

**2<sup>nd</sup> HALF YEARLY MONITORING REPORT  
OF CENTRE FOR DEVELOPMENT  
COMMUNICATION AND STUDIES (CDECS)  
ON SSA AND MDM FOR THE STATE OF  
RAJASTHAN FOR THE PERIOD OF  
1<sup>st</sup> FEBRUARY, 2009 TO 31<sup>st</sup> JULY 2010**

*(Actually carried out from 1<sup>st</sup> FEBRUARY, 2010 TO 31<sup>st</sup> JULY 2010 as per direction from MHRD)*

**DISTRICTS COVERED**

- 1. Bharatpur**
- 2. Sri Ganganagar**



# FOREWORD

Sarva Shiksha Abhiyan, a National Flagship educational programme of our country, has specific targets to achieve within a specific timeframe. During the last 5 to 6 years, various kinds of activities have been conducted under this programme through out the country and every year the progress and problems relating to implementation of this programme have been analyzed and reviewed at National level 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 1.2.2009 to 31.7.2009 (six months) actually undertaken from February 2010 to July 2010. The monitoring Team of our organization has been set up under the leadership of Dr. Upendra K. Singh who has prepared this report after collating the relevant data obtained through their monitoring visits to sample schools of 02 Districts (Ganganagar and Bharatpur).

I am highly impressed that Dr. Singh and his team could prepare the report within the time assigned by the Government of India. I hope the findings of the report would be helpful to the Government of India and the SSA, Government of Rajasthan to understand the grassroots level achievements 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.

**Chairman,  
CDECS Rajasthan**

# ACKNOWLEDGEMENT

This report has been prepared for the State of Rajasthan revealing the progress of the Sarva Shiksha Abhiyan (SSA) and Mid Day Meals (MDM) programmes in Rajasthan from 1.2.2009 to 31.7.2009 (actually carried out in 2010) The facts gives details of implementation of the SSA and MDM programme have been examined and analyzed especially pertaining to the progress made by the District Project Officers Project Offices of Shri Ganganagar and Bharatpur District 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 to whom we acknowledge our gratefulness.

1. Ms. Veenu Gupta, IAS, State Project Director, Rajasthan and all officials State office including Ms. Indu Prabha, DD (Monitoring).
2. The District Project Coordinator, SSA, Ganganagar and all functionaries of district office.
3. The District Project Coordinator, SSA, Bharatpur and all functionaries of district 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 P.K. Tiwari sb, IAS, Director, SSA, MHRD and Shri Ravi Chand, Under Secretary, MHRD for time to time guidance in undertaking the monitoring activities in Rajasthan State.

We express our deep sense of gratitude to Shri K.Girija Shankar, Senior Consultant (Monitoring) SSA, and Mr. Tarun Gupta, Senior Consultant (Monitoring) SSA, Technical Support Group (TSG), EDCIL, New Delhi who have continuously inspired us at every stage of this study. They also provided guidance to 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 the whole team of CDECS for their patience and hard work which really helped in bringing out this report.

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

**Dr. Upendra K. Singh**  
**Nodal Officer,**  
**CENTRE FOR DEVELOPMENT**  
**COMMUNICATION AND STUDIES (CDECS)**

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**1. 2<sup>nd</sup> HALF YEARLY MONITORING REPORT OF CENTRE FOR DEVELOPMENT COMMUNICATION AND STUDIES (CDECS) ON SSA AND MDM FOR THE STATE OF RAJASTHAN FOR THE PERIOD OF 1<sup>st</sup> FEBRUARY, 2009 TO 31<sup>st</sup> JULY 2009 (Actually carried out from 1<sup>st</sup> FEBRUARY, 2010 TO 31<sup>st</sup> JULY 2010 as per direction from MHRD)**

**General/ First Page Information**

**1.1. General Information**

Sl. No.	Subject	Details
1.	Name of the Monitoring institution	Centre for Development and Communication Studies, Jaipur (CDECS)
2.	Period of the report	1 <sup>st</sup> FEBRUARY, 2009 TO 31 <sup>st</sup> JULY 2009 (Actually carried out from 1 <sup>st</sup> FEBRUARY, 2010 TO 31 <sup>st</sup> JULY 2010 as per direction from MHRD)
3.	No. of Districts allocated	02 Districts
4.	District names	Bharatpur, Sriganganagar
5.	Date of visit to the Districts / EGS / Schools ( Information is to be given for district-wise i.e. District 1, District 2, District 3 etc)	District-1(Bharatpur)- 18-03-2010 to 4-04-2010 District-2 ( Sriganganagar)- 4-04-2010 to 20-04-2010
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given district-wise i.e. District 1, District 2, District 3 etc)	District-1(Bharatpur)-2292 District-2 ( Sriganganagar)-2332
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given district wise i.e. District 1, District 2, District 3 etc)	District-1(Bharatpur)-115 District-2 (Sriganganagar)-116
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	District-1(Bharatpur)- Yes (5.0)% District-2 ( Sriganganagar)- Yes (5.0)%
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO  (While most of the states start their academic year in June/ July there are few states with academic year starting in January / April).	District-1(Bharatpur)-No District-2 ( Sriganganagar)-No
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	District-1(Bharatpur)- Yes District-2 ( Sriganganagar)- Yes
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	District-1(Bharatpur)- District-2 ( Sriganganagar)-
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	District-1(Bharatpur)- Yes

		District-2 ( Sriganganagar)- Yes
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	No

## **2. Executive Summary of all the District Reports for SSA**

### **(a) Opening of Schools (both Primary and Upper Primary)**

District 1: (Bharatpur)	New schools (primary & upper primary) were not sanctioned in the year 2009-10
District 2: (Sriganganagar)	New schools (primary & upper primary) were not sanctioned in the year 2009-10

### **(b) Civil Works**

District 1 :( Bharatpur)	In 2009-10, the district had completed construction of 02 School buildings, 181 ACRs, 46 drinking water facilities, 777 toilets, 03 BRC/CRC buildings, 12 electricity fittings, 25 major repairs, 02 KGBV buildings, 78 boundary walls and 21 HMs rooms.
District 2: (Sriganganagar)	In 2009-10, the district had completed construction of 80 ACRs, 49 drinking water facilities, 18 toilets, 195 electricity fittings, 46 major repairs, 42 boundary walls and 61 HM rooms.

### **(c) Textbooks**

District 1 :( Bharatpur)	Free text books were distributed to all eligible children within one month of opening of schools by education department in the district.
District 2: (Sriganganagar)	Free text books were distributed to all eligible children within one month of opening of schools by education department in the district.

### **(d) School grants**

District 1 :( Bharatpur)	Till 14.9.09 DPO had given school grants to 1963 schools (85.6%) out of 2292 schools. The grant was given on 14.9.09. Thus, schools did not receive grants within two months of their opening.
District 2: (Sriganganagar)	DPO had given grants to 2332 schools (100%) out of 2332 schools. The grant was given on 31.7.09.

### **(e) Teachers and Teachers' Training**

District 1 :( Bharatpur)	Number of teachers sanctioned in the sample schools (98) are 449. Number of teachers working is 414 (92.2%). Out of it 363 teachers (87.6%) were found present in the schools on the day of visit. 93% achievement in in-service training. No teachers had been recruited in the year 2009-10. Thus, in the district no induction training was organized.
District 2: (Sriganganagar)	Number of teachers sanctioned for the schools (106) was 476. Out of it, 417 teachers were in position (88%). In total 348, (83.4%) teachers were present on the day of visit. Remaining teachers had gone either on official duty

	or on examination duty. No teachers were habitual absentee. No teacher had been recruited in the year 2009-10, Thus, there has been no achievement in refresher and induction training.
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**(f) Teaching Learning Material (TLM) grants**

District 1 :( Bharatpur)	DPO had released TLM grants to 7268 teachers (77.3%) out of 9391 school teachers. DPO claimed to have released TLM grants on 14.9.09. However, MI found that teachers in visited schools received TLM amount either in January, February or March, 2010. Thus, teachers received TLM amount in the last quarter of the session.
District 2: (Sriganganagar)	DPO had released TLM grants to 7562 teachers (99.9%) out of 7563 teachers. DPO claimed to have release TLM grants on 31.7.09. However MI found that teacher in visited schools received TLM amount either in January, February or March. Thus, teachers received TLM amount in the end of the session.

**(g) EGS & AIE**

District 1 :( Bharatpur)	No EGS& AIE centre is in operation in the district.
District 2: (Sriganganagar)	No EGS &AIE centre is in operation in the district.

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

District 1 :( Bharatpur)	In total, 9669 CWSN children have been identified and 9268 (95.8%) CWSN were enrolled in the district. 201 aids and appliances were distributed among CWSN with support from district. In total, 19 Resource Teachers (RTs) and one NGOs were engaged in providing academic support to CWSN. Also 162 CWSN children who were not in the school were given home based education support.
District 2: (Sriganganagar)	In total, 8534 CWSN have been identified and 7992 (93.6%) CWSN were enrolled for the support under SSA. Out of the total CWSN children 179 children were given aids and appliances under the programme. Also, 09 resource teachers were engaged in providing academic support to CWSN. However, 234 CWSN children who were not in the schools were given home based education support.

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

District 1 :( Bharatpur)	174 model cluster schools are operational in the district. Additional classroom, drinking water facilities, toilets are available in model cluster schools.
District 2: (Sriganganagar)	47 model cluster schools are operational in the district. Additional classrooms, drinking water facilities, toilets are available in model cluster schools.

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

District 1 :( Bharatpur)	08 KGBVs had been sanctioned and started. 05 KGBV have its own building and in 03 Blocks viz. Deeg, Bayana and Sewar the KGBV building construction work is in progress which will be completed by end of this year.  The Blocks where KGBV building is under progress are running the KGBV in Private rented buildings.
District 2: (Sriganganagar)	02 KGBVs had been sanctioned and started in 02 selected Blocks namely, Suratgarh & Gharsana. Land had been identified for the same, construction work completed and both KGBVs are running in its own building.

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

District 1 :( Bharatpur)	EMIS set up exists with requisite number of computers and computer operators. DCFs were given to schools only after training or in the training organized for filling up DISE. The teachers were trained on DISE on 23.9.09. In the district as per the norms, BRC and CRC have to verify 5% DISE DCFs.
District 2: (Sriganganagar)	EMIS set up exists with requisite number of computers and computer operators. DCFs were given to schools only after training or in the training organized for filling up DISE. The teachers / Headmasters were trained on DISE in September 2009. In the district as per the norms, BRC and CRC have to verify 5% DISE DCFs.

**(l) Research and Evaluation**

District 1 :( Bharatpur)	The number of researches to be undertaken and actual number of researches sanctioned was 04.
District 2: (Sriganganagar)	The number of researches to be undertaken and actual number of researches sanctioned was 04.

**(m) Functioning of the SDMC**

District 1 :( Bharatpur)	SDMCs were constituted in 1976 schools (86.2%) out of 2292 schools.
District 2: (Sriganganagar)	SDMCs were constituted in 2325 schools (99.6%) out of 2332 schools.

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

District 1 :( Bharatpur)	Only 03 staff positions were vacant. This included 01 AAO and 02 APCs.
District 2: (Sriganganagar)	Only 04 staff positions were vacant. This included 02 APCs and 02 Assistants.

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

District 1 :( Bharatpur)	Bharatpur is not a special focus district
District 2: (Sriganganagar)	Sriganganagar is not a special focus district

**(p) Any other issues relevant to SSA implementation**

District 1 :( Bharatpur)	95.4% schools have clean environment;79.6% have good buildings, 48.6% schools have playgrounds, 73.9% schools have good classrooms and proper flooring, 83.4% schools have proper lighting on the day of visit of MI. 80.8% schools have blackboards for all classrooms. The average percentage of attendance of boys and girls was 53.5% and 52.4% respectively.
District 2: (Sriganganagar)	90.4% schools have clean environment; 74.7% schools have good buildings, 46% schools have playgrounds, 73.9% schools have good classrooms with proper flooring available, 83.4% schools have adequate lighting in classrooms during the visit of MI. The average percentage of attendance of boys and girls was 74.8% and 78.4% respectively.

**(q) Mid Day Meal**

District 1 :( Bharatpur)	<p><b>(a) Regularity in serving MDM:</b> In all 82 schools (100%) MDM was given regularly.</p> <p><b>(b) Regularity in delivering food grains to Schools:</b> 66 schools (80.4%) are receiving food grain regularly.16 schools (19.5%) are not receiving food grain regularly. Out of these schools where food grains are not supplied regularly, in 13 schools(81.2%) food grains are not available since last 15 days and in 03 schools(18.8%) food grains are not available for more than 30 days.</p> <p><b>(c ) Regularity in delivering cooking cost to Schools:</b> 59 schools (72%) out of 82 schools sample checked by MI for MDM, are receiving cooking cost in advance regularly. 23 schools(28%) are not receiving cooking cost in advance regularly.</p> <p><b>(d) Social Equity:</b> No discrimination (gender, caste and community) in cooking or serving or seating arrangements has been observed by MI.</p> <p><b>(e) Variety of Menu:</b> There is variety in the food served for MDM. This includes Chapati &amp; vegetables (seasonal fruit), Dal/vegetable&amp; rice, khichdi, Dal and chapatti, Dal&amp; bati, Chapati and vegetable.</p> <p><b>(f) Quality and Quantity of MDM:</b> In all 82 schools where samples were checked by MI for MDM, the children were</p>
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	<p>satisfied with the quality of meal.</p> <p><b>(g) Supplementary diets:</b> In 41 schools (50%) children are given micronutrients (Iron, folic acid, and vitamin – A dosage) and de-worming medicine (as per Head teacher/ teacher of the sample schools).</p> <p><b>(h) Status of Cook:</b> In majority of schools adequate number of cooks and helper are engaged in preparation of MDM. No fixed remuneration is paid to cooks. Cooks remuneration depends upon number of children for whom they prepare MDM. However, cooks remuneration is in the range of Rs.150-Rs.400 and goes upto Rs. 800 depending upon number of children. Thus, cooks are paid very minimal amount for cooking MDM.</p> <p><b>(i) Infrastructure for MDM:</b> Pucca kitchen shed- cum-stores have been constructed and are in use in 43 schools (52.4%). Potable water for drinking and cooking is available in only 58 schools (70.7%).</p> <p><b>(j) Community Participation:</b> Participation of parents in supervision and monitoring of MDM was reported in 68 schools (82.9%). Participation is more of informal kind and has not been recorded in most of the cases.</p> <p><b>(k) Inspection and Supervision:</b> 12 schools (14.6%) had been inspected by state level MDM officials. Out of the total samples, 25 schools (30.4%) had been inspected by district level MDM officials; whereas, 65 schools (79.2%) had been inspected by block level officials. Thus, monitoring by state and district officials of schools is not a regular phenomenon.</p> <p><b>(l) Impact:</b> In 60.9% schools teachers reported that MDM improved the enrollment, whereas in 69.5% schools teachers reported that MDM improved attendance of children in schools and in 84% schools teachers reported that MDM improved general well being (nutritional status) of children (as per the interactions and discussions with Head teachers/ teachers).</p>
District 2: (Sriganganagar)	<p><b>(a) Regularity in serving MDM:</b> In the all the 102 (100%) schools where MDM has been observed MDM was given regularly.</p> <p><b>(b) Regularity in delivering food grains to Schools:</b> Out of total sample schools (116), 81 schools (79.4%) are receiving food grain regularly. Out of the sample schools, 21 schools (20.5%) are not receiving food grain regularly. Out of these schools where food grains are not supplied regularly, in 15 schools (71%) food grains for MDM are not available for less than 15 days, in 5 schools (24%) food</p>

grains for MDM is not available for 16-30 days and in 1 school (5%) food grains for MDM are not available for more than 30 days.

**(c) Regularity in delivering cooking cost to Schools:** Out of total sample schools where MI has checked the MDM (102), 78 schools (76.4%) received cooking cost regularly and 24 schools (23.5%) are not receiving cooking cost regularly.

**(d) Social Equity:** No discrimination (gender, caste and community) in cooking or serving or seating arrangements has been observed by MI.

**(e) Variety of Menu:** There is variety in the food served for MDM. This includes Chapati & vegetable (seasonal vegetables), Dal/vegetable& rice, Khichdi, Dal and chapatti, Dal & bati, Chapati and vegetable. In addition, seasonal fruits are also supplied weekly in many schools.

**(f) Quality and Quantity of MDM:** In all 102 school samples checked by MI for MDM, the children are satisfied with the quality of meal.

**(g) Supplementary diets:** In 61 schools (60%) children are given micronutrients (Iron, folic acid, and vitamin – A dosage) and de-worming medicine (as told by school teachers/ Headmasters).

**(h) Status of Cook:** In majority of schools adequate number of cooks and helpers are engaged in preparation of MDM. No fixed remuneration is paid to cooks. Cooks remuneration depend upon number of children for whom they prepares MDM. However, cooks remunerations are in the range of Rs150-Rs400/ and even goes upto Rs. 1000 depending upon number of children. Thus, cooks are paid very minimal amount for cooking MDM.

**(i) Infrastructure for MDM:** Pucca kitchen shed- cum-stores have been constructed and are in use in 74 schools (72%). Potable water for drinking and cooking is available in 98 schools (96%).

**(j) Community Participation:** Participation of parents in supervision and monitoring of MDM (as per school teachers/ Headmasters) was reported in 90 schools (88.2%).

**(k) Inspection and Supervision:** 40 schools (39%) had been inspected by district level MDM officials; whereas 84 schools (82%) had been inspected by block level officials. It has been observed that the monitoring by State, district and Block officials is not a regular phenomenon.

	<p><b>(I) Impact:</b> In 79% schools teachers reported that MDM improved the enrollment, whereas in 84% schools teachers reported that MDM improved attendance of children in schools and in 90% schools teachers reported that MDM improved general well being (nutritional status) of children (based on school Headmasters/ teachers interactions and discussions).</p>
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# Chapter 1

## 3. District Level Half Yearly Monitoring Report (District 1: BHARATPUR)

(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>	Bharatpur
<b>3.2</b>	<b>Date of visit to the District/EGS/Schools</b>	18-03-2010 to 04-04-2010
<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 Schools)

(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>
	Not Applicable (New schools have not been sanctioned in the current financial year)	
(ii)	<b>Has the land for construction of the schools been identified?</b>	<b>Information to be obtained from DPO and sample check to be carried on the spot with the assistance of SDMC/SMC and School Teacher.</b>
	Not Applicable (New schools have not been sanctioned in the current financial year)	
(iii)	<b>Whether SDMC/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 SDMC/SMC and School Teacher</b>
	Not Applicable (New schools have not been sanctioned in the current financial year)	
(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 SDMC/SMC and School Teacher.</b>
	Not Applicable (New schools have not been sanctioned in the current financial year)	
(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>

	Not Applicable (New schools have not been sanctioned in the current financial year)	
(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>
	Not Applicable (New schools have not been sanctioned in the current financial year)	
(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 SDMC/SMC? If yes, what items have been purchased for schools?</b>	<b>To be verified on the spot from the Bank passbook of SDMC/SMC etc. and expenditure statement maintained by the school.</b>
	Not Applicable (New schools have not been sanctioned in the current financial year)	
(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>
	Not Applicable (New schools have not been sanctioned in the current financial year)	

**(b) Civil Works**

	<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 level for districts being visited by MI.</b>
(i)	<p>For 2009-10 the SPO had a target (including spillover) of constructing 02 School buildings, 312 ACRs, 281 drinking water facilities, 1206 toilets, 05 BRC/CRC buildings, 176 electricity fittings, 74 major repairs, 05 KGBV buildings, 82 boundary walls, 55 HMs rooms.</p> <p>Against the above target in the year 2009-10, the district had completed construction of 02 School buildings, 181 ACRs, 46 drinking water facilities, 777 toilets, 03 BRC/CRC buildings, 12 electricity fittings, 25 major repairs, 02 KGBVs buildings, 78 boundary wall and 21 HMs rooms.</p> <p>The construction work was in progress of 131 ACRs, 235 drinking water facilities, 429 toilets, 02 BRC/CRC buildings, 164 electricity fittings, 49 major repairs, 03 KGBV buildings, 04 boundary walls, and 34 HMs rooms.</p>	
(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 SDMC/SMC and School Teachers.</b>

	The MI had checked 56 schools for cross checking the progress of various kinds of civil works done till 31-3-10 and found that DPO data given to MI in this regard were true.	
(iii)	<b>Whether SMC/SDMC has been trained by technical persons for execution of civil work?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	After verifying 56 schools, the MI had found that in 44 schools (78.57%) SMC/SDMC has been trained by technical persons for execution of civil works.	
(iv)	<b>Whether community manual for civil works has been prepared and is available with SDMC/SMC?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	Community manual for civil works has been prepared and is available with SDMC/SMC in 29 (52%) schools	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	In the school buildings being constructed (new schools as well as building less schools); ramp is being constructed in 5 schools.	
(vi)	<b>Is SDMC/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>
	The MI had found that in no school the SDMC/SMC was keeping a separate account of funds and materials for construction.	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	The AEN at the district level and JEN at the block level are designated for technical supervision for civil works.	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	The technical consultant had visited the construction site and guided the construction process in 54.05 percent of the civil works observed by MI.	
(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 utilized 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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	There is no convergence of SSA with Total Sanitation Campaign to provide drinking water facilities to schools.	

(x)	<b>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or SDMC/SMC?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	The construction of drinking water facilities in schools is being carried out by SDMC.	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	There is convergence of SSA with Total Sanitation Campaign to provide toilet facility to schools. The whole coordination is managed by District Project Office.	
(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>
	MI visited 56 sites to assess the quality of construction and found it satisfactory.	
(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>
	The Chief Engineer at SPO level is in-charge of civil works. Monitoring format has been developed by SPO to monitor the progress at the district level. Also periodic review meetings (bi-monthly) have been convened by the Chief Engineer at SPO level. Third Party evaluation has been conducted in order to ensure quality in civil works.	

**(c) Textbooks**

(i)	<b>Total numbers of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?</b>	<b>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</b>
	There is no delay in distribution of textbooks. Schools in the district were reopened on 1 <sup>st</sup> May 2009 and text books were distributed within ten days of opening of schools. The children who get admitted in the schools in July get free text books in July.	
(ii)	<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>
	Textbooks in the district were distributed by education department and not by SSA.	

(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>
	There is no delay in distribution of textbooks. Schools in the district were reopened on 1 <sup>st</sup> May 2009 and text books were distributed within ten days of opening of schools.	
(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>
	Free text books have been distributed for all subjects and for all classes and to all eligible children. MI did not find shortage of text books in the sample schools monitored by it and all eligible children have books of all subjects.	

**(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>
	The state had issued lump sum amount Rs 103.60 lac for 2072 PS and Rs 81.06 lac for 1158 UPS as School grants for the district. Also the State has issued guidelines to the districts.	
(ii)	<b>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/SDMC/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>
	The school grant has been revised from Rs 2000/- per school to Rs 5000/- for Primary Schools and Rs 7000/- for Upper Schools. DPO claimed to release school grant on 14.9.09 to the schools. DPO has released grant for 1963 schools (85.6%) out of 2292. Guidelines had been issued by DPO regarding utilization of school facility grant.	
(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 any centralized purchase for the school out of the school grant. The SDMC had been given responsibility to utilize grant as per the guidelines for the best possible requirements so that the education process can be facilitated in better way in the school.	

(iv)	<b>The actual date of receiving school grants by school/SDMC 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/SDMC.</b>
	Schools had received the school grants in September 2009 onwards. Some schools visited by MI received school grants either in September or in October/November 2009. Thus, there was delay in receipt of grants and it has gone to second and third quarter instead of first quarter.	
(v)	<b>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/SDMC.</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/SDMC.</b>
	Out of 115 schools visited by MI, 93% (106) schools had fully utilized its School grants. The grants had been fully utilized by the SDMC for items as prescribed in the guidelines given by SPO/DPO.	

**(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>
	No additional teachers' posts have been sanctioned and hence there is no posting of any new teachers.	
(ii)	<b>What is the mode of recruitment of the teachers and the level/authority (DPO/SDMC 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 teacher was recruited in the year 2009-10.	
(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 teacher was recruited in the year 2009-10.	
(iv)	<b>If SDMC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure has been laid down? What is the level of satisfaction amongst local community of such recruitment?</b>	<b>To be ascertained from DPO and SDMC.</b>
	SDMC/Panchayat is not empowered to make appointments of new 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 SDMC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</b>

	<p>Out of 115 schools visited by MI, data regarding teachers sanctioned post, number of teachers in position and number of teachers present on the day of visit is available for only 98 schools (85.2%). Number of teachers sanctioned in these schools was 449. The number of teachers working is 414 (92.2%). Out of the total number of working teachers, 363 teachers (87.6%) were found present in the schools on the day of visit. The teachers were absent due to official assignment i.e. board exams or they had taken leave. No teachers were identified as habitual absentee in the sample schools checked by MI (as per the records).</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 SDMC and observed during the visit by MI.</b></p>
	<p>In all 115 sample schools visited by MI found good or average rapport between teachers and children.</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>The district had a target of in-service training of 5650 teachers in 2009-10. It had imparted training to 5263 teachers (93%) during the same year. A training calendar was developed for teachers different types of training. Training was conducted at BRC at the block level. The content and module of training was decided and prepared by SIERT, DIET and experts of SPO during workshop. Trainers were from education background. They get training from trained KRPs of State level who prepare module. The quality of training was monitored by District Education Officer, Block Education Officer, ADPC, APC and BRCF. However, district has not devised any regular system of getting feedback from teachers.</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>No teacher had been recruited in the year 2009-10.</p>	

(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>No teacher had been recruited in the year 2009-10.</p>		
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
<p>No teacher had been recruited in the year 2009-10.</p>		
(xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode (workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>The BRC has acted as training centre for newly recruited teachers but not for refresher training of the untrained teachers</p> <p>The BRC/ CRC did not have a calendar of training and follow up activities. They conducted the training as per target given by DPO from time to time. There is no BRC/CRC level follow-up activity done in the district because no regular posting has been done by the SSA of BRCFs and CRCFs.</p>		
<p>b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>		
		<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	The posts of BRCF's and CRCF's are not in existence/functional since September 2009.	
	<b>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children are learning?</b>	<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>
	The post of BRCF's and CRCF's not functional since September 2009. The post of BRCF had been given to BEEO's and CRCF's to Nodal school headmasters. The main function of BEEO and Nodal headmasters is to check DISE data. Thus, pedagogic improvement, administrative and other matters were hardly taken by BEEO and Nodal headmasters at schools.	
	<b>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</b>	<b>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b>
	The posts of BRCF's and CRCF's are not functional since September 2009.	
	<b>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</b>	<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>
	EGS/ AIE is not operational in the district.	
(xii)	<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>
	SPO have a Quality coordinator. He is in-charge of training cell. SPO have a system and format to review district-wise programmes. Review meeting is held every month. Module preparation and organization of training is held under SIERT direction and with the cooperation of DIET. From time to time SIERT convenes meeting of DIET Principals.	

**(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>
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	The total number of teachers eligible to receive TLM grants was 5067 in PS and 4324 in UPS. Out of total teachers, SPO had released TLM grants for 8088 teachers (3764 in PS and 4324 in UPS).	
(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>
	TLM grant from DPO was released on 14.9.09 and number of teachers covered under TLM grant was 7268(77.3%) out of 9391 teachers. Instructions have been issued in respect of utilization of TLM grants by DPO/SPO.	
(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>
	<p>In all 115 schools were visited by MI, the date of receipt of TLM grant was December 2009 onwards. Sample schools visited by MI received TLM grant either in December 2009, January 2010, and February 2010 or in March 2010. Thus, teachers received TLM amount in the third quarter and last quarter of the session and teachers were unable to use TLM grant properly. In majority of schools visited by MI, TLM materials were not displayed in the classrooms. TLM's were rarely used by children. Whatever TLM, were prepared by teachers and students they were either dumped in classroom or somewhere else.</p> <p>There were some good examples as the science teachers' purchased different models of respiratory and circulatory system, models showing planets positions, different geometrical shapes i.e. rectangle, circle, square, triangle etc. There were schools where various models of alphabets in Hindi and English were purchased by the school teachers from TLM grants.</p> <p>The training on TLM development has been organized in the initial years of the beginning of SSA in the district.</p> <p>But looking to desire level and actual level of use of TLM it needs to be improved at larger level. It needs to imbibe through better training and follow ups.</p>	

**(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>
	EGS/ AIE are not operational in the districts.	
<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>
	EGS/ AIE are not operational in the districts.	
<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>
	EGS/ AIE are not operational in the districts.	
<b>(iv)</b>	<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>
	EGS/ AIE is not operational in the districts.	
<b>(v)</b>	<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>	<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>
	EGS/ AIE are not operational in the districts.	
<b>(vi)</b>	<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>
	EGS/ AIE are not operational in the districts.	

(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 (SDMC/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>
	EGS/ AIE are not operational in the districts.	
(viii)	<b>Whether EV is regular in his attendance?</b>	<b>To be ascertained from SDMC during field visits by MI.</b>
	EGS/ AIE are not operational in the districts.	
(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>
	EGS/ AIE are not operational in the districts.	
(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>
	EGS/ AIE are not operational in the districts.	
(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>
	EGS/ AIE are not operational in the districts.	
(xii)	<b>Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	EGS/ AIE are not operational in the districts.	
(xiii)	<b>The number of EGS centres actually upgraded in the district and the details of funds transferred to SDMC 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>
	EGS/ AIE are not operational in the districts.	

(xiv)	<b>Whether the actual up-gradation of EGS centre has taken place?</b>	<b>To be verified on the spot with the assistance of SDMCs, during field visits of MI.</b>
	EGS/ AIE are not operational in the districts.	
(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 SDMC/SMC and school Teacher during field visit by MI.</b>
	EGS/ AIE are not operational in the districts.	
(xvi)	<b>Whether SDMC/SMC etc. have received any funds for construction of schools?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and school Teachers during field visit by MI.</b>
	EGS/ AIE are not operational in the districts.	
(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 SDMC/SMC and school Teachers during field visit by MI.</b>
	EGS/ AIE are not operational in the districts.	
(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 SDMC etc., during field visit by MI.</b>
	EGS/ AIE are not operational in the districts.	
(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/SDMC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.</b>
	EGS/ AIE are not operational in the districts.	
(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 SDMC/EV by MI.</b>
	EGS/ AIE is not operational in the districts.	
(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 SDMC/EV by MI.</b>
	EGS/ AIE are not operational in the districts.	
(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 SDMC/EV, by MI.</b>
	EGS/ AIE are not operational in the districts.	

(xxiii)	<b>The achievement level of children studying in EGS/AIE facilities?</b>	<b>Assessment to be undertaken during Field visit by MI.</b>
	EGS/ AIE are not operational in the districts.	
(xxiv)	<b>The rapport of the EV with the children?</b>	<b>Observations during Field visit, by MI.</b>
	EGS/ AIE are not operational in the districts.	
(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 SDMC/EV, by MI.</b>
	EGS/ AIE are not operational in the districts.	

**(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>
	The number of CWSN children identified is 9669. Out of total identified CWSN children 95.8% children have been enrolled during the current financial year.	
(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>
	201 CWSN children were given aids and appliances (134 boys and 67 girls) during the current financial year.	
(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>
	No difficulties were faced in getting and utilizing the aids and appliances.	
(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>
	19 resource teachers and 01 NGO were providing academic support to CWSN in the district.	

(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 district has an IED Coordinator. He has been oriented on CWSN and also attended capacity building programme at the State level	
(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 IED 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 State Project Office has prescribed quarterly monitoring format in order to collect information related to CWSN children. The State IED coordinator is knowledgeable and he has been working as IED coordinator since last six years. He had attended 8-10 workshops'/trainings.	
(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 SDMC/Teachers.</b>
	106 schools have been provided with 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>
	162 children have been provided home based support during the current financial year.	
(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 SDMCs/school teachers.</b>
	281 parents have been given counseling during the current financial year.	
(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 SDMC/Teachers.</b>
	MI has noticed that 112(65%) out of 173 enrolled CWSN children were actually present in the sample schools.	

**(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>
	The number of model cluster schools actually made functional during the current financial year is 174.	
(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 SDMC and women's groups.</b>
	The target number of additional classrooms, drinking water facilities, toilets and electrification etc. sanctioned in model cluster schools is 174. The present status of completed ACRs was 159, drinking water facilities was 174, toilets was 174 and electrification was 153 in model clusters. Work was in progress in 15 ACRs, and electrification in 21 model cluster schools.	
(iii)	<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>
	Model cluster schools in the districts have been provided with gender sensitive teaching learning materials, vocational training courses, gender sensitization training to teachers and additional efforts have been made to mobilize community and women's groups in favor of girls' education. However, for residential bridge course girls parents were not ready.	
(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>
	The quantum of funds released for NPEGEL programme for the current financial year is 20.25 lakh. The date of release of the above funds is from September 2009 to February 2010.	
(v)	<b>a. Whether a district gender coordinator is in position?</b>	<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>
	District Gender Coordinator (APC) is in position in the district.	

	<b>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?</b>	<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>
	Monitoring system has been developed to check progress in girls' education interventions. Review meeting is convened on 7 <sup>th</sup> of each month.	
(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>
	No ECCE centers are operational under Innovation Head funds.	
(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>
	Monitoring format has been prescribed by the state.	

**(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>
	08 KGBVs were sanctioned in the district. Out of them, all the 08 KGBVs are operational in the district.	
(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>
	Land has been identified for 08 KGBV's.	
(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>
	State has developed very detailed guidelines for running the KGBVs.	
(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>
	All formalities for construction of KGBV buildings have been completed in 05 Blocks and in 03 Blocks namely, Deeg, Bayana and Sewar, the KGBV building construction work is in progress.	
(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>

	The number of posts sanctioned for warden and teachers is 34 and for other staff is 48 in 08 KGBVs of the district. Against the sanctioned posts, 31 warden & teachers and 42 other support staffs are working in the district 08 KGBVs.	
(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>
	In total, 623 students are admitted in the KGBVs.	
(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>
	Beds, Almirahs, Mattresses, Quilts and meal i.e. Dal, Chapati, Raita, salad, pickles and rice etc. are supplied to the enrolled girl children at KGBVs visited by MI.	
	The meals in the KGBV hostels were supplied based on the menu which has been developed at the State level looking to the choice of girl children and nutritional status of the food and daily calorie, protein and carbohydrate requirements etc. On interaction with girls it has been reported that they were getting the meals as per their requirements and some even said that the quality of meals is better than that of their homes.	
	In addition to the above, the cloths, uniforms, daily requirements like oil, soaps, detergents etc were also made available to the boarding students at KGBVs in the district.	
	The space in the KGBVs own buildings is sufficient but in rented buildings the space and facilities were limited which will be taken care in a few months when these KGBVs have their own buildings.	

**(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>
	EMIS has been set up in the district with requisite 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 time schedule drawn up by the State for DISE/EMIS for the current year is from August to December 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>
	All schools have received data capture format by August.	

(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>
	One day training programme (24 September 09) has been organized in order to train teachers for filling up data in data capture format.	
(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>
	CRC/BRC coordinators have been given task of verifying 5% of the data collected. One day training has been organized for CRC in September 09. BRC/ CRC are discharging their responsibility by verifying data (as per interaction with the officials). However, they did not fill separate DCF.  The Third party verification of DISE data for the year 2009-2010 was done by Statistics department, Govt. of Rajasthan.	
(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 data collected and compiled by the DPO were passed on to the State in December 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 State level. 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>
	The number of Researches to be undertaken during the current financial year (2009-10) is 04 and the actual number of researches sanctioned is 04.	
(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>
	The number of studies sanctioned in the previous calendar year (2008-09) was ten and all 10 the studies were completed.	

<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 cell headed by Joint Director ( Pedagogy) supported by Assistant Director (Research) at SPO level whose responsibility is to convene meetings of the State Research Review and Approval Committee, invite research proposals, sanction then and monitor the progress of studies. There is a State Level Committee in order to sanction research projects. There is prescribed contract format for commissioning of researches.	

**(m) Functioning of the SDMC**

<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>
	The district has 2292 schools covered under SSA. SDMC were constituted in 1976 (86.2%) schools.	
<b>(ii)</b>	<b>A copy of the guidelines on delegation of powers to SDMC/SMC and whether these guidelines are available with the SDMC?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the SDMC/SMC during the Field visit by MI.</b>
	A copy of the guidelines on delegation of powers has been issued to SDMC/SMC from SPO/DPO. However, the MI has found during its visit to the sample schools that 73(63.4%) schools out of 115 schools have a copy of SDMC guidelines.	
<b>(iii)</b>	<b>Guidelines given on adequate representation to women in SDMC/SMC? The actual number of women associated in the SDMC of the school visited by MI?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the SDMC/SMC during the Field visit by MI.</b>
	The SDMC guidelines have mentioned that a SDMC should have at least 03 women members. The MI has found that in 100% (115 samples) schools SDMC has at least 03 women members.	
<b>(iv)</b>	<b>The frequency of meeting of SDMC 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 SDMC 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 SDMC and verified on the basis of records, in villages/schools visited by MI.</b>

	<p>As per SDMC guidelines SDMC has to convene its meeting every month. MI has observed that the rule is followed only in 47.8% schools (55) out of 115 sample schools.</p> <p>It has been observed during visit to the schools that the meetings of SDMCs were held in the district when school receives grants from SSA in order to spend the same. The SDMC meeting is more inclined towards SSA rather than helping in real developmental education processes and bringing out-of-school children and working on cent percent enrolment. The percentage of SDMC members present in the meeting varies from 50-70 as per the meeting register.</p>	
(v)	<p><b>Whether members of the SDMC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the SDMCs perception of the trainings?</b></p>	<p><b>Information to be collected from the SPO/DPO and to be verified from the SDMC/SMC during the Field visit by MI.</b></p>
	<p>Members of SDMCs received orientation. Out of the total SDMC members and officials, only the SDMC officials namely, President, Secretary and Treasurer have undergone training in majority of cases. These members are Government school teachers only. In total 5928 (23%) SDMC members received training. In 115 sample schools checked by MI, SDMC reported regarding their perception about trainings. 17 SDMC members were very satisfied, 43 were satisfied and 55 SDMC members satisfaction level was average regarding trainings. The trainings were organized at CRC level.</p>	
(vi)	<p><b>The contribution made by SDMC in improving the environment of the school, enrolment and attendance of teachers and students?</b></p>	<p><b>Information to be obtained from SDMC and verified on the basis of records by MI during field visits.</b></p>
	<p>In 2009-10, the MI has found that out of 115 sample schools, in 24 schools (20.8%) SDMCs had helped to improve the school environment; in 10 schools (8.6%) SDMCs have contributed in enrollment of children. In 16 schools SDMCs (13.9%) have contributed in improving students' attendance; and in 6 schools (5.2%) SDMCs have helped in raising teachers' attendance.</p>	
(vii)	<p><b>Whether SDMC is maintaining proper record of funds received by them.</b></p>	<p><b>Information to be obtained on scrutiny of records of SDMC and to be cross-checked with DPO.</b></p>
	<p>Out of 115 sample schools checked by MI, in 83.4% schools (96) SDMCs are maintaining proper record of funds received by them.</p>	
(viii)	<p><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></p>	<p><b>Information to be obtained at SPO level. See formats and record of SPO</b></p>
	<p>At the SPO level, there is programme officer in-charge for Community mobilization. The person is well aware of his role. The officer used to convene SPO level review meeting of District Project Coordinators/ ADPC for community mobilization and also send monitoring formats to DPO.</p>	

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

(i)	<p><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></p>	<p><b>Information to be obtained from SPO.</b></p>
<p>The total number of staff sanctioned category-wise in the State office under SSA is 105, Out of it, 96 staff members were working at SPO and 09 posts were vacant including 01 post of Joint Director. There are specific Programme Coordinators (Deputy Commissioners/ Directors) 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. The Programme Coordinators (Deputy Commissioners/ Directors) are oriented and knowledgeable about their tasks with all commitment and dedication.</p>		
(ii)	<p><b>The number of meetings of the General Body and EC held during the previous financial year?</b></p>	<p><b>Information to be obtained from SPO and verified from their records.</b></p>
<p>No General body meeting was held during the year 2009-10. However, Executive Committee (EC) meeting was held thrice under chairmanship of Chief Secretary, GOR, in the financial year 2009-10.</p>		
(iii)	<p><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></p>	<p><b>Information to be obtained from SPO and verified at DPO level in districts visited by MI.</b></p>
<p>In total, 30 staffing positions have been sanctioned for DPO, Bharatpur. Out of total posts, 27 positions have been filled up. Only 03 staff positions were vacant. This included 01 AAO and 02 APCs.</p>		
(iv)	<p><b>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</b></p>	<p><b>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</b></p>
<p>All BRCs are functioning with support from staff on placement from placement agency.</p>		
(v)	<p><b>Does SPO have clearly laid down rules/regulations for filling up posts of SSA?</b></p>	<p><b>To be verified at SPO through checking of records.</b></p>

The SPO has clearly laid down rules for filling up various posts of SSA.

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

Bharatpur is not a special focus district.

**(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>
	In 2009-10, the schools functioned for 230 days.	
(ii)	<b>Whether the school has clean environment, good buildings, play grounds, 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>
	Out of 115 sample schools, 104 (95.4%) schools have clean environment; 86 (79.6%) have good building, 53 (48.6%) schools have a play ground, 85 (73.9%) schools have good class rooms and proper flooring, 87 (75.6%) schools have proper ceiling, 94 (81.7%) schools have adequate windows and 96 (83.4%) schools have proper lighting on the day of visit of MI.	
(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>
	Further, MI has observed during sample check of 115 schools that 93 (80.8%) schools have blackboards for all classrooms, 100 (86.9%) schools have TLM and proper seating 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>
	Similarly, health camp facility was made available in 91 (79.1%) schools.	
(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>
	Further, adequate play material was available in 64 (55.6%) schools. Out of them children are using play material in 61 (95.3%) schools.	
(vii)	<b>If there is low attendance the reasons for the same?</b>	<b>Information to be obtained from the teachers/SDMC.</b>
	About 45% enrolled children not turn up to the schools on the day of visit. Also, during the day of visit of MI to the schools, the average percentage of boys' attendance and girls' attendance were 53.5% and 52.4% respectively. The main reasons for not coming to schools were involvement in domestic work, not interested in studies due to overage, studying in other private schools etc.	
(viii)	<b>Steps taken to promote attendance by the school and by the SDMC/SMC/PTA etc?</b>	<b>Information to be obtained from the teachers and SDMCs etc.</b>
	Teachers and SDMC member repeatedly met parents of children and motivated them to send their children to school. But according to them, this had little impact on parents.	

(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>
	In every school the achievement level of students is assessed by conducting unit tests, Half yearly and Final examinations.	
(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>
	Continuous and Comprehensive grading evaluation process had been introduced in all schools but grading system had not been followed in schools.	
(xi)	<b>The achievement level of children.</b>	<b>Assessment to be undertaken by the MI on the day of visit.</b>
	The achievement level of children was below average. When assessed by MI, only 19 % of class V and 16% of class VIII could secure 60% marks in tests.	
(xii)	<b>The rapport of the children with the teachers?</b>	<b>Assessment on the basis of observation by MI.</b>
	MI observed rapport of children with teachers very good in 30 (26%) schools, good in 43 (37.3%) schools and average in 42 (36.5%) schools.	
(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 26 schools visited by MI (115), underage children were found but they were not enrolled. Whereas, the overage children were found in 22 schools (19.13%).	
(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/SDMC schools records.</b>
	MI had sample checked drop out children in 49 schools. Out of the schools where dropouts have been reported, it has been observed in 33 schools and it constituted 9% of total children.	
(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>
	As per the policy, no students were failed up to Class V. Out of 115 sample schools checked by MI, students were retained in the same class in 46 schools (40%) in 2008-09.	

**(q) Any other issues relevant to SSA implementation**

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

1. The district has young and motivated team of officials and functionaries at the district level namely, ADPC, APCs, PA, AMIS, AEN, JEN etc. who have deep concern for the programme. The real challenge is to translate the motivation and dedication into real action to have timely and qualitatively delivery which really impacts upon the education quality.

2. Schools having single teachers face problems as teacher are busy in other works viz. preparing U.C. and bill, updating registers, managing MDM etc. This hampers study work in schools.
3. The KGBVs in the few Blocks namely, Bayana and Sewar were running in rented buildings but the district and Block have tried to ensure the quality in terms of providing adequate support system in terms of facilities of computers and motivated teachers.
4. SDMC was functional in terms of spending money/ budget of SSA given to schools for civil works, TLM, SFG and repair and maintenance etc. but it was found tough and dysfunctional in terms of mobilizing community for school support in terms of bringing dropout children/unenrolled children, support in school activities, community contribution and proactive initiatives for school betterment and development. The members of SDMC other than school headmaster and teachers do not have much knowledge about receipt of various grants nor of their utilization.
5. Disbursement of various grants (School Facility Grant and TLM) to schools should be done by July- August as per the guidelines but in practice it was given in third and fourth quarter.
6. In addition to identification of CWSN children, it has been tried at district level to provide these children with the health checkups and aids and appliances through the support of other organizations and agencies. The agencies have also been contacted/ mobilized to provide aids and appliances to CWSN children. Thus, hearing aid and tri-cycles have been given to CWSN children.
7. The CWSN children were taken to exposure tour by the district to have better orientation and attraction for education as well as exposure to outer world. But it was organized in the month of March when there was high time for examination of children. It would be better to organize these kinds of exposures and trainings during first, second and third quarter or at least 1-2 months before examinations.
8. There had been detailed interaction with the Resource teachers and care givers working for CWSN in Bayana Block of the district. It was asked to share the initiatives in terms of benefiting the CWSN children after identification and enrolment by developing IEP. But it was hardly shared with the MI. Practically, the actions were less visible as compared to the reports and verbal discussions.
9. School buildings were constructed, teachers were imparted training, support to CWSN children had been given etc. but still number of children coming at government schools were less than the expectations and not all the children were enrolled.
10. There were schools where the computers provided under the CALP were packed because the schools do not have the electricity connection. There were the cases in the district having packed computers in the schools for more than 1-2 years.
11. As monitoring is an important aspect, specially in social development programmes where the match between the investment and the outcome is really tough. In the district and also at the Block level the monitoring part is in limited manner. The monthly monitoring meetings were not regular and in fact not documented which really helps to understand the mechanism of monitoring at district and Block level. Therefore, the district needs to develop a regular mechanism.

(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>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</b></p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
<p>NA</p>
<p><b>2. Annexure 2 – Text Books</b></p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>NA (The responsibility lie on Education Department)</p>
<p><b>3. Annexure 3 – School Grant</b></p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>Enclosed</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/SDMC/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>Enclosed</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 SDMC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>NA</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</p>

<b>by MI. A copy of the instructions be enclosed with the report.</b>
Enclosed
<b>6. Annexure 6 – EGS and AIE</b>
<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>
NA
<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>
NA
<b>7. Annexure 7 – Children with special needs (CWSN)</b>
<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>
Enclosed
<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>
Enclosed
<b>8. 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>
Not collected
<b>9. Annexure 9-. List of Schools/EGS/AIE/SMC/SDMC visited in each district is to be attached in each district report for both SSA and MDM tasks</b>
Enclosed

**2<sup>nd</sup> HALF YEARLY MONITORING REPORT OF CENTRE FOR DEVELOPMENT  
COMMUNICATION AND STUDIES (CDECS) OF MDM FOR THE STATE OF  
RAJASTHAN FOR THE PERIOD OF  
1<sup>st</sup> FEBRUARY, 2009 TO 31<sup>st</sup> JULY 2009  
(Actually carried out from 1<sup>st</sup> FEBRUARY, 2010 TO 31<sup>st</sup> JULY 2010 as per  
direction from MHRD)**

**FOR BHARATPUR**

(i)	<b>Name of the Monitoring Institution</b>	CDECS
(ii)	<b>Period of the report</b>	01-02-2010 to 31-07-2010
(iii)	<b>Name of the District</b>	Bharatpur
(iv)	<b>Date of visit to the Districts/EGS/Schools</b>	18-03-09 to 30-03-09

<b>1.</b>	<b><u>REGULARITY IN SERVING MEAL:</u></b>			<b>Students, Teachers &amp; Parents</b>	
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
<b>Information is to be given in this box only. Similarly for all the items.</b>					
The MI has monitored MDM scheme for 2009-10 in 82 schools and found that in all schools (100%), hot cooked MDM is served.					
<b>2.</b>	<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>
	<b>i.</b>	<b>Enrollment</b>	7750		7827
	<b>ii.</b>	<b>No. of children attending the school on the day of visit</b>	5300		5782
	<b>ii.</b>	<b>No. of children availing MDM as per MDM Register</b>	5443	5166	
	<b>v.</b>	<b>No. of children actually availing MDM on the day of visit</b>	5133	4928	

3.	<b><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	
	Out of 82 schools sample checked by MI for MDM, 66 schools (80.4%) are receiving food grain regularly. 16 schools (19.5%) are not receiving food grain regularly. Out of these schools where food grains are not supplied regularly, in 13 schools (81.2%) food grains are not available for less than 15 days and in 03 schools (18.8%) food grains are not available for more than 30 days.	
	(ii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	In 63 schools (95.4%) out of 66 schools that are receiving food grain regularly buffer stock of one-month's requirement is maintained, whereas in 3 schools (4.5%) buffer stock of one-month's requirement is not maintained.	
4.	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	In 78 (95%) sample schools out of 82 sample schools food grains were delivered at the school. In 4 schools (4.5%) food grains were delivered at the residence of SHG who used to prepare MDM.	
	<b><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
4.	(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	
	59 schools( 72%) out of 82 sample schools checked by MI for MDM, are receiving cooking cost in advance regularly. 23 schools(28%) are not receiving cooking cost in advance regularly. Out of 23(28%) schools which are not receiving cooking cost in advance regularly, in11 schools (47.8%) cooking cost is delayed for 15 days, in 5 schools (21.7%) cooking cost is delayed for 15-30 days and in 7 schools (30.7%) cooking cost is delayed for more than 30 days.	
	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The Schools and SHG arrange food materials and firewood on hired basis to manage MDM cooking. Some times schools also take grains from near by school in case of shortage of grain namely, Wheat/Rice.	
(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	

	In all 82 schools cooking cost is paid through banking channel directly sent in the account of SDMC.	
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>
	No discrimination (gender, caste and community) in cooking or serving or seating arrangements has been observed by MI.	
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>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>
	78 schools (95.1%) out of 82 sample schools checked by MI for MDM displayed its weekly menu. Out of total schools, where weekly menu is displayed, 72 schools (92.3%) adhered to the menu displayed and 06 schools (7.6%) did not adhere to the menu displayed.	
7.	<b>(ii) Is there variety in the food served or is the same food served daily?</b>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>
	There is variety in the food served for MDM. This includes Chapati & vegetable (seasonal), Dal/vegetable& rice, khichdi, Dal and chapatti, Dal& bati, Chapati and vegetable. Also, weekly fruits were served to children under MDM in the schools.	
	<b>(iii) Does the daily menu include rice / wheat preparation, dal and vegetables?</b>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>
	Daily menu includes rice / wheat preparation, dal /vegetables.	
8.	<b><u>QUALITY &amp; QUANTITY OF MEAL:</u></b> <b>Feedback from children on</b> <b>a) Quality of meal:</b>	<b>Observations of Investigation during MDM service</b>
	In all 82 schools sample checked by MI for MDM, the children are satisfied with the quality of meal. However, according to them the quality of chapatti should be improved as it remained mostly half cooked.	
	<b>b) Quantity of meal:</b>	<b>Observations of Investigation during MDM service</b>
	Similarly, children are satisfied with the quantity of meal.	
	<b>c) {If children were not happy Please give reasons and suggestions to improve.}</b>	<b>Observations of Investigation during MDM service</b>
Children are satisfied with the quality and quantity of meal.		

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>
	In 41 schools (50%) children are given micronutrients (Iron, folic acid, and vitamin – A dosage) and de-worming medicine in the schools through Medical and Health Department.	
	<b>(ii) Who administers these medicines and at what frequency?</b>	<b>Teachers, Students, School Record</b>
	These medicines are administered by health department yearly.	
	<b>(iii) Is there school Health Card maintained for each child?</b>	<b>Teachers, Students, School Record</b>
School Health Card for each Child is maintained in 62 (75.6%)schools out of 82 schools sample checked by MI.		
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, SDMC members, Gram Panchayat members and cooks.</b>
	Out of 82 schools sample checked by MI for MDM, cooks are employed by School management committee (SDMC) in 78 (95%) schools and SHG cooks MDM in 04 schools (4.8%). Regarding serving of MDM in schools in 67schools (81.7%) MDM is served by cooks/helpers, in 9 schools (10.9%) MDM is served by teachers and in 06 schools MDM is served by children.	
	<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, SDMC members, Gram Panchayat members and cooks.</b>
	In majority of schools adequate number of cooks and helpers are engaged in preparation of MDM.	
	<b><u>(iii)</u> What is remuneration paid to cooks/helpers?</b>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>
No fixed remuneration is paid to cooks. Cooks' remuneration depends upon number of children for whom they prepare MDM. However, cooks remuneration is in the range of Rs.150-Rs. 400/ and in some cases it goes up to Rs. 800-1000 depending upon number of children. Thus, cooks are paid very minimal amount for cooking MDM.		

	<b>(iv) Are the remuneration paid to cooks/helpers regularly?</b>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>
	In 79% schools (65) cooks are paid timely. It means when cooking conversion cost was available to school management, it used to pay cooks' remuneration.	
	<b>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</b>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>
	In all 82 schools sample checked by MI for MDM, women are engaged as cooks. They constitute 27% SC, 6% ST, 52% OBC and 15% belonged to general category.	
<b>11.</b>	<b><u>INFRASTRUCTURE:</u></b> <b>Is a pucca kitchen shed-cum-store:</b>  <b>(a) Constructed and in use</b> <b>(b) Constructed but not in use under</b> <b>(c) Under construction</b> <b>(d) Sanctioned, but constructed not started</b> <b>(e) Not sanctioned</b> <b>Any other (specify)</b>	<b>School records, discussion with head teacher, teacher, SDMC, Gram Panchayat members.</b>
	(a) Out of 82 schools sample checked by MI, pucca kitchen sheds- cum- stores have been constructed and in use in 43 schools (52.4%).  (b) Pucca kitchen sheds- cum- stores have been constructed but not in use in 8 schools (9.7%).  (c) Pucca kitchen sheds- cum- stores are under construction in 5 schools (6.0%).  (d) Pucca kitchen sheds- cum- stores have been sanctioned but construction has not started in 03 schools (3.6%).  (e) Pucca kitchen sheds- cum- stores not been sanctioned in 23 schools (28%).	
<b>12.</b>	<b>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</b>	<b>Discussion with head teacher, teacher, SDMC, Gram Panchayat members, Observation</b>
	In schools where pucca kitchen shed is not available, MDM is cooked either in verandah or in open.  As far as storage of grains is concerned it was stored in classrooms. Also, in the schools where pucca Kitchen cum store is available the grains were stored in classrooms or classrooms were marked as store.	
<b>13.</b>	<b>Whether potable water is available for cooking and drinking purpose?</b>	<b>-do-</b>

	Potable water for drinking and cooking is available in only 58 schools (70.7%). Thus, unavailability of water in remaining 24 sample schools somehow affects MDM preparation in schools.	
14.	<b>Whether utensils used for king food are adequate?</b>	<b>Teachers/Organizer of MDM Programme</b>
	78 schools(95%) out of 82 sample schools checked by MI for MDM have adequate number of utensils for cooking MDM.	
15.	<b>What is the kind of fuel used? (Gas based/firewood etc.)</b>	<b>Observation</b>
	In 79 schools (96%) out of 82 schools sample checked by MI for MDM in the district use firewood as fuel for preparation of MDM.	
16.	<b><u>SAFETY &amp; HYGIENE:</u></b> <b>i. General Impression of the environment, Safety and hygiene:</b>	<b>Observation</b>
	Only in 43 schools (52.4%) MDM is prepared in pucca kitchen-shed-cum store. Similarly, only 21 schools (25.9%) have very good cleanliness of both kitchen and store. Thus, majority of schools lack safe and clean environment for cooking MDM.	
	<b>ii. Are children encouraged to wash hands before and after eating</b>	<b>observation</b>
	In 79 schools (96%) children are encouraged to wash hands before and after taking MDM.	
	<b>iii. Do the children take meals in an orderly manner?</b>	<b>observation</b>
	In 80 schools (98%) children take meals in an orderly manner.	
	<b>iv. Conservation of water?</b>	<b>Observation</b>
	In 79 schools (96%) children conserve water while washing dishes.	
17.	<b>COMMUNITY PARTICIPATION:</b> <b>Extent of participation by Parents/SDMCs/Panchayats/Urban bodies in daily supervision, monitoring, participation</b>	<b>Discussion with head teacher, teacher, SDMC, Gram Panchayat members</b>
	The extent of participation by Parents/SDMCs/Panchayats/ in daily supervision, monitoring is quite satisfactory. In 58 schools (70.7%) Panchayats participated in supervision and monitoring of MDM. In case of participation of parents it was reported in 68 schools (82.9%). In 52% schools, Panchayats/ SDMCs monitor and supervise MDM daily.	
	<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, SDMC, Gram Panchayat members</b>

	Out of 82 schools sample checked by MI for MDM, 25 schools (30.4%) had been inspected by district level MDM officials, whereas 65 schools (79.2%) had been inspected by block level officials. Thus, monitoring by state and district officials is not a regular phenomenon.	
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, SDMC, Gram Panchayat members.</b>
	In 60.9% schools teachers reported that MDM improved the enrollment, whereas in 69.5% schools teachers reported that MDM improved attendance of children in schools and in 84 %schools teachers reported that MDM improved general well being (nutritional status) of children.	

<b>List of Schools Visited in Bharatpur District</b>			
<b>S. No</b>	<b>Name of District</b>	<b>No. of Schools visited</b>	<b>Name of school(s)</b>
1	Bharatpur	115	UPS, Shanstri
2			UPS Mudera
3			UPS (Sundrawali, boys )
4			UPS (Sundrawali, Girls )
5			UPS Mudera Nagar
6			UPS Sarangpur
7			UPS Taroandar
8			PS Dadholi
9			Kasturba Gandhi Balika School
10			PS Rojaki
11			PS Badibas
12			PS Putali
13			PS Khadriwas
14			UPS Ambedkar Nagar
15			UPS Fozdar Nagar
16			PS Kuliyana
17			UPS Gagwadi
18			PS Chalabas
19			UPS Thun
20			UPS Parasram Shala
21			PS Paltu
22			PS Dorala
23			PS Kumhar Bas
24			UPS Piplu
25			UPS Pathroda
26			PS Bhuapura Gadi
27			PS Barkahda Sadh
28			PS Ranf
29			UPS Pipal Kahda
30			Girls UPS Jai Shri
31			Shi Samptram UPS Jai Shri (Nagar)
32			PS Nagal
33			PS S.C Plot Gulpada
34			UPS Gulpada
35			PS Kumharredi
36			UPS Chirawal Mali
37			UPS Aarsi
38			PS Kutakpur
39			PS Beerom Pura
40			PS Chhak Bhichhi
41			UPS Ajanoli
42			PS Lahuchura
43			UPS Nadi ka Ganv
44			PS Kanwar
45			UPS Saalabad
46			UPS Railway Bayana
47			UPS Lal Basti Bayana

48			UPS Bhimnagar
49			UPS Nagla Khatka
50			UPS Kheriya
51			PS Kaklpura
52			UPS Harnagar Bayana
53			PS Ngala Bhagori
54			UPS Malipura No. Shiso Bayana
55			PS Bosik Bayana
56			Girls UPS Baveda Bayana
57			Girls UPS Gandhi Chook
58			PS Bajriya Bayana
59			PS Nagla Store
60			UPS Nagla Gayani Khuntkahda
61			PS Madanpur
62			UPS Nagla Hota
63			UPS Itkahda
64			UPS Arjun
65			UPS Sikandra Bayana
66			PS Saray Bhambu
67			PS Samogar
68			PS Nagla Kundan
69			UPS Dhwaja Moroli
70			UPS Nagla Dhut
71			PS Nagla Shishram
72			UPS Atmadpur
73			PS Alampuri
74			PS Nagla Aroda
75			PS Nagla Gansola
76			PS Madanpur
77			PS New Colony Bayana
78			UPS Barso (Sewar) Bhartpur
79			Girls UPS (Sewar) Bhartpur
80			Adarsh PS School, (Sewar)
81			PS Nagla Bhagat (Sewar)
82			PS Nagla Asha (Sewar)
83			PS Dhanagad
84			UPS Darapur Khudra
85			UPS Nagla Abhayram
86			PS Nagla Hana Firawa
87			UPS B Narayan Gate Railway Station
88			UPS Rampura Sewar
89			UPS Madoli Sewar
90			PS Jilra
91			PS Jhilra urban Bhartpur
92			PS No. Panchi (Malah) Sewar
93			Girls UPS Kumber Bhartpu
94			Dollatram Sharma UPS Namak Katra (Bharatpur
95			PS Machli Mohla Bharatpur
96			PS Nai Mani Bharatpur
97			PS Gopalgad Kila Bharatpur

98			PS Dhobi Basti Namak Katra Bharatpur
99			UPS New Mathura Gat, Bharatpur
100			PS Bada Mohala Namak Katra Bharatpur
101			Girls PS Sindhi Karaft Bharatpur
102			UPS Harijan Basti Kumher Gat Bharatpur
103			Jaganath Prasad UPS Atalband, Bharatpur
104			UPS Mathura Gate Bharatpur
105			UPS Kadera (Sewar)
106			PS Malah Sewar (Bharatpur)
107			UPS Gundva Bharatpur
108			UPS Chak Ramnagar Sewer
109			UPS Uncha Ganv (Sewar)
110			PS Ramnagar
111			PS Shrinagar Bharatpur
112			PS Anah Bharatpur
113			PS Indira Nagar, Bharatpur
114			PS Subhash Nagar, Bharatpur
115			PS Koli Basti Nimda Gate Bharatpur

## Chapter 2

### 3. District Level Half Yearly Monitoring Report (District 2: Sri Ganganagar)

(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>	Sri Ganganagar
<b>3.2</b>	<b>Date of visit to the District/EGS/Schools</b>	4-04-2010 to 20-04-2010
<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)**

(ix)	<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>
	New schools have not been sanctioned in the current financial year.	
(x)	<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 SDMC/SMC and School Teacher.</b>
	New schools have not been sanctioned in the current financial year.	
(xi)	<b>Whether SDMC/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 SDMC/SMC and School Teacher</b>
	New schools have not been sanctioned in the current financial year.	
(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 SDMC/SMC and School Teacher.</b>
	New schools have not been sanctioned in the current financial year.	
(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>
	New schools have not been sanctioned in the current financial year.	

(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>
	New schools have not been sanctioned in the current financial year.	
(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 SDMC/SMC? If yes, what items have been purchased for schools?</b>	<b>To be verified on the spot from the Bank passbook of SDMC/SMC etc. and expenditure statement maintained by the school.</b>
	New schools have not been sanctioned in the current financial year.	
(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>
	New schools have not been sanctioned in the current financial year.	

**(b) Civil Works**

(xiv)	<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>
	<p>For 2009-10, the SPO had a target (including spillover) of constructing 98 ACRs, 79 drinking water facilities, 18 toilets, 266 electricity fittings, 67 major repairs, 44 boundary walls, 62 HM rooms.</p> <p>Against the above target in 2009-10, the district had completed construction of 80 ACRs, 49 drinking water facilities, 18 toilets, 195 electricity fittings, 46 major repairs, 42 boundary walls and 61 HM rooms.</p> <p>The construction work was in progress of 18 ACRs, 30 drinking water facilities, 71 electricity fittings, 21 major repairs, 2 boundary walls, and 1 HMs room.</p>	
(xv)	<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 SDMC/SMC and School Teachers.</b>
	The MI had checked 37 schools for cross checking the progress of various kinds of civil works done till 31-3-10 and found that DPO data given to MI in this regard were true.	

(xvi)	<b>Whether SMC/SDMC has been trained by technical persons for execution of civil work?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	After verifying 37 schools, the MI had found that in 22 schools (59.4%) SDMCs have been trained by technical persons for execution of civil works.	
(xvii)	<b>Whether community manual for civil works has been prepared and is available with SDMC/SMC?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	Community manual for civil works has been prepared and is available with SDMCs in 19 (51.35%) schools.	
(xviii)	<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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	In the school buildings being constructed (ACR, as well as building less school); ramp is being constructed in 7 schools.	
(xix)	<b>Is SDMC/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>
	The MI had found that in no school the SDMC is keeping a separate account of funds and materials for construction?	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	The AEN at the district level and JEN at the block level are designated for technical supervision for civil works.	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	The technical consultant had visited the construction site and guided the construction process in 59.4 percent of civil works. It was observed by MI.	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	There is convergence of SSA with Total Sanitation Campaign to provide toilets in the schools. The Swajaldhara programme is not operational in the district.	
(xxiii)	<b>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or SDMC/SMC?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and School Teachers (sample as in (ii) above).</b>

	The construction of drinking water facilities in schools is being carried out by SDMCs under SSA.	
(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 SDMC/SMC and School Teachers (sample as in (ii) above).</b>
	There is no convergence of SSA with Total Sanitation Campaign to provide toilet facility to schools.	
(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>
	MI visited 37 sites to assess the quality of construction and found it satisfactory looking to the design, size and quality of construction as per visit of the MI to the construction sites.	
(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>
	The Chief Engineer at SPO level is in-charge of civil works. Monitoring format has been developed by SPO to monitor the progress at the district level. Also, monthly district review meeting is convened by Chief Engineer at SPO level. Third Party evaluation has been conducted in order to ensure quality in civil works.	

**(c) Textbooks**

(i)	<b>Total numbers of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which categories of children are receiving free textbooks from SSA funds and State Government funds?</b>	<b>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</b>
	There is no delay in distribution of textbooks. Schools in the district were reopened on 1 <sup>st</sup> May 2009 and text books were distributed within ten days of opening of schools.	
(ii)	<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>
	Textbooks in the district were distributed by education department and not by SSA.	

(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>
	There is no delay in distribution of textbooks. Schools in the district were reopened on 1 <sup>st</sup> May 2009 and text books were distributed within ten days of opening schools. The children who get admission in July get text books free of costs from the schools.	
(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>
	Free text books have been distributed for all subjects and for all classes and to all eligible children. MI did not find shortage of text books in the sample schools monitored by it and all eligible children have books of all subjects.	

**(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>
	The state had issued lump sum amount Rs 94.05 lac for 1881 PS and 69.72 lac for 996 UPS as School grants for the district.	
(ii)	<b>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/SDMC/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>
	The school grant has been revised from Rs 2000/- per school to Rs 5000/- for Primary Schools and Rs 7000/- for Upper Primary School. DPO claimed to release school grant on 31.7. 09 to the schools. DPO has released grant for 2332 schools (100%). Also, DPO has issued guidelines regarding utilization of school facility grant for better education processes in the schools.	
(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 any centralized purchase for the schools out of the school grant. The SDMC had been given responsibility to utilize grant as per the guidelines.	
(iv)	<b>The actual date of receiving school grants by school/SDMC 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/SDMC.</b>
	Schools had received the school grants after September 2009. Some schools visited by MI received school grants either in September/ October/November 2009 or in January 2010. Thus, there was delay in receipt of grants. Also, there are some schools which have received the grant in phases rather than one go.	
(v)	<b>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/SDMC.</b>	<b>To be verified on the spot from the passbook and expenditure statement maintained by school/SDMC.</b>
	Out of 116 schools visited by MI, 94% (106) schools had fully utilized their School grants. The grants had been fully utilized by the SDMCs for items as prescribed in the guidelines given by SPO/DPO.	

**(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>
	No additional teachers were sanctioned and hence, there was no posting of any new teachers.	
(ii)	<b>What is the mode of recruitment of the teachers and the level/authority (DPO/SDMC 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 teacher had been recruited in the year 2009-10.	
(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 teacher had been recruited in the year 2009-10.	
(iv)	<b>If SDMC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?</b>	<b>To be ascertained from DPO and SDMC.</b>
	SDMC/Panchayat is not empowered to make appointments of new teachers.	

(v)	<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 SDMC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</b></p>
	<p>Out of 116 schools visited by MI, the data regarding teachers' sanctioned posts, number of teachers in position and number of teachers present on the day of visit is available for only 106 schools (94%). Number of teachers sanctioned for the schools was 476. Out of it, 417 teachers were in position (88%). Out of total teachers in position, 348 (83.4%) teachers were present on the day of visit. The remaining teachers had gone either on official duty or for examination duty. No teachers were habitual absentees.</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 SDMC and observed during the visit by MI.</b></p>
	<p>In all 116 schools sample checked, MI found good or average rapport between teachers and children.</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>District had a target of in-service training of 12,264 teachers (target of teachers in multiple trainings - one teachers undergoing more than one training) in 2009-10. It had imparted training to 9518 teachers (77.6%) during the same year. A training calendar was developed for teachers' training. Training was conducted at BRC at the block level. The content and module of training was decided and prepared by SIERT, DIET and experts of SPO during workshop. The trainers were from educational background.</p> <p>The district trainers get training from trained KRPs of State level who was engaged in the preparation of module. The quality of training was monitored by District Education Officer, Block Education Officer, ADPC, APC and BRCF. However, district has not devised any regular system of getting feedback from teachers.</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>No teacher had been recruited in the year 2009-10.</p>	

(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>
	No teacher had been recruited in the year 2009-10.	
(x)	<b>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</b>	<b>To be ascertained from the teachers on the spot in respect of schools visited by MI.</b>
	No teacher had been recruited in the year 2009-10.	
(xi)	<b>The academic support given by BRC/CRC to the teachers, the frequency of such support:  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>	<b>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b>
	The BRC building has been used as a training centre for newly recruited teachers but not for refresher training of the untrained teachers.	
	The BRC/and CRC did not have a calendar of training and follow-up activities. They conducted the training as per target given by DPO from time to time. There is no BRC/CRC level follow-up activity done in the district because no regular posting of BRCFs and CRCFs has been done by the SSA.	
	<b>b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</b>	<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>
The post of BRCF's and CRCF's are not in existence/functional since September 2009.		

	<p><b>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</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 post of BRCF's and CRCF's are not functional since September 2009. The posts of BRCF's had been given to BEEO's and CRCF's to Nodal school headmasters. The main function of BEEO's and Nodal headmasters is to check DISE data. Thus, pedagogic improvement, administrative and other matters were hardly taken by BEEO and Nodal headmasters at schools.</p>	
	<p><b>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</b></p>	<p><b>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b></p>
	<p>The post of BRCF's and CRCF's are not functional since September 2009.</p>	
	<p><b>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</b></p>	<p><b>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</b></p>
	<p>EGS/ AIE is not operational in the district</p>	
(xii)	<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>SPO had a Quality Coordinator. He is in-charge of training cell. SPO has a system and format to review district-wise programmes. Review meeting is held every month. Module preparation and organization of training is held under SIERT direction and with the cooperation of DIETs. From time to time SIERT convenes meetings of DIET Principals.</p>	

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

(i)	<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>The total number of teachers eligible to receive TLM grants was 4390 in PS and 3173 in UPS. Out of them SPO had released TLM grants for 7562 teachers (4390 in PS and 3172 in UPS).</p>	

(ii)	<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>
(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>In all, 116 schools were visited by MI, and as per the records, the date of receipt of TLM grant were December 2009 onwards. Sample schools visited by MI received TLM grant either in December 2009, January, February or in March 2010. Thus, TLM grant was received by teachers in the end of the session 2009-10 and teachers were unable to use TLM grant in a better way because most of the courses /chapters had been completed by February and March 2010.</p> <p>In majority of schools visited by MIs, TLM materials were not displayed in the classrooms. TLM's were rarely used by children. Whatever TLM was prepared by teachers and students it was either dumped in classroom or somewhere else.</p> <p>There were some good examples as the science teachers' purchased different models of Science (respiratory and circulatory system, models showing planets positions), Mathematics (different geometrical shapes i.e. rectangle, circle, square, triangle etc) and Geography (Maps of India, World, Asia etc.). There were schools where various models of alphabets in Hindi and English were purchased by the school teachers from TLM grants.</p> <p>The training on TLM development had been organized in the initial years of beginning of SSA in the district.</p> <p>But looking to the desire level and actual level of use of TLM it needs to be improved at a larger level. It needs to imbibe through better trainings and follow-ups.</p>

**(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>
	EGS/ AIE is not operational in the districts	
<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>
	EGS/ AIE is not operational in the districts	
<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>
	EGS/ AIE is not operational in the districts	
<b>(iv)</b>	<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>
	EGS/ AIE is not operational in the districts	
<b>(v)</b>	<b>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support is ascertained. Whether any instructions 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>
	EGS/ AIE is not operational in the districts	
<b>(vi)</b>	<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>
	EGS/ AIE are not operational in the district.	

(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 (SDMC/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>
	EGS/ AIE are not operational in the district.	
(viii)	<b>Whether EV is regular in his attendance?</b>	<b>To be ascertained from SDMC during field visits by MI.</b>
	EGS/ AIE is not operational in the district	
(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>
	EGS/ AIE are not operational in the district.	
(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>
	EGS/ AIE is not operational in the district	
(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>
	EGS/ AIE are not operational in the district.	
(xii)	<b>Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?</b>	<b>Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.</b>
	EGS/ AIE are not operational in the district.	
(xiii)	<b>The number of EGS centres actually upgraded in the district and the details of funds transferred to SDMC 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>
	EGS/ AIE are not operational in the district.	

(xiv)	<b>Whether the actual upgradation of EGS centre has taken place?</b>	<b>To be verified on the spot with the assistance of SDMCs, during field visits of MI.</b>
	EGS/ AIE are not operational in the district.	
(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 SDMC/SMC and school Teacher during field visit by MI.</b>
	EGS/ AIE are not operational in the district.	
(xvi)	<b>Whether SDMC/SMC etc. have received any funds for construction of schools?</b>	<b>To be verified on the spot with assistance of SDMC/SMC and school Teachers during field visit by MI.</b>
	EGS/ AIE are not operational in the district.	
(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 SDMC/SMC and school Teachers during field visit by MI.</b>
	EGS/ AIE are not operational in the district.	
(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 SDMC etc., during field visit by MI.</b>
	EGS/ AIE are not operational in the district.	
(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/SDMC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.</b>
	EGS/ AIE are not operational in the district.	
(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 SDMC/EV by MI.</b>
	EGS/ AIE are not operational in the district.	
(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 SDMC/EV by MI.</b>
	EGS/ AIE are not operational in the district.	

(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 SDMC/EV, by MI.</b>
	EGS/ AIE are not operational in the district.	
(xxiii)	<b>The achievement level of children studying in EGS/AIE facilities?</b>	<b>Assessment to be undertaken during Field visit by MI.</b>
	EGS/ AIE are not operational in the district.	
(xxiv)	<b>The rapport of the EV with the children?</b>	<b>Observations during Field visit, by MI.</b>
	EGS/ AIE are not operational in the district.	
(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 SDMC/EV, by MI.</b>
	EGS/ AIE are not operational in the district.	

**(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>
Total number of CWSN children identified was 8551. Out of it number of enrolled CWSN children was 7992(93.4 %).		
(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>
Out of the total CWSN children, 179 CWSN children were given aids and appliances in the current financial year.		
(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>
	DPO did not face any difficulties in getting and utilizing the aids and appliances.	

(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>
	17 resource teachers were providing support to CWSN children. No NGO is associated with CWSN.	
(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>
	One IED Coordinator (Programme Assistant) is working in the district. He has been oriented on CWSN and also attended capacity building programme at the State level	
(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 State Project Office has prescribed quarterly monitoring format in order to collect information related to CWSN children.  IED coordinator is recruited at the State level. The State IED coordinator is knowledgeable and working as IED coordinator since last six years. He has attended 8-10 workshops/trainings.	
(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 SDMC/Teachers.</b>
	Ramps have been constructed in 11 schools.	
(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>
	270 children were given home based support during the current financial year.	
(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 SDMCs/school teachers.</b>
	1897 parents have been given counseling during the current financial year.	

(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 SDMC/Teachers.</b>
	MI has noticed that 101(67%) out of the 151 enrolled CWSN were actually present in the sample schools checked during fieldwork.	

**(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>
	The number of model cluster schools actually made functional is 47 during the current financial year.	
(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 SDMC and women's groups.</b>
	Out of 47 model cluster schools which are functional, additional classrooms have been completed in 43 and in 4 model cluster schools construction of additional classrooms is in progress. Drinking water and toilets facilities are provided in all 47 model cluster schools. Electrification has been completed in 45 model cluster schools and in 02 schools electrification work is going on.	
(iii)	<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>
	Model clusters in the district have been provided with gender sensitive teaching learning materials, vocational training, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls' education. However, for residential bridge courses girls' parents are not ready.	
(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>
	The quantum of funds released for NPEGEL programme for the current financial year is Rs. 29.892 lacs. The date of release of above fund is from September 09 to March 2010.	
(v)	<b>c. Whether a district gender coordinator is in position?</b>	<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>
	District Gender Coordinator (APC) is in position.	

	<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>	<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>
	Monitoring system had been developed at SPO level in order to check progress in girls' education intervention in state SSA programme. Monthly review meeting is held at SPO level to check progress in girls' education intervention in State SSA programme.	
(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>
	No ECCE centers are operational under Innovation Head funds (Rs. 15 lakhs for girls' education) or NPEGEL.	
(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>
	Monitoring format has been prescribed by the state.	

**(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>
	02 KGBVs have been sanctioned in the district, one each in Suratgarh and Gharsana block. These 02 KGBVs are operational in Suratgarh and Gharsana block.	
(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>
	Land has been identified for 02 KGBVs.	
(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>
	The State has drawn up detailed guidelines for running the KGBV schools.	
(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>
	Constructions have been completed in 02 KGBVs. Both KGBVs are operational in their own buildings.	

(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>
	Number of posts sanctioned for teachers is 07 and for other staff is 07 in 02 KGBVs. As per the sanctioned posts, 06 teachers and 07 other staff (Cooks, Sahayikas are working in 02 KGBVs.	
(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>
	In total, 144 students have been admitted in the KGBVs, 99 in Suratgarh and 45 in Gharsana Blocks KGBVs.	
(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>
	<p>Bed, Almirah, Mattresses, Quilt and meal i.e. Dal, Chapati, Raita, Salad, Pickles and rice etc. are supplied to the enrolled girl children at KGBVs visited by MI.</p> <p>The meals in the KGBV hostels were supplied based on the menu which has been developed at the State level looking to the choice of girl children and nutritional status of the food and daily calorie, protein and carbohydrate requirements etc. On interaction with girls it has been reported that they were getting the meals as per their requirement and some even said that the quality of meals is better than that of their homes.</p> <p>In addition to the above, the clothes, uniforms, daily requirements like oil, soaps, detergents etc were also made available to the boarding students at KGBVs in the district.</p> <p>There are some issues noticed in Suratgarh KGBV which certainly need to be addressed when district prefers to ensure the better management and ensured quality. The classrooms have less benches for children, the beds/cots were damaged, sanitary units/accessories were out of order, computers were not operating, cooking were done in the courtyard rather than kitchen and SDMCs of the KGBV were always looking at District for even small things rather than functioning on their own as per the norms and guidelines. etc.</p>	

**(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>
	EMIS has been set up in the district. Two laptops, 04 computers and 02 computer operators have been put in position.	

(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 time schedule drawn up by the State for DISE/EMIS for the current year is December 09.	
(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>
	All schools have received data capture format by August 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>
	One day training programme (11 September 09) has been organized in order to train teachers for filling up data in DISE data capture format (DCF).	
(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>
	CRC/BRC coordinators have been given task of verifying 5% of the data collected. One day training in September 09. BRCs/ CRCs are discharging their responsibility by verifying data. However, they did not fill separate DCF.  The Third party verification of DISE data for the year 2009-2010 was done by Statistics department, Govt. of Rajasthan.	
(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 data collected and compiled by the DPO was passed on to the State in December 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 the State level and he is fully conversant with needs of SSA in MIS. The State level MIS attended regular trainings/ workshops organized by GOI/ NIEPA.	

**(l) 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>
	The number of Researches to be undertaken during the current financial year (2009-10) is 04 and the actual number of researches sanctioned was 04.	
<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>
	The number of studies sanctioned in the previous calendar year (2008-09) was ten and all 10 the studies were completed.	
<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 cell headed by Joint Director ( Pedagogy) supported by Assistant Director (Research) at SPO level whose responsibility is to convene meetings of the State Research Review and Approval Committee, invite research proposals, sanction then and monitor the progress of studies. There is a State Level Committee in order to sanction research projects. There is prescribed contract format for commissioning of researches.	

**(m) Functioning of the SDMC**

<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>
	The district has 2332 schools covered under SSA. SDMCs were constituted in 2325 (99.6%) schools.	
<b>(ii)</b>	<b>A copy of the guidelines on delegation of powers to SDMC/SMC and whether these guidelines are available with the SDMC?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the SDMC/SMC during the Field visit by MI.</b>
	The DPO has issued guidelines on delegation of powers to SDMC/SMC. During monitoring of 116 schools by MI these guidelines were found available with the SDMC in 64 schools (55.17%).	
<b>(iii)</b>	<b>Guidelines given on adequate representation to women in SDMC/SMC? The actual number of women associated in the SDMC of the school visited by MI?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the SDMC/SMC during the Field visit by MI.</b>

	The SDMC guidelines have mentioned that SDMC should have at least 03 women members. The MI has observed that in 99 schools (85.3%) out of 116 sample checked schools, each of the SDMCs had at least 03 women members.	
(iv)	<b>The frequency of meeting of SDMC 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 SDMC 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 SDMC and verified on the basis of records, in villages/schools visited by MI.</b>
	As per SDMC guidelines, SDMC has to convene meetings every month. But the rule was followed in 23 schools (20%) out of 116 schools sample checked by MI.	
(v)	<b>Whether members of the SDMC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the SDMCs perception of the trainings?</b>	<b>Information to be collected from the SPO/DPO and to be verified from the SDMC/SMC during the Field visit by MI.</b>
	Members of SDMC received orientation. In total, 6975 (23%) SDMC members received training. In 116 schools sample checked by MI, SDMC responded regarding their perception about trainings. 11 SDMCs members were very satisfied, 39 SDMCs members were satisfied and 66 SDMCs members' satisfaction level was average regarding trainings. The trainings were organized at CRC level.	
(vi)	<b>The contribution made by SDMC in improving the environment of the school, enrolment and attendance of teachers and students?</b>	<b>Information to be obtained from SDMC and verified on the basis of records by MI during field visits.</b>
	In 2009-10, the MI has found that out of 116 schools sample checked in 18 schools (16%) SDMCs have improved the school environment; in 26 schools (23%) SDMCs have contributed in enrollment of children, in 22 schools (19%) SDMCs have contributed in improving student's attendance and in 14 schools (12%) SDMCs have helped in raising teachers attendance.	
(vii)	<b>Whether SDMC is maintaining proper record of funds received by them.</b>	<b>Information to be obtained on scrutiny of records of SDMC and to be cross-checked with DPO.</b>
	Out of 116 schools sample checked by MI, in 84% schools (97) SDMC is maintaining proper records of funds received by them.	
(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>

	At the SPO level, there is programme officer in-charge for Community mobilization. The person is well aware of his role. The officer convenes SPO level review meeting of District Project Coordinators/ ADPC for community mobilization and also sends monitoring formats to DPO.
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**(n) Staffing at State and District Level**

(i)	<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 total number of staff sanctioned category-wise in the State office under SSA is 105, Out of it, 96 staff were working at SPO and 09 posts were vacant including 01 post of Joint Director. There are specific Programme Coordinators (Deputy Commissioners/ Directors) 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. The Programme Coordinators (Deputy Commissioners/ Directors) are oriented and knowledgeable about their tasks with all commitment and dedication.	
(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 in the year 2009-10. However, Executive Committee (EC) meeting was held thrice under chairmanship of Chief Secretary, GOR, in the financial year 2009-10.	
(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>
	In total 26 staffing positions have been sanctioned for DPO, Sri Ganganagar and 22 positions have been filled up. 02 APC posts are vacant along with 01 LDC and 01 Assistant.	
(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>

	All BRCs are functioning with support from staff on placement from placement agency.	
(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>
	The SPO has clearly laid down rules for filling up various posts of SSA.	

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

Sri Ganganagar is not a special focus district.

**(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>
	In 2009-10 academic year, schools functioned for 230 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>
	Out of 116 sample checked schools, 104 (89.6%) schools have clean environment; 86 (74.1%) schools have good buildings, 53 (46%) schools have a playground, 85 (73.2%) schools have good classrooms with proper flooring available, 87 schools (75.0%) have proper ceiling, 94 (81.0%) schools have adequate windows, 96(82.7%) schools have adequate lighting in classrooms during the visit of MI.	
(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>
	MI has observed during the visit of 116 sample schools that 93 schools (80%) have blackboards for all classrooms, 100 schools (86.2%) have TLM and proper seating arrangement for children.	
(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>
	Similarly, 91(78.4%) schools have conducted health camp for children.	
(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>
	Further, only 64 (55.1%) schools have adequate play materials. Out of them, children were using play material in 61 (95.3%) schools.	
(vii)	<b>If there is low attendance the reasons for the same?</b>	<b>Information to be obtained from the teachers/SDMC.</b>

	About 23.6% enrolled children do not turn up to schools. During the day of visit of MI to the schools, the average percentage of boys' attendance and girls' attendance were 74.8% and 78.4% respectively. The main reasons for not coming to schools were involvement in domestic work, not interested in studies due to overage, studying in other private schools etc.	
(viii)	<b>Steps taken to promote attendance by the school and by the SDMC/SMC/PTA etc?</b>	<b>Information to be obtained from the teachers and SDMCs etc.</b>
	Teachers and SDMC members repeatedly met parents of children and motivated them to send their children to school. But according to them, this had little impact on parents.	
(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>
	In every school the achievement level of students is assessed by conducting unit test, Half yearly and Final examinations.	
(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>
	Continuous and comprehensive grading evaluation process has been introduced in all schools but grading system has not been followed in schools.	
(xi)	<b>The achievement level of children.</b>	<b>Assessment to be undertaken by the MI on the day of visit.</b>
	The achievement level of children was below average. When assessed by MI, only 16-18 % children of different standards could secure 60% marks during the visit.	
(xii)	<b>The rapport of the children with the teachers?</b>	<b>Assessment on the basis of observation by MI.</b>
	MI observed rapport of children with teachers very good in 25 (21%) schools, good in 68 (59%) schools and average in 23 (20%) schools.	
(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 no schools visited by MI (116), no underage children were found, whereas overage children were found in 61 schools (52.5%).	
(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/SDMC schools records.</b>
	MI had sample checked drop out in 37schools. Out of them the drop out had been observed in 31 schools and it constituted 9% of total children.	
(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>
	As per the policy, no students were to be failed up to Class V. Out of 116 schools sample checked by MI, students were detained in 38 schools (33.6%) in 2008-09.	

**(q) Any other issues relevant to SSA implementation**

**MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above.**

Sri Ganganagar district is the border district of Rajasthan and India neighboring Punjab and Pakistan. The district is agriculturally rich as compared to other districts of Rajasthan because of good network of canals even in remote parts of the district. Also, the district has rich cultivation of Bitty cotton in which children are involved specially in plucking the cotton. As a result, those children remain out of school. They are either dropout /unenrolled children who remain in the field of bitty cotton for 2-3 months i.e. from October to December. Certainly, the children are poor who are engaged in the bitty cotton plucking and even caring of young siblings (brother/sister) when their parents are engaged in the sowing, caring of plants, fertilizing and disinfecting. The bitty cotton is prominent, hence district project office should incorporate the same in order to strengthen the enrollment and achievement of children in the school-going-age. The Block areas connected with Gangnahar (Gang canal) namely, Ganganagar, Padampur, Raisinghnagar and Vijaynagar were the worst sufferers.

The component related to CALP is well taken care of in the district as most of the Headmasters/teachers interacted are positive and they support in terms of training and maintenance of computers which help them to have computers functional in the schools and children are using them for learning purposes.

With respect to CWSN, the district has tried its best to enlist more than 8000 CWSN (8551) children and provide them necessary support. But looking to the population of the district there could be more number of CWSN children who need to be enumerated. Also, the district has given support to 179 children and counseling to 1897 parents with the help of 17 RTs (Resource Teachers). Looking to the size of support of district given to CWSN it needs to be strengthened. At least the enumerated children parents should be dealt under the programme, otherwise what is the point in only enumerating them. In the district 09 RTs of visually impairment (VI) have been appointed but there were no enumeration of visually impaired children in the financial year. Hence, the resources invested on 09 RTs for about a year can not be justified. There can be several reasons but ultimately the children were not benefited after the significant investment on visually impaired RTs.

As monitoring is an important aspect specially in social development programmes where the match between the investment and the outcome is really tough. In the district and also at the Block level the monitoring part is in limited manner. The monthly monitoring meetings were not regular and in fact not documented which really helps to understand the mechanism of monitoring at district and Block level. The district functionaries reported that meetings as and when needed but largely it was not formal i.e. agenda were fixed, discussions were documented, programme component-wise review and key actions areas for the next month etc. were not very vibrating. Therefore, the district need to develop a regular mechanism right from district level to Block level and lastly upto school in order to see the real impact at children, community, school teachers and school levels. *For example in one school of Sriganagar district (Government Upper Primary School 16 BB) it was analyzed that how the SFG has been utilized. It has been seen that expenditures had been made on cleaning of toilets, tree plantation, purchase of earthen pitchers, registers, MDM utensils, cleaning of water storage tank, repair of handpump etc. The SFG was transferred in March 2010 and accordingly the school made the expenditures and UCs has been prepared. Out of the SFG grant school had purchased 11 earthen pots and spent Rs. 600 on cost of earthen pitchers and transportation. On visit to school on 6 April 2010, when the MI wished to see the earthen pots, the HM told that all earthen pitchers were broken. Also, the school spends on photography of tree plantation, MI wished to see the photographs but the HM*

*told that they had been sent to higher officials and the plants eaten by goat.* It reflects the installation mechanism in the district at the school level which definitely needs to be reviewed so that the money invested on SFG and TLM can be really used to strengthening the schools, school education and facilities in the schools.

Looking to the fund flow mechanism it needs to be regular and timely and useful as per the norms otherwise the value for the money really can be difficult to be justified. The school grants for TLM, School Facility etc. can be more helpful - may be in the first and second quarter rather than in third and fourth quarter.

The experience of MI on DISE reflects that the system needs to be improved qualitatively in terms of training, sample checking by the district and block level officials and functionaries. The whole system of planning should be the reflection of DISE in real sense rather than putting the individual component data by the programme in-charges at the district level.

Thus, when MI looks into the efforts and activities on implementing the SSA in the district, blocks and schools the district really takes the lead but there are some issues and areas which certainly need real actions in order to achieve the desired objectives and goals.

Regarding the research work carried out in the district, it was hardly utilized in preparing the next year annual plan looking to the findings of the research studies. Therefore, the district should plan the research studies beyond the activities undertaken as per the annual plan.

(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>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</b></p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
<p>NA</p>
<p><b>2. Annexure 2 – Text Books</b></p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>NA (The responsibility lies on Education Department)</p>
<p><b>3. Annexure 3 – School Grant</b></p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>Enclosed</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/SDMC/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>Enclosed</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 SDMC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>NA</p>

<p><b>5. Annexure 5 – Teaching Learning Material (TLM) grants</b></p> <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>
Enclosed
<p><b>6. Annexure 6 – EGS and AIE</b></p> <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>
NA
<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>
NA
<p><b>7. Annexure 7 – Children with special needs (CWSN)</b></p> <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>
Enclosed
<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>
Enclosed
<p><b>9. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</b></p> <p><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></p>
Not collected

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

Enclosed

**2<sup>nd</sup> HALF YEARLY MONITORING REPORT OF CENTRE FOR DEVELOPMENT  
COMMUNICATION AND STUDIES (CDECS) OF MDM FOR THE STATE OF  
RAJASTHAN FOR THE PERIOD OF  
1<sup>st</sup> FEBRUARY, 2009 TO 31<sup>st</sup> JULY 2009  
(Actually carried out from 1<sup>st</sup> FEBRUARY, 2010 TO 31<sup>st</sup> JULY 2010 as per  
direction from MHRD)**

**FOR SRI GANGANAGAR DISTRICT**

(i)	<b>Name of the Monitoring Institution</b>	CDECS
(ii)	<b>Period of the report</b>	1 <sup>st</sup> February 2010 to 31 <sup>st</sup> July 2010
(iii)	<b>Name of the District</b>	Sri Ganganagar
(iv)	<b>Date of visit to the Districts/EGS/Schools</b>	4-04-09 to 20-04-09

1.	<p><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?</p>			<p><b>Students, Teachers &amp; Parents</b></p>																				
	In all 102 schools (100%) monitored by MI for MDM hot cooked meal was served daily.																							
2.	<p><b><u>TRENDS:</u></b> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">No.</th> <th style="text-align: center;">Details</th> <th style="text-align: center;">Day previous to date of visit</th> <th style="text-align: center;">On the day of visit</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">vi.</td> <td><b>Enrollment</b></td> <td style="text-align: center;">8587</td> <td style="text-align: center;">8415</td> </tr> <tr> <td style="text-align: center;">ii.</td> <td><b>No. of children attending the school on the day of visit</b></td> <td style="text-align: center;">7274</td> <td style="text-align: center;">7124</td> </tr> <tr> <td style="text-align: center;">ii.</td> <td><b>No. of children availing MDM as per MDM Register</b></td> <td style="text-align: center;">7490</td> <td style="text-align: center;">7026</td> </tr> <tr> <td style="text-align: center;">x.</td> <td><b>No. of children actually availing MDM on the day of visit</b></td> <td style="text-align: center;">6881</td> <td style="text-align: center;">6970</td> </tr> </tbody> </table>			No.	Details	Day previous to date of visit	On the day of visit	vi.	<b>Enrollment</b>	8587	8415	ii.	<b>No. of children attending the school on the day of visit</b>	7274	7124	ii.	<b>No. of children availing MDM as per MDM Register</b>	7490	7026	x.	<b>No. of children actually availing MDM on the day of visit</b>	6881	6970	<p><b>School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.</b></p>
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3.	<p><b><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></b></p> <p><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></p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>Out of 102 schools monitored by MI for MDM, regular food grain for MDM was available in 81 schools (79.4 %). Out of 21 schools (20.5%), where regular food grain for MDM was not available, food grain for MDM was not available for less than 15 days in 15 schools (71%), in 5 schools (24%) food grain for MDM is not available for 16-30 days and in 01 school (5%) food grain for MDM is not available for more than 30 days.</p>	
	<p><b>(v) Is buffer stock of one-month's requirement is maintained?</b></p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
	<p>Out of 81 schools, where food grain for MDM was supplied regularly, buffer stock of one-month's requirement was maintained in 67 schools (82.7%). In 14 schools (17.2%) buffer stock of one-month's requirement was not maintained.</p>	
	<p><b>(vi) Is the food grains delivered at the school?</b></p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
	<p>Out of 102 schools where MDM was monitored by MIs, in 99 schools (97%) food grain for MDM was delivered at the school.</p>	
4.	<p><b><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></b></p> <p><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></p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>In total, 78 schools (76.4%) out of 102 schools received cooking cost regularly and in 24 schools (23.5%) cooking cost was not made available regularly. Out of them, in 5 schools (21%) cooking cost was not available for less than 15 days, in 4 schools (17%) cooking cost was not available for 16-30 days and in 15 schools (62%) cooking cost was not available for more than 30 days.</p>	
	<p><b>(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</b></p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>The Schools and SHG arrange food materials and firewood on hired basis to manage MDM cooking.</p>	

	(vi) <b>Is cooking cost paid by Cash or through banking channel?</b>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In all 102 schools cooking cost is paid through banking channel directly into the account of SDMC.	
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>
	No discrimination (gender, caste and community) in cooking or serving or seating arrangements has been observed by MI.	
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, SDMC members, Gram Panchayat members and cooks.</b>
	96 schools (94%) out of 102 schools sample checked by MI for MDM, displayed its weekly menu. Out of it where weekly menu were displayed, 87 schools (91%) adhered to the menu displayed and 9 schools (9%) did not adhere to the menu 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, SDMC members, Gram Panchayat members and cooks.</b>
	There is variety in the food served for MDM. This includes Chapati & Vegetable (seasonal), Dal/vegetable & Rice, Khichdi, Dal and Chapatti, Dal& Bati, Chapati and vegetable. Also, weekly fruits were served under MDM in the schools.	
	<b>(vi) Does the daily menu include rice / wheat preparation, dal and vegetables?</b>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>
	Daily menu includes rice / wheat preparation, dal and vegetables.	
8.	<b><u>QUALITY &amp; QUANTITY OF MEAL:</u></b> <b>Feedback from children on</b> <b>c) Quality of meal:</b>	<b>Observations of Investigation during MDM service</b>
	In all 102 schools sample checked by MI for MDM, the children were satisfied with the quality of meal. However according to them the quality of chapatti should be improved as it remained mostly half cooked.	
	<b>d) Quantity of meal:</b>	<b>Observations of Investigation during MDM service</b>

	Similarly, children are satisfied with the quantity of meal.	
	<b>c){If children were not happy Please give reasons and suggestions to improve.}</b>	<b>Observations of Investigation during MDM service</b>
	Children are satisfied with the quality and quantity of meal.	
	<b><u>SUPPLEMENTARY:</u></b> <b>(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</b>	<b>Teachers, Students, School Record</b>
	In 61 schools (60%) children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine in the school through Medical and Health Department..	
<b>9.</b>	<b>(v) Who administers these medicines and at what frequency?</b>	<b>Teachers, Students, School Record</b>
	These medicines are administered by health department yearly.	
	<b>(vi) Is there school Health Card maintained for each child?</b>	<b>Teachers, Students, School Record</b>
	School Health Card for Child is maintained in 63 (62%)schools out of 102 schools sample checked by MI.	
	<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, SDMC members, Gram Panchayat members and cooks.</b>
	Out of 102 schools sample checked by MI for MDM, cooks are employed by School management in 100% schools. Regarding serving of MDM in schools, in 82 schools (80%) MDM is served by cook/helper, in 15 schools (15%) MDM is served by teachers and in 05 (5%) schools MDM is served by children.	
<b>10.</b>	<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, SDMC members, Gram Panchayat members and cooks.</b>
	Out of 102 schools sample checked by MI for MDM, in 100% schools number of cooks and helpers is adequate to meet the requirement of the school.	
	<b>( iii )What is remuneration paid to cooks/helpers?</b>	<b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b>

	<p>No fixed remuneration is paid to cooks. Cooks remuneration depends upon number of children for whom they prepare MDM. However, cooks remuneration is in the range of Rs150-Rs400/ and even ranges to Rs. 800-1000 depending upon number of children. Thus, cooks are paid very minimal amount for cooking MDM.</p>	
	<p><b>(iv) Are the remuneration paid to cooks/helpers regularly?</b></p>	<p><b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b></p>
	<p>In 92 schools (90%) cooks were paid timely. It means when cooking conversion cost was available to school management, it used to pay cooks remuneration.</p>	
	<p><b>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</b></p>	<p><b>Observations and discussion with children teachers, parents, SDMC members, Gram Panchayat members and cooks.</b></p>
	<p>In all 102 schools sample checked by MI for MDM, women were engaged as cooks. They constitute 54% SC, 9% ST, 26% OBC and 11% belong to general category.</p>	
	<p><b><u>INFRASTRUCTURE:</u></b></p> <p><b>Is a pucca kitchen shed-cum-store:</b></p> <p><b>(f) Constructed and in use</b></p> <p><b>(g) Constructed but not in use under</b></p> <p><b>(h) Under construction</b></p> <p><b>(i) Sanctioned, but constructed not started</b></p> <p><b>(j) Not sanctioned</b></p> <p><b>Any other (specify)</b></p>	<p><b>School records, discussion with head teacher, teacher, SDMC, Gram Panchayat members.</b></p>
<b>11.</b>	<p>(a) Out of 102 schools sample checked by MI, pucca kitchen sheds-cum-stores are constructed and are in use in 74 schools (72%).</p> <p>(b) Pucca kitchen sheds-cum-stores have been constructed but not in use in 8 schools (8%).</p> <p>(c) Pucca kitchen sheds-cum-stores are under construction in 5 schools (5.0%).</p> <p>(d) Pucca kitchen sheds-cum-stores have been sanctioned but construction not started in 03 schools (3.0%).</p> <p>(e) Pucca kitchen sheds-cum-stores not sanctioned in 12 schools (12%).</p>	
<b>12.</b>	<p><b>In case the pucca kitchen shed is not available, where is the food being cooked and where the food grains /other ingredients are being stored.</b></p>	<p><b>Discussion with head teacher, teacher, SDMC, Gram Panchayat members, Observation</b></p>

	<p>In schools where pucca kitchen shed is not available, MDM is cooked either in verandah or in open.</p> <p>As far as storage of grains is concerned it is stored in classrooms. Also, in the schools where pucca Kitchen cum store is available the grains are stored in classrooms or classrooms have been marked as stores.</p>	
13.	<b>Whether potable water is available for cooking and drinking purpose?</b>	<b>-do-</b>
	Potable water for drinking and cooking is available in 98 schools (96%). Thus, unavailability of water in remaining 04 sample schools somehow affects MDM operation in schools.	
14.	<b>Whether utensils used for king food are adequate?</b>	<b>Teachers/Organizer of MDM Programme</b>
	In 96 schools (94%) out of 102 sample schools undertaken by MI for MDM have adequate number of utensils for cooking MDM.	
15.	<b>What is the kind of fuel used? (Gas based/firewood etc.)</b>	<b>Observation</b>
	94 schools (92%) out of 102 schools sample checked by MI for MDM in the district use firewood as fuel for preparation of MDM.	
16.	<b><u>SAFETY &amp; HYGIENE:</u></b>	<b>Observation</b>
	<b>ii. General Impression of the environment, Safety and hygiene:</b>	
	Only in 74 schools (72%) MDM is prepared in pucca kitchen-shed-cum store. Similarly only 32 schools (31%) have very good cleanliness of both kitchen and store. Thus, majority of schools lack safe and clean environment for cooking MDM.	
	<b>ii. Are children encouraged to wash hands before and after eating</b>	<b>observation</b>
	In 93 schools (91%) children were encouraged to wash hands before and after taking MDM.	
	<b>iii. Do the children take meals in an orderly manner?</b>	<b>observation</b>
	In 95 schools (93%) children take meals in an orderly manner.	
	<b>iv. Conservation of water?</b>	<b>Observation</b>
	In 97 schools (95%) children conserve water while washing dishes.	
	<b>x. Is the cooking process and storage of fuel safe, not posing any fire hazard?</b>	<b>observation</b>
In majority of schools cooking process and storage of fuels was proper and did not pose any fire hazards.		
17.	<b>COMMUNITY PARTICIPATION:</b> <b>Extent of participation by Parents/SDMCs/Panchayats/Urban bodies in daily supervision, monitoring, participation</b>	<b>Discussion with head teacher, teacher, SDMC, Gram Panchayat members</b>

	<p>The extent of participation by Parents/SDMCs/Panchayats/ in daily supervision, monitoring, is quite satisfactory. In 76 schools (74.5%) Panchayats participated in supervision and monitoring of MDM. In case of participation of parents it was reported in 90 schools (88.2%).In 30% schools Panchayats/ SDMCs monitor and supervise MDM daily, whereas in 44% schools parents monitor and supervise MDM daily.</p>	
18.	<p><b>INSPECTION &amp; SUPERVISION</b></p> <p><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, SDMC, Gram Panchayat members</b></p>
	<p>Out of 102 schools sample checked by MI for MDM, 40 schools (39%) had been inspected by district level MDM officials, whereas 84 schools (82%) had been inspected by block level officials. Thus, monitoring by State and district officials is not a regular phenomenon.</p>	
19.	<p><b>IMPACT</b></p> <p><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></p>	<p><b>School records, discussion with head teacher, teachers, students, SDMC, Gram Panchayat members.</b></p>
	<p>In 79% schools teachers / headmasters reported that MDM improved the enrollment, whereas in 84% schools teachers reported that MDM improved attendance of children in schools and in 90 %schools teachers reported that MDM improved, general well being (nutritional status) of children.</p>	

<b>List of Schools Visited in Sri Ganganagar district</b>			
S.No	Name of District	No. of district	1. Name of school
1	Sri Ganganagar	116	PS Mirjevala
2			Girls UPS
3			UPS BF Bada
4			UPS 6y
5			UPS Sy II
6			Girls UPS Kaliya
7			PS 4y
8			UPS No.7 Shri Ganganagar
9			PS No.4 Shastri Basti Shri Ganganagar
10			UPS Lebar Colony, Shri Ganganagar
11			UPS No.6 Purani Abadi Shri Ganganagar
12			UPS Housing Board, Shaym Nagar Shri Ganganagar
13			Girls UPS 3 B Choti (Shri Ganganagar)
14			PS Hirnovali (18. M.L)
15			UPS Netevala
16			UPS
17			UPS 17 M.L
18			UPS Sadhuvali, Shri Ganganagar
19			Girls UPS Saduvali
20			PS 1 Ward, Shri Ganganagar
21			UPS 2y Shri Gangangar
22			PS 5e Choti
23			UPS Sanskarat 7e Choti
24			UPS 7e Choti
25			PS Netevala
26			UPS 7Z
27			PS 5B Choti
28			UPS Bharatnagar
29			Girls UPS No.4 Shri Ganganagar
30			PS Gali No.5 Shri Ganganagar
31			UPS Kedar Basti, Shri Ganganagar
32			UPS 3A Choti Shri Ganganagar
33			UPS Sethiya colony Shri Ganganagar
34			Girls UPS NO.3 Shri Ganganagar
35			UPS No.4 Shir Ganganagar
36			Girls UPS, 3 Kenal Shri Ganganagar
37			UPS 3 DD
38			UPS 26 BB
39			UPS 1DD
40			UPS 7NN
41			UPS 2BB III
42			UPS Padmpur
43			Girls UPS Retevala
44			PS 219 BB II
45			PS Retevala
46			PS 3 RBB
47			UPS 6NN
48			PS 2 DD
49			UPS 5 CC
50			UPS 7DD
51			PS 8 DD

52			UPS 7 CC
53			UPS 8 NNB
54			Girls UPS 19 BB Padampur
55			UPS 17 BB Padampur
56			PS Delva
57			UPS 23 BB (Padampur)
58			PS Tamkot Padampur
59			UPS Narsinghpura
60			Girls UPS 51 LNP
61			UPS 34 LNP
62			UPS Padampur
63			PS 47 GG II
64			UPS 8 EEA
65			UPS 24 BB Francevali
66			PS 25 BB
67			PS No. 2 Padampur
68			Girls UPS Manjubas
69			PS Jaloki ward No 5
70			PS 37 RB
71			UPS 20 BBI
72			UPS 2 RB
73			UPS 39 RB
74			UPS 42 RB
75			Girls UPS Gaguvala Shikan
76			PS 28 GB
77			PS 35 GB
78			PS 31 GB
79			PS 25 GB
80			PS 8BLM "A" Shri Vijay Nagar
81			UPS 1 BLM Anupgarh
82			UPS 15 BLD (Ratnevala)
83			PS 2 B.S.D (e)
84			PS ward No. 8 Shri Vijay Nagar
85			UPS Gogamedi Anupgarh
86			UPS 6 B.L.M (Anupgarh)
87			UPS 12 B.L.M
88			PS 41 GB
89			PS 52 GB
90			PS Shri Vijay Nagar
91			PS 13 B.L.M
92			PS 39 GB
93			Girls UPS Shri Vijay Nagar
94			PS 49 GB
95			UPS 50 GB
96			UPS 38 GB
97			UPS 42 GB
98			PS 43 GB
99			PS 37 GB
100			PS 9 BLM
101			UPS 3/4 D.J.M
102			UPS 8 BLM Anupgarh
103			PS 48 GB/ B
104			PS ward No.13 Shri vijay Nagar
105			UPS 23 GB
106			UPS Shri Vijay Nagar (Anupgarh)
107			UPS 32 GB

108			PS Chak 40 GB
109			PS 46 GB Anupgarh
110			UPS 19 BB
111			PS 2kwm
112			UPS 9A Chothi
113			UPS 16 BB
114			PS 16 SD
115			Girls UPS 10 BLM
116			PS 33 GB

## LIST OF ABBREVIATIONS

AIE	- Alternative and Innovative Education
AEN	- Assistant Engineer
ACRs	- Additional Classrooms
ADPC	- Assistant District Project Coordinator
APC	- Assistant Project Coordinator
BRC	- Block Resource Centre
BRCF	- Block Resource Centre Facilitator
CRC	- Cluster Resource Centre
CWSN	- Children with Special Need
CDECS	- Centre for Development Communication & Studies
DIET	- District Institute of Education and Training
DPO	- District Project Office
EGS	- Education Guarantee Scheme
ECCE	- Early Childhood Care and Education
GOR	- Government of Rajasthan
JEN	- Junior Engineer
KGBV	- Kasturba Gandhi Balika Vidyalaya
MDMS	- Mid Day Meal Scheme
MI	- Monitoring Institute
NGOs	- Non Government Organizations
NPEGEL	National Programme For Education of Girls at Elementary Level
OBCs	- Other Backward Castes
PHED	- Public Health Engineering Department
PRIs	- Panchayat Raj Institutions
SCs	- Scheduled Castes
SPO	- State Project Office
SDMC	- School Development & Management Committee
SSA	- Sarva Shiksha Abhiyan
STs	- Scheduled Tribes
SFG	- School Facility Grant
SCERT	- State Council For Educational Research and Training
TLM	- Teaching Learning Material

# A N N E X U R E