> <tr><td>Asstt. Comp. Programmer</td><td>01</td><td>00</td><td>01</td></tr> <tr><td>Accountant</td><td>01</td><td>01</td><td>00</td></tr> <tr><td>Steno/Com. Operator</td><td>01</td><td>01</td><td>00</td></tr> <tr><td>Dist. Resource Person</td><td>02</td><td>02</td><td>00</td></tr> <tr><td>Asstt. Resource Person</td><td>00</td><td>00</td><td>00</td></tr> <tr><td>Data Entry Operator</td><td>02</td><td>02</td><td>00</td></tr> <tr><td>A/c Assistant</td><td>00</td><td>00</td><td>00</td></tr> <tr><td>Store Keeper</td><td>00</td><td>00</td><td>00</td></tr> <tr><td>Purchase Assistant</td><td>00</td><td>00</td><td>00</td></tr> <tr><td>Typist</td><td>00</td><td>00</td><td>00</td></tr> <tr><td>Driver</td><td>00</td><td>00</td><td>00</td></tr> <tr><td>Peon/Night Guard</td><td>00</td><td>00</td><td>00</td></tr> </tbody> </table>	Category	Sanctioned	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		
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	<ul style="list-style-type: none"> • No. of BRCs sanctioned – 09 • No. of CRCs sanctioned – 74 																																																																										
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.																																																																									
	<ul style="list-style-type: none"> • Yes. 																																																																										

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

- 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.
	<ul style="list-style-type: none"> • Around 46 per cent of the schools had working days up to 240 during last academic year. • The rest 54 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Most of the schools do not have proper sitting arrangements. • Blackboards are there but not so smooth. • TLMs are either missing or kept separately. 	
	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.
(iv)	<ul style="list-style-type: none"> • Health camp facilities were made available in some of the schools. 	
	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
(v)	<ul style="list-style-type: none"> • 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.
(vi)	<ul style="list-style-type: none"> • 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?	Information to be obtained from the teachers and VECs etc.
(vii)	<ul style="list-style-type: none"> • Frequency of parent teachers meeting has been increased. 	
	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
(viii)	<ul style="list-style-type: none"> • 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?	Information to be recorded on the basis of school records.
(ix)	<ul style="list-style-type: none"> • Yes. 	
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
(x)	<ul style="list-style-type: none"> • The achievement level in most of the schools is below standard. • It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. • 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.
(xi)	<ul style="list-style-type: none"> • The rapport of the children with the students is fairly good. 	
	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.
(xii)	<ul style="list-style-type: none"> • Yes. Around 5 per cent. 	
	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.
(xiii)	<ul style="list-style-type: none"> • The per cent of drop outs was reported to be very high. • Seasonal (Harvesting or rainy season) absence of a large chunk of children has become a regular affair in the district. 	
	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.
(xiv)	<ul style="list-style-type: none"> • Around 5 -10 per cent of students usually retained in class I from the previous academic year. 	

(q) Any other issues relevant to SSA implementation

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

- (iv) 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 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. Aprot
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

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	
108	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.

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?			
2.	<ul style="list-style-type: none"> • Hot and cooked meal is served in all the sample schools. • However, in some of the schools, supply of food grains was affected during the state wise strike of the BEEOs. 			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
	No.	Details	Day previous to date of 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	
		<ul style="list-style-type: none"> On the day of visit, around 48 per cent children attended the school and most (97 per cent) of them actually had MDM. It was observed that the usual attendance in the district is alarmingly low. Poor attendance against the enrollment causing less consumption of food grains. 			
3.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	(x) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?				
	<ul style="list-style-type: none"> All the sample schools are getting food grains regularly. No delay has been reported in this regard. 				
	(xi) Is buffer stock of one-month's requirement is maintained?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
	<ul style="list-style-type: none"> In all the sample schools buffer stock of one month requirement is maintained. 				
4.	(xii) Is the food grains delivered at the school?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
	<ul style="list-style-type: none"> The food grains are provided directly to all the schools monitored. 				
	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	(v) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it?				
	<ul style="list-style-type: none"> All the sample schools are receiving the cooking cost in advance regularly. 				
4.	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	<ul style="list-style-type: none"> In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 				
	(iii) Is cooking cost paid by Cash or through banking channel?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	<ul style="list-style-type: none"> The cooking cost is paid through banks in the sample schools. 				
5.	SOCIAL EQUITY: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?			Observations	
<ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 					
6.	VARIETY OF MENU: (viii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?			Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	<ul style="list-style-type: none"> In almost all the sample schools the menu was displayed. However, none of the sample schools was noticed as adhering to the menu displayed. Not adhering of menu exists primarily due to extreme hike in the price of the food stuff. 				
	Is there variety in the food served or is the same food served daily?			Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	<ul style="list-style-type: none"> The schools try to have some variety in the food being served. 				
	(ix) Does the daily menu include rice / wheat preparation, dal and vegetables?			Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
<ul style="list-style-type: none"> In all the sample schools, rice and vegetables are usually included in the daily menu. However, pulses are served in almost all the schools visited. Wheat was not seen as essential part of the daily menu in any of the schools covered. 					
	QUALITY & QUANTITY OF MEAL: Feedback from children on a) Quality of meal:			Observations of Investigation during MDM service	

7.	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 5 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. Village leaders should be inspired to lead and serve the society 	
8.	<u>SUPPLEMENTARY:</u>	Teachers, Students, School Record
	(vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	
	<ul style="list-style-type: none"> Micronutrients, such as Vitamin A – dosage and folic/de-worming are not being provided to the children in the sample schools. However, iron tablets are being provided to the adolescent girls 	
	(viii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Usually, Govt. agencies administer these medicines and nutrients. The frequency of providing the services is most often quarterly or half yearly. 	
9.	(ix) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In none of the sample schools health card is maintained. 	
	<u>STATUS OF COOKS:</u>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	
	<ul style="list-style-type: none"> In all the sample schools meal is cooked/served by the appointed members popularly known as Sanyojika and 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.
	<ul style="list-style-type: none"> 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, parents, VEC members, Gram Panchayat members and cooks.	
<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/child reported in 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.	
<ul style="list-style-type: none"> In almost all the schools the remuneration payment was reported as paid regularly. 		
(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
<ul style="list-style-type: none"> 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 		
10.	<u>INFRASTRUCTURE</u>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Is pucca kitchen shed-cum-store:	
	<ul style="list-style-type: none"> (s) Constructed and in use (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)	
	<ul style="list-style-type: none"> Around 55 per cent of the sample schools have constructed 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 the food being cooked and where are the food grains/other ingredients being stored?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	<ul style="list-style-type: none"> Provisional arrangement of kitchen shed is done on the veranda, huts and old school buildings. 	

	<ul style="list-style-type: none"> 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 drinking purpose?	-do-
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Schools do have sufficient utensils for cooking etc. 	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> Coal in around 39 per cent of the sample schools, in 47 per cent firewood whereas in 14 per cent schools gas is usually being used for cooking. 	
11.	<u>SAFETY & HYGIENE:</u> iv. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 	
	ii. Are children encouraged to wash their hands before and after eating?	Observation
	<ul style="list-style-type: none"> Yes, the children are encouraged to wash their hands before and after eating. 	
	iii. Do the children partake in meals in an orderly manner?	Observation
	<ul style="list-style-type: none"> In more than 90 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In all the sample schools safety measures are taken while cooking and storing fuel. 	
12.	<u>COMMUNITY PARTICIPATION:</u> Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> Daily monitoring and supervision is done by the guardians and VEC members, but not on daily basis. No school has received other contribution in cash/kind etc. 	
13.	<u>INSPECTION & SUPERVISION</u> Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	<ul style="list-style-type: none"> Most of the inspection and supervision is done by the block level officers/officials. 	
14.	<u>IMPACT</u> Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	<ul style="list-style-type: none"> The midday meal scheme has been instrumental in increasing the enrollment in most of the schools. 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 children, 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	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
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. Apral
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
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. Bhognadiah
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.
	<ul style="list-style-type: none"> Total number of schools sanctioned including spill over in the district – 00 Total number of the schools opened in the district - 00 	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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? • Not applicable.	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
(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. 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.	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? • Yes.	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?				Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: works completed, works in progress and works not started. To be updated at the DPO for districts being visited by MI.				
	Items	Target (Including spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not started
	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
	Drinking water	00	00	00	00	00	00	00	00
	Toilet	00	00	00	00	00	00	00	00
BRC/CRC	02	02	00	00	00	00	00	00	
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated. • The constructions are on progress for school buildings, additional class rooms and BRCs/CRCs etc. • 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.				To be checked on the spot with assistance of VEC/SMC and School Teachers.				
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work? • Yes. The members of VEC/SMC have been trained 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)	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 (ii) 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.				To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).				
(vi)	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/District/Sub-District)?				To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).				

	<ul style="list-style-type: none"> Engineers posted at block level are designated for technical supervision. 	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> The technical person did visit the sites at least thrice at plinth, lintel and roofing level. The number of visits varies depending upon the nature of the work 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).
	<ul style="list-style-type: none"> Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (Sample as in (ii) above).
	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 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. 	
(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.
	<ul style="list-style-type: none"> Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is monthly. A structured format is used for reviewing the progress. Steps taken to ensure quality by SPO: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(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.
	<ul style="list-style-type: none"> Total number of books received - 185751 Total number of books distributed – 173406 No details regarding the number of boys & girls and SC/ST category of children benefited are available. 	
(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.
	<ul style="list-style-type: none"> The textbooks were received by 27th April, 2009 and the distribution was carried out simultaneously. Yes. An instruction/circular has been received from 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.
	<ul style="list-style-type: none"> 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?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Total number of schools (PS &UPS) to whom school grants are approved – 1369 • The funds were received by the district. • Grant-1 for school repair and maintenance and grant-2 for school development and have been released in the district. • Yes. The guidelines have been issued on how to utilize the grant. 	
(ii)	Whether the DPO has released funds for school grants @ Rs. 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.
	<ul style="list-style-type: none"> • The DPO has released to the concerned VECs representing 1340 schools (1002 primary & 338 upper primary) • 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?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none"> • No centralized purchases have been made by DPO out of the school grant. 	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> • There was no delay reported in receipt of grants. 	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none"> • 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:

(xx)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • Number of additional teachers sanctioned – 1098 • Number of additional teachers appointed & in position – 1075 • Number of position to be filled - 23 	
(xx)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • Teachers are recruited as per 1:40 (teacher student ratio) • The recruitment is done by block level officials and the members of VEC/SMC. • The procedures followed for the recruitment: <ul style="list-style-type: none"> • General notification 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 details and other norms followed by VEC. 	

(xx)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> Teachers are appointment on contract basis. 	
(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.
	<ul style="list-style-type: none"> 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. 	
(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 absent must be given in the report.
	<ul style="list-style-type: none"> The number of teachers sanctioned – 351 The number of teachers in position – 274 The number of teachers present on the day of the visit – 261 The number of teachers absent – 13 Some teachers were on leave or on official duty away from the school but none of them was a habitual absentee. 	
(xx)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(xx)	The target number of teachers district-wise to be given in-service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> Target number of teachers for in service training – 3815 Actual number of teachers given such training – 00 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 training. 	
(xx)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> Target number of newly recruited teachers to be given orientation – 00 Actual number of teachers given such training – 00 	
(xx)	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 visited)? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	<ul style="list-style-type: none"> Target number of teachers for refresher training – 3815 Actual number of teachers given such training – 00 	
(xx)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.

	<ul style="list-style-type: none"> 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. 	
	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>e. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. They also arrange trainings for VEC/SMC members. Apart from conducting the trainings, BRC/CRC is also responsible for the follow- up programmes like workshop, meetings, school visits, interaction with teachers etc. Yes, there is a calendar for the training and follow up programmes. BRC/CRC is also responsible for conducting exams, grading of students and compiling of all the reports as well. 	
	<p>b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	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.
(xx)	<ul style="list-style-type: none"> 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. 	
	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> Conducting model lessons in classrooms, Help teachers to teach difficult topics, Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme 	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. 	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> 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. 	
(xx)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	To be ascertained from SPO.
	<ul style="list-style-type: none"> Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(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.
	<ul style="list-style-type: none"> Total number of teachers eligible to receive TLM grants – 3815 	
(xiv)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<ul style="list-style-type: none"> From July to September 2009 was the period for release of TLM grant. The total number of teachers received TLM grants – 3167 Yes. The instructions have been issued in respect of utilization TLM grants. 	
(xv)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	Information to be verified on the spot in respect of schools visited by MI.
	<ul style="list-style-type: none"> TLMs are displayed in 77 per cent schools monitored. TLMs are kept separately in 14 per cent. No TLMs were verified in 9 per cent schools. Nature of TLM: letter card, word card, number card, flip charts etc. The children are using the TLMs displayed in classrooms. The teachers have received training on TLM development and use. The usual venue for training is CRC and the CRPs are the trainers. Cross sharing and demonstration of good practices are done. 	

(g) EGS & AIE:

(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 nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	<ul style="list-style-type: none"> The number of EGS/AIE centres in the district – 00 	
(lxxvii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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 EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	<ul style="list-style-type: none"> The number of EVs/Para/Sahyogi teachers – 2235 15 days Induction training – 2235 8 days In-service training (residential)– 00 10 days In-service training (non-residential)– 00 Trainings given to them by BRC/CRC/DIET. General feedback: training should be given on the subjects based on the current syllabus. 	
(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.

	<ul style="list-style-type: none"> • Yes. They are given academic support by the BRC/CRC. • The frequency of support is at least four times a month. • Yes. Instruction has been issued by DPO. 	
(lxxxix)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • For primary section - minimum up to intermediate. • For upper primary – minimum up to graduate. For teaching Mathematics, Science and English, graduation with the respective subject is preferable. • Yes. They have undergone training and receive academic support as well. 	
(lxxxix)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether, there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	<ul style="list-style-type: none"> • The amount of monthly honorarium: <ul style="list-style-type: none"> • Intermediate – Rs. 2500/- per month • Trained Intermediate – Rs. 3000/- per month • Graduate – Rs 3000/- per month • Trained Graduate – Rs. 3500/- per month • Payment of monthly honorarium is made through banks from VEC. • A revised structure of monthly honorarium is on the proposal stage. 	
(lxxxix)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> • Yes. Their attendance could be adjudged as regular. 	
(lxxxix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	<ul style="list-style-type: none"> • No. There is no such post in the district. 	
(lxxxix)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	<ul style="list-style-type: none"> • Yes. There is a monitoring format available with DPO. • The frequency of submission of furnished information is monthly. 	
(lxxxix)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 • Number of achievement – 00 	
(lxxxix)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Not applicable. 	
(lxxxix)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	<ul style="list-style-type: none"> • Not applicable. 	
(lxxxix)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Not applicable. 	

(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)? <ul style="list-style-type: none">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? <ul style="list-style-type: none">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 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? <ul style="list-style-type: none">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 centres, such as durries, blackboard, books, TLMs etc? <ul style="list-style-type: none">Not applicable.	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres? <ul style="list-style-type: none">Not applicable.	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
(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? <ul style="list-style-type: none">Not applicable.	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
(xxiii)	The achievement level of children studying in EGS/AIE facilities? <ul style="list-style-type: none">Not applicable.	Assessment to be undertaken during Field visit by MI.
(xxiv)	The rapport of the EV with the children? <ul style="list-style-type: none">Yes. The rapport between Para teachers and children is satisfactory.	Observations during Field visit, by MI.
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay? <ul style="list-style-type: none">Not applicable.	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year. <ul style="list-style-type: none">Number of CWSN children identified – 1703Number of Children enrolled – 1703Number of CWSN children benefited – 316 (276 boys & 40 girls)	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year. <ul style="list-style-type: none">Number of children provided aids – 316	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)	Whether there are any difficulties in getting and utilizing the aids and appliances. <ul style="list-style-type: none">No difficulties.	Information to be obtained from SPO/DPO.
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? <ul style="list-style-type: none">The number of resource teachers identified in the district – 19So far, 01 NGO is associated with.Yes. The guidelines have been 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.

(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none"> Yes. He has been oriented and has attended capacity 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.
	<ul style="list-style-type: none"> No. However, the frequency of furnishing the information is monthly. Yes. There is an IED coordinator at SPO level. Trained and experienced. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> As per sample check no CWSN has been provided home based support in the current financial year. 	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<ul style="list-style-type: none"> Number of CWSN children enrolled – 113 Number of CWSN children actually present – 77 	

(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.
	<ul style="list-style-type: none"> Number of model clusters actually made functional – 120 	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	<ul style="list-style-type: none"> Status of physical facilities in model clusters: <ul style="list-style-type: none"> Target number of ACR, drinking water, toilet & electrification - 00 However, 120 clusters have safe drinking water as well as toilet facility. 	
(iii)	Whether model clusters in the district have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> Yes. As per sample check NPEGELs have been provided with gender sensitive Teaching Learning Materials. No NPEGEL is having either vocational training, bridge course or having remedial teaching. 	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	<ul style="list-style-type: none"> Yes. 	
(v)	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.
	<ul style="list-style-type: none"> Yes. 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.
	<ul style="list-style-type: none"> Number of ECCE centres operational – 00 	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> Yes. There is a monitoring cell to monitor fortnightly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(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.
	<ul style="list-style-type: none"> Number of KGBV sanctioned – 06 Number of KGBV operational – 06 	
(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.
	<ul style="list-style-type: none"> As per sample check for all the 06 KGBVs land have been identified. 	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	<ul style="list-style-type: none"> Yes. The detailed guidelines have been drawn up 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.
	<ul style="list-style-type: none"> Number of KGBV with complete formalities for construction – 06 Construction is at foundation level for only 04 of KGBVs. 	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> Number of posts sanctioned – 36 In position – 36 Position vacant – 00 	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> Total number of students targeted for admission – 585 Total number of students admitted – 585 Class-wise enrollment of students – VI-291, VII-113, VIII-95, IX-78, X-08. 33 belonged to SC, 396 to ST and 156 hailed from others community. 	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> The 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 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 cook 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.
	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	<ul style="list-style-type: none"> Yes. 	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	<ul style="list-style-type: none"> Yes. Month of orientation is Oct. 09. They are discharging their responsibility reasonably well. 	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	<ul style="list-style-type: none"> Yes. 	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> Yes. 	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. 	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted in the district?	Information to be obtained from the SPO and to be updated by the DPO.
	<ul style="list-style-type: none"> Total number of VEC – 1007 	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> Yes. The guidelines are provided and available with VECs. 	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<ul style="list-style-type: none"> Yes. 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.

	<ul style="list-style-type: none"> 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 regularly. 	
(v)	<p>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?</p> <ul style="list-style-type: none"> Yes. Around 40% members have been oriented. Orientation training is usually conducted by BRC/CRCs. 	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(vi)	<p>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</p> <ul style="list-style-type: none"> A sizeable number of VECs have contributed substantially. The active VECs have definite impact in terms of environment of the schools. Their participation has improved enrollment/attendance of both the teachers and students. Therefore, they urgently require orientation and motivation. 	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
(vii)	<p>Whether VEC is maintaining proper record of funds received by them.</p> <ul style="list-style-type: none"> Yes. 	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
(viii)	<p>Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?</p> <ul style="list-style-type: none"> Yes. 	Information to be obtained at SPO level. See formats and record of SPO

(n) Staffing at State and District Level:

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

	Category	Sanctioned	Filled	Vacant
	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
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.		
	<ul style="list-style-type: none"> No. of BRCs sanctioned – 06 No. of CRCs sanctioned – 47 Staff in position – 140 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.		
	<ul style="list-style-type: none"> Yes. 			

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

<ul style="list-style-type: none"> 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.
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(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	<ul style="list-style-type: none"> Around 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. 	
(ii)	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> 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. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> Most of the schools do not have proper sitting arrangements. Blackboards are there but not so smooth. TLMs are either missing or kept separately. 	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Health camp facilities were made available in some of the schools. 	

(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> A large number of schools are in poor condition in terms of play materials. 	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<ul style="list-style-type: none"> Despite MDM 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. 	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	<ul style="list-style-type: none"> Frequency of parent teachers meeting has been increased. 	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Periodical evaluation tests are conducted to assess the achievement level of students. 	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Yes. 	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	<ul style="list-style-type: none"> The achievement level in most of the schools is below standard. It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. 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. 	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	<ul style="list-style-type: none"> The rapport of the children with the students is fairly good. 	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	<ul style="list-style-type: none"> Yes. Around 5 per cent. 	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	<ul style="list-style-type: none"> The per cent of drop outs was reported to be very high. Seasonal (Harvesting or rainy season) absence of a large chunk of children has become a regular 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.
	<ul style="list-style-type: none"> Around 5 -10 per cent of students usually retained in class I from the previous academic year. 	

(q) Any other issues relevant to SSA implementation

<p>MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (1st Page)</p> <p>(i) Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.</p> <p>(ii) The program should not be a number game of target alike many other Govt. ventures in the past.</p> <p>(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.</p> <p>(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.</p> <p>(v) The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort.</p>
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(r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars , copies of the guidelines etc is to be included in the MI's report)

Please include all the Annexure 1 to annexure 1 to 8

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 report to Section 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	
71.	PS. Bindadih	
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	
NPEGEL		
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.

1.	<p><u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p>	Students, Teachers & Parents																				
<ul style="list-style-type: none"> Hot and cooked meal is served in all the sample schools. However, in some of the schools, supply of food grains was affected during the state wise strike of the BEEOs. 																						
2.	<p><u>TRENDS:</u> Extent of variation (As per school records vis-à-vis actual on the day of visit)</p> <table border="1" data-bbox="380 470 867 716"> <thead> <tr> <th data-bbox="380 470 418 541">No.</th> <th data-bbox="420 470 716 541">Details</th> <th data-bbox="717 470 867 541">Day previous to date of visit</th> <th data-bbox="868 470 976 541">On the day of visit</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 543 418 569">i</td> <td data-bbox="420 543 716 569">Enrollment</td> <td data-bbox="717 543 867 569">24293</td> <td data-bbox="868 543 976 569">24293</td> </tr> <tr> <td data-bbox="380 571 418 617">ii</td> <td data-bbox="420 571 716 617">No of children attending the school</td> <td data-bbox="717 571 867 617">13065</td> <td data-bbox="868 571 976 617">11262</td> </tr> <tr> <td data-bbox="380 619 418 665">ii</td> <td data-bbox="420 619 716 665">No of children availing MDM as per register</td> <td data-bbox="717 619 867 665">13065</td> <td data-bbox="868 619 976 665">11262</td> </tr> <tr> <td data-bbox="380 667 418 716">iv</td> <td data-bbox="420 667 716 716">No. of children actually availing MDM</td> <td data-bbox="717 667 867 716">13065</td> <td data-bbox="868 667 976 716">11216</td> </tr> </tbody> </table>	No.	Details	Day previous to date of visit	On the day of visit	i	Enrollment	24293	24293	ii	No of children attending the school	13065	11262	ii	No of children availing MDM as per register	13065	11262	iv	No. of children actually availing MDM	13065	11216	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
No.	Details	Day previous to date of visit	On the day of visit																			
i	Enrollment	24293	24293																			
ii	No of children attending the school	13065	11262																			
ii	No of children availing MDM as per register	13065	11262																			
iv	No. of children actually availing MDM	13065	11216																			
<ul style="list-style-type: none"> On the day of visit, around 46 per cent children attended the school and most (99 per cent) of them actually had MDM. It was observed that the usual attendance in the district is alarmingly low. Poor attendance against the enrollment causing less consumption of food grains. Teachers are reluctant to collect their next allotment of food grains from the district. 																						
3.	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (xiii) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				
<ul style="list-style-type: none"> All the sample schools are getting food grains regularly. No delay has been reported in this regard. 																						
<p>(xiv) Is buffer stock of one-month's requirement is maintained?</p>		School level registers, MDM Registers, Head Teacher, School level MDM functionaries																				
<ul style="list-style-type: none"> In all the sample schools buffer stock of one month requirement is maintained. 																						
<p>(xv) Is the food grains delivered at the school?</p>		School level registers, MDM Registers, Head Teacher, School level MDM functionaries																				
<ul style="list-style-type: none"> The food grains are provided directly to all the schools monitored. 																						
4.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (vi) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costs, what is the extent of delay and reasons for it?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				
<ul style="list-style-type: none"> All the sample schools are receiving the cooking cost in advance regularly. 																						
<p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				
<ul style="list-style-type: none"> In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 																						
<p>(iii) Is cooking cost paid by Cash or through banking channel?</p>		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.																				
<ul style="list-style-type: none"> The cooking cost is paid through banks in the sample schools. 																						
5.	<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	Observations																				
<ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 																						
6.	<p><u>VARIETY OF MENU:</u> (x) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.																				
<ul style="list-style-type: none"> In almost all the sample schools the menu was displayed. However, none of the sample schools was noticed as adhering to the menu displayed. Not adhering of menu exists primarily due to extreme hike 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> In all the sample schools, rice and vegetables are usually included in the daily menu. However, pulses are served in almost all the schools visited. Wheat was not seen as essential part of the daily menu in any of the schools covered. 	
7.	QUALITY & QUANTITY OF MEAL: Feedback from children on a) Quality of meal:	Observations of investigation during MDM service
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 5 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. Village leaders should be inspired to lead and serve the society 	
8.	SUPPLEMENTARY: ii. Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Micronutrients, such as Vitamin A – dosage and folic/de-worming are not being provided to the children in the sample schools. However, iron tablets are being provided to the adolescent girls 	
	ii. Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Usually, Govt. agencies administer these medicines and nutrients. The frequency of providing the services is most often quarterly or half yearly. 	
	iii. Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In none of the sample schools health card is maintained. 	
9.	STATUS OF COOKS: i. Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> In all the sample schools meal is cooked/served by the appointed members popularly known as Sanyojika and 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.
	<ul style="list-style-type: none"> 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, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/child reported in 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.
	<ul style="list-style-type: none"> In almost all the schools the remuneration payment was reported as paid regularly. 	
	v. Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> 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 	

10.	<u>INFRASTRUCTURE</u> Is pucca kitchen shed-cum-store: (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)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
<ul style="list-style-type: none"> • Around 55 per cent of the sample schools have constructed 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 the food being cooked and where are the food grains/other ingredients being stored?		Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
<ul style="list-style-type: none"> • Provisional arrangement of kitchen shed is done on the 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 drinking purpose?		-do-
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Schools do have sufficient utensils for cooking etc. 		
What is the kind of fuel used? (Gas based/firewood etc.)		Observation
<ul style="list-style-type: none"> ○ Coal in around 57 per cent of the sample schools, in 43 per cent firewood is usually being used for cooking. 		
11.	<u>SAFETY & HYGIENE:</u> iii. General Impression of the environment, Safety and hygiene:	Observation
<ul style="list-style-type: none"> • The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 		
ii. Are children encouraged to wash their hands before and after eating?		Observation
<ul style="list-style-type: none"> • Yes, the children are encouraged to wash their hands before and after eating. 		
iii. Do the children partake in meals in an orderly manner?		Observation
<ul style="list-style-type: none"> • In more than 90 per cent schools visited, the children partake meals in an orderly manner. 		
iv. Conservation of water?		Observation
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • In all the sample schools safety measures are taken while cooking and storing fuel. 		
12.	<u>COMMUNITY PARTICIPATION:</u> Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
<ul style="list-style-type: none"> • Daily monitoring and supervision is done by the guardians and VEC members, but not on daily basis. • No school has received other contribution in cash/kind etc. 		
13.	<u>INSPECTION & SUPERVISION</u> Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
<ul style="list-style-type: none"> • Most of the inspection and supervision is done by the block level officers/officials. 		
14.	<u>IMPACT</u> Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
<ul style="list-style-type: none"> • The midday meal scheme has been instrumental in increasing the enrollment in most of the schools. • 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 children, 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.	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
71.	PS. Bindadih
72.	PS. Daldali
73.	PS. Tursadih
74.	PS. Shivanagar
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 Gagghara
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.
	<ul style="list-style-type: none">• Total Number of schools sanctioned including spill 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.

	<ul style="list-style-type: none"> • Yes. 	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	<ul style="list-style-type: none"> • Yes. 	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	<ul style="list-style-type: none"> • Yes. The construction work for new schools is underway. 	
(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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Yes. The VEC/SMS have received one time grant of Rs. 10000/- at PS level and Rs. 50000/- at upper PS level for TLE. • The items purchased are as follows: Almira, Furniture, Science kit, Maths kit, Musical instruments, Items for indoor/outdoor games etc. 	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	<ul style="list-style-type: none"> • Yes. 	

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?				Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: works completed, works in progress and works not started. To be updated at the DPO for districts being visited by MI.				
	Items	Target (Including spill over)	Below plinth level/Not boring	Plinth level	Lintel level	Roof level	Roof casting	Finishing /boring	Work not started
	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)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.				To be checked on the spot with assistance of VEC/SMC and School Teachers.				

	<ul style="list-style-type: none"> The constructions are on progress for school buildings and additional class rooms. The target including spill over is as follows: 432 school building, 512 ACR – 1, 393 ACR – 3 and 145 toilets. 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?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. 	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. The community manual has been prepared and usually available with VEC/SMC. 	
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. The ramp is being constructed in all the ACRs coming up recently. 	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. The VEC/SMCs are keeping separate account of funds and materials for construction. 	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/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).
	<ul style="list-style-type: none"> Engineers posted at block level are designated for technical supervision. 	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> The technical person did visit the sites at least thrice at plinth, lintel and roofing level. The number of visits varies depending upon the nature of the work 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).
	<ul style="list-style-type: none"> Yes. There is convergence with Swajaldhara and Total Sanitation Campaign for the construction of drinking water facilities. 	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> The construction of drinking water facilities in schools have been carried out by either specialized agency or VEC/SMC. 	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	<ul style="list-style-type: none"> Yes. There has been convergence with Total Sanitation Campaign for toilet facilities in the schools. 	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (Sample as in (ii) above).
	<ul style="list-style-type: none"> As per MI the construction in sites visited are of average quality. 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. 	
(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.
	<ul style="list-style-type: none"> Yes. There is an engineer in charge at SPO level. The frequency of reviewing progress of districts is monthly. A structured format is used for reviewing the progress. Steps taken to ensure quality by SPO: <ul style="list-style-type: none"> Strictly follow the blue print Check the quality of materials being used Frequent visit to construction sites for supervision 	

(c) Textbooks:

(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.
	<ul style="list-style-type: none">• Total number of text books received - 265206• Total number of children provided with free text books – 256482• Free text books are provided from SSA funds to SC, ST and all girls.• Free text books are provided from state Govt. funds to boys from general category.	
(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.
	<ul style="list-style-type: none">• The textbooks were received as well as distributed simultaneously within the period from March to May 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.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• 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:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	<ul style="list-style-type: none">• Total number of schools (PS & UPS) to whom school grants are approved – 3268• Yes. The funds have been released to the district.• Yes. The guidelines have been issued on how to utilize the grant.	
(ii)	Whether the DPO has released funds for school grants @ Rs. 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.
	<ul style="list-style-type: none">• The DPO has released the grant to the 2448 PS and 820 UPS.• Thus, the number of VECs to whom releases have been made – 3268• 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?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none">• No centralized purchases have been made by DPO out of the school grant.	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	<ul style="list-style-type: none">• There was no delay reported in receipt of grants.	
(v)	Utilization details (percentage of utilization and	To be verified on the spot from the passbook and

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

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • Number of additional teachers sanctioned – 1139 • Number of additional teachers in position – 1100 • Number of position to be filled - 39 	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • Teachers are recruited as per 1:40 (teacher-student ratio) • The recruitment is done by block level officials and the members of VEC/SMC. • The procedures followed for the recruitment: <ul style="list-style-type: none"> • 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. 	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<ul style="list-style-type: none"> • Teachers are appointment on contract basis. 	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	<ul style="list-style-type: none"> • The decentralized recruitment procedures have been laid down. • 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. 	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	<ul style="list-style-type: none"> • The number of teachers sanctioned – 361 • The number of teachers in position – 275 • The number of teachers present on the day of the visit – 260 • The 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. 	
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	<ul style="list-style-type: none"> • The rapport between teachers and students was observed as satisfactory in the schools visited. 	
(vii)	The target number of teachers block-wise to be given in service training and the actual number of teachers given such training in the districts visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

	<ul style="list-style-type: none"> Target number of teachers for in service training – 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 training. 	
(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p> <ul style="list-style-type: none"> No orientation training for 106 newly recruited teachers has taken place. 	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(ix)	<p>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 visited? What is SPO's planning for it?</p> <ul style="list-style-type: none"> Target number of teachers for refresher training – 7512 Number of achievement – 1410 	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <ul style="list-style-type: none"> 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. 	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support: f. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p> <ul style="list-style-type: none"> The role of BRC/CRC is to conduct all sorts of training, such as: in service, induction for new recruits, training for untrained etc. It is there to provide all kinds of educational supports to the teachers and schools. They also arrange trainings for VEC/SMC members. Apart from conducting the trainings BRC/CRC is also responsible for the follow up 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. 	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p> <ul style="list-style-type: none"> 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. 	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> During the expected number of school visits BRPs/CRPs perform a number of academic and administrative activities: <ul style="list-style-type: none"> Conducting model lessons in classrooms, Help teachers to teach difficult topics, Conduct random tests Various innovative steps to improve teachers' performance and children's learning. Monitoring midday meal scheme 	
	<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> BRC/CRC is also responsible to coordinate with DIET for capacity building, educational supervision and guidance, research and monitoring etc. 	
	<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<ul style="list-style-type: none"> Not applicable as there are no EGS/AIE centres in the district. 	
(xii)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	To be ascertained from SPO.
	<ul style="list-style-type: none"> Yes. There is a quality coordinator at SPO. 	

(f) Teaching Learning Material (TLM) grants:

(xvi)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p>	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	<ul style="list-style-type: none"> The total number of teachers eligible to receive TLM grants – 7512 	
(xvii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	<ul style="list-style-type: none"> The 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. 	
(xviii)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	Information to be verified on the spot in respect of schools visited by MI.

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

(xc)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctioned 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 nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	<ul style="list-style-type: none"> • The number of EGS/AIE centres/BC/NRBC/school camps sanctioned and started in the district – 18 • The details category wise are as given below: <ul style="list-style-type: none"> • 41 NRBC – 1030 children • 15 RBC – 690 children • 13 Innovative – 325 children 	
(xci)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	<ul style="list-style-type: none"> • Target number of children – 3870 • Number of children actually enrolled – 2045 	
(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 centres in a district on sample basis.
	<ul style="list-style-type: none"> • The number of children enrolled – 2045 • The number of children actually attending – 2045 	
(xciii)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	<ul style="list-style-type: none"> • The number of EVs/Para/Sahyogi teachers – 4506 • 15 days Induction training – 184 • 8 days In-service training (residential)– 1410 • 10 days In-service training (non-residential)– 00 • Trainings given to them by BRC/CRC/DIET. • General feedback: training should be given on the subjects based on the current syllabus. 	
(xciv)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	<ul style="list-style-type: none"> • Yes. They are given academic support by the BRC/CRC. • The frequency of support is at least four times a month. • Yes. Instruction has been issued by DPO. 	
(xcv)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	<ul style="list-style-type: none"> • Educational qualification: <ul style="list-style-type: none"> • For primary section - minimum up to intermediate. • For upper primary – minimum up to graduate. For teaching Mathematics, Science and English, graduation with the respective subject is preferable. • Yes. They are given trainings as well as receive academic support as mentioned earlier. 	

(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.
	<ul style="list-style-type: none"> The amount of monthly honorarium: <ul style="list-style-type: none"> Intermediate – Rs. 2500/- per month Trained Intermediate – Rs. 3000/- per month Graduate – Rs 3000/- per month Trained Graduate – Rs. 3500/- per month Payment of monthly honorarium is made through banks from VEC. A revised structure of monthly honorarium is on the proposal stage. 	
(xcvii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	<ul style="list-style-type: none"> Yes. Their attendance could be adjudged as regular. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. There is a monitoring format available with DPO. The frequency of submission of furnished information 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 far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	<ul style="list-style-type: none"> Target number of EGS/AIE centres (including spillovers) to be upgraded in the district – 00 Number of achievement – 00 	
(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.
	<ul style="list-style-type: none"> Not applicable. 	
(cii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Not applicable. 	
(civ)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Not applicable. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 15 out of 2045 children (SC girl – 3, ST girls – 4 & boy 1, General - 7) from 69 RBC/NRBC/Innovation centres/courses have been mainstreamed so far. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of children enrolled – 650. No further details could be furnished as MI could not visit those centres/courses. 	
(cxii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	<ul style="list-style-type: none"> Not applicable. 	
(cxiii)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	<ul style="list-style-type: none"> Yes. The rapport between Para teachers and children is satisfactory. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of CWSN children identified – 1499 Number of Children enrolled – 1499 Number of CWSN children benefited – 455 	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	<ul style="list-style-type: none"> Number of children provided aids – 455 	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	<ul style="list-style-type: none"> No difficulties. 	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	<ul style="list-style-type: none"> 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 resource teachers/NGOs. 	
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	<ul style="list-style-type: none"> Yes. He has been oriented and has attended capacity 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.
	<ul style="list-style-type: none"> No. However, the frequency of furnishing the information is monthly. Yes. There is an IED coordinator at SPO level. Trained and experienced. 	
(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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> As per sample check no CWSN has been provided home based support in the current financial year. 	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	<ul style="list-style-type: none"> No parents have been given counseling during the current financial year. 	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<ul style="list-style-type: none"> Number of CWSN children enrolled – 124 Number of CWSN children actually present – 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of ACRs constructed – 240. 225 of them are having drinking water facility and 148 toilet facility. None of them having electricity - 00 	
(iii)	Whether model clusters in the district have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	<ul style="list-style-type: none"> Yes. As per sample check NPEGELs have been provided with gender sensitive Teaching Learning 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Yes. There is a district coordinator. 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 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.
	<ul style="list-style-type: none"> Number of ECCE centres operational – 00 	

(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	<ul style="list-style-type: none"> • Yes. There is a monitoring cell to monitor fortnightly. 	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(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.
	<ul style="list-style-type: none"> • Number of KGBV sanctioned – 10 • Number of KGBV operational – 10 	
(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.
	<ul style="list-style-type: none"> • As per sample check for all the 10 KGBVs land have been identified. 	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	<ul style="list-style-type: none"> • Yes. The detailed guidelines have been drawn up 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.
	<ul style="list-style-type: none"> • Number of KGBV with complete formalities for construction – 10 	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> • Number of posts for teachers & other staff sanctioned – 70 (Teachers 40, Accountant 10, Peon 10 and Cook 10) • Number of staff in position – 70 • Number of position vacant – 00 	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> • Total number of students targeted for admission – 1604 • Total number of students admitted – 1604 • 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. 	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	<ul style="list-style-type: none"> • The 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 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 cook 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.
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • Up to 17 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.
	<ul style="list-style-type: none"> • Yes. 	

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

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

(m) Functioning of the VEC:

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

	<ul style="list-style-type: none"> The frequency of the meeting is once in a month. 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 regularly. 	
(v)	<p>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?</p> <ul style="list-style-type: none"> Yes. Around 40% members have been oriented last June and July 09. Orientation training is usually conducted by BRC/CRCs. 	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(vi)	<p>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</p> <ul style="list-style-type: none"> A sizeable number of VECs have contributed substantially. The active VECs have definite impact in terms of environment of the schools. Their participation has improved enrollment/attendance of both the teachers and students. Therefore, they urgently require orientation and motivation. 	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
(vii)	<p>Whether VEC is maintaining proper record of funds received by them.</p> <ul style="list-style-type: none"> Yes. 	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
(viii)	<p>Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?</p> <ul style="list-style-type: none"> Yes. 	Information to be obtained at SPO level. See formats and record of SPO

(n) Staffing at State and District Level:

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

	Category	Sanctioned	Filled	Vacant
	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 sanctioned? Staffing position and action taken to fill vacancies?		Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.	
(iv)	<ul style="list-style-type: none"> No. of BRCs sanctioned – 00 No. of CRCs sanctioned – 00 Staff in position - 00 			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?		To be verified at SPO through checking of records.	
	<ul style="list-style-type: none"> Yes. 			

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

- 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.
	<ul style="list-style-type: none"> 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. 	
(ii)	Whether the school has clean environment, good buildings, play grounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> 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. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> Most of the schools do not have proper sitting arrangements. Blackboards are there but not so smooth. TLMs are either missing or kept separately. 	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> Health camp facilities were made available in some of the schools. 	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.

	<ul style="list-style-type: none"> A large number of schools are in poor condition in terms of play materials. 	
(vii)	If there is low attendance the reasons for the same? <ul style="list-style-type: none"> 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. 	Information to be obtained from the teachers/VEC.
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? <ul style="list-style-type: none"> Frequency of parent teachers meeting has been increased. 	Information to be obtained from the teachers and VECs etc.
(ix)	What is the present process of assessing the achievement level of students? <ul style="list-style-type: none"> Periodical evaluation tests are conducted to assess the achievement level of students. 	Information to be recorded on the basis of school records.
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? <ul style="list-style-type: none"> Yes. 	Information to be recorded on the basis of school records.
(xi)	The achievement level of children. <ul style="list-style-type: none"> The achievement level in most of the schools is below standard. It is largely due to under trained teachers, their knowledge, lack of commitment and the overall existing work culture in the society. 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. 	Assessment to be undertaken by the MI on the day of visit.
(xii)	The rapport of the children with the teachers? <ul style="list-style-type: none"> The rapport of the children with the students is fairly good. 	Assessment on the basis of observation by MI.
(xiii)	Whether the school has under age or over age children if so, their number and percentage? <ul style="list-style-type: none"> Yes. Around 5 per cent. 	Information to be recorded on the basis of school records and observations.
(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? <ul style="list-style-type: none"> The per cent of drop outs was reported to be very high. Seasonal (Harvesting or rainy season) absence of a large chunk of children has become a regular affair in the district. 	To be ascertained from teachers/VEC schools records.
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise? <ul style="list-style-type: none"> Around 5 -10 per cent of students usually retained in class I from the previous academic year. 	Information to be obtained on the basis of school records and discussion with teachers.

(q) Any other issues relevant to SSA implementation

<p>MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (1st Page)</p> <p>(i) Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged.</p> <p>(ii) The program should not be a number game of target alike many other Govt. ventures in the past.</p> <p>(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.</p> <p>(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.</p> <p>(v) The overall attitude/approach of the person/s sitting on the driving seat matters a lot for any intervention of this sort.</p>
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(r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars , copies of the guidelines etc is to be included in the MI's report)

Please include all the Annexure 1 to annexure 1 to 8

<p>Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p> <p>Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p> <p>Annexure 3 – School Grant</p>
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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 MDM 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 at List of Annexure under point (r) please kindly write the name of the schools visited because the TSG has to send MDM report to MDM Section of Ministry of HRD)

S N	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
08	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	
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	
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	
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	N.P.S. Simara	
76	P.S. Nawasar	
77	U.M.S. Ranighaghar	

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	
91	U.P.S. Dumariya	
92	U.P.S. Dharampur	
93	U.P.S. Lakhompur	
94	M.S. Kadriya	
95	P.S. Pochapani	
96	N.P.S. Sital	
97	U.M.S. Palan	
98	U.M.S. Godamala	
99	P.S. Paharpur	
100	RMS Mohanpur	
101	UPS Bajradih	
102	UPS Palasiya	
103	UPS Kairo	
104	UPS Bhagwanpur	
105	UPS Sanpdahar	
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	
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	
NPEGEL		
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.	REGULARITY IN SERVING MEAL:			Students, Teachers & Parents	
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <ul style="list-style-type: none"> Hot and cooked meal is served in all the sample schools. However, supply of food grains was affected during the state wise strike of the BEEOs and <i>Shrawani Mela</i> (fair). 				
2.	TRENDS:			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis actual on the day of visit)				
	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		
<ul style="list-style-type: none"> On the day of visit, around 54 per cent children attended the school and most (99 per cent) of them actually had MDM. It was observed that the usual attendance in the district is low. Poor attendance against the enrollment causing less consumption of food grains. Teachers are reluctant to collect their next allotment of food grains from the district. 					
REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
<ul style="list-style-type: none"> Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay 					

3.	and reasons for the same?	
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In all the sample schools buffer stock of one month requirement is maintained. 	
	Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
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?	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> In case of delay, interim arrangement is done by seeking the help of schools nearby or VECs arrange of their own. 	
	iii. Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
5.	SOCIAL EQUITY: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	<ul style="list-style-type: none"> No discrimination based on gender, caste or community is observed in cooking, serving or seating arrangements. 	
6.	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.
	<ul style="list-style-type: none"> In almost all the sample schools the menu was displayed. However, none of the sample schools was noticed as adhering to the menu displayed. Not adhering of menu exists primarily due to extreme hike 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.
	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> In all the sample schools, rice and vegetables are usually included in the daily menu. However, pulses are served in almost all the schools visited. Wheat was not seen as essential part of the daily menu in any of the schools covered. 		
7.	QUALITY & QUANTITY OF MEAL: Feedback from children on	Observations of Investigation during MDM service
	a) Quality of meal:	
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> The children are unhappy about the quality and quantity of the meal in 5 per cent schools monitored. The cooks/helpers along with the members of the VECs/SMCs need special orientation on health and hygiene. Village leaders should be inspired to lead and serve the society 		
8.	SUPPLEMENTARY: i. Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Micronutrients, such as Vitamin A – dosage and folic/de-worming are not being provided to the children in the sample schools. However, iron tablets are being provided to the adolescent girls 	

	ii. Who administers these medicines and at what frequency?	Teachers, Students, School Record
	<ul style="list-style-type: none"> Usually, Govt. agencies administer these medicines and nutrients. The frequency of providing the services is most often quarterly or half yearly 	
	iii. Is there school Health Card maintained for each child?	Teachers, Students, School Record
	<ul style="list-style-type: none"> In none of the sample schools health card is maintained. 	
9.	<u>STATUS OF COOKS:</u>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	i. Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	
	<ul style="list-style-type: none"> In all the sample schools meal is cooked/served by the appointed members popularly known as Sanyojika and 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.
	<ul style="list-style-type: none"> 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, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> The remuneration paid to cooks/helpers varied from the lowest of Rs. 0.20/child to highest of Rs. 0.30/child. The most common practice is Rs.0.20/child reported in 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.
	<ul style="list-style-type: none"> In almost all the schools the remuneration payment was reported as paid regularly. 	
	v. Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<ul style="list-style-type: none"> 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 	
10.	<u>INFRASTRUCTURE</u> Is pucca kitchen shed-cum-store: (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)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<ul style="list-style-type: none"> Around 55 per cent of the sample schools have constructed kitchen shed-cum-store in use, whereas 25 per cent are not in use. In case of 20 per cent 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
	<ul style="list-style-type: none"> Provisional arrangement of kitchen shed is done on the 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 drinking purpose?	-do-
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Schools do have sufficient utensils for cooking etc. 	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	<ul style="list-style-type: none"> Coal in case of 60 per cent sample schools and in 40 per cent schools firewood is usually being used for cooking. 	
11.	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene:	Observation
	<ul style="list-style-type: none"> The general impression of the environment, safety, hygiene and discipline in the sample schools was noticed as satisfactory. 	
	ii. Are children encouraged to wash their hands before and after eating?	Observation
	<ul style="list-style-type: none"> Yes, the children are encouraged to wash their hands before and after eating. 	
	iii. Do the children partake in meals in an orderly manner?	Observation
	<ul style="list-style-type: none"> In more than 90 per cent schools visited, the children partake meals in an orderly manner. 	
	iv. Conservation of water?	Observation
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> In all the sample schools safety measures are taken while cooking and storing fuel. 	
12.	<p><u>COMMUNITY PARTICIPATION:</u></p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p> <ul style="list-style-type: none"> 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. 	Discussion with head teacher, teacher, VEC, Gram Panchayat members
13.	<p><u>INSPECTION & SUPERVISION</u></p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p> <ul style="list-style-type: none"> Most of the inspection and supervision is done by the block level officers/officials. 	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
14.	<p><u>IMPACT</u></p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?</p> <ul style="list-style-type: none"> The midday meal scheme has been instrumental in increasing the enrollment in most of the schools. 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 children, good practices related to health/hygiene and sanitation are felt in the schools monitored. 	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.

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)	
S N	Name of Schools
01	N.P.S. Masjid Tola, Parshimla
02	R.M.S. Parshimla
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
08	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
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

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
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	N.P.S. Simara
76	P.S. Nawasar
77	U.M.S. Ranighaghar
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
91	U.P.S. Dumariya
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
98	U.M.S. Godamala
99	P.S. Paharpur
100	RMS Mohanpur

101	UPS Bajradih
102	UPS Palasiya
103	UPS Kairo
104	UPS Bhagwanpur
105	UPS Sanpdahar
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
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 Paissa
133	UPS Heseltanr Khatangi
134	UPS Bala Bahiyar
135	UPS Dhanasapur
136	UPS Farhara
137	UPS Nayadih
138	UPS Bara
139	UPS Karaila
140	UPS Jhunghi
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