

**1st HALF YEARLY MONITORING REPORT
OF
SSA AND MDM**

FOR THE STATE OF UTTAR PRADESH

FROM 1ST AUGUST, 2008 TO 31ST JANUARY, 2009

DISTRICTS COVERED

- 1. LALITPUR**
- 2. JALAUN**
- 3. HAMIRPUR**
- 4. MAHAMAYA NAGAR**
- 5. ETAWAH**
- 6. MATHURA**

**CENTRE OF ADVANCED DEVELOPMENT RESEARCH
56-A, CHANDGANJ GARDEN,
LUCKNOW - 226 024**

CADR

Preface

For the last several decades, particularly after the adoption of our Constitution in 1950, universalisation of elementary education has attracted the attention of the educational planners and administrators. The National Policy on Education 1986 and 1992 gave very high priority to the achievement of goal of universal elementary education. Education of children in 6-14 years age group has been made the fundamental right through the 86th constitutional Amendment Act. In consequence of these developments, and based on the lessons learnt from the implementation of various programmes in the area of elementary education, Government launched the programme of Sarva Shiksha Abhiyan (SSA) in the year 2000-01. The main goals of SSA are (i) to keep all children in the age group of 6-14 years in schools, (ii) to ensure that all children in the age group of 6-11 years complete primary education by 2007 and (iii) to ensure universal retention of children in schools by 2010.

The goals of SSA are really very high and call for gigantic efforts from governments, educational planners, and administrators at various levels and people in general. In order to ensure proper implementation of this programme, Government of India decided to get this programme monitored regularly by independent non-government reputed research institutions. Centre of Advanced Development Research, (CADR) Lucknow had been given the responsibility of monitoring this programme in 21 districts of Uttar Pradesh.

The present reports have been prepared by CADR for the district of Lalitpur, Jalaun, Hamirpur, Mahamaya Nagar, Etawah and Mathura. We are grateful to the Secretary, Ministry of Human Resource Development, Government of India for taking keen interest in this work. Our thanks are due to Ms. Vrinda Sarup, IAS, Joint Secretary, Ministry of Human Resource Development and her team of officers in the Ministry. We are particularly thankful to Sri K. Girija Shankar, Senior Consultant, Monitoring (SSA), Educational Consultants, India Ltd. (Ed.CIL) for his cooperation and guidance. Sri Ravi Chand who is the nodal officer in the Ministry deserves our gratitude.

We are grateful to the State Project Director (SSA) Uttar Pradesh who had taken great deal of interest in providing help to us for carrying out the monitoring work in the state. We gratefully acknowledge the support of all the additional directors of SSA and their other professionals, particularly Dr. S.S. Sirohi, who have been very helpful to us for providing lot of information available at the project office in this endeavour.

I am obliged to my senior colleague, Sri M.L Sharma, Officer on special Duty, who has planned and executed this monitoring work right from beginning to end. Our research team of Sarvshri S.P.S. Chauhan, Rasheed Ahmad, Sushil Kumar Shukala, Manoj Kumar Srivastava, Sandeep Tewari, S.K. Sharma, B.C. Tewari, Sunil Kumar Tewari, Niraj Singh and Vijaya Kumar also deserve our thanks. Sri Ram Shanker who has processed the whole matter on computer also deserves our thanks.

June, 2009
Lucknow.
Research;

B. N. Tyagi
Executive Director,
Centre of Advanced Development

CADR

C O N T E N T S

Sl. No.	Title	Page No.
1.	Preface	i
2.	General Information	iii
3.	Executive Summary of all the districts reports of SSA and MDM	v
4.	Half yearly monitoring report for district- 1 (Lalitpur) of SSA and MDM	1-62
5.	Half yearly monitoring report for district- 2 (Jalaun) of SSA and MDM	63-99
6.	Half yearly monitoring report for district- 3(Hamirpur) of SSA and MDM	100-135
7.	Half yearly monitoring report for district- 4 (Mahamaya Nagar) of SSA and MDM	136-172
8.	Half yearly monitoring report for district- 5 (Etawah) of SSA and MDM	173-207
9.	Half yearly monitoring report for district- 6 (Mathura) of SSA and MDM	208-244

1. 1ST HALF YEARLY MONITORING REPORT OF CENTRE OF ADVANCED DEVELOPMENT RESEARCH ON SSA AND MDM FOR THE STATE OF UTTAR PRADESH FOR THE PERIOD FROM 1ST AUGUST, 2008 to 31ST JANUARY, 2009

1.1. General Information

Sl. No.	Subject	Details	
1.	Name of the monitoring institution	Centre of Advanced Development Research, Lucknow	
2.	Period of the report	1 st August, 2008 to 31 st January, 2009	
3.	No. of Districts allocated	Six districts	
4.	District names	Lalitpur, Jalaun, Hamirpur, Mahamaya Nagar, Etawah and Mathura	
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1:(Lalitpur)	19.1.2009 to 26.2.2009
		District 2: (Jalaun)	19.1.2009 to 6.2.2009
		District 3: (Hamirpur)	13.2.2009 to 28.2.2009
		District 4 (Mahamaya Nagar)	24.2.2009 to 11.3.2009
		District 5: (Etawah)	16.3.2009 to 26.3.2009
		District 6: (Mathura)	16.3.2009 to 26.3.2009
6.	Total number of elementary schools / EGS / AIE Centers/KGBV in all the Districts allocated Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1:(Lalitpur)	1466
		District 2: (Jalaun)	1818
		District 3: (Hamirpur)	1180
		District 4 (Mahamaya Nagar)	1436
		District 5: (Etawah)	1760
		District 6: (Mathura)	1809
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers/KGBV covered / monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	District 1:(Lalitpur)	100
		District 2: (Jalaun)	100
		District 3: (Hamirpur)	100
		District 4 (Mahamaya Nagar)	100
		District 5: (Etawah)	100
		District 6: (Mathura)	100
8.	Whether 5% of the elementary schools / EGS / AIE Centers/KGBV in total of all the Districts allocated covered: YES / NO	District 1:(Lalitpur)	6.8%
		District 2: (Jalaun)	5.5%
		District 3: (Hamirpur)	8.5%
		District 4 (Mahamaya Nagar)	6.9%
		District 5: (Etawah)	5.7%
		District 6: (Mathura)	5.5%
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (While most of the states start their academic year in June/ July there are few states with academic year starting in January / April).	District 1:(Lalitpur)	No
		District 2: (Jalaun)	No
		District 3: (Hamirpur)	No
		District 4 (Mahamaya Nagar)	No
		District 5: (Etawah)	No
		District 6: (Mathura)	No
10.	Whether the MI has sent their report to the	District 1:(Lalitpur)	Yes

CADR

	SPO at the draft level: YES / NO	District 2: (Jalaun)	Yes
		District 3: (Hamirpur)	Yes
		District 4 (Mahamaya Nagar)	Yes
		District 5: (Etawah)	Yes
		District 6: (Mathura)	Yes
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	District 1:(Lalitpur)	Yes
		District 2: (Jalaun)	Yes
		District 3: (Hamirpur)	Yes
		District 4 (Mahamaya Nagar)	Yes
		District 5: (Etawah)	Yes
		District 6: (Mathura)	Yes
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	District 1:(Lalitpur)	Yes
		District 2: (Jalaun)	Yes
		District 3: (Hamirpur)	Yes
		District 4 (Mahamaya Nagar)	Yes
		District 5: (Etawah)	Yes
		District 6: (Mathura)	Yes
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	No	

CADR

2. Executive Summary of all the districts report

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

District 1:(Lalitpur)	Fifty one schools (22 PS and 29 UPS) sanctioned in the financial year 2008-09. All 51 new schools have been opened. Land has been identified for all 51 schools and funds for construction of schools buildings have been released to all 51 concerned VECs. Out of 51 schools, the construction work of 27 (13 PS + 14 UPS) schools had been completed and it was in progress in the remaining 24 (9 PS + 15 UPS) schools.
District 2: (Jalaun)	Twenty Three new schools (4 PS and 19 UPS) sanctioned in the financial year 2008-09 and all 23 schools have been opened. Land has been identified for all 23 schools and funds for construction of schools buildings have been released to all concerned VECs. Out of 23 schools, the construction work of 10 schools was completed and it was in progress in the remaining 13 schools.
District 3: (Hamirpur)	Twenty eight schools (7 PS and 21 UPS) sanctioned in the financial year 2008-09 and all 28 schools have been opened. Land for all 28 schools had been identified and funds for construction of schools buildings have been released to all concerned VECs. Out of 28 schools, the construction work of 8 schools was completed and it was in progress in 20 schools.
District 4 (Mahamaya Nagar)	Seventy two schools (22 PS and 50 UPS) sanctioned in the financial year 2008-09 and all 72 schools have been opened. Out of 72 schools, land has been identified for 70 schools (20 PS and 50 UPS). Funds for construction of school buildings have been released to all 72 concerned VECs. The construction work of 51 (14 PS and 37 UPS) was completed and it was in progress in 19 schools. The construction work of 2 PS was not started as the land has not been identified of these two primary schools.
District 5: (Etawah)	Fifty eight schools (48 PS and 10 UPS) sanctioned in the financial year 2008-09 and all 58 schools have been opened. The land for construction of schools buildings has been identified for all 58 schools and funds have been released to all 58 concerned VECs. The construction work of all 58 schools was completed.
District 6: (Mathura)	Ninety schools (27 PS and 63 UPS) sanctioned in the financial year 2008-09 and all 90 schools have been opened. The land for construction of school buildings has been identified for all schools and funds has been released to all concerned VECs. Out of 90 schools the construction work of 77 (23 PS and 54 UPS) has been completed and it was in progress in the remaining 13 schools (4 PS + 9 UPS).

(b) Civil Works:

CADR

District 1:(Lalitpur)	Construction work of 27 (52.9%) out of 51 new schools, 15 (30%) out of 50 ACRs, 12 (75%) out of 16 toilets was completed. Four new schools and 5 ACRs in existing schools were visited by CADR and it was found that the construction work in these 4 new schools and five ACR was in progress.
District 2: (Jalaun)	Construction work of 10 (43.5%) out of 23 new schools, 41 (70.7%) out of 58 ACRs and all 40 toilets was completed Construction work in 18 schools (10 PS and 8 UPS) was to be done but it was not started due to late receipt of funds by JalNigam, Two new schools and 6 additional classroom in existing schools were visited by CADR and it was found that the construction work of these the schools was in progress and 5 ACR out of 6 were completed.
District 3: (Hamirpur)	The construction work of 8 (28.6%) out of 28 new schools, and 12 (50.0%) out of 24 toilets was completed.
District 4 (Mahamaya Nagar)	Construction work of 51 (70.8%) out of 72 new schools, 194 (97.0%) out of 200 ACRs for PS and all 18 toilets was completed. Five new schools and 18 ACR in the existing schools were visited by CADR and it was found that the construction work of the new schools was completed and construction of one school and all 18 ACRs was in progress.
District 5: (Etawah)	Construction work of all 58 new schools and all 52 ACRs was completed. Six new schools and 2 ACRs in the existing schools were visited by CADR and it was found that the construction of all six new schools was completed and both ACRs was progress.
District 6: (Mathura)	Construction work of 77 (85.6%) out of 90 new schools, 228 (98.7%) out of 231 ACRs, 18 (90.0%) out of 20 water facilities and 50 (58.8%) out 85 toilets was completed. Five new schools and 13 ACRs were visited by CADR and it was found that the construction work of 2 schools was completed and for 3 schools in progress. Construction work of 6 ACRs was completed and 7 ACRs was in progress.

(c) Textbooks:

District 1:(Lalitpur)	Student of all classes had received textbooks of all subjects free of cost in time in all the sampled schools.
District 2: (Jalaun)	All students had received free text books in time in the sampled schools
District 3: (Hamirpur)	All students had received free text books in time in the sampled schools
District 4 (Mahamaya Nagar)	All students had received free text books in time in the sampled schools
District 5: (Etawah)	All students had received free text books in time in the sampled schools
District 6: (Mathura)	The books were distributed in time in 81.5 percent sampled schools and in 18.5 percent schools books were not distributed in time due to late receipt of books from the district.

(d) School grants:

CADR

District 1:(Lalitpur)	School grant was approved for 1337 schools (886 PS and 451 UPS) for the year 2008-09 and it was released to 1263 (94.5%) schools. This grant was received by VECs of concerned sampled schools from June, 08 to 31 st July, 08. About 83 percent grant in PS and 90 percent in UPS had been utilized in the sampled schools
District 2: (Jalaun)	Schools grant was approved for 1770 schools (1238 PS and 532 UPS) for the year 2008-09 and it was released to 1703 (96.2%) schools till the date of visit in the district. This grant was received by VECs of concerned sampled schools from August 08 to December, 08. About 88 percent grant in PS and 87 percent in UPS had been utilized in the sampled schools.
District 3: (Hamirpur)	School grant was approved for 1127 schools (783 PS and 344 UPS) and it was released to 1126 (99.9%) schools. This grant was received by VECs of concerned sampled schools from July, 08 to December, 08. About 97 percent grant in PS and 100 percent grant in all the sampled UPS had been utilized.
District 4 (Mahamaya Nagar)	School grant was approved for 1305 schools (923 PS and 382 UPS) for the year 2008-09 and it was released to all school. This grant was received by VECs of concerned sampled schools from July, 08 to January 13, 2009. About 87 percent grant in PS and 91.7 percent in UPS had been utilized in the sampled schools till the date of visit.
District 5: (Etawah)	School grant was approved for 1664 schools (1139 PS and 525 UPS) for the year 2008-09 and it was released to all schools. This grant was received by VECs of concerned sampled schools from July,08 to December, 08. About 97 percent grant in PS and 96.4 percent in UPS had been utilized.
District 6: (Mathura)	School grant was approved for 1671 schools(1201 PS and 470 UPS) for the year 2008-09 and it was released to all schools. This grant was received by VECs of concerned sampled schools from June, 08 to July, 08. About 66 percent grant in PS and 63.4 Percent in UPS had been utilized till the date of visit.

(e) Teachers and Teachers Training:

District 1:(Lalitpur)	Two hundred ninety five teachers were sanctioned for 59 existing sampled primary schools and 124 teachers for 31 sampled upper primary schools. Out of these 419 teachers, 270 (64.4%) teachers were in position. About 84 percent teachers were present on the date of visit in the schools. About 54 percent man days of in service training was provided to the teachers of primary schools and 45 percent man days training was given to the teachers of upper primary schools.
District 2: (Jalaun)	Three hundred thirty teachers for 66 existing sampled primary schools and 112 teachers for 28 sampled upper primary schools were sanctioned. Out of these 442 teachers sanctioned, 256 (57.91%) teachers were in positions. About 86 percent teachers were present on the date of visit in the sampled schools. About 52 percent teachers of primary schools and 67 percent teachers of upper primary schools were provided in service training up to 31.1.2009
District 3: (Hamirpur)	Three hundred twenty five teachers for 65 existing sampled primary schools and 104 teachers

CADR

	<p>for 26 sampled upper primary schools were sanctioned. Out of these 429 teachers, 290 (67.6%) teachers were in position. About 86 percent teachers were present on the date of visit in the sampled schools.</p> <p>About 54 percent teachers of sampled primary schools received in-service training up to the date of visit.</p>
District 4 (Mahamaya Nagar)	<p>Three hundred fifteen teachers for 63 existing sampled primary schools and 105 teachers for 27 sampled upper primary schools were sanctioned. Out of these 420 teachers, 356 (84.8%) teachers were in position. About 76 percent teachers were present on the date of visit.</p> <p>About 70 percent man days of in-service training was provided to the teachers of primary schools and 55 percent man days training was given to the teachers of upper primary schools.</p>
District 5: (Etawah)	<p>Three hundred nine teachers for 62 existing sampled primary schools and 112 teachers for 28 sampled upper primary schools were sanctioned. Out of these 421 teachers, 316 (75.1%) teachers were in position. About 82 percent teachers were present on the date of visit in the schools.</p> <p>About 87 percent man days of in-service training was provided to the teachers of primary schools and 71 percent man days training was given to the teachers of upper primary schools</p>
District 6: (Mathura)	<p>Three hundred thirty teachers for 66 existing sampled primary schools and 104 teachers for 26 sampled upper primary schools were sanctioned. Out of these 434 teachers, 377 (86.9%) teachers were in position. About 86 percent teachers were in position on the date of visit in the schools.</p> <p>About 41 percent man days of in-service training was provided to the teachers of primary schools and 46 percent man days training was given to the teachers of upper primary schools</p>

(f) Teaching Learning Material (TLM) grants:

District 1:(Lalitpur)	BSA had released TLM grant to 3465 (98.1%) teachers. TLMs were displayed in 86.7 percent sampled schools.
District 2: (Jalaun)	TLM grant was not released to any teachers till the date of visit in the district. TLMs were displayed in 89.4 percent sampled schools.
District 3: (Hamirpur)	TLM grant was released to 2958 (94.5%) teachers. TLMs were displayed in 91.2 percent sampled schools.
District 4 (Mahamaya Nagar)	TLM grant was released to 4055 (100.0%) teachers. TLMs were displayed in 91.1 percent sampled schools.
District 5: (Etawah)	TLM grant was released to 4705 (100.0%) teachers. TLMs were displayed in all the sampled primary /upper primary schools.
District 6: (Mathura)	TLM grant was released to 5868 (94.5%) teachers. TLM were displayed in 68 percent sampled schools.

CADR

(g) EGS & AIE:

District 1:(Lalitpur)	Five out of 73 working EGS/AIE Centres in the district were visited by CADR. One hundred fifty seven children were enrolled in these five sampled centers. About 50 percent children were present on the date of visit..
District 2: (Jalaun)	Three out of 22 working EGS/AIE Centres in the district were visited by CADR. Seventy five children were enrolled in three sampled Centres. About 79 percent children were present on the date of visit.
District 3: (Hamirpur)	Four out of 23 working EGS/AIE Centres in the district were visited by CADR. Ninety four children were enrolled in four sampled centres. About 59 percent children were present on the date of visit.
District 4 (Mahamaya Nagar)	Four out of fifty five working EGS/AIE centres in the district were visited by CADR. One hundred five children were enrolled in four sampled centres. About 61 percent children were present on the date of visit.
District 5: (Etawah)	Three out of thirty six working EGS/AIE Centres in the district were visited by CADR. Sixty four children were enrolled in three sampled centres. About 75 percent children were present on the date of visit.
District 6: (Mathura)	Two out of 44 working EGS/AIE Centre in the district, were visited by CADR. Seventy eight children were enrolled in these two sampled centres. About 54 percent children were present on the date of visit.

(h) Children with Special Needs (CWSN):

District 1:(Lalitpur)	About 60 percent CWSN children had been enrolled. Only 19.2 percent children were provided aids/appliances during the year 2008-09.
District 2: (Jalaun)	About 90 percent CWSN children had been enrolled. Only 11.2 percent children were provided aids/appliances during the year 2008-09.
District 3: (Hamirpur)	About 80 percent CWSN children had been enrolled. Only 18.3 percent children were provided aids/appliances during the year 2008-09.
District 4 (Mahamaya Nagar)	About 78 percent CWSN children had been enrolled. Only 13.3 percent children were provided aids/appliances during the year 2008-09
District 5: (Etawah)	About 96 percent CWSN children had been enrolled. Only 12.4 percent children were provided aids/appliances during the year 2008-09.
District 6: (Mathura)	About 86 percent CWSN children had been enrolled. Only 6.2 percent children were provided aids/appliances during the year 2008-09.

CADR

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

District 1:(Lalitpur)	Fifty four model cluster schools were functioning in the district. About 56 percent funds had been utilized under NPEGEL.
District 2: (Jalaun)	Forty eight model cluster schools were functioning in the district. About 89 percent funds had been utilized under NPEGEL.
District 3: (Hamirpur)	Sixty model cluster schools were functioning in the district. No amount had been utilized under NPEGEL till the date of visit.
District 4 (Mahamaya Nagar)	Forty six model cluster schools were functioning in the district. About 91 percents funds had been utilized under NPEGEL.
District 5: (Etawah)	Only four model clusters schools were functioning in the district. No amount had been utilized under NPEGEL till the date of visit.
District 6: (Mathura)	Ninety one model cluster schools were functioning in the district. About 83 percent funds had been utilized under NPEGEL.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1:(Lalitpur)	Five KGBV were functioning in the district. The land has been identified for all KGBVs. One KGBV was visited by CADR. One hundred girls were enrolled in the sampled KGBV.
District 2: (Jalaun)	Five KGBV were functioning in the district. The land has been identified for three KGBVs. The construction work of KGBV kaunch block was completed and it was in progress in two KGBVs. One KGBV was visited by CADR and 64 girls were enrolled in this schools.
District 3: (Hamirpur)	Three KGBV were functioning in the district. The land has been identified for two KGBVs. One KGBV was visited by CADR and 60 girls were enrolled in this school.
District 4 (Mahamaya Nagar)	Four KGBVs were functioning in the district. The land has been identified for all four KGBVs. The buildings of two KGBVs were constructed. One KGBV was visited by CADR and one hundred girls were enrolled in this school.
District 5: (Etawah)	Two KGBVs were functioning in the district. The land has been identified for both the KGBVs. One KGBV was visited by CADR and 72 girls were enrolled in this school.
District 6: (Mathura)	Four KGBVs were functioning in the district. The land has been identified for all KGBVs. One KGBV was visited by CADR and one hundred girls were enrolled in this school.

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

District 1:(Lalitpur)	Educational Management Information System (EMIS) has been established in the district. One EMIS incharge and two computer operators were in position. Three computers were
-----------------------	--

CADR

	available. The data capture format (DCF) was supplied to all schools in time. Training was not imparted to the teachers for filling up data capture format during the year 2008-09. Data collected and compiled by BSA had been sent to SPO on 14.1.2009.
District 2: (Jalaun)	EMIS has been established in the district with one EMIS incharge. Three computers were available. The data capture format was supplied to all school in time. Trainings was not imparted to the teachers for filling up data in DCF during the year 2008-09. Data collected and compiled by the BSA had been sent to SPO on 20.1.2009.
District 3: (Hamirpur)	EMIS has been established in the district with one EMIS incharge and one computer operator. Three computers were available. DCF had been supplied in time. Training was not imparted to the teaches for filling up data in DCF during the year 2008-09. Data collected and compiled by the BSA had been sent to SPO on 9.2.2009.
District 4 (Mahamaya Nagar)	EMIS has been established in the district with one EMIS incharge. Three computers were available. DCF had been supplied to all schools in time. Training was not imparted to the teachers for felling up data in DCF during the year 2008-09. Data collected and compiled by the BSA had been sent to SPO on 23.1.2009.
District 5: (Etawah)	EMIS has been established in the district with one EMIS incharge and one computer operator. Three computers were available DCF had been supplied to all schools in time. Training was not imparted to the teachers for filling up data in DCF during the year 2008-09. Data collected and compiled by the BSA had been sent to SPO on 27.1.2009.
District 6: (Mathura)	EMIS has been established in the district with one EMIS incharge and one computer operator. Four computers were available DCF had been supplied to all schools in time. Training was not imparted to the teachers for filling up data in DCF during the year 2008-09. Data collected and compiled by the BSA had been sent to SPO on 31.1.2009.

(l) Research and Evaluation:

District 1:(Lalitpur)	No research studies were under taken at district level during previous calendar year as well as and in the current financial year 2008-09.
District 2: (Jalaun)	No research studies were under taken at district level during previous calendar year as well as and in the current financial year 2008-09.
District 3: (Hamirpur)	No research studies were under taken at district level during previous calendar year as well as and in the current financial year 2008-09.
District 4 (Mahamaya Nagar)	No research studies were under taken at district level during previous calendar year as well as and in the current financial year 2008-09.
District 5: (Etawah)	No research studies were under taken at district level during previous calendar year as well as and in the current financial year 2008-09.
District 6: (Mathura)	No research studies were under taken at district level during previous calendar year as well as and in the current financial year 2008-09.

(m) Functioning of the VEC:

District 1:(Lalitpur)	Three hundred forty VECs were in the district. There were 465 members of VECs in 90
-----------------------	---

CADR

	sampled schools. Out of these 465 members 163 (35.1%) were female members. About 84 percent members participated in the VEC meetings regularly. Training was not imparted to the members of VECs of the sampled schools till the date of visit.
District 2: (Jalaun)	Five hundred sixty four VECs were in the district. There were 478 members of VECs in 94 sampled schools. About 32 percent members were female members. About 74 percent members participated in the VEC meetings regularly. About 30 percent members had received training till the date of visit.
District 3: (Hamirpur)	Four hundred thirty four VECs were in the districts. There were 457 members in 91 sampled schools. About 39 percent members were female. About 71 percent members participated in the VEC meetings regularly. Training was not imparted to the members of VECs of the sampled schools till the date of visit.
District 4 (Mahamaya Nagar)	Five hundred sixty VECs were in the district. There were 431 members of VECs in 90 sampled schools. About 31 percent members were female. About 42 percent members participated in the VEC meetings regularly. Training was not imparted to the members of VECs of the sampled schools till the date of visit.
District 5: (Etawah)	Four hundred twenty VECs were in the district. There were 452 members of VECs in 90 sampled schools. About 31 percent members were female. About 63 percent members participated in the VEC meetings regularly. Training was not imparted to the members of VECs of the sampled schools till the date of visit.
District 6: (Mathura)	Four hundred seventy eight VECs were in the district. There were 466 members of VECs in 92 sampled schools. About 29 percent members were female. About 54 percent members participated in the VEC meetings regularly. Training was not imparted to the members of VECs of the sampled schools till the date of visit.

(n) Staffing at district Level under SSA:

District 1:(Lalitpur)	Out of 18 posts sanctioned, 3 posts of supporting staff were vacant.
District 2: (Jalaun)	Out of 15 posts sanctioned, 6 posts of supporting staff were vacant.
District 3: (Hamirpur)	Out of 19 posts sanctioned, 8 posts of supporting staff were vacant.
District 4 (Mahamaya Nagar)	Out of 19 posts sanctioned, 9 posts of supporting staff were vacant.
District 5: (Etawah)	Out of 17 posts sanctioned, 11 posts of supporting staff were vacant.
District 6: (Mathura)	Out of 18 posts sanctioned, one post of Assistant Account Officer and 5 posts of supporting staff were vacant.

CADR

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

Educational facilities are equally available to different sections of the society in all the districts.

(p) Additional items to check during schools visit by MI.

District 1:(Lalitpur)	The atmosphere in 96.4 percent sampled primary schools and in 93.5 percent sampled upper primary schools was reported to be good. The condition of buildings of 83.1 percent primary schools and 66.7 percent upper primary schools was found good. The condition of buildings of two primary schools was found unsatisfactory.
District 2: (Jalaun)	The atmosphere in 95.5 percent sampled primary schools and in all sampled upper primary schools was reported to be good. The condition of buildings of 69.7 percent primary schools and 67.9 percent upper primary schools was found good. The condition of building of one primary school was found unsatisfactory.
District 3: (Hamirpur)	The atmosphere in all sampled primary and upper primary schools was reported to be good. The condition of buildings of 81.5 percent primary schools and 88.5 percent upper primary schools was found good.
District 4 (Mahamaya Nagar)	The atmosphere in 98.4 percent sampled primary schools and in all sampled upper primary schools was reported to be good. The conditions of buildings of 84.1 percent primary schools and 81.5 percent upper primary schools was found good. The condition of building of one primary school was found unsatisfactory.
District 5: (Etawah)	The atmosphere in 98.4 percent sampled primary schools and in 96.4 percent upper primary schools was reported to be good. The condition of buildings of 79 percent primary schools and 89.3 percent upper primary schools was found good.
District 6: (Mathura)	The atmosphere in 97 percent sampled primary schools and in all sampled upper primary schools was reported to be good. The condition of buildings of 80.3 percent primary schools and 88.4 percent upper primary schools was found good.

(q) Mid Day Meal

District 1:(Lalitpur)	(i) Regularity in serving meal
	Hot cooked meal was served in 84.7 percent primary schools and in 90.3 percent upper primary schools regularly.
	(ii) Regularity in delivering foodgrains to schools.
	Foodgrains were received in 93.2 percent primary schools and in all the 28 sampled upper primary schools regularly. Foodgrains were delivered at school level in 81.4 percent

CADR

	primary schools and in 96.8 percent upper primary schools
	(iii) Regularity in delivering cooking cost to schools
	Cooking cost was received in advance regularly by VECs of 78 percent sampled primary schools and 67.7 percent upper primary schools
	(iv) Social Equity
	No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.
	(v) Variety of menu
	MDM was served as per menu in 64.8 percent sampled primary schools and in 53.6 percent upper primary schools.
	(vi) Quality and quantity of meal.
	About 80 percent students of sampled primary schools and more than 70 percent students of upper primary schools were satisfied with the quality and quantity of meal.
	(vii) Supplementary
	Micro-nutrients and deworming medicines were supplied in only 32.2 percent primary schools and in 38.7 percent upper primary schools.
	(viii) Status of cooks
	Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 627/- per month in a primary school and Rs 588/- per month in a upper primary schools.
	(ix) Infrastructures
	Out of 90 sampled schools, kitchens were available in 63.3 percent schools. Potable water was available for cooking and drinking in all schools.
	(x) Community participation
	Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.
	(xi) Impact
	Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.
District 2: (Jalaun)	(i) Regularity in serving meal
	Hot cooked meal was served in 93.9 percent primary schools and in 89.3 percent upper primary schools regularly.
	(ii) Regularity in delivering foodgrains to schools.
	Foodgrains were received in 97.0 percent primary schools and in 92.9 percent sampled upper primary schools regularly. Foodgrains were delivered at school level in 97.0 percent primary schools and in 82.1 percent upper primary schools

CADR

	<p>(iii) Regularity in delivering cooking cost to schools</p> <p>Cooking cost was received in advance regularly by VECs of 75.8 percent sampled primary schools and 78.6 percent upper primary schools</p>
	<p>(iv) Social Equity</p> <p>No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.</p>
	<p>(v) Variety of menu</p> <p>MDM was served as per menu in 88.7 percent sampled primary schools and all sampled upper primary schools.</p>
	<p>(vi) Quality and quantity of meal.</p> <p>More than 82 percent students of sampled primary schools / upper primary schools were satisfied with the quality and quantity of meal.</p>
	<p>(vii) Supplementary</p> <p>Micro-nutrients and deworming medicines were supplied in 78.8 percent primary schools and in 85.1 percent upper primary schools.</p>
	<p>(viii) Status of cooks</p> <p>Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 530/- per month in a primary school and Rs 600/- per month in a upper primary schools.</p>
	<p>(ix) Infrastructures</p> <p>Out of 94 sampled schools, kitchens were available in 57.4 percent schools. Portable water was available for cooking and drinking in all schools.</p>
	<p>(x) Community participation</p> <p>Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.</p>
	<p>(xi) Impact</p> <p>Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.</p>
District 3: (Hamirpur)	<p>(i) Regularity in serving meal</p> <p>Hot cooked meal was served in 95.4 percent primary schools and in 96.2 percent upper primary schools regularly.</p>
	<p>(ii) Regularity in delivering foodgrains to schools.</p> <p>Foodgrains were received in all sampled primary schools and upper primary schools regularly. Foodgrains were delivered at school level in only 21.5 percent primary schools and in 11.5 percent upper primary schools</p>
	<p>(iii) Regularity in delivering cooking cost to schools</p>

CADR

	<p>Cooking cost was not received in advance regularly from November, 2008 to the date of visit in the sampled schools.</p>
	<p>(iv) Social Equity</p>
	<p>No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.</p>
	<p>(v) Variety of menu</p>
	<p>MDM was served as per menu in 93.5 percent sampled primary schools and in 96.0 percent upper primary schools.</p>
	<p>(vi) Quality and quantity of meal.</p>
	<p>About 98 percent students of sampled primary schools and 96.0 percent students of upper primary schools were satisfied with the quality and quantity of meal.</p>
	<p>(vii) Supplementary</p>
	<p>Micro-nutrients and deworming medicines were supplied in only 7.7 percent upper primary schools.</p>
	<p>(viii) Status of cooks</p>
	<p>Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 604/- per month in a primary school and Rs 637/- per month in a upper primary schools.</p>
	<p>(ix) Infrastructures</p>
	<p>Out of 91 sampled schools, kitchens were available in 87.9 percent schools. Portable water was available for cooking and drinking in all schools.</p>
	<p>(x) Community participation</p>
	<p>Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.</p>
	<p>(xi) Impact</p>
	<p>Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.</p>
District 4 (Mahamaya Nagar)	<p>(i) Regularity in serving meal</p>
	<p>Hot cooked meal was served in 80.9 percent primary schools and in 88.9 percent upper primary schools regularly.</p>
	<p>(ii) Regularity in delivering foodgrains to schools.</p>
	<p>Foodgrains were received in all 63 sampled primary schools and in 96.3 percent upper primary schools regularly. Foodgrains were delivered at school level in 92.1 percent primary schools and in 96.3 percent upper primary schools.</p>
	<p>(iii) Regularity in delivering cooking cost to schools</p>
	<p>Cooking cost was received in advance regularly by VECs of 92.1 percent sampled</p>

CADR

	primary schools and 96.3 percent upper primary schools
	(iv) Social Equity
	No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.
	(v) Variety of menu
	MDM was served as per menu in 86.3 percent sampled primary schools and in 91.7 percent upper primary schools.
	(vi) Quality and quantity of meal.
	About 94 percent students of sampled primary schools and 95.8 percent students of upper primary schools were satisfied with the quality and quantity of meal.
	(vii) Supplementary
	Micro-nutrients and deworming medicines were supplied in only 17.5 percent primary schools and in only 14.8 percent upper primary schools.
	(viii) Status of cooks
	Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 637/- per month in a primary school and Rs 645/- per month in a upper primary schools.
	(ix) Infrastructures
	Out of 90 sampled schools, kitchens were available in 77.8 percent schools. Portable water was available for cooking and drinking in all schools.
	(x) Community participation
	Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.
	(xi) Impact
	Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.

CADR

District 5: (Etawah)	(i) Regularity in serving meal
	Hot cooked meal was served in 79.0 percent primary schools and in 85.7 percent upper primary schools regularly.
	(ii) Regularity in delivering foodgrains to schools.
	Foodgrains were received in 98.4 percent primary schools and in all the 28 sampled upper primary schools regularly. Foodgrains were delivered at school level in 42.6 percent primary schools and in 25.0 percent upper primary schools
	(iii) Regularity in delivering cooking cost to schools
	Cooking cost was received in advance regularly by VECs of 98.4 percent sampled primary schools and all sampled upper primary schools
	(iv) Social Equity
	No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.
	(v) Variety of menu
	MDM was served as per menu in 89.8 percent sampled primary schools and in 83.3 percent upper primary schools.
	(vi) Quality and quantity of meal.
	More than 90 percent students of sampled primary schools and upper primary schools were satisfied with the quality and quantity of meal.
	(vii) Supplementary
	Micro-nutrients and deworming medicines were supplied in only 14.8 percent primary schools and in only 7.1 percent upper primary schools.
	(viii) Status of cooks
	Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 648/- per month in a primary school and Rs 624/- per month in a upper primary schools.
	(ix) Infrastructures
Out of 90 sampled schools, kitchens were available in 65.6 percent schools. Portable water was available for cooking and drinking in all schools.	
(x) Community participation	
Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.	
(xi) Impact	
Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.	
District 6: (Mathura)	(i) Regularity in serving meal
	Hot cooked meal was served in 86.4 percent primary schools and in 84.6 percent upper primary

CADR

	schools regularly.
	(ii) Regularity in delivering foodgrains to schools.
	Foodgrains were received in 87.9 percent primary schools and in 88.5 percent sampled upper primary schools regularly. Foodgrains were delivered at school level in 34.8 percent primary schools and in only 23.1 percent upper primary schools
	(iii) Regularity in delivering cooking cost to schools
	Cooking cost was received in advance regularly by VECs of 89.4 percent sampled primary schools and 84.6 percent upper primary schools
	(iv) Social Equity
	No gender or caste or community discrimination was found by CADR in cooking or serving MDM or seating arrangement.
	(v) Variety of menu
	MDM was served as per menu in 78.9 percent sampled primary schools and in 68.2 percent upper primary schools.
	(vi) Quality and quantity of meal.
	More than 95 percent students of sampled primary schools and upper primary schools were satisfied with the quality and quantity of meal.
	(vii) Supplementary
	Micro-nutrients and deworming medicines were supplied in only 16.7 percent primary schools and in only 7.7 percent upper primary schools.
	(viii) Status of cooks
	Cooks were adequate to meet the requirement of schools. On an average a cook received Rs 742/- per month in a primary school and Rs 736/- per month in a upper primary schools.
	(ix) Infrastructures
	Out of 92 sampled schools, kitchens were available in 76.1 percent schools. Portable water was available for cooking and drinking in all schools.
	(x) Community participation
	Participation of parents and VECs in supervision and monitoring of MDM was quite satisfactory.
	(xi) Impact
	Majority of teachers and VECs observe that MDM helps in improving enrollment attendance and general health of children.

3. District Level Half Yearly Monitoring Report

(District -1. Lalitpur)

3.1	Name of the District	Lalitpur
3.2	Date of visit to the district/ Schools/EGS/AIE Centres	From 19.1.2009 to 6.2.2009

3.3	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 (including spill over) 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.		
	Particular	Number of schools		
		PS	UPS	Total
	Number of schools sanctioned (including spill over)	22	29	51
Number of schools opened	22	29	51	
(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 and School Teacher.		
	The land for construction of schools buildings for all 51 new schools has been identified as reported by BSA. Out of these 51 new schools, 4 schools visited by research investigator of CADR was found identified.			
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher		
	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Four new schools were visited by research investigators and it was found that funds for construction of school buildings have been received by VECs of these schools.			
(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.		
	<u>Progress of construction work</u>			
	Stage of construction	Number of schools		
		PS	UPS	
	(i) Completed	13	14	
	(ii) Foundation	3	--	
	(iii) Lintel	--	4	
	(iv) Roofing	6	11	
	(v) Work not started	--	--	
Total	22	29		
Four (2 PS and 2 UPS) schools were visited by research investigators of CADR. The construction work of 2 primary schools and one upper primary school was up to lintel level and the construction work of one upper primary school was up to door level.				
(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.		

	Particulars		Number of teachers			
			PS		UPS	
			Sanctioned	Appointed	Sanctioned	Appointed
		(a) Regular teachers	22	22	87	29
		(b) Para teachers	22	NIL	Not applicable	Not applicable
	Total	44	22	87	29	
(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.		
	Particulars		Number of teachers			
			PS		UPS	
	(a) Regular teachers		22		29	
	(b) Para teachers		NIL		Not applicable	
Two regular teachers in two sampled primary schools and two teachers in two sampled upper primary schools were in position.						
(vii)	In the schools visited by MI whether one-time grants of Rs. 20,000/- 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.		
	Teaching learning equipment (TLE) grant was released from the district but it was received by one upper primary school of concerned VEC visited by CADR by the time of visit. No item was purchased upto the date of visit in the sampled schools					
(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.		
	Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)					

(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.		
	Item		Number of works		
			Target	Completed	In progress
	(a) Primary school s		22	13	9
	(b) Upper primary schools		29	14	15
	(c) Additional rooms for PS		10	7	3
	(d) Additional rooms for UPS		30	18	12
	(e) Drinking water for PS+ UPS		NIL	NIL	NIL
	(f) Toilets for PS		14	10	4
	(g) Toilets for UPS		2	2	--
	(h) BRC		NIL	NIL	NIL
	(i) NPRC		NIL	NIL	NIL
	(j) Rain water harvesting for PS		NIL	NIL	NIL
(k) Rain water harvesting for UPS		NIL	NIL	NIL	
(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.		
	Item		Number of works		
			Checked	Found Completed	In progress
	Primary schools		2	--	Two primary schools at lintel level
	Upper primary schools		2	--	2 (One at foundation stage and other upto door level)
	Additional rooms for PS		1	--	One additional room up to door level
Additional rooms for UPS		4	--	4 (Three additional rooms upto door level and one at lintel level)	
(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).		
	Yes (in all the four schools visited)				
(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).		
	Yes (in all the four schools visited)				
(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).		
	There was no target of construction of ramps in the new four schools visited.				

(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).			
	Yes (in all the four schools visited)				
(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).			
	Block level – Junior engineer, RES District level – Coordinator (Construction)				
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	The District Coordinator, education department had supervised the construction work of four new schools visited by CADR.				
	<u>Details of supervision of construction works</u>				
		Name of schools	Designation of supervisor	Number of time	Stage of supervision
		Primary school Katkyai, Block Talbehath	D.C. Construction	2	Foundation and Lintel level
		Primary school Nai Basti, Block Birdha	D.C. Construction	2	Foundation and door level
		Upper primary school Bala dhana, Block Jakhaura	D.C. Construction	2	Foundation and door level
	Upper primary school Lidhaura hansari, Block Madawra	D.C. Construction	2	Foundation and door level	
Construction works of five additional rooms of the existing schools were also supervised by the district coordinator (Construction) at foundation stage and door level.					
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 30.9 percent primary schools and 42.9 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.				
(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).			

	As reported by the teachers, the construction of water facilities was done by the VECs in the schools visited by CADR.	
(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).
	Information regarding toilets facilities created through total sanitation campaign in the district as well as in the schools visited by CADR was not available. Toilets facilities were created in 52.6 percent primary schools and in 62.1 percent upper primary schools through SSA funds	
(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).
	The construction of four new schools and five additional classrooms in the exiting schools visited by CADR was found satisfactory.	
(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.
	SPO level – Senior Professional- one Executive Engineer - 1 from PWD Assistant Engineer – 1 from PWD Every year a third party evaluation is conducted.	

(c) Textbooks:

(i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.						
	Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 68.5 percent text books in primary schools and 57.5 percent text books in upper primary schools were made available through SSA funds.							
	<u>Number of children who had received free text books</u>							
	Particulars		Primary Schools			Upper Primary Schools		
			Boys	Girls	Total	Boys	Girls	Total
	Number of students to whom free text books have been distributed		72616	73004	145620	26443	23650	50093
Number of students who received free text books from SSA funds		26678	73004	99682	5143	23650	28793	
Number of students who received free text books from State Govt. funds		45938	--	45938	21300	--	21300	
Source:- BSA Lalitpur								
(ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.						

	The text books had received in the month of June, 2008 and distributed up to 31 st July, 2008. instructions have been issued by SPO to BSA in respect of distribution of text-book (Annexure-II)	
(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	No, All students had received text books in time.	
(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.
	All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.	

(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.	
	Number of schools to whom grant was approved for the year 2008-09	PS	UPS
		886	451
Yes, The guidelines have been provided. (Annexure-III)			
(ii)	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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.	
	Number of schools to whom funds were released	PS	UPS
		879	384
	Date of release of this grant was received by VECs	9-7-2008	
School development grant was received by VECs in 99.2 percent sampled primary schools and in 85.1 percent sampled upper primary schools.			
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.	
	No, purchases from school development grant were made by BSA.		
(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.	
	Date of receive the school grant to VEC accounts – June, 08 to July, 08. About 83 percent grant in PS and 90 percent grant in UPS had been utilized.		
(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.
The school development grant for the year 2007-08 had been utilized in all the sampled schools.	

(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.			
	The details of teachers sanctioned and in position are given below:-				
	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Regular Teachers	162	146	864	777
(b) Para teachers	1511	1511	--	--	
Total	1673	1657	864	777	
(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.			
	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.				
(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.			
	Assistant teachers are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are appointed by promotion from assistant teachers.				
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.			
	VEC is not empowered to make appointment of new teachers.				
(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.			
	Research investigators of CADR visited existing 59 primary schools and 31 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows				
	Particular	Number of teachers			
		PS	UPS		
	Number of teachers sanctioned	295	124		
Number of teachers in working position	193	77			
Number of teachers present on the day of visit	160 (82.9)	67 (87.0)			

	Note:- Figures within parenthesis denote percentage of teachers present relative to the no of teachers in working position.		
	No teacher was reported to be 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.	
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.		
(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.	
	(a) About 54 percent man-days training was provided to the teachers of primary schools and 44.5 percent man-days training was given to the teachers of upper primary schools		
		Number of man-days	
	Particulars	PS	UPS
	Total number of man-days targeted to be spent on in service training	17715	13695
	Total number of man-days in service training provided	9588 (54.1)	6094 (44.5)
	Source:- DIET Lalitpur		
	Note:- Figures within parenthesis denote percentages		
	About 72.5 percent teachers of sampled primary schools and 74.0 percent teachers of sampled upper primary schools received in service training upto the date of visit.		
	(b) Whether training calendar for teachers training was prepared?		
	Yes (Not available)		
(c) What was the venue of training?			
The details of venue of training are given below:-			
Venue of Training	Percentage of teachers of		
	PS	UPS	
DIET	8.3	6.8	
BRC	91.7	91.5	
Others	0.0	1.7	
(d) Who trained the teachers?			

	Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.		
(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.	
	Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. 106 para teachers were to be given orientation training during the year 2008-09 and 67 para teachers received one month training at DIET. This training was imparted by the senior staff of DIET.		
(ix)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.	
	NIL		
(x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.	
	The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Mathematics and English subjects.		
(xi)	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)?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.	
	BRC Coordinators are generally responsible for in service training according to the calendar prepared by DIET. They visit schools and organize training programmes at BRCs and NPRC level. Seven BRC and 48 NPRC are functioning in the district out of which five BRC and five NPRC were selected for monitoring. In all BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:		
	Particulars	Primary Schools	Upper primary schools
	Total number of schools in five selected BRCs	637	315
	Total number of schools visited by BRC coordinators	265 (41.6)	142 (43.7)
	Total number of schools in five selected NPRCs	111	56
Total number of schools visited by NPRC coordinators	111 (100.0)	56 (100.0)	

Source:- Field survey, SSA programme		
Note:- Figures within parenthesis denote percentages		
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 (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.	
BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month		
c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.	
Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.		
d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.	
The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.		
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 (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.	
The BRC/NPRCs extend their academic support to EGS/AIE Centres/courses by guiding them how to run the centers courses. Two EGS centres and one AIE Centre were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.		
(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.
	The SPO has senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education. The SPO has coordination with SCERT and DIET to develop teachers training modules.	

(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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	2586	946
	(b) Amount released (in lakh Rs.)	12.72	4.61
(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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	22-12-2008	22-12-2008
	Number of teachers covered	2543	922
	Instructions in respect of utilization of TLM grant has been issued from SPO to BSA (Annexure-V)		
(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.	
	The details about TLM grant in the schools visited by CADR are given below:-		
	Particulars	Primary Schools	Upper Primary Schools
	Number of schools in which TLM displayed in classrooms	57 (96.6)	21 (67.7)
	Number of teachers in the sampled schools	193	77
	Number of schools received TLM amount	34 (57.6)	17 (54.8)
	Number of teachers who received TLM amount	109 (56.5)	41 (53.2)
	Date of receive TLM grant	2-1-2009 to 21-1-2009	
	Amount received (in Rs.)	54500.00	20500.00
	Amount utilized (in Rs.)	32500.00	8000.00
	Number of schools in which TLM was used by students	56 (94.9)*	26 (83.9)*
Source:- Field survey, SSA programme			

	Note:- 1. Figures within parenthesis denote percentages
	2.* Teachers and students used TLM of this year and previous years.
	None of the teachers of sampled schools had received any training on TLM during the year 2008-09

(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.		
	The details about EGS/AIE Centres in the district are given below:-			
Particulars		EGS	AIE	Total
Number of EGS/AIE Centres continued from previous years to this year		19	48	67
Number of EGS/AIE Centres sanctioned in the financial year 2008-09		--	6	6
Total number of EGS/AIE Centres in working position in the financial year 2008-09		19	54	73
Amount released (in lakh Rs.)		2.41	9.68	12.09
Amount utilized (in lakh Rs.)		1.55	6.26	7.81
Source:- BSA, Lalitpur				
Four RBC and 15 NRBC had been sanctioned for the year 2008-09 and all had been conducted				
(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.		
	<u>Social group-wise number of enrolled children in EGS/AIE Centres are given below</u>			
Social group		Target for 2008-09		Number of children enrolled
SC		668		488
ST		491		306
OBC		1566		904
Minority		203		135
Others		197		154
Total		3125		1987
(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.		
	Two EGS Centres and three AIE Centre were visited by CADR. The position of enrollment of the children and attendance of the students in these five Centers is given below.			
	<u>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</u>			
Particulars		Numbers of children		
		Boys	Girls	Total

	Number of children enrolled in these EGS/AIE Centres on the date of visit as per register	85	72	157
	Number of students present on the date of visit	42 (49.4)	37 (51.4)	79 (50.3)
	Source:- Field survey SSA programme Note:- Figures within parenthesis denote percentages			
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.		
	Seventy three EVs were in position in the district and all were trained. All EVs had received foundation, refresher trainings. The trainings were imparted by the lectures of DIET. The duration of training was 15 days. Five EVs of sampled EGS/AIE centres were found trained.			
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.		
	All 73 EVs were getting academic support from BRC/NPRC coordinators. The EVs of five sampled EGS/AIE Centres were also getting academic support from BRC/NPRC coordinators.			
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.		
	Two EVs were graduate and three EVs were intermediate in the five EGS/AIE Centres visited.			
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.		
	Each EV was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.			
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.		
	All the five EVs were present in their Centres at the time of visit.			
(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.		
	One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.			
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.		

	Yes. BSA is being submitted progress report to SPO monthly on the prescribed format.	
(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.
	Five EGS Centres were to be upgraded during the financial year 2008-09 and all have been upgraded.	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Yes, the funds have been released.	
(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.
	Five EGS Centres upgraded and details about funds are not available.	
(xiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Yes	
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Yes	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes	
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes	
(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.
	Ten teachers were sanctioned for new upgraded primary schools but 5 teachers were in position till the date of visit.	
(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.
	One thousand five hundred eighty nine children mainstreamed from EGS/AIE centres to schools. About eighty nine percent children were enrolled in Government schools and nineteen percent in Private schools during the year 2008-09.	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Blackboards, durries, books and TLM were available in all the five sampled EGS/AIE centre visited.	

(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.				
	MDM was served in one EGS Centre and one AIE Centre and it was not served in one sampled EGS Centre and in two AIE Centres.					
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.				
	Number of children enrolled in the five sampled EGS/AIE Centres			Number of students present on the date of visit in the centres		
	Boys	Girls	Total	Boys	Girls	Total
	85	72	157	42	37	79 (50.3)
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.				
	The achievement level of children studying in EGS/AIE centres visited by research investigators of CADR was found satisfactory.					
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.				
	The rapport of EVs with children was found satisfactory.					
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.				
	Free text-books for all subjects were distributed to all the enrolled children of five sampled EGS/AIE Centres in the academic year 2008-09 in time. Student were using these books					

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.	
	Number of CWSN children identified during the financial year 2008-09		2184
	Number of CWSN children enrolled		1305
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.	
	Number of children provided with aids/appliance during the financial year 2008-09 in the district		251
	Number of children provided with aids/appliance in the sampled schools		71

(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NO	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	Two resource teachers identified in the district. No list of NGO was available.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes, IED Coordinator 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.
	Format for monitoring has been provided and reports are being furnished to SPO regularly.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 291 primary schools and 57 upper primary schools have been provided with ramps. The ramps were in 22 primary sampled schools and in 8 sampled upper primary schools out of 59 primary schools and 31 upper primary schools	
(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.
	Not available	
(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.
	On an average 38 parents in a primary school and 27 parents in a upper primary school were counseled about CWSN.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of children enrolled	71
	Number of children present	29

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

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

	Number of model cluster schools targeted	54
	Number of model cluster schools functioning in the district	54
(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.
	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school during the current financial year 2008-09
	(b) Drinking water facilities	Available in all the model cluster schools
	(c) Toilet facilities	Available in all the model cluster schools
	(d) Electrification sanctioned	NIL
(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.
	Model cluster schools have been provided TLM, vocational training, bridge courses and gender sensitization to the teachers and additional efforts were being made to mobilize community and women's group in respect of girls education.	
(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.
	Funds released under NPEGEL (in lakh Rs.)	92.35
	Amount utilized (in lakh Rs.)	51.90
(v)	a. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
Yes		
(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.
	ECCE Centres operational under	
	Innovation head funds	145
	NPEGEL	NIL

(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	Yes	

(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.	
	One KGBV of Madawara block was sanctioned in the year 2008-09 and four KGBVs of were sanctioned in the previous years. All were functioning at the time of visit in the district		
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	The land has been identified for all KGBVs in the district		
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.	
	Yes		
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	All Five schools		
(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.	
	Particulars	Number of post	
		Sanctioned	In position
	Warden cum-teacher	1	1
	Full time teachers	4	1
	Part time teachers	4	1
Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	6	5	
(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.	
	Social Category of girls	Number of girls enrolled	
	SC	46	
	ST	23	
	OBC	23	
	Minority	3	
	Other	5	
	Total	100	

(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.
	Adequate number of beds, furniture, books, games items, Science, kits, television, Computer, generator and food facilities were available in the school.	

(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.
	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge and two computer operators were in position. Three computers were available in the computer cell of BSA office Lalitpur	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	Information not available	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	The data capture format had been supplied to all schools by 31 st August, 2008.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Training was not imparted to the teachers of primary schools and upper primary schools for filling up data in the data capture format during the year 2008-09	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, SPO has engaged third party agency to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Data collected and compiled by the BSA had been sent to the SPO on 14.1.2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes	

(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.
	No research studies were under taken at the district level.	
(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.
	No research studies were under taken at the district level in the previous calendar year.	
(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.
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are sets of contact formats for commissioning the studies.	

(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.
	There were 340 VECs (including urban areas) in the district.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The guidelines on delegation of powers to VECs were 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.
	There were 465 members (307 in primary schools and 158 in upper primary schools) in 90 sampled schools. Out of these 465 members 163 (35.1 percent) were female members.	
(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.
	(a)The frequency of meeting of VEC as per guidelines and actual date of meeting of the committee during the six months preceding the visit of MI.	
	As per guidelines, VEC meetings should be held every month in each school. Four meetings were held during the last six months	
	(b) The total number of members of VECs in the sampled schools and how many are attending the meeting regularly.	
	These were 465 members in 90 sampled schools. Out of these 465 members 390 (83.6 percent) members participated in the VEC meetings regularly.	
(c) Whether women and SC/ST members of these bodies participated regularly?		

	Women and SC/ST members of VECs participated in the meeting 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.			
	Training was not imparted to the members of VECs of the sampled schools till the date of visit.				
(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.			
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars	Percentage of schools			
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
	Primary schools				
	(a) Good	39.1	64.4	64.4	27.1
	(b) Satisfactory	52.5	33.9	28.8	49.2
	(c) Unsatisfactory	8.4	1.7	6.8	23.7
	Upper primary schools				
	(a) Good	51.6	54.8	87.1	35.5
	(b) Satisfactory	38.7	41.9	12.9	61.2
	(c) Unsatisfactory	9.7	3.3	0.0	3.3
	Source: Field Survey				
According to the teachers of the sampled schools, the contribution of VEC members was good in 39.1 percent of primary schools and in 51.6 percent of upper primary schools in improving the atmosphere. The role of VEC members was good in 64.4 percent of primary schools and in 54.8 percent of upper primary schools for improving the enrollment of children.					
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.			
	Yes				
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO			
	There is one senior professional to look after the community mobilization at state level in the office of SPO.				

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.	
Details are available with the office of SPD			
(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.	
Details are available in the office of SPD			
(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.	
The position of staff at district level under SSA is given below:-			
Name of the post created under SSA		Number of Post	
		Sanctioned	In position
Basic Shiksha Adhikari		1	1
Assistant Account officer		1	1
District coordinators		6	5
EMIS incharge		1	1
Computer operater		1	1
Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)		8	6
Source: BSA Lalitpur			
Necessary steps are being taken to fill up the vacant posts.			
(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.	
The details about BRC and NPRC are given below:-			
Particulars		Numbers	
Number of BRCs (including URC) in the district		7	
Number of NPRCs in the district		48	
(a) Staff in BRCs Coordinator		6	
(b) Assistant Coordinator		8	
Number of coordinators in NPRCs		48	
Source:- BSA Lalitpur			

(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	Yes	

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

Education facilities are equally available to different 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.		
	Average number of days the school functioned in last year 2007-08			
	Primary school	233		
	Upper primary school	229		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.		
	(a) school environment			
	The atmosphere of 96.4 percent sampled primary schools and 93.5 percent upper primary schools was found good.			
	(b) School buildings			
	All 59 sampled primary schools and 30 upper primary schools were functioning in their own buildings and one upper primary school was functioning in rental building. Number of PS and UPS having their own buildings by status of buildings are given below:			
	Status of buildings	Number of schools		
		PS	UPS	
		Good	49 (83.1)	20 (66.7)
		Satisfactory	8 (13.6)	10 (33.3)
	Unsatisfactory	2 (3.3)	--	
Note: Figures within parenthesis denote percentages.				
(c) Playground				
Playgrounds were available in 40.7 percent sampled primary schools and in 90.3 percent upper primary schools.				
(d) Status of classrooms				

There were 247 classrooms in 59 sampled primary schools and 138 classrooms in 31 sampled upper primary schools. The condition of these 385 classrooms in 90 sampled schools is given below:		
Status of buildings	Number of classrooms	
	Primary schools	Upper primary schools
Good (proper flooring, roof, windows and lighting)	192 (77.7)	110 (79.7)
Satisfactory	48 (19.4)	23 (16.7)
Unsatisfactory	7 (2.9)	5 (3.6)
Note: Figures within parenthesis denote percentages.		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 90 sampled schools.	
(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.
	The health facilities were reported to be provided in the last six months in only 39.1 percent sampled primary schools and in 32.3 percent sampled upper primary schools.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	The play material was available for children in only 83.1 percent sampled primary schools and in 90.3 percent upper primary schools and it was being used.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	Attendance was not low	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	By examination of students	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	Yes	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	Achievement level of children	

In order to ascertain the level of achievement of students in language, science and mathematics, 20 primary schools and 10 upper primary schools were randomly selected out of 59 primary schools and 31 upper primary schools. From each of these 30 selected schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers were developed and administered to these 100 students of class V and 50 students of class VIII in sampled schools. For class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting 33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:-

Achievement level	Percentage of students	
	Primary Schools	Upper Primary Schools
A	3.0	NIL
B	36.0	6.0
C	31.0	12.0
D	12.0	54.0
E	18.0	28.0

Source:- Field survey, SSA programme

Broad conclusions are as follows:

(i) Few students got grade A in primary Schools and no student got grade A in UPS.

(ii) The percentage of students getting grade B was 36.0 in primary schools and B grade in 6.0 upper primary schools

(iii) The percentage of students getting grade C was 31.0 in primary schools and only 12.0 percent students got grade C in upper primary schools.

(iv) The percentage of students getting grade D was 12.0 in primary schools and 54.0 in upper primary schools.

(v) The percentage of students getting grade E was 18.0 in primary schools and 28.0 in upper primary schools.

In view of the above, the achievement level of students for primary school was just satisfactory and in upper primary schools it was unsatisfactory as 82 percent students got less than 45 marks.

(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	The rapport of the students with the teachers was found satisfactory in the sampled schools.	
(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.
	There were five children under age and 30 children over age in the sampled schools	
(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.
	Two hundred fifty seven children in the sampled primary schools and 185 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 442 children, two hundred children were continuing their studies in other schools.	
(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.
	Six hundred thirty one children in primary schools and 184 children in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are as follows:-	

	Class	Number of repeaters	Percentage of repeaters
	1	94	5.04
	2	158	7.63
	3	163	6.74
	4	124	5.24
	5	92	4.89
	6	102	6.66
	7	66	3.95
	8	16	1.34

q) Any other issues relevant to SSA implementation

NIL

(r) List of enclosure attached along with the above report

<p>1. 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>
Annexure – I attached
<p>2. 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>
Annexure – II attached
<p>3. Annexure 3 – School Grant</p> <p>(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.</p>
Annexure – III attached
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
Not available
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of</p>

<p>teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure – V attached</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Not available</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Not available</p>

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

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

Not available

(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.

Not available

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

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

Not available

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

Annexure – IX attached (List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Lalitpur district for SSA and MDM tasks)

Annexure-IX**List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Lalitpur district for SSA and MDM tasks.**

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Lalitpur (Urban Area)	1. Govind Nagar	1. Kannya UPS Shiwalaya		
	2. Laidiya Azadpura			
2. Jakhaura	3. Masaura Khurd	2. Rada	1. EGS Nai basti Karmuhara	
	4. Beegha Khet	3. Lagaun		
	5. Suraua	4. Manguwan		
	6. Roda-I	5. Gaichwara		
	7. Roda-II	6. Gursaura		
	8. Badaura	7. Baladhana (New UPS)		
	9. Gainchwara			
	10. Kargun			
	11. Raipur			
	12. Khiriya khurd			
	13. Khasuwa			
3. Birdha	14. Barkhera	8. Kannya UPS Satarwans		1. KGBV Birdha
	15. Tera	9. Bala Behat		
	16. Satarwans	10. Tera		
	17. Balabehat-I	11. Karmara		
	18. Balabehat-II	12. Kailothra		
	19. Radhapur	13. Kachnauda kalan		
	20. Dhanga (Kalyanpur)			
	21. Pipariya dongra			
	22. Khiriya chhatara			
	23. Kaithora			

	24.Khushipura			
	25.Nai Basti (New PS)			
4. Talbehat	26.Narayanpur	14. Pawa	2. EGS Rautyana (Kadesara kalan)	
	27.Azadpura	15. Kannya UPS Mayaon	3. AIE Magan patha Bijrautha	
	28.Myaon-I	16. Banguwan Klalan		
	29.Myaon-II	17. Bigari		
	30.Patara	18. Khiriya dong		
	31.Pawa-I			
	32.Pawa-II			
	33.Banguwan kalan-I			
	34.Banguwan Kala-II			
	35.Kadesara khurd			
	36. Katkyai (New PS)			
5. Bar	37.Chhilla	19. Dailwara		
	38.Pulwara	20. Kuwangawn		
	39.kuwan Gawn-I	21. Dhamna		
	40.Kuwan Gawn-II	22. Chhilla		
	41.Banpur-I			
	42.Banpur-II			
	43.Patha pachauda			
	44.Dailwara			
6. Mahrauni	45.Satwasan	23. Satwasan	4. EGS Naut (Kumhedi)	
	46.Silawan	24. Zarya		
	47.Gumchi	25. Bamhaurighat		
	48.Zarya	26. Silawn		
	49.Sahariya Basti (Sindwaha)	27. Saidpur		
	50.Bharatpur			
	51.Largan			
	52.Luharra			
7. Madawra	53.Lidhaura	28. Saurai	5. EGS Naya Kheda	
	54.Digwar	29. Arjun Khirya-I		
	55.Pisnari	30. Arjun Khirya-II		
	56.Jamuriya Kalan	31. Rungawn		
	57.Patna-I	32. Gidwaha		
	58.Patna-II	33. Lidhaura hansari (New UPS)		
	59.Piprat			
	60.Arjun Khirya-I			
	61.Arjun Khirya-II			

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1-08-2008 to 31-01-2009
(iii)	Name of the District	Lalitpur
(iv)	Date of visit to the Districts/EGS/Schools	19.1.2009 to 26.2.2009

1.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents		
	Hot cooked meal was served in 84.7 percent primary schools and in 90.3 percent upper primary schools regularly. MDM was not served regularly in 15.3 percent primary schools and in 9.7 percent upper primary schools on account of non availability of specific food items for the day.				
2.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	10275	10275	4229	4229
	(ii) Number of students attending the schools on the date of visit	5383	5656	2215	2306
	(iii) Number of students availed MDM as per register	5383	5377	2080	2115
	(iv) Number of students actually availed MDM on the date of visit	Not Known	5218	Not Known	2104
Source:- Field survey, SSA programme					
3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (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?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	Food grains were received in 93.2 percent primary schools and in all the 28 sampled upper primary schools regularly. Neither the teachers of schools nor the Gram Pradhans could not tell prescribed date of delivery of foodgrains to schools. Therefore, the research investigator of CADR could not calculate the extent of delay and reasons for the same.				
	(ii) Is buffer stock of one-month's requirement is maintained?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
Buffer stock of one month requirement of foodgrains was maintained in 55.9 percent primary schools and in 38.7 percent upper primary schools					

	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Foodgrains were delivered at school level in 81.4 percent primary schools and in only 96.8 percent upper primary schools	
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was received in advance regularly by VECs of 78.0 percent sampled primary schools and 67.7 percent sampled upper primary schools.	
	(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.
	Gram Pradhans arrange from their own resources to provide cooking cost.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was being paid through Bank.	
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No	
6.	<u>VARIETY OF MENU:</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM menu was displayed in all the sampled primary schools and in 77.4 percent upper primary schools	
7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM was served as per menu in 64.8 percent primary schools and in 53.6 percent upper primary schools. MDM was not served according to menu in 35.2 percent primary schools and in 46.4 percent upper primary schools.	
	(iii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The menu includes rice/wheat preparation, dal and vegetables in all the primary schools and upper primary schools.	

8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	The students of 79.6 percent of primary schools and 71.2 percent of upper primary schools were satisfied with the quality of meal.	
	b) Quantity of meal:	Observations of Investigation during MDM service
	The students of 79.6 percent of primary schools and 85.7 percent of upper primary schools were satisfied with the quantity of meal.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
The main reasons of dissatisfaction of MDM were repetition of food as reported by the children of 9 primary schools and Six upper primary schools and the food was distasteful in two primary schools and two upper primary schools		
9.	<u>SUPPLEMENTARY:</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in only 32.2 percent primary schools and in 38.7 percent upper primary schools.	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Department of medical Health. Micro-nutrients were given in 32.2 primary schools and in 38.7 percent upper primary schools once in a six month.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
NO		
10.	<u>STATUS OF COOKS:</u> (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The cooks are appointed according to the strength of children in the schools and the number of cooks were adequate to meet the requirement of schools.	
(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	

	On an average a cook received Rs 627/- per month in a primary school and Rs 588/- per month in a upper primary school.	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Monthly payment to the cooks was being made regularly in 66.1 percent primary schools and in 71.0 percent upper primary schools	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Social category wise cooks are given below:-	
	Social Category	Number of cooks
		Primary schools
		Upper primary schools
	Schedule caste	1 (1.4)
	Other Backward classes	56 (80.0)
	Minority	4 (5.7)
	Other	9 (12.9)
	Total	70 (100.0)
	Source:- Field survey	
	Note:- Figures within parenthesis denote percentage.	
11.	<u>INFRASTRUCTURE:</u>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Particulars	Number of Kitchen
		PS
		UPS
	(i) Pacca Kitchen shed-cum-store	8
	(a) Constructed and use	--
	(b) Constructed but not in use	--
	(c) Under construction	6
	(d) Sanctioned but construction not started	2
	(e) Not sanctioned	0
(ii) Kitchen without store	51	
(a) Constructed and use	42	
(b) Constructed but not in use	9	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation

	The meal was cooked in the kitchens of 71.2 percent primary schools and open space within the boundary of 10.2 percent primary schools and it was cooked outside school premises in 18.6 percent primary schools. MDM was cooked in the kitchen of 19.3 percent upper primary school and in other places in the campus of 51.6 percent schools and it was cooked outside school premises in the remaining 29.1 percent upper primary schools				
13.	Whether potable water is available for cooking and drinking purpose?		-do-		
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.				
14.	Whether utensils used for king food are adequate?		Teachers/Organizer of MDM Programme		
	Kitchen utensils for cooking food were adequate in 96.6 percent primary schools and in 90.3 percent upper primary schools				
15.	What is the kind of fuel used? (Gas based/firewood etc.)		Observation		
	The details about fuel used in cooking the meal are given below:-				
	Fuel used for cooking		Number of schools		
		PS	UPS		
	(a) LPG alone	3 (5.5)	1 (3.5)		
	(b) Wood alone	44 (81.5)	25 (89.3)		
	(c) LPG and Wood	7 (13.0)	2 (7.2)		
Note: - Figures within parenthesis denote percentage.					
16.	<u>SAFETY & HYGIENE:</u>		Observation		
	i. General Impression of the environment, Safety and hygiene:				
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-				
	Particulars	Percentage of schools			
		Primary schools		Upper primary schools	
		Good	Satisfactory	Good	Satisfactory
	Environment	35.6	64.4	32.1	67.9
	Safety	61.0	39.0	25.0	75.0
	Hygiene	35.6	64.4	14.3	85.7
	Source:- Field survey, SSA programme				
ii. Are children encouraged to wash hands before and after eating		observation			
Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.					
iii. Do the children partake meals in an orderly manner?		observation			
As observed by the research investigators students were taking meal in orderly manner.					
iv. Conservation of water?		Observation			
As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.					

	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation			
	Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.				
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members			
	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-				
	(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme				
	Participation	Percentage of schools			
		Primary schools		Upper primary schools	
		Parents	VECs	Parents	VECs
	Good	0.0	1.6	3.2	3.2
	Satisfactory	52.5	49.2	22.6	58.1
	Unsatisfactory	47.5	49.2	74.2	38.7
	Source: - Field survey, SSA programme.				
The participation of VECs toward supervision of MDM was good in 1.6 percent primary schools and in 3.2 percent in upper primary schools.					
(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.					
Participation	Percentage of schools				
	Primary schools		Upper primary schools		
	Parents	VECs	Parents	VECs	
Good	0.0	0.0	0.0	6.5	
Satisfactory	52.5	54.2	25.8	58.1	
Unsatisfactory	47.5	45.8	74.2	35.4	
Source: - Field survey, SSA programme.					
The participation of VECs in respect of monitoring of MDM programme was good in 6.5 percent upper primary schools only.					
18.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members			
	Level of inspected authority	Number of schools inspected towards MDM			
		Primary schools		Upper primary schools	
	District	7 (11.9)		6 (19.4)	
	Tahsil	0 (0.0)		0 (0.0)	
	Block/BRC	12 (20.3)		6 (19.4)	
	NPRC	21 (35.6)		10 (32.2)	
	Not inspected	19 (32.2)		9 (29.0)	

	Source:- School records	
	Note:- Figures within parenthesis denote percentage	
19.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 90 sampled schools, Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 59 primary schools and 31 upper primary schools, improvement in enrollment was reported in 93.2 percent primary schools and in 74.2 percent upper primary schools. Attendance of students was also improved in 84 percent primary schools as well as upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. More than 79 percent children have been reported to have improved their physique through MDM.	

3. District Level Half Yearly Monitoring Report

(District-2 Jalaun)

3.1	Name of the District	Jalaun,
3.2	Date of visit to the district/EGS/Schools	From 19.1.2009 to 6.2.2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(ix)	What is the number of schools sanctioned in the current financial year in the district (including spill over) and how many of them have been opened?	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.		
	Particulars	Number of schools		
		PS	UPS	Total
	Number of schools sanctioned (including spillover) in the financial year 2008-09.	4	19	23
	Number of schools opened	4	14	18
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.		
	Land for all 23 new schools has been identified as reported by BSA. Out of 23 new schools 2 (One PS and one UPS) schools were visited by research investigators of CADR and land for these 2 schools was found identified.			
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher		

	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Two new schools were visited by research investigators, it was found that funds for construction of school buildings have been received by VECs of these schools.						
(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?			Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.			
	As reported by BSA Jalaun the Progress of Construction works as given below:-						
	Particulars		Sanction	Work in Progress			
				Completed	Foundation	Lintel	Roofing
	(a) New Primary Schools		4	2	1	1	--
	(b) New Upper primary schools (including spill over)		19	8	--	5	6
Total		23	10	1	6	6	
Construction work of two sampled schools (one primary school and one upper primary school) was upto door level.							
(xiii)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District information of the number of posts sanctioned and appointments made?			Information to be obtained from SPO.			
	Particulars		Number of teachers				
			PS		UPS		
			Sanctioned	Appointed	Sanctioned	Appointed	
	(a) Regular teachers		4	4	51	42	
	(b) Para teachers		2	--	Not applicable	Not applicable	
Total		6	4	51	42		
(xiv)	Have Teachers been put in position in new schools in District visited?			Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.			
	Particulars		Number of teachers				
			PS		UPS		
	(a) Regular teachers		4		42		
	(b) Para teachers		--		Not applicable		
One regular teacher in each sampled school was in position.							

(xv)	In the schools visited by MI whether one-time grants of Rs. 20,000/- 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.
	Teaching learning equipment (TLE) grant was released from the district but it was not received by any of the two VECs of concerned schools visited by research investigators of CADR by the time of visit.	
(xvi)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)	

(b) Civil Works:

(xiv)	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.		
	Item	Number of works		
		Target	Completed	In progress
	(a) Primary schools	4	2	2
	(b) Upper primary schools	19	8	11
	(c) Additional rooms for PS	48	33	15
	(d) Additional rooms for UPS	10	8	2
	(e) Drinking water for PS	10	--	The work was not started due to late received the funds by JalNigam.
	(f) Drinking water for UPS	8	--	
	(g) Toilets for PS	30	30	--
	(h) Toilets for UPS	10	10	
	(i) BRC	NIL	NIL	--
	(j) NPRC	NIL	NIL	--
(k) Rain Water harvesting for PS	NIL	NIL	--	
(l) Rain Water harvesting for UPS	NIL	NIL	--	

	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.		
(xv)	Item	Number of works		
		Checked	Found Completed	In progress
	(a) Primary schools	1	--	1(Constructed upto door level)
	(b) Upper primary schools	1	--	1(Constructed upto door level)
	(c) Additional rooms for PS	5	4	1(Constructed upto lintel level)
	(d) Additional rooms for UPS	1	1	--
(xvi)	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).		
	Yes (in all the two schools visited)			
(xvii)	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).		
	Yes (in all the two schools visited)			
(xviii)	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).		
	There was no target of construction of ramps in the new two schools visited.			
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		
	Yes (in all the two schools visited)			
(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).		
	Block level – Junior engineer, RES District level – Coordinator (Construction)			
(xxi)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	The Junior engineer of RES department had supervised the construction work of one new school out of two schools visited by research investigators of CADR. The details of supervision of construction work are given below:			
	Name of schools	Designation of supervisor	Number of time	Stage of supervision

	Primary school Mulle ka purwa block Rampura	Junior engineer RES	2	Foundation and door level
		D.C Construction	1	Foundation stage.
	Upper primary school Dikali Jageer block Rampura	D.C. Construction	1	Foundation stage
	Construction work of two additional rooms of the existing schools were also supervised by the Junior engineers of RES at foundation and door levels, Construction of four additional rooms was supervised by district coordinator (Construction) at foundation and door level.			
(xxii)	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).		
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 7.7 percent primary schools and 18.5 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.			
(xxiii)	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).		
	As reported by the teachers the construction of water facilities was done by the VECs in the schools visited by CADR.			
(xxiv)	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).		
	Information regarding toilets facilities created through total sanitation campaign in the district as well as in the schools visited by CADR was not available. Toilets facilities were created in 56.1 percent primary schools and in 53.9 percent upper primary schools through SSA funds			
(xxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).		
	The construction of two new schools and six additional classrooms in the exiting five schools visited by CADR was found satisfactory.			
(xxvi)	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.		
	SPO level – Senior Professional- one Executive Engineer - 1 from PWD Assistant Engineer – 1 from PWD Every year a third party evaluation is conducted.			

(c) Textbooks:

	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.					
	Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 69 percent text books in primary schools and 70.8 percent text books in upper primary schools were made available through SSA funds.						
(v)	Number of children who had received free text books						
	Particulars	Primary Schools			Upper Primary Schools		
		Boys	Girls	Total	Boys	Girls	Total
	Number of students to whom free text books have been distributed	65086	70322	135408	20362	23648	44010
	Number of students who received free text books from SSA funds	23094	70322	93416	7501	23648	31149
	Number of students who received free text books from State Govt. funds	41992	--	41992	12861	--	12861
	Source:- BSA Jalaun						
(vi)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.					
	The text books had received in the month of June, 2008 and distributed upto 31 st July, 2008. instructions have been issued by SPO to BSA in respect of distribution of textbooks (Annexure-II)						
(vii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.					
	No, All students had received text books in time.						
(viii)	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.					
	All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.						

(d) School grants:

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

	Number of schools to whom grant was approved for the year 2008-09	PS	UPS
		1238	532
	Yes, The guidelines have been provided. (Annexure-III)		
(vii)	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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.	
	Number of schools to whom funds were released	PS	UPS
		1238	465
	Date of release of this grant to VECs	21-07-08	
	School development grant was received by VECs in 74.2 percent sampled primary schools and in 82.1 sampled upper primary schools.		
(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.	
	No, purchases from school development grant were made by BSA.		
(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.	
	Date of receive the school grant to VEC accounts – August, 2008 to December, 2008. About 88 percent grant in primary schools and 87 percent grant in upper primary schools had been utilized till the date of visit.		
(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.	
	The school development grant for the year 2007-08 had been utilized in all the sampled schools.		

(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.			
	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Regular teachers	99	86	1038	987
	(b) Para teachers	1120	1104	--	--
	Total	1219	1190	1038	987
(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.			
	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.				
(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.			

	Assistant teacher are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are appointed by promotion from assistant teachers.			
(xvi)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.		
	VEC is not empowered to make appointment of new teachers.			
(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.		
	Research investigators of CADR visited existing 66 primary schools and 28 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows:-			
		Particular	Number of teachers	
			PS	UPS
		Number of teachers sanctioned	330	112
		Number of teachers in working position	166	90
		Number of teachers present on the day of visit	139 (83.7)	81 (90.0)
	Note:- Figures within parenthesis denote percentage of teachers present relative to the number of teachers in working position.			
	No teacher was reported to be 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.		
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.			
(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.		
	(a) About 52 percent teachers of primary schools and 66.9 percent teachers of upper primary schools were provided in service training up to 31-1-2009. The details are given below:-			
		Particulars	Number of teachers	
			PS	UPS
		Total number of teachers targeted to be spent on in service training	2176	1570
	Total number of teachers received in service training provided	1139 (52.3)	1050 (66.9)	

	<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>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>															
	<p>BRC Coordinators are generally responsible for in service training according to the calendar prepared by DIET. They visit schools and organize training programmes at BRCs and NPRC levels. Ten BRC and 81 NPRC are functioning in the district out of which five BRC and five NPRC were selected for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:</p>																
	<table border="1"> <thead> <tr> <th data-bbox="335 817 976 869">Particulars</th> <th data-bbox="976 817 1257 869">Primary Schools</th> <th data-bbox="1257 817 1562 869">Upper primary schools</th> </tr> </thead> <tbody> <tr> <td data-bbox="335 869 976 913">Total number of schools in five selected BRCs</td> <td data-bbox="976 869 1257 913">651</td> <td data-bbox="1257 869 1562 913">269</td> </tr> <tr> <td data-bbox="335 913 976 958">Total number of schools visited by BRC coordinators</td> <td data-bbox="976 913 1257 958">346 (53.1)</td> <td data-bbox="1257 913 1562 958">162 (60.2)</td> </tr> <tr> <td data-bbox="335 958 976 1003">Total number of schools in five selected NPRCs</td> <td data-bbox="976 958 1257 1003">89</td> <td data-bbox="1257 958 1562 1003">30</td> </tr> <tr> <td data-bbox="335 1003 976 1057">Total number of schools visited by NPRC coordinators</td> <td data-bbox="976 1003 1257 1057">89 (100.0)</td> <td data-bbox="1257 1003 1562 1057">30 (100.0)</td> </tr> </tbody> </table>		Particulars	Primary Schools	Upper primary schools	Total number of schools in five selected BRCs	651	269	Total number of schools visited by BRC coordinators	346 (53.1)	162 (60.2)	Total number of schools in five selected NPRCs	89	30	Total number of schools visited by NPRC coordinators	89 (100.0)	30 (100.0)
Particulars	Primary Schools	Upper primary schools															
Total number of schools in five selected BRCs	651	269															
Total number of schools visited by BRC coordinators	346 (53.1)	162 (60.2)															
Total number of schools in five selected NPRCs	89	30															
Total number of schools visited by NPRC coordinators	89 (100.0)	30 (100.0)															
(xxiii)	<p>Source:- Field survey, SSA programme Note:- Figures within parenthesis denote percentages</p>																
	<p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>															
	<p>BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month</p>																
	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>															
	<p>Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.</p>																
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>															
	<p>The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.</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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The BRC/NPRCs extend their academic support to EGS/AIE Centres/courses by guiding them how to run the centers/courses. One EGS Centre and two AIE Centres were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.	
(xxiv)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	The SPO has a senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education.	

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.	
(iv)	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	2682	1295
	(b) Amount released (in lakh Rs.)	NIL	NIL
(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.	
	TLM grant was not released from district to concerned schools till the date of visit.		
	Instructions in respect of utilization of TLM grant has been issued from SPO to BSA (Annexure-V)		
(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.	
	The details about TLM grant in the schools visited by CADR are given below:-		
	Particulars	Primary Schools	Upper Primary Schools

Number of schools in which TLM displayed in classrooms	61 (92.4)	23 (82.1)
Number of teachers in the sampled schools	166	90
Number of schools received TLM amount	NIL	NIL
Number of teachers who received TLM amount	NIL	NIL
Date of receipt of TLM grant	NIL	NIL
Amount received (in Rs)	NIL	NIL
Amount utilized (in Rs)	NIL	NIL
Number of schools in which TLM was used by students	65 (98.5) *	25 (89.3)*
Source:- Field survey, SSA programme		
Note:- 1. Figures within parenthesis denote percentages 2.*Teachers and students used TLM of this year and previous years.		
Only two teachers of sampled primary schools and one teacher of upper primary school had received one day training on TLM		

(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.		
	The details about EGS/AIE Centres in the district are given below:-			
	Particulars	EGS	AIE	Total
	Number of EGS/AIE Centres continued from previous years to this year	3	12	15
	Number of EGS/AIE Centres sanctioned in the financial year 2008-09	--	7	7
	Total number of EGS/AIE Centres in working position in the financial year 2008-09	3	19	22
	Amount released (in lakh Rs.)	1.23	9.41	10.64
	Amount utilized (in lakh Rs.)	0.50	7.11	7.61
Source:- BSA, Jalaun				
Two RBCs and four NRBCs had been sanctioned for the year 2008-09 and all had been conducted				
(xxvii)	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.		

Social group-wise number of enrolled children in EGS/AIE Centres are given below				
Social group		Target for 2008-09	Number of children enrolled	
SC		126	126	
OBC		101	101	
Minority		319	319	
Others		56	56	
Total		602	602	
(xxvii)	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.	
	One EGS Centre and two AIE Centres were visited by CADR. The position of enrollment of the children and attendance of the students in these three Centres is given below.			
	<u>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</u>			
	Particulars		Numbers of children	
			Boys	Girls
	Number of children enrolled in these EGS/AIE Centres on the date of visit as per register		38	37
Number of students present on the date of visit		28 (73.7)	31 (83.8)	59 (78.7)
Source:- Field survey SSA programme Note:- Figures within parenthesis denote percentages				
(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.	
	Twenty two EVs were in position in the district and all were trained. All EVs had received foundation, refresher trainings. The trainings were imparted by the lectures of DIET. The duration of training was 15 days. All EVs of sampled EGS/AIE Centres were found trained. The training provided to EVs was found satisfactory.			
(xxx)	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.	
	All 22 EVs were getting academic support from BRC/NPRC coordinators. The EVs of three sampled EGS/AIE Centres were also getting academic support from BRC/NPRC coordinators.			
(xxxi)	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.	
	Four EVs were high school, 10 EVs were intermediate and 8 EVs were graduate and above. One EV of sampled EGS was post graduate and two EVs were graduate.			

(xxxii)	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.
Each EV was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.		
(xxxii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
All the three EVs were present in their Centres at the time of visit.		
(xxxii)	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.
One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.		
(xxxv)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
Yes, BSA has been submitting progress report to SPO monthly on the prescribed format.		
(xxxv)	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.
One EGS Centre was to be upgraded during the financial year 2008-09 and it has been upgraded.		
(xxxv)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
Yes, the funds have been released.		
(xxxv)	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.
One EGS Centre has been upgraded and details about funds were not available.		
(xxxii)	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.
Yes		
(xi)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Yes		
(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.
Yes		

(xlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?			To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.		
	Yes					
(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.		
	Two teachers were sanctioned for new upgraded primary school and only one teacher was in position till the date of survey.					
(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.		
	Two hundred thirty four children mainstreamed from EGS/AIE Centres to schools. About 81.2 percent children were enrolled in Government schools and 18.8 percent in Private schools during the year 2008-09.					
(xlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?			To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.		
	Blackboards, durries, books and TLM were available in all the three sampled EGS/AIE centre visited.					
(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.		
	MDM was not served in all three sampled EGS/AIE Centres .					
(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.		
	Number of children enrolled in the three sampled EGS/AIE Centres			Number of students present on the date of visit in the Centres		
	Boys	Girls	Total	Boys	Girls	Total
	38	37	75	28	31	59
(xlviii)	The achievement level of children studying in EGS/AIE facilities?			Assessment to be undertaken during Field visit by MI.		
	The achievement level of children studying in EGS/AIE Centres visited by research investigators of CADR was found satisfactory.					
(xlix)	The rapport of the EVs with the children?			Observations during Field visit, by MI.		
	The rapport of EVs with children was found satisfactory.					
(l)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?			To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.		

Free text-books for all subjects were distributed to all the enrolled children of three sampled EGS/AIE centres in the academic year 2008-09 in time. Student were using these books
--

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	Number of CWSN children identified during the financial year 2008-09	1348
	Number of CWSN children enrolled	1215
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Number of children provided with aids/appliance during the financial year 2008-09 in the district	136
	Number of children provided with aids/appliance in the sampled schools	7
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NO	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	There is no resource teacher identified in the district and no list of NGO was available.	
(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.
	No, IED Coordinator has been oriented and he has attended capacity building programme.	
(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.
	Format for monitoring has been provided and periodic reports are being furnished to SPO regularly.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 862 primary schools and 171 upper primary schools have been provided with ramps. The ramps were in 45 primary sampled schools and in 11 sampled upper primary schools out of 66 primary schools and 28 upper primary schools	

(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.
	Not available	
(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.
	On an average 37 parents in a primary school and 35 parents in a upper primary school were counseled about CWSN.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of children enrolled	57
	Number of children present	25

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	48
	Number of model cluster schools functioning in the district	48
(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.
	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school during the year 2008-09
	(b) Drinking water facilities	Available in all the model cluster schools
	(c) Toilet facilities	Available in all the model cluster schools
	(d) Electrification sanctioned	Twenty two model cluster school was electrified.
(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.
	Model cluster schools had been provided TLM, vocational training, bridge courses and gender sensitization to the teachers and additional efforts were being made to mobilize community and women's group in respect of girl's education.	

(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.
	Funds released under NPEGEL (in lakh Rs.)	53.59
	Amount utilized (in lakh Rs.)	47.58
(v)	c. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
		Yes
(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.
	ECCE Centres operational under	
	Innovation head funds	75
	NPEGEL	25
(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	

(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.
	One KGBV of Jalaun city and one KGBV in Konch block were sanctioned in the year 2008-09 and Three KGBV were sanctioned in the previous years. All five KGBV were functioning at the time of visit in the district.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The land has been identified for three KGBVs in the district and it has not been identified for two KGBVs.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	Yes	
(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.
	The construction work of KGBV of Kaunch block was completed. The construction work of two KGBVs was in progress.	

(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.	
	Particulars	Number of post	
		Sanctioned	In position
	Warden cum-teacher	1	1
	Full time teachers	3	2
Part time teachers	4	3	
Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	6	6	
(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.	
	Number of students enrolled in the sampled KGBV Jalaun city.		
	Social Category of girls	Number of girls enrolled	
	SC	53	
	OBC	10	
	Minority	1	
	Other	--	
Total	64		
(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.	
	Adequate number of beds, furniture, books, games items, Science kits, television, Computer, generator and food facilities were available in the school.		

(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.	
	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge was in position. Three computers were available in the computer cell of BSA office Jalaun.		
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI	
	Information not available		
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.	
	The data capture format had been supplied to all schools by 31 st August, 2008.		
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.	

	Training was not imparted to the teachers of primary schools and upper primary schools for filling up data in the data capture format during the year 2008-09	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, SPO has engaged third party to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Data collected and compiled by the BSA had been sent to the SPO on 20.1.2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes	

(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.
	No research studies were under taken at the district level in the current financial year, 2008-09.	
(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.
	No, research studies were under taken at the district level in the previous calendar year.	
(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.
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are prescribed contract formats for commissioning of research.	

(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.
-----	---	--

	There were 564 VECs (including urban areas) in the district.			
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?		Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.	
	The guidelines on delegation of powers to VECs were 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.	
	There were 478 members (333 in primary schools and 145 in upper primary schools) in 94 sampled schools. Out of these 478 members, 152 (31.8 percent) were female members.			
(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.	
	(a) As per guidelines, VEC meetings should be held every month in each school. Three to four meetings were held during the last six months			
	(b) These were 478 members in 94 sampled schools. Out of these 478 members, 355 (74.3 percent) members participated in the VEC meetings regularly.			
	(c) Women and SC/ST member of VECs participated in the meetings regularly.			
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?		Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.	
	There were 142 (42.7 percent) in primary schools and 48 (33.1percent) in upper primary schools members were trained.			
(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.	
	The details of contribution of VECs for improving the school condition is given below:-			
	Contribution of VECs for improving the condition of schools			
	Particulars	Percentage of schools		
	Atmosphere	Enrollment of children	Presence of teachers	Attendance of students

	Primary schools				
	(a) Good	47.0	59.1	39.4	72.7
	(b) Satisfactory	51.5	39.4	56.1	27.3
	(c) Unsatisfactory	1.5	1.5	4.5	0.0
	Upper primary schools				
	(a) Good	42.9	35.7	35.7	60.7
	(b) Satisfactory	57.1	60.7	50.0	39.3
	(c) Unsatisfactory	0.0	3.6	14.3	0.0
	Source: Field Survey				
(vii)	Whether VEC is maintaining proper record of funds received by them.		Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.		
	Yes				
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?		Information to be obtained at SPO level. See formats and record of SPO		
	There is one senior professional to look after the community mobilization at state level in the SPO level.				

(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.	
	Details are available with the office of SPO			
(ii)	The number of meetings of the General Body and EC held during the previous financial year?		Information to be obtained from SPO and verified from their records.	
	Details are available in the office of SPO			
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?		Information to be obtained from SPO and verified at DPO level in districts visited by MI.	
	The position of staff at district level under SSA is given below:-			
	Name of the post created under SSA		Number of Post	
			Sanctioned	In position

	Basic Shiksha Adhikari	1	1
	Assistant Account officer	1	--
	District coordinators	6	4
	EMIS incharge	1	1
	Computer operater	1	--
	Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)	5	3
	Source: BSA Jalaun		
	Necessary steps are being taken to fill up the vacant posts.		
(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.	
	The details about BRC and NPRC are given below:-		
	Particulars	Numbers	
	Number of BRCs in the district	10	
	Number of NPRCs in the district	81	
	(a) Staff in BRCs Coordinator	10	
	(b) Assistant Coordinator	18	
	Number of coordinators in NPRCs	81	
	Source:- BSA Jalaun		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.	
	Yes		

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

Education facilities are equally available to different sections of the society.

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	Average number of days the school functioned in last year 2007-08	
	Primary school	232
	Upper primary school	228
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	(a) school environment	
	The atmosphere of 95.5 percent sampled primary schools and 100.0 percent upper primary school was found good.	

(b) School buildings		
All 66 sampled primary schools and 28 upper primary schools were functioning in their own buildings. Number of PS and UPS having their own buildings by status of buildings are given below:		
Status of buildings	Number of schools	
	PS	UPS
Good	46 (69.7)	19 (67.9)
Satisfactory	19 (28.8)	9 (32.1)
Unsatisfactory	1 (1.5)	--
Note: Figures within parenthesis denote percentages.		
(c) Playground		
Playgrounds were available in 68.2 percent sampled primary schools and in 82.1 percent upper primary schools.		
(d) Status of classrooms		
There were 215 classrooms in 66 sampled primary schools and 106 classrooms in 28 sampled upper primary schools. The condition of these 321 classrooms in 94 sampled schools is given below:		
Status of buildings	Number of classrooms	
	Primary schools	Upper primary schools
Good (proper flooring, roof, windows and lighting)	164 (76.3)	82 (77.4)
Satisfactory	49 (22.8)	24 (22.6)
Unsatisfactory	2 (0.9)	--
Note: Figures within parenthesis denote percentages.		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 94 sampled schools.	
(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.
	The health facilities were reported to be provided in the last six months in only 43.9 percent sampled primary schools and in 42.9 percent sampled upper primary schools.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	The play material was available for children in only 42.4 percent sampled primary schools and in 64.3 percent upper primary schools and it was being used.	

(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	Attendance was not low	
(vii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.	
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	By examination of students	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	Yes	

	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.	
	Achievement level of children		
	<p>In order to ascertain the level of achievement of students in language, science and mathematics, 20 primary schools and 10 upper primary schools were randomly selected out of 66 primary schools and 28 upper primary schools. From each of these 30 selected schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers were developed and administrated to these 100 students of class V and 50 students of class VIII in sampled schools. For class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting 33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:-</p>		
	Achievement level	Percentage of students	
		Primary Schools	Upper Primary Schools
(xi)	A	2.4	4.7
	B	36.6	23.3
	C	30.5	32.6
	D	12.2	13.9
	E	18.3	25.5
	Source:- Field survey, SSA programme		
	Broad conclusions are as follows:		
	(i) Few students got grade A in primary Schools and in upper primary schools.		
	(ii) The percentage of students getting grade B was 36.6 in primary schools and 23.3 got B grade in upper primary schools.		
	(iii) The percentage of students getting grade C was 30.5 in primary schools and only 32.6 percent students got grade C in upper primary schools.		
	(iv) The percentage of students getting grade D was 12.2 in primary schools and 13.9in upper primary schools.		
	(v) The percentage of students getting grade E was 18.3 in primary schools and 70 in upper primary schools.		
	In view of the above, the achievement level of students for primary schools and upper primary schools was satisfactory.		
xii	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.	
	The rapport of the students with the teachers was found satisfactory in the sampled schools.		
(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.	
	There was no under age or over age child in the sampled schools		

(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.		
	Sixty five children in the sampled primary schools and 13 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 78 children, Thirty seven children were continuing their studies in other schools.			
(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.		
	Forty four children in primary school and 12 children in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are given below:-			
	Class	Number of repeaters	Percentage of repeaters	
	1	1	0.07	
	2	2	0.13	
	3	2	0.12	
	4	4	0.23	
	5	35	2.14	
	6	1	0.10	
	7	3	0.29	
8	8	0.87		

(q) Any other issues relevant to SSA implementation

NIL

(r) List of enclosure attached along with the above report

<p>1. 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-I attached with Lalitpur report</p>
<p>2. 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-II attached with Lalitpur report</p>
<p>3. Annexure 3 – School Grant</p> <p>(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.</p>
<p>Annexure-III attached with Lalitpur report</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Not available</p>
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure-V attached with Lalitpur report</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such</p>

<p>academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Not available</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Not available</p>
<p>7. Annexure 7 – Children with special needs (CWSN)</p>
<p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>Not available</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Not available</p>
<p>9. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p>
<p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>Not available</p>
<p>9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
<p>Annexure – IX attached (List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Jalaun district for SSA and MDM tasks)</p>

List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Jalaun district for SSA and

MDM tasks.

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Dakor	1. Kavi Para	1. Raniyan		
	2. Kanya Kaitheri	2. Late Gaiinda Rani Kavilpura		
	3. Marora	3. Dharguan		
	4. Karmer	4. Sarsoukhi		
	5. Badaira			
	6. Dharguan			
	7. Chourashi			
	8. Kuiya			
2. Konch	9. Baroda Khurd	5. Bharsura		
	10. Eegui Kalan	6. Padari		
	11. Vilayan	7. Bujurg		
	12. Gumawali			
	13. Virashani			
	14. Ameeta			
	15. Bhadari			
Jalaun	16. Louna	8. Pratapura		
	17. Mandari	9. Aurekhi		
	18. Nainpura	10. Mandari		
	19. Shahajadpura			
	20. Pratappura			
	21. Aurekhi			
4. Kadaura	22. Akbarpur	11. Garha		1.KGBV Chouunk Kadaura
	23. Garha	12. Piparayan		
	24. Piparayan	13 Aata		
	25. Ukasha			
	26. Aata			
	27. Kanya Aata			
	28. Sandhi			
	29. Kanya Sandhi			
5. Kuthaud	30. Sihari Chailapur	14. Shahajadepur		
	31. Bastepur	15. Neemgaon		
	32. Bichauli	16. Madaripur		
	33. Kanya Hadrukh			
	34. Shahajadepur			
	35. Neemgaon			
	36. Hadrukh			
6. Madhogarh	37. Surawali Chhoti	17. Ramhetpura		
	38. Ram Nagar	18. Dikoli		
	39. Surawali Badi	19. Mijhouna		
	40. Kanya Kursera			
	41. Chitouri			
	42. Jamrehi Avval			
	43. Mijhouna			

1	2	3	4	5
7. Mahewa	44. Churakhi	20. Magroul		
	45. Kanya Churkhi	21. Churakhi		
	46. Sarsela	22. Binoura Baidh		
	47. Harrayapur			
	48. Soharapur			
	49. Binoura Baidh			
8. Nadigaon	50. Kyolari	23. Kanya Kyolari	1. EGS Rura Riyasat	
	51. Kanya Kyolari	24. Khakaseesh		
	52. Kanya Khakaseesh	25. Rajipura		
	53. Khajuri			
	54. Gidwasha			
	55. Kanasee			
	56. Kanasee			
	57. Kanya Kanasee			
9. Rampura	58. Kanya Ninawali Jageer	26. Jajepura		
	59. Ninawali Jageer	27. Dharampura uwari		
	60. Dharampura Uwari	28. Dikali Jageer (New UPS)		
	61. Kanya Teehar			
	62. Jajepura			
	63. Hanuman Garhi			
	64. Mulle ka pura (New PS)			
10. Urban area	65. Ganesh Ganj	29. Kanya Tulasi Nagar	2. AIE Surya Nagar	
	66. Kanya Ram Nagar		3. AIE Patel Nagar	
	67. Sadar Bajar			

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1 st August, 2008 to 31 st January, 2009
(iii)	Name of the District	Jalaun,
(iv)	Date of visit to the Districts/EGS/Schools	19.1.2009 to 26.2.2009

20.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents		
	Hot cooked meal was served in 93.9 percent primary schools and in 89.3 percent upper primary schools regularly. MDM was not served regularly in 6.1 percent primary schools and in 3.6 percent upper primary schools on account of non availability of specific food items for the day. In two sampled upper primary school of one in Kuthaund, block MDM was not served from July, 2008 to the date of visit i.e 6-2-2009 and one in Madhogarh block MDM was not started.				
21.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	Information regarding extent of variation (As per school records and Actual on the day of visit) is given below				
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	7995	7995	2924	2924
	(ii) Number of students attending the schools on the date of visit	4794	4550	1799	1572
(iii) Number of students availed MDM as per register	4308	4053	1585	1315	
(iv) Number of students actually availed MDM on the date of visit	Not Known	4041	Not Known	1315	
Source:- Field survey, SSA programme					
22.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (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?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	Foodgrains were received in 97 percent primary schools and in 92.9 upper primary schools regularly. Neither the head master nor the Gram Pradhans could not tell the prescribed date of delivery of food grains to schools and hence the research investigators of CADR could not calculate the extent of delay and reasons for the same.				

	(v) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Buffer stock of one month requirement of foodgrains was maintained in 72.0 percent primary schools and in 46.1 percent upper primary schools	
	(vi) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Foodgrains were delivered at school level in 97.0 percent primary schools and in only 82.1 percent upper primary schools	
23.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	(iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	
	Cooking cost was received in advance regularly by VECs of 75.8 percent primary schools and in 78.6 percent upper primary schools.	
	(v) 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.
	MDM was not served if cooking cost was not received in time.	
	(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was being paid through Bank.	
24.	<u>SOCIAL EQUITY:</u>	Observations
	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	
	No	
25.	<u>VARIETY OF MENU:</u>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	(iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	
	MDM menu was displayed in 98.5 sampled primary schools and in 92.8 percent upper primary schools	
26.	(v) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM was served as per menu in 88.7 percent primary schools and in all upper primary schools. MDM was not served according to menu in 11.3 percent primary schools.	

	(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The menu includes rice/wheat preparation, dal and vegetables in all the primary schools and upper primary schools.	
27.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on c) Quality of meal:	Observations of Investigation during MDM service
	The students of 82.3 percent of primary schools and 96.0 percent of upper primary schools were satisfied with the quality of meal.	
	d) Quantity of meal:	Observations of Investigation during MDM service
	The students of 95.2 percent of primary schools and all the students of sampled upper primary schools were satisfied with the quantity of meal.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
	The main reasons of dissatisfaction of MDM were repetition of food as reported by the children of a few schools.	
28.	<u>SUPPLEMENTARY:</u> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in 78.8 percent primary schools and in 85.1 percent upper primary schools.	
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Department of medical Health Micronutrients were given in 78.8 percent Primary Schools and 85.1 percent Upper Primary Schools in once in a six months.	
	(vi) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	NO	
29.	<u>STATUS OF COOKS:</u> (ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

The cooks are appointed according to the strength of children in the schools and the number of cooks were adequate to meet the requirement of schools.			
(iii)What is remuneration paid to cooks/helpers?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
On an average a cook received Rs 530/- per month in a primary school and Rs 600/- per month in a upper primary school.			
(iv).Are the remuneration paid to cooks/helpers regularly?		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
Monthly payment to the cooks was being made regularly in 81.8 percent primary schools and in 85.2 percent upper primary schools			
(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
Social category wise cooks are given below:-			
Social Category	Number of cooks		
	Primary schools	Upper primary schools	
Schedule caste	20 (29.4)	6 (22.2)	
Other Backward classes	43 (63.2)	16 (59.3)	
Other	5 (70.4)	5 (18.5)	
Total	68 (100.0)*	27 (100.0)*	
Source:- Field survey			
Note:- Figures within parenthesis denote percentage. * Two primary schools and one upper primary had two cooks.			
30.	<u>INFRASTRUCTURE:</u>		School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Particulars	Number of Kitchen	
		PS	UPS
	(i) Pacca Kitchen shed-cum-store	37	10
	(a) Constructed and use	32	6
	(b) Constructed but not in use	4	1
	(c) Under construction	1	2
	(d) Sanctioned but construction not started	0	1
(e) Not sanctioned	0	1	

	(ii) Kitchen without store	7	4				
	(a) Constructed and use	7	4				
	(b) Constructed but not in use	--	--				
31.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation					
	The meal was cooked in the kitchens of 59.1 primary schools and open place within the boundary of 31.8 percent primary schools and it was cooked 9.1 percent out side the primary schools. MDM was cooked in the kitchen of 38.5 upper primary school and in other places in the campus of 42.3 percent schools and it was cooked outside school premises in the remaining 19.2 upper primary schools						
32.	Whether potable water is available for cooking and drinking purpose?	-do-					
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.						
33.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme					
	Kitchen utensils for cooking food were adequate in all percent primary schools and in 92.3 percent upper primary schools						
34.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation					
	The details about fuel used in cooking the meal are given below:-						
	Fuel used for cooking	Number of schools					
		PS	UPS				
	(a) LPG alone	19 (30.6)	2 (8.0)				
	(b) Wood alone	43 (69.4)	23 (92.0)				
	(c) LPG and Wood	--	--				
Note: - Figures within parenthesis denote percentage.							
35.	<u>SAFETY & HYGIENE:</u>	Observation					
	ii. General Impression of the environment, Safety and hygiene:						
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-						
	Particulars	Percentage of schools					
		Primary schools			Upper primary schools		
		Good	Satisfactory	Unsatisfactory	Good	Satisfactory	Unsatisfactory
	Environment	57.6	40.9	1.5	42.9	57.1	--
	Safety	51.5	45.5	3.0	42.9	57.1	--
	Hygiene	39.4	57.6	3.0	35.7	60.7	3.6
	Source:- Field survey, SSA programme						
ii. Are children encouraged to wash hands before and after eating	observation						
Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.							
iii. Do the children partake meals in an orderly manner?	observation						

	As observed by the research investigators students were taking meal in orderly manner.						
	iv. Conservation of water?			Observation			
	As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.						
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?			observation			
	Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.						
	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						
	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-						
	(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		
		Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram panchayat/ Urban bodies
	Good	35.9	68.8	3.1	3.8	61.5	3.8
	Satisfactory	60.9	31.2	85.9	84.6	38.5	80.8
	Unsatisfactory	3.2	0.0	11.0	11.6	0.0	15.4
	Source: - Field survey, SSA programme.						
	The participation of VECs toward supervision of MDM was good in 68.8 percent primary schools and in 61.5 percent in upper primary schools.						
	(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		
		Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram Panchayat/ Urban bodis
	Good	35.9	60.9	1.6	3.8	61.5	3.8
	Satisfactory	60.9	39.1	84.4	84.6	38.5	76.9
	Unsatisfactory	3.2	0.0	14.0	11.6	0.0	19.3

	Source: - Field survey, SSA programme.		
	The participation of VECs in respect of monitoring of MDM programme was good in 60.9 percent primary schools and in 61.5 percent upper primary schools.		
37.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members	
	Level of Inspection authority		
	Level of inspected authority	Number of schools inspected towards MDM	
		Primary schools	Upper primary schools
	State	2 (3.0)	--
	District	5 (7.6)	2 (7.1)
	Tahsil	0 (0.0)	--
	Block/BRC	41 (62.1)	12 (42.9)
	NPRC	16 (24.3)	11 (39.3)
	Not inspected	2 (3.0)	3 (10.7)
	Source:- School records		
	Note:- Figures within parenthesis denote percentage		
38.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.	
	MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 94 sampled schools. Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 66 primary schools and 28 upper primary schools, improvement in enrollment was reported in 97.0 percent primary schools and in 88.1 percent upper primary schools. Attendance of students was also improved in 81.8 percent primary schools and in 82.1 percent upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. More than 94 percent children have been reported to have improved their physique through MDM.		

.....

3. District Level Half Yearly Monitoring Report (District-3 Hamirpur)

3.1	Name of the District	Hamirpur
3.2	Date of visit to the district/EGS/Schools	From 13.2.2009 to 28.2.2009
3.3	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):

(xvii)	What is the number of schools sanctioned in the current financial year in the district (including spill over) and how many of them have been opened?	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.		
	Particulars	Number of schools		
		PS	UPS	Total
	(i) Number of schools sanctioned (including spillover) in the financial year 2008-09.	7	21	28
	(ii) Number of schools opened	7	21	28
(xviii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.		
	Land for all 28 new schools has been identified as reported by BSA. Out of 28 new schools 4 schools were visited by research investigators of CADR and land for these 4 schools was found identified.			
(xix)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher		
	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Four new schools were visited by research investigators and it was found that funds for construction of school buildings have been received by VECs of these schools.			
(xx)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.		
	<u>Progress of construction work:-</u>			
	Stage of construction work	Number of schools		
		PS	UPS	Total
	(i) Completed	5	3	8
	(ii) Foundation	--	5	5
	(iii) Lintel	1	9	10
	(iv) Roofing	1	4	5
	(v) Work not started	--	--	--
Total	7	21	28	
The construction works of two sampled primary schools was completed and two sampled upper primary schools was upto Lintel level.				
(xxi)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.		
	Particulars	Number of teachers		

		PS		UPS	
		Sanctioned	Appointed	Sanctioned	Appointed
	(a Regular teachers	7	7	63	21
	(b) Para teachers	7	--	Not applicable	Not applicable
	Total	14	7	63	21
(xxii)	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.			
	Particulars	Number of teachers			
		PS		UPS	
	(a) Regular teachers	7		21	
	(b) Para teachers	--		Not applicable	
Two regular teachers in two sampled primary schools and two teacher in two sampled upper primary schools were in position					
(xxiii)	In the schools visited by MI whether one-time grants of Rs. 20,000/- 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.			
	Teaching learning equipment (TLE) grant was released from the district but it was received by VECs of one primary school and one upper primary school visited. No item was purchased for schools from this grant.				
(xxiv)	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.			
	Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)				

(b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.		
(xxvii)	Item	Number of works		
		Target	Completed	In progress
	(a) Primary schools	7	5	One lintel level and one roofing
	(b) Upper primary schools	21	3	5 Foundation stage, 9 lintel level, 4 roofing
	(c) Additional rooms for PS	NIL	NIL	--
	(d) Additional rooms for UPS	NIL	NIL	--
	(e) Drinking water for PS	3	3	--
	(f) Drinking water for UPS	NIL	NIL	--
	(g) Toilets for PS	21	12	9 work not started
	(h) Toilets for UPS	3	--	3 work not started
	(i) BRC	NIL	NIL	--
	(j) NPRC	NIL	NIL	--
	(k) Rain Water harvesting for PS	NIL	NIL	--
	(l) Rain Water harvesting for UPS	NIL	NIL	--
(xxviii)	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.		
	Item	Number of works		
		Checked	Found Completed	In progress
	(a) Primary schools	2	2	--
(b) Upper primary schools	2	--	2 (one at the roofing and one at the lintel level)	
(xxix)	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).		
	Yes (in all the four schools visited)			
(xxx)	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).		
	Yes (in all the four schools visited)			
(xxxı)	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).		
	There was no target of construction of ramps in the new four schools visited.			

(xxxii)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		
	Yes (in all the four schools visited)			
(xxxiii)	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).		
	Block level – Junior engineer, RES District level – Coordinator (Construction)			
(xxxiv)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	The D.C. Construction of education department had supervised the construction work of all sampled new schools visited by research investigators of CADR. The details of supervision of construction work are given below:			
	Name of schools	Designation of supervisor	Number of time	Stage of supervision
	Primary school SC Basti Saidpur, block Rath	D.C Construction	3	Foundation stage doorlevel and at the time of Lintel
	Primary school Kachhin Dera, block Maudaha	D.C Construction	3	Foundation stage at the time of Litel level and finishing stage.
	Upper primary school Lalpura, block Sumerpur	D.C Construction	2	Foundation stage and roofing.
	Upper primary school Amund, block Gohand.	D.C Construction	3	Foundation stage, door level and roofing.
(xxxv)	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).		
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 35.4 percent primary schools and 50 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.			
(xxxvi)	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).		
	As reported by the teachers the construction of water facilities was done by the VECs in the schools visited by CADR.			
(xxxvi)	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).		

	Information regarding toilets facilities created through total sanitation campaign in the district as well as in the schools visited by CADR was not available. Toilets facilities were created in 52.3 percent primary schools and in 56.0 percent upper primary schools through SSA funds	
(xxxvi)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The construction of four new schools visited by CADR was found good.	
(xxxix)	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.
	SPO level – Senior Professional- one Executive Engineer - 1 from PWD Assistant Engineer – 1 from PWD Every year a third party evaluation is conducted.	

(c) Textbooks:

	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.					
	Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 68 percent text books in primary schools and 69.5 percent text books in upper primary schools were made available through SSA funds.						
(ix)	<u>Number of children who had received free text books</u>						
	Particulars	Primary Schools			Upper Primary Schools		
		Boys	Girls	Total	Boys	Girls	Total
	Number of students to whom free text books have been distributed	48714	53348	102062	16193	18414	34607
	Number of students who received free text books from SSA funds	16152	53348	69500	5637	18414	24051
	Number of students who received free text books from State Govt. funds	32562	--	32562	10556	--	10556
	Source:- BSA Hamirpur						
(x)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.					
	The text books had received in the month of June, 2008 and distributed upto 31 st July, 2008. (Annexure-II)						

(xi)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	No, All students had received text books in time.	
(xii)	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.
	All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.	

(d) School grants:

(xi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.	
	Number of schools to whom grant was approved for the year 2008-09	PS	UPS
		783	344
Yes, The guidelines have been provided. (Annexure-III)			
(xii)	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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.	
	Number of schools to whom funds were released	PS	UPS
		783	343
	Date of release of this grant to VECs		17-7-2008
School development grant was received by VECs in 98.5 percent sampled primary schools and in all sampled upper primary schools.			
(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?	Information to be obtained from DPO of districts visited by MI.	
	No, purchases from school development grant were made by BSA.		
(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?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.	
	Date of receive the school grant to VEC accounts – July, 2008 to December, 2008. About 97 percent grant in PS and 100 percent grant in UPS had been utilized till the date of visit.		
(xv)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.	
	The school development grant for the year 2007-08 had been utilized in all the sampled schools.		

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
(xxv)	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Regular teachers	76	69	576	516
	(b) Para teachers	1285	1267	--	--
	Total	1361	1336	576	516
(xxvi)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.				
(xxvii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Assistant teacher are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are appointed by promotion from assistant teachers.				
(xxviii)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.			
	VEC is not empowered to make appointment of new teachers.				
(xxix)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.			
	Research investigators of CADR visited 65 primary schools and 26 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows:-				
	Particular	Number of teachers			
		PS	UPS		
	Number of teachers sanctioned	325	104		
	Number of teachers in working position	213	77		
	Number of teachers present on the day of visit	189 (88.7)	61 (79.2)		
	Note:- Figures within parenthesis denote percentage of teachers present relative to the no of teachers in working position.				
	No teacher was reported to be habitual absentee.				
(xxx)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.			
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.				

	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.
(xxxii)	(a) About 66 percent teachers of primary schools received in service training. This training was not imparted to any teachers of upper primary schools. About 54 percent teachers of sampled primary schools received in service training upto the date of visit.	
	(b Training calendar for teachers training	
	The training calendar was prepared for training.	
	(c) Venue of training	
	Training was imparted at BRC level.	
	(d) Trainers	
	Training was imparted to the teachers by trainers of teachers.	
(xxxiii)	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.
	This training was not imparted.	
(xxxiiii)	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.
	Refreshers training of 15 days are to be given to the para teachers of primary schools. During the year 2008-09 refreshers training was not given to any para teacher.	
(xxxv)	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.
	The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Mathematics and English subjects.	

	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>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 (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>																												
(xxxv)	<p>BRC Coordinators are generally responsible for in service training according to the calendar prepared by DIET. They visit schools and organize training programmes at BRCs and NPRC levels. Seven BRC and 59 NPRC are functioning in the district out of which five BRC and five NPRC were selected for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:</p>																													
	<table border="1"> <thead> <tr> <th data-bbox="335 1048 976 1115">Particulars</th> <th data-bbox="976 1048 1257 1115">Primary Schools</th> <th data-bbox="1257 1048 1562 1115">Upper primary schools</th> </tr> </thead> <tbody> <tr> <td data-bbox="335 1115 976 1182">Total number of schools in five selected BRCs</td> <td data-bbox="976 1115 1257 1182">528</td> <td data-bbox="1257 1115 1562 1182">233</td> </tr> <tr> <td data-bbox="335 1182 976 1249">Total number of schools visited by BRC coordinators</td> <td data-bbox="976 1182 1257 1249">300 (56.8)</td> <td data-bbox="1257 1182 1562 1249">112 (48.1)</td> </tr> <tr> <td data-bbox="335 1249 976 1317">Total number of schools in five selected NPRCs</td> <td data-bbox="976 1249 1257 1317">63</td> <td data-bbox="1257 1249 1562 1317">28</td> </tr> <tr> <td data-bbox="335 1317 976 1384">Total number of schools visited by NPRC coordinators</td> <td data-bbox="976 1317 1257 1384">63 (100.0)</td> <td data-bbox="1257 1317 1562 1384">28 (100.0)</td> </tr> <tr> <td colspan="3" data-bbox="335 1384 1562 1451"> <p>Source:- Field survey, SSA programme</p> </td> </tr> <tr> <td colspan="3" data-bbox="335 1451 1562 1518"> <p>Note:- Figures within parenthesis denote percentages</p> </td> </tr> <tr> <td data-bbox="210 1518 335 1630"></td> <td data-bbox="335 1518 976 1630"> <p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p> </td> <td colspan="2" data-bbox="976 1518 1562 1630"> <p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> </td> </tr> <tr> <td colspan="4" data-bbox="210 1630 1562 1682"> <p>BRC/NPRC Coordinators made more than three visits to each school/ EGS/AIE Centre in a month</p> </td> </tr> </tbody></table>	Particulars	Primary Schools	Upper primary schools	Total number of schools in five selected BRCs	528	233	Total number of schools visited by BRC coordinators	300 (56.8)	112 (48.1)	Total number of schools in five selected NPRCs	63	28	Total number of schools visited by NPRC coordinators	63 (100.0)	28 (100.0)	<p>Source:- Field survey, SSA programme</p>			<p>Note:- Figures within parenthesis denote percentages</p>				<p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		<p>BRC/NPRC Coordinators made more than three visits to each school/ EGS/AIE Centre in a month</p>			
	Particulars	Primary Schools	Upper primary schools																											
	Total number of schools in five selected BRCs	528	233																											
	Total number of schools visited by BRC coordinators	300 (56.8)	112 (48.1)																											
	Total number of schools in five selected NPRCs	63	28																											
	Total number of schools visited by NPRC coordinators	63 (100.0)	28 (100.0)																											
<p>Source:- Field survey, SSA programme</p>																														
<p>Note:- Figures within parenthesis denote percentages</p>																														
	<p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>																												
<p>BRC/NPRC Coordinators made more than three visits to each school/ EGS/AIE Centre in a month</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?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children’s learning.	
	d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.	
	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 (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The BRC/NPRCs extend their academic support to EGS/AIE Centres/courses by guiding them how to run the centers/courses. Two EGS centres and two AIE Centre were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.	
(xxxvi)	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.
	The SPO has a senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education.	

(f) Teaching Learning Material (TLM) grants:

(vii)	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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	2282	849
	(b) Amount released (in lakh Rs.)	10.71	4.08

(viii)	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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	31-12.2008	31-12-2008
	Number of teachers covered	2142	816
Instructions in respect of utilization of TLM grant has been issued from SPO to BSA (Annexure-V)			
(ix)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.	
	The details about TLM grant in the schools visited by CADR are given below:-		
	Particulars	Primary Schools	Upper Primary Schools
	Number of schools in which TLM displayed in classrooms	59 (90.8)	24 (92.3)
	Number of teachers in the sampled schools	213	77
	Number of schools received TLM amount	36 (55.4)	16 (61.5)
	Number of teachers who received TLM amount	126 (59.1)	49 (63.6)
	Date of receipt of TLM grant	2-1-2009 to 6-2-2009	6-1-2009 to 20-2-2009
	Amount received (in Rs)	63000.00	24500.00
	Amount utilized (in Rs)	27000.00	10000.00
	Number of schools in which TLM was used by students	57 (87.1)*	21 (80.8)*
	Source:- Field survey, SSA programme		
	Note:- 1. Figures within parenthesis denote percentages 2.*Teachers and students used TLM of this year and previous years.		
	None of the teachers of sampled schools had received any training on TLM during the year 2008-09		

(g) EGS & AIE:

(ii)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.		
	The details about EGS/AIE Centres in the district are given below:-			
	Particulars	EGS	AIE	Total
	Number of EGS/AIE Centres continued from previous years to this year	8	--	8
	Number of EGS/AIE Centres sanctioned in the financial year 2008-09	--	20	20
	Total number of EGS/AIE Centres in working position in the financial year 2008-09	8	15	23
	Amount released (in lakh Rs.)	0.84	--	0.84
	Amount utilized (in lakh Rs.)	NA	NA	NA
Ten RBC and 22 NRBC had been sanctioned for the year 2008-09 and 10 RBC and 14 NRBC had been conducted Source:- BSA, Hamirpur				
(lii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.		
	<u>Social group-wise number of enrolled children in EGS/AIE Centres are given below</u>			
	Social group	Target for 2008-09	Number of children enrolled	
	SC	153	153	
	OBC	307	307	
	Others	58	58	
	Total	518	518	
(liii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.		
	Two EGS Centres and two AIE Centre were visited by CADR. The position of enrollment of the children and attendance of the students in these three Centres is given below.			
	<u>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</u>			
	Particulars	Numbers of children		
		Boys	Girls	Total
	Number of children enrolled in these EGS/AIE Centres on the date of visit as per register	46	48	94
	Number of students present on the date of visit	23 (50.0)	32 (66.7)	55 (58.5)
Source:- Field survey SSA programme Note:- Figures within parenthesis denote percentages				

(liv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
Twenty three EVs were in position in the district and all were trained. All EVs had received foundation trainings. The trainings were imparted by the lectures of DIET. The duration of training was 30 days. Four EVs of sampled EGS/AIE centres were found trained. The training provided to EVs was found satisfactory.		
(lv)	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.
All 23 EVs were getting academic support from BRC/NPRC coordinators. The EVs of four sampled EGS/AIE Centres were also getting academic support from BRC/NPRC coordinators.		
(lvi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
Five EVs were high school, 15 EVs were intermediate and 3 EVs were graduate and above. Two EVs were intermediate and two EVs were graduate and above of the sampled EGS/AIE Centres.		
(lvii)	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.
Each EVs was being paid Rs. 2000/- per month as honoraria through bank regularly. All sampled EVs delay in payment was reported.		
(lviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
All the four EVs were present in their Centres at the time of visit.		
(lix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.		
(lx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
Yes, DPO has been submitting progress report to SPO monthly on the prescribed format.		

(Ixi)	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.
Two EGS Centres were to be upgraded during the financial year 2008-09 and all have been upgraded.		
(Ixii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
Yes, the funds have been released.		
(Ixiii)	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.
Two EGS Centres have been upgraded and details about funds were not available.		
(Ixiv)	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.
Yes		
(Ixv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Yes		
(Ixvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes		
(Ixvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes		
(Ixvii)	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.
Four teachers were sanctioned for new upgraded primary schools but 2 teachers were in position till the date of survey.		
(Ixix)	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.
Nine hundred twenty seven children mainstreamed from EGS/AIE Centres to schools. About 91.7 percent children were enrolled in Government schools and 8.3 percent in Private schools during the year 2008-09.		
(Ixx)	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.
Blackboards, durries, books and TLM were available in all the three sampled EGS/AIE centre visited.		
(Ixxi)	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.
MDM was served in one EGS Centre and it was not served in one sampled EGS centre and in two AIE Centres.		

(Ixxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.				
	Number of children enrolled in the four sampled EGS/AIE Centres			Number of students present on the date of visit in the Centres		
	Boys	Girls	Total	Boys	Girls	Total
	46	48	94	23	32	55(58.5)
(Ixxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.				
	The achievement level of children studying in EGS/AIE Centres visited by research investigators of CADR was found satisfactory.					
(Ixxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.				
	The rapport of instructors with children was found satisfactory.					
(Ixxv)	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.				
	Free text-books for all subjects were distributed to all the enrolled children of four sampled EGS/AIE centres in the academic year 2008-09 in time. Student were using these books					

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.	
	Number of CWSN children identified during the financial year 2008-09	1543	
	Number of CWSN children enrolled	1236	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.	
	Number of children provided with aids/appliance during the financial year 2008-09 in the district	226	
	Number of children provided with aids/appliance in the sampled schools	3	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.	
	NO		

(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	Two resource teachers have been identified in the district. No list of NGO was available.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes, IED Coordinator has been oriented and he has attended capacity building programme.	
(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.
	Format for monitoring has been provided and periodic reports are furnished to SPO..	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 407 primary schools and 147 upper primary schools have been provided with ramps. The ramps were in 31 primary sampled schools and in 14 sampled upper primary schools out of 65 primary schools and 26 upper primary schools	
(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.
	Not available	
(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.
	On an average 48 parents in a primary schools and 44 parents in a upper primary schools were counseled about CWSN.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of children enrolled	51
	Number of children present	16

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	60
	Number of model cluster schools functioning in the district	60

(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.
	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school
	(b) Drinking water facilities	Available in all the model cluster schools
	(c) Toilet facilities	Available in all the model cluster schools
	(d) Electrification sanctioned	Forty six model cluster school was electrified.
(iii)	Whether model clusters in the districts have been provided with gender sensitization 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.
	Model cluster schools had been provided TLM, vocational training, bridge courses and gender sensitization to the teachers and additional efforts were being made to mobilize community and women's group in respect of girl's education.	
(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.
	Funds released under NPEGEL (in lakh Rs.)	73.75
	Amount utilized (in lakh Rs.)	NA
(v)	e. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	f. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
Yes		
(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.
	ECCE Centres operational under	
	Innovation head funds	150
	NPEGEL	NIL
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.

	Yes
--	-----

(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.	
	No KGBV was sanctioned during 2008-09 in the district. Three KGBV were sanctioned in the previous years and all were functioning during year 2008-09.		
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	The land of one KGBV has been identified and land has not been identified for two KGBVs in the district.		
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.	
	Yes		
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	One		
(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.	
	Particulars	Number of post	
		Sanctioned	In position
	Warden cum-teachers	3	3
	Full time teachers	12	3
	Part time teachers	8	5
	Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	17	15
(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.	
	Number of students enrolled in the sampled KGBV Rath.		
	Social Category of girls	Number of girls enrolled	
	SC	26	
	OBC	32	
	Minority	2	
	Other	--	
Total	60		
(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.	
	Adequate number of beds, furniture, books, games items, Science kits, television, and food facilities were available in the school.		

(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.
------------	---	--

	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge and one computer operator was in position. Three computers were available in the computer cell of BSA office Hamirpur.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	Information not available	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	The data capture format had been supplied to all schools by 31 st August, 2008.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Training was not imparted to the teachers of primary schools and upper primary schools for filling up data in the data capture format during the year 2008-09	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, SPO has engaged third party to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Data collected and compiled by the BSA had been sent to the SPO on 9.2.2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	No research studies were under taken at the district level in the current financial year, 2008-09.	
(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.
	No, research studies were under taken at the district level in the previous calendar year.	

(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.
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are prescribed contract formats for commissioning of research.	

(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.
	There were 434 VECs (including urban areas) in the district.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The guidelines on delegation of powers to VECs were 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.
	There were 457 members (326 in primary schools and 131 in upper primary schools) in 91 sampled schools. Out of these 457 members, 179 (39.2 percent) were female members.	
(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.
	(a) As per guidelines, VEC meeting should be held every month in each school. Two or three meeting were held during the last six months	
	(b) These were 457 members in 91 sampled schools. Out of these 457 members, 325 (71.1 percent) members participated in the VEC meetings regularly.	
	(c) Women and SC/ST member of VECs participated in the meetings regularly.	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Training was not imparted to the members of VECs of the sampled schools till the date of visit.	

	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.			
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars	Percentage of schools			
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
(vi)	Primary schools				
	(a) Good	98.5	95.4	98.5	84.6
	(b) Satisfactory	1.5	4.6	1.5	15.0
	(c) Unsatisfactory	0.0	0.0	0.0	0.0
	Upper primary schools				
	(a) Good	96.2	73.1	96.2	69.3
	(b) Satisfactory	3.8	3.8	3.8	30.7
	(c) Unsatisfactory	0.0	0.0	0.0	0.0
	Source: Field Survey				
	(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.		
Yes					
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO			
	There is one senior professional to look after the community mobilization at state level in the SPO level.				

(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.
	Details are available with the office of SPO	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	Details are available in the office of SPD	

(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.	
The position of staff at district level under SSA is given below:-			
Name of the post created under SSA		Number of Post	
		Sanctioned	In position
Basic Shiksha Adhikari		1	1
Assistant Account officer		1	1
District coordinators		6	4
EMIS incharge		1	1
Computer operator		1	1
Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)		9	3
Source: BSA Hamirpur			
Necessary steps are being taken to fill up the vacant posts.			
(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.	
The details about BRC and NPRC are given below:-			
Particulars		Numbers	
Number of BRCs in the district		7	
Number of NPRCs in the district		59	
(a) Staff in BRCs Coordinator		7	
(b) Assistant Coordinator		12	
Number of coordinators in NPRCs		59	
Source:- BSA Hamirpur			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.	
Yes			

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

Education facilities are equally available to different 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.	
	Average number of days the school functioned in last year 2007-08		
	Primary school	236	
	Upper primary school	226	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.	
	(a) school environment		
	The atmosphere of all sampled primary schools and upper primary schools was found good.		
	(b) School buildings		
	All 65 sampled primary schools and 26 upper primary schools were functioning in their own buildings. Number of PS and UPS having their own buildings by status of buildings are given below:		
	Status of buildings	Number of schools	
		PS	UPS
	Good	53 (81.5)	23 (88.5)
	Satisfactory	12 (18.5)	3 (11.5)
	Note: Figures within parenthesis denote percentages.		
	(c) Playground		
	Playgrounds were available in 89.2 percent sampled primary schools and in 92.3 percent upper primary schools.		
	(d) Status of classrooms		
	There were 217 classrooms in 65 sampled primary schools and 92 classrooms in 26 sampled upper primary schools. The condition of these 309 classrooms in 91 sampled schools is given below:		
Status of buildings	Number of classrooms		
	Primary schools	Upper primary schools	
Good (proper flooring, roof, windows and lighting)	184 (84.8)	83 (90.2)	
Satisfactory	33 (15.2)	9 (9.8)	
Note: Figures within parenthesis denote percentages.			
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.	
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 91 sampled schools.		

(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.																			
	The health facilities were reported to be provided in the last six months in only 15.4 percent sampled primary schools and in 27.0 percent sampled upper primary schools.																				
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.																			
	The play material was available for children in only 47.7 percent sampled primary schools and in 61.5 percent upper primary schools and it was being used.																				
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.																			
	Attendance was not low																				
(vii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.																			
	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.																				
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.																			
	By examination of students																				
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.																			
	Yes																				
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.																			
	<p>Achievement level of children</p> <p>In order to ascertain the level of achievement of students in language, science and mathematics, 14 primary schools and 8 upper primary schools were randomly selected out of 65 primary schools and 26 upper primary schools. From each of these 22 selected schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers were developed and administered to these 70 students of class V and 38 students of class VIII in sampled schools. For class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting 33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:-</p> <table border="1"> <thead> <tr> <th rowspan="2">Achievement level</th> <th colspan="2">Percentage of students</th> </tr> <tr> <th>Primary Schools</th> <th>Upper Primary Schools</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>7.1</td> <td>NIL</td> </tr> <tr> <td>B</td> <td>27.2</td> <td>21.1</td> </tr> <tr> <td>C</td> <td>24.3</td> <td>28.9</td> </tr> <tr> <td>D</td> <td>17.1</td> <td>23.7</td> </tr> <tr> <td>E</td> <td>24.3</td> <td>26.3</td> </tr> </tbody> </table> <p>Source:- Field survey, SSA programme</p>		Achievement level	Percentage of students		Primary Schools	Upper Primary Schools	A	7.1	NIL	B	27.2	21.1	C	24.3	28.9	D	17.1	23.7	E	24.3
Achievement level	Percentage of students																				
	Primary Schools	Upper Primary Schools																			
A	7.1	NIL																			
B	27.2	21.1																			
C	24.3	28.9																			
D	17.1	23.7																			
E	24.3	26.3																			

	Broad conclusions are as follows:		
	(i) Few students got grade A in primary Schools and no student got grade A in UPS.		
	(ii) The percentage of students getting grade B was 27.2 percent in primary schools and 21.1 percent student got B grade in UPS		
	(iii) The percentage of students getting grade C was 24.3 percent in primary schools and only 28.9 percent students got grade C in upper primary schools.		
	(iv) The percentage of students getting grade D was 17.1 percent in primary schools and 23.7 percent in upper primary schools.		
	(v) The percentage of students getting grade E was 24.3 percent in primary schools and 26.3 percent in upper primary schools.		
	In view of the above, the achievement level of students for primary school was just satisfactory and in upper primary schools it was unsatisfactory as 26.3 percent students got less than 33 marks.		
xii	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.	
	The rapport of the students with the teachers was found satisfactory in the sampled schools.		
(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.	
	There was no under age or over age child in the sampled schools		
(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.	
	One hundred ninety seven children in the sampled primary schools and 41 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 238 children, two hundred twenty one children were continuing their studies in other schools.		
(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.	
	Twenty two children in primary school and 3 children in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are given below:-		
	Class	Number of repeaters	Percentage of repeaters
	1	--	--
	2	5	0.25
	3	9	0.44
	4	4	0.20
	5	4	0.21
	6	--	--
	7	--	--
	8	3	0.38

(q) Any other issues relevant to SSA implementation

NIL

(r) List of enclosure attached along with the above report

<p>1. 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-I attached with Lalitpur report</p>
<p>2. 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-II attached with Lalitpur report</p>
<p>3. Annexure 3 – School Grant</p> <p>(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.</p>
<p>Annexure-III attached with Lalitpur report</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Not available</p>
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure-V attached with Lalitpur report</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited</p>

by MI. Copy of the instructions to be enclosed with the report.
Not available
(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.
Not available
7. Annexure 7 – Children with special needs (CWSN)
(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
Not available
(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.
Not available
10. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)
(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
Not available
9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks
Annexure – IX attached (List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Hamirpur district for SSA and MDM tasks)

Annexure-IX**List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Hamirpur district for SSA and****MDM tasks**

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Kurara	1. Damar	1. Kanya kurara		
	2. Keshariya ka Dera	2. Bhihawan		
	3. Chandupur	3. Chandupur		
	4. Sikrodi			
	5. Kanya Sikrodi			
	6. Kali mai ka Dera			
	7. Jhalokher			
	8. Kanya Jhalokher			
	9. Rameri Danda			
2. Sumerpur	10. Najarpur	4. Kalaulijar		
	11. Ujneri	5. Kanya pandhari		
	12. Swasa Khurd	6. Pandhari		
	13. Lalpura	8. Banki		
	14. Kanya Pandhari	9. Lalpura (New UPS)		
	15. Pandhari			
	16. Kanya Kalauli Jar			
	17. Kalauli Jar			
	18. Kanya Banki			
	19. Banki			
3. Maudaha	20. Ramna	10.Pipraundha		
	21. Kunehata	11. Mancha		
	22. Vigahana	12. Urdana		
	23.Kanya Shayar			
	24. Shayar			
	25. Patanpur			
	26. Mancha			
	27. Rohari			
	28. Kanya Patanpur			
	29. Daulat purwa			
	30. Sizwahi			
	31. Kachhin Dera (New PS)			
4. Mushkara	32. Saruwa Dera	13. Gundela		
	33. Bihuni Khurd	14. Mahera		
	34. Gundela	15. Buswari		
	35. Buswari			
	36. Shivani			

	37. Lodhamau		1. EGS Jage ka Dera	
	38. Mahera			

1	2	3	4	5
5. Rath	39. Dadari	16. Kharakhar	2. EGS Lodhiyantpura (SC Basti Rath)	
	40. Kanya Kurra	17. Dadari		
	41. Kurra	18. Kanya Dhamna		
	42. Saidpur	19. Saidpur		
	43. Kanya Saidpur			
	44. Dhamna			
	45. Kanya Dhamna			
	46. SC Basti Saidpur (New PS)			
6. Gohand	47. Etailiya Baja	20. Etailiya Baja	3. EGS Etailiya Baja	
	48. Kanya Etailiya Baja	21. Kanya Etailiya		
	49. Kachawa kalan	22. Pathkhuri		
	50. Karhi	23. Rawatpura		
	51. Kanya Kachawa kalan	24. Amund (New UPS)		
	52. Jarakhar			
	53. Kanya Jara Khar			
	54. Etailiya Raja			
7. Sarila	55. Beelpur	25. Masidan		
	56. Cheribeni	26. Bhaisay	4. EGS Raghuver ka dera	
	57. Kanya Bhaisay	27. Mankahri		
	58.. Bhaisay	28. Birhat		
	59. Mankahri			
	60. Birhat			
	61. Kanya Eslampur			
	62. Eslampur			
	63. Kanya Puraini			
Hamirpur W.No-13	64. Puraini			
	65. Sarayan			
	66. Kanya saryan			
9. Rath W.No-22	67.Kanya Sarojani Nayadu Rath			

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1 st August, 2008 to 31 st January, 2009
(iii)	Name of the District	Hamirpur
(iv)	Date of visit to the Districts/EGS/Schools	13.2.2009 to 28.2.2009

39.	<u>REGULARITY IN SERVING MEAL:</u>		Students, Teachers & Parents		
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
Hot cooked meal was served in 95.4 percent primary schools and in 96.2 percent upper primary schools regularly. MDM was not served regularly in 4.6 percent primary schools and in 3.8 percent upper primary schools on account of non availability of specific food items for the day.					
40.	<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 Actuals on the day of visit)				
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	8885	8885	2749	2749
	(ii) Number of students attending the schools on the date of visit	5552	5005	1846	1693
(iii) Number of students availed MDM as per register	5513	4988	1788	1693	
(iv) Number of students actually availed MDM on the date of visit	Not Known	4980	Not Known	1992	
Source:- Field survey, SSA programme					
41.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	(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?				
	Foodgrains were received in all sampled primary schools and upper primary schools regularly.				
	(viii) Is buffer stock of one-month's requirement is maintained?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
Buffer stock of one month requirement of foodgrains was maintained in 78.5 percent primary schools and in 88.5 percent upper primary schools					

	(ix) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Food grains were delivered at school level in 21.5 percent primary schools and in only 11.5 percent upper primary schools	
	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (vii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was not received in advance regularly from November 2008 to the date of visit in the sampled schools.	
42.	(viii) 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.
	Gram Pradhans arrange from their own resources to provide cooking cost.	
	(ix) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was being paid through Bank.	
43.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No	
44.	<u>VARIETY OF MENU:</u> (vii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM menu was displayed in all the sampled primary schools and in 92.9 percent upper primary schools	
	(viii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM was served as per menu in 93.5 percent primary schools and in 96.0 percent upper primary schools. MDM was not served according to menu in 6.5 percent primary schools and in 4.0 percent upper primary schools.	
45.	(ix) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The menu includes rice/wheat preparation, dal and vegetables in all the primary schools and upper primary schools.	

46.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on e) Quality of meal:	Observations of Investigation during MDM service
	The students of 98.4 percent of primary schools and 96.0 percent of upper primary schools were satisfied with the quality of meal.	
	f) Quantity of meal:	Observations of Investigation during MDM service
	The students of 98.4 percent of primary schools and 96.0 percent of upper primary schools were satisfied with the quantity of meal.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
The main reasons of dissatisfaction of MDM were repetition of food as reported by the children of a one schools.		
47.	<u>SUPPLEMENTARY:</u> (vii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in 7.7 percent upper primary schools only.	
	(viii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Department of medical Health Micronutrients were given in 7.7 percent upper primary schools in once in a six months.	
	(ix) Is there school Health Card maintained for each child?	Teachers, Students, School Record
NO		
48.	<u>STATUS OF COOKS:</u> (iii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The cooks are appointed according to the strength of children in the schools and the number of cooks were adequate to meet the requirement of schools.	
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
On an average a cook received Rs. 604/- per month in a primary school and Rs. 637/- per month in a upper primary school.		

	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Monthly payment to the cooks was being made regularly in 30.8 percent primary schools and in 38.5 percent upper primary schools		
	(v). Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Social category wise cooks are given below:-		
	Social Category	Number of cooks	
		Primary schools	Upper primary schools
	Schedule caste	28 (35.4)	12 (40.0)
	Other Backward classes	42 (53.2)	15 (50.0)
	Minority	5 (6.3)	1 (3.3)
	Other	4 (5.1)	2 (6.7)
	Total	79 (100.0)	30 (100.0)
	Source:- Field survey		
	Note:- Figures within parenthesis denote percentage.		
49.	<u>INFRASTRUCTURE:</u>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.	
	Particulars	Number of Kitchen	
		PS	UPS
	(i) Pacca Kitchen shed-cum-store	33 (50.8)	5 (19.2)
	(a) Constructed and use	33 (50.8)	0 (0.0)
	(b) Constructed but not in use	0 (0.0)	0 (0.0)
	(c) Under construction	0 (0.0)	2 (7.7)
	(d) Sanctioned but construction not started	0 (0.0)	3 (11.5)
	(e) Not sanctioned	0 (0.0)	6 (23.1)
	(ii) Kitchen without store	32 (49.2)	15 (57.7)
(a) Constructed and use	32 (49.2)	15 (57.7)	
(b) Constructed but not in use	--	--	

50.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation			
	The meal was cooked in the kitchens of all sampled primary schools. MDM was cooked in the kitchens of 57.7 percent upper primary schools and in other places in the campus of 30.8 percent schools and it was cooked outside school premises in the remaining 11.5 upper primary schools.				
51.	Whether potable water is available for cooking and drinking purpose?	-do-			
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.				
52.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme			
	Kitchen utensils for cooking food were adequate in all the sampled primary/upper primary schools.				
53.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation			
	The details about fuel used in cooking the meal are given below:-				
	Fuel used for cooking	Number of schools			
		PS	UPS		
	(a) LPG alone	19 (30.6)	7 (28.0)		
	(b) Wood alone	42 (67.8)	18 (72.0)		
	(c) LPG and Wood	1 (1.6)	0 (0.0)		
Note: - Figures within parenthesis denote percentage.					
54.	<u>SAFETY & HYGIENE:</u>	Observation			
	iii. General Impression of the environment, Safety and hygiene:				
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-				
	Particulars	Percentage of schools			
		Primary schools		Upper primary schools	
		Good	Satisfactory	Good	Satisfactory
	Environment	85.5	14.5	84.0	16.0
	Safety	83.9	16.1	80.0	20.0
	Hygiene	82.2	17.8	88.0	12.0
	Source:- Field survey, SSA programme				
	ii. Are children encouraged to wash hands before and after eating	observation			
Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.					
iii. Do the children partake meals in an orderly manner?	observation				
As observed by the research investigators students were taking meal in orderly manner.					
iv. Conservation of water?	Observation				
As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.					
v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation				
Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.					

55.	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						
	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-						
	(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		
		Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram panchayat/ Urban bodies
	Good	3.1	92.3	10.8	3.8	92.3	19.2
	Satisfactory	49.2	7.7	81.5	46.2	7.7	73.1
Unsatisfactory	47.7	0.0	7.7	50.0	0.0	7.7	
Source: - Field survey, SSA programme.							
The participation of VECs toward supervision of MDM was good in 92.3 percent primary schools and in 92.3 percent in upper primary schools.							
(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.							
Participation	Percentage of schools						
	Primary schools			Upper primary schools			
	Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram Panchayat/ Urban bodis	
Good	4.6	89.2	7.7	15.4	80.8	3.8	
Satisfactory	66.1	10.8	87.7	42.3	19.2	84.6	
Unsatisfactory	29.3	0.0	4.6	42.3	0.0	11.4	
Source: - Field survey, SSA programme.							
The participation of VECs in respect of monitoring of MDM programme was good in 89.2 percent primary schools and in 80.8 percent upper primary schools.							

56.	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?		
	Level of inspected authority	Number of schools inspected towards MDM	
		Primary schools	Upper primary schools
	District	12 (18.5)	3 (11.6)
	Tahsil	--	--
	Block/BRC	47 (72.3)	21 (80.8)
	NPRC	4 (6.1)	1 (3.8)
	Not inspected	2 (3.1)	1 (3.8)
Source:- School records			
Note:- Figures within parenthesis denote percentage			
57.	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 benefits due to serving cooked meal in schools.		
MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 91 sampled schools? Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 65 primary schools and 26 upper primary schools, improvement in enrollment was reported in 98.4 percent primary schools and in 96.2 percent upper primary schools. Attendance of students was also improved in 75.8 percent primary schools and in 73.0 percent upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. More than 80.0 percent children have been reported to have improved their physique through MDM.			



3. District Level Half Yearly Monitoring Report (District-4. Mahamaya Nagar)

3.1	Name of the District	Mahamaya Nagar
3.2	Date of visit to the district/EGS/Schools	From 24.2.2009 to 11.3.2009
3.3	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):

	What is the number of schools sanctioned in the current financial year in the district (including spill over) and how many of them have been opened?	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.					
(xxv)	Particulars	Number of schools					
		PS	UPS	Total			
	Number of schools sanctioned (including spillover) in the financial year 2008-09.	22	50	72			
	Number of schools opened	22	50	72			
(xxvi)	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.					
	Out of 72 new schools land has been identified for 70 (20 PS +50 UPS) schools. Land for construction of two primary schools has been not identified as reported by BSA. Out of 72 new schools five (one PS + 4 UPS) schools were visited by research investigator of CADR and land for these five schools was found identified.						
(xxvi)	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					
	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Five new schools were visited by research investigators and it was found that funds for construction of school buildings have been received by VECs of these schools.						
(xxvi)	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.					
	Particulars	Stage of construction					
		Completed	Foundation	Lintel	Roofing	Work not Started	Total
	New primary schools	14	3	2	1	2	22
	New upper primary schools	37	4	5	4	--	50
Out of 5 (one PS + 4 UPS) schools visited by research investigator of CADR, the Construction of one primary school was up to door level and the construction work of four upper primary schools was found completed.							
(xxix)	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.					
	Particulars	Number of teachers					
		PS			UPS		

		Sanctioned	Appointed	Sanctioned	Appointed
	(a Regular teachers	22	22	150	50
	(b) Para teachers	22	21	Not applicable	Not applicable
	Total	44	43	150	50
(xxx)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.			
	Particulars	Number of teachers			
		PS	UPS		
	(a) Regular teachers	22	50		
	(b) Para teachers	--	--		
	One regular teacher in one sampled primary school and four regular teachers in four sampled upper primary were in position				
(xxxii)	In the schools visited by MI whether one-time grants of Rs. 20,000/- 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.			
	Teaching learning equipment (TLE) grant was released from the district but it was received by one VECs of concerned upper primary school was visited by CADR. No item was purchased for schools from this grant.				
(xxxiii)	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.			
	Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)				

(b) Civil Works:

(xl)	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.
------	--	---

	Item	Number of works			
		Target	Completed	In progress	Work not started
	(a) Primary schools	22	14	6	2
	(b) Upper primary schools	50	37	13	--
	(c) Additional rooms for PS	200	194	6	--
	(d) Additional rooms for UPS	NIL	NIL	--	--
	(e) Drinking water for PS+ UPS	NIL	NIL	--	--
	(f) Toilets for PS	17	17	--	--
	(g) Toilets for UPS	1	1	--	--
	(h) BRC	NIL	NIL	--	--
	(i) NPRC	NIL	NIL	--	--
	(j) Rain Water harvesting for PS	NIL	NIL	--	--
	(k) Rain Water harvesting for UPS	NIL	NIL	--	--
(xli)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.		To be checked on the spot with assistance of VEC/SMC and School Teachers.		
	Item		Number of works		
			Checked	Found Completed	In progress
	(a) Primary school		1	--	1
	(b) Upper primary school s		4	4	--
(c) Additional rooms for PS		18	--	18 (Seventeen upto door level and one upto lintel level)	
(xlii)	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).		
	Yes (in all the five schools visited)				
(xliii)	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).		
	Yes (in all the five schools visited)				
(xliv)	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).		
	There was no target of construction of ramps in the new five schools visited.				
(xlv)	Is VEC/SMC keeping a separate account of funds and materials for construction?		By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		
	Yes (in all the five schools visited)				

(xlvi)	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).			
	District level – District Coordinator (Construction)				
(xlvii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	The D.C. Construction under SSA had supervised the construction work of five new schools visited by research investigators of CADR. The details of supervision of construction work are given below:				
		Name of schools	Designation of supervisor	Number of time	Stage of supervision
		Primary school Gautam Nagar Wariwala block Sadabad	D.C. Construction	2	Foundation stage and door level
		Upper primary school Nagla Chittar block Sadabad	D.C. Construction	2	Foundation stage and Lintel level
		Upper primary school Sushawali block Mursan	D.C. Construction	3	Foundation stage, door level and Lintel level.
		Upper primary school Nagla Gopi block Mursan	D.C. Construction	2	Foundation stage and door level
		Upper primary school Toli block Sikandra Rao	D.C. Construction	1	Foundation stage
Construction works of 18 additional rooms of the existing 15 primary schools were also supervised by the district coordinator (Construction) at foundation stage, door level and lintel level.					
(xlviii)	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).			
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 17.5 percent primary schools and 11.1 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.				
(xlix)	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).			
	As reported by the teachers, the construction of water facilities was done by the VECs in the schools visited by research investigator of CADR.				
(1)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).			
	Information regarding toilets facilities created through total sanitation campaign in the district as well as in the schools visited by CADR was not available. Toilets facilities were created in 62.3 percent primary schools and in 75.0 percent upper primary schools through SSA funds				

(i)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The construction of five new schools and 18 additional classrooms in the existing 15 schools visited by CADR was found satisfactory.	
(ii)	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.
	SPO level – Senior Professional- one Executive Engineer - 1 from PWD Assistant Engineer – 1 from PWD Every year a third party evaluation is conducted.	

(c) Textbooks:

(xii)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.					
	Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 66.5 percent text books in primary schools and 69.9 percent text books in upper primary schools were made available through SSA funds.						
<u>Number of children who had received free text books</u>							
Particulars		Primary Schools			Upper Primary Schools		
		Boys	Girls	Total	Boys	Girls	Total
Number of students to whom free text books have been distributed		83599	84544	168143	18831	19947	38778
Number of students who received free text books from SSA funds		27275	84544	111819	7167	19947	27114
Number of students who received free text books from State Govt. funds		56324	--	56324	11664	--	11664
Source:- BSA Mahamaya Nagar							
(xiv)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.					
	The text books had received in the month of June, 2008 and distributed up to 31 st July, 2008. The instruction have been issued by SPO to BSA (Annexure-II)						

(xv)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	No, All students had received text books in time.	
(xvi)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.	

(d) School grants:

(xv)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.	
	Number of schools to whom grant was approved for the year 2008-09	PS	UPS
		923	382
Yes, The guidelines have been provided. (Annexure-III)			
(xvi)	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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.	
	Number of schools to whom funds were released	PS	UPS
		923	382
	Date of release of this grant to VECs	30-06-08	
School development grant was received by VECs in 87.3 percent sampled primary schools and in 88.9 percent sampled upper primary schools.			
(xvii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.	
	No, purchases from school development grant were made by BSA.		
(xix)	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.	
	Date of receive the school grant to VEC accounts – July, 2008 to 13 January 2009. About 89 percent grant in PS and 91.7 percent grant in UPS had been utilized till the date of visit.		
(xx)	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.
The school development grant for the year 2007-08 had been utilized in all the sampled schools.		

(e) Teachers and Teachers Training:

	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
(xxxvii)	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Teachers	246	224	840	690
	(b) Para teachers	1653	1642	--	--
	Total	1899	1866	840	690
(xxxviii)	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.			
	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.				
(xxxix)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Assistant teacher are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are appointed by promotion from assistant teachers.				
(xl)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.			
	VEC is not empowered to make appointment of new teachers.				
(xli)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.			
	Research investigators of CADR visited 63 primary schools and 27 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows:-				
	Particular	Number of teachers			
		PS	UPS		
Number of teachers sanctioned		315	108		

	Number of teachers in working position	244	112	
	Number of teachers present on the day of visit	185 (75.8)	85 (78.0)	
	Note:- Figures within parenthesis denote percentage of teachers present relative to the no of teachers in working position.			
	No teacher was reported to be habitual absentee.			
(xlii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.		
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.			
(xliii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.		
	(a) About 70 percent man-days training was provided to the teachers of primary schools and 55.4 percent man-days training was given to the teachers of upper primary schools			
		Number of man-days		
		PS	UPS	
		Particulars		
		Total number of man-days targeted to be spent on in service training	23384	12058
		Total number of man-days in service training provided	16414 (70.2)	6684 (55.4)
		Source:- DIET Mahamaya Nagar		
		Note:- Figures within parenthesis denote percentages		
		About 62.0 percent teachers of sampled primary schools and 73.4 percent teachers of sampled upper primary schools received in service training up to the date of visit.		
		(b) Training calendar for teachers training?		
		The training calendar was prepared for training.		
		(c) Venue of training		
	The details of venue of training are given below:-			
		Percentage of teachers of		
	Venue of Training	PS	UPS	
	DIET	16.9	23.3	
	BRC	83.1	76.7	
	(d) Trainers			
	Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.			

(xliiv)	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.
	Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. Forty eight para teachers were to be given orientation training during the year 2008-09 and out of 48 para teachers, 46 para teachers received one month training at DIET. This training was imparted by the senior staff of DIET.	
(xlv)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	NIL	
(xlvii)	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.
	The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Mathematics and English subjects.	
(xlviii)	The academic support given by BRC/CRC to the teachers, the frequency of such support: d. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/ school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

BRC Coordinators are generally responsible for in service training according to the calendar prepared by DIET. They visit schools and organize training programmes at BRCs and NPRC levels. Eight BRC and 64 NPRC are functioning in the district out of which five BRC and five NPRC were selected for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:

Particulars	Primary Schools	Upper primary schools
Total number of schools in five selected BRCs	603	280
Total number of schools visited by BRC coordinators	307 (50.9)	129 (46.1)
Total number of schools in five selected NPRCs	72	28
Total number of schools visited by NPRC coordinators	72 (100.0)	28 (100.0)

Source:- Field survey, SSA programme

Note:- Figures within parenthesis denote percentages

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

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

BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month

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

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

Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.

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

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

The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.

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 (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

	The BRC/NPRCs extend their academic support to EGS/AIE Centres/courses by guiding them how to run the centers/courses. One EGS Centre and three AIE Centres were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.	
(xlviii)	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.
	The SPO has a senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education.	

(f) Teaching Learning Material (TLM) grants:

(x)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	2793	1262
	(b) Amount released (in lakh Rs.)	13.965	6.31
(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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	28-11-2008	28-11-2008
	Number of teachers covered	2793	1262
	Instructions in respect of utilization of TLM grant has been issued from SPO to BSA (Annexure-V)		
(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.	
	The details about TLM grant in the schools visited by CADR are given below:-		
	Particulars	Primary Schools	Upper Primary Schools
	Number of schools in which TLM displayed in classrooms	57 (90.5)	25 (92.6)

Number of teachers in the sampled schools	244	185
Number of schools received TLM amount	47 (74.6)	22 (81.4)
Number of teachers who received TLM amount	162 (66.4)	96 (51.6)
Date of receipt of TLM grant	24-10-2008 to 24-2-2009	22-10-2008 to 20-2-2009
Amount received (in Rs)	81000.00	48000.00
Amount utilized (in Rs)	47500.00	16000.00
Number of schools in which TLM was used by students	58 (92.1)	25 (92.6)
Source:- Field survey, SSA programme		
Note:- 1. Figures within parenthesis denote percentages 2. Teachers and students used TLM of this year and previous years.		
None of the teachers of sampled schools had received any training on TLM during the year 2008-09.		

(g) EGS & AIE:

(Ixxvi)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.		
	The details about EGS/AIE Centres in the district are given below:-			
Particulars		EGS	AIE	Total
Number of EGS/AIE Centres continued from previous years to this year		14	11	25
Number of EGS/AIE Centres sanctioned in the financial year 2008-09		--	30	30
Total number of EGS/AIE Centres in working position in the financial year 2008-09		14	41	55
Amount released (in lakh Rs.)		2.25	10.72	12.97
Amount utilized (in lakh Rs.)		2.25	10.72	12.97
Source:- BSA, Mahamaya Nagar Forteen RBCs and 24 NRBCs had been sanctioned for the year 2008-09 and all had been conducted				
(Ixxvii)	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.		
	<u>Social group-wise number of enrolled children in EGS/AIE Centres are given below</u>			
	Social group	Target for 2008-09	Number of children enrolled	
	SC	384	384	
	OBC	383	383	
	Minority	219	219	
Others	210	210		

	Total	1196	1196		
(Ixxvi)	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.			
	One EGS Centre and three AIE Centres were visited by CADR. The position of enrollment of the children and attendance of the students in these three Centres is given below:-				
	<u>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</u>				
	Particulars		Numbers of children		
			Boys	Girls	Total
	Number of children enrolled in these EGS/AIE Centres on the date of visit as per register		52	53	105
	Number of students present on the date of visit		29 (55.8)	35 (66.0)	64 (60.9)
Source:- Field survey SSA programme					
Note:- Figures within parenthesis denote percentages					
(Ixxix)	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.			
	Fifty five EVs were in position in the district and all were trained. All EVs had received orientation trainings. The trainings were imparted by the lectures of DIET. The duration of training was 30 days. Four EVs of sampled EGS/AIE Centres were found trained. The training provided to EVs was found satisfactory.				
(Ixxx)	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.			
	All 55 EVs were getting academic support from BRC/NPRC coordinators. The EVs of four sampled EGS/AIE Centres were also getting academic support from BRC/NPRC coordinators.				
(Ixxx)	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.			
	Nineteen EVs were high school, 27 EVs were intermediate and 9 EVs were graduate and above. One EVs was high school, one EVs was intermediate and 2 EVs were graduate of the sampled EGS/AIE Centres.				

(Ixxx)	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.
Each EVs was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.		
(Ixxx)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
All the four EVs were present in their Centres at the time of visit.		
(Ixxx)	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.
One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.		
(Ixxx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
Yes. BSA has been submitted progress report to SPO monthly on the prescribed format.		
(Ixxx)	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.
One EGS Centre was to be upgraded during the financial year 2008-09 and it was upgraded.		
(Ixxx)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
Yes, the funds have been released.		
(Ixxx)	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.
One EGS Centre has been upgraded and details about funds were not available.		
(Ixxx)	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.
Yes		
(xc)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Yes		
(xci)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes		

(xcii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?			To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.		
	Yes					
(xciii)	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.		
	One teacher was sanctioned and in position for new upgraded primary school till the date of survey.					
(xciv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?			Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.		
	One thousands seven hundred fifty five children mainstreamed from EGS/AIE Centres to schools. 74.6 percent children were enrolled in Government schools and 25.4 percent in Private schools during the year 2008-09.					
(xcv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?			To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.		
	Blackboards, durries, books and TLM were available in all the three sampled EGS/AIE centre visited.					
(xcvi)	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.		
	MDM was served in three sampled AIE Centres and it was not served in one sampled EGS centre					
(xcvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?			To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.		
	Number of children enrolled in the four sampled EGS/AIE Centres			Number of students present on the date of visit in the Centres		
	Boys	Girls	Total	Boys	Girls	Total
	52	53	105	29	35	64 (60.9)
(xcviii)	The achievement level of children studying in EGS/AIE facilities?			Assessment to be undertaken during Field visit by MI.		
	The achievement level of children studying in EGS/AIE Centres visited by research investigators of CADR was found satisfactory.					
(xcix)	The rapport of the EV with the children?			Observations during Field visit, by MI.		
	The rapport of instructors with children was found satisfactory.					
(c)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?			To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.		

	Free text-books for all subjects were distributed to all the enrolled children of four sampled EGS/AIE centres in the academic year 2008-09 in time. Student were using these books
--	---

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	Number of CWSN children identified during the financial year 2008-09	3173
	Number of CWSN children enrolled	2460
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Number of children provided with aids/appliance during the financial year 2008-09 in the district	327
	Number of children provided with aids/appliance in the sampled schools	73
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NO	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	Three resource teachers have been identified in the district. No list of NGO was available.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes, IED Coordinator has been oriented and he has attended capacity building programme.	
(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.
	Format for monitoring has been provided and periodic reports are furnished to SPO.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 675 primary schools and 178 upper primary schools have been provided with ramps. The ramps were in 46 primary sampled schools and in 22 sampled upper primary schools out of 63 primary schools and 27 upper primary schools	

(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.
	Not available	
(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.
	On an average 41 parents in a primary school and 32 parents in a upper primary school were counseled about CWSN.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of children enrolled	82
	Number of children present	23

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	46
	Number of model cluster schools functioning in the district	46
(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.
	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school
	(b) Drinking water facilities	Available in all the model cluster schools
	(c) Toilet facilities	Available in all the model cluster schools
	(d) Electrification sanctioned	Only seven model cluster school were electrified.
(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.
	Model cluster schools had been provided TLM, vocational training, bridge courses and gender sensitization to the teachers and additional efforts were being made to mobilize community and women's group in respect of girl's education.	
(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.
	Funds released under NPEGEL (in lakh Rs.)	86.82

	Amount utilized (in lakh Rs.)	78.46
(v)	g. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	h. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
Yes		
(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.
	ECCE Centres operational under	
	Innovation head funds	75
	NPEGEL	NIL
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	Yes	

(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.	
	No KGBV was sanctioned in the financial year 2008-09. Four KGBV were functioning in the district.		
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	The buildings of two KGBVs have been constructed and land for remaining two KGBV has 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		
(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.	
	Two		
(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.	
	The KGBV of Hathras block was visited by CADR and details of staff in this KGBV are given below:-		
	Particulars	Number of post	
		Sanctioned	In position
	Warden cum-teachers	1	1
Full time teachers	4	1	

	Part time teachers	4	3
	Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	4	3
(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.	
	Number of students enrolled in the sampled KGBV Hathras block..		
	Social Category of girls	Number of girls enrolled	
	SC	46	
	OBC	26	
	Minority	3	
	Other	25	
	Total	100	
(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.	
	Adequate number of beds, furniture, books, games items, Science kits, television, LCD, Computer, generator and food facilities were available in the school.		

(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.	
	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge was in position and but it was not any computer operator was in position. Three computers were available in the computer cell of BSA office Mahamaya Nagar.		
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI	
	Information not available		
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.	
	The data capture format had been supplied to all schools by 31 st August, 2008.		
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.	
	Training was not imparted to the teachers of primary schools and upper primary schools for filling up data in the data capture format during the year 2008-09		
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.	
	Yes, SPO has engaged third party to verify the data.		
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.	
	Data collected and compiled by the DPO had been sent to the SPO on 23.1.2009		

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

(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.
	No research studies were under taken at the district level in the current financial year, 2008-09.	
(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.
	No, research studies were under taken at the district level in the previous calendar year.	
(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.
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are prescribed contract formats for commissioning of research.	

(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.
	There were 560 VECs (including urban areas) in the district.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The guidelines on delegation of powers to VECs were 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.
	There were 431 members (305 in primary schools and 126 in upper primary schools) in 90 sampled schools. Out of these 431 members, 133 (30.8 percent) were female members.	
(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.
	(a) As per guidelines, VEC meeting should be held every month in each school. Two to three meeting were held during the last six months	

	(b) There were 431 members in 90 sampled schools. Out of these 431 members, 180 (41.7 percent) members participated in the VEC meetings regularly.				
	(c) Women and SC/ST member of VECs participated in the meeting 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.		
	Training was not imparted to the members of VECs of the sampled schools till the date of visit.				
(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.		
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars		Percentage of schools		
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
	Primary schools				
	(a) Good	28.6	42.9	50.8	4.8
	(b) Satisfactory	65.1	42.9	38.1	34.9
	(c) Unsatisfactory	6.3	14.2	11.1	60.3
	Upper primary schools				
	(a) Good	25.9	40.7	66.7	7.4
(b) Satisfactory	70.4	51.9	29.6	33.3	
(c) Unsatisfactory	3.7	7.4	3.7	59.3	
Source: Field Survey					
(vii)	Whether VEC is maintaining proper record of funds received by them.		Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.		
	Yes				
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?		Information to be obtained at SPO level. See formats and record of SPO		
	There is one senior professional to look after the community mobilization at state level in the SPO level.				

(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.	
Details are available with the office of SPO			
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.	
Details are available in the office of SPO			
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.	
The position of staff at district level under SSA is given below:-			
Name of the post created under SSA		Number of Post	
		Sanctioned	In position
Basic Shiksha Adhikari		1	1
Assistant Account officer		1	1
District coordinators		6	5
EMIS incharge		1	1
Computer operater		1	--
Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)		9	2
Source: BSA Mahamaya Nagar			
Necessary steps are being taken to fill up the vacant posts.			

(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.
	The details about BRC and NPRC are given below:-	
	Particulars	Numbers
	Number of BRCs in the district	8
	Number of NPRCs in the district	64
	(a) Staff in BRCs Coordinator	8
	(b) Assistant Coordinator	14
	Number of coordinators in NPRCs	64
	Source:- BSA Mahamaya Nagar	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	Yes	

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

Education facilities are equally available to different sections of the society.
--

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	Average number of days the school functioned in last year 2007-08	
	Primary school	223
	Upper primary school	224
	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
(ii)	(a) school environment	
	The atmosphere of 98.4 percent primary schools and all sampled upper primary schools was found good.	
	(b) School buildings	

	All 63 primary schools and 27 sampled upper primary schools were functioning in their own buildings. Number of PS and UPS having their own buildings by status of buildings are given below:-		
	Status of buildings	Number of schools	
		PS	UPS
	Good	53 (84.1)	22 (81.5)
	Satisfactory	9 (14.3)	5 (18.5)
	Unsatisfactory	1 (1.6)	0 (0.0)
	Note: Figures within parenthesis denote percentages.		
	(c) Playground		
	Playgrounds were available in 84.1 percent sampled primary schools and in 96.3 percent upper primary schools.		
	(d) Status of classrooms		
	There were 252 classrooms in 63 sampled primary schools and 101 classrooms in 27 sampled upper primary schools. The condition of these 349 classrooms in 90 sampled schools is given below:-		
	Status of buildings	Number of classrooms	
		Primary schools	Upper primary schools
	Good (proper flooring, roof, windows and lighting)	215 (85.3)	89 (88.1)
	Satisfactory	35 (13.9)	12 (11.9)
	Unsatisfactory	2 (0.8)	0 (0.0)
	Note: Figures within parenthesis denote percentages.		
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.	
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 90 sampled schools.		
(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.	
	The health facilities were reported to be provided in the last six months in only 11.1 percent sampled primary schools and in 7.4 percent sampled upper primary schools.		
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.	
	The play material was available for children in only 23.8 percent sampled primary schools and in 40.7 percent upper primary schools and it was being used.		
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.	

	Attendance was low because children were engaged in digging of potato crop during the month February and March, 2009.		
(vii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.	
	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.		
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.	
	By examination of students		
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.	
	Yes		
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.	
	Achievement level of children		
	In order to ascertain the level of achievement of students in language, science and mathematics, 20 primary schools and 7 upper primary schools were randomly selected out of 63 primary schools and 27 upper primary schools. From each of these 27 selected schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers were developed and administered to these 100 students of class V and 50 students of class VIII in sampled schools. For class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting 33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:-		
		Percentage of students	
		Primary Schools	Upper Primary Schools
	A	0.0	21.2
	B	18.7	15.2
	C	31.9	24.2
	D	15.4	9.1
	E	34.0	30.3
Source:- Field survey, SSA programme			
Broad conclusions are as follows:-			
(i) No student got grade A in primary schools and 21.2 percent students got grade A in upper primary schools			
(ii) The percentage of students getting grade B was 18.7 percent in primary schools and 15.2 percent student got B grade in UPS			
(iii) The percentage of students getting grade C was 31.9 percent in primary schools and only 24.2 percent students got grade C in upper primary schools.			

	(iv) The percentage of students getting grade D was 15.4 percent in primary schools and 9.1percent in upper primary schools.		
	(v) The percentage of students getting grade E was 34.0 percent in primary schools and 30.3 percent in upper primary schools.		
	In view of the above, the achievement level of students for primary school was unsatisfactory and in upper primary schools it was satisfactory.		
xii	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.	
	The rapport of the students with the teachers was found satisfactory in the sampled schools.		
(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.	
	There were 13 over age children in the sampled schools.		
(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.	
	Four hundred forty five children in the sampled primary schools and 47 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 492 children, two hundred seventy eight children were continuing their studies in other schools.		
(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.	
	Thirty three children in primary school and 1 child in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are given below:-		
	Class	Number of repeaters	Percentage of repeaters
	1	10	0.51
	2	6	0.27
	3	3	0.16
	4	8	0.47
	5	6	0.41
	6	1	0.10
	7	0	0.00
8	0	0.00	

(q) Any other issues relevant to SSA implementation

NIL

(r) List of enclosure attached along with the above report

1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary) Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
Annexure-I attached with Lalitpur report
2. Annexure 2 – Text Books When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
Annexure-II attached with Lalitpur report
3. Annexure 3 – School Grant (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.
Annexure-III attached with Lalitpur 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.
Not available
4. Annexure 4 – Teacher Training In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
Not available
5. Annexure 5 – Teaching Learning Material (TLM) grants The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
Annexure-V attached with Lalitpur report
6. Annexure 6 – EGS and AIE (i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
Not available
(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.
Not available

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

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

Not available

(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.

Not available

11. 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.

Not available

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

Annexure – IX attached (List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Mahamaya Nagar district for SSA and MDM tasks)

Annexure-IX**List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Mahamaya Nagar district for SSA and MDM tasks**

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Hasayan	1. Rampur-I	1. Bastoi	1. EGS Dera Banjara	
	2. Bastoi	2. Sheetal Wara		
	3. Sichawali Sani	3. Khitoli		
	4. Kalupura			
	5. Khitoli			
	6. Ram Nagariya			
	7. Sri Nagar			
	8. Sheetal Wara			
2. Hathras	9. Kailora	4. Bhada mai		1. KGBV Residential Balika Vidyalaya Hathras.
	10. Bhadamai	5. Naya Bansh (Tarkara)		
	11. Sithrolee	6. Gang Chouli		
	12. Gangchouli	7. Parsara		
	13. Parsara			
	14. Nagla Khirani			
	15. Naya Bansh			
	16. Nagla Aliya			
3. Mursan	17. Mohanpur	8. Lahara		
	18. Nagla Bhura	9. Mohanpur		
	19. Naya Bansh	10. Pata khas		
	20. Nah Roi	11. Hatisha		
	21. Maha Mouni	12. Kapura		
	22. Nagla Gopi	13. Sushawali (New UPS)		
	23. Hatisha-II	14. Nagla Gopi (New UPS)		
	24. Kachhpura Rao			
	25. Hatisha-I			
4. Sikandra Rao	26. Kachoura-I	15. Kachoura		
	27. Nagla Sardar	16. Nagla Jalal		
	28. Husenpur	17. Maha Mai		
	29. Bartar	18. Toli (New UPS)		
	30. Nagla Jalal	19. Bas Amaru		
	31. Barai Shahpur	20. Bas Dutta		
	32. Toli	21. Mansha Kala		
	33. Umraopur	22. Nou Ganwan		
5. Sadabad	34. Purni	23. Nagla Chittar (New UPS)		
	35. Kursanda-I			
	36. Garhi Asha			
	37. Nou Ganwan			
	38. Mansha Kala			
	39. Bas Dutta			
	40. Nagla Kath			
	41. Bas Amaru			
	42. Nagla Padam			
	43. Kuktai			
	44. Nagla Chittar			

1	2	3	4	5
6. Sahpau	45. Sikhara-II	24. Sikhara		
	46. Fatah Ullapur	25. Salempur		
	47. Salempur	26. Sherpur		
7. Sasani	48. Salempur-II	27. Salempur		
	49. Nagla Keshari	28. Ushawa		
	50. Sherpur	29. Nina Mai		
	51. Golpura	30. Dariyapur		
	52. Salempur-II	31. Ajaroi		
	53. Shekhupura Ajeet			
	54. Dariyapur			
	55. Ajaroi			
	56. Ruheri			
	57. Barsai			
	58. Dayanatpur			
	59. Ninamai			
	60. Ushawa			
61. Urban Areas	61. Jageshwar (Boys)		2. AIE Bala Patti (Ward-14)	
	62. Jageshwar (Girls)		3. AIE Centre Vidhya Pati Nagar (NaiBasti) Ward-14	
	63. Hurmat Ganj		4. AIE Centre Lala ka Nagla (Ward-4)	
	64. Gautam Nagar (Wariwala) (New PS)			

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1 st August, 2008 to 31 st January, 2009
(iii)	Name of the District	Mahamaya Nagar
(iv)	Date of visit to the Districts/EGS/Schools	24-2-2009 to 11-3-2009

58.	<u>REGULARITY IN SERVING MEAL:</u>		Students, Teachers & Parents		
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
Hot cooked meal was served in 80.9 percent primary schools and in 88.9 percent upper primary schools regularly. MDM was not served regularly in 19.1 percent primary schools and in 11.1 percent upper primary schools on account of non availability of specific food items for the day. In one sampled upper primary school of Sikandra rau block, MDM was not served from July, 2008 to the date of visit i.e. up to 11.3.2009.					
59.	<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 Actuals on the day of visit)				
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	8713	8713	2709	2709
	(ii) Number of students attending the schools on the date of visit	3389	2494	1147	641
(iii) Number of students availed MDM as per register	2939	2071	1076	607	
(iv) Number of students actually availed MDM on the date of visit	Not Known	2055	Not Known	605	
Source:- Field survey, SSA programme					
60.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>		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?				

	Foodgrains were received in all 63 sampled primary schools and in 96.3 percent upper primary schools regularly. In one upper primary school of Sikandra Rau block, foodgrains was not received by Gram Pradhan from July, 2008 to the date of visit to school.	
	(xi) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Buffer stock of one month requirement of foodgrains was maintained in 49.2 percent primary schools and in 46.2 percent upper primary schools	
	(xii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Foodgrains were delivered at school level in 92.1 percent primary schools and in 96.3 percent upper primary schools	
61.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (x) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was received in advance regularly by VECs of 92.1 percent primary schools and 96.3 percent upper primary schools. In three sampled primary school of urban areas, cooking cost was received by NGO.	
	(xi) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In such case, Gram Pradhans arrange from there own resources to provide cooking cost.	
	(xii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was being paid through Bank.	
62.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No	
63.	<u>VARIETY OF MENU:</u> (x) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM menu was displayed in all the sampled primary schools and in 96.3 percent upper primary schools	
64.	(xi) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, MDM was served as per menu in 86.3 percent primary schools and in 91.7 percent upper primary schools. MDM was not served according to menu in 13.7 percent primary schools and in 8.3 percent upper primary schools.	
	(xii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

	The menu includes rice/wheat preparation, dal and vegetables in all the primary schools and in 96.3 percent upper primary schools.	
65.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on g) Quality of meal:	Observations of Investigation during MDM service
	The students of 94.1 percent of primary schools and 95.8 percent of upper primary schools were satisfied with the quality of meal.	
	h) Quantity of meal:	Observations of Investigation during MDM service
	The students of 94.1 percent of primary schools and 95.8 percent of upper primary schools were satisfied with the quantity of meal.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
The main reasons of dissatisfaction of MDM were repetition of food as reported by the children of a few schools.		
66.	<u>SUPPLEMENTARY:</u> (x) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in only 17.5 percent primary schools and in 14.8 percent upper primary schools.	
	(xi) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Department of medical Health, Micro-neutrinos were given in 17.5 percent primary schools and in 14.8 percent upper primary schools once in a six month.	
	(xii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
NO		
67.	<u>STATUS OF COOKS:</u> (iv) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The cooks are appointed according to the strength of children in the schools and the number of cooks were adequate to meet the requirement of schools.	

(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
On an average a cook received Rs 637/- per month in a primary school and Rs 645/- per month in a upper primary school.		
(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
Monthly payment to the cooks was being made regularly in 85.5 percent primary schools and in 84.6 percent upper primary schools		
(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
Social category wise cooks are given below:-		
Social Category	Number of cooks	
	Primary schools	Upper primary schools
Schedule caste	5 (7.7)	3 (11.5)
Other Backward classes	49 (75.4)	20 (77.0)
Minority	4 (6.2)	--
Other	7 (10.7)	3 (11.5)
Total	65 (100.0)	26 (100.0)
Source:- Field survey		
Note:- Figures within parenthesis denote percentage.		
<u>INFRASTRUCTURE:</u>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.	
Particulars	Number of Kitchen	
	PS	UPS
(i) Pacca Kitchen shed-cum-store	24	3
(a) Constructed and use	18	1
(b) Constructed but not in use	5	--
(c) Under construction	--	1
(d) Sanctioned but construction not started	1	1
(e) Not sanctioned	4	13
(ii) Kitchen without store	35	11
(a) Constructed and use	32	10
(b) Constructed but not in use	3	1

69.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	The meal was cooked in the kitchens of 79.4 percent primary schools and in 42.3 percent upper primary schools.	

70.	Whether potable water is available for cooking and drinking purpose?	-do-			
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.				
71.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme			
	Kitchen utensils for cooking food were adequate in 95.2 percent primary schools and in 66.7 percent upper primary schools				
72.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation			
	The details about fuel used in cooking the meal are given below:-				
	Fuel used for cooking	Number of schools			
		PS	UPS		
	(a) LPG alone	32 (62.7)	15 (62.5)		
	(b) Wood alone	11 (21.6)	4 (16.7)		
	(c) LPG and Wood	8 (15.7)	5 (20.8)		
Note: - Figures within parenthesis denote percentage.					
73.	<u>SAFETY & HYGIENE:</u>	Observation			
	iv. General Impression of the environment, Safety and hygiene:				
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-				
		Percentage of schools			
	Particulars	Primary schools		Upper primary schools	
		Good	Satisfactory	Good	Satisfactory
	Environment	60.8	39.2	45.8	54.2
	Safety	64.7	33.3	45.8	54.2
	Hygiene	56.8	43.1	45.8	54.2
	Source:- Field survey, SSA programme				
	ii. Are children encouraged to wash hands before and after eating	observation			
Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.					
iii. Do the children partake meals in an orderly manner?	observation				
As observed by the research investigators students were taking meal in orderly manner.					
iv. Conservation of water?	Observation				
As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.					
v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation				
Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.					

74.	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						
	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-						
	(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		
		Parents	VECs	Gram Panchayat/ Urban bodies	Parents	VECs	Gram panchayat/ urban bodies
	Good	34.9	42.8	6.3	30.7	38.5	3.8
	Satisfactory	23.8	55.6	76.2	15.4	61.5	73.1
	Unsatisfactory	41.3	1.6	17.5	53.9	0.0	23.1
Source: - Field survey, SSA programme.							
The participation of VECs toward supervision of MDM was good in 42.8 percent primary schools and in 38.5 percent in upper primary schools.							
75.	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?						
	Level of inspection authority						
	Level of inspected authority	Number of schools inspected towards MDM					
		Primary schools			Upper primary schools		
	District	8 (12.7)			4		
	Tahsil	--			--		
	Block/BRC	24 (38.1)			15		
	NPRC	26 (41.3)			7		
	Not inspected	5 (7.9)			1		

	Source:- School records Note:- Figures within parenthesis denote percentage	
76.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 89 sampled schools. Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 63 primary schools and 26 upper primary schools, improvement in enrollment was reported in 76.2 percent primary schools and in 85.2 percent upper primary schools. Attendance of students was also improved in few sampled schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. More than 80 percent children have been reported to have improved their physique through MDM.	



3. District Level Half Yearly Monitoring Report (District-5 Etawah)

3.1	Name of the District	Etawah,
3.2	Date of visit to the district/EGS/Schools	From 16.3.2009 to 26.3.2009
3.3	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):

(xxxii)	What is the number of schools sanctioned in the current financial year in the district (including spill over) and how many of them have been opened?	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.		
	Particulars	Number of schools		
		PS	UPS	Total
	(i) Number of schools sanctioned (including spillover) in the financial year 2008-09.	48	10	58
(ii) Number of schools opened	48	10	58	
(xxxiii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.		
	Land for all 58 new schools has been identified as reported by BSA. Out of 58 new schools 6 schools were visited by research investigators of CADR and land for these 6 schools was found identified.			
(xxxiv)	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		
	As reported by BSA, funds for construction of school buildings have been released to all concerned VECs. Six new schools were visited by research investigators and it was found that funds for construction of school buildings have been received by VECs of these schools.			

(xxxv)	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.			
	The construction work of all 58 new schools was completed as reported by BSA. Construction work of 6 new schools visited by research investigators of CADR was found completed.				
(xxxv)	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.			
	Particulars	Number of teachers			
		PS		UPS	
		Sanctioned	Appointed	Sanctioned	Appointed
	(a) Regular teachers	48	48	30	10
	(b) Para teachers	48	48	Not applicable	Not applicable
	Total	96	96	30	10
(xxxv)	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.			
	Particulars	Number of teachers			
		PS		UPS	
	(a) Regular teachers	48		10	
	(b) Para teachers	31		Not applicable	
	Three regular teachers and two para teachers in four sampled primary schools and three teacher in two sampled upper primary schools were in position				
(xxxvi)	In the schools visited by MI whether one-time grants of Rs. 20,000/- 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.			
	Teaching learning equipment (TLE) grant was released from the district but it was not received by any of the 6 VECs of concerned schools visited by research investigators of CADR by the time of visit. No item was purchased for schools from this grant.				
(xl)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.			
	Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)				

(b) Civil Works:

(liii)	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.
--------	--	---

	Item	Number of works		
		Target	Completed	In progress
	(a) primary schools	48	48	
	(b) Upper primary schools	10	10	--
	(c) Additional rooms for PS	42	42	--
	(d) Additional rooms for UPS	10	10	--
	(e) Drinking water for PS+ UPS	NIL	NIL	--
	(f) Toilets for PS	1	1	--
	(g) BRC	NIL	NIL	--
	(h) NPRC	NIL	NIL	--
	(i) Rain Water harvesting for PS	NIL	NIL	--
	(j) Rain Water harvesting for UPS	NIL	NIL	--
(liv)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.		To be checked on the spot with assistance of VEC/SMC and School Teachers.	
	Item	Number of works		
		Checked	Found Completed	In progress
	(a) Primary schools	4	4	--
	(b) Upper primary school	2	2	--
	(c) Additional rooms for UPS	2	--	2 (One at foundation stage and other at linter level)
The construction work of two additional rooms in the existing upper primary schools was completed as reported by BSA, but it was found in progress at the time of visit to schools				
(lv)	Whether SMC/VEC has been trained by technical persons for execution of civil work?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).	
	Yes (in all the six schools visited)			
(lvi)	Whether community manual for civil works has been prepared and is available with VEC/SMC?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).	
	Yes (in all the six schools visited)			
(lvii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).	
	There was no target of construction of ramps in the new six schools visited.			
(lviii)	Is VEC/SMC keeping a separate account of funds and materials for construction?		By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).	
	Yes (in all the six schools visited)			
(lix)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?		To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).	

	Block level – Junior engineer, RES District level – Coordinator (Construction)				
(Ix)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?		To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	The Junior engineers of RES department had supervised the construction work of three new schools out of six schools visited by research investigators of CADR. The details of supervision of construction work are given below:				
	Name of schools		Designation of supervisor	Number of time	Stage of supervision
	Primary school Nagla Gadariya, block Jaswantnagar		Juniour engineer RES	2	Foundation and Lintel level
	Primary school Nagla Chinta, block Takha		Juniour engineer RES	3	Foundation, door level and Lintel level
	Upper primary school Rampur Kudrail, block Takha		Juniour engineer RES	3	Foundation, door level and roof stage.
Construction works of two additional rooms of the existing schools were also supervised by the district coordinator (Construction) at foundation stage and lintel level.					
(Ixi)	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).		
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 8.1 percent primary schools and 14.3 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.				
(Ixii)	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).		
	As reported by the teachers the construction of water facilities was done by the VECs in the schools visited by CADR.				
(Ixiii)	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).		
	Information regarding toilets facilities created through total sanitation campaign in the district as well as in the schools visited by CADR was not available. Toilets facilities were created in 21.7 percent primary schools and in 46.4 percent upper primary schools through SSA funds				
(Ixiv)	What is MI's impression of quality construction in sites visited by MI?		To be assessed on the spot. (sample as in (ii) above).		
	The construction of six new schools and two additional classrooms in the exiting two schools visited by CADR was found satisfactory.				

(I xv)	<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
	<p>SPO level – Senior Professional- one</p> <p>Executive Engineer - 1 from PWD</p> <p>Assistant Engineer – 1 from PWD</p> <p>Every year a third party evaluation is conducted.</p>	

(c) Textbooks:

(xvi)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>						
	<p>Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 69 percent text books in primary schools and 70.4 percent text books in upper primary schools were made available through SSA funds.</p>							
	<p><u>Number of children who had received free text books</u></p>							
	Particulars			Primary Schools			Upper Primary Schools	
			Boys	Girls	Total	Boys	Girls	Total
Number of students to whom free text books have been distributed			51613	55642	107255	16984	20113	37097
Number of students who received free text books from SSA funds			18169	55642	73811	6006	20113	26119

	Number of students who received free text books from State Govt. funds	33444	--	33444	10978	--	10978
Source:- BSA Etawah							
(xvi)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.					
The text books had received in the month of June, 2008 and distributed upto 31 st July, 2008. (Annexure-II)							
(xix)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.					
No, All students had received text books in time.							
(xx)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.					
All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.							

(d) School grants:

(xxi)	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.					
Number of schools to whom grant was approved for the year 2008-09					PS	UPS	
					1139	525	
Yes, The guidelines have been provided. (Annexure-III)							
(xxi)	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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.					
Number of schools to whom funds were released					PS	UPS	
					1139	525	
Date of release of this grant to VECs					28-06-08		
School development grant was received by VECs in 96.8 percent sampled primary schools and in all sampled upper primary schools.							
(xxi)	Has the DPO made centralized purchases for	Information to be obtained from DPO of districts					

	schools out of the school grant? If so, for what purpose and what is the amount utilized?	visited by MI.
	No, purchases from school development grant were made by BSA.	
(xx)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	Date of receive the school grant to VEC accounts – July, 2008 to December, 2008. About 97 percent grant in ps and 96.4 percent grant in UPS had been utilized till the date of visit.	
(xx)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The school development grant for the year 2007-08 had been utilized in all the sampled schools.	

(e) Teachers and Teachers Training:

(xlix)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Teachers	533	485	789	779
	(b) Para teachers	1548	1536	--	--
Total	2081	2021	789	779	
(l)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.				
(li)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.			
	Assistant teacher are appointed on regular basis and para teachers are appointed on contact basis. Headmasters are appointed by promotion from assistant teachers.				
(lii)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.			
	VEC is empowered to recruit para teachers (Shiksha Mitra) only.				

	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.	
(liii)	Research investigators of CADR visited 62 primary schools and 28 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows:-		
	Particular	Number of teachers	
		PS	UPS
	Number of teachers sanctioned	309	112
	Number of teachers in working position	227	89
	Number of teachers present on the day of visit	184 (81.1)	74 (83.1)
	Note:- Figures within parenthesis denote percentage of teachers present relative to the no of teachers in working position.		
No teacher was reported to be habitual absentee.			
(liv)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.	
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.		
(lv)	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.	
	(a) About 87 percent man-days training was provided to the teachers of primary schools and 70.9 percent man-days training was given to the teachers of upper primary schools		
	Particulars	Number of man-days	
		PS	UPS
	Total number of man-days targeted to be spent on in service training	32777	31057
	Total number of man-days in service training provided	28427 (86.7)	22010 (70.9)
	Source:- DIET Etawah		
	Note:- Figures within parenthesis denote percentages		
About 72 percent teachers of sampled primary schools and 70.8 percent teachers of sampled upper primary schools received in service training upto the date of visit.			
(b Training calendar for teachers training?)			

	The training calendar was prepared for training.		
	(c) Venue of training The details of venue of training are given below:-		
	Venue of Training	Percentage of teachers of	
		PS	UPS
	DIET	3.7	6.4
	BRC	96.3	93.6
	(d) Trainers		
	Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.		
(Ivi)	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.	
	Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. Fifty six para teachers were to be given orientation training during the year 2008-09 and all 56 para teachers received one month training at DIET. This training was imparted by the senior staff of DIET.		
(Ivii)	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.	
	Refreshers training of 15 days are to be given to the para teachers of primary schools. During the year 2008-09, 1420 para teachers were to be given refresher training. Out of these 1420 para teachers, 1381 (97.3 percent) para teachers received this training. Training was given at BRC level and it was imparted by the master Trainers (Teachers of trainers)		
(Iviii)	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.	
	The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Mathematics and English subjects.		

(lix)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>e. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/ school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		
	<p>BRC Coordinators are generally responsible for in service training according to the calendar prepared by DIET. They visit schools and organize training programmes at BRCs and NPRC levels. Eight BRC and 75 NPRC are functioning in the district out of which five BRC and five NPRC were selected for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided by BRC/NPRC coordinators to the teachers are given below:</p>			
	Particulars		Primary Schools	Upper primary schools
	Total number of schools in five selected BRCs		698	345
	Total number of schools visited by BRC coordinators		484 (69.3)	245 (71.0)
	Total number of schools in five selected NPRCs		60	35
	Total number of schools visited by NPRC coordinators		60 (100.0)	35 (100.0)
	<p>Source:- Field survey, SSA programme</p> <p>Note:- Figures within parenthesis denote percentages</p>			
	<p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		
	<p>BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month</p>			
<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>			
<p>Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.</p>				
<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>			

	The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.	
	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 (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The BRC/NPRCs extend their academic support to EGS/AIE Centres/courses by guiding them how to run the centers/courses. Two EGS centres and one AIE Centre were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centres for providing academic support regularly.	
(ix)	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.
	The SPO has a senior coordinator to look after the quality of education. There is a structure format for getting detailed information on various quality aspects of education.	

(f) Teaching Learning Material (TLM) grants:

(xii)	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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	3527	1178
	(b) Amount released (in lakh Rs.)	17.635	5.89
(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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	28-11-2008	28-11-2008
	Number of teachers covered	3527	1178
	Instructions in respect of utilization of TLM grant has been issued from SPO to BSA (Annexure-V)		
(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.	
	The details about TLM grant in the schools visited by CADR are given below:-		
	Particulars	Primary Schools	Upper Primary Schools
	Number of schools in which TLM displayed in classrooms	62 (100.0)	28 (100.0)
	Number of teachers in the sampled schools	227	89
	Number of schools received TLM amount	42 (67.7)	19 (67.9)
	Number of teachers who received TLM amount	145 (63.9)	63 (---)
	Date of receipt of TLM grant	4-1-2009 to 6-3-2009	4-1-2009 to 6-3-2009
	Amount received (in Rs)	72500	31500
Amount utilized (in Rs)	37500	11000	

Number of schools in which TLM was used by students	58 (93.5)	24 (85.7)
Number of schools in which TLM was used by teachers (Always)	40 (64.5)	13 (46.4)
Source:- Field survey, SSA programme		
Note:- 1. Figures within parenthesis denote percentages 2. Teachers and students used TLM of this year and previous years.		
All the teachers of sampled schools had received one day training on TLM		

(g) EGS & AIE:

(ci)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.		
	The details about EGS/AIE Centres in the district are given below:-			
	Particulars	EGS	AIE	Total
	Number of EGS/AIE Centres continued from previous years to this year	24	--	24
	Number of EGS/AIE Centres sanctioned in the financial year 2008-09	--	12	12
	Total number of EGS/AIE Centres in working position in the financial year 2008-09	24	12	36
	Amount released (in lakh Rs.)	5.98	7.95	13.93
	Amount utilized (in lakh Rs.)	4.31	5.49	9.80
Source:- BSA, Etawah Four RBCs and four NRBCs had been sanctioned for the year 2008-09 and all had been conducted				
(cii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.		
	<u>Social group-wise number of enrolled children in EGS/AIE Centres are given below</u>			
	Social group	Target for 2008-09	Number of children enrolled	
	SC	413	413	
	OBC	724	724	
	Others	58	58	
Total	1195	1195		
(ciii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.		
	Two EGS Centres and one AIE Centre were visited by CADR. The position of enrollment of the children and attendance of the students in these three Centres is given below.			
	<u>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</u>			
Particulars		Numbers of children		

		Boys	Girls	Total
	Number of children enrolled in these EGS/AIE Centres on the date of visit as per register	28	36	64
	Number of students present on the date of visit	22 (78.6)	26 (72.2)	48 (75.0)
	Source:- Field survey SSA programme			
	Note:- Figures within parenthesis denote percentages			
(civ)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.		
	Thirty six EVs were in position in the district and all were trained. All EVs had received foundation, refresher trainings. The trainings were imparted by the lectures of DIET. The duration of training was 15 days. Three EVs of sampled EGS/AIE centres were found trained. The training provided to EVs was found satisfactory.			
(cv)	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.		
	All 36 EVs were getting academic support from BRC/NPRC coordinators. The EVs of three sampled EGS/AIE Centres were also getting academic support from BRC/NPRC coordinators.			
(cvi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.		
	Eleven EVs were high school, 18 EVs were intermediate and 7 EVs were graduate and above. All the three EVs of sampled EGS/AIE Centres were intermediate.			
(cvii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.		
	Each EVs was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.			
(cviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.		
	All the three EVs were present in their Centres at the time of visit.			
(cix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.		
	One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.			

(cx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
Yes. DPO has been submitting progress report to SPO monthly on the prescribed format.		
(cxi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
Eight EGS Centres were to be upgraded during the financial year 2008-09 and all have been upgraded.		
(cxii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
Yes, the funds have been released.		
(cxiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
Eight EGS Centres have been upgraded and details about funds were not available.		
(cxiv)	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.
Yes		
(cxv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
Yes		
(cxvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes		
(cxvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
Yes		
(cxviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
Sixteen teachers were sanctioned for new upgraded primary schools but 8 teachers were in position till the date of survey.		
(cxix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
Nine hundred twenty three children mainstreamed from EGS/AIE Centres to schools. About ninety one percent children were enrolled in Government schools and nine percent in Private schools during the year 2008-09.		
(cxx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.

	Blackboards, durries, books and TLM were available in all the three sampled EGS/AIE centre visited.					
(cxxi)	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.		
	MDM was served in two EGS/AIE Centres and it was not served in one sampled EGS centre					
(cxxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?			To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.		
	Number of children enrolled in the three sampled EGS/AIE Centres			Number of students present on the date of visit in the Centres		
	Boys	Girls	Total	Boys	Girls	Total
	28	36	64	22	28	50 (78.1)
(cxxiii)	The achievement level of children studying in EGS/AIE facilities?			Assessment to be undertaken during Field visit by MI.		
	The achievement level of children studying in EGS/AIE Centres visited by research investigators of CADR was found satisfactory.					
(cxxiv)	The rapport of the EV with the children?			Observations during Field visit, by MI.		
	The rapport of instructors with children was found satisfactory.					
(cxxv)	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.		
	Free text-books for all subjects were distributed to all the enrolled children of three sampled EGS/AIE centres in the academic year 2008-09 in time. Student were using these books					

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.		Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	Number of CWSN children identified during the financial year 2008-09		5606
	Number of CWSN children enrolled		5380
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.		Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Number of children provided with aids/appliance during the financial year 2008-09 in the district		665
	Number of children provided with aids/appliance in the sampled schools		18
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.		Information to be obtained from SPO/DPO.
	NO		

(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	Three resource teachers have been identified in the district. No list of NGO was available.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes, IED Coordinator has been oriented and he has attended capacity building programme.	
(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.
	Format for monitoring has been provided and periodic reports are furnished to SPO..	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 1011 primary schools and 422 upper primary schools have been provided with ramps. The ramps were in 50 primary sampled schools and in 24 sampled upper primary schools out of 62 primary schools and 28 upper primary schools	
(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.
	Not available	
(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.
	On an average 41 parents in a primary school and 32 parents in a upper primary school were counseled about CWSN.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of children enrolled	76
	Number of children present	42

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	4

	Number of model cluster schools functioning in the district	4
(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.
	(a) Number of additional classrooms	No additional classroom was sanctioned for any model cluster school
	(b) Drinking water facilities	Available in all the model cluster schools
	(c) Toilet facilities	Available in all the model cluster schools
	(d) Electrification sanctioned	Only one model cluster school was electrified.
(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.
	Model cluster schools had been provided TLM, vocational training, bridge courses and gender sensitization to the teachers and additional efforts were being made to mobilize community and women's group in respect of girl's education.	
(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.
	Funds released under NPEGEL (in lakh Rs.)	6.69
	Amount utilized (in lakh Rs.)	2.63
(v)	i. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	j. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
Yes		
(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.
	ECCE Centres under	
	Innovation head funds	70
NPEGEL	NIL	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.

	Yes
--	-----

(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.	
	One KGBV of Etawah city was sanctioned in the year 2008-09 and one KGBV of Takha block was sanctioned in the previous year. Both were functioning at the time of visit in the district		
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	The land has been identified for all KGBVs in the district.		
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.	
	Yes		
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.	
	Two		
(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.	
	Particulars	Number of post	
		Sanctioned	In position
	Warden cum-teachers	2	2
	Full time teachers	6	5
	Part time teachers	8	7
Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)	12	12	
(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.	
	Number of students enrolled in the sampled KGBV Etawah City.		
	Social Category of girls	Number of girls enrolled	
	SC	17	
	OBC	47	
	Minority	7	
	Other	1	
Total	72		
(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.	
	Adequate number of beds, furniture, books, games items, Science kits, television, Computer, generator and food facilities were available in the school.		

(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.
	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge and one computer operator was in position. Three computers were available in the computer cell of DPO office Etawah.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	Information not available	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	The data capture format had been supplied to all schools by 31 st August, 2008.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Training was not imparted to the teachers of primary schools and upper primary schools for filling up data in the data capture format during the year 2008-09	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, SPO has engaged third party to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Data collected and compiled by the DPO had been sent to the SPO on 27.1.2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	No research studies were under taken at the district level in the current financial year, 2008-09.	
(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.
	No, research studies were under taken at the district level in the previous calendar year.	

(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.
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are prescribed contract formats for commissioning of research.	

(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.
	There were 420 VECs (including urban areas) in the district.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The guidelines on delegation of powers to VECs were 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.
	There were 452 members (311 in primary schools and 141 in upper primary schools) in 90 sampled schools. Out of these 452 members, 139 (30.8 percent) were female members.	
(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.
	(a) As per guidelines, VEC meeting should be held every month in each school. Two to three meeting were held during the last six months	
	(b) These were 452 members in 90 sampled schools. Out of these 452 members, 283 (62.6 percent) members participated in the VEC meeting regularly.	
	(c) Women and SC/ST member of VECs participated in the meeting 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.

	Training was not imparted to the members of VECs of the sampled schools till the date of visit.				
(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.	
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars	Percentage of schools			
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
	Primary schools				
	(a) Good	90.3	67.7	98.4	75.8
	(b) Satisfactory	8.1	32.3	1.6	22.6
	(c) Unsatisfactory	1.6	0.0	0.0	1.6
	Upper primary schools				
	(a) Good	96.4	53.6	96.4	82.1
(b) Satisfactory	3.6	42.8	3.6	14.3	
(c) Unsatisfactory	0.0	3.6	0.0	3.6	
Source: Field Survey					
(vii)	Whether VEC is maintaining proper record of funds received by them.			Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.	
	Yes				
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?			Information to be obtained at SPO level. See formats and record of SPO	
	There is one senior professional to look after the community mobilization at state level in the SPO level.				

(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.
-----	--	---

	Details are available with the office of SPO		
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.	
	Details are available in the office of SPD		
(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.	
	The position of staff at district level under SSA is given below:-		
	Name of the post created under SSA	Number of Post	
		Sanctioned	In position
	Basic Shiksha Adhikari	1	1
	Assistant Account officer	1	1
	District coordinators	6	2
	EMIS incharge	1	1
	Computer operater	1	1
	Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)	7	--
	Source: BSA Etawah		
	Necessary steps are being taken to fill up the vacant posts.		
(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.	
	The details about BRC and NPRC are given below:-		
	Particulars	Numbers	
	Number of BRCs in the district	8	
	Number of NPRCs in the district	75	
	(a) Staff in BRCs Coordinator	8	
	(b) Assistant Coordinator	16	
	Number of coordinators in NPRCs	75	
	Source:- BSA Etawah		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.	
	Yes		

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

Education facilities are equally available to different 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.		
	Average number of days the school functioned in last year 2007-08			
	Primary school	231		
	Upper primary school	230		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.		
	(a) school environment			
	The atmosphere of 98.4 percent sampled primary schools and 96.4 percent upper primary schools was found good.			
	(b) School buildings			
	All 62 sampled primary schools and 28 upper primary schools were functioning in their own buildings. Number of PS and UPS having their own buildings by status of buildings are given below:			
	Status of buildings		Number of schools	
			PS	UPS
	Good		49 (79.0)	25 (89.3)
	Satisfactory		13 (21.0)	3 (10.7)
	Note: Figures within parenthesis denote percentages.			
	(c) Playground			
	Playgrounds were available in 87.1 percent sampled primary schools and in 89.3 percent upper primary schools.			
	(d) Status of classrooms			
There were 267 classrooms in 62 sampled primary schools and 103 classrooms in 28 sampled upper primary schools. The condition of these 370 classrooms in 90 sampled schools is given below:				
Status of buildings		Number of classrooms		
		Primary schools	Upper primary schools	
Good (proper flooring, roof, windows and lighting)		244 (91.4)	87 (84.5)	
Satisfactory		23 (8.6)	16 (15.5)	
Note: Figures within parenthesis denote percentages.				
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.		
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 90 sampled schools.			

(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.
	The health facilities were reported to be provided in the last six months in only 17.7 percent sampled primary schools and in 10.7 percent sampled upper primary schools.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	The play material was available for children in only 43.5 percent sampled primary schools and in 60.7 percent upper primary schools and it was being used.	
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	Attendance was not low	
(vii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.	
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	By examination of students	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	Yes	

	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.	
	Achievement level of children		
	<p>In order to ascertain the level of achievement of students in language, science and mathematics, 20 primary schools and 10 upper primary schools were randomly selected out of 62 primary schools and 28 upper primary schools. From each of these 30 selected schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers were developed and administrated to these 100 students of class V and 50 students of class VIII in sampled schools. For class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting 33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:-</p>		
	Achievement level	Percentage of students	
		Primary Schools	Upper Primary Schools
(xi)	A	3.0	NIL
	B	17.0	NIL
	C	24.0	2.0
	D	24.0	28.0
	E	32.0	70.0
	Source:- Field survey, SSA programme		
	Broad conclusions are as follows:		
	(i) Few students got grade A in primary Schools and no student got grade A in UPS.		
	(ii) The percentage of students getting grade B was 17.0 in primary schools and no student got B grade in UPS		
	(iii) The percentage of students getting grade C was 24 in primary schools and only 2.0 percent students got grade C in upper primary schools.		
	(iv) The percentage of students getting grade D was 24 in primary schools and 28 in upper primary schools.		
	(v) The percentage of students getting grade E was 32 in primary schools and 70 in upper primary schools.		
	In view of the above, the achievement level of students for primary school was just satisfactory and in upper primary schools it was unsatisfactory as 70 percent students got less than 33 marks.		
xii	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.	
	The rapport of the students with the teachers was found satisfactory in the sampled schools.		
(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.	
	There was no under age or over age child in the sampled schools		

(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.		
	One hundred forty seven children in the sampled primary schools and 39 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 186 children, one hundred eighty children were continuing their studies in other schools.			
(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.		
	Thirty seven children in primary school and 9 children in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are given below:-			
	Class	Number of repeaters	Percentage of repeaters	
	1	4	0.30	
	2	8	0.50	
	3	9	0.56	
	4	8	0.57	
	5	8	0.52	
	6	2	0.23	
	7	5	0.58	
8	2	0.54		

(q) Any other issues relevant to SSA implementation

NIL

(r) List of enclosure attached along with the above report

<p>1. 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-I attached with Lalitpur report</p>
<p>2. 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-II attached with Lalitpur report</p>
<p>3. Annexure 3 – School Grant</p> <p>(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.</p>
<p>Annexure-III attached with Lalitpur report</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Not available</p>
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure-V attached with Lalitpur report</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such</p>

<p>academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>Not available</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Not available</p>
<p>7. Annexure 7 – Children with special needs (CWSN)</p>
<p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>Not available</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Not available</p>
<p>12. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p>
<p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>Not available</p>
<p>9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
<p>Annexure – IX attached (List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Etawah district for SSA and MDM tasks)</p>

Annexure-IX

List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited in Etawah district for SSA and MDM tasks

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Badpura	1. Manikpur Visu	1. Pilkhar		
	2. Haviliya	2. Raja ka Bagh		
	3. Raja ka Bagh	3. Parasani		
	4. Parasani	4. Kalyanpur		
	5. Desharmau			
	6. Chandanpur			
	7. Kalyanpur			
	8. Sukhatal			
2. Basrehar	9. Ahladpur	5. Ahladpur		
	10. Mulaym Nagar	6. Lakhapur Katra		
	11. Pathakpur	7. Keshawpur Kalan		
	12. Lakhapur Katra			
	13. Keshawpur Kalan			
	14. Santoshpur			
	15. Sirsa			
	16. Dugayan			
3. Bharthana	17. Lahroi	8. Lahroi		
	18. Banamai	9. Banamai		
	19. Daulatpur	10. Muraitha		
	20. Muraitha	11. Nagla Dhana		
	21. Baisauli Ghat			
	22. Nagla Bagh			
	23. Nagla Dhana			
	24. Nagla Jalal (New PS)			
4. Chakar Nagar	25. Ganiyawar		1. Pali Adda	
	26. Tejpura	12. Tejpura		
	27. Khiriti	13. Hanumantpura		
	28. Rajpur	14. Gauhani		
	29. Hanumantpura			
	30. Ajeet Ki Gadiya			
	31. Nivari (New PS)			
5. Mahewa	32. Nagala Sawat Khan	15. Sarai Mithe	2. Nagla Nandan	
	33. Sarai Mithe	16. Karaudhi		
	34. Labarpura	17. Jaymalpur		
	35. Majhaili	18. Prithvirampur		
	36. Takrupur			
	37. Karaudhi			
	38. Jaymalpur			
	39. Patiya			
	40. Prithvirampur			

6. Jaswant Nagar	41. Bhaisan	19. Parsoua		
	42. Parsoua	20. Dharwar		
	43. Sughandh Nagar	21. Sarai Bhupat		
	44. Utra			
	45. Dharwar			
	46. Mohamadpur			
	47. Sarai Bhupat			
	48. Kursaina			
	49. Nagla Gadriyan (New PS)			
1	2	3	4	5
7. Saifai	50. Siyapur Babu	22. Biyari Bhatpura		
	51. Devsen	23. Lachhvai		
	52. Kumhawar	24. Hardoi		
	53. Bhidrua	25. Ladampur (New UPS)		
	54. Lachhvai			
	55. Biyari Bhatpura			
	56. Geeja			
8. Takha	57. Bani Keshewpur	26. Deeng	3.Ram Nagar	
	58. Takpura	27. Keshewpur		
	59. Takha	28. Takpura		
	60. Mohari	29. Rampura Kudrail (New UPS)		
	61. Deeng			
	62. Amthri			
	63. Samthar			
	64. Nagla Chinta (New PS)			
9. Urban Area	65. Pacca Talab	30. Pansari Tola		1. Etawah city
	66. Adrash PS Fateh Mamoor khan			

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1 st August, 2008 to 31 st January, 2009
(iii)	Name of the District	Etawah
(iv)	Date of visit to the Districts/EGS/Schools	16.3.2009 to 26.3.2009

77.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?	Students, Teachers & Parents			
	Hot cooked meal was served in 79.0 percent primary schools and in 85.7 percent upper primary schools regularly. MDM was not served regularly in 19.4 percent primary schools and in 14.3 percent upper primary schools on account of non availability of specific food items for the day. In one sampled primary school of Mahewa block, MDM was not served from July, 2008 to the date of visit i.e. up to 26.3.2009.				
78.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.			
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	7446	7446	2375	2375
	(ii) Number of students attending the schools on the date of visit	4601	4468	1426	1397
	(iii) Number of students availed MDM as per register	4401	3743	1423	1397
(iv) Number of students actually availed MDM on the date of visit	Not Known	3650	Not Known	1397	
Source:- Field survey, SSA programme					
79.	<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?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.			

	Out of 62 sample primary school, foodgrains were received in 61 schools regularly. Food grains were also received in all the 28 sampled upper primary schools regularly. In one primary school of Mahawa block, foodgrains were not received by Gram Pradhan from July, 2008 to the date of visit to school.	
	(xiv) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Buffer stock of one month requirement of foodgrains was maintained in 53.2 percent primary schools and in 75.0 percent upper primary schools	
	(xv) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Food grains were delivered at school level in 42.6 percent primary schools and in only 25.0 percent upper primary schools	
80.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (xiii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was received in advance regularly by VECs of 98.4 percent primary schools and all sampled upper primary schools. In one primary school of Mahewa block, cooking cost was not received by VEC from July, 2008	
	(xiv) 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.
	MDM was not served if cooking cost was not received in time.	
	(xv) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was being paid through Bank.	
81.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No	
82.	<u>VARIETY OF MENU:</u> (xiii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM menu was displayed in all the sampled primary schools and in 92.9 percent upper primary schools	
83.	(xiv) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, MDM was served as per menu in 89.8 percent primary schools and in 83.3 percent upper primary schools. MDM was not served according to menu in 10.2 percent primary schools and in 16.7 percent upper primary schools.	
	(xv) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

	The menu includes rice/wheat preparation, dal and vegetables in all the primary schools and upper primary schools.	
84.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on i) Quality of meal:	Observations of Investigation during MDM service
	The students of 91.8 percent of primary schools and 91.7 percent of upper primary schools were satisfied with the quality of meal.	
	j) Quantity of meal:	Observations of Investigation during MDM service
	The students of 91.8 percent of primary schools and 91.7 percent of upper primary schools were satisfied with the quantity of meal.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
The main reasons of dissatisfaction of MDM were repetition of food as reported by the children of a few schools.		
85.	<u>SUPPLEMENTARY:</u> (xiii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in only 14.8 percent primary schools and in 7.1 percent upper primary schools.	
	(xiv) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Department of medical Health Micronutrients were given in 9 ps and 2 ups in once in a six months.	
	(xv) Is there school Health Card maintained for each child?	Teachers, Students, School Record
NO		
86.	<u>STATUS OF COOKS:</u> (v) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Meal was cooked and served by the cooks appointed by VECs	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The cooks are appointed according to the strength of children in the schools and the number of cooks were adequate to meet the requirement of schools.	
	<u>(iii) What is remuneration paid to cooks/helpers?</u>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	On an average a cook received Rs 648/- per month in a primary school and Rs 624/- per month in a upper primary school.	
(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	

	Monthly payment to the cooks was being made regularly in 75.0 percent primary schools and in 78.6 percent upper primary schools	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Social category wise cooks are given below:-	
	Social Category	Number of cooks
		Primary schools Upper primary schools
	Schedule caste	9 (12.0) 0 (0.0)
	Other Backward classes	58 (77.3) 28 (90.3)
	Other	8 (10.7) 3 (9.7)
	Total	75 (100.0) 31 (100.0)
	Source:- Field survey	
	Note:- Figures within parenthesis denote percentage.	
	<u>INFRASTRUCTURE:</u>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Particulars	Number of Kitchen
		PS UPS
	(i) Pacca Kitchen shed-cum-store	21 (33.9) 0 (0.0)
	(a) Constructed and use	21 (33.9) 0 (0.0)
	(b) Constructed but not in use	0 (0.0) 0 (0.0)
	(c) Under construction	0 (0.0) 0 (0.0)
	(d) Sanctioned but construction not started	0 (0.0) 0 (0.0)
	(e) Not sanctioned	4 (6.4) 27 (96.4)
	(ii) Kitchen without store	37 (59.7) 1 (3.6)
	(a) Constructed and use	36(58.0) 1 (3.6)
	(b) Constructed but not in use	1 (1.7) 0 (00)
	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
88.	The meal was cooked in the kitchens of 91.9 percent primary schools and open space within the boundary of 8.1 percent primary schools. MDM was cooked in the kitchen of one upper primary school and in other places in the campus of 83.3 percent schools and it was cooked outside school premises in the remaining 13.1 upper primary schools	
	Whether potable water is available for cooking and drinking purpose?	-do-
89.	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.	
	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
90.	Kitchen utensils for cooking food were adequate in 96.7 percent primary schools and in 3.6 percent upper primary schools	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	The details about fuel used in cooking the meal are given below:-	
	Fuel used for cooking	Number of schools
		PS UPS
91.	(a) LPG alone	26 (53.1) 18 (75.0)

	(b) Wood alone	13 (26.5)	4 (16.7)	
	(c) LPG and Wood	10 (20.4)	2 (8.3)	
	Note: - Figures within parenthesis denote percentage.			
92.	SAFETY & HYGIENE:		Observation	
	v. General Impression of the environment, Safety and hygiene:			
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-			
	Particulars	Percentage of schools		Upper primary schools
		Primary schools		Good
		Good	Satisfactory	Satisfactory
	Environment	91.8	8.2	87.5
	Safety	71.4	28.6	70.8
	Hygiene	93.9	6.1	95.8
	Source:- Field survey, SSA programme			
	ii. Are children encouraged to wash hands before and after eating		observation	
	Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.			
iii. Do the children partake meals in an orderly manner?		observation		
As observed by the research investigators students were taking meal in orderly manner.				
iv. Conservation of water?		Observation		
As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.				
v. Is the cooking process and storage of fuel safe, not posing any fire hazard?		observation		
Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.				
93.	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			
	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-			
	(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme			
	Participation	Percentage of schools		
		Primary schools		Upper primary schools
		Parents	Gram Panchayat/ Urban bodis	Parents
		VECs		VECs
				Gram panchayat/ Urban bodies
	Good	8.2	68.9	7.1
Satisfactory	50.8	26.2	53.6	
Unsatisfactory	41.0	4.9	39.3	
Source: - Field survey, SSA programme.				
The participation of VECs toward supervision of MDM was good in 68.9 percent primary schools and in 67.9 percent in upper primary schools.				
(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.				

Participation	Percentage of schools					
	Primary schools			Upper primary schools		
	Parents	VECs	Gram Panchayat/ Urban bodis	Parents	VECs	Gram Panchayat/ Urban bodis
Good	8.2	67.2	0.0	7.2	60.7	3.6
Satisfactory	49.2	27.9	75.4	46.4	39.3	57.1
Unsatisfactory	42.6	4.9	24.6	46.4	0.0	39.3
Source: - Field survey, SSA programme.						
The participation of VECs in respect of monitoring of MDM programme was good in 67.2 percent primary schools and in 60.7 percent upper primary schools.						
94.	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?					
	Level of Inspection authority					
	Level of inspected authority			Number of schools inspected towards MDM		
				Primary schools	Upper primary schools	
	District			7 (11.3)	4 (14.3)	
	Tahsil			1 (1.6)	--	
	Block/BRC			36 (58.1)	16 (57.1)	
	NPRC			14 (22.6)	7 (25.0)	
	Not inspected			4 (4.6)	--	
Source:- School records						
Note:- Figures within parenthesis denote percentage						
95.	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 benefits due to serving cooked meal in schools.					
MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 89 sampled schools? Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 61 primary schools and 28 upper primary schools, improvement in enrollment was reported in 72.1 percent primary schools and in 57.1 percent upper primary schools. Attendance of students was also improved in 75.4 percent primary schools and in 64.3 percent upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. More than 62 percent children have been reported to have improved their physique through MDM.						

3. District Level Half Yearly Monitoring Report

(District-6 Mathura)

3.1	Name of the District	Mathura
3.2	Date of visit to the district/EGS/Schools	From 16.3.2009 to 26.3.2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(xli)	What is the number of schools sanctioned in the current financial year in the district (including spill over) 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.		
	Particulars	Number of schools		
		PS	UPS	Total
	(i) Number of schools sanctioned (including spillover)	27	63	90
	(ii) Number of schools opened	27	63	90
(xlii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.		
	Land for all 90 new schools has been identified as reported by BSA. Out of these 90 new schools five schools were visited by research investigators of CADR and land for these five schools was found identified.			
(xliii)	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		
	Funds for construction of school buildings have been released to all concerned VECs. As reported by BSA. Five new schools were visited by research investigators and it was found that funds for construction of school buildings have been received by VECs of these schools.			
(xliv)	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.		
	Stage of construction work	Number of schools		
		PS	UPS	Total
	(a) Foundation stage	--	3	3
	(b) Upto door level	2	4	6
	(c) Roofing stage	2	2	4
	(d) Completed	23	54	77
	Total	27	63	90
Out of five (2 PS + 3 UPS) schools visited by research investigator of CADR, the construction work of one primary school and one upper primary school were completed, one primary school and one upper primary school were up to door level and one upper primary school was at roofing stage.				

(xlv)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?		Information to be obtained from SPO.			
	Particulars		Number of teachers			
			PS		UPS	
			Sanctioned	Appointed	Sanctioned	Appointed
	(a) Regular teachers		27	27	189	63
	(b) Para teachers		27	--	Not applicable	Not applicable
	Total		54	27	189	63
(xlvi)	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.			
	Particulars		Number of teachers			
			PS		UPS	
	(a) Regular teachers		27		63	
	(b) Para teachers		--		Not applicable	
Two regular teachers in two sampled primary schools and three regular teachers in three sampled upper primary schools were in position.						
(xlvii)	In the schools visited by MI whether one-time grants of Rs. 20,000/- 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.			
	Out of five schools (2 PS + 3 UPS) visited by research investigator by CADR teaching learning equipment (TLE) grant was released from the district for all the new schools but it was received by VECs of one primary school and one upper primary school. No item was purchased up to the date of visit in the sampled schools.					
(xlviii)	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.			
	Guidelines have been issued from SPO to BSA for the items to be provided for the new schools under this grant (Annexure-I)					

(b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.		
(Ixvi)	Item	Number of works		
		Target	Completed	In progress
	(a) Primary schools	27	23	4 (2 up to lintel level and 2 roofing stage)
	(b) Upper primary schools	63	54	9(3 foundation stage, 4 up to lintel level, 2 roofing stage)
	(c) Additional rooms for PS	207	207	--
	(d) Additional rooms for UPS	24	21	3 (Up to lintel level)
	(e) Drinking water for PS+ UPS	20	18	2 (Foundation stage)
	(f) Toilets for PS	65	31	34 (up to foundation stage)
	(g) BRC	NIL	NIL	--
	(h) NPRC	NIL	NIL	--
	(i) Rain water harvesting for PS	NIL	NIL	--
	(j) Rain water harvesting for UPS	NIL	NIL	--
	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.		
(Ixvii)	Item	Number of works		
		Checked	Found Completed	In progress
	(a) Primary schools	2	1	1 (up to door level)
	(b) Upper primary schools	3	1	2 (1 up to door level and 1 roofing stage)
	(c) Additional rooms for PS	11	4	7 (one room at foundation stage, 3 rooms up to door level and 3 rooms up to lintel level)
(d) Additional rooms for UPS	2	2	--	
(Ixviii)	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).		
	Yes (in all the five new schools visited)			

(lxxix)	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).		
	Yes (in all the five new schools visited)			
(lxxx)	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).		
	There was no target of construction of ramps in the five new schools visited.			
(lxxxi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).		
	Yes (in all the five new schools visited)			
(lxxxii)	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).		
	Block level – Junior engineer, RES District level – Coordinator (Construction)			
(lxxxiii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).		
	The Junior engineers of RES department and district coordinator (Construction) of education department had supervised the construction work of two new schools out of five schools visited by research investigators of CADR. The details of supervision of construction work are given below:			
	Name of schools	Designation of supervisor	Number of time	Stage of supervision
	Primary school Nagla Sudama, block Mant	D.C Construction	2	Foundation and Lintel level,
		Juniour engineer RES	1	Finishing stage
	Primary school Thok Gyan saunai, block Raya	D.C Construction	2	Foundation and door level
	Upper primary school Thok Sommera saunai, block Raya	D.C Construction	1	Foundation level
	Upper primary school Bhairai block Nauhjheel	D.C Construction	1	Door level
	Juniour engineer RES	1	Lintel level.	
Upper primary school Shahpur block Farah	D.C Construction	2	Foundation and door level.	
(lxxxiv)	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).		
	Information regarding water facilities created through Swajaldhara was not available in the district as well as in the schools visited by CADR. Drinking water facility in 6.1 percent primary schools and 19.2 percent upper primary schools was created through SSA funds and in the remaining schools it was created through other sources.			

(lxxv)	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).
	As reported by the teachers the construction of drinking water facilities was done by the VECs in the schools visited by CADR.	
(lxxvi)	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).
	Information regarding toilets facilities created through total sanitation campaign was not available in the district as well as in the schools visited by CADR. Toilets facilities were created through SSA funds in 40.3 percent primary schools and 40.0 percent upper primary schools.	
(lxxvii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	Five new schools and thirteen additional classrooms in the existing twelve schools visited by CADR. The construction work of new visited schools and additional classrooms was found satisfactory.	
(lxxviii)	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.
	SPO level – Senior Professional- one Executive Engineer - 1 from PWD Assistant Engineer – 1 from PWD Every year a third party evaluation is conducted.	

(c) Textbooks:

(xx)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.					
	Text books free of cost are distributed to all categories of children who are enrolled in the schools. In the district, all the students had received free text book in the academic year 2008-09. Text books have been distributed to all the students of Schedule Caste, Schedule Tribe and girls of all categories from SSA funds and the remaining children have been covered under. State funds. About 70.3 percent text books in primary schools and 70.0 percent text books in upper primary schools were made available through SSA funds.						
	Number of children who had received free text books						
	Particulars	Primary Schools			Upper Primary Schools		
		Boys	Girls	Total	Boys	Girls	Total
	Number of students to whom free text books have been distributed	98620	99406	198026	24895	19898	44793
	Number of students who received free text books from SSA funds	39774	99406	139180	11447	19898	31345
	Number of students who received free text books from State Govt. funds	58846	--	58846	13448	--	13448

	Source:- BSA, Mathura	
(xx)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	The text books were received in the month of July, 2008 and distributed upto 22 August, 2008. Instructions have been issued by SPO to BSA in respect of the distribution of textbooks (Annexure-II)	
(xx)	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.
	Text book were distributed in time in 81.5 percent schools in the sampled schools. In 18.5 percent schools books were not distributed in the time due to late received the books from district.	
(xx)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	All students of all classes had received text books of all subjects free of cost in all the sampled schools and EGS/AIE Centres.	

(d) School grants:

(xx)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.	
	Number of schools to whom grant was approved for the year 2008-09	PS	UPS
		1201	470
	Funds had been released to the district. The guidelines have been provided to BSA. (Annexure-III)		
(xx)	Whether the DPO has released funds for school grants @ Rs. 5000/-per PS and Rs. 7000/-per UPS 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.	
	Number of schools to whom funds were released	PS	UPS
		1201	470
	Date of release of grant.	11-06-2008	
	School development grant was received by VECs in all sampled primary schools and in all sampled upper primary schools.		
(xx)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.	

	No, purchase from school development grant were made by BSA.	
(xx)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	Date of receive the school grant by VEC accounts – June, 08 to July, 08. About 66 percent grant in primary schools and 63.4 percent grant in upper primary schools had been utilized till the date of visit.	
(xx)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The school development grant for the year 2007-08 had been utilized in all the sampled schools.	

(e) Teachers and Teachers Training:

(Ixi)	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.			
	Particular	Number of teachers sanctioned and in position			
		PS		UPS	
		Sanctioned	In position	Sanctioned	In position
	(a) Regular teachers	152	125	1065	1002
	(b) Para teachers	2231	2223	--	--
	Total	2383	2348	1065	1002
(Ixii)	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.			
	BTC and special BTC candidates are appointed as teachers. BSA is empowered to appoint the teachers.				
(Ixiii)	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.			
	Assistant teacher are appointed on regular basis and para teachers are appointed on contract basis. The post of headmasters is filled by promotion from assistant teachers.				
(Ixiv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.			
	VEC is not empowered to make appointment of new teachers.				

(Ixv)	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.	
	Research investigators of CADR visited functioning 66 primary schools and 26 upper primary schools. The details of teachers sanctioned, in position and present on the day of visit are as follows:-		
	Particular	Number of teachers	
		PS	UPS
	Number of teachers sanctioned	330	104
	Number of teachers in working position	273	104
	Number of teachers present on the day of visit	239 (87.5)	87 (83.7)
	Note:- Figures within parenthesis denote percentage of teachers present.		
No teacher was reported to be habitual absentee.			
(Ixvi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.	
	The rapport between children and the teachers was found satisfactory in the schools visited by the research investigators of CADR.		
(Ixvii)	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.	
	(a) About 41 percent man-days training was provided to the teachers of primary schools and 45.9 percent man-days training was given to the teachers of upper primary schools		
	Particulars	Number of man-days	
		PS	UPS
	Total number of man-days targeted to be spent on in service training	34414	11160
	Total number of man-days in service training provided	14081 (40.9)	5127 (45.9)
	Source:- DIET Mathura		
	Note:- Figures within parenthesis denote percentages		
About 61.1 percent teachers of sampled primary schools and 44.3 percent teachers of sampled upper primary schools received in service training up to the date of visit.			

	(b) Whether training calendar for teachers training was prepared?	
	Yes (Not available)	
	(c) What was the venue of training?	
	The details of venue of training are given below:-	
	Venue of Training	Percentage of teachers of
		PS
		UPS
	DIET	8.3
	BRC	91.7
	(d) Who trained the teachers?	
	Training was imparted to the teachers by senior lecturers of DIET and trainers of teachers.	
(lxviii)	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.
	Orientation training of 30 days is imparted to the para teachers (Shiksha Mitras) of primary schools. Two hundred fifty five para teachers were to be provide orientation training during the year 2008-09. About 97 percent para teachers received one month training at DIET. This training was imparted by the senior staff of DIET.	
(lxix)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	Refresher training	
	Refreshers training was not imparted to para teachers during the financial year 2008-09.	
(lxx)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	Satisfaction level of training and the areas for which the teachers want to be given trainings.	
	The teachers were satisfied with the training given by the master trainers. Some teachers wanted to get in service training in Mathematics, Science and English subjects.	

	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>f. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>																													
	<p>BRC Coordinators are generally responsible for in service training according to the calendar prepared by DIET. They visit schools and organize training programmes at BRCs and NPRC level. Ten BRC and 90 NPRC are functioning in the district. Out of which five BRC and five NPRC were selected for monitoring. In each BRC and NPRC one coordinator was in position. The details of academic support provided to the teachers are given below:</p>																														
(lxxi)	<table border="1"> <thead> <tr> <th data-bbox="279 1052 917 1120">Particulars</th> <th data-bbox="917 1052 1204 1120">Primary Schools</th> <th data-bbox="1204 1052 1500 1120">Upper primary schools</th> </tr> </thead> <tbody> <tr> <td data-bbox="279 1120 917 1176">Total number of schools in five selected BRCs</td> <td data-bbox="917 1120 1204 1176">564</td> <td data-bbox="1204 1120 1500 1176">260</td> </tr> <tr> <td data-bbox="279 1176 917 1220">Total number of schools visited by BRC coordinators</td> <td data-bbox="917 1176 1204 1220">282 (50.0)</td> <td data-bbox="1204 1176 1500 1220">138 (53.1)</td> </tr> <tr> <td data-bbox="279 1220 917 1265">Total number of schools in five selected NPRCs</td> <td data-bbox="917 1220 1204 1265">51</td> <td data-bbox="1204 1220 1500 1265">26</td> </tr> <tr> <td data-bbox="279 1265 917 1310">Total number of schools visited by NPRC coordinators</td> <td data-bbox="917 1265 1204 1310">51 (100.0)</td> <td data-bbox="1204 1265 1500 1310">26 (100.0)</td> </tr> <tr> <td colspan="3" data-bbox="279 1310 1500 1355"> <p>Source:- Field survey, SSA programme</p> <p>Note:- Figures within parenthesis denote percentages</p> </td> </tr> <tr> <td data-bbox="279 1355 917 1512"> <p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p> </td> <td colspan="2" data-bbox="917 1355 1500 1512"> <p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> </td> </tr> <tr> <td colspan="3" data-bbox="279 1512 1500 1579"> <p>BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month</p> </td> </tr> <tr> <td data-bbox="279 1579 917 1904"> <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> </td> <td colspan="2" data-bbox="917 1579 1500 1904"> <p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> </td> </tr> <tr> <td colspan="3" data-bbox="279 1904 1500 2038"> <p>Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.</p> </td> </tr> </tbody></table>	Particulars	Primary Schools	Upper primary schools	Total number of schools in five selected BRCs	564	260	Total number of schools visited by BRC coordinators	282 (50.0)	138 (53.1)	Total number of schools in five selected NPRCs	51	26	Total number of schools visited by NPRC coordinators	51 (100.0)	26 (100.0)	<p>Source:- Field survey, SSA programme</p> <p>Note:- Figures within parenthesis denote percentages</p>			<p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		<p>BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month</p>			<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>		<p>Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.</p>		
	Particulars	Primary Schools	Upper primary schools																												
	Total number of schools in five selected BRCs	564	260																												
	Total number of schools visited by BRC coordinators	282 (50.0)	138 (53.1)																												
	Total number of schools in five selected NPRCs	51	26																												
	Total number of schools visited by NPRC coordinators	51 (100.0)	26 (100.0)																												
	<p>Source:- Field survey, SSA programme</p> <p>Note:- Figures within parenthesis denote percentages</p>																														
<p>b.What is the expected number of school visits to be made by BRC/CRC in and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>																														
<p>BRC/NPRC Coordinators made more than two visits to each school/ EGS/AIE Centre in a month</p>																															
<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>																														
<p>Generally the coordinators of BRC/NPRC check school records and share the administrative matters with the teachers. They are conducting model lesson in classrooms and helping teachers to teach difficult topics better. They conduct also random tests for children's learning.</p>																															

	d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The DIET has strong relationship with BRC for training, capacity building, academic supervision and guidance.	
	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 (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	The BRC/NPRCs extend their academic support to EGS/AIE Centres/courses by guiding them how to run the centers/courses. One EGS center and one AIE Centre were visited by investigators of CADR. It was observed that the coordinators of BRC/NPRCs were visiting these centers for providing academic support regularly.	
(lxxii)	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.
	The SPO has a senior coordinator, one senior professional and two professionals to look after the quality pf education. There is a structured format for getting detailed information on various quality aspects of education.	

(f) Teaching Learning Material (TLM) grants:

(xv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Total number of teachers eligible to receive TLM grant in the district	4576	1633
	(b) Amount released (in lakh Rs.)	22.44	6.90
(xvi)	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.	
	Particulars	Primary Schools	Upper Primary Schools
	(a) Date of release of TLM grant	25-12-2008	25-12-2008
	Number of teachers covered	4488	1380
	Instructions in respect of utilization of TLM grant has been issued from SPO to BSA (Annexure-V)		

	<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>	<p>information to be verified on the spot in respect of schools visited by MI.</p>	
	<p>The details about TLM grant in the schools visited by CADR are given below:-</p>		
(xvi)	<p>Particulars</p>	<p>Primary Schools</p>	<p>Upper Primary Schools</p>
	<p>Number of schools in which TLM displayed in classrooms</p>	<p>48(72.7)</p>	<p>18 (69.2)</p>
	<p>Number of teachers in the sampled schools</p>	<p>261</p>	<p>84</p>
	<p>Number of schools received TLM amount</p>	<p>64 (97.0)</p>	<p>24 (92.3)</p>
	<p>Number of teachers who received TLM amount</p>	<p>261 (100.0)</p>	<p>84 (100.0)</p>
	<p>Date of receipt of TLM grant</p>	<p>20.12.2008 to 12.3.2009</p>	
	<p>Amount received (in Rs)</p>	<p>130500.00</p>	<p>42000.00</p>
	<p>Amount utilized (in Rs)</p>	<p>34500.00</p>	<p>14000.00</p>
	<p>Number of schools in which TLM was used by students</p>	<p>66 (100.0)*</p>	<p>26 (100.0)*</p>
	<p>Source:- Field survey, SSA programme</p>		
<p>Note:- 1. Figures within parenthesis denote percentages 2.*Teachers and students used TLM of this year and previous years.</p>			
<p>None of the teachers of sampled school had received any training of TLM.</p>			

(g) EGS & AIE:

(cxxxv)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>		
<p>The details about EGS/AIE Centres in the district are given below:-</p>				
<p>Particulars</p>		<p>EGS</p>	<p>AIE</p>	<p>Total</p>
<p>Number of EGS/AIE Centres continued from previous years to this year</p>		<p>17</p>	<p>13</p>	<p>30</p>
<p>Number of EGS/AIE Centres sanctioned in the financial year 2008-09</p>		<p>--</p>	<p>14</p>	<p>14</p>
<p>Total number of EGS/AIE Centres in working position in the financial year 2008-09</p>		<p>17</p>	<p>27</p>	<p>44</p>
<p>Amount released (in lakh Rs.)</p>		<p>3.00</p>	<p>7.36</p>	<p>10.36</p>
<p>Amount utilized (in lakh Rs.)</p>		<p>1.33</p>	<p>3.25</p>	<p>4.58</p>
<p>Source:- BSA, Mathura</p>				
<p>Seven RBC and eight NRBC had been sanctioned for the year 2008-09 and all had been conducted</p>				
(cxxxv)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>		
<p>Social group-wise number of enrolled children in EGS/AIE Centres are given below</p>				
<p>Social group</p>		<p>Target for 2008-09</p>	<p>Number of children enrolled</p>	
<p>SC</p>		<p>292</p>	<p>292</p>	
<p>OBC</p>		<p>297</p>	<p>297</p>	
<p>Minority</p>		<p>447</p>	<p>447</p>	
<p>Others</p>		<p>270</p>	<p>270</p>	
<p>Total</p>		<p>1306</p>	<p>1306</p>	
(cxxxv)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>		
<p>One EGS Centre and one AIE Centre were visited by CADR. The position of enrollment of the children and attendance of the students in these three Centres is given below.</p>				
<p>Position of enrollment of the children and attendance of the students on the date of visit in EGS/AIE Centres</p>				
<p>Particulars</p>		<p>Numbers of children</p>		
		<p>Boys</p>	<p>Girls</p>	<p>Total</p>
<p>Number of children enrolled in these EGS/AIE Centres on the date of visit as per register</p>		<p>42</p>	<p>36</p>	<p>78</p>
<p>Number of students present on the date of visit</p>		<p>20 (47.6)</p>	<p>22 (61.1)</p>	<p>42 (53.8)</p>

	Source:- Field survey SSA programme Note:- Figures within parenthesis denote percentages	
(cxxi)	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.
	Forty four EVs were in position in the district and all were trained. All EVs had received refresher trainings. The trainings were imparted by the lectures of DIET. The duration of training was 15 days. Two EVs of sampled EGS/AIE Centres were found trained.	
(cxxx)	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.
	All 44 EVs were getting academic support from BRC/NPRC coordinators. The EVs of two sampled EGS/AIE Centres were also getting academic support from BRC/NPRC coordinators.	
(cxxx)	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.
	Twenty five EVs were high school, 12 EVs were intermediate and 7 EVs were graduate and above. One EV was high school and one EV was graduate in the sampled EGS/AIE Centres.	
(cxxx)	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.
	Each EV was being paid Rs. 2000/- per month as honoraria through bank regularly. No delay in payment was reported.	
(cxxx)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	All EVs were present in their Centres at the time of visit.	
(cxxx)	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.
	One coordinator was in position in the district. He was trained and had received training in capacity building conducted by state project office.	
(cxxx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.

	Yes. BSA were being submitted progress report to SPO monthly on the prescribed format.	
(cxxx)	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.
	Four, EGS Centres were to be upgraded during the financial year 2008-09 and all five EGS Centres have been upgraded.	
(cxxx)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	Yes, the funds have been released.	
(cxxx)	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.
	Four, EGS Centres were upgraded and details about funds were not available.	
(cxxx)	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.
	Yes	
(cxl)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Yes	
(cxli)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes	
(cxlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Yes	
(cxliii)	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.
	Eight teachers have been sanctioned for new upgraded primary schools and 4 teachers were in position on the date of visit.	
(cxliv)	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.
	Four hundred eighty two children mainstreamed from EGS/AIE Centres to schools. About Eighty percent children were enrolled in Government schools and twenty percent children in Private schools during the year 2008-09.	
(cxlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	Blackboards, durries, books and TLM were available in all the two sampled EGS/AIE Centres visited.	

(cxlv)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.				
	MDM was served in one AIE Centre and it was not served in one sampled EGS centre					
(cxlv)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.				
	Number of children enrolled in the three sampled EGS/AIE Centres			Number of students present on the date of visit in the centres		
	Boys	Girls	Total	Boys	Girls	Total
	34	72	106	22 (64.7)	44 (61.1)	66 (62.3)
(cxlv)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.				
	The achievement level of children studying in EGS/AIE Centres visited by research investigators of CADR was found satisfactory.					
(cxlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.				
	The rapport of EVs with children was found satisfactory.					
(cl)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.				
	Free text-books for all subjects were distributed to all the enrolled children of two sampled EGS/AIE Centres in the academic year 2008-09 in time. Student were using these books					

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.			
	Number of CWSN children identified during the financial year 2008-09				5277
Number of CWSN children enrolled				4563	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.			
	Number of children provided with aids/appliance during the financial year 2008-09 in the district				283
Number of children provided with aids/appliance in the sampled schools				4	

(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NO	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	Two resource teachers identified in the district. No list of NGO was available.	
(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.
	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.
	Format for monitoring has been provided and periodic reports are being furnished to SPO regularly.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The BSA has reported that 863 primary schools and 261 upper primary schools have been provided with ramps. The ramps were in 63 primary sampled schools and in 19 sampled upper primary schools out of 66 primary schools and 26 upper primary schools	
(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.
	Not available	
(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.
	On an average 32 parents in a primary school and 29 parants in a upper primary school were counseled about CWSN.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	Number of children enrolled	62
	Number of children present	27

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	Number of model cluster schools targeted	91
	Number of model cluster schools functioning in the district	91
(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.
	There was no target of additional classroom in the model cluster schools during the financial year 200-09. How ever additional classrooms, water facilities and toilets facilities were available in all the 91 model cluster schools. All model cluster schools were also electrified.	
(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.
	Model cluster schools had been provided TLM, vocational training, bridge courses and gender sensitization to the teachers and additional efforts were being made to mobilize community and women's group in respect of girls education.	
(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.
	Funds released under NPEGEL (in lakh Rs.)	102.21
	Amount utilized (in lakh Rs.)	85.09
(v)	k. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	l. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
(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.
	ECCE Centres operational under	
	Innovation head funds	152

	NPEGEL	NIL
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	Yes	

(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.		
	No KGBV was sanctioned during the year 2008-09. Four KGBVs were sanctioned in the district previous years and all KGBVs were functioning during the financial year 2008-09.			
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.		
	The land has been identified for all four KGBVs in the district.			
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.		
	Yes			
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.		
	Four			
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.		
	Particulars		Number of post	
			Sanctioned	In position
	Warden cum-teachers		1	1
	Full time teachers		4	4
	Part time teachers		4	3
	Supporting Staff (Accountant, Cook, Helper, Peon, Chaukidar)		6	5
(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.		
	Number of students enrolled in the sampled KGBV Mathura district.			
	KGBV, Nauhheel was visited by research investigator of CADR. The details of children enrolled in this KGBV are given below:-			
	Social Category of girls		Number of girls enrolled	
	SC		23	
	ST		2	
	OBC		61	
	Minority		1	
Other		13		
Total		100		

(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.
	Adequate number of beds, furniture, books, games items, service kits, television, Computer, generator and food facilities were available in the school.	

(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.
	Educational Management Information system (EMIS) has been established in the district. One EMIS incharge and one computer operator were in position. Four computers were available in the computer cell of BSA office Mathura.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	Information not available	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	The data capture format had been supplied to all schools by 31 st August, 2008.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Training was not imparted to the teachers of primary schools and upper primary schools for filling up data in the data capture format during the year 2008-09	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	Yes, SPO has engaged third party to verify the data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	Data collected and compiled by the DPO had been sent to the SPO on 31.1.2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes	

(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.
	No research studies were under taken at the district level.	

(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.
	No, research studies were under taken at the district level in the previous calendar year.	
(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.
	There is one senior professional at SPO level who is incharge of the research and evaluation. There is one screening committee and one Advisory committee at the state level to scrutinize the proposals before final sanction. There are prescribed contract formats for commissioning of research.	

(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.
	There were 478 VECs (including urban areas) in the district.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The guidelines on delegation of powers to VECs were 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.
	There were 466 members (334 in primary schools and 132 in upper primary schools) in 92 sampled schools. Out of these 466 members 137 (29.4 percent) were female members.	
(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.

	(a)The frequency of meeting of VEC as per guidelines and actual date of meeting of the committee during the six months preceding the visit of MI.				
	As per guidelines, VEC meetings should be held every month in each school. Two to three meetings were held during the last six months				
	(b) The total number of members of VECs in the sampled schools and how many are attending the meeting regularly.				
	There were 466 members in 92 sampled schools. Out of these 466 members 251 (53.9 percent) members participated in the VEC meeting regularly.				
	(c) Whether women and SC/ST members of these bodies participated regularly?				
	Women and SC/ST member of VECs participated in the meeting quite 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.	
	Training was not imparted to the members of VECs of the sampled schools till the date of visit.				
	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.	
	The details of contribution of VECs for improving the school condition is given below:-				
	Contribution of VECs for improving the condition of schools				
	Particulars		Percentage of schools		
		Atmosphere	Enrollment of children	Presence of teachers	Attendance of students
(vi)	Primary schools				
	(a) Good	97.0	97.0	96.9	86.4
	(b) Satisfactory	3.0	3.0	3.1	13.6
	(c) Unsatisfactory	0.0	0.0	0.0	0.0
	Upper primary schools				
	(a) Good	100.0	96.2	100.0	88.5
	(b) Satisfactory	0.0	3.8	0.0	11.5
	(c) Unsatisfactory	0.0	0.0	0.0	0.0
	Source: Field Survey				
(vii)	Whether VEC is maintaining proper record of funds received by them.			Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.	
	Yes				
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?			Information to be obtained at SPO level. See formats and record of SPO	
	There is one senior professional to look after the community mobilization at state level in the office of SPO.				

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.	
Details are available with the office of SPD			
(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.	
Details are available in the office of SPD			
(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.	
The total number of staff sanctioned category-wise in the district and the number in position under SSA.			
The position of staff at district level under SSA is given below:-			
Name of the post created under SSA		Number of Post	
		Sanctioned	In position
Basic Shiksha Adhikari		1	1
Assistant Account officer		1	--
District coordinators		6	4
EMIS incharge		1	1
Computer operater		1	1
Other staff (Accountant/Assistant accountant Typist, Clerk, Steno, Driver and Peon)		8	5
Source: BSA Mathura			
Necessary steps are being taken to fill up the vacant posts.			
(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.	
The details about BRC and NPRC are given below:-			
Particulars		Numbers	
Number of BRCs (including URC) in the district		10	
Number of NPRCs in the district		90	
(a) Staff in BRCs Coordinator		10	
(b) Assistant Coordinator		20	
Number of coordinators in NPRCs		90	
Source:- BSA Mathura			
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.	
Yes			

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

Education facilities are equally available to different 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.		
	Average number of days the school functioned in last year 2007-08			
	Primary school	232		
	Upper primary school	231		
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.		
	(a) school environment			
	The atmosphere of 97.0 percent sampled primary schools and 100.0 percent upper primary schools was found good.			
	(b) School buildings			
	All 66 sampled primary schools and 26 upper primary schools were functioning in their own buildings. Number of PS and UPS having their own buildings by status of buildings are given below:			
	Status of buildings		Number of schools	
			PS	UPS
	Good		53 (80.3)	23 (88.4)
	Satisfactory		13 (19.7)	3 (11.6)
	Note: Figures within parenthesis denote percentages.			
	(c) Playground			
	Playgrounds were available in 843.8 percent sampled primary schools and in 96.2 percent upper primary schools.			
	(d) Status of classrooms			
	There were 263 classrooms in 66 sampled primary schools and 102 classrooms in 26 sampled upper primary schools. The condition of these 365 classrooms in 92 sampled schools is given below:			
Status of buildings		Number of classrooms		
		Primary schools	Upper primary schools	
Good (proper flooring, roof, windows and lighting)		237 (90.1)	85 (83.3)	
Satisfactory		21 (8.0)	16 (15.7)	
Unsatisfactory		5 (1.9)	1 (1.0)	
Note: Figures within parenthesis denote percentages.				
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.		
	Blackboard in classrooms, proper seating arrangement for students and TLM were available in all the 92 sampled schools.			
(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.		
	The health facilities were reported to be provided in the last six months in only 22.7 percent sampled primary schools and in 7.7 percent sampled upper primary schools.			

(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.																				
	The play material was available for children in 51.5 percent sampled primary schools and in 61.5 percent upper primary schools and it was being used.																					
(vi)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.																				
	Attendance was not low																					
(vii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.																				
	The teachers and VECs/PTA motivated the parents to promote the attendance of the children.																					
(viii)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.																				
	By examination of students																					
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.																				
	Yes																					
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.																				
<p>Achievement level of children</p> <p>In order to ascertain the level of achievement of students in language, science and mathematics, 20 primary schools and 10 upper primary schools were randomly selected out of 66 primary schools and 26 upper primary schools. From each of these 30 selected schools, five students from class V and class VIII were selected randomly out of the total number of students. Test papers were developed and administrated to these 100 students of class V and 50 students of class VIII in sampled schools. For class V students, test carried 30 marks in Hindi, 20 marks in English and for mathematics it carried 50 marks. For class VIII students, test carried 20 marks in Hindi, English 10 marks, Mathematics carried 60 marks and Science carried 10 marks. On the basis of marks obtained a student was placed in one of the 5 grades A, B, C, D and E. Students obtaining 80 and more than 80 marks were placed in grade A, getting 60 to 79 marks in grade B, getting 45 to 59 marks in grade C, getting 33 to 44 marks in grade D and students getting less than 33 marks were placed in grade E. The percentages of students getting different grades are given below:-</p> <table border="1"> <thead> <tr> <th rowspan="2">Achievement level</th> <th colspan="2">Percentage of students</th> </tr> <tr> <th>Primary Schools</th> <th>Upper Primary Schools</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.1</td> <td>14.0</td> </tr> <tr> <td>B</td> <td>19.2</td> <td>8.0</td> </tr> <tr> <td>C</td> <td>21.2</td> <td>20.0</td> </tr> <tr> <td>D</td> <td>13.1</td> <td>16.0</td> </tr> <tr> <td>E</td> <td>42.4</td> <td>42.0</td> </tr> </tbody> </table> <p>Source:- Field survey, SSA programme</p> <p>Broad conclusions are as follows:</p>			Achievement level	Percentage of students		Primary Schools	Upper Primary Schools	A	4.1	14.0	B	19.2	8.0	C	21.2	20.0	D	13.1	16.0	E	42.4	42.0
Achievement level	Percentage of students																					
	Primary Schools	Upper Primary Schools																				
A	4.1	14.0																				
B	19.2	8.0																				
C	21.2	20.0																				
D	13.1	16.0																				
E	42.4	42.0																				

	(i) Few students got grade A in primary Schools and 14 percent students got grade A in UPS.		
	(ii) The percentage of students getting grade B was 19.2 in primary schools and 8.0 percent in UPS		
	(iii) The percentage of students getting grade C was 21.2 in primary schools and only 20.0 percent students got grade C in upper primary schools.		
	(iv) The percentage of students getting grade D was 13.1 in primary schools and 16 in upper primary schools.		
	(v) The percentage of students getting grade E was 42.4 in primary schools and 42.0 in upper primary schools. In view of the above the achievement level of students for primary schools and upper primary schools was just satisfactory.		
xii	The rapport of the children with the teachers?		Assessment on the basis of observation by MI.
	The rapport of the students with the teachers was found satisfactory in the sampled schools.		
(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.
	There was no under age child and 19 children were found over age in the sampled schools		
(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.
	Three hundred forty nine children in the sampled primary schools and 119 children in the sampled upper primary schools had dropped out from the schools during the previous six months. Out of these 468 children, 372 children were continuing their studies in other schools.		
(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.
	Forty six children in primary school and 8 children in upper primary schools were retained in the same classes from the previous year. Class-wise repeaters are as follows:		
	Class	Number of repeaters	Percentage of repeaters
	1	13	0.76
	2	24	1.10
	3	4	0.19
	4	1	0.05
	5	4	0.25
	6	4	0.50
	7	4	0.53
(q) Any other issues relevant to SSA implementation			
NIL			

(r) List of enclosure to be attached along with the above report

<p>1. 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-I attached with Lalitpur report</p>
<p>2. 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-II attached with Lalitpur report</p>
<p>3. Annexure 3 – School Grant</p> <p>(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.</p>
<p>Annexure-III attached with Lalitpur report</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Not available</p>
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>Not available</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Annexure-V attached with Lalitpur report</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited</p>

by MI. Copy of the instructions to be enclosed with the report.
Not available
(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.
Not available
7. Annexure 7 – Children with special needs (CWSN)
(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
Not available
(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.
Not available
13. 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.
Not available
9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks
Annexure – IX attached (List of Primary/Upper Primary Schools/EGS./AIE Centres and KGBV visited in Mathura district for SSA and MDM tasks)

Annexure - IX**List of Primary/Upper Primary Schools/EGS/AIE Centres and KGBV visited for SSA and MDM tasks in Mathura district.**

Name of the block	Primary schools	Upper primary schools	EGS/AIE Centres	KGBV
1	2	3	4	5
1. Mathura	1. Satoha	1. Umari	1. EGS Lalitpur	
	2. Ganeshara	2. Ganeshara		
	3. Mudesi	3. Bakalpur		
	4. Umari			
	5. Nagla Bauhra			
	6. Narhauri-II			
2. Nand Gaon	7. Alipur	4. Hatana		
	8. Hatana-I	5. Rithaura		
	9. Rithaura – I			
	10. Ghazipur			
3. Baldeo	11. Garhsauli	6. Angai		
	12. Angai	7. Garhi Hulasi		
	13. Sel khera			
	14. Patlauni –II			
	15. Karnau			
	16. Garhi Hulasi			
	17. Barauli – II			
4. Mant	18. Prem Nagar	8. Naseeti		
	19. Mant –I	9. Diwana Kalan		
	20. Nagla Baisla	10. Bhadravan		
	21. Naseeti	11. Mant		
	22. Diwana Kalan			
	23. Aayara Khera –I			
	24. Aayara Khera – II			
	25. Nagla Sudama (New PS)			
5. Raya	26. Tehra	12. Ishapur		
	27. Saunai –I	13. Lohwan		
	28. Sarua Jangali	14. Thok summera saunai (New UPS)		
	29. Lohwan –I			
	30. Ishapur			
	31. Dhaku			
	32. Siyara			
	33. Pirsua			
	34. Thok Gyan Saunai (New PS)			
6. Chhata	35. Ranhera-I	15. Peerpur		
	36. Ranhera-II	16. Janghawali		

	37. Nagla Pachhaiya	17. Guheta das bisa		
	38. Adampur			
	39. Guheta 7 visa			
	40. Guheta 10 visa			

1	2	3	4	5
7. Chaumuhan	41. Sahar –I	18. Sihana		
	42. Sahar –II	19. Pasauli		
	43. Sihana			
	44. Pasauli			
	45. Parkham Gujar –I			
8. Farah	46. Rahimpur	20. Rahimpur		
	47. Shahpur khairat	21. Shahpur (New UPS)		
	48. Nagla ChandraBhan			
	49. Garhi Pachauri			
	50. Daulatpur			
9. Nauhjeeel	51. Ram Nagla	22. Nanakpur	2. AIE Jaiy Bhole Brick uddhog (surir kalan)	1. KGBV Nauhjeeel
	52. Pal Khera	23. Ram Nagla		
	53. Garhi Raikaran	24. Bhidauni		
	54. Musmuna	25. Baikunthpur		
	55. Bhairai	26. Bhairai (New UPS)		
	56. Nanakpur			
	57. Sinhawan			
	58. Baikunthpur			
10. Goverdhan	59. Neemgaon	27. Pali Brahmnan		
	60. Sakeetra	28. Neem Gaon		
	61. Adeeng			
	62. Pali Brahmnan			
	63. Jatipura			
11. Urban Area	64. Gantantra	29. Kanya UPS Theknarnaul		
	65. Sarswati Kanya Path Shala			
	66. Radha Krishan			
	67. Kanya Path shala Kamla Nehru-2			
	68. Rishi Balmiki			

(s) Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Centre of Advanced Development Research
(ii)	Period of the report	1-08-2008 to 31-01-2009
(iii)	Name of the District	Mathura, Uttar Pradesh
(iv)	Date of visit to the Districts/EGS/Schools	16.3.2009 to 26.3.2009

96.	<u>REGULARITY IN SERVING MEAL:</u>		Students, Teachers & Parents		
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
Hot cooked meal was served in 86.4 percent primary schools and in 84.6 percent upper primary schools regularly. MDM was not served regularly in 13.6 percent primary schools and in 15.4 percent upper primary schools on account of non availability of specific food items for the day. In nine sampled primary schools and four sampled upper primary schools MDM was not served from January 2009 to date of visit for i.e upto 26-3-2009.					
97.	<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 Actuals on the day of visit)				
	Details	PS		UPS	
		Day previous to date of visit	On the day of visit	Day previous to date of visit	On the day of visit
	(i) Number of children enrolled in the sampled schools	9115	9215	2276	2276
(ii) Number of students attending the schools on the date of visit	5821	5035	1332	1280	
(iii) Number of students availed MDM as per register	4748	3872	1023	950	
(iv) Number of students actually availed MDM on the date of visit	Not Known	3636	Not Known	899	

	Source:- Field survey, SSA programme	
98.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (xvi) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Foodgrains were received in 87.9 percent primary schools and in 88.5 percent upper primary schools regularly. Neither the teachers of the sampled schools nor the Garm Pradhans could tell prescribed date of delivery of foodgrains to schools. Hence the research investigator could not calculate the extent of delay and reasons for the same.	
	(xvii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Buffer stock of one month requirement of foodgrains was maintained in 87.9 percent primary schools and in 88.5 percent upper primary schools	
	(xviii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	Foodgrains were delivered at school level in 34.8 percent primary schools and in only 23.1 percent upper primary schools	
99.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (xvi) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Cooking cost was received in advance regularly by VECs of 89.4 percent sampled primary schools and 84.6 percent sampled upper primary schools.	
	(xvii) 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.
	MDM was not served if cooking cost was not received in time.	
	(xviii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
Cooking cost was being paid through Bank.		
100.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No	
101.	<u>VARIETY OF MENU:</u> (xvi) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

	MDM menu was displayed in 97.0 percent primary schools and in 92.3 percent upper primary schools.	
102.	(xvii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM was served as per menu in 78.9 percent primary schools and in 68.2 percent upper primary schools. MDM was not served according to menu in 21.1 percent primary schools and in 31.8 percent upper primary schools.	
	(xviii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The menu includes rice/wheat preparation, dal and vegetables in all the primary schools and upper primary schools.	
103.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on k) Quality of meal:	Observations of Investigation during MDM service
	All the students of primary schools and 95.5 percent students of upper primary schools were satisfied with the quality of meal.	
	l) Quantity of meal:	Observations of Investigation during MDM service
	All the students of primary schools and upper primary schools were satisfied with the quantity of meal.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
The main reason of dissatisfaction was repetition of food as reported by the children of few schools.		
104.	<u>SUPPLEMENTARY:</u> (xvi) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	As reported by the teachers of the sampled schools, micro-nutrients and deworming medicines were supplied in only 16.7 percent primary schools and in 7.7 percent upper primary schools.	
	(xvii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Department of medical Health. Micro-nutrients were given in 16.7 percent primary schools and in 7.7 percent upper primary schools once in a six months.	

	xviii) Is there school Health Card maintained for each child?	Teachers, Students, School Record	
	No		
	STATUS OF COOKS: (vi) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	The details of MDM cooked and served by different agencies are given below:-		
	Particular	Number of Schools	
		PS	UPS
	(i) Cook	23	7
	(ii) NGO (Akashya Patra Foundation Virandavan, Mathura)	34	14
	(iii) Mahila Samakhya	--	1
	Total	57	22
	(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.	
105.	The cooks are appointed according to the strength of children in the schools and the number of cooks were adequate to meet the requirement of schools.		
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	On an average a cook received Rs 742/- per month in a primary school and Rs 736/- per month in a upper primary school.		
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Monthly payment to the cooks was being made regularly in 98.2 percent primary schools and in 95.4 percent upper primary schools		
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	
	Social category wise cooks are given below:-		
	Social Category	Number of cooks	
		Primary schools	Upper primary schools
	Schedule caste	4 (14.3)	1 (12.5)
	Other Backward classes	21 (75.0)	6 (75.0)
	Others	3 (10.7)	1 (12.5)

	Total	28 (100.0)	8 (100.0)
	Source:- Field survey		
	Note:- Figures within parenthesis denote percentage.		
106.	<u>INFRASTRUCTURE:</u>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.	
	Particulars	Number of Kitchen	
		PS	UPS
	(i) Pacca Kitchen shed-cum-store	4	4
	(a) Constructed and use	--	--
	(b) Constructed but not in use	--	--
	(c) Under construction	--	1
	(d) Sanctioned but construction not started	4	3
	(e) Not sanctioned	6	8
	(ii) Kitchen without store	56	14
	(a) Constructed and use	9	4
(b) Constructed but not in use	47	10	
107.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation	
	The meal was cooked in the kitchens of 15.8 percent primary schools and open space within the boundary of 1.7 percent primary schools and it was cooked out side schools premises in 82.5 percent primary schools. MDM was cooked in the kitchens of 15.4 percent upper primary schools and in other places in the campus of 7.7 percent upper primary schools and it was cooked out side schools premises remaining 76.9 percent upper primary schools.		
108.	Whether potable water is available for cooking and drinking purpose?	-do-	
	The potable water was available for cooking and drinking purposes in all the sampled primary schools and upper primary schools.		
109.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme	
	Kitchen utensils for cooking food were adequate in all the sampled percent primary schools and in 96.2 percent upper primary schools		
110.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation	
	The details about fuel used in cooking the meal are given below:-		
	Fuel used for cooking	Number of schools	
		PS	UPS
	(a) LPG alone	39 (68.4)	18 (81.8)
(b) Wood alone	13 (22.8)	4 (18.2)	

	(c) LPG and Wood	5 (8.8)	--				
	Note: - Figures within parenthesis denote percentage.						
111.	SAFETY & HYGIENE:		Observation				
	vi. General Impression of the environment, Safety and hygiene:						
	The details of views of research investigators regarding environment, safety and hygiene in respect of MDM are given below:-						
	Particulars	Percentage of schools					
		Primary schools		Upper primary schools			
		Good	Satisfactory	Good	Satisfactory		
	Environment	40.9	59.1	65.4	34.6		
	Safety	50.0	50.0	73.1	26.9		
	Hygiene	50.0	50.0	73.1	26.9		
	Source:- Field survey, SSA programme						
	ii. Are children encouraged to wash hands before and after eating		observation				
Research investigators observed at the time of the visit to schools that the children were encouraged to wash hands before and after eating meal.							
iii. Do the children partake meals in an orderly manner?		observation					
As observed by the research investigators students were taking meal in orderly manner.							
iv. Conservation of water?		Observation					
As per observation of the research investigators, water was being conserved by the students at the time of eating the meal.							
v. Is the cooking process and storage of fuel safe, not posing any fire hazard?		observation					
Safety of cooking process and storage of fuel was found satisfactory at the time of visit in all the sampled schools.							
112.	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						
	The details of participation by parents / VECs / urban bodies towards supervision / monitoring of MDM programme are given below:-						
	(a) Participation of parents / VECs / Panchayats/ Urban bodies in respect of supervision of MDM programme						
	Participation	Percentage of schools					
		Primary schools			Upper primary schools		
		Parents	VECs	Gram Panchayat /Urban bodies	Parents	VECs	Gram Panchayat /Urban bodies
Good	13.6	72.7	4.5	26.9	65.4	0.0	
Satisfactory	9.1	18.2	48.5	19.2	23.1	57.7	
Unsatisfactory	77.3	9.1	47.0	53.9	11.5	42.3	
Source: - Field survey, SSA programme.							

The participation of VECs towards supervision of MDM was good in 72.7 percent primary schools and in 65.4 percent upper primary schools.						
(b) Participation of parents VECs /Gram Panchayats / Urban bodies in respect of monitoring of MDM programme.						
Participation	Percentage of schools					
	Primary schools			Upper primary schools		
	Parents	VECs	Gram Panchayat /Urban bodies	Parents	VECs	Gram Panchayat /Urban bodies
Good	13.6	63.6	6.0	26.9	57.7	0.0
Satisfactory	12.1	25.8	47.0	23.1	30.8	50.0
Unsatisfactory	74.3	10.6	47.0	50.0	11.5	50.0
Source: - Field survey, SSA programme.						
The participation of VECs in respect of monitoring of MDM programme was good in 63.6 percent primary schools and 57.7 percent upper primary schools only.						
113.	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?					
	Level of Inspection authority					
	Level of inspected authority		Number of schools inspected towards MDM			
			Primary schools		Upper primary schools	
	District		1 (1.5)		--	
	Tahsil		--		--	
	Block/BRC		27 (40.9)		10 (38.5)	
	NPRC		13 (19.7)		4 (15.4)	
	Not inspected		25 (37.9)		12 (46.1)	
Source:- School records						
Note:- Figures within parenthesis denote percentage						
114.	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 benefits due to serving cooked meal in schools.					

MDM programme was envisaged to boost enrollment and attendance of children in schools. Our research investigators discussed these aspects of MDM with the teachers of 92 sampled schools, Parents of some of the students attending schools and other local leaders of the area. On the basis of their observation, it has been revealed that out of 66 primary schools and 26 upper primary schools, improvement in enrollment was reported in 74.2 percent primary schools and in 73.1 percent upper primary schools. Attendance of students was also improved in 72.7 percent primary schools and in 57.7 percent upper primary schools. Health of children was another dimension of this programme which has shown high degree of appreciation of the parents and teachers. About 65 percent in primary schools and 57.7 percent in upper primary schools children have been reported to have improved their physique through MDM.

