

**DEPARTMENT OF EDUCATION, PANJAB UNIVERSITY  
CHANDIGARH**

**Letter No:-----**

**Date -----**

**From:**  
**Prof. Malvinder Ahuja**  
**Chairperson, Department of Education ,**  
**Panjab University, Chandigarh**  
**&**  
**Nodal officer for Monitoring SSA( Pb and Chd)**

**To**  
Shri K.Girija Shankar  
Senior Consultant (Monitoring)SSA,  
Educational Consultants India Limited,  
10-B, Indra Prasatha Estate  
New Delhi.

**Sub:           Submission of 2nd Half Yearly Monitoring Report for the period of**  
**1-02-2009 to 31-07-2009**

**Sir,**

**I have herewith enclosed 2nd Half Yearly Monitoring Report for the period from 1-02-2009 to 31-07-2009 as per the prescribed format duly following the Terms of Reference given to the Monitoring Institutions for the year 2008-2010 for undertaking monitoring activities for the SSA and Mid –Day- Meal Programmes in Punjab.**

**Yours faithfully,**  
**Sd/-**  
**( Malvinder Ahuja)**

**Encl: 2<sup>nd</sup> Half Yearly Monitoring Report as per the prescribed format**

**2nd HALF YEARLY MONITORING  
REPORT OF  
PANJAB UNIVERSITY (MI)  
ON SSA AND MDM FOR THE STATE OF PUNJAB**

**FOR THE PERIOD OF  
1<sup>ST</sup> February, 2009 to 31<sup>ST</sup> July, 2009**

**DISTRICTS COVERED**

**District Gurdaspur**

**District Ludhiana**

**District Mohali**

**Districts Nawanshahar,**

**Districts Ropar**



## **Preface**

**Sarv Shiksha Abhyan, a national educational programme of our country, has specific targets to achieve within a specific timeframe. During the last 3 to 4 years, various kinds of activities have been conducted under this programme though out the country and every year the progress and problems relating to implementation of this programme have been analyzed and reviewed at regional and natural levels. On the basis of the findings of these reviews and analysis, each State / UT has been allocated with some grants and manpower to conduct the programme related activities with more vigor and enthusiasm. But what have been achieved out of those elaborate, exhaustive programme activities? It is required to examine the progress of this programme. The Government of India, (its Ministry of Human Resource Development) has therefore intended to gather data on progress of the programme through a detailed monitoring of some sample Districts during the period from 1-02-2009 to 31-07-2009 (six months). The Monitoring Team of our department, led by Professor Malvinder Ahuja has prepared this report after collecting the relevant data obtained through their monitoring visits to sample schools of 5 districts**

**District Gurdaspur**

**District Ludhian**

**District Mohali**

**Districts Nawanshehar,**

**Districts Ropar**

I am sure that findings of the report would be helpful to both the Government of India and the State Government of Punjab to understand the grassroots level achievement and present system of operation of the programme and accordingly take measures to improve the overall functioning of the programme to achieve the major targets of SSA within the specified time period of 2010.

**The report has been presented in seven chapters. The first two chapter are focused on general information and Executive summary about the districts and remaining five chapters are devoted to one district each**

## **ACKNOWLEDGEMENT**

This report has been prepared for the State of Punjab revealing the progress of the Sarv Shiksha Abhyan (SSA) and Mid Day Meals (MDM) programmes in Punjab during 2008-10. The facts depicting the operation of the SSA and MDM programmes have been examined and analyzed especially pertaining to the progress made by the District Project Offices for SSA from 1.02.09 till 31-07-09. The official data used in this report have been gathered from the District Project Offices of Gurdaspur, Ludhiana, Mohali, Nawanshahar, Ropar Districts and the empirical data have been obtained from the sample respondents like teachers, community leaders, students etc.

This report could be completed because of the kind cooperation of the following persons and to all of them we acknowledge our thankfulness.

1. Mr. Krishan Kant, State Project Director and all staffs of his office' of SSA Authority Punjab, sector 34, Chandigarh
2. The District Project Coordinator, SSA, Gurdaspur and all staffs of his office.
3. The District Project Coordinator, SSA, Ludhiana and all staffs of his office.
4. The District Project Coordinator, SSA, Mohali and all staffs of his office.
5. The District Project Coordinator, SSA, Nawanshahar and all staffs of his office.
6. The District Project Coordinator, SSA, Ropar and all staffs of his office.

We also express our thanks to all our sample respondents, who have extended their cooperation to us during monitoring work without any hesitation.

We express our deep sense of gratitude to Shri K.Girija Shankar Senior Consultant (Monitoring) SSA, Technical Support Group (TSG), EDCIL, New Delhi has continuously inspired us at every stage of this study. Further, he used to guide the entire team to write the report as per the half yearly monitoring format. We are therefore extremely grateful to him.

Our thanks are also due to Prof Anand Bhushan, Dr. Jatinder Grover, Dr. Kanwalpreet kaur, Dr. Ruhita Malhotra, Mr. Manoj Thakur Faculty members of Panjab university . Sincere thanks to Dr. Rachna Tyagi, Ms. Sanjam Upadhya, Ms Ashu Malhan without whose help or visiting teams would not have been strong enough.

We are also thankful to Mr. Sandeep for taking the pain and pleasure of typing the entire report in computer.

We hope that the findings of this report will be useful to various people concerned with funding, Planning, implementation and research of the SSA, NPEGEL and MDM programmes.

*Prof Malvinder Ahuja*

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**1. HALF YEARLY MONITORING REPORT OF PANJAB  
UNIVERSITY (MONITORING INSTITUTIONS) ON SSA AND  
MDM FOR THE STATE/UT OF PUNJAB FOR THE PERIOD  
OF Feb 2009 to 31<sup>ST</sup> July, 2009**

**CHAPTER-1**

**1. General Information**

<b>Sl. No.</b>	<b>Subject</b>	<b>Details</b>
1.	Name of the monitoring institution	<b>Panjab university Chandigarh</b>
2.	Period of the report	<b>1-2-2009 to 31-7-2009</b>
3.	No. of Districts allocated	<b>Five</b>
4.	District names	<b>1. Gurdaspur 2. Ludhiana 3. Mohali 4. Nawanshahar 5. Ropar</b>
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)	<b>District 1= Feb,2009-July,2009 District 2= Feb,2009-July,2009 District 3= Feb,2009-July,2009 District 3= Feb,2009-July,2009 District 3= Feb,2009-July,2009</b>
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e District 1, District 2, District 3 etc)	<b>District 1= 1909 District 2= 1527 District 3= 547 District 4= 634 District 5= 741</b>
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered /	<b>District 1= 96</b>

	monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	<b>District 2= 77</b> <b>District 3= 30</b> <b>District 4= 35</b> <b>District 5= 40</b>
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	<b>District 1= (5.02 %)</b> <b>District 2= (5.04 %)</b> <b>District 3= (5.48 %)</b> <b>District 4= (5.52%)</b> <b>District 5= (5.40%)</b>
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).	<b>No</b> <b>The session starts in April of the year</b>  <b>Data were collected from Feb,2009 to July 2009.</b>
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	<b>yes</b> <b>But report was prepared after discussion with concerned office</b>
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	<b>yes</b>
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	<b>yes</b>
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.	<b>Not applicable</b>

## CHAPTER-2

### 2. Executive Summary of all the districts report

**(A) OPENING OF SCHOOLS (BOTH PRIMARY AND UPPER PRIMARY):**

<b>District I Gurdaspur</b>	Two new primary schools were sanctioned in Gurdaspur district. 86 upper primary schools were sanctioned for this district during 2009-2010. Grants not released till July 2009
<b>District 2 Mohali</b>	2NPS and 49NUP schools were sanctioned for district Mohali for 2009-2010. construction work was not initiated till 31.7.09 since grants for civil works had not been released.
<b>District 3 Ludhiana</b>	In 2009-2010 only 4 NUP schools were sanctioned for district Ludhiana. DPO informed that release of grants for new schools was in the process. No new primary school was sanctioned for the district.
<b>District 4 Nawanshahar</b>	One new primary school was sanctioned in Nawanshahar during 2009-2010. However grants for 16 upper primary schools were approved but not released till 31.7.09
<b>District 5 Ropar</b>	Three NPS and 98 UPS were approved in district Ropar during 2009-2010. The grants for construction work were not released till July 2009.

**(b) Civil Works:**

<b>District I Gurdaspur</b>	For 2009-2010, at least 60 ACRs for primary and 70 for upper primary schools, 20 general toilets and 10 girls toilets were sanctioned for district Gurdaspur. Five schools for new ACR were crosschecked by MI. The construction work was not yet started for want of grants..
<b>District 2 Mohali</b>	<b>No grant for construction of additional rooms</b> was released in the district Mohali during 2009-2010. However grants for 3 general toilets, 12 girl's toilets were approved. MI crosschecked one out of the four and found it to be correct. one school in the district was sanctioned provision of submersibles for drinking water.
<b>District 3 Ludhiana</b>	48 primary schools and 54 upper primary schools in district Ludhiana got grants for construction of Additional rooms. Construction of 2 general sanitation blocks and 8 girls' toilets were sanctioned for the district. Crosscheck by MI revealed that Construction work was not initiated till July 31.7.09 as the grants were not released yet.
<b>District 4</b>	9 ACRs for primary schools and 31 for upper primary schools, 4 general sanitation blocks and 8 girls toilets were targeted to be



<b>Nawanshahar</b>	constructed in district Nawanshahar for the year 2009-2010. By July end distribution of text books, TLM and school grants were released. Release of grants for civil works was awaited.
<b>District 5 Ropar</b>	3 ACRs for primary schools and 98 for upper primary schools were sanctioned in 2009-2010 in district Ropar. Grants for no other civil works were approved for the year. The grants are yet to be released.

**(c)Textbooks**

<b>District I Gurdaspur</b>	<p>In 2009-10, 184269 girls, ST boys and SC boys in District Gurdaspur were approved by the PAB to receive</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=. 45383  Free textbooks and workbooks from SSA funds to Non SC children (P)=.32322  Free textbooks and workbooks from SSA funds to Non SC children (P)+.  Free textbooks and workbooks from SSA funds to Non SC children (P)=.58527  Free textbooks and workbooks of aided PS =7937  Free textbooks and workbooks of aided PS = 5670  Free textbooks and workbooks for children mainstreamed from AIE centres = 10298</p> <p>Books were distributed in two installments. First installment was released in March-April, 2009. Out of the schools visited by MI in district Gurdaspur, more than 40% school records had no date of receiving or distributing Books. Hence proportion of schools who received books within one month could not be ascertained. Last installment of books distributed to schools was July 2009, but these were students who were admitted late.</p>
<b>District 2 Mohali</b>	<p>In 2009-10, process of distribution of text-books has improved.</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)= 14789  Free textbooks and workbooks from SSA funds to Non SC children (P)= 11391  Workbooks from SSA funds to SC children (P)+. 14535  Free textbooks and workbooks from SSA funds to Non SC children (P)= 8882  Free textbooks and workbooks from SSA funds to children who were mainstreamed from AIE centres(P) = 809</p> <p>Books were distributed in three installments. First installment was released in March-April 2009.The last installment was in July 2009.almost all the students had received books by April end. Those who were admitted late received books in July because the schools are closed for summer break in June. The distribution of books has improved a lot in 2009.</p>
<b>District 3 Ludhiana</b>	<p>In 2009-10, 34945 primary non Sc. were approved by the PAB to receive</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=. 34945  Free textbooks and workbooks from SSA funds to Non SC children (UP)=.26105  Free textbooks and workbooks from SSA funds to Non SC children (P)=. 73523  Free textbooks and workbooks from SSA funds to Non SC children (UP)=.44088  Free textbooks of all categories of private aided schools (P)= 13479  mainstreamed from AIE centres (P) ..... = 4176</p> <p>Till 31.7.09, 98% children in the schools crosschecked by MI had received books in all the subjects.</p>
<b>District 4 Nawanshahar</b>	<p>55600 girls, ST boys and SC boys were approved by the PAB to receive FTB in district Nawanshahar in 2009.</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=. 10569  Free textbooks and workbooks from SSA funds to Non SC children (P)=.8213  Free textbooks and workbooks from SSA funds to Non SC children (P)=.19606  Free textbooks and workbooks from SSA funds to Non SC children (UP)=.13937</p>

	<p>Free textbooks and workbooks for children of Private aided Schools (P)= 540  Free textbooks and workbooks for children of Private aided Schools (UP)= 2468  Free textbooks and workbooks from SSA funds to children who were mainstreamed from AIE centres(P) =267  Books were distributed in March- April 2009 for all subjects. 99 % schools cross checked by MI reported to have received books for all students. Only late admission students were awaiting text books in July 2009.</p>
<p><b>District 5 Ropar</b></p>	<p>In 2009-10,district Roper distributed FTB to 63833 eligible girls, ST boys and SC boys as;  Free textbooks and workbooks from SSA funds to Non SC children (P)=18690  Free textbooks and workbooks from SSA funds to Non SC children (P)=14345  Free textbooks and workbooks from SSA funds to SC children (P)=15013  Free textbooks and workbooks from SSA funds to SC children (P)=9747  Free textbooks and workbooks for private aided schools (P)=1827  Free textbooks and workbooks for private aided schools (UP)=2750  Free textbooks and workbooks from SSA funds to children who were mainstreamed from AIE centres =1461  Books were distributed in April; 2009.the distribution of books in 2009 had improved a lot. there were only stray examples of not getting books or not getting books for some subjects. But these were being sorted out at school level.</p>

**(d).School Grants;**

<p><b>District I Gurdaspur</b></p>	<p>1559 PS and 516 UPS received School grants in District Gurdaspur in July August 2008. New session in schools of Punjab starts in April hence release of school grants was not within one month of reopening of school.</p>
<p><b>District 2 Mohali</b></p>	<p>School grants in District Mohali were released in July-August, 2009 to 421 PS and 156 UPS. None of the schools visited by MI during July 2009 had reported to have received maintenance grant or any other grant till July.2009</p>
<p><b>District 3 Ludhiana</b></p>	<p>School grants in District Ludhiana were also released in August, 2009 in 1032 PS and 578 UPS. None of the schools visited by MI during May2009 and July 2009 reported have received school grants. New session in schools of Punjab starts in April, hence release of school grants was not within one month of reopening of school</p>
<p><b>District 4 Nawanshahar (S.B.S Nagar)</b></p>	<p>School grants in District Nawanshahar were released in July-August, 2009. Maintenance grant was not released till july,2009</p>
<p><b>District 5 Ropar</b></p>	<p>School grants in District Ropar released in July-August, 2009 and Maintenance grant was not released till July2009.</p>

**(e) Teachers and teachers training**

<b>District I Gurdaspur</b>	Till 31.7.09, 4 posts for NPS and 258 for NUPS have to be filled in district Gurdaspur under SSA. In 27% schools visited by MI all in-position teachers were not present at the time of visit. Casual leave, duty leave, deputation, were the reasons for not being present. 92% teachers received 4-5 days in service training till 31.7.09.this was related to Purroh Punjab
<b>District 2 Mohali</b>	Till 31.7.09, 4 posts for NPS and 147 for NUPS have to be filled in district Mohali under SSA . In 10 % schools visited by MI all in-position teachers were not present at the time of visit. 85.2% teachers received 4-5 days in service training till 31.7.09.
<b>District 3 Ludhiana</b>	s Till 31.7.09, 12 posts for NUPS have been sanctioned for district Ludhiana under SSA. In 27% schools visited by MI all in-position teachers were not present at the time of visit .94% teachers received 4-5 days in service training till 31.7.09.
<b>District 4 Nawanshahar</b>	Till 31.7.09, 2 posts for NPS and 48 for NUPS have to be filled in dist Nawanshahar under SSA. In 30% schools visited by MI all in-position teachers were not present at the time of visit. Casual leave, duty leave, deputation, were the reasons for not being present. 87% teachers reported to have received 4-5 days in service training for Purroh Punjab till 31.7.09. None of the schools had reported to have cluster level training till July 2009.
<b>District 5 Ropar</b>	Till 31.1.09, 6 posts for NPS and 294 for NUPS have been sanctioned for dist Ropar under SSA. But these teachers are yet to be placed. In 30% schools visited by MI all in-position teachers were not present at the time of visit. Casual leave, duty leave, deputation, were the reasons for not being present. 53.78.2% teachers received 4-5 days in service training till 31.7.09. None of the schools had reported to have cluster level training till July 2009.

**(f).Teaching Learning Material Grant;**

<b>District I Gurdaspur</b>	In July 2009, DPO had received TLM grant electronically from SPO for 3514 primary and 3096 upper primary teachers in district Gurdaspur. This TLM has been proposed to be used in Dec,2009 after training programme. TLMs were displayed in classrooms in 68% schools and were given to children in classroom in 40% schools.
<b>District 2 Mohali</b>	In July 2009, DPO had received TLM grant electronically from SPO for 976 primary and 1177 upper primary teachers in district Mohali. This TLM has been proposed to be used in Dec, 2009 after training programme. TLMs were displayed in classrooms in 80% schools and were given to children in classroom in 40% schools.

<b>District 3 Ludhiana</b>	In July 2009, DPO had received TLM grant electronically from SPO for 2855 primary and 3929 upper primary teachers in district Ludhiana. This TLM has been proposed to be used in Dec, 2009 after training programme. TLMs were displayed in classrooms in 65% schools and were given to children in classroom in 27% schools.
<b>District 4 Nawanshahar</b>	In July 2009, DPO had received TLM grant electronically from SPO for 109 primary and 1146 upper primary teachers in district Nawanshahar. This TLM has been proposed to be used in Dec, 2009 after training programme. TLMs were displayed in classrooms in 72% schools and were given to children in classroom in 30% schools.
<b>District 5 Ropar</b>	In July 2009, DPO had received TLM grant electronically from SPO for 3514 primary and 3096 upper primary teachers in district Gurdaspur. This TLM has been proposed to be used in Dec, 2009 after training programme. TLMs were displayed in classrooms in 71% schools and were given to children in classroom in 27% schools.

**(g) EGS & AIE centres**

<b>District I Gurdaspur</b>	BY 1 <sup>st</sup> April, 2008 all EGS centres in Punjab were closed. 50 children through RBC and 13225 children through non residential bridge courses were targeted for district Gurdaspur. Till July, 2009 the process of opening AIE centres was in Progress.
<b>District 2 Mohali</b>	By the end of Jan 2009 only 640 AIE centres were operating as against 716 sanctioned for 2008-2009. One RBC( 50Children) and has been sanctioned for district during 2009-2010
<b>District 3 Ludhiana</b>	No EGS centre operated in District Ludhiana in 2008-2009. BY 1 <sup>st</sup> April, 2008 all EGS centres in Punjab were closed. In Dist Ludhiana 3453 AIEs were operating till Jan 2009. In 2009-10 two RBC were proposed to enroll 100 children and 4840 children were proposed to be enrolled in Non residential Bridge courses.
<b>District 4 Nawanshahar</b>	BY 1 <sup>st</sup> April, 2008 all EGS centres in Punjab were closed. 50 children through Residential Bridge courses and 493 through AIE centres ( non residential Bridge courses) have been targeted to be enrolled in 2009. identification, enrolment process of opening AIE centres takes time and normally these centres start operating from May of the year. June being Vacation period regularity in these centres starts picking up in July.
<b>District 5 Ropar</b>	BY 1 <sup>st</sup> April, 2008 all EGS centres in Punjab were closed. 2353 children in AIE centres were targeted in Dist Ropar in 2008- and 2000 children were actually attending centres till March, 2009. 83.19% OOSC were mainstreamed through NRBC in April, 2009. For 2009-2010 District Ropar has a target of enrolling 50 students through RBC and 725 children through NRBC. The process of opening AIE centres was continuing till July, 2009.

**(h). Children with Special Needs (CWSN)**

<b>District I Gurdaspur</b>	Till 31-1-09, 3082 CWSN had been identified and 180 got aids and appliances. 16 children joined AIE centres. 5 Resource Teachers are engaged to give academic support to CWSN. 69 NGOs are involved with the education of CWSN in Punjab. 58 children received home based education and 70 resource rooms were operating for these children
<b>District 2 Mohali</b>	Till 31-1-09, 1491 CWSN had been identified and 180 got aids and appliances. Only 10 of these children joined AIE centres. 5 Resource Teachers are engaged to give academic support to CWSN. 69 NGOs are involved with the education of CWSN in Punjab. 58 children received home based education and 70 resource rooms were operating for these children
<b>District 3 Ludhiana</b>	Till 31-1-09, 1458 CWSN had been identified and 181 got aids and appliances. Only 35 of these children joined AIE centres. 81 Resource Teachers are engaged to give academic support to CWSN. 69 NGOs are involved with the education of CWSN in Punjab. 77 children received home based education and 81 resource rooms were operating for these children
<b>District 4 Nawanshahar</b>	Till 31-1-09, 3255 CWSN had been identified and 471 got aids and appliances. None of these children joined AIE centres. 14 Resource Teachers are engaged to give academic support to CWSN. 69 NGOs are involved with the education of CWSN in Punjab. 319 children received home based education and 347 resource rooms were operating for these children
<b>District 5 Ropar</b>	Till 31-1-09, 3272 CWSN had been identified and 313 got aids and appliances. Only 4 of these children joined AIE centres. 19 Resource Teachers are engaged to give academic support to CWSN. 69 NGOs are involved with the education of CWSN in Punjab. 239 children received home based education and 308 resource rooms were operating for these children

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

<b>District I Gurdaspur</b>	<b>The state allocated an amount of Rs. 300/- for 20 districts for carrying out activities.</b> Following activities <b>under girls' education</b> , were taken up under this programme; <ul style="list-style-type: none"><li>• Workshops of master trainers towards capacity building on girls</li></ul>
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	<p>education= Rs. 5000/- each district</p> <ul style="list-style-type: none"> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS) 5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>
<b>District 2 Mohali `</b>	<ul style="list-style-type: none"> <li>• Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS) 5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>
<b>District 3 Ludhiana</b>	<ul style="list-style-type: none"> <li>• Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS) 5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>
<b>District 4 Nawanshahar</b>	<ul style="list-style-type: none"> <li>• Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS) 5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> </ul>

	<ul style="list-style-type: none"> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>
<b>District 5 Ropar</b>	<ul style="list-style-type: none"> <li>• Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS) 5 Meena CDs were provided to grade VI, VII and VIII each school <ul style="list-style-type: none"> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> </ul> </li> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>

**(j) Katurba Gandhi Balika Vidyalaya (KGBV):**

<b>District I Gurdaspur</b>	No KGBV was sanctioned for the district Gurdaspur during 2009-10
<b>District 2 Mohali</b>	No KGBV was sanctioned for the district Mohali during 2009-2010
<b>District 3 Ludhiana</b>	No KGBV was sanctioned for the district Ludhiana during 2009-2010
<b>District 4 Nawanshahar</b>	No KGBV was sanctioned for the district Nawanshahar during 2009-10
<b>District 5 Ropar</b>	No KGBV was sanctioned for the district Ropar during 2009-2010

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

District I Gurdaspur	EMIS set up exists with requisite number of computers and computer operators. Teachers not trained on DISE till 31-7-09. DISE data not sent to SPO by 31-07-09. The proposed date of collecting data formats is November 2009.
District 2 Mohali	EMIS set up exists with requisite number of computers and computer operators. Teachers not trained on DISE till 31-7-09. DISE data not sent to SPO by 31-07-09. The proposed date of collecting data formats is November 2009.
District I Ludhiana	EMIS set up exists with requisite number of computers and computer operators. Teachers not trained on DISE till 31-7-09. DISE data not sent to SPO by 31-07-09. The proposed date of collecting data formats

	is November 2009.
District 4 Nawanshahar	EMIS set up exists with requisite number of computers and computer operators. Teachers not trained on DISE till 31-07-09. DISE data not sent to SPO by 31-07-09. The proposed date of collecting data formats is November 2009.
District 5 Ropar	EMIS set up exists with requisite number of computers and computer operators. Teachers not trained on DISE till 31-7-09. DISE data not sent to SPO by 31-07-09. The proposed date of collecting data formats is November 2009.

**(l) Research and Evaluation:**

<p>Under REMS research studies for all districts were taken up uniformly in a centralized manner in 2008-2009;</p> <ol style="list-style-type: none"> <li>1. Study on teacher absenteeism for primary and upper primary schools was done by Panjabi University Patiala. The study was initiated during 2007-2008 and was completed in 2008-2009. The budget of the project was;</li> <li>2. Study on assessment of status of schools with respect to blackboards, toilets, drinking water facilities was taken up by SCERT, Punjab</li> <li>3. during 2008-2009, the report was not submitted by 31.1.09</li> <li>4. study on impact of Remedial Coaching for Upper Primary schools was taken up by SCERT, Punjab</li> <li>5. Baselines for identification of learning levels of primary class children were done under Parroh Punjab programme.</li> <li>6. Midterm evaluation of learning achievements of primary school children was done as a part of Parroh Punjab programme</li> <li>7. Supervision and Monitoring of the schools was carried out by Block and Cluster Resource Persons .</li> </ol>
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**(m) Functioning of the VEC:**

<b>District I Gurdaspur</b>	100% schools have their VEC and VEC guidelines were made available to VEC members in 2004. MI found 76% VECs having the guidelines; 97% VECs having prescribed number of women members; 45% convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly. 40% VEC member given training till 31-1-09 and less than 25% VECs have contributed to school development and students enrollment. <b>The interest of Most of the VEC members is in civil works only. Records are maintained by Head teacher of the school</b>
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<b>District 2</b> <b>Mohali</b>	100% schools have their VEC and VEC guidelines were made available to VEC members in 2004. MI found 70% VECs having the guidelines; 90% VECs having prescribed number of women members; 40% convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly. 40% VEC member were given training till 31-1-09 and less than 20% VECs have contributed to school development and students enrollment. <b>Records are maintained by Head teacher of the school. Chairman of VEC is however a signatory to draw grants.</b>
<b>District 3</b> <b>Ludhiana</b>	100 % schools have their VEC and VEC guidelines were made available to VEC members in 2004. MI found 65% VECs having the guidelines; 95% VECs having prescribed number of women members; 45% convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly. 25% VEC member given training till 31-1-09 and less than 21% VECs have contributed to school development and students enrollment. <b>The interest of Most of the VEC members is in civil works only. Records are maintained by Head teacher of the school</b>
<b>District 4</b> <b>Nawanshahar</b>	100 % schools have their VEC and VEC guidelines were made available to VEC members in 2004. MI found 85% VECs having the guidelines; 95% VECs having prescribed number of women members; 55% convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly. 42% VEC member given training till 31-1-09 and less than 26% VECs have contributed to school development and students enrollment. <b>The interest of Most of the VEC members is in civil works only. Records are maintained by Head teacher of the school</b>
<b>District 5</b> <b>Ropar</b>	100 % schools have their VEC and VEC guidelines were made available to VEC members in 2004. MI found 85% VECs having the guidelines; 95% VECs having prescribed number of women members; 60% convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly. 40% VEC member given training till 31-1-09 and less than 21% VECs have contributed to school development and students enrollment. <b>Records are maintained by Head teacher of the school. Contribution of VEC members in the development of school or other school functionaries is too negligible.</b>

**(n) Staffing at District Level:**

<b>District I</b> <b>Gurdaspur</b>	No staff positions were vacant
<b>District 2</b>	No staff positions were vacant

<b>Mohali</b>	
<b>District 3 Ludhiana</b>	No staff positions were vacant
<b>District 4 Nawanshahar</b>	No staff positions were vacant
<b>District 5</b>	<b>No staff positions were vacant</b>

**(o) Outreach of primary/Upper primary educational facilities to SC, ST, Minority groups and to Girls as well , especially in special focus districts**

District I Gurdaspur	The District has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2009-10.
District 2 Mohali	The district has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09.
District 3 Ludhiana	The district has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09.
District 4 Nawanshahar	The district has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09.
District 5 Ropar	The District has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09.

**P) any other issues relevant to SSA implementation**

<b>District I Gurdaspur</b>	68% schools have clean environment; 55% have good buildings; 20% have a play ground and 60% have classroom with proper light. Average percentage of boys' and girls' attendance was 84% and 89% respectively. Continuous evaluation is done in all schools. Cases of over age and drop out children are very less. None of the schools visited by MI reported to have under age children
<b>District 2 Mohali</b>	86% schools have clean environment; 62% have good buildings; 32% have a play ground and 66% have classroom with proper light. Average percentage of boys' and girls' attendance was 90% and 91% respectively. Continuous evaluation is done in all schools. Cases of over age and drop out children are very less. None of the schools

	visited by MI reported to have under age children
<b>District 3 Ludhiana</b>	78% schools have clean environment; 55% have good buildings; 34% have a play ground and 61% have classroom with proper light. Average percentage of boys' and girls' attendance was 85.01% and 89.31% respectively. Continuous evaluation is done in all schools. Cases of over age and drop out children are very less. None of the schools visited by MI reported to have under age children
<b>District 4 Nawanshahar</b>	67% schools have clean environment; 56% have good buildings; 25% have a play ground and 67% have classroom with proper light. Average percentage of boys' and girls' attendance was 84% and 88% respectively. Cases of over age and drop out children are very less. None of the schools visited by MI reported to have under age children
<b>District 5 Ropar</b>	66% schools have clean environment; 55% have good buildings; 22% have a play ground and 69% have classroom with proper light. Average percentage of boys' and girls' attendance was 85% and 90.2% respectively. Continuous evaluation is done in all schools. Cases of over age and drop out children are very less. None of the schools visited by MI reported to have under age children

## **(q) Executive Summary of all the District Reports for MDM**

<b>District 1</b> Gurdaspur	<p><b>(a) Regularity in serving MDM:</b> In (95%) schools visited by MI, MDM was given regularly.</p> <p><b>(b) Regularity in delivering food grains to schools.</b> Food grains are not delivered on fixed date. Food grains are available for additional 01 month in 70% schools.</p> <p><b>(c) Regularity in delivering cooking cost to schools.</b> Cooking cost is received in advance in 80% schools. If grant is late but food grain is available in the school, teachers spent their own money and get its compensation when grants are received.</p> <p><b>(d) Social equity.</b> No gender / caste / community based discrimination was observed by MI in cooking or serving MDM or in the sitting arrangement.</p> <p><b>(e) Variety of menu.</b> Weekly menu for MDM is displayed in 0% schools. However prescribed menu is followed with minor interchanges sometimes.</p> <p><b>(f) Quality and quantity of meal.</b> Children are happy with quality and quantity of food in about 95% schools. They expressed unhappiness over Namkeen Dalia</p> <p><b>(g) Supplementary diets.</b> None of the schools visited by MI reported to have given micronutrients and de-worming medicines in 2008-2009.</p> <p><b>(h) Status of Cooks.</b> In 95 % schools Cook is available. The Cook is paid Rs.0.40 /-per student per day. Depending upon the no of students present per day she gets remuneration. They are paid regularly in all schools.</p> <p><b>(i) Infrastructure.</b> Only 5% sample checked schools had fully constructed kitchen shed-cum-store. In 2009-2010 a good number of schools have been given grant of Rs. 60,000/- for the construction of Kitchen shed cum store. Portable water is available for cooking and drinking in all schools.</p> <p><b>(j) Community participation.</b> Participation of parents and VECs in monitoring and supervision of MDM is quite satisfactory. 95% times it is a mother who supervises MDM by rotation</p> <p><b>(k) Inspection and supervision.</b></p>
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	<p>During 1-8-08 to 31-1-09, 70% schools were not inspected by District MDM officials.</p> <p><b>(l) Impact.</b> Majority of Head Teachers and VECs believe that MDM helps in increasing enrollment, attendance and general health of children.</p>
<p><b>District 2</b> Mohali</p>	<p><b>(a) Regularity in serving MDM:</b> In 5% schools MDM was not given regularly. But these were stray instances. MDM was not given for 7 working days in these schools.</p> <p><b>(b) Regularity in delivering food grains to schools.</b> Food grains are not delivered on fixed date. Food grains are available for additional 01 month in 60% schools.</p> <p><b>(c) Regularity in delivering cooking cost to schools.</b> Cooking cost is received in advance in schools</p> <p><b>(d) Social equity.</b> No gender / caste / community based in discrimination found by MI in cooking or serving MDM or sitting arrangement.</p> <p><b>(e) Variety of menu.</b> None of the schools has displayed Weekly menu for MDM</p> <p><b>(f) Quality and quantity of meal.</b> Children are happy with quality and quantity of food in about 90% schools.</p> <p><b>(g) Supplementary diets.</b> In no schools, micronutrients and de-worming medicines are given.</p> <p><b>(h) Status of Cooks.</b> In 98% schools adequate number of Cooks present. The Cook is paid Rs.0.40 /-per student per day. Depending upon the no of students present per day she gets remuneration. They are paid regularly in all schools.</p> <p><b>(i) Infrastructure.</b> Only 10% sample checked schools had fully constructed kitchen shed-cum-store. Portable water is available for cooking and drinking in 100% schools.</p> <p><b>(j) Community participation.</b> Participation of parents and VECs in monitoring and supervision of MDM is quite satisfactory.</p> <p><b>(k) Inspection and supervision.</b> During 1-8-08 to 31-1-09, 74% schools were not inspected by District MDM officials.</p>

	<p><b>(l) Impact.</b> Majority of Head Teachers and VECs believe that MDM helps in increasing enrollment, attendance and general health of children.</p>
<p><b>District 3</b> Ludhiana</p>	<p><b>(a) Regularity in serving MDM:</b> MDM was given regularly. In August and September 2008 on an average MDM was not given for 7.5 working days in these schools.</p> <p><b>(b) Regularity in delivering food grains to schools.</b> Food grains are not delivered on fixed date. Food grains are available for additional 01 month in 62% schools</p> <p><b>(c) Regularity in delivering cooking cost to schools.</b> Cooking cost is received in advance in no schools</p> <p><b>(d) Social equity.</b> No gender / caste / community based indiscrimination found by MI in cooking or serving MDM or sitting arrangement.</p> <p><b>(e) Variety of menu.</b> Weekly menu for MDM is displayed in 0% schools</p> <p><b>(f) Quality and quantity of meal.</b> Children are happy with quality and quantity of food in about 85% schools.</p> <p><b>(g) Supplementary diets.</b> In no schools, micronutrients and de-worming medicines are given.</p> <p><b>(h) Status of Cooks.</b> In all schools adequate number of Cooks is present. The Cook is paid Rs.0.40 /-per student per day. Depending upon the no of students present per day she gets remuneration. They are paid regularly in all schools.</p> <p><b>(i) Infrastructure.</b> Only 10% sample checked schools had fully constructed kitchen shed-cum-store. Portable water is available for cooking and drinking in 100% schools.</p> <p><b>(j) Community participation.</b> Participation of parents and VECs in monitoring and supervision of MDM is quite satisfactory.</p> <p><b>(k) Inspection and supervision.</b> During 1-8-08 to 31-1-09, about 80% schools were not inspected by District MDM officials.</p> <p><b>(l) Impact.</b></p>

	Majority of Head Teachers and VECs believe that MDM helps in increasing enrollment, attendance and general health of children.
<b>District4</b> Nawanshahar	<p><b>(a) Regularity in serving MDM:</b> In 98% schools MDM was given regularly.</p> <p><b>(b) Regularity in delivering food grains to schools.</b> Food grains are not delivered on fixed date. Food grains are available for additional 01 month in &gt;75% schools</p> <p><b>(c) Regularity in delivering cooking cost to schools.</b> Cooking cost is received in advance in schools</p> <p><b>(d) Social equity.</b> No gender / caste / community based in discrimination found by MI in cooking or serving MDM or sitting arrangement.</p> <p><b>(e) Variety of menu.</b> Weekly menu for MDM is displayed in 0% schools</p> <p><b>(f) Quality and quantity of meal.</b> Children are happy with quality and quantity of food in about 95% schools.</p> <p><b>(g) Supplementary diets.</b> In no schools, micronutrients and de-worming medicines are given.</p> <p><b>(h) Status of Cooks.</b> In 97% schools adequate number of Cooks. The Cook is paid @ Rs.0.40/- Per child per day and are paid regularly on monthly basis in about all the schools.</p> <p><b>(i) Infrastructure.</b> Only 5% sample checked schools had fully constructed kitchen shed-cum-store. Grants for Kitchen shed have been given to schools who are likely to complete construction by March 2009. Portable water is available for cooking and drinking in all schools.</p> <p><b>(j) Community participation.</b> Participation of parents is encouraging at least one mother is present to supervise MDM and only very few VECs participate in monitoring and supervision of MDM</p> <p><b>(k) Inspection and supervision.</b> During 1-8-08 to 31-1-09, 80% schools were not inspected by District MDM officials.</p> <p><b>(l) Impact.</b> Majority of Head Teachers and VECs believe that MDM helps in increasing</p>

	enrollment, attendance and general health of children.
<b>District 5</b> Ropar	<p><b>(a) Regularity in serving MDM:</b> In 95% schools MDM was given regularly.</p> <p><b>(b) Regularity in delivering food grains to schools.</b> Food grains are not delivered on fixed date. Food grains are available for additional 01 month in 85% schools. The grains are available in advance , may not be for full one month.</p> <p><b>(c) Regularity in delivering cooking cost to schools.</b> Cooking cost is received in advance in schools</p> <p><b>(d) Social equity.</b> No gender / caste / community based in discrimination found by MI in cooking or serving MDM or sitting arrangement.</p> <p><b>(e) Variety of menu.</b> Weekly menu for MDM is displayed in 0% schools</p> <p><b>(f) Quality and quantity of meal.</b> Children are happy with quality and quantity of food in &gt;95% schools.</p> <p><b>(g) Supplementary diets.</b> In no schools, micronutrients and de-worming medicines are given.</p> <p><b>(h) Status of Cooks.</b> In 98% schools have adequate facility of a Cook. The Cook is paid @ Rs.0.40/- Per child per day and are paid regularly on monthly basis in about all the schools.</p> <p><b>(I) Infrastructure.</b> Only 10% sample checked schools had fully constructed kitchen shed-cum-store. Portable water is available for cooking and drinking in all schools.</p> <p><b>(j) Community participation.</b> Participation of parents in monitoring and supervision of MDM is quite satisfactory.</p> <p><b>(k) Inspection and supervision.</b> During 1-8-08 to 31-1-09, 80 % schools were not inspected by District MDM officials.</p> <p><b>(l) Impact.</b> Majority of Head Teachers and VECs believe that MDM helps in increasing enrollment, attendance and general health of children.</p>



## CHAPTER-3

### 3. District Level Half Yearly Monitoring Report

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

<b>3.1</b>	<b>Name of the District</b>	<b>Gurdaspur</b>
<b>3.2</b>	<b>Date of visit to the District/EGS/Schools</b>	<b>Dec-2008 to 31.1.09</b>
<b>3.3</b>	<b>Tasks</b>	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)	<b>What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?</b>	<b>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.</b>
	2 EGS centres were sanctioned to be upgraded in 2009-2010 into Primary Schools in District Gurdaspur. 86 new upper primary schools were sanctioned for District Gurdaspur during 2009-2010. No grants were received for their centre during April-May when MI was visiting Gurdaspur.	
(ii)	<b>Has the land for construction of the school been identified?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	Land identified , as reported by DPO	
(iii)	<b>Whether VEC/SMC etc. have received any funds for construction of the school</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher</b>
	The grants for new schools were not released tilJune,2009.	

(iv)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	<b>Construction not yet started but the process of distribution of grants was in progress</b>	
(v)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	<b>New teachers have not been placed till July 2009.</b>	
(vi)	<b>Have Teachers been put in position in new schools in District visited?</b>	<b>Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.</b>
	<b>In all 146 primary teachers ( Para) have been approved. Yes all new schools have been Sanctioned two teachers but will be positioned on completion of construction</b>	
(vii)	<b>In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?</b>	<b>To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.</b>
	<b>TLE Rs.20,000/- for NPS and 50,000/- for new UPS has been approved and its release was in pipeline in July, 2009</b>	
(viii)	<b>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?</b>	<b>Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</b>
	<b>Guidelines provided</b>	

**(b) Civil Works:**

(i)	<b>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?</b>	<b>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.</b>
	For 2008-09, 60 ACRs for primary schools and 70 ACRs for Upper primary schools and 20 general toilets, 10 girls toilets were approved for district Gurdaspur. 10 schools have been given grants for drinking facilities. No CRCs or BRCs were targeted to be constructed in district Gurdaspur for the year 2009-2010. No rainwater harvesting is being experimented in schools of Gurdaspur. 50 out of 75 schools cross-checked during march 2009-July 2009 reported to have received grants for Kitchen Shed. In 60% of these schools construction work was near completion/complete.	
(ii)	<b>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.</b>	<b>To be checked on the spot with assistance of VEC/SMC and School Teachers.</b>
	Five ACR were crosschecked by MI. The construction work for 2008-2009 was complete in these schools. New grants were awaited by the end of July, 2009. The schools remained closed in June and first week of July because of summer holidays. The process of construction normally starts in July- August.	
(iii)	<b>Whether SMC/VEC has been trained by technical persons for execution of civil work?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Training of VEC members by Technical persons was not done till July, 2009. MI crosschecked 15 VECs for this.	
(iv)	<b>Whether community manual for civil works has been prepared and is available with VEC/SMC?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>

	Yes community manual for civil works is available with chairperson of VEC or the head teacher.	
(v)	<b>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Ramps are being constructed in new schools of District Gurdaspur as also in some existing schools. 5% newly ramps on to of the crosschecked schools by MI were according to specifications laid down by SSA, Gurdaspur.	
(vi)	<b>Is VEC/SMC keeping a separate account of funds and materials for construction?</b>	<b>By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).</b>
	Separate accounts are being maintained for construction work. Sample checked schools in district Gurdaspur revealed that mostly this account is maintained by the head teacher but cheques etc are signed by the two eligible signatories Chairperson of the Puswak and Head teacher of the school.	
(vii)	<b>Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?</b>	<b>To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Sample checked schools revealed that BRPs at Block level are associated with civil works also in district Gurdaspur. They are mainly associated with Purroh Punjab programme.	
(viii)	<b>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?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	The DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. Out of the 6 sample checked cases, only in 3 cases, the Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction. School teachers said that BRP comes frequently when construction work is going on. Sometimes a person from DEO,s office also supervises and guide construction work.	

(ix)	<b>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?</b>	<b>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).</b>
	Yes there is convergence with If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools. However 90% teachers are not aware about the source of this facility. For them SSA sponsors it. In more then 10% schools, village panchyats/ NRIs had already sponsored one submersible for the schools.	
(x)	<b>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	VEC takes care	
(xi)	<b>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?</b>	<b>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).</b>
	There is convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools of district Gurdaspur.	
	<b>What is MI's impression of quality construction in sites visited by MI?</b>	<b>To be assessed on the spot. (sample as in (ii) above).</b>
(xii)	Although MI is not competent authority to inspect Quality of construction but Assessment with regard to specifications laid down by SPO and general principles of construction are made by MI. The quality construction aspect of civil works in all the 12 sample checked cases ( completed in 2008-2009) had been good and had no defect	

(xiii)	<p><b>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format &amp; 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?</b></p>	<p><b>Status to be obtained from SPO and to be verified from schools visited by MI.</b></p>
<p>At SPO level there is one post of Executive Engineer. One Deputy Manager( CW) and one Assistant Manager( CW), three posts of Assistant Manager( CW).  At district level there is one Sub Divisional Engineer for each district and each district has at least one District resource person  No third party evaluation of civil works is being done.</p>		

**(c) Textbooks:**

	<p><b>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 is receiving free textbooks from SSA funds and State Government funds?</b></p>	<p><b>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</b></p>
(i)	<p><b>Free Text books are distributed through two sources; Govt. of Punjab distributes books to All SC boys and girls</b>  <b>Whereas general category boys and girls get books out of SSA funds</b>  In 2009-10, 184269 girls, ST boys and SC boys in District Gurdaspur were approved by the PAB to receive  Free textbooks and workbooks from SSA funds to Non SC children (P)=. 45383  Free textbooks and workbooks from SSA funds to Non SC children (P)=.32322  Free textbooks and workbooks from SSA funds to Non SC children (P)+.  Free textbooks and workbooks from SSA funds to Non SC children (P)=.58527  Free textbooks and workbooks of aided PS =7937  Free textbooks and workbooks of aided PS = 5670  Free textbooks and workbooks for children mainstreamed from AIE centres = 10298</p>	
(ii)	<p><b>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</b></p>	<p><b>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.</b></p>

	<p>First installment of books was distributed in April, 2009. The books are distributed within 2-3 days of procurement from Cluster head school</p> <p>SPO sends circular to DPO. Books collection centres are already identified. Cluster head teacher is informed telephonically to collect books for the cluster school. The stock entries are made at books collection centre . No written circular was reported to be issued by BPEOs</p>	
	<p><b>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.</b></p>	<p><b>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</b></p>
(iii)	<p>Books were released in 2-3 installments. First lot was distributed in April, 2009 and last installment was received in July, 2009. In fact these were the students who were admitted late and requisition for their books was sent after their admissions. The Percentage of students who received all books within one month could not be ascertained since 80% schools crosschecked by MI in District Gurdaspur had not mentioned any dates on which books were received or distributed. the SPO should circulate a notice to all the schools in all the districts to mention in the registers the dates of procurement and distribution of books</p>	
	<p><b>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</b></p>	<p><b>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.</b></p>
(iv)	<p>Only in 95%) out of sample checked schools, free textbooks had been distributed for all subjects and for all classes and to all eligible children. 5% students out of such schools informed MI team that text books were not received by these students because they were admitted late. The requisition of books has been sent to respective BPEOs. The process of distribution of books has improved a lot as compared to earlier years.</p>	

**(d) School grants:**

(i)	<p><b>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</b></p>	<p><b>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.</b></p>
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	<b>schools on how to utilize this grant?</b>	
	<p>In 2009-10, 1559 PS and 516 UPS (total=2075) schools had been approved to get the school grant. The grant for these schools had been released by the SPO to the DPO in July 2009, the DPO had released the grant in August, 2009 to schools.30 Sample crosschecked schools in district Gurdaspur revealed that school grants were received or are in the process in July,2009 and thus the schools could not receive it within 02 months of their opening, i.e. 1-4-08. The DPO had of course issued a school grant guideline to each school.</p>	
(ii)	<p><b>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?</b></p>	<p><b>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.</b></p>
	<p>In 2009-10, the school grant had been revised from Rs.2000/- per school to Rs.5000/- per primary school and Rs.7000/- per upper primary school. The DPO had therefore released the school grant at these rates to the VEC accounts. The school grant had been targeted to be released to 1559 PS. 516 UPS. The process of releasing SG has started in July 2009. Maintenance grants 7500/- was not released to schools till July, 2009.</p>	
(iii)	<p><b>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</b></p>	<p><b>Information to be obtained from DPO of districts visited by MI.</b></p>
	<p>The DPO had not made centralized purchase of any item for the schools out of the school grant. The VEC had been given responsibility to utilize as per the guidelines.</p>	
(iv)	<p><b>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?</b></p>	<p><b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b></p>
	<p>Schools had received the school grants in July, 2009 electronically in their bank account. Yes, there had been delay by 02 months in receiving school grants by schools.</p>	
(v)	<p><b>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</b></p>	<p><b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b></p>
	<p>The last year's school grants received had been fully utilized by all sample checked schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO.All Schools cross checked by MI had utilised school grant of 2008-09 by 31.3.09. The</p>	



	submission of UC was done in March 2009. This year's grants are yet to be utilized.
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**(e) Teachers and Teachers Training:**

(i)	<b>Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	For 2009-10, no new teachers had been sanctioned by the PAB and hence no posting of any new teacher had been made till 31-7-09. Only 176 Para teachers will be appointed for new primary and upper primary schools sanctioned for 2009.	
(ii)	<b>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?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	Recruitments are done on merit basis.	
(iii)	<b>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No new teacher had been recruited in 2009-10 till July, 2009.	
(iv)	<b>If VEC/Panchayats 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?</b>	<b>To be ascertained from DPO and VEC.</b>
	VEC/Panchayat is not empowered to recruit teachers.	

	<p><b>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?</b></p>	<p><b>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.</b></p>
(v)	<p>On an average 30% posts of teachers in dist. Gurdaspur are lying vacant. Out of the vacant posts, 30% schools require one more teacher, 20% have 2 posts vacant, 15% have 3 posts vacant and 8% have 4-5 vacant posts of teachers.</p> <p>The MI had sample-checked 95 schools and in only 30% schools there was vacancy against the sanctioned posts. But this percentage was different in different Blocks e.g. Blocks Pathankot I out of 207 sanctioned posts of CHI, HT, JBT only 138 are in position 269 posts are vacant in Pathankot II out of 164 sanctioned posts 123 are working 41 are vacant in Pathankot III, 121 S 84 in position &amp; 37 vacant In Gurdaspur II 179 schools, 170 filled only 9 posts vacant.</p> <p>On the day of visit, MI had observed that all teachers were present at 52 (55%) schools. Some teachers were on leave or on official duty for which they had not come to schools but none of them seemed to be a habitual absentee. Members of VECS of 10 schools confirmed this.</p>	
(vi)	<p><b>How was the rapport between children and the teachers in the schools visited?</b></p>	<p><b>To be ascertained from the VEC and observed during the visit by MI.</b></p>
	<p>The teacher-student rapport was very good in all the sample-checked schools. The teacher child relationships seem to be healthy although not very interactive.</p>	
(vii)	<p><b>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?</b></p>	<p><b>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.</b></p>

	<p>In 2009-10, the DPO had a target of giving 10 days in-service training to 6610 teachers at Block level and 6610 at cluster level.. The DPO had a training calendar for conducting this training The training modules had been prepared by the SPO. Block Master Trainers provided training in modules ‘Purroh Punjab’. Which was to be used in schools CMTs look after this training component at cluster level. The DPO had also no planned strategy to get post-training feedback from teachers on regular basis. The training of 20 days has been split into two components. 10 days at block level and 10 days (monthly) meats at cluster level. By July 2009, 4 days training had been completed as repoted by 95% school teachers and no cluster level training has yet been initiated.</p>	
(viii)	<p><b>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?</b></p>	<p><b>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.</b></p>
	<p><b>1131 new recruited teachers were targeted to be given 30 days training at district and Block level in 2009-10.</b></p>	
(ix)	<p><b>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?</b></p>	<p><b>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.</b></p>
	<p>In 2009-10, the DPO had a target of giving in-service training to 14631 teachers  IN-SERVICE TEACHERS TRAINING10 DAYS ( block and District level)=6610  IN-SERVICE TEACHERS TRAINING10 DAYS( cluster level)=6610  Induction TRAINING to new recruits 30 DAYS =1131  TRAINING of BRPs 10 DAYS =280  The DPO had a training calendar for conducting this training which will be accomplished by March, 2010. The training modules had been prepared by the SPO. The DPO has no strategy to get post-training feedback from teachers on regular basis.</p>	

(x)	<p><b>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</b></p>	<p><b>To be ascertained from the teachers on the spot in respect of schools visited by MI.</b></p>
	<p>Most of the teachers expressed satisfaction and seemed to be much enthusiastic about Purroh Punjab modules. Many teachers were satisfied with the content of teacher training modules but they had intended to get more training on innovative methods of teaching, identification of hard spots, teaching to CWSN, teaching the difficult topics better etc. were demands from teachers. The teachers are happy with Purroh Punjab. Students achievement is also improving but almost 95% teachers expressed their concern about coverage of remaining subjects in time. Purroh Punjab contains modules in (English, Maths, Punjabi).</p>	
(xi)	<p><b>The academic support given by BRC/CRC to the teachers, the frequency of such support:</b>  <b>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)?</b></p>	<p><b>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b></p>
	<p>The role of BRCs and CRCs is limited to facilitate the operation of in-service teacher training programmes. In 2009-010, they had conducted some of the in-service teacher training programmes. The BRCCs and CRCCs had not done any post training follow up activities. The DPO had not planned to do it. The DPO had no format for plan of action to engage the BRCCs and CRCCs to measure the degree of effectiveness of teacher training programme. There were also no directives from the SPO to the DPO in this regard.</p> <p>The DPO had not ensured a specific number of school visits by the BRCCs and CRCCs and hence the latter had made school visits at their will. During school visit, they had mostly collected official feedback data and very rarely discussed with teachers of PS only on teaching the difficult topic better. There is no mechanism to ensure greater involvement of BRCCs and CRCCs in extending on-site academic support to the teachers. CMT stay in the schools of the cluster (One each day) from 9 a.m. to 11.30 during the implementation of Purroh Punjab and help teachers wherever required. The visits are on rotation in the cluster.</p>	

	<b>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?</b>	<b>To be ascertained from SPO.</b>
<b>(xii)</b>	There is no specific post like Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of 02 Deputy Directors and 01 Asst. Director. The quality aspects are reviewed at SPO level. The SPO has coordination with the SCERT to develop the State Curriculum up to Class X, textbooks and teacher training modules. DIET staffs are involved as DRG members for teacher training.	

**(f) Teaching Learning Material (TLM) grants:**

	<b>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</b>	<b>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</b>
<b>(i)</b>	<b>In all 6610 teachers (3514 PS teachers and 3096 UPS teachers) in district Gurdaspur were eligible to receive TLM grant. TLM was distributed in July 2009- Sep. 50% schools received school grant &amp; TLM together.</b>	
	<b>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?</b>	<b>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.</b>
<b>(ii)</b>	The DPO had started releasing TLM in July, and the process of release of school grant & TLM was still continuing till 31 July 2009. The TLM grant has been released in August 2008 to the teachers. The DPO has claimed to have issued a guideline in respect of utilization of TLM to each school. MI has observed that TLM had been released directly to the bank account of the schools.	

(iii)	<p><b>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?</b></p>	<p><b>information to be verified on the spot in respect of schools visited by MI.</b></p>
<p>The DPO, has released TLM to all eligible teachers by July, 2009. The DPO has claimed to have issued a guideline in respect of utilization of TLM to each school. MI has observed that by 31-1-09 TLM had been released directly to the bank account of the schools. TLM guidelines were issued at district level to DPOs. The teachers have been instructed to wait till Dec. 2009 to use TLM. The utilization will be initiated after their training in Dec 2009.</p>		

**(g) EGS & AIE:**

(i)	<p><b>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).</b></p>	<p><b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</b></p>
<ul style="list-style-type: none"> <li>• All EGS centres were closed w.e.f. 1-4-08</li> <li>• In district Gurdaspur AIE centres for enrolling 4045 children were proposed for 2009-2010.</li> <li>• 50 children through Residential Bridge courses were proposed to be enrolled in district Gurdaspur during 2009-10</li> </ul>		
(ii)	<p><b>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</b></p>	<p><b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</b></p>

	In 2009-10, 13225 out of school children had been targeted for enrollment but approximately 50% of this number has been actually enrolled by 31-7-09.	
(iii)	<b>The number of children enrolled and actually attending the centre?</b>	<b>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.</b>
	Approximately 50% Of the target children were enrolled in AIE centres of District Gurdaspur till July 2009.	
(iv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</b>
	<ul style="list-style-type: none"> <li>• Training of EVs is done in DIETS.</li> <li>• The training has to be for 30 days. By the end of July 2009, only 15 % of the 5 EVs interviewed have had their training</li> <li>• Pedagogy, maintenance of registers, use of TLM, etc constitute the modules</li> <li>• The reaction of EVs was satisfactory. Since they learn new methods to teach</li> </ul>	
(v)	<b>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?</b>	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.
	Most of the volunteer teachers informed that BRP visit AIE centres twice a month and stay for not more than half an hour	
(vi)	<b>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</b>	<b>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</b>
	10+ 2 is the minimum essential qualification for an EV but 50% of the EVs in Punjab are at least graduates. The education Volunteers having Qualifications less than B.Ed Set 1500 and those with B.Ed. receivers. 2500/-	

(vii)	<b>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?</b>	<b>Information to be obtained from the EVs during field visits by MI.</b>
Rs 2500/- monthly honorarium is paid to the EV. She is paid cash or cheque		
(viii)	<b>Whether EV is regular in his attendance?</b>	<b>To be ascertained from VEC during field visits by MI.</b>
No case of habitual absenteeism was observed in district Gurdaspur		
(ix)	<b>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?</b>	<b>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</b>
There is no designated District Coordinator for AIE. The District Coordinator for planning is incharge of AIE. He was given orientation and capacity building training on AIE he has joined in May 2008.		
(x)	<b>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?</b>	<b>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.</b>
The DPO has a monitoring format to provide AIE related data to SPO. Till 31-7-09, it has not furnished any AIE related information to the SPO.		
(xi)	<b>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</b>	<b>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</b>



	All EGS Centres in the District had been closed in 2008 and the AIE centres are upgraded as per SSA norms. Two AIE centres are targeted to be upgraded to Primary schools in district Gurdaspur. Funds have not been released till July 2009.	
(xii)	<b>Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools, and whether funds have been released for the same?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	Land has been identified and process of construction work initiated by July 2009	
(xiii)	<b>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?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	All EGS Centres have been closed since 2007-08. Two AIE Centres had to be upgraded in Dist. Gurdaspur in 2009-2010.	
(xiv)	<b>Whether the actual upgradation of EGS centre has taken place?</b>	<b>To be verified on the spot with the assistance of VECs, during field visits of MI.</b>
	Not till July, 2009	
(xv)	<b>Has the land for construction of the upgraded primary school (from EGS) been identified?</b>	<b>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.</b>
	yes	
(xvi)	<b>Whether VEC/SMC etc. have received any funds for construction of schools?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	Not till July 2009.	
(xvii)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing)?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	Not till July 2009.	

(xviii)	<b>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?</b>	<b>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.</b>
Two teachers for each of the new schools have been sanctioned and will be placed as soon as the construction is complete.		
(xix)	<b>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?</b>	<b>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.</b>
Children of AIE centres appeared for their examinations in March, 2009 and no. of children mainstreamed from AIE centres were.		
(xx)	<b>What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.</b>
Almost all AIE centres are provided with a Durries/taats , a blackboard at least. 50 % AIE centres visited by MI have charts or some other basic teaching Learning Materials. 30% volunteer teachers out of the 15 EVS Interviewed by MI reported to have received TLM of Rs 500/-		
(xxi)	<b>Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?</b>	<b>To be ascertained during the Field visit with the assistance of VEC/EV by MI.</b>
Yes children of AIE centres get Midday meals. Each centre associated with the school gets MDM from the school or if the distance is more then the MDM is prepared in the AIE centres separately. Same manu is used in AIE centres as well.		
(xxii)	<b>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?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.</b>
Approximately 60 % are regularly attending AIE centres		

(xxiii)	<b>The achievement level of children studying in EGS/AIE facilities?</b>	<b>Assessment to be undertaken during Field visit by MI.</b>
<p>The achievement level of children in AIE centres is not very high. But in some of the primary schools also children are not doing very well  MI has prepared some snap tests for grade I to V which are administered on children during visits to schools and AIE centres. Achievement level of these students especially grade III is quite low approx.40-45% and that of children in AIE centres is 35-40%.</p>		
(xxiv)	<b>The rapport of the EV with the children?</b>	<b>Observations during Field visit, by MI.</b>
<p>The rapport of the EV with the children is satisfactory</p>		
(xxv)	<b>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?</b>	<b>To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.</b>
<p>Free workbooks are provided to AIE children through SSA funds. The books were distributed simultaneously in schools and AIE centres. Some of the Late admitted children did not get workbooks till July, 2009.</p>		

**(h) Children with Special Needs (CWSN):**

(i)	<b>The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.</b>	<b>Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.</b>
<p>In 2009-10, 4565 CWSN children were identified in Dist Gurdaspur and out of them have been enrolled till 31-07-09 through AIE, HBE, RR</p>		
(ii) (a)	<b>The number of children who have been provided with aids and appliances, district-wise, during the current financial year.</b>	<b>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.</b>

	In 2009-10, 699 (25%) of the identified CWSN has been given aids and appliances till 31-7-09.	
(ii) (b)	<b>Whether there are any difficulties in getting and utilizing the aids and appliances.</b>	<b>Information to be obtained from SPO/DPO.</b>
	None of these students interviewed by MI reported any difficulty. Only problem faced by them was that the process took long time	
(iii)	<b>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?</b>	<b>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.</b>
	<ul style="list-style-type: none"> <li>• In Gurdaspur district 16 resource teachers were appointed</li> <li>• To all Resource Teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not given any guideline to the NGOs involved in CWSN activity. The MI has ascertained such engagement to be true.</li> <li>• In all 63 NGOs are working in Punjab for CWSN</li> </ul>	
(iv) (a)	<b>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?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
	The DPO has an IED Coordinator. The SPO has prescribed a monitoring format for CWSN activity and the DPO gives feedback data to the SPO in such format.	
(iv) (b)	<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?</b>	<b>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.</b>
	The SPO has prescribed a monitoring format for CWSN activity and the DPO gives feedback data to the SPO 02 times in a year	

(v)	<b>How many schools have been provided with ramps?</b>	<b>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</b>
	50% schools in the district have ramps although new grants were not released in 2009-2010 for the construction of ramps.	
(vi)	<b>How many children have been provided home based support during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and one or two sample checks be done by MI.</b>
	236 CWSN have ben provided with home based Education in the district Gurdaspur during 2008-2009	
(vii)	<b>How many parents have been given counseling during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.</b>
	As and when required. The school teachers keep a contact with.	
(viii)	<b>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</b>	<b>Information to be verified on the spot with the assistance of VEC/Teachers.</b>
	In 70% of the schools visited by MI CWSN were present. Mostly schools had 5-70 CWSN in schools and AIE centres. One 1E teacher attends them during Purroh Punjab hours and at 12 goes to attend CESN for home based education.	

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

(i)	<b>The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?</b>
(ii)	
(iii)	
iv)	<b>Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.</b> <b>the target number of additional classrooms, drinking water, toilet and electrification. etc. sanctioned in model clusters, during the current financial year</b>

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.

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.

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.

- a. Whether a district gender coordinator is in position?
- b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.

**Under NPEGEL;**

- The state allocated an amount of Rs. 300/- for 20 districts for carrying out activities. Following activities under girls' education. were taken up under this programme;
- Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district
- Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS)
  - 5 Meena CDs were provided to grade VI, VII and VIII each school
- Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS
- Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)
- Award to top 3 girl students of each class = Rs. 2 lakhs per district

(vi)	<b>The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?</b>	<b>Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.</b>
	<ul style="list-style-type: none"> <li>93 ECCE centres were working in 2008-2009 in district Gurdaspur with 2342 children enrolled.all ECCE centres have been converted to Anganwadis.</li> </ul>	
(vii)	<b>Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?</b>	<b>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.</b>
	<b>Formats have been prepared by SPO. District coordinator collects this information twice a year.</b>	

**(j) Katurba Gandhi Balika Vidyalaya (KGBV):**

(i)	<b>Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.</b>	<b>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.</b>
	Gurdaspur district has not been sanctioned any Kasturba Gandhi Vidyalaya even in 2009-10	
(ii)	<b>The number of KGBV in the State in respect of which land have been identified, district-wise.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>
	NA	
(iii)	<b>Whether the State has drawn up any detailed guidelines for running the KGBV schools.</b>	<b>To be obtained from the SPO and verified from DPO/KGBV visited by MI.</b>
	NA	
(iv)	<b>The number of KGBV in respect of which all formalities for construction have been completed.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>

		NA
(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.
	NA	
(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.
	NA	
(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.
	NA	

**(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.
	An EMIS set up exists in the DPO and it has the requisite number of computers and computer operators.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The SPO has given a time schedule to the DPO to take up DISE activity during November 2009.	



(iii)	<b>Whether data capture format have been supplied to all schools latest by August?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	The data capture formats were not given to schools by October of every month. Till July, 2009 these formats had not reached schools.	
(iv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	All the teachers has been given training for filling up data in the data capture format till interviewed on this regard till July, 2009.	
(v)	<b>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. ?</b>	<b>Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.</b>
	The CRC/ BRC coordinators have been given task of verifying DISE data The DPO has not engaged any third party for verifying the DISE data in this District.	
(vi)	<b>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</b>	<b>Information to be obtained from DPO and SPO.</b>
	The DISE data will sent by the DPOs to SPO by November 2009.	
(vii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

**(I) Research and Evaluation:**

<b>(i)</b>	<b>The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
	<b>During current financial year Four studies have been proposed at state level.</b> Four studies have been sanctioned for the year 2009-2010 three for NIAR Dehradun and one for Panjabi university, Patiala 1) High Drop out among SCs under SSA, Punjab for 2009-2010. Grants 24.84 lacs. 2) Impact of Teacher Training on classrooms transaction under SSA, Punjab for 2009-2010: Grants 20.93 lacs. 3) Evaluation study on Innovative Activities like Girls Education and SC/ST under SSA, Punjab for 2009-2010. Grant: 24.61 lacs. 4) One study has been assigned to Punjabi University, Patiala i.e. Evaluation study for out of school children covered in AIE centres and the children mainstreamed from AIE grants 28.60 lacs.	
<b>(ii)</b>	<b>The number of studies sanctioned in the previous calendar year and the number of them completed.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
	Under REMS research studies for all districts were taken up uniformly in a centralized manner in 2008-2009; 1. Study on teacher absenteeism for primary and upper primary schools was done by Panjabi University Patiala. 2. Study on assessment of status of schools with respect to blackboards, toilets, drinking water facilities. 3. study on impact of Remedial Coaching for Upper Primary schools was taken up by SCERT, Punjab 4. Baselines for identification of learning levels of primary class children were done under Parroh Punjab programme. 5. Midterm evaluation of learning achievements of primary school children was done as a part of Parroh Punjab programme Supervision and Monitoring of the schools was carried out by Block and Cluster Resource Persons.	

<b>(iii)</b>	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETS are involved in doing some research activities. There is a State Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects.	

**(m) Functioning of the VEC:**

<b>(i)</b>	<b>The total number of village/school level/management committees constituted, district-wise?</b>	<b>Information to be obtained from the SPO and to be updated by the DPO.</b>
	<ul style="list-style-type: none"> <li>• 100% schools have their VEC</li> <li>• VEC guidelines were made available to VEC members in 2004. MI found 76% VECs having the guidelines;</li> <li>• 97% VECs having prescribed number of women members;</li> <li>• 45% Schools convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly.</li> <li>• 10% VEC member reported to have received training till 31-7-09 and</li> <li>• less than 15% VECs have contributed to school development and students enrollment. <b>The interest of Most of the VEC members is in civil works only.</b></li> <li>• <b>Records are maintained by Head teacher of the school</b></li> </ul>	
<b>(ii)</b>	<b>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	The DPO has issued a VEC guideline to different schools MI has found during its visits that 80%sample checked schools have a copy of the VEC guidelines.	

(iii)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
<p>97% VECs having prescribed number of women members; minimum 2 women members are there on almost all VECS.</p>		
(iv)	<b>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?</b>	<b>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</b>
<ul style="list-style-type: none"> <li>• 30% convening monthly meeting regularly. once a month or once in two months or as and when required are common modus operendi for holding meetings</li> <li>• 4-5 out of 9 members attending VEC meeting regularly.</li> </ul>		
(v)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
<ul style="list-style-type: none"> <li>• None of the members of VEC cross checked by MI were given training till July, 2009.</li> <li>• BRPs conduct this training</li> <li>• Block level venue, mostly in cluster head school</li> </ul>		
(vi)	<b>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</b>	<b>Information to be obtained from VEC and verified on the basis of records by MI during field visits.</b>

	Only 20% VEC members were found to take interest in academic inputs or in promoting attendance among children and only very few have contributed to school development and students enrollment.	
(vii)	<b>Whether VEC is maintaining proper record of funds received by them.</b>	<b>Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.</b>
	On an average records are maintained by school teachers	
(viii)	<b>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?</b>	<b>Information to be obtained at SPO level. See formats and record of SPO</b>
	In the SPO, there is an officer-in-charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District Coordinators for community mobilization. But the monitoring is not accurate in terms of feedback data collection on existence, composition and contribution of VECs.	

**(n) Staffing at State and District Level:**

	<b>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?</b>	<b>Information to be obtained from SPO.</b>
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	The SPO has specific programme managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.	
(ii)	<b>The number of meetings of the General Body and EC held during the previous financial year?</b>	<b>Information to be obtained from SPO and verified from their records.</b>
	The Executive Committee meeting was held once in 2008-2009	
(iii)	<b>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?</b>	<b>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</b>
	<p><b>In DPO following staff has been recruited;</b></p> <ul style="list-style-type: none"> <li>• Assistant project Coordinator(G) =one</li> <li>• Assistant project Coordinator(F) =one</li> <li>• Accountant =one</li> <li>• Sub divisional engg.( Civil Works) = one</li> <li>• Data Entry Operator =two</li> <li>• Assistant Block coordinators =10</li> <li>• Block office assistant =10</li> <li>• DRP =5</li> </ul>	
(iv)	<b>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</b>	<b>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</b>
	District Gurdaspur has 16 BRC, 181 CRCS There are 280 eligible/ sanctioned BRPs in district who are in position	
(v)	<b>Does SPO have clearly laid down rules/regulations for filling up posts of SSA?</b>	<b>To be verified at SPO through checking of records.</b>
	yes	

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

The district has taken adequate measures to provide educational facilities to SC,ST, minority groups and girls in 2009-2010

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

(i)	<b>The number of days the school functioned during the last academic year?</b>	<b>Information to be obtained from the School records.</b>
During 1-2-09 to 31-7-09. The previous session concluded and next session of 2009-10 started in April, 2009 four month had elapsed with at least 90 days completed till July, 2009. In Junior schools remain closed on an average; each school had functioned for 90 days.		
(ii)	<b>Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?</b>	<b>Information to be recorded on the basis of observation.</b>
<ul style="list-style-type: none"> <li>• 50% schools have clean environment;</li> <li>• 45% have good buildings;</li> <li>• 20% have a play ground and</li> <li>• 66% have classroom with proper light.</li> <li>• Average percentage of boys' and girls' attendance was 75% and 70.% respectively.</li> <li>• Continuous evaluation is done in all schools by way of monthly tests and terminal exams.</li> <li>• Cases of over age, under age and drop out children are very less. In fact no case of underage was found in any of the schools visited by MI</li> </ul>		
(iii)	<b>Whether the classes have proper sitting arrangement for children, a black board, TLM materials?</b>	<b>Information to be recorded on the basis of observation.</b>
In most (98%) of the schools, there were blackboards TLMs and proper sitting arrangements		
(iv)	<b>Whether health camp facility was made available to the children during the previous six months?</b>	<b>Information to be recorded on the basis of school records.</b>
In only a few 10% schools health camp had been organized during 2009-10 the doctor from local dispensary comes for general checkup and administers medicines Iron tablets Folic acid as and when needed.		
(v)	<b>Whether the school has adequate play material for the children? Is it used?</b>	<b>Information to be recorded on the basis of observation.</b>
In a very few (15%) schools, adequate play materials had been given to children.		

	<b>If there is low attendance the reasons for the same?</b>	<b>Information to be obtained from the teachers/VEC.</b>
(vii)	<p>The average percentage of attendance for boys on the days of MI's visit had been 75 and the same for girls had been 70.</p> <p><b>Most of the children in Govt schools come from lower class, migratory labour etc and sometimes cause Low attendance</b></p> <ul style="list-style-type: none"> <li>• <b>Due to harvest season children are taken to the fields</b></li> <li>• <b>Sibling care by girls</b></li> <li>• <b>Any function in the village like marriage etc</b></li> <li>• <b>illness</b></li> </ul>	
	<b>Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?</b>	<b>Information to be obtained from the teachers and VECs etc.</b>
(viii)	<ul style="list-style-type: none"> <li>• <b>Schools remain closed for a week during wheat harvest season.</b></li> <li>• <b>Continuity in MDM</b></li> <li>• <b>Remedial teaching</b></li> </ul>	
	<b>What is the present process of assessing the achievement level of students?</b>	<b>Information to be recorded on the basis of school records.</b>
(ix)	At present the learning achievement level of students is measured by conducting Unit Test, Half Yearly Examination and Annual Examination.	
	<b>Whether continuous and comprehensive evaluation and grading system has been introduced for students?</b>	<b>Information to be recorded on the basis of school records.</b>
(x)	The evaluation system had been continuously done but the grading system had not been adopted as a regular evaluation technique	
	<b>The achievement level of children.</b>	<b>Assessment to be undertaken by the MI on the day of visit.</b>
(xi)	<b>Snap tests by MI revealed that on an average children in grades I to III (&lt; 40%) are quite low in English and Maths . In grade V some rigorous inputs are invested because it is an examination conducted state wide by Punjab school Board</b>	
	<b>The rapport of the children with the teachers?</b>	<b>Assessment on the basis of observation by MI.</b>
(xii)	In every school, the rapport between teachers and students had been good.	
	<b>Whether the school has under age or over age children if so, their number and percentage?</b>	<b>Information to be recorded on the basis of school records and observations.</b>
(xiii)	In 20 out of 75 schools, there were overage children and they constitute 2.7% of the total children. But, there were no underage children in any school.	



(xiv)	<b>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?</b>	<b>To be ascertained from teachers/VEC schools records.</b>
	In 7 out of 45 schools there were dropout children and their percentage to total children had been 7%	
(xv)	<b>The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?</b>	<b>Information to be obtained on the basis of school records and discussion with teachers.</b>

**Please include all the Annexure 1 to annexure 1 to 8**

1.	<p><b>Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</b></p> <p><b>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.</b></p>
2.	<p><b>Annexure 2 – Text Books</b></p> <p><b>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.</b></p>

3.	<b>Annexure 3 – School Grant</b>
<p><b>a. 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.</b></p>	
<p><b>(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.</b></p>	
4.	<b>Annexure 4 – Teacher Training</b>
<p><b>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.</b></p>	
5.	<b>Annexure 5 – Teaching Learning Material (TLM) grants</b>
<p><b>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.</b></p>	
6.	<b>Annexure 6 – EGS and AIE</b>
<p><b>(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.</b></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.**

**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.**

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

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

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

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

**Appendix.9**

### s) Mid-Day Meal Scheme:

(i)	<b>Name of the Monitoring Institution</b>	<b>Panjab University, Chandigarh</b>
(ii)	<b>Period of the report</b>	<b>1-08-2008 to 31-01-2009</b>
(iii)	<b>Name of the District</b>	<b>Gurdaspur</b>
(iv)	<b>Date of visit to the Districts/EGS/Schools</b>	<b>Feb 2009 to July 2009</b>
1.	<u><b>REGULARITY IN SERVING MEAL:</b></u> <b>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</b>	<b>Students, Teachers &amp; Parents</b>
	<p>In Gurdaspur District, the MI had monitored MDM activities in 60 schools and had found that cooked meal is served in all schools. But such meal was given daily in 90%) schools.</p>	

2.	<b>TRENDS:</b> <b>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</b>			<b>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</b>	
	<b>No.</b>	<b>Details</b>	<b>Day previous to date of visit</b>		<b>On the day of visit</b>
	<b>i.</b>	<b>Enrollment</b>	<b>2432</b>		<b>2261</b>
	<b>ii.</b>	<b>No. of children attending the school on the day of visit</b>	<b>2043</b>		<b>2011</b>
	<b>ii.</b>	<b>No. of children availing MDM as per MDM Register</b>	<b>2043</b>		<b>2011</b>
<b>iv.</b>	<b>No. of children actually availing MDM on the day of visit</b>	<b>2040</b>	<b>2002</b>		
<p>On an average, 90% of children had attended school on the days of MI's visits and most 100%) of the present children had consumed MDM at school.</p>					
3.	<b><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></b> <b>(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?</b>			<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>	
	<p>Regularity in supply of food grains to schools has increased lately. There are short intervals even now when grains supply is not there but schools have been instructed to borrow grains from neighbouring schools or CH schools for to allow gaps even.</p> <p>The schools are receiving food grains but not at regular interval of time. The delay could not be calculated as there is no specified date / week when the grains are to be received by the schools.</p>				
	<b>(ii) Is buffer stock of one-month's requirement is maintained?</b>			<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</b>	
	<p>In a majority (86%) of schools, food grains are available for 01 additional month as buffer stock. The food grains are delivered at schools.</p>				
	<b>(iii) Is the food grains delivered at the school?</b>			<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</b>	
<p>It was not possible to measure the extent of delay in supply of food grain because the District MDM authority had not prescribed any date / week for provision of food grain to schools. About one third of the sample-checked schools had no food grain for 01 additional month. In almost all schools (98.2%) the food grains had been delivered at schools.</p>					

4.	<b><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></b> <b>(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?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Almost all of 60 schools sample-checked by the MI had received the cooking cost in advance. In case of delay in getting cooking cost, teachers pay in advance as instructed by BPEO's. The money is compensated later. In all schools the cooking Cost had been paid in cash, as observed by the MI.	
	<b>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The teachers spend from their own pocket and get it reimbursed on receiving grant	
	<b>(iii) Is cooking cost paid by Cash or through banking channel?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
It is paid in cash		
5.	<b><u>SOCIAL EQUITY:</u></b> <b>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</b>	Observations
	In all schools visited by the MI in district Gurdaspur, No gender or caste or community based discrimination in cooking or serving or sitting arrangements could be found. The children were sitting together and taking food cooked in the same heart irrespective of gender, caste and community level variations existing among them.	
6.	<b><u>VARIETY OF MENU:</u></b> <b>(i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</b>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In most 98% of the schools, weekly menu for MDM had not been displayed.	

	<p>(ii) Is there variety in the food served or is the same food served daily?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>												
7.	<p>There is a prescribed weekly menu which the schools are expected to observe. In almost 95 % schools weekly menu is followed with interchange of menu sometimes, on the demand of children. The menu includes ;</p> <table border="1" data-bbox="488 499 1024 894"> <tr> <td>MONDAY</td> <td>DALIA SWEET</td> </tr> <tr> <td>TUESDAY</td> <td>RICE AND NUTRI</td> </tr> <tr> <td>WEDNESDAY</td> <td>PULAO</td> </tr> <tr> <td>THURSDAY</td> <td>DAAL, ROTI</td> </tr> <tr> <td>FRIDAY</td> <td>DAAL,RICE</td> </tr> <tr> <td>SATURDAY</td> <td>DALIA NAMKEEN with vegetables</td> </tr> </table>		MONDAY	DALIA SWEET	TUESDAY	RICE AND NUTRI	WEDNESDAY	PULAO	THURSDAY	DAAL, ROTI	FRIDAY	DAAL,RICE	SATURDAY	DALIA NAMKEEN with vegetables
MONDAY	DALIA SWEET													
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THURSDAY	DAAL, ROTI													
FRIDAY	DAAL,RICE													
SATURDAY	DALIA NAMKEEN with vegetables													
	<p>(iii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>												
	<p>Yes in adequate proportion except for green vegetables. The amount of green vegetables does not seem to be adequate.</p>													
8.	<p><b><u>QUALITY &amp; QUANTITY OF MEAL:</u></b>  <b>Feedback from children on</b>  <b>Quality of meal:</b>  <b>Quantity of meal:</b></p> <p>Children in most (95%) of the schools had appreciated both the quality and quantity of MDM.  <b>Adequate quantity of food is being served and children get second helping also if they demand so.</b></p>													
	<p>c){If children were not happy Please give reasons and suggestions to improve.}</p>	<p>Observations of Investigation during MDM service</p>												

	Children donot like Namkeen Dalia in almost all the schools visited by MI, teachers reported this fact. The menu can be changed by DPO. Punjab food is basically wheat dominant and if it cannot be consumed adequately, chapatti or rice may be served. The purpose is to serve food and not to fulfill a formality. Instead of wasting food in dustbins change in menu be made.	
9.	<b><u>SUPPLEMENTARY:</u></b> <b>(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</b>	<b>Teachers, Students, School Record</b>
	No supplementary diets (micronutrients) and de-worming tablets are given at all to any school. The State Govt. has not adopted any measure to provide them to children. Only 32% schools reported to have had routine check up by doctor of a local dispensary ONCE a year.	
10.	<b><u>STATUS OF COOKS:</u></b> <b>(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	The cook-cum –helper in 95% schools has been engaged by the SHGs. In all schools visited by MI, there was adequate number of cooks/helper. Cook is being paid Rs .40/- per child per day hence it depends upon the number of children attending schools..	
	<b>( ii ) Is the number of cooks and helpers adequate to meet the requirement of the school?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	<b>Yes adequate. Number of helpers depends upon no. of students in the school</b>	
	<b><u>( iii )</u>What is remuneration paid to cooks/helpers?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>



	<b>Rs. 0.40/- per child per day</b>	
	<b>( iv).Are the remuneration paid to cooks/helpers regularly?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	<b>Almost regularly</b>	
	<b>( v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	In all schools, cook and helper were women and majority (60%) belonged to SC/ST and OBC group	
<b>11.</b>	<b><u>INFRASTRUCTURE:</u></b> <b>Is a pucca kitchen shed-cum-store:</b> (a) <b>Constructed and in use</b> (b) <b>Constructed but not in use</b> (c) <b>Under construction</b> (d) <b>Sanctioned, but constructed not started</b> (e) <b>Not sanctioned</b> <b>Any other (specify)</b>	<b>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</b>
	In a majority (80%) of schools, pucca kitchen shed-cum-store had not been sanctioned. schools, the pucca kitchen shed-cum-store had been fully constructed and are also used. In 2009-2010 many schools in the district have been sanctioned kitchen shed. In 5% schools, it had been fully constructed but, it was under construction in other schools. The cost of kitchen shed in going beyond 60,000/- as reported by school visited by MI.	
<b>12.</b>	<b>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</b>	<b>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</b>
	Food is cooked in the open space in the premises of school. and food grains are stored in drums and are kept in one of the rooms. Drums for storing grains were provided last year from SSA funds	
<b>13.</b>	<b>Whether potable water is available for cooking and drinking purpose?</b>	<b>-do-</b>

	<p>In almost all (94%) schools portable water was available for both cooking and drinking purposes. In most (80%) of the schools, the portable water source was a submersible. The submersible and water reservoir was inside the school campus. In schools where submersibles have not yet been supplied water source is municipality's tap water with a hand pump as a supplement.</p>	
14.	<p><b>Whether utensils used for king food are adequate?</b></p>	<p><b>Teachers/Organizer of MDM Programme</b></p>
	<p>In most (95%) of the schools, there were adequate number of cooking utensils. Utensils grant of Rs 2000/- was distributed among schools in 2007-2008.</p>	
15.	<p><b>What is the kind of fuel used? (Gas based/firewood etc.)</b></p>	<p><b>Observation</b></p>
	<p>In almost all (75%) school, fire wood had been used as fuel. Schools are being provided Gas stove in a phased manner.</p>	
16.	<p><b><u>SAFETY &amp; HYGIENE:</u></b>  <b>i. General Impression of the environment, Safety and hygiene:</b>   <b>ii.Are children encouraged to wash hands before and after eating</b>   <b>iii.Do the children partake meals in an orderly manner?</b>   <b>iv.Conservation of water?</b></p>	<p><b>Observation</b></p>
	<p>In only about one-fourth (20%) of the schools, cooking and storage places had been cleaned. In all (100%) schools, children wash their hands before and after their taking eating. The teachers encourage them to wash their hand also before eating but some children do not practice by habit. In many (80%) schools children take and eat MDM in an orderly manner and conserve water while washing dishes. The cooking place does not pose any fire problem in 65% schools.</p>	
17.	<p><b>COMMUNITY PARTICIPATION:</b>   <b>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</b></p>	<p><b>Discussion with head teacher, teacher, VEC, Gram Panchayat members</b></p>
	<p>Community participation in MDM had not been a regular practice. In majority (90%) of the schools, the parents , especially a mother has monitored and supervised MDM . It is by rotation . One or two mothers daily supervise MDM.In about half (15%) of the schools the VECs had monitored and supervised sometimes . The PRI members do not, at all, supervise MDM in about 60% schools</p>	

18.	<b>INSPECTION &amp; SUPERVISION</b> <b>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</b>	<b>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members</b>
	Inspection of MDM by MDM officers had been very rare. Almost all (98. %) schools had not been visited at all during 2009-2010 by state level MDM officers. Similarly about 70% schools and in 60% schools had not been inspected during this period by the District level MDM officers and Block level MDM officers respectively.	
19.	<b>IMPACT</b> <b>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools.</b>	<b>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</b>
	All most all (95%) teachers and all (100%) VEC members had the belief that MDM contributes to raise enrollment, attendance and general health of children.	

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## CHAPTER-4

### 4. District Level Half Yearly Monitoring Report

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

4.1	Name of the District	Mohali
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4.2	<b>Date of visit to the District/EGS/Schools</b>	<b>Feb. 2009 to July 2009</b>
4.3	<b>Tasks</b>	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)	<b>What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?</b>	<b>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.</b>
	2 primary schools have been sanctioned in 2009-2010 in District Mohali. 10 Upper primary school were sanctioned for District Mohali during 2009-2010. Twelve schools have been upgraded from PS to UPS Rs.3 lacs have been for two schools in Mohali District in the end of June, 2009.	
(xviii)	<b>Has the land for construction of the school been identified?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	Land is identified before allocating grants. One at Kumbra Village Phase-IX and one at Kambali Colony, Phase-3B2, Sector-60.	
(ix)	<b>Whether VEC/SMC etc. have received any funds for construction of the school</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher</b>
	Grant of Rs. 3 lacs each have been sanctioned for new schools and were leased on June 25, 2009. After the school re-opened in July VEC had met to initiate the process of utilization of grants received by DPO.	
(xx)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	Construction has been started	
(xxi)	<b>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?</b>	<b>Information to be obtained from SPO.</b>

	Six Para teachers for two schools were sanctioned and their salary for six months was electronically transferred on 13 <sup>th</sup> July, 2009. Teachers have not yet been placed.	
(xxii)	<b>Have Teachers been put in position in new schools in District visited?</b>	<b>Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.</b>
	Buildings not complete	
(xxiii)	<b>In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?</b>	<b>To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.</b>
	TLE not yet released.	
(xxiv)	<b>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?</b>	<b>Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</b>
	Guidelines provided	

**(b) Civil Works:**

(xxvii)	<b>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?</b>	<b>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.</b>
	For 2009-2010 grants were sanctioned for constructions of 7 CRCs were targeted to be constructed in district Mohali for the year. No rainwater harvesting is being experimented in schools of District Mohali. In 2008-2009 grants 57 additional rooms were released but no ACR was sanctioned in 2009-2010. Grants for 15 sanitation blocks were sanctioned but not released till July 2009.	

(xxviii)	<b>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.</b>	<b>To be checked on the spot with assistance of VEC/SMC and School Teachers.</b>
	Grants were not released till July 2009.	
(xxix)	<b>Whether SMC/VEC has been trained by technical persons for execution of civil work?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Training of VEC members by Technical persons was not done during February 2009 to July 2009.	
(xxx)	<b>Whether community manual for civil works has been prepared and is available with VEC/SMC?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Yes community manual for civil works is available with chairperson of VEC or the head teacher.	
(xxxix)	<b>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Ramps are being constructed in new schools as also in some existing schools. 10 % ramps were too steep and not according to specifications.	
(xxxix)	<b>Is VEC/SMC keeping a separate account of funds and materials for construction?</b>	<b>By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).</b>
	Separate accounts are being maintained for construction work. sample checked schools revealed that mostly this account is maintained by the head teacher but cheques etc are signed by two eligible signatories: The Chairman of Puswak and Head Teacher.	
(xxxix)	<b>Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?</b>	<b>To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Sample checked schools revealed that BRPs at Block level are associated with civil works	
(xxxix)	<b>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?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>

	<p>According to SPO regular visits are being done by Sub Divisional Engineers &amp; District Coordinators for civil works.</p> <p>The DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. Out of the 8 sample checked cases, only in 2 cases, the Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction.</p> <p>School teachers said that BRP comes frequently when construction work is going on. Sometimes a person from DEO,s office also supervises and guide construction work.</p>	
(xxxv)	<p><b>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?</b></p>	<p><b>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).</b></p>
	<p>Yes there is convergence with If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools. Only one school has been sanctioned grant for drinking water during 2009-2010.</p>	
(xxxvi)	<p><b>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</b></p>	<p><b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b></p>
	<p style="text-align: center;"><b>VEC takes care</b></p>	
(xxxvii)	<p><b>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?</b></p>	<p><b>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).</b></p>
	<p>There is convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools. Grants for 4 General and 12 separate Girls Toilets have been sanctioned during 2009-2010.</p>	
(xxxviii)	<p><b>What is MI's impression of quality construction in sites visited by MI?</b></p>	<p><b>To be assessed on the spot. (sample as in (ii) above).</b></p>
	<p>Although MI is not competent authority to inspect Quality of construction but Assessment with regard to specifications laid down by SPO and general principles of construction are made by MI. The quality construction aspect of civil works performed in 2008-2009 in all the 5 sample checked cases had been good and had no defect</p>	

(xxxix)	<p><b>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format &amp; 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?</b></p>	<p><b>Status to be obtained from SPO and to be verified from schools visited by MI.</b></p>
	<p>At SPO level there is one post of Executive Engineer. There is one Deputy Manager (CW) and one Assistant Manager( CW), three posts of Assistant Manager( CW) are there. At district level there is one Sub Divisional Engineer for each district and each district has at least one District resource person. Regular visits are made by Divisional Engineers and District Coordinators for Civil work. No third party evaluation of civil works is being done, but the case has been taken up and some firms of PIDB have been shortlisted.</p>	

**(c) Textbooks:**

	<p><b>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 is receiving free textbooks from SSA funds and State Government funds?</b></p>	<p><b>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</b></p>
(i)	<p><b>Free Text books are distributed through two sources; Govt of Punjab through social welfare department distributes books to non SC students. Whereas general category boys and girls (SC + Non SC) of class I to VIII get books out of SSA funds</b></p> <p>In 2000-10, process of distribution of text-books has improved. In district Mohali books were distributed as follows;</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)= 14789 Free textbooks and workbooks from SSA funds to Non SC children (P)= 11391 Workbooks from SSA funds to SC children (P)+. 14535 Free textbooks and workbooks from SSA funds to Non SC children (P)= 8882 Free textbooks and workbooks from SSA funds to children who were mainstreamed from AIE centres(P) = 809</p>	
(ii)	<p><b>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</b></p>	<p><b>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.</b></p>
	<p>First installment of books was distributed in District Mohali on 22-2-2009. The books are distributed within 2-3 days of procurement from Cluster head school SPO sends circular to DPO. Books collection centres are already identified. Cluster head teacher is informed telephonically to collect books for the cluster school. The stock entries are made at books collection centre. No written circular was reported to be issued by BPEOs</p>	



(iii)	<b>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.</b>	<b>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</b>
	Books were released in 2-3 installments. Distributed on 22.2.2009 and last installment was received in March/April 2009. Schools started new session from 1.4.08.	
(iv)	<b>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</b>	<b>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.</b>
	In 90% out of sample checked schools, free textbooks had been distributed for all subjects and for all classes and to all eligible children of district Mohali..	

**(d) School grants:**

(i)	<b>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?</b>	<b>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.</b>
	In 2009-10, 423 PS and 209 UPS ( total=632) schools had been approved to get the school grant. The grant for these schools had been released by the SPO to the DPO in 2009. The DPO had released after July 2009 to schools. Sample crosschecked revealed that grants were not received till July 2009 and thus the schools could not receive it within 02 months of their opening, i.e. 1-4-08. The DPO had of course issued a school grant guideline to each school.	
(ii)	<b>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?</b>	<b>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.</b>
	In 2009-2010, the school grant had been raised to Rs.5000/- per primary school and Rs.7000/- per upper primary school. The DPO, Mohali had therefore released the school grant electronically at these rates to the VEC accounts.	
(iii)	<b>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>

	The DPO had not made centralized purchase of any item for the schools out of the school grant. The VEC had been given responsibility to utilize as per the guidelines.	
(iv)	<b>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?</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
	632 schools had received the school grants in July 2009 in their bank account. Yes, there had been delay by 02 months in receiving school grants by schools.	
(v)	<b>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
	The last year's school grants received had been fully utilized by all sample checked schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO. UC was expected in March 2009	

**(e) Teachers and Teachers Training:**

(i)	<b>Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	<p>For 2009-2010, no additional teacher had been sanctioned by the PAB and hence no posting of any new teacher had been made till July 2009. In 2008-2009 there were 956 sanctioned posts of teachers in District Mohali 745 were in position &amp; 211 were vacant. However 96 posts were filled in 2008-09 in District Mohali. In 2009-2010 only 685 teachers were in position against 956 sanctioned posts and 271 are lying vacant in District Mohali. Under SSA 2500 posts of primary teachers and 405 posts of upper Primary teachers were sanctioned under SSA and these posts were filled up in 2008-2009.</p> <p>In 2009-2010, 138 posts of primary teachers for new 69 primary schools (54 schools to be opened through up gradation of EGS Centres) and 1797 posts of upper primary teachers for 599 upgradable primary schools have been sanctioned under SSA. The recruitment process is underway and SPO informed that these posts will be filled in 2009.</p>	
(ii)	<b>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?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	Teachers are recruited at SPO levels. Applicants are selected on the basis of a test. They are imparted Training by District Master Trainers at District level	
(iii)	<b>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>

	Teachers are recruited on contractual basis	
(iv)	<b>If VEC/Panchayats 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?</b>	<b>To be ascertained from DPO and VEC.</b>
	VEC/Panchayat is not empowered to recruit teachers.	
(v)	<b>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?</b>	<b>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.</b>
	The MI had sample-checked 20 schools and in only 14% schools there was vacancy against the sanctioned posts. On the day of visit, MI had observed that all teachers were present in 80% cross checked schools. Some teachers were on leave or on official duty for which they had not come to schools but none of them seemed to be a habitual absentee.	
(vi)	<b>How was the rapport between children and the teachers in the schools visited?</b>	<b>To be ascertained from the VEC and observed during the visit by MI.</b>
	The teacher-student rapport was very good in all the sample-checked schools.	
(vii)	<b>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?</b>	<b>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.</b>
	In 2009-2010, the DPO had a target of giving in-service training to 2153 teachers. The DPO had a training calendar for conducting this training. The training modules had been prepared by the SPO under Purroho Panjab Scheme. Block Master Trainers provided training in modules ‘Purroh Punjab’, which was to be used in schools for implementation of Purroh Punjab. Post-training feedback from teachers is collected on regular basis or on systematic data formats.	

(viii)	<p><b>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?</b></p>	<p><b>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.</b></p>
<p>644 teachers were targeted to be given 30 days training at district and Block level and 60 BRP's in District Mohali were targeted for 10 days training.</p>		
(ix)	<p><b>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?</b></p>	<p><b>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.</b></p>
<p>In 2009-2010, the DPO had a target of giving in-service training to 2153 teachers  IN-SERVICE TEACHERS TRAINING 10 DAYS (block and District level) = 2131  IN-SERVICE TEACHERS TRAINING 10 DAYS (cluster level) = 2131  Induction TRAINING to new recruits 30 DAYS = 644  TRAINING of BRPs 10 DAYS = 60  The DPO had a training calendar for conducting this training but only 4 days training (Purroh Punjab) module of (English, Punjabi &amp; Maths) had been imparted to teachers in the 1<sup>st</sup> slot upto July and there was no cluster level training schedule as reported by teachers in 80% of cross checked schools.</p>		
(x)	<p><b>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</b></p>	<p><b>To be ascertained from the teachers on the spot in respect of schools visited by MI.</b></p>
<p>Most of the teachers expressed satisfaction and seemed to be much enthusiastic about Purroh Punjab modules. Many teachers were satisfied with the content of teacher training modules but they had intended to get more training on innovative methods of teaching, identification of hard spots, teaching to CWSN, teaching the difficult topics better etc</p>		

	<p><b>The academic support given by BRC/CRC to the teachers, the frequency of such support:</b></p> <p><b>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)?</b></p>	<p><b>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b></p>
<p><b>(xi)</b></p>	<p>Mohali has 7 blocks for which 60 positions of BRPs have been sanctioned but only 38 are in position 22 posts of BRPs are vacant. Similarly there are 57 clusters in the district for which 49 posts of CRPs are sanctioned out of which only 25 are in position and 24 are lying vacant. The role of BRPs and CRPs is limited to provide academic support. The BRPs receive the grants and organize the programmes and finally submit a report to the DPO relating to quantum of participants, expenditure and utilization of grants. In 2008-09, they had conducted some of the in-service teacher training programmes. The BRPs had not undertaken any post training follow up activities. The DPO had not planned to do it. The DPO had also not made any plan of action to engage the BRCCs and CRCCs to measure the degree of effectiveness of teacher training programme. There were also no directives from the SPO to the DPO in this regard.</p> <p>The BRPs had made school visits at their will ( it is normally twice a month as reported by teachers . During school visit, they had mostly collected official feedback data and sometimes discussed with teachers of PS only on teaching the difficult topic better There is no mechanism to ensure greater involvement of BRPs, extending on-site academic support to the teachers.</p> <p>Head Office has however issued guidelines in 2009-2010 regarding visits to AIE centres. Every month the inspection/ monitoring reports are examined at the head office and appropriate action is taken. A system of distance monitoring of BRPs/EVs has been put into place under which their presence and regularity and working is checked on phone by the offices at State Project Office.</p>	
	<p><b>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?</b></p>	<p><b>To be ascertained from SPO.</b></p>
	<p>There is no specific post like Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of 02 Deputy Directors and 01 Asst. Director. The quality aspects are reviewed at SPO level. The SPO has coordination with the SCERT to develop the State Curriculum up to Class X, textbooks and teacher training modules. DIET staffs are involved as DRG members for teacher training.</p>	

**(f) Teaching Learning Material (TLM) grants:**

(i)	<b>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</b>	<b>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</b>
In all 2153 teachers were eligible to receive TLM grant in District Mohali. The process of disabusing TLM @ Rs. 500/- each teacher had been initiated in July 2009 and was on going by the end of July 2009.		
(ii)	<b>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?</b>	<b>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.</b>
The DPO started releasing TLM grant for 2153 (976P and 1177 UP) teachers this grant in July 2009. The DPO has issued a instructions in respect of utilization of TLM to each school. The teachers have been asked to wait till further orders and not to use TLM as such. MI has observed that by 31-7-09 TLM had been released directly to the bank account of the schools.		
(iii)	<b>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?</b>	<b>information to be verified on the spot in respect of schools visited by MI.</b>
The DPO, released TLM to all eligible teachers by July- August 2009. The DPO has claimed to have issued a guideline in respect of utilization of TLM to each school. MI has observed that by 31-1-09 TLM had been released directly to the bank account of the schools. The teachers will use TLM on receiving further instructions from SPD cross-checking of MI revealed that workshops for preparations of TLM will be conducted at Block levels.		

**(g) EGS & AIE:**

(i)	<b>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).</b>	<b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</b>
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	<ul style="list-style-type: none"> <li>200 AIE centres were approved for 2009-2010 in Mohali district out of which only 47 centres became operational by 31 July, 2009. The process of identifying and enrolling students was still on in July 2009.</li> </ul>	
(ii)	<b>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</b>	<b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</b>
	In 2009-10, 786 out of school children had been targeted for enrollment but 827 of them has been actually enrolled by 31-7-09 through NRBC	
(iii)	<b>The number of children enrolled and actually attending the centre?</b>	<b>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.</b>
	No child is enrolled and attending RBC centres, since the centres are not opened.	
(iv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</b>
	<ul style="list-style-type: none"> <li>Training of EVs is done in DIETS.</li> <li>The training has to be for 30 days. By the end of July 2009, 15 % of the 5 EVs interviewed have had their training</li> <li>Pedagogy, maintenance of registers, use of TLM, etc constitute the modules</li> <li>The reaction of EVs was satisfactory. Since they learn new methods to teach</li> </ul>	
(v)	<b>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?</b>	<b>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.</b>
	Most of the volunteer teachers informed that BRPs visit AIE centres twice a month and stay for not more than half an hour. But SPO has issued new guidelines for these used to visits to increase in number & quality.	
(vi)	<b>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</b>	<b>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</b>
	10+ 2 is the minimum essential qualification for an EV but 50% of the EVs in Punjab are at least graduates or even Post Graduates.	

(vii)	<b>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?</b>	<b>Information to be obtained from the EVs during field visits by MI.</b>
An EV gets an honorarium of Rs. 2500/- per month from the Head teacher of the cluster head school.		
(viii)	<b>Whether EV is regular in his attendance?</b>	<b>To be ascertained from VEC during field visits by MI.</b>
Yes 90% of the EVs of AIE centres in District Mohali were regular. None of them were habitual Absentees.		
(ix)	<b>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?</b>	<b>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</b>
There is no designated District Coordinator for AIE. The District Coordinator for planning is in charge of AIE. He has orientation and capacity building training on AIE till 31-8-08 since he has joined in May 2008.		
(x)	<b>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?</b>	<b>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.</b>
The DPO used any monitoring format to provide AIE related data to SPO. Till 2008-2009, feedback was provided twice a year 1 to SPO.		
(xi)	<b>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</b>	<b>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</b>
Two AIE centres Jagatpura colony & Mohali village were upgraded in Mohali and third one which was proposed to be upgraded was still pending because of a dispute both residents of the village (Madanpura village). Two AIE centres have been proposed to be upgraded in 2009-2010 (one in Kumbra Village and one at Kambali Colony). Grants were released in July 2009, work is in progress.		



(xii)	<b>Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools, and whether funds have been released for the same?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	Funds released in July 2009.	
(xiii)	<b>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?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	VECs have received grants.	
(xiv)	<b>Whether the actual upgradation of EGS centre has taken place?</b>	<b>To be verified on the spot with the assistance of VECs, during field visits of MI.</b>
	The work is in progress.	
(xv)	<b>Has the land for construction of the upgraded primary school (from EGS) been identified?</b>	<b>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.</b>
	Yes, only one AIE centre to be upgraded in 2008-2009, second was under dispute till July 2009.	
(xvi)	<b>Whether VEC/SMC etc. have received any funds for construction of schools?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	Yes	
(xvii)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing)?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	Process of construction has started.	
(xviii)	<b>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?</b>	<b>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.</b>
	No not till July 2009.	

(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.
All EGS centres were closed by 1.4.09. 20% children of AIE centres were mainstreamed in 2009.		
(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.
Almost all AIE centres in district Mohali are provided with Durreies/taats , a blackboard at least. 50 % AIE centres visited by MI have charts or some other basic teaching Learning Materials.		
(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.
Yes children of AIE centres get Midday meals. Each centre associated with the school gets MDM from the school or if the distance is more then the MDM is prepared in the AIE centres separately		
(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.
In Mohali district the gap in enrollment and actual attendance of children was less. About 80% children were present in all the 12 AIE centres cross checked by MI.		
(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 in AIE centres is not very high and the task of volunteer teacher is tough. The children coming to AIE centres are mostly from labour class or Migratory population where both parents for job and therefore no academic support is available. Other problems like working at home, taking care of siblings etc. do not leave time or environment for these children to study. Whatever the teacher does in the centre is all that they do in the name of academics. Some more measures may be planned to rapidly bridge these students to mainstream schools. MI has prepared some snap tests for grade I to V which are administered on children during visits to schools and AIE centres. Achievement level of these students is quite low (something between 40% to 45%).		
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
The rapport of the EV with the children is satisfactory		

(xxv)	<p><b>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?</b></p>	<p><b>To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.</b></p>
<p>Free workbooks are provided to AIE children through SSA funds. The books were distributed may be because these children keep enrolling till late.</p>		

**(h) Children with Special Needs (CWSN):**

(i)	<p><b>The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.</b></p>	<p><b>Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.</b></p>
<p>2217 CWSN children were targeted for 2009-2010. Cross check by MI revealed that schools have 3-7 CWSN children per schools.</p>		
(ii) (a)	<p><b>The number of children who have been provided with aids and appliances, district-wise, during the current financial year.</b></p>	<p><b>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.</b></p>
<p>CWSN are identified once a year. For 2009-2010 identification of CWSN has been done but no appliances and aids have been provided till July 2009. However children with vocal disorders are provided speech therapy by IERTs (who have specialized qualifications in speech and communication disorders and Hearing Impairment). For identifications of vision problems vision Testing snetten charts have been distributed to all schools. Providing spectacles etc takes some time because of the supply of AUMLO. SSA is working out to arrange aids from local providers to reduce time lag.</p>		
(ii) (b)	<p><b>Whether there are any difficulties in getting and utilizing the aids and appliances.</b></p>	<p><b>Information to be obtained from SPO/DPO.</b></p>
<p>None of these students interviewed by MI reported any difficulty. Only problem faced by them was that the process took long time</p>		
(iii)	<p><b>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?</b></p>	<p><b>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.</b></p>

	<ul style="list-style-type: none"> <li>• <b>In Mohali district 5 resource teachers were appointed</b></li> <li>• To all Resource Teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not given any guideline to the NGOs involved in CWSN activity. The MI has ascertained such engagement to be true.</li> <li>• In all 63 NGOs are working in Punjab for CWSN. Most prominent NGO working in Mohali for CWSN is <b>Pratham</b>.</li> </ul>	
(iv) (a)	<b>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?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
	The DPO has an IED Coordinator. He has got capacity building training in 2009-10 .	
(iv) (b)	<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?</b>	<b>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.</b>
	The SPO has prescribed a monitoring format for CWSN activity and the DPO gives feedback data to the SPO two times in a year	
(v)	<b>How many schools have been provided with ramps?</b>	<b>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</b>
	All new schools in Mohali district have ramps although new grants were not released in 2009-2010 for the construction of ramps.	
(vi)	<b>How many children have been provided home based support during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and one or two sample checks be done by MI.</b>
	58 CWSN have been provided with home based Education in the district Mohali during 2009-2010	
(vii)	<b>How many parents have been given counseling during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.</b>
	Parents of CWSN are oriented by IE teachers who have been appointed in 2009-2010 in schools. Teaching includes attention to CWSN and orientation of Parents during home based programme.	
(viii)	<b>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</b>	<b>Information to be verified on the spot with the assistance of VEC/Teachers.</b>

	In the schools visited by MI , 70% of CWSN were present in the school.
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**(i) National Programme for Education of Girls at Elementary Level (NPEGEL):**

<b>(i)</b>	<b>The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?</b>	<b>Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.</b>
	<p>The Scheme under NPEGEL in Mohali include:</p> <ul style="list-style-type: none"> <li>• Girl students of grades (V, VIII) board tests and VII through special tests scoring 1<sup>st</sup> three positions get Rs. 2000/-, Rs. 1500/- and Rs. 1000/- as prize.</li> <li>• 100 primary schools will be given grant of Rs. 500/- for stationary for girls.</li> <li>• Rs. 6000/- per school grant to 100 schools for Judo Karate training to girls.</li> <li>• Meena CD's for V to VIII grade girls.</li> <li>• Rs.5000/- per school grant for educational tour to 100 schools.</li> </ul>	
<b>(ii)</b>	<b>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?</b>	<b>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.</b>
<b>(iii)</b>	<b>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?</b>	<b>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.</b>
<b>(iv)</b>	<b>Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?</b>	<b>Information to be obtained from the SPO to be updated from DPO visited by MI.</b>

	<p><b>Under NPEGEL;</b></p> <ul style="list-style-type: none"> <li>• <b>The state allocated an amount of Rs. 300/- for 20 districts for carrying out activities.</b> Following activities <b>under girls' education.</b> were taken up under this programme;</li> <li>• Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS) <ul style="list-style-type: none"> <li>5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> </ul> </li> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>	
(v)	<p><b>c. Whether a district gender coordinator is in position?</b></p>	<p><b>To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</b></p>
	<p><b>Yes one of the coordinator at district level is responsible for Gender Issues</b></p>	
	<p><b>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?.</b></p>	<p><b>To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</b></p>
(vi)	<p><b>The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?</b></p>	<p><b>Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.</b></p>
	<ul style="list-style-type: none"> <li>• 67 ECCE centres were working in 2008-2009 in district Mohali with 1536 children enrolled. Rs. 15 lacs have been sanctioned for these centres. ECCE centres have been converted into Anganwaris. No additional ECCE have been sanctioned in 2009-2010</li> </ul>	
(vii)	<p><b>Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?</b></p>	<p><b>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.</b></p>
	<p>Formats have been prepared by SPO. District coordinator collects this information</p>	

**(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.
	District Mohali has not been sanctioned any Kasturba Gandhi Vidyalaya even in 2008-2009	
(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.
	NA	
(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.
	NA	
(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.
	NA	
(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.
	NA	
(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.
	NA	
(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.
	NA	

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

(i)	<b>Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?</b>	<b>Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.</b>
	An EMIS set up exists in the DPO and it has the requisite number of computers and computer operators.	
(ii)	<b>What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?</b>	<b>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</b>
	The SPO has given a time schedule to the DPO to take up DISE activity during November 2009.	
(iii)	<b>Whether data capture format have been supplied to all schools latest by August?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	In 2008-2009 the data capture formats were not given to schools by November, 2008. These were given in December 2008. In 2009-2010 the formats are likely to be filled in time.	
(iv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	No teacher has been given training for filling up data in the data capture format in 2009-2010 till July 2009.	
(v)	<b>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. ?</b>	<b>Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.</b>
	The CRC/ BRC coordinators have been given task of verifying DISE data The SPO has not engaged any third party for verifying the DISE data in this District, however process of engaging third party evaluation is underway.	
(vi)	<b>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</b>	<b>Information to be obtained from DPO and SPO.</b>



	The DISE data have not be sent by the DPO to SPO by November 2008 because DISE data were collected after November 2008. In 2009-2010, this process had not been initiated by July 2009.	
(vii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

**(I) Research and Evaluation:**

(i)	<b>The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
	<p>Niar, Mussorie has been assigned three research projects to be finished till March 2010. In 2009-2010 Four new research studies have been approved:</p> <ol style="list-style-type: none"> <li>1) High Drop out among SCs under SSA, Punjab for 2009-2010. Grants 24.84 lacs.</li> <li>2) Impact of Teacher Training on classrooms transaction under SSA, Punjab for 2009-2010 : Grants 20.93 lacs.</li> <li>3) Evaluation study on Innovative Activities like Girls Education and SC/ST under SSa, Punjab for 2009-2010. Grant : 24.61 lacs.</li> <li>4) Foreign project has been assigned to Punjabi University, Patiala i.e. Evaluation study for out of school children covered in AIE centres and the children mainstreamed from AIE grants 28.60 lacs.</li> </ol>	
(ii)	<b>The number of studies sanctioned in the previous calendar year and the number of them completed.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
	<p>Under REMS research studies for all districts were taken up uniformly in a centralized manner in 2008-2009;</p> <ol style="list-style-type: none"> <li>1. Study on teacher absenteeism for primary and upper primary schools was done by Panjabi University Patiala. The study was initiated during 2007-2008 and was completed in 2008-2009.</li> <li>2. Study on assessment of status of schools with respect to blackboards,toilets,drinking water facilities was taken up by SCERT, Punjab during 2008-2009.the report was submitted in 2009.</li> <li>3. study on impact of Remedial Coaching for Upper Primary schools was taken up by SCERT, Punjab</li> <li>4. Baselines for identification of learning levels of primary class children were done under Parroh Punjab programme.</li> <li>5. Midterm evaluation of learning achievements of primary school children was done as a part of Parroh Punjab programme</li> </ol> <p>Supervision and Monitoring of the schools was carried out by Block and Cluster Resource Persons.</p>	

(iii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETS are involved in doing some research activities. There is a State Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects.	

**(m) Functioning of the VEC:**

(i)	<b>The total number of village/school level/management committees constituted, district-wise?</b>	<b>Information to be obtained from the SPO and to be updated by the DPO.</b>
	All schools have VEC	
(ii)	<b>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	T The DPO has issued a VEC guideline to different schools MI has found during its visits that 76%sample checked schools have a copy of the VEC guidelines.	
(iii)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	97% VECs having prescribed number of women members;	
(iv)	<b>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?</b>	<b>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</b>

	<ul style="list-style-type: none"> <li>45% convening monthly meeting regularly. once a month or once in two months or as and when required are common modus operendi for holding meetings</li> <li>4-5 out of 9 members attending VEC meeting regularly.</li> </ul>	
(v)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	<ul style="list-style-type: none"> <li>Non of the schools cross checked by MI had provided training to VEC member till July 2009.</li> <li>BRPs conduct this training</li> <li>Cluster level venue, mostly in cluster head school</li> </ul>	
(vi)	<b>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</b>	<b>Information to be obtained from VEC and verified on the basis of records by MI during field visits.</b>
	Less than 25% VECs have contributed to school development and students enrollment.	
(vii)	<b>Whether VEC is maintaining proper record of funds received by them.</b>	<b>Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.</b>
	On an average records are maintained by school teachers	
(viii)	<b>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?</b>	<b>Information to be obtained at SPO level. See formats and record of SPO</b>
	In the SPO, there is an officer-in-charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District Coordinators for community mobilization. But the monitoring is not accurate in terms of feedback data collection on existence, composition and contribution of VECs.	

**(n) Staffing at State and District Level:**

	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	The SPO has specific AND separate programme managing personnel for all the above interventions. Some of them have very good knowledge about their tasks and periodically are getting more orientation and capacity building.	
(ii)	<b>The number of meetings of the General Body and EC held during the previous financial year?</b>	<b>Information to be obtained from SPO and verified from their records.</b>
	No General Body meeting was held till July 2009. The Executive Committee meeting was held once in 2008-2009	
(iii)	<b>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?</b>	<b>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</b>
	<ul style="list-style-type: none"> <li>• DRP=7</li> <li>• DPC=1</li> <li>• DISTRICT COORDINATOR PURROH PUNJAB=1</li> <li>• ADC=1BMT=7</li> <li>• CMT=57</li> </ul>	
(iv)	<b>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</b>	<b>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</b>
	In the District Mohali 7 Blocks exists and 7 BRCs have been formed and for these 7 BRCs posts have been sanctioned but only 05 had been posted as on 31-5-08.similarily, there are 101 clusters and 101 sanctioned CRCC posts and against it, 100 CRCCs were in position as on 31-3-09.	
(v)	<b>Does SPO have clearly laid down rules/regulations for filling up posts of SSA?</b>	<b>To be verified at SPO through checking of records.</b>
	yes	

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

Adequate facilities have been provided to SC,ST, Minority group, and Girls in District Mohali. 30880 children in grades I-V (16582 Boys & 14298 Girls) out of which 15340 (50%) are SC children (8237 Boys & 7103 SC Girls). Similarly 27% children (of total population of primary school children) are BC (4343 BC Boys and 3862 BC Girls) and adequate facilities have been provided to SC/ST: BC girls in the District Mohali.

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

(i)	<b>The number of days the school functioned during the last academic year?</b>	<b>Information to be obtained from the School records.</b>
	During 1-2-09 to 31-7-09, each school had functioned for 90 days.	
(ii)	<b>Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?</b>	<b>Information to be recorded on the basis of observation.</b>
	80% schools in Mohali District have clean environment; 50% have good buildings; 25% have a play ground and 63% have classroom with proper light. Average percentage of boys' and girls' attendance was 92% and 94.% respectively. Continuous evaluation is done in all schools. Cases of over age, under age and drop out children are very less.	
(iii)	<b>Whether the classes have proper sitting arrangement for children, a black board, TLM materials?</b>	<b>Information to be recorded on the basis of observation.</b>
	In most (95%) of the schools, there were blackboards TLMs. In more than 70% schools desks/ benches is not adequate. In these schools children of grades I to III sit on jute mats and IV & V have desks. It was expressed by teachers that desks and benches should be made available to children of grades I to V on a uniform pattern.	
(iv)	<b>Whether health camp facility was made available to the children during the previous six months?</b>	<b>Information to be recorded on the basis of school records.</b>
	In only a few 20% schools health camp had been organized during 2009-2010. The doctor from local dispensary comes for general checkup and administers medicines. Once a year Health Check Camp is a most.	
(v)	<b>Whether the school has adequate play material for the children? Is it used?</b>	<b>Information to be recorded on the basis of observation.</b>
	In a very few (15%) schools, adequate play materials had been given to children.	

	<b>If there is low attendance the reasons for the same?</b>	<b>Information to be obtained from the teachers/VEC.</b>
(vii)	<p>The average percentage of attendance for boys on the days of MI's visit had been 85% and 80% for girls.</p> <p>Most of the children in Govt schools come from lower class, migratory labour etc and sometimes cause Low attendance</p> <ul style="list-style-type: none"> <li>• Due to harvest season children are taken to the fields</li> <li>• Sibling care by girls</li> <li>• Any function in the village like marriage etc</li> <li>• illness</li> </ul>	
	<b>Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?</b>	<b>Information to be obtained from the teachers and VECs etc.</b>
(viii)	<ul style="list-style-type: none"> <li>• Continuity in MDM</li> <li>• Remedial teaching</li> <li>• VEC's personal efforts of persuasion and bringing awareness among parents.</li> </ul>	
	<b>What is the present process of assessing the achievement level of students?</b>	<b>Information to be recorded on the basis of school records.</b>
(ix)	At present the learning achievement level of students is measured by conducting Unit Test, Half Yearly Examination and Annual Examination.	
	<b>Whether continuous and comprehensive evaluation and grading system has been introduced for students?</b>	<b>Information to be recorded on the basis of school records.</b>
(x)	The evaluation system had been continuously done but the grading system had not been adopted as a regular evaluation technique	
	<b>The achievement level of children.</b>	<b>Assessment to be undertaken by the MI on the day of visit.</b>
(xi)	Snap tests by MI revealed that on an average children in grades I to III (< 60%) are quite low in English and Maths . In grade V some rigorous inputs are invested because it is an examination conducted state wide by Punjab school Board	
	<b>The rapport of the children with the teachers?</b>	<b>Assessment on the basis of observation by MI.</b>
(xii)	In every school, the rapport between teachers and students had been good.	
	<b>Whether the school has under age or over age children if so, their number and percentage?</b>	<b>Information to be recorded on the basis of school records and observations.</b>
(xiii)	In 10 out of 45 schools, there were overage children and they constitute 3.5 of the total children. But, there were no underage children in any school.	

(xiv)	<b>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?</b>	<b>To be ascertained from teachers/VEC schools records.</b>
	In 7 out of 45 schools there were dropout children and their percentage to total children had been 7%. Most of the labour class children go back home after harvest season is over. There is no provision of mapping these children. However 2-3% also drops for joining some private schools.	
(xv)	<b>The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?</b>	<b>Information to be obtained on the basis of school records and discussion with teachers.</b>
	2-3 out of an average 40 students is retained in Grades III to IV which are given more importance because of Board Examination at grade V level. Grade I and Grade II children are retained only when the achievement level is too low, as informed by teachers	

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

**Please include all the Annexure 1 to annexure 1 to 8**

<b>1.</b>	<b>Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</b>
	<b>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.</b>
<b>Annexure 1</b>	
<b>2.</b>	<b>Annexure 2 – Text Books</b>
	<b>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.</b>
<b>Annexure 2</b>	
<b>3.</b>	<b>Annexure 3 – School Grant</b>
<b>a.</b>	<b>Total number of schools district-wise in primary and upper primary to</b>

<p>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 style="text-align: center;"><b>Annexure 3a</b></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 style="text-align: center;"><b>Annexure 3b</b></p>
<p><b>4. Annexure 4 – Teacher Training</b></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 style="text-align: center;"><b>Annexure 4</b></p>
<p><b>5. Annexure 5 – Teaching Learning Material (TLM) grants</b></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 style="text-align: center;"><b>Annexure 5</b></p>
<p><b>6. Annexure 6 – EGS and AIE</b></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 style="text-align: center;"><b>Annexure 6</b></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 style="text-align: center;"><b>Annexure 7</b></p>
<p><b>7. Annexure 7 – Children with special needs (CWSN)</b></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</p>



<b>tasks being done by Resource Teachers/NGOs for CWSN.</b>
<b>(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.</b>
<b>9. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</b>
<b>(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.</b>
<b>9. Annexure9-. 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</b>
<b>Appendix.9</b>

## s) Mid-Day Meal Scheme:

(i)	<b>Name of the Monitoring Institution</b>	<b>Panjab University Chandigarh</b>
(ii)	<b>Period of the report</b>	<b>1-02-2009 to 31-07-2009</b>
(iii)	<b>Name of the District</b>	<b>Mohali</b>
(iv)	<b>Date of visit to the Districts/EGS/Schools</b>	<b>February,2009 to July 2009</b>

1.	<b><u>REGULARITY IN SERVING MEAL:</u></b>			<b>Students, Teachers &amp; Parents</b>	
	<p><b>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</b></p> <p>In Mohali District, the MI had monitored MDM activities in 45 schools/AIE centres and had found that cooked meal is served in all schools. Most of the schools informed that there was no gap/interruption.</p>				
2.	<b><u>TRENDS:</u></b>			<b>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</b>	
	<b>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</b>				
	<b>No.</b>	<b>Details</b>	<b>Day previous to date of visit</b>		<b>On the day of visit</b>
	ii.	<b>Enrollment</b>	<b>1834</b>		<b>1834</b>
	ii.	<b>No. of children attending the school on the day of visit</b>	<b>1789</b>		<b>1789</b>
iv.	<b>No. of children availing MDM as per MDM Register</b>	<b>1834</b>	<b>1834</b>		
v.	<b>No. of children actually availing MDM on the day of visit</b>	<b>1789</b>	<b>1789</b>		

	On an average, 90% of children had attended school on the days of MI's visits and most 100% of the present children had consumed MDM at school.	
3.	<u><b>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</b></u> <b>(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?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The schools are receiving food grains but not at regular interval of time. The delay could not be calculated as there is no specified date / week when the grains are to be received by the schools.	
	<b>(v) Is buffer stock of one-month's requirement is maintained?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	In a majority (80%) of schools, food grains are available for 01 additional month as buffer stock. The food grains are delivered at schools.	
	<b>(vi) Is the food grains delivered at the school?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	It was not possible to measure the extent of delay in supply of food grain because the District MDM authority had not prescribed any date / week for provision of food grain to schools. About two-third (65.%) of the sample-checked schools had no food grain for 01 additional month. In almost all schools (98.%) the food grains had been delivered at schools. There has been an improvement in plugging gaps due to non-supply of grains or delay in cooking cost. The schools have been given instructions to borrow grains from neighbouring school or use money for cooking cost, which is refunded back. This has resulted into almost no gaps in supply of Mid Day Meal.	
4.	<u><b>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</b></u> <b>(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?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	Almost all of 25 schools sample-checked by the MI had received the cooking cost in advance.. In all schools the cooking Cost had been paid in cash, as observed by the MI.	
	<b>(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The teachers spend from their own pocket and get it reimbursed on receiving grant	
	<b>(vi) Is cooking cost paid by Cash or through banking channel?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.

	It is paid in cash/ Bank													
5.	<b><u>SOCIAL EQUITY:</u></b> <b>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</b>	<b>Observations</b>												
	In all schools visited by the MI, no gender or caste or community based discrimination in cooking or serving or sitting arrangements could be found. The children were sitting together and taking food cooked in the same hearth irrespective of gender, caste and community level variations existing among them.													
6.	<b><u>VARIETY OF MENU:</u></b> <b>(iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>												
	In most (95%) of the schools, weekly menu for MDM had not been displayed.													
7.	<b>(v) Is there variety in the food served or is the same food served daily?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>												
	There is a prescribed weekly menu which the schools are expected to observe. In almost 95 % schools weekly menu is followed with interchange of menu sometimes, on the demand of children. The menu includes ;													
	<table border="1"> <tr> <td>MONDAY</td> <td>ROTI/DAL</td> </tr> <tr> <td>TUESDAY</td> <td>DALIA SWEET</td> </tr> <tr> <td>WEDNESDAY</td> <td>DAAL- CHAPATI</td> </tr> <tr> <td>THURSDAY</td> <td>NUTRI- PULAO</td> </tr> <tr> <td>FRIDAY</td> <td>DAAL-CHAPATI</td> </tr> <tr> <td>SATURDAY</td> <td>CHANNA-PULAO</td> </tr> </table>		MONDAY	ROTI/DAL	TUESDAY	DALIA SWEET	WEDNESDAY	DAAL- CHAPATI	THURSDAY	NUTRI- PULAO	FRIDAY	DAAL-CHAPATI	SATURDAY	CHANNA-PULAO
	MONDAY	ROTI/DAL												
TUESDAY	DALIA SWEET													
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THURSDAY	NUTRI- PULAO													
FRIDAY	DAAL-CHAPATI													
SATURDAY	CHANNA-PULAO													
<b>(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>													
Yes in adequate proportion except green vegetables. According to school teachers. The cost of green vegetables does not fit into the prescribed funds hence vegetables are served in less proportion.														

8.	<b><u>QUALITY &amp; QUANTITY OF MEAL:</u></b>	
	<b>Feedback from children on</b> <b>Quality of meal:</b> <b>Quantity of meal:</b>  Children in most (85%) of the schools had appreciated both the quality and quantity of MDM. Adequate quantity of food is being served and children get second helping also if they demand so.	
	<b>c){If children were not happy Please give reasons and suggestions to improve.}</b>	<b>Observations of Investigation during MDM service</b>
Children donot like Namkeen Dalia in almost all the schools visited by MI teachers reported this fact. The menu can be changed by DPO. Punjab food is basically wheat dominant and if it cannot be consumed adequately, chapatti or rice may be served. The purpose is to serve food and not to fulfill a formality. Instead of wasting food in dustbins change in menu be made.		
9.	<b><u>SUPPLEMENTARY:</u></b> <b>(ii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</b>	<b>Teachers, Students, School Record</b>
	No supplementary diets (micronutrients) and de-worming tablets are given at all to any school. The State Govt. has not adopted any measure to provide them to children. Only 70% schools reported to have had routine check up by doctor of a local dispensary ONCE a year.	
10.	<b><u>STATUS OF COOKS:</u></b> <b>(ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	The cook-cum –helper in 95% schools has been engaged by the SHGs. In all schools visited by MI, there was adequate number of cooks/helper. Cook is being paid Rs. 0.04/- per child per day hence it depends upon the number of children attending schools..	
	<b>( ii ) Is the number of cooks and helpers adequate to meet the requirement of the school?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	Yes adequate. No of helpers depends upon no. of students in the school.	
	<b><u>(iii)</u>What is remuneration paid to cooks/helpers?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>

	<b>Rs. 0.40/- per child per day. Total varies with day to day attendance and is counted at the end of the month</b>	
	<b>( iv).Are the remuneration paid to cooks/helpers regularly?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	Almost regularly	
	<b>( v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	In all schools, cook and helper were women and majority (80%) belonged to SC/ST and OBC groups	
<b>11.</b>	<p><b><u>INFRASTRUCTURE:</u></b></p> <p><b>Is a pucca kitchen shed-cum-store:</b></p> <p>(g) <b>Constructed and in use</b>  (h) <b>Constructed but not in use under</b>  (i) <b>Under construction</b>  (j) <b>Sanctioned, but constructed not started</b>  (k) <b>Not sanctioned</b></p> <p><b>Any other (specify)</b></p>	<p><b>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</b></p>
	<p>In a majority (80%) of schools, pucca kitchen shed-cum-store had not been sanctioned in the previous year. Only in very few (101%) schools, the pucca kitchen shed-cum-store had been fully constructed and are also used. In 2009-2011 many schools in the district have been sanctioned kitchen shed. The construction will be completed by March 2009.</p>	
<b>12.</b>	<b>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</b>	<b>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</b>
	<b>Food is cooked in the open space in the premises of school or one room is used for cooking purpose. Some schools are using incomplete kitchen sheds for cooking and food grains are stored in drums which are kept in one of the rooms.</b>	
<b>13.</b>	<b>Whether potable water is available for cooking and drinking purpose?</b>	<b>-do-</b>
	<p>In almost all (96%) schools portable water was available for both coking and drinking purposes. In most (91.%) of the schools, the portable water source was a submersible. The submersible and water reservoir was inside the school campus. in schools where submersibles have not yet been supplied water source is municipality's tap water with a hand pump as a supplement.</p>	
<b>14.</b>	<b>Whether utensils used for king food are adequate?</b>	<b>Teachers/Organizer of MDM Programme</b>
	<p>In most (95%) of the schools, there were adequate number of cooking utensils.</p>	

15.	<b>What is the kind of fuel used? (Gas based/firewood etc.)</b>	<b>Observation</b>
In almost all (50%) school, fire wood had been used as fuel. Schools are being provided Gas stove in a phased manner. 50% schools cross checked by MI, the District Mohali, cooking is being done on Gas stoves.		
16.	<p><b>SAFETY &amp; HYGIENE:</b>  <b>General Impression of the environment, Safety and hygiene:</b>  <b>i.Are children encouraged to wash hands before and after eating</b>   <b>ii.Do the children partake meals in an orderly manner?</b>   <b>iii.Conservation of water?</b>   <b>iv Is the cooking process and storage of fuel safe, not posing any fire hazard?</b></p> <p><b>Observation;</b></p>	<b>Observation</b>
<ul style="list-style-type: none"> <li>• In only about one-fourth (27.6%) of the schools, cooking and storage places had been cleaned.</li> <li>• In all (100%) schools, children wash their hands after their taking eating. The teachers encourage them to wash their hand also before eating but some children do not practice by habit.</li> <li>• In many (80%) schools children take and eat MDM in an orderly manner and conserve water while washing dishes.</li> <li>• The cooking place does not pose any fire in 80% schools</li> </ul>		
17.	<p><b>COMMUNITY PARTICIPATION:</b>  <b>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</b></p>	<b>Discussion with head teacher, teacher, VEC, Gram Panchayat members</b>
Community participation in MDM had not been a regular practice. In majority (90%) of the schools, the parents , especially a mother had monitored and supervised MDM it is by rotation . one or two mothers daily superwise MDM.In about half (15%) of the schools the VECs had monitored and supervised sometimes in a month. The PRI members not at all supervised in about 60% schools		
18.	<p><b>INSPECTION &amp; SUPERVISION</b>  <b>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</b></p>	<b>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members</b>

	Inspection of MDM by MDM officers had been very rare. Almost all (98.3%) schools had not been visited at all during 1-2-09 to 31-7-09 by state level MDM officers. Similarly about 70% schools and 60% schools had not been inspected during this period by the District level MDM officers and Block level MDM officers respectively	
19.	<b>IMPACT</b> <b>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.</b>	<b>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</b>
	Yes, all most all (98.3%) teachers and all (100%) VEC members had the belief that MDM contributes to raise enrollment, attendance and general health of children.	

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## CHAPTER-5

### 5. District Level Half Yearly Monitoring Report

**(The Ministry/TSG needs district wise information/observation as per the TOR 2008-2010 using this format ,for each district separately, for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)**

3.1	Name of the District	<b>Ludhiana</b>
3.2	Date of visit to the District/EGS/Schools	<b>Feb 2009 to July 2009</b>
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)	<b>What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?</b>	<b>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.</b>
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	Total four new primary schools were completed in Dist Ludhiana up to March, 2009. In 2009-2010 no new primary school has been sanctioned and only Four upper primary schools have been sanctioned for 2009-2010. 14 UPPER primary school were sanctioned for District Ludhiana during 2008-2009.	
(ii)	<b>Has the land for construction of the school been identified?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	Lands identified but construction not started till July, 2009.	
(iii)	<b>Whether VEC/SMC etc. have received any funds for construction of the school</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher</b>
	Not till July, 2009	
(iv)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	Construction is yet to start.	
(v)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	Eight teachers posts sanctioned for NUP schools but teachers not appointed till July, 2009.	
(vi)	<b>Have Teachers been put in position in new schools in District visited?</b>	<b>Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.</b>
	No	

(vii)	<b>In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?</b>	<b>To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.</b>
	TLE to all the four new schools has been sanctioned at the rate of Rs. 50,000/-each.	
(viii)	<b>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?</b>	<b>Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</b>
	<b>Guidelines provided</b>	

**(b) Civil Works:**

(i)	<b>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?</b>	<b>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.</b>
	For 2009-10, 48+54 Additional class rooms for PS and UPS and 13 CRCs were targeted to be constructed in district Ludhiana for the year 2008-2009.No rainwater harvesting is being experimented in schools of Ludhiana. Two sanitation blocks and eight schools were sanctioned. Drinking water grants in 2009-10, 33 Headmasters rooms have also been sanctioned for Dist Ludhiana Schools. Grants for 24 metres Verandah and 14877 metres of Boundary wall have also been approved for Ludhiana Schools no kitchen sheds have been approved for Ludhiana schools but 50% schools of block Doraha reported to have received grants for kitchen shed in May 2009 & construction was in progress.	
(ii)	<b>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.</b>	<b>To be checked on the spot with assistance of VEC/SMC and School Teachers.</b>
	5 ACR were crosschecked by MI. The construction work was complete in these schools by the end of March,2009.This was against the grants of 2008-2009	
(iii)	<b>Whether SMC/VEC has been trained by technical persons for execution of civil work?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Training of VEC members by Technical persons was not done during Aug 2008- Jan 2009.	

(iv)	<b>Whether community manual for civil works has been prepared and is available with VEC/SMC?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Yes community manual for civil works is available with chairperson of VEC or the head teacher.	
(v)	<b>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Ramps are being constructed in new schools as also in some existing schools. 5% ramps especially constructed in 2007-08 were too steep and not according to specifications.	
(vi)	<b>Is VEC/SMC keeping a separate account of funds and materials for construction?</b>	<b>By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).</b>
	Separate accounts are being maintained for construction work. 16 sample checked schools revealed that mostly this account is maintained by the head teacher but checks etc are signed by the two eligible signatories; The chairman of Puswak & Head teacher.	
(vii)	<b>Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?</b>	<b>To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).</b>
	S.D.E and BRPs. Sample checked schools revealed that BRPs at Block level are associated with civil works in supervisory role.	
(viii)	<b>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?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	The DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction in 2008-2009. Out of the 10 sample checked cases, only in 2 cases, the Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction.  School teachers informed that sometimes a person from DEO,s office also supervises and guides construction work.	
(ix)	<b>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?</b>	<b>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).</b>
	Yes there is convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water and sanitation facilities provided in the schools. However 90% teachers are not aware about the source of this facility. For them SSA sponsors it.	

(x)	<b>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
<p>Most of the civil works are looked after by the teachers and members of VEC. During construction work some of the VEC members visit school even twice a day. REC helps in collecting materials, managing labour etc.</p>		
(xi)	<b>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?</b>	<b>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).</b>
<p>There is convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools.</p>		
(xii)	<b>What is MI's impression of quality construction in sites visited by MI?</b>	<b>To be assessed on the spot. (sample as in (ii) above).</b>
<p>Although MI is not competent authority to inspect Quality of construction but Assessment with regard to specifications laid down by SPO and general principles of construction are made by MI. The quality construction aspect of civil works in all the 20 sample checked cases had been good and had no defect. The construction work of 2008-2009 was according to prescribed specifications.</p>		
(xiii)	<b>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format &amp; 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?</b>	<b>Status to be obtained from SPO and to be verified from schools visited by MI.</b>
<p>At SPO level there is one post of Executive Engineer, one Deputy Manager( CW) and one Assistant Manager( CW), three posts of Assistant Manager( CW) are vacant  At district level there is one Sub Divisional Engineer for each district and each district has at least one District resource person  No third party evaluation of civil works is being done. None of the schools visited by MI had done third party evaluation of civil works.</p>		

**(c) Textbooks:**

(i)	<b>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 is receiving free textbooks from SSA funds and State Government funds?</b>	<b>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</b>
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	<p><b>Free Text books are distributed through two sources; Govt of Punjab distributes books to All SC boys and girls</b>  <b>Whereas general category boys and girls get books out of SSA funds</b>          In 2009-10, 34945 primary non Sc. were approved by the PAB to receive free text books in district Ludhiana</p> <ul style="list-style-type: none"> <li>• Free textbooks and workbooks from SSA funds to Non SC children (P)=. 34945</li> <li>• Free textbooks and workbooks from SSA funds to Non SC children (UP)=.26105</li> <li>• Free textbooks and workbooks from SSA funds to Non SC children (P)=. 73523</li> <li>• Free textbooks and workbooks from SSA funds to Non SC children (UP)=.44088</li> <li>• Free textbooks of all categories of private aided schools (P)= 13479</li> <li>• mainstreamed from AIE centres (P) ..... = 4176</li> </ul>	
(ii)	<p><b>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</b></p>	<p><b>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.</b></p> <p>First installment of books was distributed in March-April, 2009. The books are distributed within 2-3 days of procurement from Cluster head school          SPO sends circular to DPO. Books collection centres are already identified. Cluster head teacher is informed telephonically to collect books for the cluster schools. The stock entries are made at books collection centre. No written circular was reported to be issued by BPEOs</p>
(iii)	<p><b>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.</b></p>	<p><b>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</b></p> <p>Books were released in 2-3 installments. First lot was distributed in April 2009. The centres of books for receipt and distributions had no dates in registers in 95% schools of Dist Ludhiana crosschecked by MI. So it could not be ascertained whether the books could be distributed within one month of beginning of session or not.          However these were astray examples of not receiving Punjabi books for III grade Non SC children even till July, 2009. New admission children too had not received books till July, 2009.</p>
(iv)	<p><b>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</b></p>	<p><b>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.</b></p> <p>In 90%) out of sample checked schools, free textbooks had been distributed for all subjects and for all classes and to all eligible children.</p>

**(d) School grants:**

(i)	Total number of schools district-wise in	Information to be obtained from SPO office and
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	<b>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?</b>	<b>to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</b>
	<p>In 2009-10, 1032 PS and 221 UPS (total=1614) schools had been approved to get the school grant. The grant for these schools had been released by the SPO to the DPO electronically in July, 2009; the DPO had released the grant in July/Aug 2009 to schools. Sample crosschecked schools revealed that school grants were received in late July, 2009 and thus the schools could not receive it within 02 months of their opening, i.e. 1-4-08.</p> <p>The DPO had of course issued a school grant guideline to each school. SPO had sent guidelines to DPO to be photocopied and be circulated in schools.</p> <p>The schools had been advised that out of school grant of Rs 5000/- an amount of 1000/- (for primary schools) and 2000/- (upper primary schools) have to be spared for Maths &amp; Science kit and sanctioned categories have also been specified.</p>	
<b>(ii)</b>	<b>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?</b>	<b>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.</b>
	<p>In 2008-09, the school grant had been revised from Rs.2000/- per school to Rs.5000/- per primary school and Rs.7000/- per upper primary school. The DPO had therefore released the school grant in bank accounts of Puswak at these rates VEC accounts.</p>	
<b>(iii)</b>	<b>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
	<p>The DPO had not made centralized purchase of any item for the schools out of the school grant. The VEC had been given responsibility to utilize as per the guidelines.</p>	
<b>(iv)</b>	<b>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?</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
	<p>1032 Ps and 82 (UP), schools had received the school grants in July, 2009 in their bank account. Yes, there had been delay by 02 months in receiving school grants by schools.</p>	
<b>(v)</b>	<b>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
	<p>The last year's school grants received had been fully utilized by all sample checked schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO. The submission of UC is expected in January 2010. A letter to this effect was circulated to all BPEOs to</p>	

	submit status of use by.
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**(e) Teachers and Teachers Training:**

<b>(i)</b>	<b>Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No posting of any new teacher had been made till July, 2009.	
<b>(ii)</b>	<b>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?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No additional teacher had been recruited in 2009-10 till 31-7-09	
<b>(iii)</b>	<b>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No teacher had been recruited in 2009-10 till July 2009	
<b>(iv)</b>	<b>If VEC/Panchayats 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?</b>	<b>To be ascertained from DPO and VEC.</b>
	VEC/Panchayats is not empowered to recruit teachers.	
<b>(v)</b>	<b>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?</b>	<b>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.</b>
	The MI had sample-checked 77 schools in district Ludhiana and in 25% schools there was vacancy against the sanctioned posts. On the day of visit, MI had observed that all teachers were present at these schools. Some teachers were on leave or on official duty or attending seminar for which they had not come to schools but none of them seemed to be a habitual absentee.	
<b>(vi)</b>	<b>How was the rapport between children and the teachers in the schools visited?</b>	<b>To be ascertained from the VEC and observed during the visit by MI.</b>

	The teacher-student rapport was very good in all the sample-checked schools.	
(vii)	<b>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?</b>	<b>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.</b>
	The DPO had a target of giving 10 days in-service training to 6793 teachers at block level and 10 days for 6793 at cluster level..Block Master Trainers provided training in modules ‘Purroh Punjab’ which was to be used in schools for implementation of Purroh Punjab. The DPO had no planned strategy to get post-training feedback from teachers on regular basis. A crosscheck by MI revealed that till July 2009 teachers had undergone training on Purroh Punjab module for 4 days only with no follow ups by cluster level monthly meetings.	
(viii)	<b>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?</b>	<b>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.</b>
	2219 new recruited teachers were targeted to be given 30 days training at district and Block level-Primary and upper primary.	
(ix)	<b>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?</b>	<b>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.</b>
	Target of in service teachers training in Dist Ludhiana in 2009-2010. IN-SERVICE TEACHERS TRAINING10 DAYS( block and District level)=6793 IN-SERVICE TEACHERS TRAINING10 DAYS( cluster level)=6793 Induction TRAINING to new recruits 30 DAYS = 2219 TRAINING of BRPs 10 DAYS =100 Till July, 2009 only four days training had been imparted which was related to Purroh Punjab.	



	<p><b>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</b></p>	<p><b>To be ascertained from the teachers on the spot in respect of schools visited by MI.</b></p>
(x)	<p>Most of the teachers expressed satisfaction and seemed to be much enthusiastic about Purroh Punjab modules. Many teachers were satisfied with the content of teacher training modules but they had intended to get more training on innovative methods of teaching, identification of hard spots, teaching to CWSN, teaching the difficult topics better etc.</p> <p>Another issue raised by 85% teachers was time limitations to complete rest of the syllabus after implementing Purroh Punjab daily from 9 a.m. to 11.30 a.m. It leaves less time for attending to other subjects.</p>	
	<p><b>The academic support given by BRC/CRC to the teachers, the frequency of such support:</b>  <b>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)?</b></p>	<p><b>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b></p>
(xi)	<p>The role of BRPs and CRPs is limited to provide academic support. The BRPs receive the grants and organize the programmes and finally submit a report to the DPO relating to quantum of participants, expenditure and utilization of grants. In 2008-09, they had conducted some of the in-service teacher training programmes. The BRPs had not done any post training follow up activities. The DPO had not planned to do it. The DPO had also not made any plan of action to engage the BRCCs and CRCCs to measure the degree of effectiveness of teacher training programme. There were also no directives from the SPO to the DPO in this regard.</p> <p>A specific number of school visits has not been specified by SPO for the BRPs and hence the latter had made school visits at their will ( it is normally twice a month as reported by teachers . During school visit, they had mostly collected official feedback data and sometimes discussed with teachers of PS only on teaching the difficult topic better There is no mechanism to ensure greater involvement of BRPs extending on-site academic support to the teachers. Head Office has however issued guidelines in 2009-2010 regarding visits to AIE centres. Every month the inspection/ monitoring reports are examined at the head office and appropriate action is taken. A system of distance monitoring of BRPs/EVs has been put into place under which their presence and regularity and working is checked on phone by the offices at State Project Office.</p>	

	<b>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?</b>	<b>To be ascertained from SPO.</b>
<b>(xii)</b>	There is no specific post like Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of 02 Deputy Directors and 01 Asst. Director. The quality aspects are reviewed at SPO level. The SPO has coordination with the SCERT to develop the State Curriculum up to Class X, textbooks and teacher training modules. DIET staffs are involved for teacher training.	

**(f) Teaching Learning Material (TLM) grants:**

	<b>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</b>	<b>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</b>
<b>(i)</b>	In all 6784 teachers were eligible to receive TLM grant in district Ludhiana. All had received their TLM. DPO released a total of Rs.33,92,000/- as TLM in June to Aug 2009. Teachers have been instructed not to use TLM for the time being till further instruction from SPO received. SPO plans to provide training in December, 2009 for the preparation of TLM. At present 90% teachers were buying TLM from Shops.	
	<b>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?</b>	<b>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.</b>
<b>(ii)</b>	The DPO has issued a guideline in respect of utilization of TLM to each school. MI has observed that by 31-7-09 TLM had been released directly to the bank account of the schools.	
	<b>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?</b>	<b>information to be verified on the spot in respect of schools visited by MI.</b>
<b>(iii)</b>		

	For 2009-2010 the teachers have been advised not to use their TLM till December 2009. A workshop for preparation of TLM has been proposed for utilization of this grant. Previous years TLM grant had been used in purchasing charts, models, educational games etc. Hardly 10% schools have novelty of TLM. Charts/Models are displayed in class rooms. SPO has given instructions with the release of TLM, that it should not yet be utilized till further instructions.
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**(g) EGS & AIE:**

<b>(i)</b>	<b>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).</b>	<b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</b>
	<ul style="list-style-type: none"> <li>• All EGS centres were closed w.e.f.1-4-08</li> <li>• A budget of Rs. 103 lacs was approved in 2009-2010 for Ludhiana district to cover 4780 students through non residential AIE centres. The DPO listed 306 AIE centres which have become functional during May, June and July 2009 including those which are in the pipeline and will be operational in August/September.</li> <li>• 200 children to be covered through residential Bridge courses were proposed for the district Ludhiana during 2009-10.</li> <li>• A cross check by MI revealed two RBC have become operational in District Ludhiana in July, 2009. One RBC at GPS,7-A with 43 children enrolled and one at Bal Bhawan, Ludhiana with 150 enrolment.</li> </ul>	
<b>(ii)</b>	<b>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</b>	<b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</b>
	In 2009-10, a large number of out of school children i.e 17109 have been enrolled actually in 306 AIE centres by 31-7-09.	
<b>(iii)</b>	<b>The number of children enrolled and actually attending the centre?</b>	<b>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.</b>
	43+ 150 children have been enrolled in two currently opened RBC centres in district Ludhiana.	

(iv)	<p><b>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?</b></p>	<p><b>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</b></p>
<p><b>Volunteer teachers get 30 days training in DIETS</b></p>		
(v)	<p><b>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?</b></p>	<p><b>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.</b></p> <p>MI interviewed at least 15 EVs in the district Ludhiana and discussed some issues;</p> <ul style="list-style-type: none"> <li>• BRPs visit the centres twice a month in these centres</li> <li>• On an average the duration of stay is 30to 50 minutes</li> <li>• Academic support is there but only when EV demands it. It is not voluntary or suggestive</li> <li>• There is a duty roaster for each BRP. One of the BRP is associated with AIE centres. No instructions regarding frequency of visits or Type of interactions have not been specified.</li> </ul>
(vi)	<p><b>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</b></p>	<p><b>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</b></p> <p>10+ 2 is the minimum qualifications for recruitment of EVs although 50 % of EVs recruited for AIE centres are graduates and post graduates. Evs are yet to get training. More than 95% AIE centres have been opened in July 2009 only.</p>
(vii)	<p><b>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?</b></p>	<p><b>Information to be obtained from the EVs during field visits by MI.</b></p> <p>EVs receive an honorarium of Rs. 2000/- per month by cheque. School head teacher gives cheque to EV. Normally it is in time.</p>
(viii)	<p><b>Whether EV is regular in his attendance?</b></p>	<p><b>To be ascertained from VEC during field visits by MI.</b></p>

	No case of habitual absenteeism was observed among EVs	
(ix)	<b>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?</b>	<b>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</b>
	There is one designated District Coordinator for AIE.	
(x)	<b>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?</b>	<b>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.</b>
	The DPO uses monitoring format to provide AIE related data to SPO. It has to furnish AIE related information to the SPO, twice a year.	
(xi)	<b>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</b>	<b>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</b>
	Only two AIE centres were targeted to be upgraded during 2009-2010.	
(xii)	<b>Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools, and whether funds have been released for the same?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	No funds were proposed released till July 2009 for the upgradation of AIE centres in dist Ludhiana.	
(xiii)	<b>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?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	No grants were released till July 2009 for sanctioned two centres to be upgraded.	
(xiv)	<b>Whether the actual upgradation of EGS centre has taken place?</b>	<b>To be verified on the spot with the assistance of VECs, during field visits of MI.</b>
	No, not till July 2009.	

(xv)	<b>Has the land for construction of the upgraded primary school (from EGS) been identified?</b>	<b>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.</b>
	Yes land has been identified.	
(xvi)	<b>Whether VEC/SMC etc. have received any funds for construction of schools?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	No grants have been received till July 2009.	
(xvii)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing)?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	No, construction has not yet started.	
(xviii)	<b>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?</b>	<b>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.</b>
	Two for each proposed school have been sanctioned	
(xix)	<b>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?</b>	<b>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.</b>
	All EGS centres were closed by 1.4.08. Children of AIE centres appeared for their examinations in March 2009 and then the children were mainstreamed. Total number of children who were mainstreamed can be revealed by District data in Nov 2009.	
(xx)	<b>What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.</b>
	Almost all AIE centres are provided with a Durrie / taats , a blackboard at least. 50 % AIE centres visited by MI have charts or some other basic teaching Learning Materials. Two three AIE centres in dist Ludhiana (which were crosschecked by MI) did not have adequate facilities and space for running AIE centre.	
(xxi)	<b>Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?</b>	<b>To be ascertained during the Field visit with the assistance of VEC/EV by MI.</b>
	Yes children of AIE centres get Midday meals. Each centre associated with the school gets MDM from the school or if the distance is more then the MDM is prepared in the AIE centres separately	

(xxii)	<b>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?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.</b>
<b>Appendix - 9</b>		
(xxiii)	<b>The achievement level of children studying in EGS/AIE facilities?</b>	<b>Assessment to be undertaken during Field visit by MI.</b>
<p>The achievement level of children in AIE centres is not very high. This was are observation of MI in its last report.</p> <p>MI has prepared some snap tests for grade I to V which are administered on children during visits to schools and AIE centres. Achievement level of students seems to be improving academic skills of students as a consequence of Purroh Punjab. Although teachers feet that other subjects of syllabus are being ignored but Purroh Punjab is helping in raising achievement level of students especially in AIE centres where maximum children come from migratory families hance they neither get any academic help at home, nor they are able to undergo full bridge course. SSA Punjab has implemented a system of issuing migration certificate from this session so that these children can be tracked and their educational needs are fulfilled at the new place.</p>		
(xxiv)	<b>The rapport of the EV with the children?</b>	<b>Observations during Field visit, by MI.</b>
<b>The rapport of the EV with the children is satisfactory</b>		
(xxv)	<b>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?</b>	<b>To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.</b>
<p>Free workbooks are provided to AIE children through SSA funds. The books were distributed in AIE centres after July 2009. Some of the Late admitted children did not get workbooks.</p>		

**(h) Children with Special Needs (CWSN):**

(i)	<b>The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.</b>	<b>Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.</b>
6491 CWSN children were identified in 2009-2010 and out of them 2551 (95%)		

(ii) (a)	<b>The number of children who have been provided with aids and appliances, district-wise, during the current financial year.</b>	<b>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.</b>
	On an average schools have zero to 7 CWSN, as reported by schools crosschecked by MI, IE are identified CWSN with the help of BPR. But none of them reported to have received any aids or appliances till July 2009. The efforts have been intensified. IEs have been posted which is likely to give a boost to this programme.	
(ii) (b)	<b>Whether there are any difficulties in getting and utilizing the aids and appliances.</b>	<b>Information to be obtained from SPO/DPO.</b>
(iii)	<b>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?</b>	<b>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.</b>
(iv) (a)	<b>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?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
(iv) (b)	<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?</b>	<b>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.</b>



	The SPO has prescribed a monitoring format for CWSN activity and the DPO gives feedback data to the SPO 02 times in a year	
(v)	<b>How many schools have been provided with ramps?</b>	<b>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</b>
	50% schools in the district have ramps although new grants were not released in 2009-2010 for the construction of ramps. (SPO had issued a circular to all DPO's for initiating process of appointing IE volunteers at cluster level under the supervision of I.E.R.T/Dist. Special Educator. The cluster having at least 40 CWSN have been given one 1 E guidelines for their appointment and duties were also circulated. 5% schools visited by MI 1E have been appointed July 2009.	
(vi)	<b>How many children have been provided home based support during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and one or two sample checks be done by MI.</b>
	239 CWSN have been provided with home based Education in the district Ludhiana during 2008-2009.	
(vii)	<b>How many parents have been given counseling during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.</b>
	Schools where IEs have already been appointed, are providing counselling sessions for parents.	
(viii)	<b>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</b>	<b>Information to be verified on the spot with the assistance of VEC/Teachers.</b>
	In 70% of the schools visited by MI CWSN were present (60% children).	

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

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

(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.
(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.
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
(v)	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.
	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.
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.

	<ul style="list-style-type: none"> <li>• <b>Rs. 15 lacs have been approved for each district for the improvement of girls education.</b></li> <li>• 99 ECCE centres were working in 2008-2009 in district HOSHIARPUR with 2088 children enrolled. Under NPEGEL;</li> <li>• The state allocated an amount of Rs. 15 lacs each for 20 districts for carrying out activities. Following activities under girls' education were taken up under this programme; <ul style="list-style-type: none"> <li>• Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS)</li> <li>• 5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> </ul> </li> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>	
(vii)	<b>Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?</b>	<b>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.</b>
	Formats have been prepared by SPO. District coordinator collects this information. Information is submitted twice a year.	

**(j) Katurba Gandhi Balika Vidyalaya (KGBV):**

(i)	<b>Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.</b>	<b>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.</b>
	Ludhiana district has not been sanctioned any Kasturba Gandhi Vidyalaya even in 2008-2009	
(ii)	<b>The number of KGBV in the State in respect of which land have been identified, district-wise.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>
	NA	
(iii)	<b>Whether the State has drawn up any detailed guidelines for running the KGBV schools.</b>	<b>To be obtained from the SPO and verified from DPO/KGBV visited by MI.</b>

	NA	
(iv)	<b>The number of KGBV in respect of which all formalities for construction have been completed.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>
	NA	
(v)	<b>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.</b>	<b>To be obtained from DPO and to be verified in respect of KGBV visited by MI.</b>
	NA	
(vi)	<b>The number of students admitted in the KGBVs started in the district.</b>	<b>To be obtained from DPO and to be verified in respect of KGBV visited by MI.</b>
	NA	
(vii)	<b>The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.</b>	<b>To be obtained on the spot in respect of KGBV visited by MI.</b>
	NA	

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

(i)	<b>Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?</b>	<b>Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.</b>
	An EMIS set up exists in the DPO and it has the requisite number of computers and computer operators.	
(ii)	<b>What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?</b>	<b>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</b>
	The SPO has given a time schedule to the DPO to take up DISE activity during November 2009.	

(iii)	<b>Whether data capture format have been supplied to all schools latest by August?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	The data capture formats were not given to schools by July 2009.	
(iv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	No teacher has been given training for filling up data in the data capture format till July 2009. Teacher training is mostly focused on Purroh Punjab.	
(v)	<b>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. ?</b>	<b>Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.</b>
	The CRC/ BRC coordinators have been given task of verifying DISE data The SPO has not engaged any third party for verifying the DISE data in this District.	
(vi)	<b>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</b>	<b>Information to be obtained from DPO and SPO.</b>
	The DISE data have not be sent by the DPO to SPO by July 2009 because DISE data is collected after November of the year.	
(vii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

**(I) Research and Evaluation:**

(i)	<b>The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
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	<p>Four studies have been sanctioned for the year 2009-2010 three for NIAR Dehradun and one for Panjabi university, Patiala</p> <p>5) High Drop out among SCs under SSA, Punjab for 2009-2010. Grants 24.84 lacs.</p> <p>6) Impact of Teacher Training on classrooms transaction under SSA, Punjab for 2009-2010: Grants 20.93 lacs.</p> <p>7) Evaluation study on Innovative Activities like Girls Education and SC/ST under SSA, Punjab for 2009-2010. Grant: 24.61 lacs.</p> <p>8) One study has been assigned to Panjabi University, Patiala i.e. Evaluation study for out of school children covered in AIE centres and the children mainstreamed from AIE grants 28.60 lacs.</p>	
(ii)	<p><b>The number of studies sanctioned in the previous calendar year and the number of them completed.</b></p>	<p><b>Information to be obtained from the SPO and to be updated from the DPO.</b></p>
	<p>Under REMS research studies for all districts were taken up uniformly in a centralized manner in 2008-2009. Four studies were taken up last year. Two studies by NIAR Dehradun and one by Panjabi University, Patiala. The reports have been submitted to SPO. The studies are;</p> <ol style="list-style-type: none"> <li>1. Study on teacher absenteeism for primary and upper primary schools was done by Panjabi University Patiala. The study was initiated during 2007-2008 and was completed in 2008-2009. The budget of the project was;</li> <li>2. Study on assessment of status of schools with respect to blackboards, toilets, drinking water facilities was taken up by SCERT, Punjab during 2008-2009. the report was not submitted by 31.1.09</li> <li>3. study on impact of Remedial Coaching for Upper Primary schools was taken up by SCERT, Punjab</li> <li>4. Baselines for identification of learning levels of primary class children were done under Purroh Punjab programme. In 2009 some law proposals of research studies were in pipeline which may be finalized in September October 2009. Midterm evaluation of learning achievements of primary school children was done as a part of Purroh Punjab programme. Supervision and Monitoring of the schools was carried out by Block and Cluster Resource Persons.</li> </ol>	
(iii)	<p><b>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?</b></p>	<p><b>Information to be obtained from SPO.</b></p>

	<p>Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETS are involved in doing some research activities. There is a State Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects.</p>
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**(m) Functioning of the VEC:**

	<b>The total number of village/school level/management committees constituted, district-wise?</b>	<b>Information to be obtained from the SPO and to be updated by the DPO.</b>
(i)	<ul style="list-style-type: none"> <li>• 100 % schools have their VEC and VEC guidelines were made available to VEC members in 2004.</li> <li>• MI found 85% VECs having the guidelines; 95% VECs having prescribed number of women members; 60% convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly. 40% VEC member given.</li> <li>• training till 31-1-09 and less than 21% VECs have contributed to school development.</li> <li>• and students enrollment. <b>Records are maintained by Head teacher of the school.</b></li> <li>• <b>Contribution of VEC members in the development of school or other school functionaries is too negligible.</b></li> </ul>	
(ii)	<b>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	The DPO has issued a VEC guideline to different schools MI has found during its visits that 76% sample checked schools have a copy of the VEC guidelines.	
(iii)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	97% VECs having prescribed number of women members;	
(iv)	<b>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?</b>	<b>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</b>

	<ul style="list-style-type: none"> <li>65% convening monthly meeting regularly. once a month or once in two months or as and when required are common modus operendi for holding meetings</li> <li>4-5 out of 9 members attending VEC meeting regularly.</li> </ul>	
(v)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	<ul style="list-style-type: none"> <li>None of the VEC members crosschecked by MI during Feb 2009 to July 2009 were given training till 31-7-09</li> <li>BRPs conduct this training</li> <li>Orientation is provided at a Block level venue, mostly in cluster head school</li> </ul>	
(vi)	<b>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</b>	<b>Information to be obtained from VEC and verified on the basis of records by MI during field visits.</b>
	<p>less than 25% VECs have contributed to school development and students enrollment.</p>	
(vii)	<b>Whether VEC is maintaining proper record of funds received by them.</b>	<b>Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.</b>
	<p>On an average records are maintained by school teachers</p>	
(viii)	<b>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?</b>	<b>Information to be obtained at SPO level. See formats and record of SPO</b>
	<p>In the SPO, there is an officer-in-charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District Coordinators for community mobilization. But the monitoring is not accurate in terms of feedback data collection on existence, composition and contribution of VECs.</p>	



**(n) Staffing at State and District Level:**

	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>
	<p>The SPO has specific programme managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.</p>	
(ii)	<p>The number of meetings of the General Body and EC held during the previous financial year?</p>	<p>Information to be obtained from SPO and verified from their records.</p>
	<p>No General Body meeting was held till July 2009.</p>	
(iii)	<p>The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?</p>	<p>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</p>
	<p>In DPO following 26 staff has been recruited;</p> <ul style="list-style-type: none"><li>• DPC 1</li><li>• DRPs=6</li><li>• AssistantDRPs=2</li><li>• CMC=1</li><li>• Purroh Punjab staff=5</li><li>• SDE=1</li><li>• AM ( Audit)=1</li><li>• Peon=1</li><li>• Sweeper cum chaukidar=1</li></ul>	

(iv)	<b>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</b>	<b>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</b>
	Ludhiana has 12 BRC, 112 CRCS There are 200 eligible/ sanctioned BRPs in district Ludhiana who are in position	
(v)	<b>Does SPO have clearly laid down rules/regulations for filling up posts of SSA?</b>	<b>To be verified at SPO through checking of records.</b>
	yes	

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

The District has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2009-10.
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**(p) Additional items to check during school visit by MI:**

(i)	<b>The number of days the school functioned during the last academic year?</b>	<b>Information to be obtained from the School records.</b>
	Each school had functioned for 90 days during Feb.2009-july,2009.	
(ii)	<b>Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?</b>	<b>Information to be recorded on the basis of observation.</b>
	62% schools have clean environment; 50% have good buildings; 25% have a play ground and 63% have classroom with proper light. Average percentage of boys' and girls' attendance was 92% and 94% respectively. Continuous evaluation is done in all schools. Cases of over age, under age and drop out children are very less.	
(iii)	<b>Whether the classes have proper sitting arrangement for children, a black board, TLM materials?</b>	<b>Information to be recorded on the basis of observation.</b>
	In most (95%) of the schools, there were blackboards TLMs and proper sitting arrangements	
(iv)	<b>Whether health camp facility was made available to the children during the previous six months?</b>	<b>Information to be recorded on the basis of school records.</b>

	In Feb 2009 to July 2009 in Dist Ludhiana 60% schools reported to have organized health camp. The doctor from local dispensary comes for general checkup and administers medicines, iron tablets, folic acid etc according to the requirements of children. Most of the schools reported to have organized Health check camp once a year.	
(v)	<b>Whether the school has adequate play material for the children? Is it used?</b>	<b>Information to be recorded on the basis of observation.</b>
	In a very few (15%) schools, adequate play materials was available for children.	
(vii)	<b>If there is low attendance the reasons for the same?</b>	<b>Information to be obtained from the teachers/VEC.</b>
	The average percentage of attendance for boys on the days of MI's visit had been 85% and the same for girls had been 80 %. Most of the children in Govt schools come from lower class, migratory labour etc and sometimes cause Low attendance <ul style="list-style-type: none"> <li>• Due to harvest season children are taken to the fields</li> <li>• Sibling care by girls</li> <li>• Any function in the village like marriage etc</li> <li>• illness</li> </ul>	
(viii)	<b>Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?</b>	<b>Information to be obtained from the teachers and VECs etc.</b>
	<ul style="list-style-type: none"> <li>• Continuity in MDM</li> <li>• Remedial teaching</li> </ul>	
(ix)	<b>What is the present process of assessing the achievement level of students?</b>	<b>Information to be recorded on the basis of school records.</b>
	At present the learning achievement level of students is measured by conducting Monthly Test, Half Yearly Examination and Annual Examination.	
(x)	<b>Whether continuous and comprehensive evaluation and grading system has been introduced for students?</b>	<b>Information to be recorded on the basis of school records.</b>
	The evaluation system had been continuously done but the grading system had not been adopted as a regular evaluation technique	
(xi)	<b>The achievement level of children.</b>	<b>Assessment to be undertaken by the MI on the day of visit.</b>
	Snap tests by MI revealed that on an average children in grades I to III (< 40%) are quite low in English and Maths . In grade V some rigorous inputs are invested because it is an examination conducted state wide by Punjab school Board. However with the implementation of Purroh Punjab, covering results have been observed.	

(xii)	<b>The rapport of the children with the teachers?</b>	<b>Assessment on the basis of observation by MI.</b>
	In every school, the rapport between teachers and students had been good.	
(xiii)	<b>Whether the school has under age or over age children if so, their number and percentage?</b>	<b>Information to be recorded on the basis of school records and observations.</b>
	In 10 out of 75 schools, there were overage children and they constitute 2.7% of the total children. But, there were no underage children in any school.	
(xiv)	<b>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?</b>	<b>To be ascertained from teachers/VEC schools records.</b>
	In 6 out of 42 schools there were dropout children and their percentage to total children had been 9%	
(xv)	<b>The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?</b>	<b>Information to be obtained on the basis of school records and discussion with teachers.</b>
	On an average 4-5 children were retained in grades III to V.	

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

Please include all the Annexure 1 to annexure 1 to 8

<p><b>5. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</b></p> <p><b>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.</b></p>
<p><b>6. Annexure 2 – Text Books</b></p> <p><b>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.</b></p>
<p><b>7. Annexure 3 – School Grant</b></p> <p><b>a.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.</b></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><b>8. Annexure 4 – Teacher Training</b></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><b>9. Annexure 5 – Teaching Learning Material (TLM) grants</b></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><b>10. Annexure 6 – EGS and AIE</b></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>(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><b>7. Annexure 7 – Children with special needs (CWSN)</b></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>(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</p>

<b>obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</b>
<b>10. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</b> <b>(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.</b>
<b>9. Annexure9-. 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.</b>

### **s) Mid-Day Meal Scheme:**

<b>(i)</b>	<b>Name of the Monitoring Institution</b>	<b>Panjab University Chandigarh</b>
<b>(ii)</b>	<b>Period of the report</b>	<b>1-02-2009 to 31-07-2009</b>
<b>(iii)</b>	<b>Name of the District</b>	<b>Ludhiana</b>

(iv)	Date of visit to the Districts/EGS/Schools	February,2009 to July 2009
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20.	<b><u>REGULARITY IN SERVING MEAL:</u></b> 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		
	In Mohali District, the MI had monitored MDM activities in 45 schools/AIE centres and had found that cooked meal is served in all schools. Most of the schools informed that there was no gap/interruption.				
21.	<b><u>TRENDS:</u></b> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	No.	Details		Day previous to date of visit	On the day of visit
	vi.	Enrollment		2209	2209
	ii.	No. of children attending the school on the day of visit		1967	1988
	ii.	No. of children availing MDM as per MDM Register		2008	1988
ix.	No. of children actually availing MDM on the day of visit	1976	1964		
On an average, 90% of children had attended school on the days of MI's visits and most 100%) of the present children had consumed MDM at school.					
22.	<b><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></b> (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?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	The schools are receiving food grains but not at regular interval of time. The delay could not be calculated as there is no specified date / week when the grains are to be received by the schools.				
	(viii) Is buffer stock of one-month's requirement is maintained?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
	In a majority (80%) of schools, food grains are available for 01 additional month as buffer stock. The food grains are delivered at schools. The schools have been advised to borrow grains from neighboring school if the stock is finished but try to maintain continuity				

	<b>(ix) Is the food grains delivered at the school?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</b>
	It was not possible to measure the extent of delay in supply of food grain because the District MDM authority had not prescribed any date / week for provision of food grain to schools. About two-third (65.%) of the sample-checked schools had no food grain for 01 additional month. In almost all schools (98.%) the food grains had been delivered at schools. There has been an improvement in plugging gaps due to non-supply of grains or delay in cooking cost. The schools have been given instructions to borrow grains from neighbouring school or use money for cooking cost, which is refunded back. This has resulted into almost no gaps in supply of Mid Day Meal.	
	<b><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></b> <b>(vii) 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?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>
	Almost all of 25 schools sample-checked by the MI had received the cooking cost in advance.. In all schools the cooking Cost had been paid in cash, as observed by the MI.	
23.	<b>(viii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>
	The teachers spend from their own pocket and get it reimbursed on receiving grant	
	<b>(ix) Is cooking cost paid by Cash or through banking channel?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>
	It is paid in cash/ Bank	
	<b><u>SOCIAL EQUITY:</u></b> <b>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</b>	<b>Observations</b>
24.	In all schools visited by the MI, no gender or caste or community based discrimination in cooking or serving or sitting arrangements could be found. The children were sitting together and taking food cooked in the same hearth irrespective of gender, caste and community level variations existing among them.	
	<b><u>VARIETY OF MENU:</u></b> <b>(vii) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
25.	In most (95%) of the schools, weekly menu for MDM had not been displayed.	



	(viii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.												
26.	<p>There is a prescribed weekly menu which the schools are expected to observe. In almost 95 % schools weekly menu is followed with interchange of menu sometimes, on the demand of children. The menu includes ;</p> <table border="1" data-bbox="488 470 1024 863"> <tr> <td>MONDAY</td> <td>ROTI/DAL</td> </tr> <tr> <td>TUESDAY</td> <td>DALIA SWEET</td> </tr> <tr> <td>WEDNESDAY</td> <td>DAAL- CHAPATI</td> </tr> <tr> <td>THURSDAY</td> <td>NUTRI- PULAO</td> </tr> <tr> <td>FRIDAY</td> <td>DAAL-CHAPATI</td> </tr> <tr> <td>SATURDAY</td> <td>CHANNA-PULAO</td> </tr> </table>		MONDAY	ROTI/DAL	TUESDAY	DALIA SWEET	WEDNESDAY	DAAL- CHAPATI	THURSDAY	NUTRI- PULAO	FRIDAY	DAAL-CHAPATI	SATURDAY	CHANNA-PULAO
MONDAY	ROTI/DAL													
TUESDAY	DALIA SWEET													
WEDNESDAY	DAAL- CHAPATI													
THURSDAY	NUTRI- PULAO													
FRIDAY	DAAL-CHAPATI													
SATURDAY	CHANNA-PULAO													
	(ix) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.												
	Yes in adequate proportion except green vegetables. According to school teachers. The cost of green vegetables does not fit into the prescribed funds hence vegetables are served in less proportion.													
27.	<p><b><u>QUALITY &amp; QUANTITY OF MEAL:</u></b></p> <p><b>Feedback from children on</b></p> <p><b>Quality of meal:</b></p> <p><b>Quantity of meal:</b></p> <p>Children in most (85%) of the schools had appreciated both the quality and quantity of MDM. Adequate quantity of food is being served and children get second helping also if they demand so.</p>													
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service												
	Children donot like Namkeen Dalia in almost all the schools visited by MI teachers reported this fact. The menu can be changed by DPO. Punjab food is basically wheat dominant and if it cannot be consumed adequately, chapatti or rice may be served. The purpose is to serve food and not to fulfill a formality. Instead of wasting food in dustbins change in menu be made.													

28.	<b><u>SUPPLEMENTARY:</u></b> <b>(iii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</b>	<b>Teachers, Students, School Record</b>
	No supplementary diets (micronutrients) and de-worming tablets are given at all to any school. The State Govt. has not adopted any measure to provide them to children. Only 70% schools reported to have had routine check up by doctor of a local dispensary ONCE a year.	
29.	<b><u>STATUS OF COOKS:</u></b> <b>(iii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	The cook-cum –helper in 95% schools has been engaged by the SHGs. In all schools visited by MI, there was adequate number of cooks/helper. Cook is being paid Rs. 0.04/- per child per day hence it depends upon the number of children attending schools..	
	<b>( ii ) Is the number of cooks and helpers adequate to meet the requirement of the school?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	Yes adequate. No of helpers depends upon no. of students in the school.	
	<b>( iii )What is remuneration paid to cooks/helpers?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	Rs. 0.40/- per child per day. Total varies with day to day attendance and is counted at the end of the month	
	<b>( iv).Are the remuneration paid to cooks/helpers regularly?</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>
	Almost regularly	
<b>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</b>	<b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b>	
In all schools, cook and helper were women and majority (80%) belonged to SC/ST and OBC groups		

30.	<b>INFRASTRUCTURE:</b> <b>Is a pucca kitchen shed-cum-store:</b>  <b>(l) Constructed and in use</b> <b>(m) Constructed but not in use under</b> <b>(n) Under construction</b> <b>(o) Sanctioned, but constructed not started</b> <b>(p) Not sanctioned</b>  <b>Any other (specify)</b>	<b>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</b>
	<p>In a majority (80%) of schools, pucca kitchen shed-cum-store had not been sanctioned in the previous year. Only in very few (101%) schools, the pucca kitchen shed-cum-store had been fully constructed and are also used. In 2009-2011 many schools in the district have been sanctioned kitchen shed. The construction will be completed by March 2010.</p>	
31.	<b>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored?</b>	<b>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</b>
	<p>Food is cooked in the open space in the premises of school or one room is used for cooking purpose. Some schools are using incomplete kitchen sheds for cooking and food grains are stored in drums which are kept in one of the rooms.</p>	
32.	<b>Whether potable water is available for cooking and drinking purpose?</b>	-do-
	<p>In almost all (98%) schools portable water was available for both cooking and drinking purposes. In most (90.%) of the schools, the portable water source was a submersible. The submersible and water reservoir was inside the school campus. In schools where submersibles have not yet been supplied water source is municipality's tap water with a hand pump as a supplement.</p>	
33.	<b>Whether utensils used for cooking food are adequate?</b>	<b>Teachers/Organizer of MDM Programme</b>
	<p>In most (97%) of the schools, there were adequate number of cooking utensils.</p>	
34.	<b>What is the kind of fuel used? (Gas based/firewood etc.)</b>	<b>Observation</b>
	<p>In almost all (50%) school, fire wood had been used as fuel. Schools are being provided Gas stove in a phased manner. 50% schools cross checked by MI, the District Mohali, cooking is being done on Gas stoves.</p>	

35.	<p><b>SAFETY &amp; HYGIENE:</b>  <b>General Impression of the environment, Safety and hygiene:</b>  <b>i.Are children encouraged to wash hands before and after eating</b>   <b>i.Do the children partake meals in an orderly manner?</b>   <b>iii.Conservation of water?</b>   <b>Iv Is the cooking process and storage of fuel safe, not posing any fire hazard?</b></p> <p><b>Observation;</b></p>	<b>Observation</b>
<ul style="list-style-type: none"> <li>• In only about one-fourth (27.6%) of the schools, cooking and storage places had been cleaned.</li> <li>• In all (100%) schools, children wash their hands after their taking eating. The teachers encourage them to wash their hand also before eating but some children do not practice by habit.</li> <li>• In many (80%) schools children take and eat MDM in an orderly manner and conserve water while washing dishes.</li> <li>• The cooking place does not pose any fire in 80% schools</li> </ul>		
36.	<p><b>COMMUNITY PARTICIPATION:</b>  <b>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</b></p>	<b>Discussion with head teacher, teacher, VEC, Gram Panchayat members</b>
<p>Community participation in MDM had not been a regular practice. In majority (90%) of the schools, the parents, especially a mother had monitored and supervised MDM it is by rotation . one or two mothers daily supervise MDM. In about (15%) of the schools the VECs had monitored and supervised sometimes in a month. The PRI members not at all supervised in about 60% schools</p>		
37.	<p><b>INSPECTION &amp; SUPERVISION</b>  <b>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</b></p>	<b>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members</b>
<p>Inspection of MDM by MDM officers had been very rare. Almost all (98.3%) schools had not been visited at all during 1-2-09 to 31-7-09 by state level MDM officers. Similarly about 85%schools and 76% schools had not been inspected during this period by the District level MDM officers and Block level MDM officers respectively</p>		

38.	<b>IMPACT</b> 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.
	Yes, all most all (98%) teachers and all (100%) VEC members had the belief that MDM contributes to raise enrollment, attendance and general health of children.	

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## CHAPTER-6

### 6. District Level Half Yearly Monitoring Report

3.1	Name of the District	<b>Nawanshahar</b>  (renamed as Shaheed Bhagat Singh Nagar-SBS Nagar)
3.2	Date of visit to the District/EGS/Schools	1.2.09 to 31.7.09
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 state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	One primary schools one EGS centre was proposed to be upgraded in district Nawanshahar in 2009-2010,.16 UPPER primary school were sanctioned for District Nawanshahar during 2009-2010.	
(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.

	Construction has not started	
(xi)	<b>Whether VEC/SMC etc. have received any funds for construction of the school</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher</b>
	Funds were not released till July 2009	
(xii)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	Process of construction has been initiated.	
(xiii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	2 Para teachers for Primary school and 48 for Upper Primary were sanctioned in 2009-2010 in district Nawanshahar.	
(xiv)	<b>Have Teachers been put in position in new schools in District visited?</b>	<b>Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.</b>
	Teachers will be in position as construction of school is completed.	
(xv)	<b>In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?</b>	<b>To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.</b>
	TLE to new school sanctioned as 20,000 for PS and 50,000 for UPS was not released till July 2009.	
(xvi)	<b>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?</b>	<b>Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</b>
	Guidelines provided	

**(b) Civil Works:**

(xiv)	<p><b>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?</b></p>	<p><b>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.</b></p>
<p>For 2009-2010, 9 ACRs (Primary) and 31 ACRs for UPS and sanitation Blocks-8 separate for girls toilet were targeted to be constructed in district Nawanshahar for the year 2009-2010. Neither any CRC nor BRC were sanctioned for the district during 2009-2010.No rainwater harvesting is being experimented in schools of District Nawanshahar.</p>		
(xv)	<p><b>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.</b></p>	<p><b>To be checked on the spot with assistance of VEC/SMC and School Teachers.</b></p>
<p>One ACR and two sanitation Blocks were crosschecked by MI. The construction work was complete in these schools by the end of Jan, 2009. These grants were sanctioned in 2008-2009. The grants for civil works in 2009-2010 were released to DPOs in July – August 2009 or later.</p>		
(xvi)	<p><b>Whether SMC/VEC has been trained by technical persons for execution of civil work?</b></p>	<p><b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b></p>
<p>Training of VEC members by Technical persons was not done during Feb 2009- July 2010.</p>		
(xvii)	<p><b>Whether community manual for civil works has been prepared and is available with VEC/SMC?</b></p>	<p><b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b></p>
<p>Yes community manual for civil works is available with chairperson of VEC or the head teacher.</p>		
(xviii)	<p><b>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</b></p>	<p><b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b></p>

	Ramps are being constructed in new schools as also in some existing schools. Some of the ramps were too steep and not according to specifications. The head teacher promised to improve it.	
(xix)	<b>Is VEC/SMC keeping a separate account of funds and materials for construction?</b>	<b>By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).</b>
	Separate accounts are being maintained for construction work. sample checked schools revealed that mostly this account is maintained by the head teacher but checks etc are signed by the eligible signatories	
(xx)	<b>Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?</b>	<b>To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Sample checked schools in district Nawanshahar revealed that technical supervision for civil works is being looked after by S.D.E and BRPs	
(xxi)	<b>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?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	The DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. Out of the 6 sample checked cases; the Technical Consultants had visited and guided all the VECs regularly at the prescribed stages of construction. Based on construction work of 2008-2009, school teachers said that BRP comes frequently when construction work is going on.	
(xxii)	<b>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?</b>	<b>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).</b>
	Yes there is convergence with If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools.	
(xxiii)	<b>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	VEC takes care	



(xxiv)	<b>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?</b>	<b>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).</b>
	There is convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools. 4 general toilets and 8 girls toilets have been sanctioned for district Nawanshahar.	
(xxv)	<b>What is MI's impression of quality construction in sites visited by MI?</b>	<b>To be assessed on the spot. (sample as in (ii) above).</b>
	Assessment with regard to specifications laid down by SPO and general principles of construction are made by MI as a layman will do. The quality construction aspect of civil works in all the 15 sample checked cases had been good and had no defect	
(xxvi)	<b>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format &amp; 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?</b>	<b>Status to be obtained from SPO and to be verified from schools visited by MI.</b>
	At SPO level there is one post of Executive Engineer. There is one Deputy Manager( CW) and one Assistant Manager( CW), three posts of Assistant Manager( CW) At district level there is one Sub Divisional Engineer for each district and each district has at least one District resource person Third party evaluation of civil works was not done till 2008-2009 but SPO had initiated the process of involving civil work technical experts to do third party evaluation but by the time the report was prepared this had not been materialized.	

**(c) Textbooks:**

(v)	<b>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 is receiving free textbooks from SSA funds and State Government funds?</b>	<b>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</b>
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	<p>55600 girls, ST boys and SC boys were approved by the PAB to receive FTB in district Nawanshahar in 2009.</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=. 10569</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=.8213</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=.19606</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (UP)=.13937</p> <p>Free textbooks and workbooks for children of Private added Schools (P)= 540</p> <p>Free textbooks and workbooks for children of Private added Schools (UP)= 2468</p> <p>Free textbooks and workbooks from SSA funds to children who were mainstreamed from AIE centres(P) =267</p> <p>Books were distributed in April 2009 for all subjects. 99 % schools cross checked by MI reported to have received books for all students. Only late admission students were awaiting text books in July 2009.</p>	
	<p><b>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</b></p>	<p><b>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.</b></p>
(vi)	<p>First installment of books was distributed in April 2009. The books are distributed within 2-3 days of procurement from Cluster head school</p> <p>SPO sends circular to DPO. Books collection centres are already identified. Cluster head teacher is informed telephonically to collect books for the cluster school. The stock entries are made at books collection centre . No written circular was reported to be issued by BPEOs</p>	
(vii)	<p><b>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.</b></p>	<p><b>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</b></p>
	<p>Books were released in 2-3 installments. First lot was distributed in April, 2009 and last installment was received in May 2009</p>	
(viii)	<p><b>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</b></p>	<p><b>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.</b></p>
	<p>In 90% out of sample checked schools in Nawanshahar, free textbooks had been distributed for all subjects and for all classes and to all eligible children.</p>	

**(d) School grants:**

(vi)	<p><b>Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial</b></p>	<p><b>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</b></p>
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	<b>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?</b>	<b>with the Monitoring Report.</b>
	In 2009-10, 449 PS and 241 UPS (total=690) schools in district Nawanshahar had been approved to get the school grant. The grant for these schools had been released by the SPO to the DPO in July 2009; the DPO had released the grant in July August,2009. The schools have been instructed to allocate Rs 1000/- for Flag pole.	
(vii)	<b>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?</b>	<b>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.</b>
	In 2009-10, the school grant had been revised from Rs.2000/- per school to Rs.5000/- per primary school and Rs.7000/- per upper primary school. The DPO Nawanshahar had therefore released the school grant at these rates to the VEC accounts. The school grant had been released to 448 (Primary) and 215 (Upper primary) schools (80 %) in July- August,2009.	
(vii)	<b>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
	The DPO had not made centralized purchase of any item for the schools out of the school grant. The VEC had been given responsibility to utilize as per the guidelines.	
(ix)	<b>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?</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
	690 schools had received the school grants in July-August 2009 in their bank account. Yes, there had been delay by 02 months in receiving school grants by schools.	
(x)	<b>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
	The last year's school grants received had been fully utilized by all sample checked schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO. UC was submitted in march 2009.	

**(e) Teachers and Teachers Training:**

(xiii)	<b>Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
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	For 2009-10, no additional teacher had been sanctioned by the PAB and hence no posting of any new teacher had been made till 31-7-09.	
(xiv)	<b>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?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No additional teacher had been recruited in 2009-10 till 31-7-09.	
(xv)	<b>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No teacher had been recruited till July 2009	
(xvi)	<b>If VEC/Panchayats 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?</b>	<b>To be ascertained from DPO and VEC.</b>
	VEC/Panchayat is not empowered to recruit teachers.	
(xvii)	<b>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?</b>	<b>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.</b>
	The MI had sample-checked 35 schools in district Nawanshahar and in only 1% schools there was vacancy against the sanctioned posts. On the day of visit, MI had observed that all teachers were present in 80% schools. Some teachers were on leave or on official duty for which they had not come to schools but none of them seemed to be a habitual absentee.	
(xviii)	<b>How was the rapport between children and the teachers in the schools visited?</b>	<b>To be ascertained from the VEC and observed during the visit by MI.</b>
	The teacher-student rapport was very good in all the sample-checked schools.	

(xix)	<p><b>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?</b></p>	<p><b>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.</b></p>
<p>In 2009-10, the DPO had a target of giving in-service training to 5335 teachers. The DPO had a training calendar for conducting this training The training modules had been prepared by the SPO. Block Master Trainers provided training in modules ‘Purroh Punjab’. Which was to be used in schools for implementation of Purroh Punjab? There was no planned strategy to get post-training feedback from teachers on regular basis</p>		
(xx)	<p><b>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?</b></p>	<p><b>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.</b></p>
<p>355 new recruited teachers were targeted to be given 30 days training at district and Block level</p>		
(xxi)	<p><b>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?</b></p>	<p><b>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.</b></p>
<p>In 2009-10, the DPO had a target of giving in-service training to 5335 teachers  IN-SERVICE TEACHERS TRAINING10 DAYS( block and District level)=2243  IN-SERVICE TEACHERS TRAINING10 DAYS( cluster level)=2242  Induction TRAINING to new recruits 30 DAYS =759  TRAINING of BRPs 10 DAYS =90  The DPO had a training calendar for conducting this training but teachers reported to have undertaken only 4 days in-service training till 31-7-09.The training modules had been prepared by the SPO.</p>		

(xxii)	<p><b>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</b></p>	<p><b>To be ascertained from the teachers on the spot in respect of schools visited by MI.</b></p>
	<p>Most of the teachers expressed satisfaction and seemed to be much enthusiastic about Purroh Punjab modules. Many teachers were satisfied with the content of teacher training modules but they had intended to get more training on innovative methods of teaching, identification of hard spots, teaching to CWSN, teaching the difficult topics better etc.</p>	
(xxiii)	<p><b>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)?</b></p>	<p><b>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b></p>
	<p>The role of BRCs and CRCs is limited to facilitate the operation of in-service teacher training programmes. The BRCCs and CRCCs receive the grants and organize the programmes and finally submit a report to the DPO relating to quantum of participants, expenditure and utilization of grants. In 2008-09, they had conducted some of the in-service teacher training programmes. The BRCCs and CRCCs had not done any post training follow up activities. The DPO had not planned to do it. The DPO had also not made any plan of action to engage the BRCCs and CRCCs to measure the degree of effectiveness of teacher training programme. There were also no directives from the SPO to the DPO in this regard.</p> <p>The DPO had failed to ensure a specific number of school visits by the BRCs and CRCs and hence the latter had made school visits at their will ( it is normally twice a month as reported by teachers . During school visit, they had mostly collected official feedback data and very rarely discussed with teachers of PS only on teaching the difficult topic better There is no mechanism to ensure greater involvement of BRCCs and CRCCs in extending on-site academic support to the teachers. BRCCs and CRCCs are not trained to effectively extend academic support to teachers, to effectively monitor the progress of SSA activities</p>	
	<p><b>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?</b></p>	<p><b>To be ascertained from SPO.</b></p>

<b>(xxiv)</b>	There is no specific post like Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of 02 Deputy Directors and 01 Asst. Director. The quality aspects are reviewed at SPO level. The SPO has coordination with the SCERT to develop the State Curriculum up to Class X, textbooks and teacher training modules. DIET staffs are involved as DRG members for teacher training. District master trainers, Block master trainers, Cluster master trainers are responsible for effectively implementing the training modules
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**(f) Teaching Learning Material (TLM) grants:**

<b>(iv)</b>	<b>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</b>	<b>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</b>
	In all 2243 teachers (1097 PS teachers and 1146 UPS teachers) were eligible to receive TLM grant. All had not received their TLM by 31.7.09. However SPO started process of release of TLM by August, 2009.	
<b>(v)</b>	<b>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?</b>	<b>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.</b>
	The DPO proposed to release TLM grant for 2243 teachers in Nawanshahar in August 2009. The DPO has claimed to have issued a guideline in respect of utilization of TLM to each school. MI observed that by 31-7-09. TLM had not been received.	
<b>(vi)</b>	<b>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?</b>	<b>information to be verified on the spot in respect of schools visited by MI.</b>
	The DPO, will release TLM to all eligible teachers by August, 2009. The DPO has claimed to have issued a guideline in respect of utilization of TLM to each school. In 2009-10 there are instructions to teachers not to use TLM till further orders.	

**(g) EGS & AIE:**

(xxvi)	<p><b>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).</b></p>	<p><b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</b></p>
<ul style="list-style-type: none"> <li>• Out of school children are proposed to be enrolled in Nawanshahar district through one residential bridge courses and 493 AIE centres (non-residential bridge courses). New AIE centres were opening in the district.</li> </ul>		
(xxvii)	<p><b>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</b></p>	<p><b>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</b></p>
<p>In 2009-10, 543 out of school children had been targeted for enrollment, 50 through RBC and 493 through AIE centres (NRBC) The centres started functioning in July 2009.</p>		
(xxviii)	<p><b>The number of children enrolled and actually attending the centre?</b></p>	<p><b>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.</b></p>
<p>No child is enrolled and attending RBC centres since the centre is not open.</p>		
(xxix)	<p><b>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?</b></p>	<p><b>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</b></p>
<ul style="list-style-type: none"> <li>• Training of EVs is done in DIETS.</li> <li>• The training has to be for 30 days. By the end of July 2009, only 20 % of the 10 EVs interviewed have had their training</li> <li>• Pedagogy, maintenance of registers, use of TLM, etc constitute the modules</li> <li>• The reaction of EVs was satisfactory. Since they learn new methods to teach</li> </ul>		
(xxx)	<p><b>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?</b></p>	<p><b>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.</b></p>



	Most of the volunteer teachers informed that BRP visit AIE centres twice a month and stay for not more than half an hour. However SPO has evolved a strategy to monitor to visit of BRPs.	
(xxxii)	<b>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</b>	<b>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</b>
	10+ 2 is the minimum essential qualification for an EV but 60% of the EVs in Punjab are at least graduates.	
(xxxii)	<b>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?</b>	<b>Information to be obtained from the EVs during field visits by MI.</b>
	An EV gets an honorarium of Rs. 2500/- per month from the Head teacher of the cluster head school.	
(xxxii)	<b>Whether EV is regular in his attendance?</b>	<b>To be ascertained from VEC during field visits by MI.</b>
	Yes 90% of the EVs of AIE centres in District SBS Nagar were regular. None of them were habitual Absentee.	
(xxxii)	<b>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?</b>	<b>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</b>
	There is designated District Coordinator for AIE. The District Coordinator for planning is in charge of AIE. He has got orientation and capacity building training.	
(xxxv)	<b>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?</b>	<b>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.</b>
	The DPO uses monitoring format to provide AIE related data to SPO. Till 31-7-09, it has not furnished any AIE related information to the SPO. BRPs however collect data monthly and submit to DPO. These monitoring formats are sent to SPO twice a year.	

(xxxv)	<b>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</b>	<b>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</b>
	Only one EGS centre was approved to be upgraded to primary school in district SBS nagar in 2009-10.	
(xxxv)	<b>Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools, and whether funds have been released for the same?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	Funds not released by SPO till July 2009.	
(xxxv)	<b>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?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	One EGS centre to be upgraded	
(xxxvi)	<b>Whether the actual upgradation of EGS centre has taken place?</b>	<b>To be verified on the spot with the assistance of VECs, during field visits of MI.</b>
	Grants no released yet.	
(xl)	<b>Has the land for construction of the upgraded primary school (from EGS) been identified?</b>	<b>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.</b>
	Land was identified by DPO	
(xli)	<b>Whether VEC/SMC etc. have received any funds for construction of schools?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	Not till July 2009	
(xlii)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing)?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	No, not till July 2009	
(xliii)	<b>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?</b>	<b>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.</b>
	Not till July 2009	

(xliv)	<b>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?</b>	<b>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.</b>
Children from AIE centres appear for their examinations in March 2009 and then the number of mainstreamed children is calculated. Children are mainly mainstreamed in Govt. Schools. Those children come from labor/migratory people from Bihar, UP, Rajasthan, etc. Sometimes these people do not have birth certificates. The school authorities were reluctant to admit these children but since 2008 certificate from AIE/HT centres is considered for admitting.		
(xlv)	<b>What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.</b>
Almost all AIE centres in district Nawanshahar are provided with a Durries/taats, a blackboard at least. 50 % AIE centres visited by MI have charts or some other basic teaching Learning Materials.		
(xlvi)	<b>Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?</b>	<b>To be ascertained during the Field visit with the assistance of VEC/EV by MI.</b>
Yes children of AIE centres get Midday meals. Each centre associated with the school gets MDM from the school or if the distance is more then the MDM is prepared in the AIE centres separately		
(xlvii)	<b>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?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.</b>
62 % children were present in all the 10 AIE centres visited by MI.		
(xlviii)	<b>The achievement level of children studying in EGS/AIE facilities?</b>	<b>Assessment to be undertaken during Field visit by MI.</b>
The achievement level of children in AIE centres is not very high. But in some of the primary schools also children are not doing very well		
(xlix)	<b>The rapport of the EV with the children?</b>	<b>Observations during Field visit, by MI.</b>
The rapport of the EV with the children is satisfactory		

(l)	<p>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?</p>	<p>To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.</p>
<p>Free workbooks are provided to AIE children through SSA funds. The books were distributed late in July- August 2009. Some of the Late admitted children did not get workbooks till 31.1.09.</p>		

**(h) Children with Special Needs (CWSN):**

(i)	<p>The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.</p>	<p>Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.</p>
<p>2688 CWSN children were identified in 2009-10 and have been enrolled in schools.</p>		
(ii) (a)	<p>The number of children who have been provided with aids and appliances, district-wise, during the current financial year.</p>	<p>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.</p>
<p>In 2009-10 CWSN had not been given aids and appliances till July 2009.</p>		
(ii) (b)	<p>Whether there are any difficulties in getting and utilizing the aids and appliances.</p>	<p>Information to be obtained from SPO/DPO.</p>
<p>None of these students interviewed by MI reported any difficulty. Only problem faced by them was that the process took long time</p>		
(iii)	<p>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?</p>	<p>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>

	<ul style="list-style-type: none"> <li>• In Nawanshahar district 5 resource teachers were appointed</li> <li>• To all Resource Teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not given any guideline to the NGOs involved in CWSN activity. The MI has ascertained such engagement to be true.</li> <li>• In all 63 NGOs are working in Punjab for CWSN but none of the NGO is operating in District.</li> </ul>	
(iv) (a)	<b>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?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
	The SPO has prescribed a monitoring format for CWSN activity and the DPO has to give feedback data to the SPO in such format twice a year till 31-7-09.	
(iv) (b)	<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?</b>	<b>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.</b>
	The DPO has an IED Coordinator. He has got capacity building training. The SPO has prescribed a monitoring format for CWSN activity and the DPO gives feedback data to the SPO twice in a year	
(v)	<b>How many schools have been provided with ramps?</b>	<b>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</b>
	All new schools in Nawanshahar district have ramps although new grants were not released in 2009-2010 for the construction of ramps.	
(vi)	<b>How many children have been provided home based support during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and one or two sample checks be done by MI.</b>
	On an average primary schools have 3-6 CWSN who are enrolled in schools however a few (not in all schools) are given home based instruction by the IER who have been appointed in schools of Nawanshahar in 2009-2010.	
(vii)	<b>How many parents have been given counseling during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.</b>
	Counseling to parents is the responsibility if IE teacher who takes it up along with home based education of the child.	
(viii)	<b>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</b>	<b>Information to be verified on the spot with the assistance of VEC/Teachers.</b>

	In the schools visited by MI, 80 % CWSN were present in the school.
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**(i) National Programme for Education of Girls at Elementary Level (NPEGEL):**

(i)	<b>The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?</b>	<b>Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.</b>
	NA	
(ii)	<b>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?</b>	<b>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.</b>
	NA	
(iii)	<b>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?</b>	<b>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.</b>
	NA	
(iv)	<b>Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?</b>	<b>Information to be obtained from the SPO to be updated from DPO visited by MI.</b>

	<p><b>Under NPEGEL;</b></p> <ul style="list-style-type: none"> <li>• <b>The state allocated an amount of Rs. 300/- for 20 districts for carrying out activities.</b>Following activities <b>under girls' education</b> were taken up under this programme;</li> <li>• Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>• Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS) 5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>• Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS <ul style="list-style-type: none"> <li>• Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> </ul> </li> <li>• Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>	
(v)	<p><b>g. Whether a district gender coordinator is in position?</b></p>	<p><b>To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</b></p>
	<p>Yes one of the coordinator at district level is responsible for Gender Issues</p>	
	<p><b>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?.</b></p>	<p><b>To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</b></p>
(vi)	<p><b>The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?</b></p>	<p><b>Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.</b></p>
	<ul style="list-style-type: none"> <li>• 67 ECCE centres were working in 2009-2010 in district Nawanshahar with 1536 children enrolled.</li> </ul>	
(vii)	<p><b>Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?</b></p>	<p><b>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.</b></p>
	<p>Formats have been prepared by SPO. District coordinator collects this information</p>	

**(j) Katurba Gandhi Balika Vidyalaya (KGBV):**

(i)	<b>Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.</b>	<b>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.</b>
	District Nawanshahar has not been sanctioned any Kasturba Gandhi Vidyalaya even in 2009-2010	
(ii)	<b>The number of KGBV in the State in respect of which land have been identified, district-wise.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>
	NA	
(iii)	<b>Whether the State has drawn up any detailed guidelines for running the KGBV schools.</b>	<b>To be obtained from the SPO and verified from DPO/KGBV visited by MI.</b>
	NA	
(iv)	<b>The number of KGBV in respect of which all formalities for construction have been completed.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>
	NA	
(v)	<b>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.</b>	<b>To be obtained from DPO and to be verified in respect of KGBV visited by MI.</b>
	NA	
(vi)	<b>The number of students admitted in the KGBVs started in the district.</b>	<b>To be obtained from DPO and to be verified in respect of KGBV visited by MI.</b>
	NA	
(vii)	<b>The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.</b>	<b>To be obtained on the spot in respect of KGBV visited by MI.</b>
	NA	

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



(i)	<b>Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?</b>	<b>Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.</b>
	An EMIS set up exists in the DPO and it has the requisite number of computers and computer operators.	
(ii)	<b>What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?</b>	<b>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</b>
	The SPO has given a time schedule to the DPO to take up DISE activity during November 2009 till January 2010.	
(iii)	<b>Whether data capture format have been supplied to all schools latest by August?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	The data capture formats were not given to schools by July, 2009. These were likely to be given in November-December 2008.	
(iv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	No teacher has been given training for filling up data in the data capture format till July, 2009.	
(v)	<b>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. ?</b>	<b>Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.</b>
	The CRC/ BRC coordinators have been given task of verifying DISE data The SPO has not engaged any third party for verifying the DISE data in this District.	
(vi)	<b>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</b>	<b>Information to be obtained from DPO and SPO.</b>

	The DISE data were sent by the DPO to SPO by Dec-Jan 2009 for the year 2008-09. Because DISE data were collected after November 2008. For 2009-10 the process is yet to start.	
(vii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

**(I) Research and Evaluation:**

(i)	<b>The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
	<p>Niar, Mussorie has been assigned three research projects to be finished till March 2010. In 2009-2010 Four new research studies have been approved:</p> <ol style="list-style-type: none"> <li>1) High Drop out among SCs under SSA, Punjab for 2009-2010. Grants 24.84 lacs.</li> <li>2) Impact of Teacher Training on classrooms transaction under SSA, Punjab for 2009-2010 : Grants 20.93 lacs.</li> <li>3) Evaluation study on Innovative Activities like Girls Education and SC/ST under SSa, Punjab for 2009-2010. Grant : 24.61 lacs.</li> <li>4) Foreign project has been assigned to Punjabi University, Patiala i.e. Evaluation study for out of school children covered in AIE centres and the children mainstreamed from AIE grants 28.60 lacs.;</li> </ol>	
(ii)	<b>The number of studies sanctioned in the previous calendar year and the number of them completed.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
	<p>Under REMS research studies for all districts were taken up uniformly in a centralized manner in 2008-2009;</p> <ol style="list-style-type: none"> <li>1. Study on teacher absenteeism for primary and upper primary schools was done by Panjabi University Patiala. The study was initiated during 2007-2008 and was completed in 2008-2009. The budget of the project was;</li> <li>2. Study on assessment of status of schools with respect to blackboards, toilets, drinking water facilities was taken up by SCERT, Punjab during 2008-2009.the report was not submitted by 31.1.09</li> <li>3. study on impact of Remedial Coaching for Upper Primary schools was taken up by SCERT, Punjab</li> <li>4. Baselines for identification of learning levels of primary class children were done under Parroh Punjab programme.</li> </ol> <p>Midterm evaluation of learning achievements of primary school children was done as a part of Parroh Punjab programme. Supervision and Monitoring of the schools was carried out by Block and Cluster Resource Persons .</p>	

<b>(iii)</b>	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETS are involved in doing some research activities. There is a State Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects.	

**(m) Functioning of the VEC:**

<b>(i)</b>	<b>The total number of village/school level/management committees constituted, district-wise?</b>	<b>Information to be obtained from the SPO and to be updated by the DPO.</b>
	All schools (100%) have constituted VECs.	
<b>(ii)</b>	<b>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	The DPO has issued a VEC guideline to different schools. MI has found during its visits that 80% sample checked schools have a copy of the VEC guidelines.	
<b>(iii)</b>	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	97% VECs having prescribed number of women members; The head teachers in 98% schools visited by MI, is a woman. On each VEC at least two members are females and three in all including HT	

(iv)	<b>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?</b>	<b>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</b>
	<ul style="list-style-type: none"> <li>• 45% convening monthly meeting regularly. once a month or once in two months or as and when required are common modus operendi for holding meetings</li> <li>• 4-5 out of 9 members are attending VEC meeting regularly.</li> </ul>	
(v)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	<ul style="list-style-type: none"> <li>• No VEC member given training till 31-7-09, as reported by schools visited by MI.</li> <li>• BRPs conduct this training</li> <li>• Block level venue, mostly in cluster head school</li> </ul>	
(vi)	<b>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</b>	<b>Information to be obtained from VEC and verified on the basis of records by MI during field visits.</b>
	<p>Less than 25% VECs have contributed to school development and students enrollment. There are two areas where VECs have a contribution:</p> <ul style="list-style-type: none"> <li>• In carrying out civil work</li> <li>• An indirect check on attendance of the teachers.</li> </ul>	
(vii)	<b>Whether VEC is maintaining proper record of funds received by them.</b>	<b>Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.</b>
	On an average records are maintained by school teachers	
(viii)	<b>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?</b>	<b>Information to be obtained at SPO level. See formats and record of SPO</b>

	In the SPO, there is an officer-in-charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District Coordinators for community mobilization. But the monitoring is not accurate in terms of feedback data collection on existence, composition and contribution of VECs.
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**(n) Staffing at State and District Level:**

	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	The SPO has specific programme managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.	
<b>(ii)</b>	<b>The number of meetings of the General Body and EC held during the previous financial year?</b>	<b>Information to be obtained from SPO and verified from their records.</b>
	No General Body meeting was held till July 2009. The Executive Committee meeting was held once in 2008-2009	
<b>(iii)</b>	<b>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?</b>	<b>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</b>
	In the DPO, 37 posts had been sanctioned as on 31-12-08, 07 posts had remained vacant. These include the post of DPC, of data entry operator, 01 office Assistant, 01 programme Assistant, 01 technical consultant and 02 Block Resource Teachers. In the District, 5 Blocks exists and 5 BRCs have been formed and for these 5 BRCs 90 posts of BRPs have been sanctioned. similarly, there are 51 clusters and 51 sanctioned CRCs	
<b>(iv)</b>	<b>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</b>	<b>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</b>

	In the District, 5 Blocks exists and 5 BRCs have been formed and for these 5 BRCs 90 posts of BRPs have been sanctioned. similarly, there are 51 clusters and 51 sanctioned CRCs	
(v)	<b>Does SPO have clearly laid down rules/regulations for filling up posts of SSA?</b>	<b>To be verified at SPO through checking of records.</b>
	yes	

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

Adequate facilities have been provided to SC, ST, Minority group, and Girls in District Nawanshahar.
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**(p) Additional items to check during school visit by MI:**

(i)	<b>The number of days the school functioned during the last academic year?</b>	<b>Information to be obtained from the School records.</b>
	During 1-2-09 to 31-7-09, on an average, each school had functioned for 90 days.	
(ii)	<b>Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?</b>	<b>Information to be recorded on the basis of observation.</b>
	80% schools have clean environment; 67% have good buildings; 20 % have a play ground and 78% have classroom with proper light. Average percentage of boys' and girls' attendance was 87% and 82.% respectively. Continuous evaluation is done in all schools. Cases of over age are few and those of under age are too less and drop out children are around 2%.	
(iii)	<b>Whether the classes have proper sitting arrangement for children, a black board, TLM materials?</b>	<b>Information to be recorded on the basis of observation.</b>
	In most (90%) of the schools, there were blackboards TLMs. In 75% schools sitting arrangements are adequate for grades 4 <sup>th</sup> and 5 <sup>th</sup> . There are benches but children from grades I to III sit on durries/jute mat. A provision for benches for grade I to V is an essential requirement of all the schools.	
(iv)	<b>Whether health camp facility was made available to the children during the previous six months?</b>	<b>Information to be recorded on the basis of school records.</b>

	In 80% schools visited by MI, health camp had been reported to be organized during 2009-2010. The doctor from local dispensary comes for general checkup and administers medicines as and when needed. Most of these schools reported that iron tablets and folic acid were distributed among students.	
(v)	<b>Whether the school has adequate play material for the children? Is it used?</b>	<b>Information to be recorded on the basis of observation.</b>
	In a very few (15%) schools, adequate play materials had been given to children.	
(vii)	<b>If there is low attendance the reasons for the same?</b>	<b>Information to be obtained from the teachers/VEC.</b>
	The average percentage of attendance for boys on the days of MI's visit had been 75 and the same for girls had been 70. Most of the children in Govt schools come from lower class, migratory labour etc and sometimes cause Low attendance <ul style="list-style-type: none"> <li>• Due to harvest season children are taken to the fields</li> <li>• Sibling care by girls</li> <li>• Any function in the village like marriage etc</li> <li>• illness</li> </ul>	
(viii)	<b>Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?</b>	<b>Information to be obtained from the teachers and VECs etc.</b>
	<ul style="list-style-type: none"> <li>• Persuasions by school teachers and VECs member to promote attendance.</li> <li>• Continuity in MDM</li> <li>• Remedial teaching</li> </ul>	
(ix)	<b>What is the present process of assessing the achievement level of students?</b>	<b>Information to be recorded on the basis of school records.</b>
	At present the learning achievement level of students is measured by conducting Unit Test, Half Yearly Examination and Annual Examination.	
(x)	<b>Whether continuous and comprehensive evaluation and grading system has been introduced for students?</b>	<b>Information to be recorded on the basis of school records.</b>
	The evaluation system had been continuously done but the grading system had not been adopted as a regular evaluation technique	
(xi)	<b>The achievement level of children.</b>	<b>Assessment to be undertaken by the MI on the day of visit.</b>
	Snap tests by MI revealed that on an average, children in grades I to III (< 45%) are quite low in English and Maths. In grade V some rigorous inputs are invested because it is an examination conducted state wide by Punjab school Board	

(xii)	<b>The rapport of the children with the teachers?</b>	<b>Assessment on the basis of observation by MI.</b>
	In every school, the rapport between teachers and students had been good.	
(xiii)	<b>Whether the school has under age or over age children if so, their number and percentage?</b>	<b>Information to be recorded on the basis of school records and observations.</b>
	In 7 out of 35 schools, there were overage children and they constitute 2.7% of the total children. But, there were no underage children in any school, visited by MI.	
(xiv)	<b>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?</b>	<b>To be ascertained from teachers/VEC schools records.</b>
	In 7 out of 35 schools there were dropout children and their percentage to total children had been 7%. Most of the labour class children go back home after harvest season is over. There is no provision of mapping these children. SPO had initiated a policy in 2009 for relieving these children with a certificate so that they can maintain continuity in their education. However 2-3% also drops for joining some private schools.	
(xv)	<b>The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?</b>	<b>Information to be obtained on the basis of school records and discussion with teachers.</b>
	2-3 out of an average 40 students is retained in Grades III to IV which are given more importance because of Board Examination at grade V level. Grade I and Grade II children are retained only when the achievement level is too low, as informed by teachers in schools visited by MI.	

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

**Please include all the Annexure 1 to annexure 1 to 8**

<b>1.</b>	<b>Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</b>
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.	
<b>2.</b>	<b>Annexure 2 – Text Books</b>
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.	



<b>3.</b>	<b>Annexure 3 – School Grant</b>
<p>a. 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 Monitorin 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>	
<b>4.</b>	<b>Annexure 4 – Teacher Training</b>
<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>	
<b>5.</b>	<b>Annexure 5 – Teaching Learning Material (TLM) grants</b>
<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>	
<b>6.</b>	<b>Annexure 6 – EGS and AIE</b>
<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>(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>	
<b>7. Annexure 7 – Children with special needs (CWSN)</b>	
<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</p>	

to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.

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

**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.

**9. Annexure9-. 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**

**Appendix.9**

# MID DAY MEALS

## District Nawanshahar

### (q) Mid Day Meal

- Cooked meals are being provided in all schools OF District Nawanshahar on regular basis to all students of Govt schools, AIE centres and few Govt aided schools;
- **Availability of shed/kitchen for cooking;**

Although no proper shed/room is available in most of the schools yet it seems that essential conditions of **hygiene** are being taken care of. There was a sanction of construction of kitchen sheds in most of the scjhoods an objective that the schools become equipped to get the food prepared in school itself. Some of the issues raised from various corners included cooking of food in schools. Teachers too had been raising this issue at different platforms. On experimental basis SSA Punjab negotiated with some NGOs to supply cooked food in schools. District Nawanshahar is one such district where cooked food is being supplied.

- **For cooking of food; Schools are not cooking food. They simply distribute food. There is a common kitchen at tehsil level.**One of the Delhi based NGO is supplying food in these schools, viz; ISTRI SHAKTI SANGATHAN

- **Average cost of cooked meals;**

The average cost of cooked meals is Rs. 6.00 per child per day.

- **Transportation of food;**

The cooked meals are transported from the base kitchen to schools by Mahindra pick-ups . The route is changed daily so that one particular school is not the privileged first school to get the food early.

- **Storing of grains** It is not the responsibility of schools
- **Distribution of MDM**

This is also done by attendant provided by the contractor or hired by the school. Hiring and paying helpers/ attendants is the responsibility of the school. The range of payment reported by different schools is between Rs.1200/- to Rs. 1500/-However the teachers in the school supervise all aspects of distribution of food. The teachers reported to be constantly supervising distribution of meals daily. 100% schools/ teachers do it without any exception. Normally food is distributed by the helper herself but teachers invariably get involved in each aspect of MDM.

- **Availability of water**

100% schools in the district equipped with the facility of drinking water. The schools donot provide plates for food rather students' carry empty Tiffin boxes from home and eat in Tiffin's.

Some schools have plenty of plates and have an attendant who washes these utensils on the ground floor.

- **No. of children eating MDM;**

Almost 70% to 100% children enrolled in schools are eating in the school. Only few carry Tiffin from home. Especially students of grades VI to VIII

In fact the students who are being enrolled in government Primary schools come from poor families. Hardly very few children come from middle or upper class. On this account there is now complete polarization. Children from better families go to private schools which charge exorbitant fees. Hence these children of Govt schools prefer to eat in the school especially in those clusters where poor students are admitted.

- **Variation in daily menu**

The Menu has been fixed for a week and distributed to all the schools. A fixed menu for the week is adhered to, as reported by students. Green vegetables are used only in the Khhichdi, extensively, during winter season when vegetables were cheaper. Otherwise the amount of green vegetables decreases as the prices go high. Normally basic menu remains the same

- **Eggs and Fruits**

**Eggs and Fruits are not served in regular menu or otherwise in schools of Nawanshahar 100% schools visited by MI in the district reported this.**

- **Quality of meal ; Quantity of food**

Quality of food is satisfactory.

When asked from children they seem to be satisfied with the quality and quantity of food given to them and admitted that a second helping is also given on demand. Only rarely food is less in quantity, as reported by some teachers otherwise food is being supplied in adequate quantity. 90% schools reported to receive food for no. of enrolled students.

- **supervision of food;**

**There are checks on midday meals distribution;**

Teachers and principal supervise and taste food for checking the quality of food. Most of the schools reported that parent's do not take interest in this activity and hence food distribution and its quality are checked by teachers only. However principles/teachers have been deputed by SPD to visit (by rotation) the base kitchen to check the quality of food and other concerns like hygiene type of grains being used etc.

- **Discipline**

**Discipline is being observed** during distribution of food .By now the students have learnt the manners to be observed during distribution of food. They queue up and do the needful as prescribed. The children are asked to wash their hands before taking food and make rows at the time of serving foods. students bring their own plates from home, Wash them after taking food.

**.Time for distribution of meals;**

In other schools also it was observed that eating and winding up takes **time longer than the prescribed time**. The time table shows a zero period before recess. Upper primary classes are served food during this zero period and primary children are provided food after them. The whole process takes around one hour.

- **Discrimination of caste/gender**

In none of the schools visited by MI, there was any kind of discrimination among children on the basis of caste, gender or disability. Entrants of Govt schools are normally those children who really need MDM. For them caste categories or other groupings donot matter. The only requirement is food. Discriminations by school administration or among children themselves are not apparent.

### **Gaps in MDM;**

There is continuity in distributing Mid day meals in district Nawanshahar during 2009.

- Some more variety should be added into the menu. A few enthusiastic teachers ( home science ) have even worked out a menu which gives variety and also, can be prepared within the prescribed cost like;

Jeggary products

Gur ka laddu

Pinni / mungfali

Panjiri etc

- For serving MDM each school should have a proper shed where the students should learn to eat together and they must be taught about mannerism of eating
- For each school there should be one sweeper who should clean the space where MDM is served and he should be given food also.

### **Impact;**

100% teachers expect that this supply of readymade food in schools will solve many problems of the schools

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## CHAPTER-7

### 7. District Level Half Yearly Monitoring Report

<b>3.1</b>	<b>Name of the District</b>	<b>Ropar</b>
<b>3.2</b>	<b>Date of visit to the District/EGS/Schools</b>	<b>Feb 2009 to July 2009</b>
<b>3.3</b>	<b>Tasks</b>	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)	<b>What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?</b>	<b>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.</b>
	3 EGS centres for up gradation to primary schools were sanctioned in 2009-2010 in District Ropar. 98 new UPPER primary school were sanctioned for District Ropar during 2009-2010	
(xviii)	<b>Has the land for construction of the school been identified?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>
	As on 31-7-09, Construction was yet to start.	
(xix)	<b>Whether VEC/SMC etc. have received any funds for construction of the school</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher</b>
	Not till July 2009	
(xx)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.</b>

	Construction not started. Funds were released after July 2009.	
(xxi)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	School visited by MI in District Ropar had two teachers each. Six new teacher (Para) for primary and 294 for Upper primary (Para) have been sanctioned for the financial year 2009-2010. Process for filling backlog vacancies of 2008-09 was on till July 2009. Till 31-7-09 no new appointments for 2009-2010 were made.	
(xxii)	<b>Have Teachers been put in position in new schools in District visited?</b>	<b>Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.</b>
	Not yet, all new schools have been sanctioned new teachers	
(xxiii)	<b>In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?</b>	<b>To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.</b>
	TLE to new school has been sanctioned for 3 NPS and 98 UP @ 20,000 and 50,000 each in district Ropar.	
(xxiv)	<b>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?</b>	<b>Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</b>
	Guidelines provided	

**(b) Civil Works:**

(xxvii)	<b>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?</b>	<b>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.</b>
	For 2009-10, grants for construction of 3 NP and 98 NUP were sanctioned in district Ropar @ 6 lacks and 9 lacks respectively. Neither any CRC nor BRC or ACR were sanctioned for the district during 2009-2010. No rainwater harvesting is being experimented in schools of District Ropar.	

(xxviii)	<b>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.</b>	<b>To be checked on the spot with assistance of VEC/SMC and School Teachers.</b>
	Two ACR and two sanitation Blocks were crosschecked by MI. The construction work of 2008-2009 was complete in these schools by the end of March, 2009. New grants were not yet released by July 2009. In 2009-2010 no additional classrooms or sanitation blocks were approved for District Ropar.	
(xxix)	<b>Whether SMC/VEC has been trained by technical persons for execution of civil work?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Training of VEC members by Technical persons was not done till July 2009.	
(xxx)	<b>Whether community manual for civil works has been prepared and is available with VEC/SMC?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Yes community manual for civil works is available with chairperson of VEC or the head teacher of the school.	
(xxxix)	<b>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Ramps are being constructed in new schools as also in some existing schools.	
(xxxix)	<b>Is VEC/SMC keeping a separate account of funds and materials for construction?</b>	<b>By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).</b>
	Separate accounts are being maintained for construction work. sample checked schools revealed that mostly this account is maintained by the head teacher but cheques etc are signed by the two eligible signatories i.e. Chairman of VEC and the Head Teacher of the school.	
(xxxix)	<b>Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?</b>	<b>To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).</b>
	Sample checked schools revealed that BRPs at Block level are associated with civil works	
(xxxix)	<b>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?</b>	<b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b>



	<p>The DPO had instructed each Technical Consultant to visit at foundation, lintel and roof construction stages for every case of building construction. Out of the 6 sample checked cases, only in 3 cases, the Technical Consultants had visited and guided the VECs regularly at the prescribed stages of construction.</p> <p>School teachers said that BRP comes frequently when construction work is going on. Sometimes a person from DEO,s office also supervises and guide construction work.</p>	
(xxxv)	<p><b>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?</b></p>	<p><b>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).</b></p>
	<p>Yes there is convergence with If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools. However 90% teachers are not aware about the source of this facility. For them SSA sponsors it. None of the schools in Distt. Roper were provided sanitation Blocks during 2009.</p>	
(xxxvi)	<p><b>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</b></p>	<p><b>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</b></p>
	<p>VEC takes care</p>	
(xxxvi)	<p><b>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?</b></p>	<p><b>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).</b></p>
	<p>There is convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools.</p>	
(xxxvi)	<p><b>What is MI's impression of quality construction in sites visited by MI?</b></p>	<p><b>To be assessed on the spot. (sample as in (ii) above).</b></p>
	<p>Although MI is not competent authority to inspect Quality of construction but Assessment with regard to specifications laid down by SPO and general principles of construction are made by MI. The quality construction aspect of civil works in all the 10 sample checked cases had been good and had no defect</p>	
(xxxix)	<p><b>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format &amp; 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?</b></p>	<p><b>Status to be obtained from SPO and to be verified from schools visited by MI.</b></p>

	<p>At SPO level there is one post of Executive Engineer, the recruitment was in process by 31.1.09. there is one Deputy Manager( CW) and one Assistant Manager( CW), three posts of Assistant Manager( CW) are vacant</p> <p>At district level there is one Sub Divisional Engineer for each district and each district has at least one District resource person</p> <p>No third party evaluation of civil works is being done.</p>
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**(c) Textbooks:**

	<b>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 is receiving free textbooks from SSA funds and State Government funds?</b>	<b>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</b>
<b>(ix)</b>	<p>Free Text books are distributed through two sources; Govt of Punjab distributes books to All SC boys and girls Whereas general category boys and girls get books out of SSA funds</p> <p>In 2009-10,district Roper distributed FTB to 63833 eligible girls, ST boys and SC boys as;</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=18690</p> <p>Free textbooks and workbooks from SSA funds to Non SC children (P)=14345</p> <p>Free textbooks and workbooks from SSA funds to SC children (P)=15013</p> <p>Free textbooks and workbooks from SSA funds to SC children (P)=9747</p> <p>Free textbooks and workbooks for private aided schools (P)=1827</p> <p>Free textbooks and workbooks for private aided schools (UP)=2750</p> <p>Free textbooks and workbooks from SSA funds to children who were mainstreamed from AIE centres(P) =1461</p>	
	<b>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</b>	<b>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.</b>
<b>(x)</b>	<p>First installment of biooks was distributed in March-April 2009. The books are distributed withis 2-3 days of procurement from Cluster head school</p> <p>SPO sends circular to DPO. Books collection centres are already identified. Cluster head teacher is informed telephonically to collect books for the cluster school. The stock entries are made at books collection centre . No written circular was reported to be issued by BPEOs</p>	
	<b>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.</b>	<b>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</b>
<b>(xi)</b>		

	Books were released in March-April, 2009. First lot was distributed in April, May, 2009 and last installment was received in July , 2009. These were books for students who were admitted late.	
	<b>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</b>	<b>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.</b>
(xii)	95% out of sample checked schools in Ropar, free textbooks had been distributed for all subjects and for all classes and to all eligible children. 10% students out of such schools informed MI teams that after summer break (in June, 2009 ) when the schools reopened on 1.7.08and they did not receive books they purchased the the books. But these were the late admitted students and such examples were too scantily. On an average distribution of free books under SSA has improved a lot in 2009.	

**(d) School grants:**

	<b>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)?</b>	<b>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.</b>
(xi)	<b>Whether any guidelines have been issued to the schools on how to utilize this grant?</b>	
	585 PS and 195 UPS (total=780) schools in district Ropar had been approved to get the school grant. The grant for these schools had been released by the SPO to the DPO electronically in July 2009, the DPO had released the grant in July, August, 2009 to schools. In fact June is a summer Break period hence receiving and utilization of grants is not possible during this period	
	<b>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?</b>	<b>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.</b>
(xii)	In 2008-09, the school grant had been revised from Rs.2000/- per school to Rs.5000/- per primary school and Rs.7000/- per upper primary school. The DPO had therefore released the school grant at these rates to the VEC accounts. The school grant had been released to 780 schools in July–August, 2009.	
	<b>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
(xiii)	No, the DPO had not made centralized purchase of any item for the schools out of the school grant. The VEC had been given responsibility to utilize as per the guidelines.	
	<b>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?</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
(xiv)	780 schools in district Ropar had received the school grants on July-Aug 2009 in their bank account.	

	Yes, there had been delay by 02 months in receiving school grants by schools.	
(xv)	<b>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</b>
	The last year's school grants received had been fully utilized by all sample checked schools. The grants had been utilized by the VEC for items as prescribed in the guidelines given by the DPO. Schools had utilised school grant by 31.3.09. The submission of UC was expected in March 2009. This year school grants were released in July- August 2009.	

**(e) Teachers and Teachers Training:**

(xxv)	<b>Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	For 2009-10, no additional teacher had been sanctioned by the PAB and hence no posting of any new teacher had been made till 31-7-09.	
(xxvi)	<b>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?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No additional teacher had been recruited till July 2009.	
(xxvii)	<b>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</b>	<b>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</b>
	No additional teacher had been recruited till July 2009.	
(xxviii)	<b>If VEC/Panchayats 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?</b>	<b>To be ascertained from DPO and VEC.</b>
	VEC/Panchayat is not empowered to recruit teachers.	
(xxix)	<b>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?</b>	<b>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.</b>
	The MI had sample-checked 42 schools in Ropar district for studying teacher posts and in only 8% schools there was vacancy against the sanctioned posts. On the day of visit, MI had observed that all teachers were present at 27 (65%) schools. Some teachers were on leave or on official duty for which they had not come to schools but none of them seemed to be a habitual absentee.	

(xxx)	<b>How was the rapport between children and the teachers in the schools visited?</b>	<b>To be ascertained from the VEC and observed during the visit by MI.</b>
The teacher-student rapport was very good in all the sample-checked schools.		
(xxxii)	<b>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?</b>	<b>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.</b>
In 2009-10, the DPO had a target of giving in-service training to 6075 teachers in district Ropar. The DPO had a training calendar for conducting this training The training modules had been prepared by the SPO. Block Master Trainers provided training in modules ‘Purroh Punjab’. Which was to be used in schools for implementation of Purroh Punjab? The DPO had planned strategy to get post-training feedback from teachers on regular basis		
(xxxiii)	<b>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?</b>	<b>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.</b>
657 new recruited teachers were targeted to be given 30 days training at district and Block level		
(xxxiiii)	<b>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?</b>	<b>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.</b>

	<p>In 2009-10, the DPO had a target of giving in-service training to 6075 teachers in ropar  IN-SERVICE TEACHERS TRAINING10 DAYS( block and District level)=2664  IN-SERVICE TEACHERS TRAINING10 DAYS( cluster level)= 2664  Induction TRAINING to new recruits 30 DAYS =657  TRAINING of BRPs 10 DAYS =90</p> <p>The DPO had a training calendar for conducting this training but had failed to adhere to it till 31-7-09. The training modules had been prepared by the SPO. The DPO had also no planning to get post-training feedback from teachers on regular basis. The newly posted teachers (SPO is recruiting teachers of backlog) but none of these teachers reported to have thirty days training before joining the school.</p>	
(xxxiv)	<p><b>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</b></p>	<p><b>To be ascertained from the teachers on the spot in respect of schools visited by MI.</b></p>
(xxxv)	<p><b>The academic support given by BRC/CRC to the teachers, the frequency of such support:  e. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</b></p>	<p><b>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b></p>

	<p>The role of BRCs and CRCs is limited to facilitate the operation of in-service teacher training programmes. The BRCCs and CRCCs receive the grants and organize the programmes and finally submit a report to the DPO relating to quantum of participants, expenditure and utilization of grants. In 2008-09, they had conducted some of the in-service teacher training programmes. The BRCCs and CRCCs had not done any post training follow up activities. The DPO had not planned to do it. The DPO had also not made any plan of action to engage the BRCCs and CRCCs to measure the degree of effectiveness of teacher training programme. There were also no directives from the SPO to the DPO in this regard.</p> <p>The DPO had failed to ensure a specific number of school visits by the BRCCs and CRCCs and hence the latter had made school visits at their will. During school visit, they had mostly collected official feedback data and very rarely discussed with teachers of PS only on teaching the difficult topic better Thereis no mechanism to ensure greater involvement of BRCCs and CRCCs in extending on-site academic support to the teachers. BRCCs and CRCCs are not trained to effectively extend academic support to teachers, to effectively monitor the progress of SSA activities</p>		
	<table border="1"> <tr> <td data-bbox="305 762 919 961"> <p><b>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?</b></p> </td> <td data-bbox="919 762 1494 961"> <p><b>To be ascertained from SPO.</b></p> </td> </tr> </table>	<p><b>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?</b></p>	<p><b>To be ascertained from SPO.</b></p>
<p><b>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?</b></p>	<p><b>To be ascertained from SPO.</b></p>		
(xxxvi)	<p>There is no specific post like Quality Coordinator in SPO. However, there is a quality management system which is looked after by the Pedagogy Section consisting of 02 Deputy Directors and 01 Asst. Director. The quality aspects are reviewed at SPO level. The SPO has coordination with the SCERT to develop the State Curriculum up to Class X, textbooks and teacher training modules. DIET staffs are involved as DRG members for teacher training. SPO has identified district master trainers, block master trainers, cluster master trainer who are associated with implementation of Purroh Punjab.</p>		

**(f) Teaching Learning Material (TLM) grants:**

(vii)	<p><b>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</b></p>	<p><b>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</b></p>
	<p>In all 2664 teachers (1385 PS teachers and 1279 UPS teachers) were eligible to receive TLM grant in district Ropar. All had received their TLM by 31.7.09. But SPO intends to conduct workshop/teacher training programe for preparing TLM.</p>	
(vii)	<p><b>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?</b></p>	<p><b>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.</b></p>
	<p>The DPO, in turn, has released TLM to all eligible teachers this grant by July-Aug 2009. The DPO has claimed to have issued a guideline in respect of utilization of TLM to each school. Teachers were asked to wait till further instructions.</p>	

(ix)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	<p>information to be verified on the spot in respect of schools visited by MI.</p>
<p>The DPO, has released TLM to all eligible teachers by July-Aug, 2009. The DPO has claimed to have issued a guideline in respect of utilization of TLM to each school. The teachers have been instructed to wait till further instructions. The TLM will be used after a training in Dec,2009.</p>		

**(g) EGS & AIE:**

(ii)	<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 is provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<ul style="list-style-type: none"> <li>• 725 were proposed but AIE centres were still being opened by 31.1.09. 60% volunteer teachers reported that 40-50% students of their centres were mainstreamed and remaining 50-60% students had gone back to their respective native place.</li> <li>• Residential Bridge courses were proposed for the district during 2008-2009 but no RBC (0%) started.</li> </ul>		
(iii)	<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>In 2008-09, 1060 out of school children in district Ropar had been targeted for enrollment but 842 of them has been actually enrolled by 31-8-08. 200 through direct enrolment in school, 627 through NRBC, 15 mainstreamed in 2009.</p>		
(iii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>



	<ul style="list-style-type: none"> <li>• 627 children enrolled in AIE centres</li> <li>• No child is enrolled and attending RBC centres since the centres are not opened.</li> </ul>	
(liv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</b>
	<ul style="list-style-type: none"> <li>• Training of EVs is done in DIETS.</li> <li>• The training has to be for 30 days. But none of the fourteen EVs interviewed on this issue reported to have undergone the month training at a stretch. It was broken into about 8-10 segments spread over full session, each time for 4 to 6 days at a stretch. By the end of July 2009, only 15 % of the 14 EVs interviewed have had their training. (Training for 2 days + 3 days).</li> <li>• Pedagogy, maintenance of registers, use of TLM, etc constitute the modules</li> <li>• The reaction of EVs was satisfactory. Since they learn new methods to teach</li> </ul>	
(lv)	<b>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?</b>	<b>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.</b>
	Most of the volunteer teachers informed that BRP visit AIE centres twice a month and stay for not more than half an hour. The interaction is also like a feedback.	
(lvi)	<b>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</b>	<b>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</b>
	10+2 is minimum essential qualifications for EVs although two third out of them are graduates or even post graduates.	
(lvii)	<b>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?</b>	<b>Information to be obtained from the EVs during field visits by MI.</b>
	In district Ropar Monthly honorarium to EVs is 1500/- per month for 10+2 and 2500/- for graduates per month which they get through cheque from cluster head teacher.	
(lviii)	<b>Whether EV is regular in his attendance?</b>	<b>To be ascertained from VEC during field visits by MI.</b>

	Yes except for prescribed leave norms Evs were regular in 10 crosschecked AIE centres.	
(lix)	<b>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?</b>	<b>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</b>
	There is designated District Coordinator for AIE. One of the BRPs is coordinator for AIE centres. BRPs undergo 10 days training programme	
(lx)	<b>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?</b>	<b>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.</b>
	The DPO uses monitoring format to provide AIE related data to SPO. It has not furnished any AIE related information to the SPO till July 2009. It will be done in September 2009 and march 2009.	
(lxi)	<b>Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?</b>	<b>Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.</b>
	No EGS centre has been proposed to be upgraded in 2009-2010 in district Ropar. Only three new primary schools were sanctioned for 2009.	
(lxii)	<b>Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centres to primary schools, and whether funds have been released for the same?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	NA	
(lxiii)	<b>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?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	NA	
(lxiv)	<b>Whether the actual upgradation of EGS centre has taken place?</b>	<b>To be verified on the spot with the assistance of VECs, during field visits of MI.</b>
	NA	
(lxv)	<b>Has the land for construction of the upgraded primary school (from EGS) been identified?</b>	<b>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.</b>
	NA	

(lxvi)	<b>Whether VEC/SMC etc. have received any funds for construction of schools?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	The grants for the construction of three new primary schools have not been released by may-June 2009.	
(lxvii)	<b>Has the construction started and what is the stage of construction (foundation, lintel and roofing)?</b>	<b>To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.</b>
	Grants not released till July 2009	
(lxviii)	<b>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?</b>	<b>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.</b>
	6 primary teachers –Para (for 3 NPs) and 294 papa-teachers (for 98 Ups) have been approved by MHRD. Teachers will be positioned when construction work is over.	
(lxix)	<b>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?</b>	<b>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.</b>
	As reported by volunteer teachers and as cross checked by MI, 50% children were mainstreamed from AIE centres and remaining 50% went back to their parent states. The children are mainstreamed mostly in govt. Schools.	
(lxx)	<b>What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.</b>
	Almost all AIE centres are provided with a Durrie/ taats , a blackboard at least. 30 % AIE centres visited by MI have charts or some other basic teaching Learning Materials.	
(lxxi)	<b>Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?</b>	<b>To be ascertained during the Field visit with the assistance of VEC/EV by MI.</b>
	Yes children of AIE centres get Middy meals. Each centre associated with the school gets MDM from the school or if the distance is more then the MDM is prepared in the AIE centres separately. Separate cook is engaged for the purpose. Only one or two schools in Block Anandpur Sahib reported to not receiving MDM. The EVs could not gives reason for it.	
(lxxii)	<b>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?</b>	<b>To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.</b>
	In all the 14 AIE centres visited by MI, approx. 20-28 students were enrolled in each centre and 19-20 are attending the centres regularly.	
(lxxiii)	<b>The achievement level of children studying in EGS/AIE facilities?</b>	<b>Assessment to be undertaken during Field visit by MI.</b>

	<p>The achievement level of children in AIE centres is not very high. But in some of the primary schools also children are not doing very well</p> <p>MI has prepared some snap tests for grade I to V which are administered on children during visits to schools and AIE centres. Achievement level of these students especially grade III is quite low( 35-40%). Grade IV and V are reasonably better. It has been observed that teachers take more pains with grade V students , may be because they have to appear in Board exam.</p>	
<b>(lxxiv)</b>	<b>The rapport of the EV with the children?</b>	<b>Observations during Field visit, by MI.</b>
	The rapport of the EV with the children is satisfactory	
<b>(lxxv)</b>	<b>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?</b>	<b>To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.</b>
	Free workbooks are provided to AIE children through SSA funds. The books were distributed simultaneously in schools and AIE centres. Some of the Late admitted children did not get workbooks till 31.1.09.	

**(h) Children with Special Needs (CWSN):**

<b>(i)</b>	<b>The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.</b>	<b>Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.</b>
	In 2008-09, 2212 CWSN children were identified and out of them 1197 have been enrolled in school, 150 were covered through AIE centres 77 have been covered under home based education and 34 were attended in resource rooms. till 31-01-09.	
<b>(ii) (a)</b>	<b>The number of children who have been provided with aids and appliances, district-wise, during the current financial year.</b>	<b>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.</b>
	In 2009-10 District Ropar aids and appliances to identified CWSN were not given yet by 31-7-09.	
<b>(ii) (b)</b>	<b>Whether there are any difficulties in getting and utilizing the aids and appliances.</b>	<b>Information to be obtained from SPO/DPO.</b>

	None of these students interviewed by MI reported any difficulty in getting appliances. Only problem faced by them was that the process took long time	
(iii)	<b>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?</b>	<b>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.</b>
	<ul style="list-style-type: none"> <li>• In Ropar district 7 resource teachers were appointed</li> <li>• To all Resource Teachers, the DPO has issued a guideline relating to the tasks on CWSN activity but it has not given any guideline to the NGOs involved in CWSN activity. The MI has ascertained such engagement to be true.</li> <li>• Only 2 NGOs are operating in District Ropar out of all 63 NGOs working in Punjab for CWSN</li> </ul>	
(iv) (a)	<b>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?</b>	<b>Information to be obtained from DPO of districts visited by MI.</b>
	The DPO has an IED Coordinator. He had capacity building training in 2008-09 till 31-1-09 The SPO has prescribed a monitoring format for CWSN activity and the DPO has given feedback data to the SPO in such format 02 times in 2008-09 but in 2009-2010 no such report has been sent till 31-7-09.	
(iv) (b)	<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?</b>	<b>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.</b>
	The SPO has prescribed a monitoring format for CWSN activity and the DPO gives feedback data to the SPO two times in a year	
(v)	<b>How many schools have been provided with ramps?</b>	<b>Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.</b>
	40% schools out of the schools crosschecked by MI in the district have ramps although new grants were not released in 2009-2010 for the construction of ramps.	

(vi)	<b>How many children have been provided home based support during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and one or two sample checks be done by MI.</b>
	27 CWSN have been provided with home based Education in the schools visited by MI in district Ropar during 2009-2010. The teachers of the schools reported this	
(vii)	<b>How many parents have been given counseling during the current financial year?</b>	<b>Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.</b>
	The IED provides counseling to parents as well, during her home based education visit. Seven such teachers who have been appointed for this purpose were interviewed elaborated on this issue.	
(viii)	<b>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</b>	<b>Information to be verified on the spot with the assistance of VEC/Teachers.</b>
	In the schools visited by MI, 80% of enrolled CWSN were present	

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

(i)	<b>The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?</b>	<b>Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.</b>
	<p>Under NPEGEL;</p> <ul style="list-style-type: none"> <li>The state allocated an amount of Rs. 300/- for 20 districts for carrying out activities. Following activities under girls' education. were taken up under this programme;</li> <li>Workshops of master trainers towards capacity building on girls education= Rs. 5000/- each district</li> <li>Activating Meena Manch in schools and sensitizing PTM=Rs1500/- per school per district ( total 100 UPS)5 Meena CDs were provided to grade VI, VII and VIII each school</li> <li>Teaching of life skills and vocational skills( Yoga)= Rs 6000/- per school per district total 100 UPS</li> <li>Exposure visits and experience sharing= Rs 5000/- per school per district ( total 50 PS and 50 UPS)</li> <li>Award to top 3 girl students of each class = Rs. 2 lakhs per district</li> </ul>	
(vi)	<b>The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?</b>	<b>Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.</b>
	<ul style="list-style-type: none"> <li>ECCE centres were working in 2009-2010 in district Ropar with 1386 children enrolled .</li> </ul>	
(vii)	<b>Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?</b>	<b>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.</b>

	Formats have been prepared by SPO. District coordinator collects this information
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**(j) Kasturba Gandhi Balika Vidyalaya (KGBV):**

(i)	<b>Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.</b>	<b>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.</b>
	district has not been sanctioned any Kasturba Gandhi Vidyalaya even in 2008-2009	
(ii)	<b>The number of KGBV in the State in respect of which land have been identified, district-wise.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>
	NA	
(iii)	<b>Whether the State has drawn up any detailed guidelines for running the KGBV schools.</b>	<b>To be obtained from the SPO and verified from DPO/KGBV visited by MI.</b>
	NA	
(iv)	<b>The number of KGBV in respect of which all formalities for construction have been completed.</b>	<b>Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.</b>
	NA	
(v)	<b>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.</b>	<b>To be obtained from DPO and to be verified in respect of KGBV visited by MI.</b>
	NA	
(vi)	<b>The number of students admitted in the KGBVs started in the district.</b>	<b>To be obtained from DPO and to be verified in respect of KGBV visited by MI.</b>
	NA	
(vii)	<b>The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.</b>	<b>To be obtained on the spot in respect of KGBV visited by MI.</b>
	NA	

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

(i)	<b>Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?</b>	<b>Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.</b>
	An EMIS set up exists in the DPO and it has the requisite number of computers and computer operators.	
(ii)	<b>What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?</b>	<b>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</b>
	The SPO has given a time schedule to the DPO to take up DISE activity during November 2008 till January 2009.	
(iii)	<b>Whether data capture format have been supplied to all schools latest by August?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	In 2008-2009 the data capture formats were not given to schools by November, 2008. These were given in December 2008.the Data capture formats are likely to be sent to schools in time in 2009-2010 as informed by DPO.	
(iv)	<b>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?</b>	<b>Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.</b>
	No teacher has been given training for filling up data in the data capture format till Dec,2008.	
(v)	<b>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. ?</b>	<b>Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.</b>
	The CRC/ BRC coordinators have been given task of verifying DISE data The SPO has not engaged any third party for verifying the DISE data in this District.	
(vi)	<b>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</b>	<b>Information to be obtained from DPO and SPO.</b>
	The DISE data have not been sent by the DPO to SPO by November 2008 because DISE data have been collected after November 2008. In 2009-2010 it will be in time as promised by SPO	



(vii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS.	

**(I) Research and Evaluation:**

(i)	<b>The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
	<p>Under REMS research studies for all districts were taken up uniformly in a centralized manner in 2008-2009;</p> <ul style="list-style-type: none"> <li>• Study on teacher absenteeism for primary and upper primary schools was done by Panjabi University Patiala. The study was initiated during 2007-2008 and was completed in 2008-2009. The budget of the project was;</li> <li>• Study on assessment of status of schools with respect to blackboards, toilets, drinking water facilities was taken up by SCERT, Punjab during 2008-2009. the report was not submitted by 31.1.09</li> <li>• study on impact of Remedial Coaching for Upper Primary schools was taken up by SCERT, Punjab</li> <li>• Baselines for identification of learning levels of primary class children were done under Parroh Punjab programme.</li> <li>• Midterm evaluation of learning achievements of primary school children was done as a part of Parroh Punjab programme</li> <li>• Supervision and Monitoring of the schools was carried out by Block and Cluster Resource Persons .</li> </ul>	
(ii)	<b>The number of studies sanctioned in the previous calendar year and the number of them completed.</b>	<b>Information to be obtained from the SPO and to be updated from the DPO.</b>
(iii)	<b>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?</b>	<b>Information to be obtained from SPO.</b>

	Yes, there is a Research Associate at SPO level whose responsibility is to convene meetings of the State Research Advisory Committee, invite research proposals, sanction grants for studies and monitor the progress of studies. The SCERT and DIETS are involved in doing some research activities. There is a State Level Committee for sanctioning research projects and there is a prescribed contract format for commissioning of research projects.
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**(m) Functioning of the VEC:**

	<b>The total number of village/school level/ management committees constituted, district-wise?</b>	<b>Information to be obtained from the SPO and to be updated by the DPO.</b>
(i)	100 % schools have their VEC and VEC guidelines were made available to VEC members in 2004. MI found 65% VECs having the guidelines; 95% VECs having prescribed number of women members; 65% convening monthly meeting regularly; 4-5 out of 9 members attending VEC meeting regularly. None of the VEC members reported to be given training till 31-7-09 and less than 21% VECs have contributed to school development and students enrollment. <b>The interest of Most of the VEC members is in civil works only. Records are maintained by Head teacher of the school</b>	
(ii)	<b>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	T The DPO has issued a VEC guideline to different schools MI has found during its visits that 90%sample checked schools have a copy of the VEC guidelines.	
(iii)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	97% VECs in district Ropar are having prescribed number of women members;	
(iv)	<b>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?</b>	<b>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</b>
	<ul style="list-style-type: none"> <li>• 54% convening monthly meeting regularly. once a month or once in two months or as and when required are common modus operendi for holding meetings</li> <li>• 4-5 out of 9 members attending VEC meeting regularly</li> </ul>	

(v)	<b>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?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</b>
	<ul style="list-style-type: none"> <li>• None of the VEC members given training till 31-7-09</li> <li>• BRPs conduct this training</li> <li>• Block level venue, mostly in cluster head school</li> </ul>	
(vi)	<b>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</b>	<b>Information to be obtained from VEC and verified on the basis of records by MI during field visits.</b>
	Less than 20% VECs have contributed to school development and students enrollment.	
(vii)	<b>Whether VEC is maintaining proper record of funds received by them.</b>	<b>Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.</b>
	On an average records are maintained by school teachers	
(viii)	<b>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?</b>	<b>Information to be obtained at SPO level. See formats and record of SPO</b>
	In the SPO, there is an officer-in-charge for community mobilization. The person is well aware of his role. He has monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District Coordinators for community mobilization. But the monitoring is not accurate in terms of feedback data collection on existence, composition and contribution of VECs.	

**(n) Staffing at State and District Level:**

	<b>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?</b>	<b>Information to be obtained from SPO.</b>
	The SPO has specific programme managing personnel for all the above interventions. Some of them have very good knowledge about their tasks but some require more orientation and capacity building.	
<b>(ii)</b>	<b>The number of meetings of the General Body and EC held during the previous financial year?</b>	<b>Information to be obtained from SPO and verified from their records.</b>
	For 2009-2010 no General Body meeting was held till July 2009. The Executive Committee meeting was held once in 2008-2009	
<b>(iii)</b>	<b>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?</b>	<b>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</b>
	In the DPO, 37 posts had been sanctioned by as on 31-8-08, 07 posts had remained vacant. These include the post of DPC, of data entry operator,01 office Assistant,01 programme Assistanst,01 technical consultant and 02 Block Resource Teachers. The DPO had Taken no steps to file up these posts. In the District, 7Blocks exists and 7 BRCs have been formed and for these 7BRCCs posts have been sanctioned but only 05 had been posted as on 31-5-08.similarly, ther are 101 clusters and 101 sanctioned CRCC posts and against it, 100 CRCCs were in position as on 31-0-08.No action had been taken by the DPO to fill up the vacant BRCC &CRCC posts till31-8-08.	
<b>(iv)</b>	<b>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</b>	<b>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</b>
	In the District, 5 Blocks exists and 5 BRCs have been formed and in these 5 BRCCs posts have been sanctioned as post of DPC, of data entry operator,01 office Assistant,01 programme Assistanst,01 technical consultant and 02 Block Resource Teachers.	

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

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

District Ropar too has managed to provide educational facilities for SC, ST, Minority groups and girls.

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

(i)	<b>The number of days the school functioned during the last academic year?</b>	<b>Information to be obtained from the School records.</b>
	During 1-7-08 to 31-1-09, on an average, each school had functioned for 90 days.	
(ii)	<b>Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?</b>	<b>Information to be recorded on the basis of observation.</b>
	78% schools have clean environment; 55% have good buildings; 20% have a play ground and 68% have classroom with proper light. Average percentage of boys' and girls' attendance was 90% and 87.% respectively. Continuous evaluation is done in all schools. Cases of over age, under age and drop out children are very less.	
(iii)	<b>Whether the classes have proper sitting arrangement for children, a black board, TLM materials?</b>	<b>Information to be recorded on the basis of observation.</b>
	In most (95%) of the schools, there were blackboards TLMs and proper sitting arrangements	
(iv)	<b>Whether health camp facility was made available to the children during the previous six months?</b>	<b>Information to be recorded on the basis of school records.</b>
	In only a few 20% schools health camp had been organized during 2008-2009.the doctor from local dispensary comes for general checkup and administers medicines as and when needed.	
(v)	<b>Whether the school has adequate play material for the children? Is it used?</b>	<b>Information to be recorded on the basis of observation.</b>
	In a very few (15%) schools, adequate play materials had been given to children.	

	<b>If there is low attendance the reasons for the same?</b>	<b>Information to be obtained from the teachers/VEC.</b>
(vii)	<p>The average percentage of attendance for boys on the days of MI's visit had been 75 and the same for girls had been 70.</p> <p>Most of the children in Govt schools come from lower class, migratory labour etc and sometimes cause Low attendance</p> <ul style="list-style-type: none"> <li>• Due to harvest season children are taken to the fields</li> <li>• Sibling care by girls</li> <li>• Any function in the village like marriage etc</li> <li>• illness</li> </ul>	
	<b>Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?</b>	<b>Information to be obtained from the teachers and VECs etc.</b>
(viii)	<ul style="list-style-type: none"> <li>• Schools remain closed for a week during wheat harvesting season.</li> <li>• Continuity in MDM</li> <li>• Remedial teaching</li> </ul>	
	<b>What is the present process of assessing the achievement level of students?</b>	<b>Information to be recorded on the basis of school records.</b>
(ix)	At present the learning achievement level of students is measured by conducting Unit Test, Half Yearly Examination and Annual Examination.	
	<b>Whether continuous and comprehensive evaluation and grading system has been introduced for students?</b>	<b>Information to be recorded on the basis of school records.</b>
(x)	The evaluation system had been continuously done but the grading system had not been adopted as a regular evaluation technique	
	<b>The achievement level of children.</b>	<b>Assessment to be undertaken by the MI on the day of visit.</b>
(xi)	Snap tests by MI revealed that on an average children in grades I to III (< 40%) are quite low in English and Maths . In grade V some rigorous inputs are invested because it is an examination conducted state wide by Punjab school Board	
	<b>The rapport of the children with the teachers?</b>	<b>Assessment on the basis of observation by MI.</b>
(xii)	In every school, the rapport between teachers and students had been good.	
	<b>Whether the school has under age or over age children if so, their number and percentage?</b>	<b>Information to be recorded on the basis of school records and observations.</b>
(xiii)	In 20 out of 45 schools, there were overage children and they constitute 2.7% of the total children. But, there were no underage children in any school.	

(xiv)	<b>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?</b>	<b>To be ascertained from teachers/VEC schools records.</b>
	In 7 out of 45 schools there were dropout children and their percentage to total children had been 7%	
(xv)	<b>The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?</b>	<b>Information to be obtained on the basis of school records and discussion with teachers.</b>

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

**Please include all the Annexure 1 to annexure 1 to 8**

<b>1.</b>	<b>Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</b>  <b>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.</b>
<b>2.</b>	<b>Annexure 2 – Text Books</b>  <b>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.</b>
<b>3.</b>	<b>Annexure 3 – School Grant</b>  <b>a.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.</b>  <b>(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.</b>

4.	<b>Annexure 4 – Teacher Training</b>
<p><b>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.</b></p>	
5.	<b>Annexure 5 – Teaching Learning Material (TLM) grants</b>
<p><b>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.</b></p>	
6.	<b>Annexure 6 – EGS and AIE</b>
<p><b>(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.</b></p>	
<p><b>(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.</b></p>	
7.	<b>Annexure 7 – Children with special needs (CWSN)</b>
<p><b>(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.</b></p>	
<p><b>(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.</b></p>	



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

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

**9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks**

**s) Mid-Day Meal Scheme:**

(i)	<b>Name of the Monitoring Institution</b>	<b>Panjab University Chandigarh</b>
(ii)	<b>Period of the report</b>	<b>1-02-2009 to 31-07-2009</b>
(iii)	<b>Name of the District</b>	<b>Ropar</b>
(iv)	<b>Date of visit to the Districts/EGS/Schools</b>	<b>February,2009 to July 2009</b>

39.	<b><u>REGULARITY IN SERVING MEAL:</u></b> <b>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</b>			<b>Students, Teachers &amp; Parents</b>	
	In Ropar District, the MI had monitored MDM activities in 45 schools and had found that cooked meal is served in all schools. Most of the schools (95%) informed that there was no gap/interruption.				
40.	<b><u>TRENDS:</u></b> <b>Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</b>			<b>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</b>	
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	1278		1270
	ii.	No. of children attending the school on the day of visit	1187		1176
	ii.	No. of children availing MDM as per MDM Register	1278		1176
	v.	No. of children actually availing MDM on the day of visit	1278		1176
On an average, 90% of children had attended school on the days of MI's visits and most 100% of the present children had consumed MDM at school.					
41.	<b><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></b> <b>(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?</b>			<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>	

	The schools are receiving food grains but not at regular interval of time. The delay could not be calculated as there is no specified date / week when the grains are to be received by the schools.	
	<b>(xi) Is buffer stock of one-month's requirement is maintained?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</b>
	In a majority (80%) of schools, food grains are available for 01 additional month as buffer stock. The food grains are delivered at schools.	
	<b>(xii) Is the food grains delivered at the school?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</b>
	It was not possible to measure the extent of delay in supply of food grain because the District MDM authority had not prescribed any date / week for provision of food grain to schools. About two-third (72%) of the sample-checked schools had no food grain for 01 additional month. In almost all schools (100%) the food grains had been delivered at schools. There has been an improvement in plugging gaps due to non-supply of grains or delay in cooking cost. The schools have been given instructions to borrow grains from neighboring school or use money for cooking cost, which is refunded back. This has resulted into almost no gaps in supply of Mid Day Meal.	
42.	<b><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></b> <b>(x) 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?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>
	Almost all of 25 schools sample-checked by the MI had received the cooking cost in advance.. In all schools the cooking Cost had been paid in cash, as observed by the MI.	
	<b>(xi) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>
	The teachers spend from their own pocket and get it reimbursed on receiving grant	
	<b>(xii) Is cooking cost paid by Cash or through banking channel?</b>	<b>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</b>
	It is paid in cash/ Bank	
43.	<b><u>SOCIAL EQUITY:</u></b> <b>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</b>	<b>Observations</b>
	In all schools visited by the MI, no gender or caste or community based discrimination in cooking or serving or sitting arrangements could be found. The children were sitting together and taking food cooked in the same hearth irrespective of gender, caste and community level variations existing among them.	

44.	<p><b><u>VARIETY OF MENU:</u></b>  <b>(x)Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</b></p>	<p><b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b></p>												
<p>In most (95%) of the schools, weekly menu for MDM had not been displayed.</p>														
45.	<p><b>(xi) Is there variety in the food served or is the same food served daily?</b></p>	<p><b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b></p>												
<p>There is a prescribed weekly menu which the schools are expected to observe. In almost 95 % schools weekly menu is followed with interchange of menu sometimes, on the demand of children. The menu includes ;</p>														
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">MONDAY</td> <td style="padding: 5px;">ROTI/DAL</td> </tr> <tr> <td style="padding: 5px;">TUESDAY</td> <td style="padding: 5px;">DALIA SWEET</td> </tr> <tr> <td style="padding: 5px;">WEDNESDAY</td> <td style="padding: 5px;">DAAL- CHAPATI</td> </tr> <tr> <td style="padding: 5px;">THURSDAY</td> <td style="padding: 5px;">NUTRI- PULAO</td> </tr> <tr> <td style="padding: 5px;">FRIDAY</td> <td style="padding: 5px;">DAAL-CHAPATI</td> </tr> <tr> <td style="padding: 5px;">SATURDAY</td> <td style="padding: 5px;">CHANNA-PULAO</td> </tr> </table>			MONDAY	ROTI/DAL	TUESDAY	DALIA SWEET	WEDNESDAY	DAAL- CHAPATI	THURSDAY	NUTRI- PULAO	FRIDAY	DAAL-CHAPATI	SATURDAY	CHANNA-PULAO
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SATURDAY	CHANNA-PULAO													
<p><b>(xii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</b></p>														
<p><b>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</b></p>														
<p>Yes in adequate proportion except green vegetables. According to school teachers. The cost of green vegetables does not fit into the prescribed funds hence vegetables are served in less proportion.</p>														
46.	<p><b><u>QUALITY &amp; QUANTITY OF MEAL:</u></b>  <b>Feedback from children on</b>  <b>Quality of meal:</b>  <b>Quantity of meal:</b></p> <p>Children in most (85%) of the schools had appreciated both the quality and quantity of MDM.  <b>Adequate quantity of food is being served and children get second helping also if they demand so.</b></p>													
<p><b>c){If children were not happy Please give reasons and suggestions to improve.}</b></p>		<p><b>Observations of Investigation during MDM service</b></p>												

	Children donot like Namkeen Dalia in almost all the schools visited by MI teachers reported this fact. The menu can be changed by DPO. Punjab food is basically wheat dominant and if it cannot be consumed adequately, chapatti or rice may be served. The purpose is to serve food and not to fulfill a formality. Instead of wasting food in dustbins change in menu be made.	
47.	<b><u>SUPPLEMENTARY:</u></b> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	No supplementary diets (micronutrients) and de-worming tablets are given at all to any school. The State Govt. has not adopted any measure to provide them to children. Only 70% schools reported to have had routine check up by doctor of a local dispensary ONCE a year.	
48.	<b><u>STATUS OF COOKS:</u></b> (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.
	The cook-cum –helper in 95% schools has been engaged by the SHGs. In all schools visited by MI, there was adequate number of cooks/helper. Cook is being paid Rs. 0.04/- per child per day hence it depends upon the number of children attending schools.	
	( ii ) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes adequate. Number of helpers depends upon no. of students in the school	
	( iii )What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Rs. 0.40/- per child per day	
	( iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Almost regularly		
( v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	

	In all schools, cook and helper were women and majority (78%) belonged to SC/ST and OBC groups	
49.	<b><u>INFRASTRUCTURE:</u></b> <b>Is a pucca kitchen shed-cum-store:</b>  (q) <b>Constructed and in use</b> (r) <b>Constructed but not in use under</b> (s) <b>Under construction</b> (t) <b>Sanctioned, but constructed not started</b> (u) <b>Not sanctioned</b>  <b>Any other (specify)</b>	<b>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</b>
	In a majority (80%) of schools, pucca kitchen shed-cum-store had not been sanctioned in the previous year. Only in very few (101%) schools, the pucca kitchen shed-cum-store had been fully constructed and are also used. In 2009-2011 many schools in the district have been sanctioned kitchen shed. The construction will be completed by March 2010.	
50.	<b>In case the pucca kitchen shed is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored?</b>	<b>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</b>
	Food is cooked in the open space in the premises of school or one room is used for cooking purpose. Some schools are using incomplete kitchen sheds for cooking and food grains are stored in drums which are kept in one of the rooms.	
51.	<b>Whether potable water is available for cooking and drinking purpose?</b>	<b>-do-</b>
	In almost all (96%) schools portable water was available for both cooking and drinking purposes. In most (91.%) of the schools, the portable water source was a submersible. The submersible and water reservoir was inside the school campus. In schools where submersibles have not yet been supplied water source is municipality's tap water with a hand pump as a supplement.	
52.	<b>Whether utensils used for king food are adequate?</b>	<b>Teachers/Organizer of MDM Programmed</b>
	In most (95%) of the schools, there were adequate number of cooking utensils.	
53.	<b>What is the kind of fuel used? (Gas based/firewood etc.)</b>	<b>Observation</b>
	In almost all (50%) school, fire wood had been used as fuel. Schools are being provided Gas stove in a phased manner. In 50% schools cross checked by MI in the District Ropar, cooking is being done on Gas stoves.	
54.	<b><u>SAFETY &amp; HYGIENE:</u></b> <b>iii. General Impression of the environment, Safety and hygiene:</b>	<b>Observation</b>

	<p><b>ii.Are children encouraged to wash hands before and after eating</b></p> <p><b>iii.Do the children partake meals in an orderly manner?</b></p> <p><b>iv.Conservation of water?</b></p> <p><b>v. Is the cooking process and storage of fuel safe, not posing any fire hazard?</b>  <b>Observation;</b></p> <ul style="list-style-type: none"> <li>• In only about one-fourth (36%) of the schools, cooking and storage places had been cleaned.</li> <li>• In all (100%) schools, children wash their hands after their taking eating. The teachers encourage them to wash their hand also before eating but some children do not practice by habit.</li> <li>• In many (92%) schools children take and eat MDM in an orderly manner and conserve water while washing dishes.</li> <li>• The cooking place does not pose any fire in 80% schools</li> </ul>	
55.	<p><b>COMMUNITY PARTICIPATION:</b>  <b>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</b></p>	<p><b>Discussion with head teacher, teacher, VEC, Gram Panchayat members</b></p>
	<p>Community participation in MDM had not been a regular practice. In majority (90%) of the schools, the parents, especially a mother had monitored and supervised MDM it is by rotation . one or two mothers daily supervise MDM. In about half of the schools the VECs had monitored and supervised sometimes in a month. The PRI members not at all supervised in about 60% schools</p>	
56.	<p><b>INSPECTION &amp; SUPERVISION</b>  <b>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</b></p>	<p><b>School records, discussion with head teacher, teachers, VEC, Gram Panchayat members</b></p>
	<p>Inspection of MDM by MDM officers had been very rare. Almost all (98.3%) schools had not been visited at all during 1-2-09 to 31-7-09 by state level MDM officers. Similarly about 70% schools and 60% schools had not been inspected during this period by the District level MDM officers and Block level MDM officers respectively.</p>	
57.	<p><b>IMPACT</b>  <b>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.</b></p>	<p><b>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</b></p>
	<p>Yes, all most all (98%) teachers and all (100%) VEC members had the belief that MDM contributes to raise enrollment, attendance and general health of children.</p>	



